



RAPAURA SCHOOL

Charter 2020 - 2022
School No: 2971

Rapaura School Community

Rapaura School is a full primary school situated amongst the vineyards of Marlborough, north west of Blenheim. The well-kept grounds and rural location provide students with a pleasant environment in which to grow and excel in new learning. Positive relationships between school staff, students and the wider community are evident and the Board of Trustees works diligently to cultivate an open and sharing relationship with parents. Students and parents appreciate the family atmosphere, the professional and caring attitude of staff, the leadership opportunities that are created that provide new experiences and at all times respecting the traditions of the past.

The school is staffed by a Principal, 7 teachers, 2 teacher aides, a full time office administrator, and a cleaner/caretaker. A wide range of outside agencies support the school and these include a Public Health Nurse, RTLB, Property Maintenance Services and Group Special Education Services.

There are 3 teaching blocks where staff collaboratively teach and an administration area. The school has a library space that provides extra space for teaching and learning. The school also has storage sheds, a caretaker's shed, a PE shed, a swimming pool, an all weather turf, an adventure playground, a sand pit, area for bikes and a large grassed play area.

The school is now overseeing the Rapaura Community hall where it is used by students and local groups.

The school is the focal point for the community.

Special features of the school include:

- Supportive school community, BOT and staff
- Future focused teaching and supporting children to lead learning.
- A deep inquiring curriculum involving community
- Rural setting to extend learning
- School Library
- Swimming Pool
- Digital tools for our learners to connect with the outside world
- Bus service
- Extensive sports programmes
- School band
- Kapa Haka - senior and junior
- Learning spaces designed by our learners
- Country Harvest Fair
- Friends of Rapaura School parent group.
- Rapaura Community Hall

REACH FOR SUCCESS

At Rapaura School we **REACH** from within
and to the community as we strive for **SUCCESS**.



RESPECT

Ourselves, our peers, our families, our culture, our school, our property and our community.



EXCELLENCE

Attitude towards learning, building skills to achieve as a learner, pride, values, manners, setting expectations.



ADAPTABLE

To be innovative, a problem solver, self-managing learner and a creative thinker. Be curious to ask questions and explore the world.



COLLABORATION

Building knowledge and skills, to work constructively with others. To celebrate each other's strengths, and to share and develop ideas.

'Alone we can do so little; together we can do so much,' Helen Keller.



HAUORA

Well - being: physically, mentally and emotionally, socially and spiritually. These 4 dimensions represent the four walls of a whare - each is necessary for strength and symmetry. *Dr Mason Durie*

PROVERB

Me ka tuohu koe

If you bow/bend your head

Me he maunga teitei

Let it be to a lofty mountain

SUCCESS AT RAPAURA SCHOOL

OUR STUDENTS GRADUATE -

1. With strong literacy, numeracy skills that are evident in all learning areas.
2. Holding high expectations and self belief as a learner.
3. With experience of leadership, supporting others and running school wide events.
4. Knowing how to self-manage, adapt and collaborate with others.
5. With opportunities of working with other peers here at Rapaura School and beyond.
6. Knowing how to inquire and pursue learning of a topic chosen by themselves.
7. With experiences developed from outdoor the classroom (EOTC).
8. Understanding to make progress, failure can be part of the process.
9. Realising that they don't need to know everything, but have the skills to find the answer or contact.
10. Knowing a 21st century learner, is about being adaptable, self-managing, curious and seeks learning opportunities to be successful.
11. With understanding the importance of well being and taking care of oneself.
12. Knowing the importance of fun and wellbeing.

National Education Priorities

The National Administration Guidelines (NAGs)

Nag 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1-8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

Nag 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

Nag 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Nag 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

Nag 5

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;

- b. promote health food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Nag 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Nag 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

Nag 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

Recognising New Zealand's Cultural Diversity

Rapaura School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

In recognizing this, Rapaura School will take all reasonable steps to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language) for full time students whose parents request it.

To achieve this at Rapaura School, should a parent request a higher level of Tikanga and / or Te Reo than is at present evident in our school, Rapaura School's programme, the staff and family will explore possibilities, which could include one or more of the following:

- Further explain the existing programmes
- Further extend the existing programmes if & as appropriate
- Combine with a neighbouring school for parts of the day / programme
- Dual enrolment with Correspondence School
- Provide in school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom
- Explore other schools who may offer programmes closer to their expectations
- Use local Resource people such as the Resource Teacher of Maori

Supporting Documents

The following documentation supports us in improving student achievement

- School policies
- Programmes of work
- Assessment Plan
- Professional Development Programme
- Curriculum Delivery Plan
- Curriculum Progress / Achievement Statement i.e. Long Term Planners

The following documentation supports us in developing good management practices and effective organisational systems:

- Charter
- Policies
- Performance Appraisal Plan
- EEO Plan
- Annual Budget
- Procedures for controlling / monitoring expenditure
- Ten Year Property Plan
- Board of Trustees' Terms of Reference
- Staff Job Descriptions / Performance Agreements
- Board of Trustees Handbook
- Teachers' Handbook
- Monthly Financial Report
- Meeting Minutes
- Board of Trustees / Portfolio committees
- Staff Meeting Minutes
- Self-Review Programme

The following documentation supports us in fostering positive community partnerships:

- Parent Information Book
- Newsletters - Parents / Caregivers
- Reporting System
- Community meetings and consultation
- FORS Constitution
- School website
- School Facebook Page
- Seesaw and student blogs

'Whiria nga tahi nga ākonga - Weave Learners Together'

Equity, Excellence, Belonging

**STRENGTHENING
TEACHER/LEADERSHIP CAPABILITY**

ACTION PLAN

- Accelerate achievement of priority learners through collaborative Spirals of Inquiry (SOI). Monitor and evaluate the impact against agreed criteria.
- Improve culturally responsive practice.
- Strengthen collaborative practices.
- Use evaluative and reflective practices.
- Develop, use and embed agreed pedagogical practices.
- Strengthen moderation and assessment practices to increase reliability of data.
- Strengthen leadership capabilities.

HAUORA

ACTION PLAN

- Develop a shared understanding of Hauora and Mauri Ora.
- Identify health and wellbeing needs.
- Set priorities to promote and improve the wellbeing of all.
- Share best practices schools use to support diverse learners.
- Promote emotional and social competencies.

**COMMUNITY, IWI &
MAORI ENGAGEMENT**

ACTION PLAN

- Strengthen educationally powerful connections.
- Develop an understanding of Māori achieving success as Māori through iwi/whānau korero.
- Strengthen transitions and develop coherent pathways for learners.
- Engage with community to promote health and wellbeing.
- Engage with iwi/whānau to support schools to develop a localised curriculum.
- Promote excellence, equity and belonging to reflect our commitment to Te Tiriti o Waitangi.

Cultural relationships for responsive pedagogy

Collaboration

Reflective Practice
Ako

MAURI ORA

Culture & Language
Whānau
Ākonga
Mana Whenua
Identity

Priority learners make accelerated progress
Trusted reliable data informs practice
All learners make expected progress
Progress measured and analysed
Equitable outcomes for all



Piritahi Kahui Ako Annual Plan 2020

<p>Vision</p> <p><i>'Whiria nga tahi nga ākonga - Weave Learners Together'</i></p> <p>The diagram features a central green leaf logo with the word 'Ākonga' above it. To the left of the logo is the word 'Whānau' and below it 'Culture & Language'. To the right is 'Identity' and below it 'Mana Whenua'. At the bottom of the logo is the text 'Mauri Ora'.</p>		<p>Principles</p> <ul style="list-style-type: none"> • Equity, Excellence, and Belonging • Collaboration • Cultural Relationships for Responsive Pedagogy • Ako • Reflective Practice 	
		<p>Achievement Success Indicators</p> <ul style="list-style-type: none"> • All learners make expected progress • Priority learners make accelerated progress • Progress measured and analysed • Trusted reliable data informs practice • Equitable outcomes for all 	
Workstreams / Action Plans			
Strengthening Teacher/Leadership Capability	Hauora	Community, Iwi & Māori Engagement	
<ul style="list-style-type: none"> • Accelerate achievement of priority learners through collaborative Spirals of Inquiry (SOI). Monitor and evaluate the impact against agreed criteria • Improve culturally responsive practice • Strengthen collaborative practices • Use evaluative and reflective practices • Develop, use and embed agreed pedagogical practices • Strengthen moderation and assessment practices to increase reliability of data • Strengthen leadership capabilities 	<ul style="list-style-type: none"> • Develop a shared understanding of Hauora and Mauri Ora • Identify health and wellbeing needs • Set priorities to promote and improve the wellbeing of all • Share best practices schools use to support diverse learners • Promote emotional and social competencies 	<ul style="list-style-type: none"> • Strengthen educationally powerful connections • Develop an understanding of Māori achieving success as Māori through iwi/whānau korero • Strengthen transitions and develop coherent pathways for learners • Engage with community to promote health and wellbeing • Engage with iwi/whānau to support schools to develop a localised curriculum • Promote excellence, equity and belonging to reflect our commitment to Te Tiriti o Waitangi 	

Rapaura School Strategic Plan 2020 - 2022

Strategic Aims	Annual Goals 2020	Annual Goals 2021	Annual Goals 2022
Hauora -	<ol style="list-style-type: none"> 1. Ensure staff, support staff and students understand the importance of Hauora 	<p>Staff and support staff to learn of own needs to ensure their Hauora is balanced</p> <p>Staff to foster and build relationships with all learners of the school to provide a safe and healthy work place.</p>	
Strengthening teacher/ leadership capability	<ol style="list-style-type: none"> 2. Deepen collaborative practices through Spirals/Action plans. 3. All staff to deeply enquire into practices that will make a difference for their learners. 4. Strengthen teacher and leadership capabilities of NPDL and place base learning through teaching of NPDL competencies. 5. Collaborate to ensure consistency of programmes are lead to create success across our school. 	<p>Staff to share and learn from each other the new learning. WSL to check in regularly with all staff.</p> <p>From data and observations, staff partake in purposeful deep professional learning and monitor this progress.</p> <p>All staff see themselves as leaders of deep learning by robust planning that include connections to local community and wider.</p> <p>Collaborative planning which includes the strengths of all staff and their local knowledge.</p>	<p>Review sharing procedures.</p> <p>Continue to grow as professionals.</p> <p>Staff identifying and observing the direction of deep learning from the students needs and local events.</p> <p>Collaborative planning which includes the strengths of all staff and their local knowledge.</p>

<p>Monitoring and evaluating progress</p>	<p>6. Review reporting to parents.</p> <p>7. Consistent moderation practices will be strengthened with regular sharing.</p>	<p>Following sabbatical leave consider options of whole-school reporting.</p> <p>Each term all staff moderate literacy and numeracy data to reduce variability.</p>
<p>Community, Iwi and Māori engagement</p>	<p>8. Provide opportunity for whanau to learn alongside and share their knowledge.</p> <p>8. Include opportunities for whanau to view deep learning.</p>	<p>Include community engagement within our learning programmes to ensure all learners are seen as partners.</p> <p>Ensure invitation to our learning reaches our partners.</p>

**Annual plan - Strategic Aim 1
Hauora**

Strategic Aim	Action	Responsibilities	Resources
1. Ensure staff, support staff and students understand the importance of Hauora	1. Staff being respectful and understanding of one another personality types and how best way to communicate.	All staff	Pressing the right Buttons by Alison Mooney
	2. Staff to co-create a MATES agreement to ensure all voices are heard and valued.	All staff	Learning to Talk Books by Joan Dalton DP to attend Adult learning course
	3. Staff actively participate in Kiwican and Kind Hearts programmes. Board invest in staff wellbeing by providing an outside support person who will visit weekly and then as needs arise.	All staff	School to fund \$35 per student. Board of Trustees \$
	4. Staff to actively provide the resources/ideas/plans that support their students to ensure they understand the importance of Hauora.	All staff	

**Annual plan - Strategic Aim 2
Strengthening teacher/leadership capability**

Strategic Aim	Action	Responsibilities	Resources
2. Deepen collaborative practices through Spirals/ Action plans.	<ol style="list-style-type: none"> 1. WSL to confirm what and how staff record their Spirals/Action plans. 2. Staff to actively participate in professional conversations around the learning of their new work. 3. WSL to closely follow and support all staff to ensure new learning is linked to data and student needs. 	<p>WSL</p> <p>All staff</p> <p>WSL</p>	<p>Release WSL Staff meetings Syndicate meetings</p> <p>ASL</p>
3. All staff to deeply enquire into practices that will make a difference for their learners.	<ol style="list-style-type: none"> 1. NPDL staff lead to arrange staff meeting times to view webinars provided by Core Education that share deep learning. 2. All staff to work towards a submission of our Inquiry learning. 3. NPDL lead to support staff to moderate our own school's submission with the thought to moderate other school's in 2021. 4. All staff attend a NPDL TOD in September with other NPDL schools. 	<p>NPDL lead</p> <p>All staff</p> <p>NPDL lead teacher to oversee</p> <p>All staff</p>	<p>NPDL - global fee</p> <p>Release and staff meetings.</p> <p>\$</p>
4. Strengthen teacher and leadership capabilities of NPDL and place base learning through teaching of NPDL competencies.	<ol style="list-style-type: none"> 6. NPLD lead and staff to identify what competency to include with our Inquiry learning for 2020 which best aligns to Enterprise. 	<p>NPDL lead and other staff</p>	<p>Staff/syndicate meeting.</p>

<p>5. Collaborate to ensure consistency of programmes are lead to create success across our school.</p>	<p>7. Syndicate leaders to ensure staff's individual/team planning displays connections to whanau, families and local community and learning that is authentic and purposeful. Sharing of planning and outcomes to be shared at a staff meeting.</p>	<p>Syndicate leaders</p>	<p>Staff meetings and syndicate meetings.</p>

**Annual plan - Strategic Aim 3
Monitoring and evaluating progress**

Strategic Aim	Action	Responsibilities	Resources
6. Review reporting to parents.	1. Following Principal's sabbatical, Term 2, discussions will be held with all staff regarding the best options of real-time reporting. 2. Reflect on use of SeeSaw. 3. Provide information for our whanau and families around ways to include their voice.	All staff All staff Syndicates	Sabbatical Term 2. Staff meeting
7. Consistent moderation practices will be strengthened with regular sharing.	5. WSL to ensure at least once a term whole staff moderate writing samples across the school. 6. Ensure staff are including the next-step and deliberates acts of teaching as part of the moderation.	WSL to lead staff meetings Staff to present. Staff to record shifts and acts in Action plans.	Staff meetings WSL release Staff meetings.

**Annual plan - Strategic Aim 4
Community, Iwi and Māori
engagement**

Strategic Aim	Action	Responsibilities	Resources
8. Provide opportunity for whanau to learn alongside and share their knowledge.	<ol style="list-style-type: none"> 1. Identify through planning opportunities to include whanau to learn alongside our tamariki. 2. Seek strengths and interest of our whanau group. 3. Encourage and invite whanau, iwi and the wider community to be involved with visits and discussions. 	<p>All staff</p> <p>All staff</p> <p>All staff</p>	
9. Include opportunities for whanau to view deep learning.	<ol style="list-style-type: none"> 1. Invite whanau to learning celebrations to view, support and engage with our learners. 	All staff	

Strategic Aim: That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

Annual Aim: **Math 2020**

All learners make expected progress and all priority learners make accelerated progress in writing.

Baseline data:

Analysis of school wide data writing data in November 2019 showed that an overall 82% were achieving 'at' or 'above' New Zealand Curriculum. 10 out of 10 Māori students were achieving 'at' or 'above' New Zealand Curriculum. Further analysis identified a group of 20 across the school not meeting New Zealand Curriculum. Six children from the junior school (NE-Y3), nine from middle school (Y4-6) and five from senior school (Y7-8). Math was not a Charter target in 2019 so it is pleasing to see the percentage of overall learners relatively the same. We have worked hard on creating a school-wide programme of learning and with the introduction of three teaching staff this is evident. Staff have followed and carried out teaching and learning that aligns to our beliefs

Target:

A group of twenty students across the school will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2020.

Actions to achieve targets	Led by	Resourcing	Timeframe
1. Staff to ensure classrooms are well resourced with materials and resources to enable all students the opportunities of being successful when sharing math.	Classroom teachers	Staff meeting	Before the school year starts and ongoing
2. Follow Rapaura School school-wide planning.	Classroom teachers/ syndicates	Syndicate meeting TOD	Ongoing
3. Ensure all students carry out learning using Mathletics as this is being supported by our parent partners.	Classroom teachers	Parent support	Ongoing
4. All staff to be aware of the Charter targets within their classrooms and plan learning that engages and is authentic to their needs.	Classroom teachers		Ongoing
5. Assess data and enquire into what this is informing and include this assessment as part of Spiral/Action plan.	Classroom teachers	Staff meeting	Ongoing

Strategic Aim: That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

Annual Aim: **Writing 2020**

All learners make expected progress and all priority learners make accelerated progress in writing.

Baseline data:

Analysis of school wide data writing data in November 2019 showed that an overall 81% were achieving 'at' or 'above' New Zealand Curriculum. 10 out of 10 Māori students were achieving 'at' or 'above' New Zealand Curriculum. Further analysis identified a group of 25 across the school not meeting New Zealand Curriculum. Seven children from the junior school (NE-Y3), twelve from middle school (Y4-6) and six from senior school (Y7-8). Our beliefs and programmes of learning have been developed to be incorporated by new staff, engage students and their interests to best allow our students to grow their personal writing capabilities. One of the key learning is for all staff to include deliberate acts of teaching, regular staff moderation of writing samples, ensure links to Inquiry learning makes up most of the classroom writing programmes and the extension of all students accessing Steps on line. Data was gathered at the beginning and end of 2019 using EasTTLe framework. Having the support of a highly trained Literacy teacher has supported the moderating, and the tools we use to collect overall teacher judgements.

Target:

A group of twenty-five students across the school will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2020.

Actions to achieve targets	Led by	Resourcing	Timeframe
1. Staff will show the deliberate acts of writing and the writing framework within their planning.	Classroom teachers		Ongoing
2. Ensure place based, authentic writing lessons that link to Inquiry learning, where possible.	Classroom teachers		Ongoing
3. Complete writing overviews to ensure coverage.	Classroom teachers		Ongoing
4. Increase the amount of visual vocabulary within the classroom eg. Word walls, word lists pertaining to unit of work, thesaurus.	Classroom teachers		Ongoing
5. Daily teacher modeling and explicit teaching - exposure of range of genre, scaffolding, graphic organisers.	Classroom teacher		Ongoing
6. Teach the importance of the purpose of an audience.	Classroom teacher		Ongoing
7. StepsWeb will be available for all students from Y1 - 8 to use and grow their literacy skills. This needs to be included in classroom and home learning.	Classroom teacher	School to fund each students individual license	All year
8. Include professional learning aligned to data from observations of the students in Action plans/Spirals. This is to be shared each term.	All staff		Ongoing By end of Term 4.
9. WSL to support all staff identify, assess and record information on the four 'target' children for Piritahi.	WSL	COL release	Four students below NZC level, identified in Term 1.

Strategic Aim: That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

Annual Aim: **Reading 2020**

All learners make expected progress and all priority learners make accelerated progress in writing.

Baseline data: Analysis of school wide data writing data in November 2019 showed that an overall 80% were achieving 'at' or 'above' New Zealand Curriculum. 9 out of 10 Māori students were achieving 'at' or 'above' New Zealand Curriculum. Further analysis identified a group of 26 across the school not meeting New Zealand Curriculum. Thirteen children from the junior school (NE-Y3), ten from middle school (Y4-6) and three from senior school (Y7-8). Every year we see this pattern in reading where the higher percentage of students in the junior school particularly Y2 but we agree to keep with the national expectation of reaching the suggested reading levels - green, turquoise and gold by 120 weeks. School data was gathered at the beginning and the end of 2019 and more often for the priority students. This year we have focused on comprehension to ensure our readers understand what they are learning. This has affected the overall percentage of progress as our belief is to ensure we understand what we're reading rather than pushing learners on with lower comprehension. Comprehension and vocabulary will be our 'hot spot' when teaching reading.

Target:

A group of twenty-six students across the school will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2020.

Actions to achieve targets	Led by	Resourcing	Timeframe
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<p>1. Review assessment data with staff and determine the particular individual learning needs of target students.</p>	<p>Classroom teachers Syndicate leaders</p>	<p>Staff and syndicate meetings</p>	<p>End of March</p>
<p>2. Staff will work with a buddy to observe and lead professional conversations as a method enquiring of practice.</p>	<p>Classroom teachers</p>	<p>Professional buddy</p>	<p>End of each term</p>
<p>3. Staff will show the deliberate acts of reading and the reading framework within their planning.</p>	<p>Classroom teachers</p>	<p>Syndicate meetings</p>	<p>As required.</p>
<p>4. Literacy support teacher to implement 7+ programme into classroom and to run workshops for staff.</p>	<p>Literacy support teacher</p>	<p>Syndicate & staff meetings</p>	<p>As required.</p>
<p>5. Staff to monitor student progress and inform parents of successes and concerns.</p>	<p>Classroom teacher</p>	<p>As required.</p>	
<p>6. StepsWeb will be available for all students from Y1 - 8 to use and grow their literacy skills.</p>	<p>Classroom teacher</p>		<p>School provide a license for each child</p>