



# WHENUAPAI SCHOOL

*Living is Striving*

**2023 Charter**

# THE HISTORY OF WHENUAPAI

The story of Whenuapai Primary starts in 1957 when the Waitemata City Council decided to build a new school to be located on Kennedy Road in Kumeu. The property was just about to be acquired by the Council when it was decided the school should be situated in central Whenuapai near the Airbase. The Whenuapai Poultry Farm owned by the Andersons was sold to the Council and preparations for the school began. It started with just three permanent classes which are now rooms 12, 13 and 14.

The founding principal of the school was Mr McRae, whose wife was also on the staff. They lived close by in the school house on the corner of Totara Rd. But from small things big things grow, and 63 years on Whenuapai School has grown and blossomed on those foundations laid in 1957.

We are now entrusted with the education of approximately 530 children at the School and this number is predicted to grow significantly over the coming year. 2022 will mark the start of a period of change for the school. While many things will change, our commitment to positively impacting instruction remains our focus. We will do this by inspiring discovery and empowering learners through a cohesive, robust and modern curriculum.

The School continues to maintain very strong ties with the community and in particular the RNZAF and Anderson Family, both of whom have continued to be very strong and generous supporters of the School since inception. In fact, the School still is educating generations of the Anderson family to this day. The school is committed to serving its community.



# WHENUAPAI SCHOOL VISION AND VALUES

## Our Vision

*“Our students will be actively involved in learning for life”.*

The School regularly discusses its vision. Students are at the centre of all our decision making and we strive to “inspire discovery and empower learning” in all we do.

## Our Values

The School continuously reinforces at every touch point with parents, students or the wider community a set of four Positive Behaviours for Learning Values (PB4L) which create the foundation and building blocks for our vision. These values are embedded in our school motto, our thinking and approach to all aspects of school life.

Our PB4L values are:

- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for the Environment

**The values align with the NZ Curriculum requirements.**



## **Whenuapai School Annual Plan 2023**

The Whenuapai School Board has agreed to a Ministry of Education request to open and operate a second school site (Trig Road) 2.4km away from our current school site. The reason for the Ministry of Education request is because the wider school network is under substantial pressure because:

1. Of rapid development and growth within and beyond the Whenuapai School Zone. Our current school site will reach capacity within the next 12 to 24 months and our school redevelopment is unlikely to be completed in time to take in the extra tamariki.
2. The Ministry of Education has not provided / completed a new school within the Massey / Rehills School Zone for the tamariki living in this new suburb of Auckland.

As a result of this decision the Whenuapai School Board and Senior Leadership need to plan for opening and operating a new school in less than 10 months. (Normally the Ministry of Education allows between 2 to 3 years for this process). This extra mahi comes at a time of great change and pressure throughout the wider education sector because of:

- The New Zealand Curriculum Refresh
- Changes to School Planning and Reporting requirements and systems
- Wide sweeping changes to NCEA and other assessments

And much more.

An outcome of the Ministry of Education imposed timeframe for opening the Trig Road site is that our 2023 annual plan will only focus on ensuring a smooth and successful transition for our tamariki, staff and community into operating a school split across two sites 2.4km apart for 2023 and beyond.

# Strategic Plan 2023- 2025

Whāinga	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
	Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice	Build social relationships by including all learners through authentic partnership with families and whānau	Build exceptional student achievement through high quality culturally sustainable teaching and learning	Build our reputation and community confidence as the school of choice for a full primary education
<b>Aim 1 Kaupapa-iti</b>	<p>By providing exemplary and inspiring opportunities, addressing individual learner strengths, equity, needs and wellbeing, through a localised curriculum</p> <ul style="list-style-type: none"> <li>• Leaders and teachers drive/model values behaviours/actions that create a culturally sustainable community of learners</li> <li>• Provide a safe child-centred environment that nurtures positive relationships, so that student wellbeing, their voice and their sense of belonging is a priority</li> <li>• Review and document systems, processes and practices to identify sustainable and consistent inclusive practice schoolwide</li> <li>• Through collaboration with our parents, families and whānau, establish what success looks like for all learners</li> </ul>	<p>By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences</p> <ul style="list-style-type: none"> <li>• Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website and HERO</li> <li>• Continue to maximise the HERO capabilities to inform families and whānau of student success and continue to provide effective communication</li> <li>• Staff-wide PLD focusing on effective communication and reporting strategies through HERO</li> <li>• Further strengthened systems, processes and practices to support the information flow between school and home across all areas of school life</li> </ul>	<p>By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective and adaptive practitioners</p> <ul style="list-style-type: none"> <li>• Whenuapai School fosters distributive leadership by providing leadership opportunities and pathways for students and teachers</li> <li>• Ongoing teacher development and student learning is transformed through Professional Growth Cycles</li> <li>• Grow teacher capability to support all learners and their whānau</li> <li>• Actively support staff wellbeing at both governance and management level.</li> </ul>	<p>By consolidating an explicit, seamless, progressive learning pathway from Year 1-8</p> <ul style="list-style-type: none"> <li>• Be responsive to delivering a timely, localised 21st century curriculum that engages all learners</li> <li>• Embrace digital technologies to support powerful connections with learners, family/whānau and community</li> <li>• Maximise formal systems, processes and practices to further improve the two-way flow of information</li> <li>• Students become agents of their own learning pathways</li> <li>• Further strengthen systems, processes and practice to support whole school operations including a scope and sequence for core curriculum areas</li> </ul>
<b>Aim 2 Kaupapa-iti</b>	<p>By establishing systematic transition processes and practices for both the internal and external transition of students</p> <ul style="list-style-type: none"> <li>• Review and strengthen systems, processes and practices for transitioning students into school, within school and from school both within and out of the Kāhui Ako</li> <li>• Sustain Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration of the programme principles and values and professional learning</li> <li>• Strengthen/formalise the systems, processes and practices for sharing of information of new and existing students schoolwide</li> </ul>	<p>By developing strong mutually beneficial networks and relationships with key stakeholders such as Kāhui Ako, MOE, ECE's and NZDF to support school, students, family and whānau</p> <ul style="list-style-type: none"> <li>• Continue to align all platforms of HERO to support the development of the Whenuapai School brand in order to strengthen our place in the community</li> <li>• Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning</li> <li>• Build our capabilities by maximising engagement in a breadth of networks at a local and national level</li> <li>• Evolve STEAM across the school through inquiry and the new Whakataukī Drivers</li> </ul>	<p>By strengthening collaborative teacher efficacy to deliver a culturally sustainable curriculum, through integrating new knowledge and understanding of student learning into professional practice</p> <ul style="list-style-type: none"> <li>• Ensure consistency of established learning programmes within the school</li> <li>• Embedding school wide practices that show a consistent learning journey from Year 1-8</li> <li>• Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</li> <li>• Continue to use coaching models as a driver for sustaining professional practice and growing teacher efficacy to accelerate progress for all learners</li> </ul>	<p>By developing a localised curriculum supported by our community.</p> <ul style="list-style-type: none"> <li>• Through our active partnership with the Kāhui Ako build confidence and our credibility as an effective provider of middle years learning</li> <li>• Within-school Kāhui Ako leaders will engage in ongoing inquiries responsive to our localised curriculum</li> <li>• Within-school Kāhui Ako leaders continue to develop and strengthen teachers' inquiries</li> <li>• Embed sustainability projects into curriculum planning</li> </ul>
<b>Aim 3 Kaupapa-iti</b>	<p>By increasing our capacity to be culturally sustainable through collecting community and student voice and embedding into all aspects of school life</p> <ul style="list-style-type: none"> <li>• Leaders and teachers to strengthen culturally sustainable pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion</li> <li>• Embed in the Professional Growth Cycle systems, processes and teacher criteria, the principles underpinning Tapasā, Tātaiako, Ka Hikitia to grow our culturally sustainable practise</li> <li>• Student and teacher voice is sought out and reflection and feedback processes are embedded across the school</li> </ul>	<p>Develop authentic connections with whānau to enhance educational success through identity, language and culture.</p> <ul style="list-style-type: none"> <li>• Review our 2 year local curriculum planning to include students, whānau and community voice</li> <li>• Develop professional learning through the Ministry specific documents and Te Wānanga o Aotearoa</li> <li>• Adapt systems, practices and procedures to reduce barriers to education for all</li> <li>• Non-negotiable high pedagogical expectations raise student achievement for all learners</li> </ul>	<p>By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes</p> <ul style="list-style-type: none"> <li>• Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally sustainable pedagogy, powerful learning and community connections</li> <li>• Embed and align the Kāhui Ako Strategic Goals and drivers with our strategic direction</li> <li>• Continue to grow capability to provide an equitable inclusive environment for all</li> </ul>	<p>By providing our senior students with more opportunities to develop key competencies, leadership skills and learner agency to be successful in any secondary education setting.</p> <ul style="list-style-type: none"> <li>• Strengthen PB4L learner profiles focusing on the key competencies, values and principles of the New Zealand Curriculum</li> <li>• Holistic responsive approach to developing strong learner agency and key competencies across all year levels</li> <li>• Maximise the engagement with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions</li> <li>• Students become agents of their own learning pathways</li> <li>• Establish a specialist programme to meet the needs of our Year 5-8 students</li> </ul>

## Whenuapai School Annual Plan 2023

### Treaty of Waitangi / Culturally Responsive Practices

Strategic Goal	Statement of Intent	Activity/Output/Action	Who	When	Indicators / Measures of Success
Strategic Goal 1 Strategic Goal 2	Treaty of Waitangi / Culturally Responsive Practices  Whenuapai school will value, validate and embed mātauranga māori practices by strengthening tikanga, te reo and community and whanau relationships. We will embed the NZ Histories curriculum across all year levels, ensuring equitable learning outcomes for all learners.	<p>Establish a team leader position and team to focus on <b>Strengthen community and whanau relationships. (Culturally Responsive Practice Team - CRP)</b></p> <p>Work with Tārai Kura personnel and tools to facilitate connections with mana whenua and strengthen Culturally Responsive Practices.</p> <ul style="list-style-type: none"> <li>• <a href="#">Signposts tool: Evaluation for transformation</a></li> </ul> <p>Build connections with mana whenua <b>Ngāti Whātua o Kaipara</b> to:</p> <ul style="list-style-type: none"> <li>• Learn about our local history to embed within our local curriculum and our inquiry programme.</li> <li>• Strengthen Tikanga practices within the school</li> <li>• Strengthen the use of Te Reo across all year levels</li> <li>• Support the opening of Whenuapai Senior School.</li> <li>• Review school wide policies and procedures from a Maori perspective.</li> <li>• Develop a common vision for an effective partnership to benefit all tamariki and their whānau.</li> <li>• <b>Value, validate and embed mātauranga māori practices</b> throughout the kura.</li> <li>•</li> </ul> <p>Strengthen student/teacher relationships by building and sustaining relationships with mana whenua through:</p> <ul style="list-style-type: none"> <li>• Follow actionable outcomes from connecting with mana whenua</li> <li>• Whānau - Kaiako meetings</li> <li>• Community hui</li> <li>• Celebrations and acknowledgement of successes</li> <li>• Learning from our community</li> </ul> <p>Strengthen our Kapa Haka by:</p> <ul style="list-style-type: none"> <li>• Providing release time to the lead kaiako.</li> <li>• Learning and teaching waiata and haka linked to the mana whenua</li> <li>• Creating mana around Kapa Haka through promotion, opportunities to perform in school and outside of school. Providing time during classroom time for Kapa Haka tamariki to meet, learn and practice.</li> <li>• Seek support from mana whenua</li> </ul> <p>Kaitiakitanga Programme</p> <ul style="list-style-type: none"> <li>• Kaitiakitanga kaiako to provide learning opportunities for all tamariki in environmental practices, tikanga, knowledge and te reo.</li> <li>• Classroom kaiako to continue programme with tamariki in between Kaitiakitanga kaiako classroom visits</li> </ul> <p>Embed the Aotearoa NZ Histories curriculum across our local curriculum</p> <ul style="list-style-type: none"> <li>• Unpack Aotearoa NZ Histories curriculum and develop a scope and sequence for Whenuapai School.</li> <li>• Provide professional development to classroom kaiako.</li> <li>• Monitor curriculum implementation, review, improve etc.</li> </ul>	SLT Team	T4 2022	<ul style="list-style-type: none"> <li>• Local history will be embedded into our local curriculum teaching and learning.</li> <li>• Tikanga and te reo Māori will be evident across the school.</li> <li>• NZ Histories curriculum will be embedded into our local curriculum teaching and learning.</li> <li>• Community and whanau relationships will be strengthened.</li> <li>• Environmental practices strengthen tikanga, and te reo.</li> <li>• Established iwi connections and have support to open the new school.</li> <li>• Kapa Haka is strong, confident and present in our community at all community events.</li> <li>• Mātauranga māori practices are valued, validated and embedded in our Whenuapai Way.</li> </ul>
			SLT Team CRP Team	Ongoing	
			SLT Kaiako Whānau	Term 1	
			SLT Kapa Haka Leader	Term 1	
			Principal Kaitiakitanga Kaiako Classroom Kaiako	Ongoing	
			Deputy Principal Assistant Principal	Term 1/2	

## Whenuapai School Annual Plan 2023

### Local Curriculum Development and Refinement

Strategic Goal	Statement of Intent	Activity/Output/Action	Who	When	Indicators / Measures of Success
Strategic Goal 1 Strategic Goal 2 Strategic Goal 3 Strategic Goal 4	Curriculum Development and Refinement  Whenuapai School will refine our Local Curriculum to ensure that it is responsive to the needs, identity, language, culture, interests, strengths and aspirations of our tamariki and their whānau. Our curriculum will ensure that our tamariki have a clear understanding of their learning pathway with a focus on individual and collective academic achievement and progress. Through inclusive practices our local curriculum will enable our tamariki to engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.	<p>Local Curriculum</p> <ul style="list-style-type: none"> <li>● <b>Seek feedback from all stakeholders - mana whenua, Whānau, learners, kaiako</b> about their aspirations for the local their tamariki and kura.</li> <li>● Develop / refine curriculum vision and intent to encompass community aspirations.</li> <li>● <b>Align local curriculum with the Whenuapai strategic goals.</b></li> <li>● Consult and share throughout process with tamariki, whānau, staff</li> </ul> <p><a href="#">Local curriculum design</a></p> <p>Curriculum Refresh</p> <ul style="list-style-type: none"> <li>● Explore the new curriculum refresh (Mathematics and Literacy) and implement changes where applicable.</li> <li>● Embed the NZ Histories, Digital technology, and social sciences new curriculums.</li> <li>● Ensure consistency across year levels in relation to scope and sequence for core curriculum subjects.</li> </ul> <p>Kaiako</p> <ul style="list-style-type: none"> <li>● Induct new staff and continue to support provisionally registered kaiako to embed the Whenuapai Local Curriculum.</li> <li>● Support kaiako wellbeing through sustainable teaching and learning practice.</li> <li>● Continue to use coaching models as a driver for sustaining professional practice and growing kaiako efficacy to accelerate progress for all learners</li> </ul> <p>Learning Programme Development Technology Year 5 -8</p> <ul style="list-style-type: none"> <li>● Research effective technology learning processes and models / curriculums.</li> <li>● Developing the Whenuapai technology model / curriculum.</li> <li>● Upskills the kaiako to be able to effectively use and assess the tamariki throughout the technology curriculum.</li> <li>● <b>Develop kaiako expertise and leadership</b> with new curriculum pedagogies and programmes.</li> <li>● Purchase resources to enable the technology curriculum to be taught.</li> <li>● Establish technology space, timetables, within the kura</li> <li>● Monitor and review the technology curriculum though the year including regularly gathering and responding to tamariki, whānau, kaiako voice.</li> </ul> <p>Options Curriculum Year 7-8</p> <ul style="list-style-type: none"> <li>● Develop the Whenuapai Options framework / curriculum. Curriculum to focus on developing learning agency and competencies. Literacy and numeracy to be included in the curriculum by enabling the tamariki to be actively involved in the planning, risk analysis, costings and transport for their options. Regularly reflections and reporting cycles by tamariki and kaiako to be scheduled within the Options framework</li> <li>● Identify possible Options courses and establish relationships with external and internal providers / staff.</li> </ul>	Deputy Principal Assistant Principal Team Leaders Curriculum leaders	Term 1	<p>Effective classroom learning programmes are making a positive difference for all learners.</p> <ul style="list-style-type: none"> <li>● Students are making a full year's academic progress in a year.</li> <li>● Prime mathematics programme is cemented in all classrooms from Year 0 to 8.</li> <li>● Supporting math resources and pedagogies are evident to support tamariki learning in mathematics - i. Learning games, group activities, problem solving activities, Link to real life situations.</li> <li>● All junior teachers are familiar with and effectively delivering the Structure Literacy Reading Programme.</li> <li>● All Teachers and Senior Students are effective using the Online Writers Toolbox Tool.</li> <li>● All teachers have the pedagogical knowledge and capability to teach the school writing programme (Writers Toolbox).</li> <li>● Senior Leadership Team members are familiar with the changes to the curriculum from the curriculum refresh and planning is underway to effectively implement the required changes over time.</li> <li>● Student positive behaviour expectations are improved and maintained.</li> </ul> <p>Year 7 / 8 Technology Programme</p> <ul style="list-style-type: none"> <li>● Technology curriculum is written, trialed, implemented <ul style="list-style-type: none"> <li>○ Parent and student feedback has been collected and used to refine the programmes.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Connections between campuses have been maintained through the learning programmes.</li> <li>● Student assessment information is used to monitor learning programmes and refine to ensure tamariki have the greatest chance of success.</li> </ul>
			Deputy Principal Assistant Principal Team Leaders Curriculum leaders	All year	
			Deputy Principal Assistant Principal	Term 1  Ongoing	
			Deputy Principal Assistant Principal	Term 4 2022 and Term 1  Ongoing	

## Whenuapai School Annual Plan 2023

### Assessment for Learning

Strategic Goal	Statement of Intent	Activity/Output/Action	Who	When	Indicators / Measures of Success
Strategic Goal 1 Strategic Goal 2 Strategic Goal 3	Assessment for Learning  Through sustainable assessment processes Whenuapai school will celebrate and support all student learning. Teachers are accountable for student achievement, monitoring and tracking alongside tamariki to develop and meet learning targets and goals. Teachers will continue to develop their pedagogy and practice through teaching inquiries to ensure better outcomes for all learners. Reporting to students and whanau will be purposeful, authentic and consistent across the school to ensure transparency.	<p>Review whenuapai schools assessment processes</p> <ul style="list-style-type: none"> <li>Review literature and best practice on Assessment <a href="https://assessment.tki.org.nz/">https://assessment.tki.org.nz/</a></li> <li>Gather information on Whenuapai Assessment practices from: <ul style="list-style-type: none"> <li>Policies and procedures</li> <li>Classroom observations</li> <li>SLT and Kaiako surveys and interviews</li> <li>Tamariki surveys and interviews</li> </ul> </li> <li>Present report on state of assessment practices to SLT Team 1.</li> </ul> <p>Refine / develop Whenuapai Assessment model which incorporates best practice for Assessment for Learning.</p> <ul style="list-style-type: none"> <li>Define Assessment for Learning and establish Whenuapai Assessment statement.</li> <li>Inquire into ways in which we can create sustainable, purposeful assessment processes for teachers.</li> <li>Provide staff professional development so everyone has a clear understanding of Assessment for Learning practices.</li> <li>Lead staff to develop 'inclusive of all learners' Whenuapai assessment framework.</li> <li>Link assessment framework to Kahui Ako 'Learner agency and Teacher Efficacy' initiatives.</li> </ul> <p>Assessment Tools</p> <ul style="list-style-type: none"> <li>Inquire into ways in which we can enhance learner agency within assessment.</li> <li>Select assessment tools to be used to enable the Assessment framework. Ensure there is a range of assessment tools to enable teachers to triangulate and support their teacher judgements.</li> <li>Provide staff professional development so everyone has a clear understanding of the assessment tools, their purpose and when to use them.</li> <li>Ensure consistency of assessment tool use across classes and year levels</li> </ul> <p>Ongoing support and monitoring</p> <ul style="list-style-type: none"> <li>Support kaiako to implement assessment framework and use tools appropriately as and when required.</li> <li>Monitor student achievement each term.</li> <li><b>Monitor and track teaching and learning progress in relation 2023 Data targets</b></li> <li>Identify learner needs and school wide needs - report to SLT.</li> </ul>	Within School Lead Teachers with support from Deputy and Assistant Principals	Term 1	<ul style="list-style-type: none"> <li>Assessment processes are reviewed, analysed and next steps have formed an action plan.</li> <li>A wide range of assessment tools are used to allow all learners to be successful across all aspects of the curriculum.</li> <li>Staff professional development is completed to upskills staff and ensure consistency.</li> <li>Assessment processes are sustainable, purposeful and transparent with all stakeholders.</li> <li>Tamariki have agency over their assessment and drive their own learning goals.</li> <li>Tamariki are aware of their learning journey.</li> </ul>
			Within School Lead Teachers with support from Deputy and Assistant Principals	Term 2	
			Within School Lead Teachers with support from Deputy and Assistant Principals	Term 3	
			Within School Lead Teachers with support from Deputy and Assistant Principals	Ongoing	
			Within School Lead Teachers with support from Deputy and Assistant Principals	Ongoing	
		<p>Data recording and monitoring</p> <ul style="list-style-type: none"> <li>Review HERO goals to ensure they are still fit for purpose with the new curriculum and assessment framework</li> <li>Monitor and track HERO goal updates.</li> <li>Systematic tracking and monitoring through HERO of each student's progress to ensure students can identify next steps and achieve personal excellence.</li> </ul>	Within School Lead Teachers with support from Deputy and Assistant Principals	Ongoing	
		With guidance from the Kahui Ako across school leads, explore best practice across our Kahui ako and feed back to our SLT, and whole staff where appropriate.	Within School Lead Teachers	Ongoing	

## Whenuapai School Annual Plan 2023

### Positive Behaviour for Learning

Strategic Goal	Statement of Intent	Activity/Output/Action	Who	When	Indicators / Measures of Success
Strategic Goal 1 Strategic Goal 2 Strategic Goal 3 Strategic Goal 4	PB4L Whenuapai School will provide quality teaching and learning within a safe and inclusive environment that nurtures positive relationships so all students can experience successful outcomes and reach their full potential. As a school, we will implement Tier 2 (PB4L), whilst sustaining our Tier 1 processes through schoolwide integration of the PB4L principles and values, alongside our school values and learner capabilities, and ongoing professional learning. PB4L is about people, practice and processes. It is not a programme, but is about the way we 'do' work. Integrated into the PB4L strategy is: <ul style="list-style-type: none"> <li>• A focus on learning</li> <li>• Thorough analysis of data</li> <li>• Capability building</li> <li>• Identifying and promoting evidence-based practice</li> </ul>	PB4L Team <ul style="list-style-type: none"> <li>• Establish PB4L Team with representatives from across the year levels.</li> <li>• Regular team meetings for systematic tracking, monitoring and analysis of PB4L incidents and patterns through HERO.</li> <li>• Review and strengthen PB4L responses and management to mitigate incidents schoolwide.</li> <li>• Support staff to embed PB4L practices schoolwide to ensure consistency of approach across both campuses and to sustain Tier 1 processes through schoolwide integration of the programme and values and ongoing professional learning..</li> <li>• Unpack Implement Tier 2 (PB4L)               <ul style="list-style-type: none"> <li>◦ Develop / refine our Whenuapai School PB4L framework incorporating Tier 1 and 2.</li> <li>■ <b>Broadening our view of what success looks like.</b></li> <li>■ Link our learner capabilities directly to our school values and will be explicitly taught in dedicated lessons each week.</li> </ul> </li> <li>• Provide ongoing Professional Development to all staff.</li> </ul>	LSC PB4L Team	Term 1	<ul style="list-style-type: none"> <li>• PB4L model is implemented schoolwide.</li> <li>• Tamariki understand and respond positively to the Restorative Practice framework.</li> <li>• Decrease in PB4L incidents.</li> <li>• Positive effect on student wellbeing and resilience.</li> <li>• Evidence of improved student outcomes.</li> <li>• Tamariki, Teachers and Teaching Assistants are well supported and have increased capability.</li> <li>• Successful learning programmes are implemented across the classrooms.</li> <li>• IEPs and IBPs are authentic, living documents that reflect the priority areas and support each child's learning journey.</li> <li>• IEPs and IBPs are regularly updated and reviewed.</li> <li>• Differentiated learning programmes are evident across the school.</li> <li>• Tamariki have an increased knowledge of themselves as learners and their effectiveness in working with others.</li> <li>• Tamariki can express their own values and explore with empathy the values of others.</li> <li>• Tamariki can discuss differences that arise and negotiate solutions.</li> <li>• Increase in family, whānau and student confidence in 'The Whenuapai Way'.</li> </ul>
		Staff <ul style="list-style-type: none"> <li>• Leaders and teachers drive/model values, behaviours and actions that create an inclusive school culture. Teacher ownership <i>"be the change you wish to see"</i></li> <li>• PB4L Restorative Practice framework will be used to address conflict or negative behaviour - focusing on building and maintaining positive, respectful relationships across the school community and offering all school staff best-practice tools and techniques to maintain and restore relationships.</li> <li>• Kaiako to create a safe, welcoming and inclusive environment that values the contributions of all tamariki and that draws upon their individual and collective strengths to foster the wellbeing of themselves and others in the classroom, the wider school community, and beyond.</li> <li>• School Values support tamariki to engage in responsible, ethical decision-making and action to deepen their understanding.</li> <li>• <b>Key competencies and values are explicitly integrated within each learning area.</b></li> <li>• The key competencies are used and developed within each learning area. They foreground social and emotional learning to enhance learners' engagement in daily tasks and challenges.</li> </ul> Aim: To provide a safe, child-centered environment that nurtures positive relationships, so that student wellbeing, resilience, voice and sense of belonging is a priority.	LSC PB4L Team Staff	Ongoing	
		Documentation <ul style="list-style-type: none"> <li>• Review and document systems, processes and practices to identify sustainable and consistent inclusive practice schoolwide.</li> </ul>	LSC PB4L Team	Term 1	

		<ul style="list-style-type: none"><li>Continue to develop and refine the IEP and IBP processes, systems and practices, including scheduled reviews with family, whānau and teachers, to ensure it is collaborative, inclusive and is effectively used within classrooms.</li></ul>			
		Learning Support <ul style="list-style-type: none"><li>Review and implement change to strengthen the delivery of Learning Support to confidently address the diverse needs within the classrooms.</li></ul>	LSC	Ongoing	

## Whenuapai School Annual Plan 2023

### Property Development, Moving, Schools 2.4km Apart.

Strategic Goal	Statement of Intent	Activity/Output/Action	Who	When	Indicators / Measures of Success
Strategic Goal 1 Strategic Goal 3 Strategic Goal 4	<p>School Environment</p> <p>Whenuapai School will be a school of choice for our community. The physical internal and external space will be inviting, aesthetically pleasing, robust, conducive for learning and fit for purpose. The campuses will visually connect through colour, signage, themes and other architectural features.</p> <p>The campuses will be completed on time and the construction phase will cause minimal disruption to our tamariki learning and the wellbeing of everyone who is on our school campuses.</p>	<p>Design and Construction Whenuapai Senior Campus</p> <ul style="list-style-type: none"> <li>Principal and Deputy Principal to: <ul style="list-style-type: none"> <li>Attend design meetings with the Ministry of Education (MOE) to ensure the campus is fit for purpose.</li> <li>Liaise with MOE over funding and resources.</li> <li>Liaise with Mana Whenua to develop meaningful partnerships.</li> <li>Regularly visit the site during construction to ensure the finished product matches the designs and intentions.</li> <li>Complete budgets and purchase: <ul style="list-style-type: none"> <li>Furniture</li> <li>ICT equipment</li> <li>Technology programme resources</li> <li>Library books and resources</li> <li>Office equipment</li> <li>Van leases</li> <li>Property equipment</li> </ul> </li> </ul> </li> </ul>	Principal Deputy Principal	Term 1 and 2	<ul style="list-style-type: none"> <li>Whenuapai Home Campus <ul style="list-style-type: none"> <li>Design work is complete.</li> <li>Community is informed of new building designs, timeframes etc</li> </ul> </li> <li>Whenuapai Senior Campus <ul style="list-style-type: none"> <li>Year 7 / 8 have successfully moved into the new campus.</li> <li>Campus is resourced appropriately.</li> <li>Transport arrangements are effective.</li> <li>School connections are being maintained and strengthened.</li> <li>Community is informed throughout the process.</li> <li>Innovative, positive, effective learning programme is being implemented throughout the kura.</li> </ul> </li> </ul>
		<p>Design and Construction Whenuapai Home Campus</p> <ul style="list-style-type: none"> <li>Board and SLT team to: <ul style="list-style-type: none"> <li>Attend design meetings with the Ministry of Education (MOE) to ensure the campus is fit for purpose.</li> <li>Liaise with MOE over funding and resources.</li> <li>Liaise with Mana Whenua to develop meaningful partnerships.</li> <li>Regularly visit the site during construction to ensure the finished product matches the designs and intentions.</li> </ul> </li> </ul>	Board SLT team	Ongoing	
		<p>Preparing to Move</p> <ul style="list-style-type: none"> <li>2023 School organisation to be established to enable the Year 7 and 8 classes to run their programmes from the beginning of the school year to enable a seamless transition. (Completed Term 4 2022).</li> <li>New Campus school organisation</li> <li>Book moving company.</li> <li>Organise school bus routes and timetables</li> <li>Establish between school communication system and procedures.</li> <li>Communicate information with whānau and the wider community.</li> <li>Organise school blessing</li> </ul>	SLT team	Term 4 2022 Term 1 Term 2 Term 3	

# Whenuapai School Target Action Plan

<b>Focus Area:</b>	<b>Writing</b>
<b>Strategic Aim:</b>	<b>Strategic Goal 3</b> Build exceptional student achievement through high quality culturally sustainable teaching and learning.
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. Whenuapai School will refine our Local Curriculum to ensure that it is responsive to the needs, identity, language, culture, interests, strengths and aspirations of our tamariki and their whānau.</li> <li>2. Our curriculum will ensure that our tamariki have a clear understanding of their learning pathway with a focus on individual and collective academic achievement and progress.</li> <li>3. Through inclusive practices our local curriculum will enable our tamariki to engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.</li> <li>4. Through sustainable assessment processes Whenuapai School will celebrate and support all student learning.</li> <li>5. Teachers are accountable for student achievement, monitoring and tracking alongside tamariki to develop and meet learning targets and goals.</li> <li>6. Teachers will continue to develop their pedagogy and practice through teaching inquiries to ensure better outcomes for all learners.</li> <li>7. Reporting to students and whānau will be purposeful, authentic and consistent across the school to ensure transparency.</li> </ol>
<b>Baseline Data:</b>	2022 Whole school achievement in Writing 83% at / above expectation Areas for future development <ul style="list-style-type: none"> <li>• Year 4 cohort achievement 62% at / above</li> <li>• Year 6 cohort achievement 63% at / above</li> <li>• Māori cohort achievement 73% at / above</li> </ul>
<b>Target:</b>	By the end of 2023: <ul style="list-style-type: none"> <li>• Year 4 cohort will have 80% of the tamariki achieving at or above expectation in Writing</li> <li>• Year 6 cohort will have 80% of the tamariki achieving at or above expectation in Writing</li> </ul> <i>(By focusing on these two cohorts it will also positively impact on our Māori Learners achievement because there are 16 Māori tamariki across these two cohorts who are currently not meeting their expectations. This is out of a total of 21 Māori tamariki across the entire school who are currently not meeting their expectations)</i>

Planned Actions	Resourcing	Timeframe	Action By
Consult with our Maori Whānau to: <ul style="list-style-type: none"> <li>• Make connections with their whānau and tamariki. Learn about their aspirations.</li> <li>• Seek feedback on our current learning programmes and suggestions for how to meet the needs of their tamariki.</li> <li>• Inquiry into how whānau can further support their tamariki.</li> </ul>	\$?	Term 2	Cultural Leader, AP
Senior Leadership Team to review Te Whare Tapu o Te Ngākau Māori. <ul style="list-style-type: none"> <li>• Link learning material with feedback from Māori community to refine curriculum learning programmes.</li> <li>• Seek further feedback from the community on changes / improvements.</li> <li>• Survey staff to define their knowledge and capabilities to support Māori tamariki. Provide support and PD as identified.</li> </ul>	\$400	Ongoing	Principal, DP, AP, LSC, Cultural Leader
<b>Whole School Adaptations to Support Identified Cohorts</b> <ul style="list-style-type: none"> <li>• One to one device programme in all Year 4 to 8 classes.</li> </ul>	\$27,000	During Term 1	ICT leader
<ul style="list-style-type: none"> <li>• Purchase of subscriptions to the Online Writers Toolbox tools for all tamariki in Year 6 - 8.</li> <li>• Purchase subscriptions for online Writers Toolbox for all classroom teachers.</li> </ul>	\$8,600	Compete before Term 1 starts	Writing Leaders
<ul style="list-style-type: none"> <li>• Writing Team to provide professional development to teachers and Support Staff on how to effectively use the Writer's Toolbox online tool to support specific teaching and independent learning tasks. PD sessions each term.</li> </ul>	\$0	Ongoing	Writing Leaders
<ul style="list-style-type: none"> <li>• Within School Leader Teacher to review assessment procedures to:               <ul style="list-style-type: none"> <li>• Determine the correct tools to provide accurate data.</li> <li>• Ensure consistency of leveling across school.</li> <li>• Provide Professional Development to staff as identified.</li> <li>• Streamline the assessment process and ensure ongoing, regular, meaningful data is directing learning programmes.</li> </ul> </li> </ul>	\$12,000	Term 1 - Review Support / Leading ongoing	Within School Lead Teacher
<ul style="list-style-type: none"> <li>• Refine the whole school planning scope and sequence for writing to ensure progression of learning and prerequisite skills are being taught throughout the levels to enable learner progression.</li> </ul>	\$0	Term 1 / 2	Writing Leader, DP
<b>Year 4 Specific Programme Adaptations</b> Promotion of Writing Engagement- Boys Termly Focus <ul style="list-style-type: none"> <li>• 3 weeks of specific teaching of their writing goals using the hero goals, writers toolbox resources and aides to help reduce writing barriers, e.g. writing toolkit</li> <li>• 3 weeks of writing for a purpose - linked to term inquiry.</li> <li>• 3 weeks of writing to create enjoyment and motivation. Demonstrating new knowledge and skills.</li> <li>• Assessment and Review.</li> </ul>	\$0	Ongoing	Y5/6 Team Leader, Teachers
Identified Skill Focuses			

<ul style="list-style-type: none"><li>• Editing - Rainbow editing skills.</li><li>• Mastering the first 4-8 sentence types from writers tool box</li><li>• Creating writing ideas.</li><li>• Be engaged and excited during writing time</li><li>• Mileage- to be achieving their words per minute goal</li></ul> <p><b>Year 6 Specific Programme Adaptations</b> Promotion of Writing Engagement - Boys</p> <p>Termly Focus</p> <ul style="list-style-type: none"><li>• 3 weeks specific teaching of writing learning goals using the Writers Toolbox programme pedagogies and resources.</li><li>• 3 weeks of writing for a purpose - linked to term inquiry.</li><li>• 3 weeks of writing to create enjoyment and motivation. Demonstrating new knowledge and skills.</li><li>• Assessment and Review.</li></ul> <p>Identified Skill Focuses</p> <ul style="list-style-type: none"><li>• Editing - Rainbow editing skills.</li><li>• 12 Ways to write a sentence.</li><li>• Paragraphing.</li><li>• Creating writing ideas.</li></ul>			
<p><b>Resources</b></p> <ul style="list-style-type: none"><li>• Writers Toolbox online subscription for Years 6 to 8.</li><li>• Te Whare Tapu o Te Ngākau Māori.</li><li>• IT equipment.</li><li>• Writer's Toolbox resources.</li><li>• Release time for Within School Lead Teacher.</li></ul>	<p>\$8,600 \$400 \$27,000 \$1,400 \$12,000</p>		

# Whenuapai School Target Action Plan

<b>Focus Area:</b>	<b>Mathematics</b>
<b>Strategic Aim:</b>	<b>Strategic Goal 3</b> Build exceptional student achievement through high quality culturally sustainable teaching and learning.
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. Whenuapai School will refine our Local Curriculum to ensure that it is responsive to the needs, identity, language, culture, interests, strengths and aspirations of our tamariki and their whānau.</li> <li>2. Our curriculum will ensure that our tamariki have a clear understanding of their learning pathway with a focus on individual and collective academic achievement and progress.</li> <li>3. Through inclusive practices our local curriculum will enable our tamariki to engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.</li> <li>4. Through sustainable assessment processes Whenuapai School will celebrate and support all student learning.</li> <li>5. Teachers are accountable for student achievement, monitoring and tracking alongside tamariki to develop and meet learning targets and goals.</li> <li>6. Teachers will continue to develop their pedagogy and practice through teaching inquiries to ensure better outcomes for all learners.</li> <li>7. Reporting to tamariki and whānau will be purposeful, authentic and consistent across the school to ensure transparency.</li> </ol>
<b>Baseline Data:</b>	2022 Whole School achievement in Mathematics 90% at / above expectation Areas for future development <ul style="list-style-type: none"> <li>• Year 4 cohort achievement 79% at / above</li> <li>• Year 6 cohort achievement 70% at / above</li> <li>• Māori cohort achievement 76% at / above</li> </ul>
<b>Target:</b>	By the end of 2023: <ul style="list-style-type: none"> <li>• Year 4 cohort will have 85% of the tamariki achieving at or above expectation in Mathematics</li> <li>• Year 6 cohort will have 85% of the tamariki achieving at or above expectation in Mathematics</li> <li>• Māori cohort will have 85% of the tamariki achieving at or above expectation in Mathematics</li> </ul>

<b>Planned Actions</b>	<b>Resourcing</b>	<b>Timeframe</b>	<b>Action By</b>
Consult with our Maori Whānau to: <ul style="list-style-type: none"> <li>• Make connections with their whānau and tamariki. Learn about their aspirations.</li> <li>• Seek feedback on our current learning programmes and suggestions for how to meet the needs of their tamariki.</li> <li>• Inquiry into how whānau can further support their tamariki.</li> </ul>	\$?	Term 2	Cultural Leader, AP
Senior Leadership Team to review Te Whare Tapu o Te Ngākau Māori. <ul style="list-style-type: none"> <li>• Link learnings material with feedback from Māori community to refine curriculum learning programmes.</li> <li>• Seek further feedback from the community on changes / improvements.</li> <li>• Survey staff to define their knowledge and capabilities to support Māori tamariki. Provide support and PD as identified.</li> </ul>	\$?	Ongoing	Principal, DP, AP, LSC, Cultural Leader
<b>Whole School Adaptations to Support Identified Cohorts</b> Professional Development <ul style="list-style-type: none"> <li>• Upskilling new teachers in PR1ME mathematics through:               <ul style="list-style-type: none"> <li>• Professional learning groups</li> <li>• Online Course</li> <li>• Programme observation and feedback</li> </ul> </li> <li>• Visiting other schools that run PR1ME to see what they are doing to support the learners who are working at levels lower than the expectation.</li> <li>• Professional learning group to run full staff workshops for teachers on aspects of the PR1ME programme that have been identified as requiring improvement or modification.</li> </ul>	\$0	Term 1 & 2	Mathematics Leaders
<ul style="list-style-type: none"> <li>• Within School Leader Teacher to review assessment procedures to:               <ul style="list-style-type: none"> <li>• Determine the correct tools to provide accurate data.</li> <li>• Ensure consistency of leveling across school.</li> <li>• Provide Professional Development to staff as identified.                   <ul style="list-style-type: none"> <li>• Streamline the assessment process and ensure ongoing, regular, meaningful data is directing learning programmes.</li> </ul> </li> </ul> </li> </ul>	\$0	Term 1 - Review Support ongoing	Within School Lead Teacher
<ul style="list-style-type: none"> <li>• Purchase resources to support the PR1ME mathematics Programme:               <ul style="list-style-type: none"> <li>• Hands on resources to support concept teaching.</li> <li>• Mathematics games for independent and follow up activities.</li> <li>• Ipad Apps</li> </ul> </li> </ul>	\$2500	Term 1	Mathematics Leaders
<ul style="list-style-type: none"> <li>• Within School Leader Teacher to review assessment procedures to:               <ul style="list-style-type: none"> <li>• Determine the correct tools to provide accurate data.</li> <li>• Ensure consistency of leveling across school.</li> <li>• Provide Professional Development to staff as identified.</li> <li>• Streamline the assessment process and ensure ongoing, regular, meaningful data is directing learning programmes.</li> </ul> </li> </ul>	\$12,000	Term 1 - Review Support / leading ongoing	Within School Lead Teacher
<b>Specific Interventions</b> Learning programmes for the identified cohorts will: <ul style="list-style-type: none"> <li>• Be focused on the individual learning goals of the tamariki.</li> <li>• Tamariki will take part in multiple group teaching sessions each day (double dipping) to support a rapid development and understanding of new mathematical concepts.</li> <li>• Implement an extra layer of monitoring through Team Leaders reviewing data to ensure tamariki are progressing at an accelerated rate. Team Leaders will provide extra support for teachers during lesson planning and programme development.</li> <li>• Teachers will receive feedback through observations by Team Leaders and Mathematics Leaders.</li> <li>• Increase student agency in the senior school utilising google classroom and agentic rubrics.</li> <li>• Utilise tracking sheets to identify gaps sooner.</li> </ul>	\$0	Term 1-4	Team Leaders, Mathematics Leaders

<ul style="list-style-type: none"><li>• Increase use of supplementary booklets to increase strand knowledge.</li></ul>			
<b>Resources</b> Purchase: <ul style="list-style-type: none"><li>• Hands-on resourcing especially in junior school - Play-based learning games for independent learning.</li><li>• PR1ME resources.</li><li>• Release time for Within School Lead Teacher.</li></ul>	\$11,000 \$2,500 \$12,000		

# Whenuapai School Target Action Plan

<b>Focus Area:</b>	<b>Reading</b>
<b>Strategic Aim:</b>	<b>Strategic Goal 3</b> Build exceptional student achievement through high quality culturally sustainable teaching and learning.
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. Whenuapai School will refine our Local Curriculum to ensure that it is responsive to the needs, identity, language, culture, interests, strengths and aspirations of our tamariki and their whānau.</li> <li>2. Our curriculum will ensure that our tamariki have a clear understanding of their learning pathway with a focus on individual and collective academic achievement and progress.</li> <li>3. Through inclusive practices our local curriculum will enable our tamariki to engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.</li> <li>4. Through sustainable assessment processes Whenuapai School will celebrate and support all student learning.</li> <li>5. Teachers are accountable for student achievement, monitoring and tracking alongside tamariki to develop and meet learning targets and goals.</li> <li>6. Teachers will continue to develop their pedagogy and practice through teaching inquiries to ensure better outcomes for all learners.</li> <li>7. Reporting to students and whānau will be purposeful, authentic and consistent across the school to ensure transparency.</li> </ol>
<b>Baseline Data:</b>	2022 Whole School achievement in Reading 81% at / above expectation Areas for future development <ul style="list-style-type: none"> <li>• Year 3 cohort achievement 51% at / above</li> <li>• Year 4 cohort achievement 72% at / above</li> <li>• Year 6 cohort achievement 80% at / above</li> </ul>
<b>Target:</b>	By the end of 2023: <ul style="list-style-type: none"> <li>• Year 3 cohort will have 75% of the tamariki achieving at or above expectation in Reading.</li> <li>• Year 4 cohort will have 85% of the tamariki achieving at or above expectation in Reading.</li> <li>• Year 6 cohort will have 90% of the tamariki achieving at or above expectation in Writing</li> </ul> <i>(By focusing on these three cohorts it will also positively impact on our Māori Learners achievement because there are 18 Māori tamariki across these three cohorts who are currently not meeting their expectations. This is out of a total of 22 Māori tamariki across the entire school who are currently not meeting their expectations)</i>

<b>Planned Actions</b>	<b>Resourcing</b>	<b>Timeframe</b>	<b>Action By</b>
Consult with our Maori Whānau to: <ul style="list-style-type: none"> <li>• Make connections with their whānau and tamariki. Learn about their aspirations.</li> <li>• Seek feedback on our current learning programmes and suggestions for how to meet the needs of their tamariki.</li> <li>• Inquiry into how whānau can further support their tamariki.</li> </ul>	\$?	Term 2	Cultural Leader, AP
Senior Leadership Team to review Te Whare Tapu o Te Ngākau Māori. <ul style="list-style-type: none"> <li>• Link learnings material with feedback from Māori community to refine curriculum learning programmes.</li> <li>• Seek further feedback from the community on changes / improvements.</li> <li>• Survey staff to define their knowledge and capabilities to support Māori tamariki. Provide support and PD as identified.</li> </ul>	\$?	Ongoing	Principal, DP, AP, LSC, Cultural Leader
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Reading Leaders to upskill all teachers / teacher aides in relation to:               <ul style="list-style-type: none"> <li>• Little Learners Love Literacy (Structured Literacy) so the programme can be effectively used by all staff as required. (The Year 1 data proves that the programme works so we will invest in staff professional development).</li> <li>• Effective reading comprehension strategies .</li> <li>• The Code (Decoding and encoding programme) through RTLB.</li> </ul> </li> </ul>	0	Term 1 / 2	Reading Leaders
<b>Whole School Adaptations to Support Identified Cohorts</b> <ul style="list-style-type: none"> <li>• ESOL - Purchase resources to support ESOL programme.</li> <li>• Structure Literacy programme to be used by all learners who are currently in level one of the curriculum regardless of age. Purchase age appropriate resources to support structure literacy.</li> </ul>	\$3,500 \$6,800		
<ul style="list-style-type: none"> <li>• Within School Leader Teacher to review assessment procedures to:               <ul style="list-style-type: none"> <li>• Determine the correct tools to provide accurate data.</li> <li>• Ensure consistency of leveling across school.</li> <li>• Provide Professional Development to staff as identified.</li> <li>• Streamline the assessment process and ensure ongoing, regular, meaningful data is directing learning programmes.</li> </ul> </li> </ul>	\$12,000	Term 1 - Review Support / leading ongoing	Within School Lead Teacher

<p><b>Year 3 reading programme adaptations</b></p> <p>We are going to do the following actions:</p> <ul style="list-style-type: none"> <li>• Run a collaborative reading program utilising the strengths of our teachers. This will ensure that all of our tamariki spend 10 minutes working on a challenging warm up task, followed by 10 minutes of quality learning time with the teacher, and finally 10 minutes of a follow up task focussed around reading comprehension and reading strategies.</li> <li>• When the children are not doing the aspects of the program mentioned above, they are working on their checklists. The system will increase student agency and in turn develop a love for reading. The activities on these checklists are spelling, reading, and writing based and support the programs taught with/by the teacher.</li> <li>• Introducing a big book program. Big books are rich in opportunities for conversation with the group and link directly to our goals for reading. Each week we will use a different book, and have specific learning foci (e.g. punctuation, adjectives, predicting). This program will run for the first 20 minutes of our reading session, and will be followed by follow up activities based around reading comprehension/language features.</li> <li>• Use a teacher aide in each reading session to support tamariki as a whole, and also to run additional reading sessions to target specific needs.</li> <li>• Teachers continue to monitor our target tamariki, but this year we will be tracking the pace of the tamariki progress. This will give us a better insight into how our interventions are working, and will allow us to make changes to our pedagogy and programs, should the need arise.</li> </ul> <p><b>Year 4 Programme adaptations</b></p> <ul style="list-style-type: none"> <li>• Run a collaborative reading program utilising the strengths of our teachers. This will ensure that all of our target tamariki are spending 15 minutes doing quality learning time with the teachers, followed up with a follow up task focussed around reading comprehension and reading strategies.</li> <li>• When the children are not doing the aspects of the program mentioned above, they are working on their literacy contracts. The system will increase student agency and in turn develop a love for reading. The activities on these checklists are spelling, reading, and writing based and support the programs taught with/by the teacher.</li> <li>• Use a teacher aide in reading session to support tamariki as a whole, and also to run additional reading sessions to target specific needs.</li> <li>• Teachers continue to monitor our target tamariki, but this year we will be tracking the pace of the tamariki progress. This will give us a better insight into how our interventions are working, and will allow us to make changes to our pedagogy and programs, should the need arise.</li> <li>• Additionally, this program also builds up their skills in digital fluency/citizenship.</li> </ul> <p><b>Year 6 Programme Adaptation</b></p> <ul style="list-style-type: none"> <li>• Ongoing targeted programmes in 2023, in particular to support our Māori learners engaging and motivating them to attend school.</li> <li>• Adapted programmes, learning activities, and continued reflection on the progress of target learners in reading.             <ul style="list-style-type: none"> <li>• Reciprocal reading programme</li> <li>• Novel studies</li> <li>• New reading structure - Reading programme split up - 3 week explicit teaching, 3 week linking it to inquiry, and 3 week of reading for enjoyment each term.</li> </ul> </li> </ul>			
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• To support the programme we will continue to purchase extra resources to enable the Structure Literacy programme to be implemented effectively and as designed across Year 1 and 2.</li> <li>• Purchase suitable readers for older tamariki who are still within the structured literacy framework.</li> <li>• Purchase big books to support language acquisition.</li> <li>• ESOL resources.</li> <li>• Release time for Within School Lead Teacher.</li> </ul>	<p>\$6,800</p>    <p>\$3,500 \$12,000</p>		