



JAMES STREET SCHOOL

2023 CHARTER

We Love to Learn
Kei te Aroha Matou Ki te Matauranga

Our Vision

To develop in our children a love of learning enabling them to reach their potential as confident, contributing citizens secure in who they are and where they have come from. Our school will become the hub of our local community - a place of learning and sharing for our tamariki and their whanau - inclusive learning for all.

Our Values

- Respect - Manaakitanga
- Kotahitanga - working together
- Pride - whakahī
- Achievement
- Perseverance

for all our school community in all that we do.

These values underpin our positive approach to behaviour management. **Growing Great Learners** is our school wide programme that identifies and explicitly teaches routines and expectations to create a positive learning environment. These expectations are:

- We are Safe - Kei te whakahaumarū mātou. We look after each other and are SAFE
- We are Proud - Kei te whakamana mātou. We are PROUD of our achievements and of our school
- We are Respectful - Kei te whakaoha mātou. We treat everyone and everything with RESPECT

Behaviour Mission Statement: To develop a school culture where quality and effective teaching and learning can take place, in a positive, **consistent** and inclusive environment.

Our Place

James Street School is a U5 year 1 - 6 contributing primary school.

We provide a rich curriculum with a clear focus on academic rigour as well as providing for the sporting, cultural, social and leadership development of our students.

In February 2023, the school context in terms of ethnicity is 70% Maori and 26% NZ European. The remaining 4% is made up of nationalities recorded as Japanese, Indian, Other European, Pacifica, Australian and Vietnamese.

This year we have eleven mainstream classes; with all classes except Year 1 and Year 2 being composite year groups. This gives us greater flexibility to place students where their academic and social needs can be best met. We also have one High Learning Needs class which provides specialist care and teaching for children with high and very high learning needs.

The school is a member of the Whakatane Kāhui Ako. Collaboration is key to the Kāhui Ako whose vision is 'Together for Equity and Success' with goals of 'Hauora', 'Partnerships' and 'Achievement'. Current foci are Iwi Connections, Leading by Learning, Attendance and Engagement, Additional Learning Needs and The First 1000 days of Literacy. Our tamariki also have access to a Mental Health social worker through Tautiaki.

James Street School has a reputation in the Whakatane and wider Eastern Bay community, as a school that has high levels of teacher capability to support students with high levels of additional learning need (both behaviour and cognitive challenges).

Whanau report that they are welcomed and supported when requesting enrolment.

Therefore our school roll includes a disproportionate number of ORS, high learning and high behaviour needs students.

During 2022 the school entered into its next 5 year Property Plan.

Cultural Inclusion

Our vision for Te Reo Maori me ona Tikanga at James Street School is to enable all our Maori students to achieve success as Maori through knowing who they are, where they come from and what they bring with them. Through productive partnerships and relationships between students, teachers and whanau and through teaching content and contexts that reflect what it means to be Maori, our students will attain their potential as successful Maori learners.

James Street School's curriculum encourages children to understand, respect and accept the different cultures that make up New Zealand society while recognising and valuing the unique position of Maori in New Zealand society as tangata whenua. James Street School is committed to honouring Te Tiriti o Waitangi and further developing our teacher practice to truly reflect the principles of partnership, participation, and protection.

We aim, through our curriculum, policies and practices to:

- Provide a quality education in a bi-culturally inclusive environment
- Focus on developing within our staff and our teachers in particular, the cultural competencies of **Whanaungatanga, Tangata Whenuatanga, Manaakitanga, Wananga and Ako**
- Provide opportunities for children to learn Te Reo Maori me ona Tikanga within the mainstream setting

To reinforce the value we place on **Te Ao Maori** we ensure that annually children are exposed to Maori cultural performances which reinforce this and we plan relevant Maori contexts for our learning. We use our students' knowledge, interests and prior learning to deepen our knowledge of our learners in order to strengthen relationships between teacher, students and whanau. We work to promote student learning through working with families in both the school and home settings where appropriate, and with whanau of preschoolers to make the transition to school as seamless and welcoming as possible. We recognize the importance of celebrating success and through our **"Growing Great Learners"** programme ensure that whanau can be proud of progress and achievements across a wide spectrum, including our students with very high education needs. Opportunities for teachers and students to expand their knowledge and learning will be provided through the delivery of a robust whole school Te Reo me ona Tikanga programme reviewed annually and put out for consultation. A curriculum team meets regularly to plan and deliver this aspect of teacher professional development.

If parents or whanau request instruction in Te Reo Maori we refer them to Kura in our local area.

In 2023 our actions will include:

- *Facilitating training with Hautu Tool for the Board - Term One*
- *Active involvement, as part of our Kāhui Ako, in reconnecting with local iwi Ngati Awa. This will include a Teacher Only Day which all staff will be involved in. The purpose being to improve the Kāhui Ako Teacher / Staff knowledge of our local area, including purakau, tikanga and our knowledge related to Mataatua and Ngāti Awa; to develop stronger relationships with Iwi and Te Rūnanga o Ngāti Awa; to further develop our Te Reo to increase the use in the classroom / schools / personal life; to learn Mataatua / Ngati Awa waiata, karakia and haka so that we have similarities across the Kahui Ako*
- *Active involvement, as part of our Kāhui Ako, with a focus on our teacher practice ie: now that we have some understanding / knowledge of our area and issues related to Ngati Awa what does it look like for our teacher practice and our school direction. This will include a Teacher Only Day with Dr Ann Milne providing two keynotes around colonisation and the impact on education.*
- *Strengthening tuakana-teina connections across the school*
- *Further the educationally powerful connections established with whanau focusing on student learning and hauora and sharing student learning through both a digital medium and 'kanohi te kanohi'*
- *It is an expectation that Te Reo Māori me ona Tikanga is incorporated in planning, learning and teaching and the Māori Strategic Plan is adhered to*
- *Te Reo Māori is used within teaching and learning; karakia, himene, kiwaha, purakau*
- *A noho Mārae to be experienced in Term One, to build on prior experiences*
- *Local curriculum contexts*

Supporting Students with Special Education Needs / Additional Learning Needs

James Street School provides an inclusive education for students with special education needs recognizing that each student has particular learning requirements to enable them to access the curriculum in a way that best meets their needs.

To facilitate this our inclusive practices include:

- A welcoming attitude to all whanau inquiring or enrolling a student with special education needs
- A High Learning Needs class for students with high / very high physical and intellectual needs
- A Pastoral Support Team (SENCo, RTLB, Social Worker in Schools, Public Health Nurse, Learning Support Coordinator, Principal) who meet fortnightly to address the specific needs of students

- A database of students with special education needs and the support they are receiving
- Attendance at fortnightly Child Action Meetings with other agencies in the district to address truancy and social issues
- Individual Education Plans for students identified as having special education needs
- Specific programmes targeted for individuals and groups of students with progress monitored and reported;
- Proactive liaisons with whanau, Learning Support and supporting specialists
- Opportunities for extension and enrichment of children
- Involvement in the full life of the school with adaptations as required
- Policies and targets that support progress and achievement for students with special needs
- Professional development for teaching and support staff teaching students with special education needs in the High Learning Needs and mainstream classes

In 2023 our actions will include:

- *Facilitating meetings with parents of our ORS students to ensure we are meeting the needs of both students and whanau - open mornings, involvement in Korero Mai times and student conferences*
- *Facilitating / attending support and planning meetings for 'High and Complex Needs students' and 'students receiving learning support for behaviour'*
- *Reporting to the BOT twice yearly on progress and achievement of students with additional learning needs*
- *Reciprocal Teaching to be continued across the school for Level 2 readers*
- *Ensuring our **current 18 ORS students** have their educational needs met through allocation of quality teacher aides and specialist teacher time to support their learning and that the curriculum is well adapted to meet their learning needs*
- *Providing a supportive transition for High Learning Needs students into mainstream classes for all / some learning and social times*
- *Providing an opportunity for our ORS students to be included in our noho Marae, senior camps and other EOTC opportunities*
- *Consolidating the pre Level 1 key competency indicators for High Learning Needs learners*
- *Utilising video and learning journals to illustrate student progress for high learning needs students - through Class Dojo individual stories and student - led conferences*
- *Participation in the Whakatane Kāhui Ako with focus on improving student engagement and achievement for priority learners*
- *Providing GATE opportunities within the Whakatane Kāhui Ako for students*

Promotion of Student Wellbeing / Hauora

Student wellbeing is strongly linked to learning and is indicated by student satisfaction with life at school, their engagement with their learning and their social and emotional behaviours. At James Street school we promote student wellbeing by ensuring our students:

- Have a sense of belonging to the school, to whanau and to friends
- Experience achievement and success
- Develop resilience and a bounce back capability
- Are self confident, self manage and have good relationship skills
- Are physically active with a knowledge of healthy lifestyles
- Are nurtured by teachers and other adults in their lives
- Are safe and secure at school, experience positive relationships and have a clear understanding of school expectations
- Are included, involved and able to participate and contribute to the school community
- Are confident in their identity and optimistic about their lives now and in the future

In 2023 our actions will include:

- *Engaging with the iCoach facilitator to further promote wellbeing and gratitude training; mindfulness*
- *Consistent use of the Growing Great Learners reward system, application of the Behaviour Response Chart and participation in Tier 2 training*
- *Strengthening tuakana-teina connections across the school with buddy classes and whole school events*
- *Opportunities for student and Maori leadership*
- *A direct link with Cultural Inclusion*
- *Actively participating in Healthy Active Learning PLD with Sport BOP*
- *Actively participating in district wide sporting and fitness events*
- *Pursuing appropriate learning experiences outside of the classroom to further student engagement*
- *Engaging with the Kāhui Ako Tautiaki team to support students with mild to medium mental health need*
- *Continue engagement with EAP for staff wellbeing*

School Operations and Curriculum

Key documents that inform the James Street Charter relating to School Operations and Curriculum include:

- The New Zealand Curriculum
- The James Street School Curriculum
- Curriculum Implementation plans
- Action Plan for Teaching and Learning 2023
- James Street School Strategic Plan
- Associated policies and procedures

Property

Key documents that inform the James Street Charter relating to Property include:

- 10 Year / 5 Year Property Plan
- Hazard Register
- Emergency Action Plan
- Evacuation Plan
- James Street School Strategic Plan

Finance

Key documents that inform the James Street Charter relating to Finances include

- Asset Register
- Annual Budget
- Audited Annual Accounts
- SUE reports
- 10 Year Maintenance / Property Plan
- James Street School Strategic Plan
- Associated policies and procedures

Health and Safety

Key documents that inform the James Street Charter relating to Health and Safety include:

- Hazard register
- Evacuation Procedures
- Accident and Medical Registers
- James Street School Strategic Plan
- Associated policies and procedures

Personnel

Key documents that inform the James Street Charter relating to Personnel include:

- Ensure all staff have current IEA if they are not a member of a collective employment agreement

	<ul style="list-style-type: none"> ● Support a Professional Growth Cycle ● PLD is provided as appropriate for all staff ● Accurate register of Teacher Registration ● Police Vetting register is in place and current for all support staff ● Associated policies and procedures
<p>Community Consultation</p>	<p>The James Street School Board will consult with the school community annually; Maori community, parents of students with special education needs and the wider community. Opportunities for consultation may include newsletters, Board meetings, parent teacher interviews, student conferences, Home / School partnership meetings and surveys. 2023 consultation will include writing, mathematics, curriculum, reporting of student progress and achievement, Growing Great Learners.</p>
<p>Reporting to Parents</p>	<p>Parents will be advised in writing of their children’s progress against the New Zealand Curriculum twice a year.</p> <ul style="list-style-type: none"> ● Children in years 1 - 3 will receive a full report after one, two and three years at school and an interim report six months prior to this to advise of progress. ● Children in years 4 – 6 will receive a full report at mid-year and a summary report at year’s end, both of which will advise the New Zealand Curriculum level being worked at and progress made since the last report. ● A ‘Korero Mai’ opportunity will be held in Term 1 (and future terms for new enrolments) for parents to share with teachers information about their child so that the school is better placed to meet the learning and social needs of each student. ● There will be a second formal opportunity to meet with teachers in Term 2; a student - led conference, and parents will have access to student learning through Class DOJO and our Google Classroom environment. ● Two IEPs will be prepared for all ORS students, annually. Whanau and specialists will be involved in the IEP process. These meetings will be organised at the convenience of whanau and specialists. Meeting the learning needs of the students will be our paramount focus. ● Informal reporting through Class DOJO will be ongoing. Each tamaiti will have three photos/learning captions uploaded each term. Each class will have three photos/learning captions each week.
<p>School Charter and Annual Report</p>	<p>A ratified copy of the James Street School Charter will be forwarded to the Ministry of Education by March 1st 2023. The Annual Report will be sent to the Ministry of Education by May 31st 2023.</p>

Self Review / Data Review	<p>At James Street School we practise ongoing self review of our programmes, achievement and student wellbeing. In 2023 these will focus in particular on:</p> <ul style="list-style-type: none"> ● Charter and Strategic Plan ● PB4L - Growing Great Learners - behaviour data and teaching systems ● Term data - Reading, Writing and Maths ● Writing programme ● DMIC ● Policy and procedure reviews as per School Docs schedule
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Professional Development 2023

Massey University: Developing Mathematical Inquiry Communities 2022-2024

Kahui Ako: Iwi Connection, Dr Ann Milne, Leading by Learning (Evaluation Associates)

STLP - Science Teacher Leadership Programme 2022-24

Sports BOP- Healthy Active Learning 2022-24

<h2 style="text-align: center;">2022 - 2023 Strategic Goals</h2> <h3 style="text-align: center;">NELP's - LEARNERS AT THE CENTRE</h3> <p style="text-align: center;">Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>			
<p>Strategic Goal 1:</p> <p>All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships</p>	<p>Strategic Goal 2:</p> <p>Our Māori tamariki are engaged in their learning and are enjoying and achieving educational success as Māori</p>	<p>Strategic Goal 3:</p> <p>Our students with additional learning needs are supported in their learning to access the New Zealand curriculum and achieve success</p>	<p>Strategic Goal 4:</p> <p>Develop a local curriculum that is rich, relevant, authentic and accessible to all</p>

School Improvement Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships

NELP's Objectives		Priorities	
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		<ul style="list-style-type: none"> ● Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 	
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		<ul style="list-style-type: none"> ● Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy <p>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</p>	
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau		<ul style="list-style-type: none"> ● Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning ● Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	
OBJECTIVES	ACTIONS	PROGRESS	REVIEW & COMMENTS
1.1 Board will help provide an environment where students will have effective literacy and mathematics teaching and learning programmes	Commit to providing financial support for a Board funded teacher		
	Commit to providing financial support for professional development [Doesn't include: DMIC (Massey Uni), RT3T (PLD hrs), Healthy Active Learning (Sport BOP)]		
	Commit to providing financial support for support staff personnel		
1.2 Senior Leadership	Identify appropriate PLD to support teacher growth		

will provide a safe environment where students will have effective literacy and mathematics teaching and learning programmes	Research and identify suitable intervention programmes		
	Evaluate how well we are using assessment and evaluation practices to inform planning and teaching in order to effectively meet the needs of target learners		
1.3 Teachers will provide effective literacy and mathematics practices in the teaching and learning programmes	Actively engage in Mathematics PLD - DMIC		
	Build on current understanding of the PaCT Learning Progression Frameworks - planning, teaching, assessing, moderating		
	Balanced literacy programmes that include guided reading and writing and problem solving in mathematics		
	Engage with and utilise the knowledge and expertise of outside agencies (MoE, RTLb, RTLit)		
	Observe and be observed in classroom practice - mathematics and writing		
	Inquire into current practice in regard to target students		
1.4 Students will participate in effective literacy and mathematics programmes.	Learners are engaged in their learning intentions and co-constructing success criteria		
	Learners know where they are at, their next learning steps and where they are going		
	Learners will expect learning feedback, feed forward and act on it		
1.5 Assessment practices will effectively identify and monitor student achievement in literacy and mathematics	Whole school assessment practices effectively document student achievement in literacy and mathematics		
	Use effective assessment practices that provide reliable, valid, moderated and relevant information		
	Gather relevant evidence to demonstrate student progress and achievement against school annual targets, Learning Progression Frameworks and NZ Curriculum levels		

School Improvement Goal 2: Our Māori tamariki are engaged in their learning and are enjoying and achieving educational success as Māori

NELP's Objectives		Priorities		
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	<ul style="list-style-type: none"> ● Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 			
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<ul style="list-style-type: none"> ● Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs ● Ensure every learner/ ākongā gains sound foundation skills, including language*, literacy and numeracy <p>* Oral language encompasses any method of communication the learner/ākongā uses as a first language, including New Zealand sign language</p>			
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<ul style="list-style-type: none"> ● Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning ● Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 			
OBJECTIVES	ACTIONS		PROGRESS	REVIEW & COMMENTS
2.1 Board will help provide an environment that will ensure our Māori tamariki are engaged and achieving	Commit to increasing professional learning and capability of teachers			
	Encourage whanau and iwi involvement in education			
	Embrace the Ka Hikitia and Tātaiako documents and engage in Hautū self review training			
2.2 Teachers will further develop confidence in Te Reo	Recognise that culture counts - understand, respect and value what each child brings in their kete and build on it			

Māori to help Māori tamariki excel and successfully realise their cultural distinctiveness and potential	Build on connections made at Korero Mai; growing successful relationships with tamariki and partnerships with whānau		
	Participate in Kāhui Ako PLD - to further develop cultural responsiveness and relational pedagogy which includes Iwi Connections with Ngāti Awa and engagement with Dr Ann Milne		
	Demonstrate culturally responsive teaching practices		
2.3 Māori tamariki will be successfully participating, achieving and contributing to school life	Māori tamariki are engaged in literacy and mathematics programmes and additional learning programmes that will accelerate their progress and achievement		
	Māori tamariki are progressing and achieving in their learning		
	Māori tamariki feel valued and respected; they believe they have unlimited potential and are capable of achieving success as Māori		

School Improvement Goal 3: Our students with additional learning needs are supported in their learning to access the New Zealand curriculum and achieve success

NELP's Objectives	Priorities
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	<ul style="list-style-type: none"> ● Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<ul style="list-style-type: none"> ● Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs ● Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy

	* Oral language encompasses any method of communication the learner/ākongā uses as a first language, including New Zealand sign language		
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<ul style="list-style-type: none"> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 		
OUTCOME	ACTIONS	PROGRESS	REVIEW & COMMENTS
3.1 Board will help provide an environment that will ensure students with additional learning needs are engaged and achieving	Commit to providing financial support for support staff personnel - to top up what is provided through ORS, Learning Support Behaviour, High and Complex Needs and Oranga Tamariki		
	Commit to providing financial support for professional development		
3.2 Support the role of the Learning Support Coordinator	LSC will support teachers in the school to lift their capability to better meet the needs of our learners with additional learning needs		
	LCS will provide support for whānau through specific Home School Partnership hui		
	LSC will use the learning support register (or Te Rito) to assist with planning for our learners with additional learning needs		
3.3 Provide learning opportunities for our High Learning Needs students	Relevant teaching pedagogy and strategies for effective inclusion will be identified and have supported implementation		
	Students will be supported to participate in learning and social activities across the school and with their peers		
	Students will take part in a variety of learning and social activities outside of school		

School Improvement Goal 4: Develop a local curriculum that is rich, relevant, authentic and accessible to all

NELP's Objectives		Priorities		
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		<ul style="list-style-type: none"> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 		
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		<ul style="list-style-type: none"> Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy <p>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</p>		
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau		<ul style="list-style-type: none"> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 		
OUTCOME	ACTIONS		PROGRESS	REVIEW & COMMENTS
4.1 Grow our culture of positive behaviour and learning	Positive Behaviour for Learning (Growing Great Learners) to continue being the consistent approach adopted to create a positive learning environment.			
	Support a new PB4L team member to take the 'coach role' and to lead a review of current practices to ensure consistency across the school			
	Students will take part in a variety of wellbeing experiences that develop resilience, self confidence and a strong sense of identity; through weekly teaching of GGL, iCoach, Sparklers resources, Tautiaki support.			
	Regular communication with whānau through Class DOJO and with consistency across the school			
	Teachers and support staff will have high expectations of all learners			

4.2 Grow responsive programmes of teaching and learning	Strengthen the implementation of Learning through Play for the Year 1 to 3 students		
	Investigate Learning through Play pedagogy for Year 4 to 6 students		
	Develop the inclusion of digital technology in the curriculum through authentic learning contexts		
	Develop a science curriculum allowing for a range of experiences that engage students in the Nature of Science and the Science Capabilities		
	Develop the inclusion of Aotearoa NZ Histories in the curriculum through relevant PLD and planned learning experiences		
	Gather relevant information from students and their whānau about their strengths, needs and aspirations		
	Provide rich opportunities for learning based on our learners' strengths, needs and aspirations		
	Identify what knowledge and skills we need and what actions we should take to help all learners grow		

2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships Annual Goal 1: To accelerate the Reading achievement of a targeted group of year 2 to 6 students who are currently reading below or well below the expected NZ Curriculum Level to achieve at, or above, the expected NZ Curriculum Level			
<p>2023 Baseline data (end of 2022 data)</p> <p>Reading achievement across the school at the end of 2022 was 64% (students reading at or above the expected NZC level). <i>55% of Maori boys are reading at or above the expected NZC level; whilst 68% of NZE boys are.</i> <i>60% of Maori girls are reading at or above the expected NZC level; whilst 83% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level 73% of the current year 2 cohort are achieving at or above the expected level. 43% of the current year3 cohort are achieving at or above the expected level. 51% of the current year 4 cohort are achieving at or above the expected level. 60% of the current year 5 cohort are achieving at or above the expected level.</p>	<p>Expected achievement levels</p> <p>22 Year 2 children 21 Year 3 children 21 Year 4 children 16 Year 5 children 7 Year 6 children</p> <p>Year 2: That the identified 16 students will make accelerated progress toward the expected NZC level by December 2023 - Turquoise L17/18</p> <p>Year 3: That the identified 20 students will make accelerated progress toward the expected NZC level by December 2023 - Gold L21/22</p> <p>Year 4: That the identified 19 students will make accelerated progress toward the expected NZC level by December 2023 - Level 2</p> <p>Year 5: That the identified 15 students will make accelerated progress toward the expected NZC level by December 2023 - toward Level 3 / early Level 3</p> <p>Year 6: That the identified 6 students will make accelerated progress toward the expected NZC level by December</p>	<p>Objective:</p> <p>To accelerate the targeted groups of students toward the expected reading / curriculum level (or above the expected level) by year's end.</p> <p>Students' Phonic Assessment Stage will progress.</p> <p>Students' STAR Scale Score will progress.</p> <p>Students' reading level will progress.</p> <p>(This data will be shown in tracking)</p>	<p>Actions:</p> <p>Termly data collection.</p> <p>Phonics assessments:</p> <ul style="list-style-type: none"> ● all Year 1 to 3 students (and those Year 4 to 6 students who are still learning to read) will be tested on the Yolanda Soryl Phonics Assessment Stages 1 to 7, as appropriate ● teachers will use base data to create scope and sequence plans <p>Teaching comprehension strategies:</p> <p>The students will be the focus of discussion during Learning Conversations at the end of each term:</p> <ul style="list-style-type: none"> ● Noticings ● Progress ● Evidence ● What's working / what's not <p>Student voice will be collected. Attendance will be monitored -24 of these students are being monitored in our attendance goal.</p> <p>11 of these students are currently receiving extra learning/behaviour support and are working toward</p>

<p>80% of the current year 6 cohort are achieving at or above the expected level</p> <p><i>[This is based on EOY 2022 data - 77 Year 2 to 6 students are reading below or well below the expected NZC level.]</i></p> <p><i>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</i></p>	<p>2023 - Level 3</p>		<p>individual goals via an IEP or CAP.</p>
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<p>2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships</p> <p>Annual Goal 2: To accelerate the Writing achievement of a targeted group of year 3 to 6 students to achieve at, or above, the expected NZ Curriculum Level</p>			
<p>2023 Baseline data (end of 2022 data)</p> <p>Writing achievement across the school is at 60% (students writing at or above the expected NZC level). <i>50% of Maori boys are writing at or above the expected NZC level; as are 64% of NZE boys are.</i> <i>65% of Maori girls are writing at or above the expected NZC level; whilst 80% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level.</p>	<p>Expected achievement levels:</p> <p>Year 3 - 21 students Year 4 - 16 students Year 5 - 17 students Year 6 - 10 students</p> <p>Year 3: That the 21 identified students will make accelerated progress toward writing at the expected NZC level by December 2023 - Level 1iii / early Level 2</p> <p>Year 4: That the 14 identified students will make accelerated progress toward</p>	<p>Objective:</p> <p>To progress the targeted group of students so that their momentum is accelerated to enable them to achieve at the expected NZ Curriculum level by year's end.</p> <p>(This data will be shown in tracking)</p>	<p>Actions:</p> <p>Termly data collection.</p> <p>Phonics assessments:</p> <ul style="list-style-type: none"> all Year 1 to 3 students (and those Year 4 to 6 students who are still learning to read) will be tested on the Yolanda Soryl Phonics Assessment Stages 1 to 7, as appropriate teachers will use base data to create scope and sequence plans <p>Teachers will continue to develop their</p>

<p>100% of the current year 2 cohort are achieving at the expected level. 26% of the current year 3 cohort are achieving at or above the expected level. 53% of the current year 4 cohort are achieving at or above the expected level. 59% of the current year 5 cohort are achieving at or above the expected level. 75% of the current year 6 cohort are achieving at or above the expected level</p> <p><i>[This is based on EOY 2022 data. 64 Year 3 to 6 students are writing below or well below the expected NZC level.]</i></p> <p>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</p>	<p>writing at the expected NZC level by December 2023 - Level 2</p> <p>Year 5: That the 17 identified students will make accelerated progress toward writing at the expected NZC level by December 2023 - toward Level 3 /early Level 3</p> <p>Year 6: That the 10 identified students will make accelerated progress toward writing at the expected NZC level by December 2023 - Level 3</p>		<p>knowledge of the learning progressions, and engagement with the PaCT Writing Framework.</p> <p>Teachers will ensure all students write every day. Teachers will use a variety of writing opportunities and experiences to engage students in writing (mahi tahi, wānanga).</p> <p>The students will be the focus of discussion during Learning Conversations at the end of each term:</p> <ul style="list-style-type: none"> ● Noticings ● Progress ● Evidence ● What’s working / what’s not <p>Student voice will be collected. Attendance will be monitored -20 of these students are being monitored in our attendance goal.</p> <p>10 of these students are currently receiving extra learning/behaviour support and are working toward individual goals via an IEP or CAP.</p>
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2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships
Annual Goal 3: To accelerate the Mathematics achievement of a targeted group of year 4, year 5 and year 6 students to achieve at, or above, the expected NZ Curriculum Level

<p>2023 Baseline data (end of 2022 data)</p> <p>Mathematics achievement across the school is at 77% (students working at or above the expected NZC level). <i>69% of Maori boys are working at or above the expected NZC level; whilst 70% of NZE boys are.</i> <i>70% of Maori girls are working at or above the expected NZC level; whilst 81% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level. 100% of the current year 2 cohort are achieving at or above the expected level. 100% of the current year 3 cohort are achieving at or above the expected level. 61% of the current year 4 cohort are achieving at or above the expected level. 78% of the current year 5 cohort are achieving at or above the expected level 51% of the current year 6 cohort are achieving at or above the expected level</p> <p><i>[This is based on EOY 2022 data. 40 Year 4 to 6 students are working below or well below the expected NZC level.]</i></p> <p>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</p>	<p>Expected achievement levels</p> <p>Year 4 - 12 students Year 5 - 8 students Year 6 - 20 students</p> <p>Year 4: That the 12 identified students will make accelerated progress toward working at the expected NZC level by December 2023 - Level 2</p> <p>Year 5: That the 7 identified students will make accelerated progress toward working at the expected NZC level by December 2023 - early Level 3</p> <p>Year 6: That the 20 identified students will make accelerated progress toward working at the expected NZC level by December 2023 - Level 3</p>	<p>Objective:</p> <p>To progress the targeted groups of students so that their momentum is accelerated to enable them to achieve at the expected NZ Curriculum level by year's end.</p> <p>(This data will be shown in tracking)</p>	<p>Actions:</p> <p>Termly data collection.</p> <p>Teachers are actively participating in Developing Mathematical Inquiry Communities (DMIC). They will continue to grow their knowledge and use of the Communication and Participation framework in conjunction with Mathematical Practices.</p> <p>Teachers will actively participate in collaborative planning. They will anticipate student responses (both correct and incorrect) and plan the questions they could ask of students in response to their thinking.</p> <p>Teachers will continue to use Talk Moves to enable power to be shared (mahi tahi).</p> <p>The students will be the focus of discussion during Learning Conversations at the end of each term:</p> <ul style="list-style-type: none"> ● Noticings ● Progress ● Evidence ● What's working / what's not <p>Student voice will be collected. Attendance will be monitored -13 of these students are being monitored in our attendance goal.</p> <p>8 of these students are currently receiving extra learning/behaviour support and are working toward individual goals via an IEP or CAP.</p>
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2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships

Annual Goal 4: Students' attendance will improve across the school

2023 Baseline data (end of 2022 data)	Expected achievement levels:	Objective:	Actions:
<p>The present attendance count for 2022 is 84.3% (including 3.7% F)</p> <p>Medical - 8.5% Truant - 3.2% Explained - 3.2% Justified - 1.7%</p> <p>Targeted Students: Year 1: 4 students Year 2: 10 students Year 3: 8 students Year 4: 5 students Year 5: 10 students Year 6: 8 students</p>	<p>'Regular' attendance is defined for statistical purposes as 90% or higher. However, Ministry of Education analysis shows every day has a cumulative impact on a child's learning and there is no 'safe' level of non-attendance. Every day matters.</p>	<p>To raise the attendance % to at least 90%. To support all whanau of children who are at risk due to low attendance rates, through manaakitanga and whanau connection.</p> <p>(This data will be shown in tracking)</p>	<p>Teachers will check the absentee book daily. This is kept in the office and whanau are rung if they haven't rung in with an absence. Principal will be notified by the teacher when a child has had 3 days truant, through team meeting notes. Teacher to contact whanau and follow up, actively. Notes to be made in guidance.</p> <p>All staff will follow the JSS Engagement and Attendance flowchart.</p> <p>The pastoral team will continue to include 'attendance' in their fortnightly SENCo meetings.</p> <p>The Learning Support Coordinator will continue to engage with the Engagement and Attendance roopu (Kahui Ako). She will make positive connections with whanau and actively support students' return to school after absence of any reason.</p> <p>The LSC will continue to actively attend the Child Action Meetings.</p> <p>The school will be involved in the</p>

			<p>EBOP attendance actions.</p> <p>Parents/ Caregivers will continue to have a variety of ways to engage with the school if their child is going to be absent:</p> <ul style="list-style-type: none">● Ring school - leave a message● Facebook message● Skool Loop message● Text or ring cell phone or principal's phone● Message Class Dojo
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