



Kihikihi School Charter Strategic and Annual Plan 2020 - 2022

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	



**Our school is a school with a bicultural ethos.
We offer learning based on the principles of the Treaty of Waitangi:**

***Partnership/Rangapū,
Participation/Whakauru,
Protection/Whakamaru.***

Our whakatauāki (Kapa, 2010) reflects our belief that it is our responsibility to nurture learners, assist them in an environment where they feel safe, valued and belong. A place where all that they bring with them can be utilised to help them grow. At the end of their learning and growing with us, they graduate and depart to continue supporting and growing their whānau with what they have learnt. Whānau in a broad sense reflects their whakapapa/genealogy, their friends, their community and eventually the wider world which they inhabit. We are privileged to be part of their growth.

We are a PB4L school which means we focus heavily on reinforcing positive behaviours to better support the learning outcomes for all tamariki. Providing an environment that allows our tamariki to be independent, self motivated, self sufficient, can understand who they are and can see ways they can improve their attitudes and abilities to enhance their success, communication and interactions with others is a vital part of the culture we are developing

Our Motto	Kia Manawanui - Be Big of Heart			
Our whakatauki	He tangata ako, He whānau ako. Learners today, Leaders tomorrow.			
Our Values Our school values and attitudes reflect work with Kaumātua, staff, and taura beginning in 2009 and continues now. Through ongoing consultation and PD we will continue to refine these.	Value	Kihikihi Speak	Tohu	Definition
	Wairuatanga Our spiritual awareness that connects us to our environment ,our ancestors, and our genealogy	Kia tau		We are calm and ready to learn - Kia mauritau ki te ako.
	Oranga We foster healthy attitudes toward personal wellness – body, mind and spirit.	Kia kaha		We are sharp and ready - ki te hoe!
	Whanaungatanga People are our wealth, we aim to nurture relationships by acting in mana enhancing ways.	Kia toa		We care for each other and our school - He kaitiaki tātou
	Ihumanea This is our intellect, the way we think and act enhances our learning.	Kia manawanui		We are learners - he tangata ako, he whānau ako
	Reo Communication is essential to the growth and development of our learning, we are directionless without language.	Kia mārama		Our language creates our understanding of the world
Our Principles	<u>The school follows the principles of Te Tiriti ō Waitangi and the New Zealand Curriculum</u> Partnership - Rangapū Participation - Whakauru Protection - Whakamaru High Expectations, Coherence, Cultural Diversity, Inclusion, Community Engagement, Learning to Learn, Future Focused			
Māori Medium Status	Dual Curriculum (New Zealand Curriculum and Te Maturanga o Aotearoa) Level 1 and 4 Te Reo Māori instruction offered.			

Our Kura

Our school is unique in the Te Awamutu District. We are one of two dual curriculum and Māori medium schools out of 19 schools in the local area. Kihikihi School was approved as a full primary from 2014. We have offered learning programmes for year 7 and 8 since the start of that year. In 2018, we began the year with student numbers in the mid 140s and have climbed to over 170 in 2020. We are seen as a culturally vibrant and rich school. We embrace Te Ao Māori and offer immersion learning in Te Reo me ōna tikanga to tamariki of whānau who desire this.

In the English Medium (Auraki) all students learn Te Reo Māori as a subject. All students learn about the local histories, landmarks and significant places within our area as part of our Marau-a-Kihikihi. Te Reo me ōna tikanga Māori is integrated into all learning environments and experiences across the school, everyday.

Our school curriculum allows all tamariki, Māori, Pākehā, and those of other backgrounds to learn about who they are, where they come from and the importance of understanding. We first acknowledge the dual, bicultural basis on which New Zealand has developed, and learn about other cultures who have been included in our nation's makeup.

Achievement levels of tamariki show steady progress throughout the year. Those tamariki who stay with us consistently show improved and for some, accelerated progress over time. Through deep inquiry, we are enhancing and working towards accelerating the outcomes for many of our learners who previously were presenting as concerns over time.

Our 2011, 2014 and 2018 end of year ERO reviews talk positively about our success and the sense of collective direction and kotahitanga we have established within our wider school whanau. Belief in what we are doing is strong.

This will continue to be achieved through a partnership between the school, our whānau, kaumatua, hapū, marae and the MOE under the provisions of the Education Act. The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter within the resources and time available to it.

Our Vision

At Kihikihi School we will endeavour to:-

- o Take all reasonable steps to ensure that children whose whanau wish them to learn in Te Reo Māori are able to do so. In recognition of this the Board of Trustees established and supported the development of a Rūmaki Reo from its inception in 2010.
- o To offer a quality English Medium (mainstream/auraki) programme for whānau who wish their tamariki to learn in core areas of learning in the medium of English.
- o All classrooms in the auraki aim to incorporate and build the use of Te Reo taught in class and used in increasing incidental ways in the English Medium.

- o Reflect the unique position of the Māori culture within the school through adherence to the Tiriti o Waitangi, procedures for enrolment, provision of Te Reo through the mainstream and the opportunity for tamariki to learn immersed in Te Reo Māori me ōna tikanga. This is also reflected through our curriculum document, Te Marau-ā-Kihikihi/The Kihikihi School Curriculum based on the Te Marautanga o Aotearoa, the Graduate Profile and elements of the NZ Curriculum.
- o Continue to work in partnership between Maori Medium (Rumaki) and English Medium (Auraki) settings, creating shared learning experiences and programmes to further enhance the culture of the school as this is a point of difference for our kura.
- o Strengthen Inquiry learning and expose tamariki to a range of devices to support learning in an increasingly digital environment.
- o Continue to provide quality learning environments that enhance effective teaching and learning both in and out of the classroom.
- o Develop an attractive and safe school environment that enhances the development of health and physical well-being.
- o Value communication, partnership, teamwork and cooperation between whanau, parents/guardians, BOT, staff and community.
- o Encourage our tamariki to strive for excellence and continuously challenge themselves to exceed expectations.

Cultural Diversity

At Kihikihi school there are very small numbers of other ethnic groups represented, currently we have 2% Pasifika students, 3% other Asian with the predominant groups being Māori and New Zealand European (Pakeha). Families of other ethnic groups need to be “surveyed” annually using successful means to determine what they would like the school to do in support of their children and especially how we can best meet their learning needs.

For our students this means:

- o All reasonable steps will be taken by the Board of Trustees to ensure the opportunity to learn in the school environment in immersion Te Reo Māori.*
- o The opportunity to learn Te Reo and tikanga Māori across the mainstream classes.*
- o An expectation of high standards of achievement overall in all learning areas.*
- o An expectation of regular attendance at school. This will be managed with the support of our Student Management system with concerns being automatically flagged and referrals to outside services and agencies as required.*
- o Learning about the history of Aotearoa/New Zealand from a balanced perspective, with particular focus on our local history embedded in our Marau*
- o Reflecting on individual growth as part of the Graduate profile*

For our staff this means:

- o Integrating Te Reo Māori me ōna tikanga into classroom programmes. All staff are expected to develop skills and knowledge in this area.*
- o Allowing our Māori tamariki regardless of learning medium to succeed as Maori. Maori contexts for learning are an expected part of the programme.*
- o Use of karakia to open the day and close the day. Karakia before kai. Enforce washing of hands. Involvement of all tamariki in whakatau , mihi and powhiri and events capturing the essence of this area, with focus on Maniapototanga and Raukawatanga.*
- o Understanding basic principles of tikanga Māori, and a strong sense of whanaungatanga is developed through morning and afternoon hui.*
- o Providing an explicit focus on equity and excellence in student outcomes for all students.*

- o Maintaining high standards of professional integrity and continuously participating in professional development that aligns with the school's strategic direction as well as own professional inquiry.*
- o Improving student outcomes in literacy and numeracy, through internal and external support and guidance for both the Māori and English Mediums.*
- o Ensuring high levels of success for our students.*
- o Utilising the Critical Histories Programme (Tamsin Hanly) we have as a significant resource in our kura.*

For school management this means:

- o Analysing achievement data for all students with deep analysis of ethnicities, gender, special needs and year groups included.*
- o Setting targets for improving achievement for all students based on the analysis of achievement data.*
- o Ensuring all cultures of students are reflected within the learning programmes through culturally responsive practices and in liaison with families.*
- o Ensuring partnership between Maori Medium (Rumaki) and English Medium (Auraki) settings in order to create shared learning experiences and programmes to further enhance the culture of the school being as one.*
- o Working in liaison with Māori parents in establishing action plans to achieve goals and meet targets specific to them.*
- o Analysing achievement for special needs groups and delivering appropriate programmes of support.*

For our whānau this means:

- o Being accepted and valued through inclusion and involvement.*
- o Supporting and engaging with the school for events, festivals and learning.*
- o Being able to ask questions and seek support from staff of the kura.*
- o Feeling that the kura is a place where they can be involved.*

Strategic Goals and Aims 2020 - 2022

Goal 1	Goal 2	Goal 3	Goal 4
<p>Physical Environment Managing and developing our property and resources.</p> <p><i>NAG 4: Finance and Property</i> <i>NAG 5: Health and Safety</i></p>	<p>Learning and Assessment Improved learning outcomes for all by providing high quality, engaging, culturally responsive teaching</p> <p><i>NAG 1: Curriculum</i> <i>NAG 2: Achievement/Self Review</i></p>	<p>Staff Leadership and BOT capabilities. Strengthen, grow and develop capabilities of all.</p> <p><i>NAG 3: Personnel</i> <i>NAG 2: Self Review</i></p>	<p>Culture and community Co-Create a positive school culture that supports the beliefs and aspirations of our community, iwi and whānau.</p> <p><i>NAG 1: Curriculum</i> <i>NAG 2: Achievement / Self Review</i> <i>NAG 5: Health and Safety</i></p>
<p>Aim 1: To provide and continue to develop our physical environment to better reflect our kaupapa and school values for enhanced holistic learning that is safe, attractive and instill a sense of pride amongst the community.</p>	<p>Aim 2: To provide high quality teaching and authentic, localised learning programmes, maximising student potential so that talents are recognised and developed and academic achievement exceeds curriculum expectations.</p>	<p>Aim 3: To further develop, strengthen and grow the capabilities of our staff, Leadership team and BOT members.</p>	<p>Aim 4: To have a positive school and community culture where our school values permeate through all aspects and lead decision making for the benefit of improved student outcomes and community involvement.</p>

Annual Plan 2020

Strategic Goals and Aims	Core Strategies for Achieving Goals	Who	Time frame	Expected Outcomes
<p>Goal 1 Physical Environment Managing and developing our property and resources</p> <p>Aim: To provide and continue to develop our physical environment to better reflect our kaupapa and school values for enhanced holistic learning that is safe, attractive and instill a sense of pride amongst the community</p>	<ol style="list-style-type: none"> 1. Use of the SIPs funding to support the rebuild of a senior playground 2. Use 5YA and 10YPP funds to maintain and upgrade the school where appropriate 3. External funding sought to continue the development and implementation of our Kia Tau garden 4. Strengthen communications and engagement with local iwi, whānau and wider community members to support further development of targeted property projects such as the Mara kai, Kia Tau Garden and Murals. 5. Embed appropriate kōrero hTori o te Rohe into teaching and learning. 	<p>Principal & BOT</p> <p>Principal & BOT</p> <p>Principal & BOT</p> <p>All Staff</p>	<p>Dec 2020</p> <p>Ongoing</p> <p>Termly until Dec 2020</p> <p>Termly</p>	<ol style="list-style-type: none"> A. Mārakai will be fully functional by the end of the year being used by all classes teaching self sustainable living incorporating te ao Māori values. B. All taura will develop their physical health and well being for improved learning outcomes through the provision of a Senior Playground. C. School maintenance and property upgrades will be kept to schedule D. The Kia Tau garden will be established within 2 years E. Community involvement and engagement will increase providing more opportunities for local experts to share their knowledge with our tamariki through authentic learning experiences.

Strategic Goals and Aims	Core Strategies for Achieving Goals	Who	Time frame	Expected Outcomes
<p>Goal 2 Learning and Assessment Improve learning outcomes for all by providing high quality, engaging, and culturally responsive teaching</p> <p>Aim: To provide high quality teaching and authentic, localised learning programmes, maximising student potential so that talents are recognised and developed, and academic achievement exceeds curriculum expectations.</p>	<ol style="list-style-type: none"> 1. Develop strong teaching and assessment practices through improved teacher inquiry. 2. Use eTap Spotlight (digital dual medium platform) to align all planning, assessment and reporting processes across the school. 3. Develop understanding and implement the Digital Technologies Curriculum through targeted PLD 4. Improve teacher efficacy through external expertise (who understand dual medium contexts) PLD. 5. Focus on accelerating progress of our ‘at risk’ (Well below/below) students in literacy and numeracy through deliberate acts of teaching 6. Provide authentic and localised learning programmes through refinement and implementation of our Marau-ā-Kihikihi 7. Finalise and fully implement Marau - ā - Kihikihi and refine with key stakeholders our Graduate profile 8. Continue to provide opportunities for staff to strengthen their own cultural competencies, 	<p>All Staff & Leadership</p> <p>All Staff & Leadership</p> <p>All Staff</p> <p>Principal & All staff</p> <p>All staff & Leadership</p> <p>Principal & Leadership</p> <p>Leadership</p> <p>Leadership</p>	<p>Termly</p> <p>Termly</p> <p>Dec 2020</p> <p>Dec 2020</p> <p>Termly</p> <p>Termly</p> <p>Dec 2020</p> <p>Termly</p>	<ol style="list-style-type: none"> A. Teacher inquiry will improve teacher efficacy evident in student progress. B. Streamlined planning and assessment practices school wide to ensure complete curriculum coverage, quality tracking and monitoring of all student progress. C. Spotlight will be the main platform for reporting digitally to parents. D. PLD provided for targeted areas of need and MOE national priorities are being met. E. Student achievement outcomes for writing will improve and show evidence of accelerated progress. F. Authentic and localised learning programmes will be provided through our Marau a kihikihi G. Graduate profile will be completed with the support of key stakeholders and implemented. H. Target students will show accelerated progress especially in writing I. Staff will be culturally competent allowing Maori students to achieve success as Maori fulfilling the requirements of Te Tiriti o Waitangi.

	Te Reo Māori and tikanga practices school wide including Maramataka Māori.			J. Embed appropriate kōrero hītori o te Rohe into teaching and learning
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Strategic Goals and Aims	Core Strategies for Achieving Goals 2020	Who	Time frame	Expected Outcomes
<p><u>Goal 3</u> Staff, Leadership and BOT capabilities Strengthen, grow and develop capabilities of all</p> <p><u>Aim:</u> To further develop, strengthen and grow the capabilities of our staff, Leadership team and BOT members.</p>	<ol style="list-style-type: none"> 1. Seek and obtain external expertise (with understanding of the dual curriculum needs of our kura) to provide targeted Professional development aligned with appraisal goals. 2. Be a fully functional and efficient Board of Trustees who are deliberate in our actions to govern the school effectively within our roles. 3. Develop a 'coaching model' to support Teacher inquiry and leadership capabilities. 	<p>BOT Principal Leadership All Staff</p> <p>BOT</p> <p>Principal Leadership</p>	<p>End of term 1 - ongoing</p> <p>End of Dec</p> <p>End of term 2</p>	<ol style="list-style-type: none"> A. Targeted Professional development for staff is attended ongoingly improving capabilities B. All staff have the opportunity to develop leadership capabilities within their role C. Provide and attend appropriate Professional Development that support appraisal goals D. All BOT members will attend Professional development annually specific to their role E. Annual BOT survey of parents, whānau and local iwi will ensure strategic direction is maintained and aligned to their aspirations.

Strategic Goals and Aims	Core Strategies for Achieving Goals	Who	Time frame	Expected Outcomes
<p>Goal 4 Culture and community Co-create a positive school culture that supports the beliefs and aspirations of our community, iwi and whānau.</p> <p>Aim: To build a positive school and community culture where our school values permeate through all aspects and lead decision making for the benefit of improved student outcomes and community involvement.</p>	<ol style="list-style-type: none"> 1. Strengthen and refine PB4L School wide achieving Tier 2 status 2. Provide a positive school and community culture where our school values are fully embedded and practised by all. 3. Strengthen existing and develop new whanau relationships to support the growth of each taurira holistically and academically. 4. Re establish the Fundraising committee to strengthen fundraising attempts for the school. 5. Refine methods of communicating with, and reporting to, our community. 	<p>PB4L SW Team</p> <p>All Staff</p> <p>All Staff</p> <p>Principal</p> <p>Principal Leadership</p>	<p>End of term 2 End of term 4</p> <p>Termly</p> <p>Termly</p> <p>End of term 1</p> <p>End of term 3</p>	<ol style="list-style-type: none"> A. Tier 1 PB4L will be maintained while Tier 2 will be developed and implemented. B. Our agreed School Values will be fully embedded through shared understanding and continued practise in all aspects of our daily school life. C. All Taurira will grow holistically and academically through strong whānau relationships with the school. D. The PTA will be fully established and necessary funds gained to support the ongoing development of the school. E. Communication with and reporting to our community will be easy for them to find, access and timely. Parents will be able to view their child’s progress on a digital and dual medium platform.

Improvement Plan for Writing/Tuhituhi, Reading/Pānui, Maths/Pangarau

School Strategic Learning Goal: 2 Teaching and Learning

Improve learning outcomes for all by providing high quality, engaging, and culturally responsive teaching

School Annual Learning Target

Where do we want to be at the end of 2020?

All of our December 2019 'at risk' (Well below and Below) students in writing/tuhituhi, reading/pānui, maths/pangarau will show accelerated progress of through deliberate acts of teaching.

Baseline data and Target

Target 1: By the end of 2020, all taura will have made progress as described below for each of the curriculum areas.

Auraki - English Medium

Dec 2019 at risk	Writing	Maths	Reading
Below	30% (32 of 107)	16% (17 of 107)	4% (4 of 107)
Well below	13% (14 of 107)	0%	0%
Gender	43% male and female are below/well below	10% male 23% female	3% of all males are below and 3% of all females are below
Ethnicity (Māori)	22% (24 of 46) of all Maori students are below or well below	10% of all Maori students are below (11 of 107)	0% Maori male are below 4% of all maori female are below
Target	50% (23 of 107) of this group will make accelerated progress. All	To accelerate progress so there is less than 5% in the below	Maintain and increase to 100% at or above.

Rūmaki Reo

	Tuhituhi	Pangarau (Tau)	Pānui
Manawa Aki (working towards)	32.4% (12 of 37)	37.8% (14 of 37)	32%(12 of 37)
Manawa Taki (Requires IEP)	21.6% (8 of 37)	5.4% (2 of 37)	24% (9 of 37)
Gender in Aki/Taki	33% (5 of 15 Kotiro) 68% (15 of 22 Tama)	40% (6 of 15 kotiro) 45% (10 of 22 Tama)	40% (6 of 15 kotiro) 68.2% (15 of 22 Tama) 7= Aki, 8 =Taki
Target	All students in Taki will make accelerated progress by the end of the year. Particular focus on	All students in Taki will make accelerated progress and less than 20% of all taura will be in Aki.	All students in Taki will make accelerated progress and less than 20% of all boys will be in aki by the end of the year.

	Māori	category.	
<p>Writing: At the end of 2019, 43% of all students (46 out of 107) were well below or below expectations in writing. 12 out of 46 students are still below Level 1p in years 4 - 8 placing them in the well below category.</p> <p>Maths: At the end of 2019, 16% of all students (17 out of 107) were below expectations in Maths. 45% of all students were working in level 1 of the curriculum. Of the 16%, Maori students equate to 10%. Yr 6, 7, 8</p> <p>Reading: - Target cohort is Yr 5,6 and 7 to ensure they do not fall behind in achievements from the progress made at the end of 2019. All students are achieving well in this learning area but the challenge will be to maintain it with new students entering the school.</p> <p>What measurable outcome does the Auraki team want to achieve at the end of 2020?</p> <ol style="list-style-type: none"> 1. 50% of students in 'well below' will make accelerated progress in 2020 while the other 50% will progress overall in Writing to obtain at least 75% of all students in the Auraki achieving at or above expectations in Writing. 2. At least 75% of all students in the Auraki will be achieving at or above expectations for writing . 3. Maintain the high level of achievement with new students transitioning with high needs. 			
	Yr 1 - 3 Tama		
	<p>Tuhituhi: At the end of 2019, 54% of all Taura (20 of 37) were in Taki or Aki for Writing. The tama are overrepresented in this area with 68% of all males in Aki/Taki or 15 of 37 pupils.</p> <p>Pangarau: At the end of 2019, 54% (16 of 37) pupils were in Taki or Aki. 45% of all tama achieved in Aki/ Taki and 40% of all girls were the same. The aim will be to reduce this to less than 20% by the end of the year.</p> <p>Reading: - At the end of 2019 56% (21 or 37) pupils were achieving in Aki and Taki combined. Of this 56%, 68% of all tama were achieving in this area compared to 40% of all kōtiro. Target cohort will be our tama.</p> <p>What measurable outcome will the Rūmaki team want to achieve at the end of 2020?</p> <ol style="list-style-type: none"> 1. 50% of students in 'Marama Taki" will make accelerated progress in 2020 while the other 50% will progress overall in Tuhituhi to obtain at least 75% of all students in the Rūmaki achieving at or above expectations in Tuhituhi 2. Accelerate progress of all boys in Marama Aki/Taki where at least 50% will move to either Aki or Ora in Pānui 3. All taura in Marama Taki will make accelerated progress and less than 20% will be achieving in Marama aki for Pangarau. 		

Key Improvement Strategies			
<p><i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i></p>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>

<p>Term 1, 2, 3 and 4</p> <p>Termly</p> <p>Term 2, 3 and 4</p> <p>Term 1</p> <p>Term 3</p> <p>Term 1</p> <p>Term 1,2,3, 4</p>	<p>Writing/ Tuhituhi</p> <ol style="list-style-type: none"> 1. Review assessment practices school wide, particularly writing /Tuhituhi moderation and supporting documents to form a school wide approach to assessment, analysis and synthesis of the data for teachers to inform their practise. 2. Seek and attend PLD specific to teacher efficacy in writing and assessment practices 3. Use deliberate acts of teaching that are recognised through our PLD to improve student outcomes and included in teacher inquiry goals. 4. Use literacy progressions (dual medium) on Spotlight to assign, monitor and assess student progress in writing. 5. Develop a school wide and systematic approach to using assessment for learning through deep inquiry 6. Provide targeted dual medium resources to support the learning needs of the students. 7. Implement our local curriculum to provide authentic learning contexts for our taura to be excited and motivated about writing. 8. Provide PLD for our Teacher Aides in order to implement programmes such as Agility with Sound 	<p>Leadership</p> <p>All staffs</p> <p>Teachers</p> <p>Teachers</p> <p>Principal/ Leadership</p> <p>BOT/ Principal</p> <p>Teachers</p> <p>leadership</p>	<p>By the end of term one, leaders will....</p> <ul style="list-style-type: none"> ● Improve their own understanding of writing assessment practices and how to analyse data to support developing next teaching steps ● Utilise existing PLD hours to improve teacher efficacy in all learning areas - ensuring access for all. ● Ensure all hui has a targeted focus on assessment for learning ● Be aware of the resources required for all teachers to effectively deliver a programme through regular audits and purchases of current materials. ● Review school wide assessment practices to align Auraki and Rūmaki with the use of eTap as a platform. ● Have a deep understanding of whole school data to better support their teams to accelerate progress for our at risk students.
<p>1. Term 1, 2, 3,4</p> <p>Term 1</p> <p>Term 1,2</p>	<p>Pangarau / Maths</p> <ol style="list-style-type: none"> 1. Provide targeted dual medium resources to support the learning needs of the students. 2. Audit the physical resources within classes, purchase new or replace learning resources to better support the programmes for numeracy and strand 3. Develop a school wide and systematic approach to using assessment for learning through deep inquiry 	<p>BOT/ Principal</p> <p>Teachers/ Principal</p> <p>Leadership</p>	<p>By the end of term one, teachers will...</p> <ul style="list-style-type: none"> ● Understand accelerated progress and what impacts students the most to allow this to happen. ● Further develop their own efficacy through targeted PLD and Teacher Inquiry. ● Engaged in meaningful conversations with colleagues about how to best support the target group students gain success and accelerate learning.

Term 3, 4 Term 1, 2, 3, 4	<ol style="list-style-type: none"> 4. Seek PLD specific to Maths for Maori Immersion classes 5. Track and monitor a group of Target students for Teacher Inquiry. 	Leadership/ Principal Teachers	<ul style="list-style-type: none"> ● Begin to develop their understanding of how to analyse assessment data in order to formulate their next teaching steps - with support from leadership ● Have selected a target group of students from their class to inquire further into about their practice to make the biggest difference in learning.
Term 1, 2, 3, 4 Term 1, 2 Term 2, 3 Term 1, 2, 3, 4 Term 1, 3 Term 1,3	Pānui/ Reading <ol style="list-style-type: none"> 1. Provide dual medium resources for all taura across a range of reading levels 2. Investigate options for phonological awareness in Te Reo Māori Reading programme 3. Use internal expertise (Reo Māori Reading recovery) to support target students accelerate in Reading 4. Use deliberate acts of teaching that are recognised through our PLD to improve student outcomes and included in teacher inquiry goals. 5. Audit resources and provide necessary classes with enough resources to teach reading programmes 6. Seek and attend PLD specific to teacher efficacy in writing and assessment practices 	BOT/ Principal Principal/ Leadership Leadership Kaiako Leadership All staff	By the end of term one, learners will... <ul style="list-style-type: none"> ● Experience an authentic learning experience pertaining to our Marau that motivates them to read, and write about. ● Have a greater understanding of what their next learning steps are in reading and writing and be able to articulate this. ● Be provided with new classroom resources that enable them to learn in a variety of ways ● Be placed in groups or provided a differentiated programme that supports their individual needs. ● Experience success with their learning through targeted teaching in the classroom. ● Be provided with the extra human resources they may need throughout the week to be supported in their learning.
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i> <ul style="list-style-type: none"> ● Formulate a list of target students who we are going to track and monitor their progress over time. ● Provide target students with interventions that will support their accelerated learning progress. ● 			

Resourcing *How much money and time is needed? Who will help us?*

- *Money allocated across the budgets will be used to help support the needs of the tauira through curriculum expenditure and professional development budgets for the staff.*
- *Rūmaki and Auraki have separate budgets to help resource this according to the funding allocations per student.*