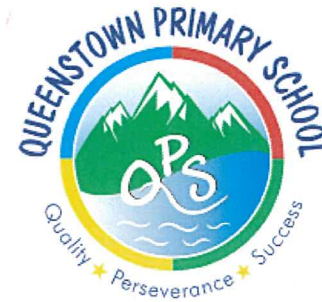


# Queenstown Primary School Charter 2023



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Te Kura Tuatahi o Tāhuna

## Introductory Section to QPS Annual Plan 2023

<b>Mission Statement</b>	Through Quality, Perseverance and Success, QPS will grow confident, connected, future-focused learners.
<b>Vision</b>	Maintain consistent systems and practises throughout our school focusing on the learner at the centre of all decisions made, as we strive to be future-focused teachers and learners.
<b>Values</b>	CARE: Manaaki RESPECT: Whakaute INTEGRITY: Ngakau tapatahi
<b>Principles</b>	QUALITY: Kounga (Queenstown) PERSEVERANCE: Manawanui (Primary)

	PERSEVERANCE: Manawanui (Primary) SUCCESS: Mana (School)
<b>Maori Dimensions and Cultural Diversity</b>	<ul style="list-style-type: none"> <li>• NGA HAU E WHA; People blown in from everywhere meeting here.</li> <li>• Meaningfully incorporate Te Reo Maori and Tikanga Maori into the everyday life of our school.</li> <li>• Ensuring our students are safe and included and free from racism, discrimination and bullying.</li> <li>• Show how we give effect to Te Tiriti o Waitangi linked to the achievement of Māori students.</li> <li>• Staff participate in Cultural Capability PLD.</li> </ul>

**MĀ TE RONGO KA MŌHIO  
MĀ TE MŌHIO KA MĀRAMA  
MĀ TE MĀRAMA KA MĀTAU  
MĀ TE MĀTAU KA ORA.**

**THROUGH LISTENING COMES AWARENESS  
THROUGH AWARENESS COMES UNDERSTANDING  
THROUGH UNDERSTANDING COMES KNOWLEDGE  
THROUGH KNOWLEDGE COMES WELL-BEING.**

## **SCHOOL WIDE GOALS 2023**

These goals were developed from feedback in staff exit surveys and staff wellbeing surveys as areas for improvement throughout 2022. It was decided to maintain these goals and further build upon our objectives. Survey results were generally positive from staff, parents and ākonga. Feedback has been considered and included in our key indicators.

We are committed to accelerating the achievement and wellbeing of all QPS students and the wellbeing of all staff by;

1. Building and sustaining effective relationships with all stakeholders.

## 2. Ensuring all stakeholders are informed in a consistent and timely manner.

<b>Building and sustaining effective relationships with all stakeholders.</b>	<b>Who and When?</b>	<b>Key indicators.</b>
	All stakeholders; staff, students, parents, BoT. Throughout the year.	<ul style="list-style-type: none"> <li>● Demonstrating our QPS Values of Care, Respect and Integrity at all times.</li> <li>● Supporting each other at all times.</li> <li>● Understanding individual roles and responsibilities.</li> <li>● Following the "FISH" philosophy of; being present, having fun, choosing our attitudes and making someone's day.</li> <li>● Acknowledging each other for what we do.</li> <li>● Being kind towards each other by gaining understanding of each others' contexts.</li> <li>● Recognising peaks and trough periods in all roles. Supporting each other during these times.</li> <li>● Understanding and compassion towards each other at all times.</li> <li>● Placing the students of QPS at the centre of all of our decisions.</li> <li>● Building and sustaining effective relationships with all stakeholders.</li> <li>● Placing ākongā Māori at the centre of decisions relating to te ao and te reo and applying a holistic approach to ākongā needs.</li> </ul>

	Board of Trustees	<ul style="list-style-type: none"> <li>• Māori whānau hui will occur regularly and a focus group developed for advice and support.</li> <li>• The budget will support ākonga wellbeing.</li> <li>• PB4L will be followed to ensure ākonga are treated fairly and empathetically.</li> <li>• The notion that no staff member is any better than anyone else. A philosophy of 'we are in this together' will be demonstrated at all times.</li> <li>• The Board will be invited to walk through the school and classrooms at least once per term.</li> <li>• The Board will have an active presence in the staffroom and at school events.</li> <li>• The Board will seek a Maori representative to join the Board..</li> </ul>
<b>Ensuring all stakeholders are informed in a consistent and timely manner.</b>	<b>Who and when?</b>	<b>Key indicators</b>
Productive mahi with whānau will be completed to identify, understand and resolve barriers that may prevent ākonga from accessing, participating or to remain engaged in schooling.	All staff and BoT. Throughout the year. Moana (KAW) Toni (Māori curriculum)	<ul style="list-style-type: none"> <li>• This means we will better support ongoing communication between our school, whānau and community.</li> <li>• All to understand that stress in our context is caused through lack of timely information.</li> <li>• All stakeholders are responsible for keeping themselves informed via emails, intranet information,</li> </ul>

	Wellbeing Team	<p>newsletters, reports and feedback from SLT meetings.</p> <ul style="list-style-type: none"><li>● All staff will receive shared meeting minutes and feedback requested. A cyclical approach.</li><li>● The rationale for all decisions made in the school MUST be shared with all staff via TLs, DPs and Principal.</li><li>● Fortnightly surveys to staff will be analysed and recommendations made.</li><li>● The Wellbeing Team will present a 2023 plan to all stakeholders and will provide a summary to the BoT at each meeting.</li><li>● All staff will know who to go to and where to find the information for any queries they may have via the intranet and by simply asking their TL in the first instance.</li><li>● Staff briefings each Monday morning will be a time to emphasise the weekly notices, provide opportunities for staff to share 'news' and for us all to come together to set the tone and scene for the week.</li><li>● New staff induction processes will be reviewed and continuously updated. A DP will be responsible for ensuring all information is up to date.</li><li>● Emails are not to be used as a method of communication when the content is sensitive. Face to face meetings or phone calls will be used.</li></ul>
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		<ul style="list-style-type: none"> <li>• Any staff member can request to present at Board meetings in relation to the area they lead.</li> <li>• We will all follow a 'no surprises' Agenda at all meetings. All staff will be invited to contribute to Agendas at team, staff and curriculum meetings.</li> <li>• A review will take place to streamline methods of communication.</li> <li>• QPS website will be upgraded and operational by the end of Term 1.</li> </ul>
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### 2023 Annual Goals from Strategic Plan 2020-2022

GOAL	WHO?	KEY INDICATORS
<b>Goal 1.</b> <b>Learners at the Centre</b>		
Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying.	Toni McIntyre Moana Thorn SLT All staff	Our school will have processes in place to promptly address and resolve any complaints or concerns.
	Jo Bell All staff	Our school will continue to follow PB4L. Feedback and suggestions from parent, staff and student surveys will be considered to improve our behaviour management system.



	Principal SENCOs All staff	We will create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, or are neurodiverse feel they belong.
Targeted IEPs will increase student achievement and accelerate progress of those with high learning needs in Literacy and Numeracy.	SENCO team RTL GATE specialist	Students will be recognised early in the year and parents informed. Teachers will become more aware of the needs of all students from working towards to working confidently. Two teachers will be offered the opportunity to work with the SENCO; to learn the role and be released to support students in years 1-8. Neurodiverse learners will be identified and programmes developed to meet their needs. A GATE teacher will be appointed to support our gifted and talented learners and twice exceptional learners.
QPS localised curriculum document will be completed this year.	KAW WSL Rochelle Broughton Principal	This will encompass all of the priorities, needs and interests of our school community. It will help teachers and students comprehend concepts by relating and presenting a lesson in the context of our prevailing local environment, culture and resources. Lessons will be authentic, customised and appropriate. Priorities, needs and environmental and cultural interests of our school community are customised into teacher practice.
Achievement Target Students (ATs) will be	Literacy Leader, Julie Walker	Achievement Target Plans will be shared

identified early in the year from achievement data from the previous year. Maori students will be identified as priority learners.	Maths Leader, Sarah Ferguson Curriculum Teams  SLT  Principal	early Term 1 and followed by all teachers. The principal will meet with teachers mid year to discuss ATs achievement; successes and barriers. Plans will be changed to meet the needs of these students if strategies are not working.
Effective reading practices will be reviewed and research based to improve current deliberate acts of teaching to raise student achievement for all students at QPS.	Taylor Osborne Literacy Team Julie Walker Team Leaders	Teachers will have clear guidelines regarding lesson formats and expectations and student achievement. We expect 80% or more of our students to be achieving within or confidently for their curriculum level. During Term 1, Taylor Osborne will work with years 5-8 ākonga and teachers.
Reduce barriers to education for all, including Maori and Pasifika learners.	Principal Moana (KAW) SLT Office support staff	Work with whānau families to identify and understand barriers that may prevent learners from accessing, participating or remaining engaged in schooling and work to address them.
Where possible, reduce non fee costs to reduce financial stress on families and whanau.	Carly (finance person) Ang (Baskets of Blessings) Principal	Accessing the Principal's discretionary fund will mean all students can attend Camps, events and activities. (CTOS)
<b>Goal 2.</b> Quality teaching and leadership.		

<p>The foci for our WSL (Within School Leads) and KAW (Kahui Ako Wakatipu) teachers are;</p> <ol style="list-style-type: none"> <li>1. Effective reading practices at QPS. Investigating the current practices, establishing how successful these are and incorporating the structured literacy approach based on the science of reading.</li> <li>2. As above Localised Curriculum.</li> <li>3. Cultural capability in strengthening teaching and learning for Māori ākonga.</li> </ol>	<p>Taylor Osborne Rochelle Broughton Julie Walker Principal Moana Thorn</p> <p>Julie Little</p>	<p>Feedback from staff and parent surveys in 2022 have created these foci to ensure we are ever improving.</p> <p>The structured literacy approach continues with a specialist intervention teacher driving changes in teachers deliberately teaching spelling, reading and writing.</p> <p>A QPS localised curriculum will be completed by year end.</p> <p>The NZ Aotearoa History Curriculum (NZAHC) will be introduced by the principal. Goals for 2023 will be established by year end.</p> <p>The principal will share the NZC refresh timetable with all teachers.</p> <p>GATE programme will be resurrected in 2023.</p>
<p>To ensure all staff understand and follow the Teaching Council's Code of Standards and meet the criteria within their professional growth cycles (PGCs).</p>	<p>Principal Dps TLs Teachers</p>	<p>All teachers will have a school goal, team goal and personal goal within their individual PGC agreements.</p> <p>Team Leaders will ensure all team members are following their PGC plans closely, observe teaching and learning both formally and informally each term and provide timely feedback and feedforward.</p> <p>The principal will work with an external appraiser in 2023. This is to reassure the Board that all standards are being met.</p> <p>The focus on external professional development in 2023 will be raising cultural</p>

		capability and linking outcomes to strengthening ākonga Māori achievement.
SLT will further develop their leadership and management skills.	Principal DPs Team Leaders	Quality teachers and leadership make a positive impact on ākonga and their whanau.
Our school has received approved MoE funding for professional learning development (PLD) in 2023. The focus will be raising the cultural capability of our staff.	MoE facilitator, Dr Ann Milne Principal Moana Thorn and team	The QPS behaviour management plan required strengthening to address behaviour management in a positive way at QPS. The PB4L team will drive the implementation of this programme and the leader will present at a Board meeting. Data gathering of behaviours and an analysis will also be shared with all stakeholders.
Maths professional development will be a focus for all teachers in 2023. 2022 data indicates gaps in students' achievement and understanding of concepts.	Sarah Ferguson Maths Leader and her team. Team Leaders.	Maths achievement is expected to improve in 2023 via professional learning development for teachers, Maths team informing team members in a timely and consistent manner and assessment data used formatively to 'fill' gaps in students' understanding and knowledge.
Project Based Learning (PBL) to be reviewed and changes made for school wide improvement.	Matt Leach and PBL team. SLT	Students will learn authentically, integrating curriculum areas and including specialist teachers where possible. "MUST DOs" will be included within the review so that there are consistent practices across our school.
<b>Goal 3.</b> Barrier free access.		
Staff's wellbeing will be monitored.	All staff and students	The Board will approve the budget for this

	Wellbeing Heroes team led by Katie Hart	area. Everyone will be encouraged to stay at home when unwell and understand that we believe family comes first at our school. SLT will monitor team members' health and wellbeing and seek support from the Well Place Strategy and Wellbeing Heroes. The team will produce a QPS Wellbeing Strategy for 2023 with organised progress points to report to the Board each month.
A wellbeing strategy will be developed and resourced for our ākongā. There will be an extensive focus on student wellbeing. Staff will have an unconditional positive regard for ākongā.	Justine, Katie and Principal	Goals for students will underpin all actions.
Ensure all new staff receive timely and consistent induction to our school.	DPs Principal Team Leaders Admin Team	The focus on everyone receiving timely and consistent information underpins our induction processes. Staff, students and parents will be surveyed during all terms to check we are working towards meeting our 2 school goals. Going to the 'right people for the right information' will be key this year.
Strengthen community and whānau relationships.	All staff Student Leaders	Parents will be invited into school each term. Parents will be surveyed throughout the year relating to school improvement, organisation and in Term 4 to contribute to the review of our 2020-2022 Strategic Goals and to participate in the goal setting for 2023-2025. QPS whānau will feel valued and welcome in our school at all times. The notion of 'we are in this together' will drive all communication and be foremost in

		raising student achievement for all.
	EOTC Leader and Team Nicky Tall Principal Students	We will continue to build positive relationships with our neighbours (Skyline, Motel, Kiwi Birdlife Park and GForce) and further develop mutual respect. Our EOTC programme will include 'paying back and forward' to our suppliers and environment. Students will maintain the wilding pines site on Bob's Peak, plant out at Moke Lake, clear rubbish from the lakefront and mountains etc.
To ensure that all ākongā gain sound foundation skills, including language, literacy and numeracy.	Principal Julie Walker (Literacy) Sarah Ferguson (Maths)	Student profiles for achievement will be developed for the end of years 2, 4, 6, and 8 (which are end of curriculum levels) Parents will be notified whether their child is an AT (achievement target) student. The Board will receive regular information in relation to student achievement in these areas.
<b>Goal 4.</b> Property Work with the MoE on the Master Plan that caters for projected roll growth.	Project Manager BoT property sub committee Matt Leach Principal Capital Works Team Christchurch MoE property advisor Southbase	5YA projects to be finalised. ECE to move on site at the end of Term 1. First classroom block (N) to be removed and replaced by the end of Term 1. Other 7 spaces to be allocated via a placement plan. OCS cleaners' contract under discussion. Maintenance of school fields is a priority.
<b>Goal 5.</b> Finance	Solutions and Services Accountants (SS)	Work with SS and Carly to ensure the principal accurately manages the financial

<p>There will be effective planning and operations of the finance, human resources, health and safety and digital resourcing for the school.</p>	<p>Principal Carly Blackburn BoT finance sub committee MoE property advisor Ang Gibson</p>	<p>systems of the school in a transparent manner that meets the annual approved budget and supports the school's strategic and operational plans. We will ensure an effective system for handling sponsorship, donations and grants which are outside of the regular funding from MoE. Cyclical maintenance proportion from the OPs Grant will be considered and budgeted for throughout the year. 5YA and 10YPP funding is used to reflect the strategic direction of the school. Recruit highly effective staff. All staff and parents will be aware of how to access QPS policies and procedures. A cycle for effective review will be developed with the Board of Trustees.</p>
<p>Provision over time for replacement of EOTC equipment.</p>	<p>Matt (EOTC) Principal</p>	<p>Detailed asset register and forecasted plan developed in advance of draft budgeting each year. A policy will be developed to ensure all EOTC equipment is accounted for and identify the responsibility should equipment be damaged.</p>
<p>Overseas professional development budget aligned to school goals and leadership development.</p>	<p>Principal SLT</p>	<p>The Board will be advised of upcoming professional development that requires funding for travel and accommodation and will be shared at In Committee meetings of the Board.</p>
<p>Board reserves will reflect the advice given</p>	<p>Principal</p>	<p>Board reserves (working capital) will support</p>

by Solutions and Services and MoE guidelines in terms of amount.	Board	the needs of the school. An agreed figure will be identified each year as an amount to support the school should a situation arise that is not covered by MoE funding.
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To continue self review following School Docs recommendations. Involve parents in consultation regarding processes via surveys.





## Analysis of Variance Reporting



<b>School Name:</b>	Queenstown Primary	<b>School Number:</b>	4005
<b>Strategic Aim:</b>	For all QPS students to be able to access the NZC as evidenced by achievement in relation to appropriate curriculum levels.		
<b>Annual Aim:</b>	To build the capacity of teachers to effectively inquire into their teaching of Mathematics, to increase the acceleration of all students. In particular, positively impact in raising the achievement of identified Achievement Target Students.		
<b>Target:</b>	All QPS students identified as underachieving in Mathematics will make progress towards their appropriate curriculum level by the end of the year.		
<b>Baseline Data:</b>	The 2021 Analysis of Variance Report. Summary of students level in Mathematics from end of year reports. (OTJs)		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>AT's will be identified at the start of the year.</p> <p>All ATs will receive differentiated intervention programmes, sometimes on top of daily lessons.</p> <p>Deliberate acts of teaching need to be prioritised for this cohort.</p> <p>Teachers identify needs early within the school year. Place a request for support with the SENCO.</p> <p>ATs to receive support required to raise their achievement. Intervention programmes will be supported by 2 Support Teachers.</p>	<p>Completed</p> <p>ATs were closely monitored within Teams.</p> <p>Teachers knew their ATs well and planned lessons accordingly.</p> <p>ATs received differentiated intervention programmes, during their full class Mathematics lessons.</p> <p>Teachers referred some underachieving students, along with ATs to the SENCO when necessary.</p> <p>Outside agencies, such as RTLB, were utilised to help design interventions. These were delivered by the classroom teacher to ensure shifts in learning.</p> <p>Yr 1-4 Intervention Programme: students were closely monitored each term to note progress and gaps for further teaching.</p>	<p>Some teachers delay applying for help early in the year as they believe they have the skill set already, to bring about change.</p>	<p>ATs for 2023 will be identified using 2022 end of year data.</p> <p>Collated PAT Mathematics data, alongside OTJs, will be used to identify progress.</p> <p>Facilitate a Staff Meeting around 'PAT Mathematics Assessments' so the data is used to guide teaching and learning.</p> <p>Intervention Programmes continue and Yr 5-8 are given top priority.</p> <p>Teachers identify needs <b>early</b> within the school year. Place a request for support with the SENCO.</p> <p>Ensure the Intervention Timetables are set early on and the focus is agreed upon.</p>



<p>All identified ATs' data needs to be held on one document and shared with the Maths Leader.</p> <p>This document should also be placed on the TR site under ATs.</p>	<p>Yr 5-8 Intervention Programme: spasmodic</p> <p>Most ATS have made significant progress at their level.</p> <p>Completed</p> <table border="1" data-bbox="1003 815 1355 1038"> <thead> <tr> <th colspan="4">Yr 2</th> </tr> <tr> <th>Target Students 2022</th> <th>Girls</th> <th>Boys</th> <th>2022 TOTAL</th> </tr> </thead> <tbody> <tr> <td></td> <td>11</td> <td>22</td> <td>33</td> </tr> <tr> <td colspan="2">ESOL 4</td> <td colspan="2">Maori/Pasifika 4</td> </tr> </tbody> </table> <p>When analysed - <b>Yr 2 data shows 30 out of 33 (2 left) students made a positive shift.</b> 1 student made no shift 10 students moved 1 stage 18 students moved 2 stages 2 students moved 3 stages</p>	Yr 2				Target Students 2022	Girls	Boys	2022 TOTAL		11	22	33	ESOL 4		Maori/Pasifika 4		<p>Support Teacher used in different ways in each classroom (Yr 5-8) depending on the time of day they were scheduled in each class.</p>	<p>Mathematics leader to oversee the reformatting of ATs Document to make it more user friendly.</p> <p>Mathematics PAT Data from 2022 and 2023 will be analysed to further help identify ATs and to help ascertain if OTJs are accurate and consistent.</p> <p>All year levels had some students that made no shift. Yr 2 - 1 student Yr 3 - 4 students Yr 4 - 3 students Yr 5 - 5 students Yr 6 - 2 students Yr 7 - 5 students Yr 8 - 6 students The Mathematics Lead will address and monitor this with the appropriate Team Leaders for 2023.</p>
Yr 2																			
Target Students 2022	Girls	Boys	2022 TOTAL																
	11	22	33																
ESOL 4		Maori/Pasifika 4																	



## Tātaritanga raraunga

Carrying over to 2023	Further students identified during 2022	2023 TOTAL	
Boys 11 Girls 6	Boys 1 Girls 6	24	
ESOL 2	Maori/Pasifika 3		
Yr 3			
Target Students 2022	Girls	Boys	2022 TOTAL
	19	5	24
ESOL 4	Maori/Pasifika 3		
<p>When analysed -  <b>Yr 3 data shows 16 out of 24 (4 left) students made a positive shift.</b>            4 students made no shift            9 students moved 1 stage            7 students moved 2 stages</p>			
Carrying over to 2023	Further students identified during 2022	2023 TOTAL	
Boys 2 Girls 11	Boys 1 Girls 1	15	

School wide PAT data suggests Teacher PLD is required to shift overall student achievement in Mathematics.

Following the 'The Learner First', PLD structure and the dissemination of information and expectations is essential.

All teachers must be familiar with the Mathematics Curriculum at their students level(s).



ESOL 3		Maori/Pasifika 3	
Yr 4			
Target Students 2022	Girls	Boys	2022 TOTAL
	19	11	30
ESOL 4		Maori/Pasifika 2	
<p>When analysed -  <b>Yr 4 data shows 26 out of 30 (1 left) students made a positive shift.</b>                      3 students made no shift                      25 students moved 1 stage                      1 student moved 2 stages</p>			
Carrying over to 2023	Further students identified during 2022		2023 TOTAL
Boys 9 Girls 18	Boys 1 Girls 1	29	
ESOL 4		Maori/Pasifika 2	
Yr 5			
Target Students 2022	Girls	Boys	2022 TOTAL



## Tātaritanga raraunga

	7	11	18
ESOL	Maori/Pasifika		
2	5		
When analysed - <b>Yr 5 data shows 10 out of 18 (3 left) students made a positive shift.</b> 5 students made no shift 10 students moved 1 stage			
Carrying over to 2023	Further students identified during 2022	2023 TOTAL	
Boys 7 Girls 5	Boys 2 Girls 1	15	
ESOL	Maori/Pasifika		
2	2		
Yr 6			
Target Students 2022	Girls	Boys	2022 TOTAL
	11	5	16
ESOL	Maori/Pasifika		
0	2		
When analysed - <b>Yr 6 data shows 12 out of 16</b>			

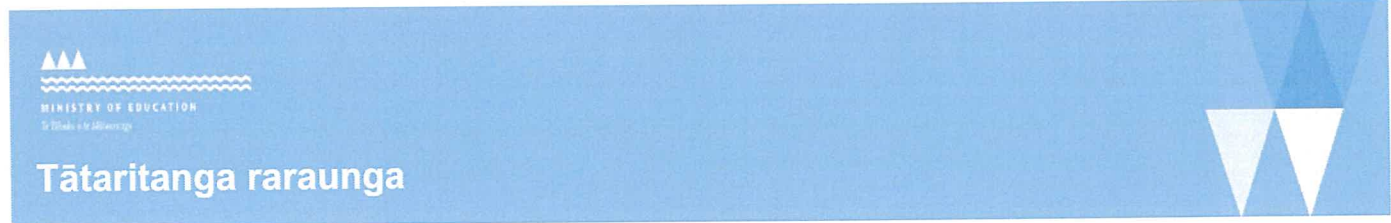


## Tātaritanga raraunga

**(2 left) students made a positive shift.**  
 2 students made no shift  
 10 students moved 1 stage  
 2 students moved 3 stages

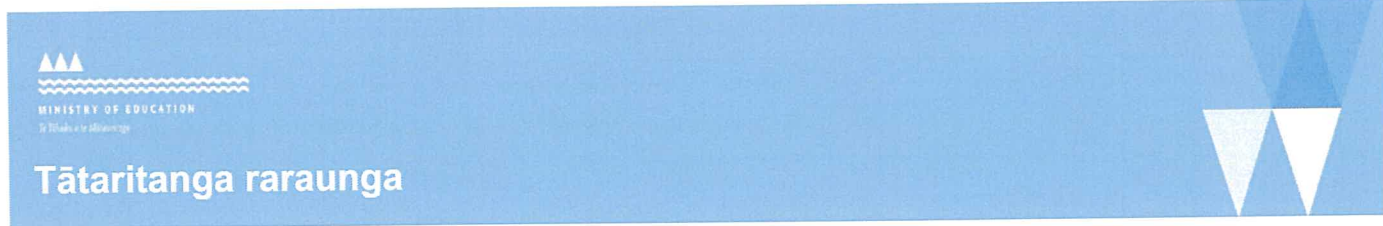
Carrying over to 2023	Further students identified during 2022	2023 TOTAL	
Boys 4 Girls 9	Boys 1 Girls 2	16	
ESOL 0	Maori/Pasifika 3		
<b>Yr 7</b>			
Target Students 2022	Girls	Boys	2022 TOTAL
	9	3	12
ESOL 0	Maori/Pasifika 0		

When analysed -  
**Yr 7 data shows 7 out of 12 students made a positive shift.**  
 5 students made no shift  
 6 students moved 1 stage  
 1 student moved 2 stages



Carrying over to 2023	Further students identified during 2022		<b>2023 TOTAL</b>
Boys 3 Girls 5	Boys 5 Girls 7	20	
ESOL 1	Maori/Pasifika 1		
<b>Yr 8</b>			
Target Students 2022	Girls	Boys	2022 TOTAL
	9	8	17
ESOL 0	Maori/Pasifika 2		
<p>When analysed -  <b>Yr 8 data shows 8 out of 17 (3 left) students made a positive shift.</b>  <u>6 students made no shift</u>                      8 students moved 1 stage</p>			





<p>Data on EDGE as per the Assessment schedule.</p> <p>ATs progress updated at mid-year and end of year, on the Target Student Document, shared by Mathematics Lead Teacher.</p> <p>Target Student Document to be completed at Team Meetings to ensure the document is completed satisfactorily and to ensure all staff within a Team are aware of their ATs.</p> <p>ATs who join QPS during the year, to be added at the bottom of each year group and highlighted in red. (ATs cannot be removed or officially added throughout the year.)</p>	<p>Completed</p> <p>Completed</p> <p>Team Leaders met with Mathematics Leader to be familiarised with 'Assist' and the areas it can be beneficial for collating team, class or individual data.</p> <p>Some Teams completed the Target Student Documentation together, while other staff completed it individually once their PAT Mathematics data was available.</p> <p>Completed</p>	<p>Some teachers are already confident with the use of 'Assist' to analyse data, whereas others require support from the Mathematics Leader or Team Leader to complete the document.</p>	<p>Continue to record data on EDGE as per the Assessment schedule.</p> <p>Continue to update ATs progress at mid-year and end of year to bring these students back to the forefront of teacher's planning.</p> <p>Target Student Document to be completed at Team Meetings to ensure the document is completed satisfactorily and to ensure conversation around best practice.</p> <p>Highlighted ATs from 2022 to be included in 2023 ATs list if appropriate.</p>
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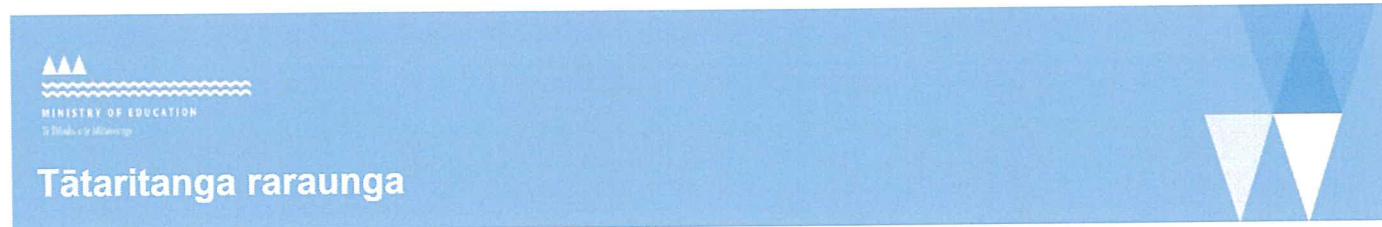


<p>Share Analysis of Variance 2021 at an early Staff Meeting.</p> <p>Share Maths Achievement Target Plan 2021, including 2022 recommendations with Mathematics Lead Teachers and at an early Staff Meeting</p>	<p>The Analysis of Variance 2021 was shared and discussed at the initial Mathematics Lead Teacher Meeting.</p> <p>Information was transferred to the Maths Achievement Target Plan 2022 which was shared at a Staff Meeting.</p> <p>All necessary Mathematics documents were ready to be shared with staff.</p> <p>All staff received the 2021 Curriculum Review.</p> <p>Induction session for new staff.</p>	<p>The Maths Achievement Target Plan 2021 is a more teacher friendly and useful document.</p>	<p>Share all Mathematics documents with staff early in the year.</p> <p>Set time at TOD to set Mathematics expectations around planning, coverage and Rapid Routines.</p> <p>Ensure time is given for new staff to understand QPS Mathematics expectations.</p>
<p>Mathematics Lead Teacher in each team to be identified at TOD. (A Mathematics Lead Teacher is the most confident teacher of Mathematics in each team)</p>	<p>The Mathematics Team was appointed quickly.</p> <p>Early identification of Mathematics Lead Teachers helped in the prompt dissemination of 2021 data.</p> <p>All of the Mathematics Team attended an introductory Teacher Only Day, with Rob Proffitt-White</p>	<p>This allowed the Maths Team to be 'on the same page' and be able to</p>	<p>Mathematics Lead Teacher in each team to be identified at TOD.</p>



## Tātaritanga raraunga

	from 'The Learner First' at the beginning of the year.	set goals and a plan for the upcoming year.	
<p>Staff will be supported by the Mathematics Lead Teacher and or the staff member who sits on the Mathematics Team ensuring a smooth transition and to build capacity of staff.</p> <p>Develop collaborative teaching practices within Teams to support staff not feeling confident in the teaching of Mathematics, especially those not familiar with the NZ Curriculum.</p> <p>Optional workshops will be scheduled on Long Term Plans to ensure more staff attend.</p> <p>Staff Meetings will be scheduled on Long Term Plans</p>	<p>The Mathematics Lead Teacher of each team worked closely with new staff or staff that had changed levels.</p> <p>Most staff feel confident in the teaching of Mathematics but this is an area that can always be improved.</p> <p>Limited numbers attended the workshops but those involved were very appreciative and positive about the ideas and help. 3 Workshops were offered by the Mathematics Lead Teacher and Team.</p> <p>4 Staff Meetings were delivered. These followed each 'The Learner First' Workshops by Rob Proffitt-White, to disseminate information and best practice ideas.</p>	<p>Teachers are often overloaded with meetings so only those that are really interested attend.</p>	<p>Staff will continue to be supported by the Mathematics Lead Teacher and or the staff member who sits on the Mathematics Team ensuring a smooth transition and to build capacity of staff.</p> <p>Develop staff understanding of the new Mathematics Curriculum and how it will be implemented at QPS.</p> <p>To encourage better attendance at optional workshops, offer these as a meeting focus for each Team.</p> <p>Team Leads to attend the Wanaka Cluster PD with 'The Learner First'.</p> <p>Continue to follow each workshop with a Staff Meeting to ensure everyone receives the benefit of</p>

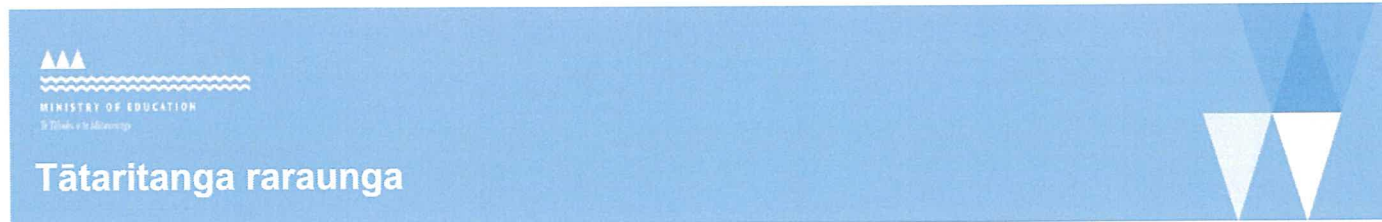


<p>Teachers seek support (through Team Leaders) to improve student outcomes in Mathematics.</p> <p>Team Leaders, alongside Mathematics Lead, will arrange for teacher observations within QPS and for Lead Teachers to model effective practices in classes where required.</p>	<p>ATs were discussed regularly as evidenced in Team Meeting Minutes.</p> <p>Some Lead Teachers were observed while teaching Mathematics.</p>	<p>Teacher observations were not frequently requested but were available if a Team Leader or teacher thought it appropriate for teacher development.</p>	<p>staff attending these courses.</p> <p>Ensure time is allocated at Team Meetings to discuss progress and best practice.</p> <p>Continue to encourage staff to observe each other and seek feedback on best practice.</p>
<p>Differentiated instructional programmes to be designed and implemented by Teams to ensure deliberate acts of teaching five times a week, for one hour per day.</p> <p>Continue to encourage further growth of collaborative teaching opportunities to ensure ATs are given the support required and deepen the learning.</p>	<p>Teams worked to build consistency for the delivery of Mathematics teaching across a week.</p> <p>Collaborative teaching was implemented within pockets of the school.</p>	<p>The crowded curriculum interrupted the minimum 4 times a week lessons.</p> <p>Some teachers are happy to work collaboratively however for some this is a work in progress. The nature of some of our school buildings can also inhibit this.</p>	<p>Continue to encourage further growth of collaborative teaching opportunities</p>
<p>Focus needs to be given to the school wide LTP and Strand planning in TR site to ensure even coverage across and between year groups.</p>	<p>Mathematics teaching stood alone from PBL unless links were clearly able to be made.</p> <p>The '2 Year Plan' for Mathematics coverage is not recommended practice.</p>	<p>Team, long term plans are often written without consulting the Mathematics Long Term Plans.</p> <p>Students are missing key learning each year due to the staggered nature of the 'School Overview'.</p>	<p>Mathematics Team to develop a 'coverage' plan with help from 'The Learner First.</p> <p>The Mathematics Leader will inform SLT of the preferred overview going forward.</p>



## Tātaritanga raraunga

			Provide regular release time (weekly/fortnightly) for the Mathematics Leader to 'lead' Mathematics throughout the school.
Parents will better understand the Mathematics Curriculum Objectives by attending a Parent Mathematics Evening.	A very well attended parent evening was offered in Term 3 focussing around how parents and family can help at home with: Real World Mathematics'.		Parents will better understand the Mathematics Curriculum Objectives by attending a 'Parent Mathematics Evening'  Change the focus of the evening to a 'Family Mathematics Evening'.
Parents will better understand the Mathematics Curriculum Objectives by being welcomed to observe Mathematics in practice.	Mathematics Open Day was scheduled for the same day as the Parent Evening. Good attendance and positive feedback from all parties.		Parents will better understand the Mathematics Curriculum Objectives by being welcomed to observe Mathematics in practice.
Materials will be used in all lessons. Mathematics Lead Teacher to attend each Team Meeting (Term 1) to share their current resources and discuss how they can be used.	<b>Materials not being utilised in all rooms.</b>  Workshops were offered in the use of the following materials: Numicon Decipipes	Some teachers still do not realise the importance of using equipment especially with older or more able students.	Develop staff understanding of the new Mathematics Curriculum and how it will be implemented at QPS with concrete materials.



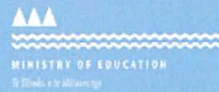
Mathematics will be taught five times a week, for one hour per day.	The overcrowded Timetable continues to challenge us all.  Timetable has ensured this as Maths is taught between break and lunch in most teams.	Timetable constraints have consolidated Mathematics teaching to one hour across the school.	Mathematics will be taught five times a week, for one hour per day
The Mathematics Lead teacher will observe lessons and discuss findings at Mathematics Lead Meetings.	These observations were not completed.	Timetable interruptions saw a change to these observations. However, it is a staffing challenge as well.	Observations will need to take place during Classroom Release Time.
Provide staff with opportunities to develop a greater understanding of the expectations at each Curriculum Level.	Staff have an understanding of the Curriculum Level they teach.	Staff now need to have a better understanding of the Curriculum Level below and above the students they are teaching.	Continue to provide staff with opportunities to develop a greater understanding of the expectations at each Curriculum Level.  Moderation meetings will occur at the end of each term.
Mathematics PAT data to be used to provide future explicit teaching goals, across the school.	Staff are at varying degrees of ability at interpreting analytical data.  Mathematics Lead Teacher has been given access to school wide PAT data for analysis.	Currently, Standardised Testing (PAT Mathematics) is a more reliable source for collecting data.	Develop more in depth analysis of PAT Mathematics results, alongside OTJ's.



Maori students to be identified, especially if an AT, and tracked throughout the year to ensure high engagement and continued progress is made.	17 Maori and Pasifika students were identified as ATs.		Maori students to be identified, especially if an AT, and tracked throughout the year to ensure high engagement and continued progress is made.
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### Planning for next year:

<b>Start of Year Preparation</b>	<ul style="list-style-type: none"> <li>Time at TOD to set Mathematics expectations around planning, coverage and Rapid Routines.</li> <li>Ensure time is given for new staff to understand QPS Mathematics expectations.</li> </ul>
<b>Achievement Target Students</b>	<ul style="list-style-type: none"> <li>Collated PAT Mathematics data, alongside OTJs, will be used to identify progress.</li> <li>Intervention Programmes continue and Yr 5-8 are given top priority.</li> <li>Mathematics leader to oversee the reformatting of ATS Document to make it more user friendly.</li> <li>Target Student Document to be completed (beginning, mid and end of year) at Team Meetings under the supervision of a Mathematics Lead Teacher to ensure accuracy and consistency.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Ensure time is allocated at Team Meetings to discuss progress and best practice.</li> <li>Develop a 'coverage' plan with help from TLF.</li> <li>Mathematics leader will inform SLT of the preferred overview going forward.</li> <li>Provide regular release time (weekly/fortnightly) for the Mathematics Leader to 'lead' Mathematics throughout the school.</li> <li>'Mathematics Book Expectations' posters to be distributed</li> <li>Continue to promote the use of materials in all lessons through Workshops and Staff Meetings..</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Mathematics Leaders, one from each team (5), attend the TLF Workshops and share new learning with QPS staff - planning, coverage and assessment.</li> </ul>



## Tātaritanga raraunga

	<ul style="list-style-type: none"> <li>Continue to follow each workshop with a Staff Meeting to ensure everyone receives the benefit of staff attending these courses.</li> <li>Ensure regular time is given so a Mathematics Lead can support teachers through in class observations and discussion.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Continue to provide staff with opportunities to develop a greater understanding of the expectations at each Curriculum Level.</li> <li>Moderation meetings will occur each term.</li> <li>Facilitate a Staff Meeting around 'PAT Mathematics Assessments' so the data is used to guide teaching and learning.</li> <li>Begin to replace JAM and GLoSS Assessment tools.</li> </ul>
<b>Community Education</b>	<ul style="list-style-type: none"> <li>Continue with the annual 'Open Day' so whanau can see 'Mathematics in Action'.and promote the evening programme as a 'Family Mathematics Evening'.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>Allocate budget to be used for the purchasing of new Mathematics resources as requested by Teams.</li> </ul>
<p>Analyse year-end data to provide Analysis of Variance report informing 2024 focus.</p>	



<b>School Name:</b>	Queenstown Primary School	<b>School Number:</b>	4005
<b>Strategic Aim:</b>	For all QPS students to be able to access the NZC as evidenced by achievement in the appropriate curriculum levels.		
<b>Annual Aim:</b>	To build the capacity of teachers to have a reflective mindset and effectively inquire into how using the iDeal Structured Literacy approach can accelerate all students' writing. In particular, positively impact on raising the achievement of identified achievement target students.		
<b>Target:</b>	To improve the achievement level of all students who were identified in the cohort of students achieving below the expected curriculum level for Writing. Therefore to raise overall achievement throughout the curriculum levels.		
<b>Baseline Data:</b>	The 2021 Analysis of Variance report. Summary of students Working Towards curriculum levels in writing from end of year reports. (OTJs)		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Identify AT students who need priority support from 2021 EOY OTJs.</p> <p>ATs were identified using 2021 EOY OTJ data.  <a href="#">Achievement Target Students 2022</a></p>	<p>Completed</p> <p>Completed.</p> <p>Identified ATs data was held on one document and shared with the Literacy Leader. This document was placed on the TR site for quick access by all staff.</p> <p>Intervention students identified on Allocation of Learning doc and Tier 3 students placed into SL Intervention and taught</p> <p>Extra in class support in small groups has been given by the 2 support teachers.</p>	<p>As experienced across all areas of the curriculum there has been a variance in progress due to another year of disruptions for students and teachers alike. Some AT Students have had large absences in their school year.</p>	<p>ATs for 2023 will be identified using 2022 end of year data  For 2023 the Literacy Intervention Teacher will continue to implement Structured Literacy for Tier 3 students, this includes AT students.</p>
<p>All ATs receive differentiated intervention programmes, on top of daily lessons 4 times per week in SL Spelling. These ATs are the students working towards the appropriate curriculum level at the end of 2021, including Maori and priority students.</p>		<p>AT Students were identified with limited or poor phonological awareness, limited awareness of surface features, slow processing and an inability to sustain writing. Attitude towards writing proved to be a barrier for some students.</p>	<p>ATs from 2022 will remain AT students for 2023 if still working towards or within. Those students who were identified this year were highlighted in Red and will become AT students for 2023. Students added this year are not counted within this data but will become AT Students for 2024, along with students who still remain Working Towards in Writing. In Literacy, teachers will continue to provide targeted Deliberate Acts of Teaching (DATs) in the identified areas</p>

			of need to support the progress of students in Structured Literacy.
Writing samples used for moderation of writing and identify next steps.	Writing samples analysed and next steps identified for ATs in writing. Teachers supported ATs in class	Next steps needed to be identified and taught with DAT	Teachers identify needs early within the school year. Place a request for support with the SENCO.
Teachers identify needs early within the school year. Requests for support are placed with the school SENCO	Completed and successful Teachers referred some underachieving students, including ATs to the SENCO when necessary. Successful applications received in class support for teachers to support to raise writing achievements		Early Term 1 2023 Team Literacy Leaders to oversee the reformatting of ATs Document to make it more user friendly.
Targeted Writing Intervention group during Term 3 for Year 7 /8 boys.	Completed.  A successful writing intervention group for boys in Year 7/8 was highly successful with motivation to write, increased confidence and improved attitudes. This was provided by Sam Murgatrouyd Completed	Some ATs identified as needing an extra intervention	Close monitoring of progress should continue with Team Leader and Literacy Curriculum Leader support. ATs should be discussed at every Team meeting. Daily timetabling of Literacy is vital to ensure progress is made for AT Students.
All identified ATs' data needs to held on one document and shared with the Literacy Leader	Completed		Literacy Leader to oversee the reformatting of ATs Document to make it more user friendly.

<p>This document should also be placed on the TR site under ATs</p>	<p>This has been placed in Assessment.</p>	<p>No Variance</p>	<p>The Team Literacy Leaders are to launch this document at the team Meeting days prior to school starting 2023. This document will replace the QPS Writing Rubric.</p>																																																
<p><b>Writing Rubric</b></p>	<p><b>ATs identified in teams at the beginning of 2022</b> <b><u>Achievement Target Students 2022</u></b></p> <table border="1" data-bbox="562 628 1216 1281"> <thead> <tr> <th>ATs identified at the start of 2022</th> <th>Carried over from 2021</th> <th>Total at beginning 2022</th> <th>ESOL</th> <th>No Pacific a</th> <th>No Maroi</th> </tr> </thead> <tbody> <tr> <td>Yr 2</td> <td></td> <td>29</td> <td>5</td> <td>1</td> <td>2</td> </tr> <tr> <td>Yr 3</td> <td>28</td> <td>29</td> <td>3</td> <td>1</td> <td>3</td> </tr> <tr> <td>Yr 4</td> <td>24</td> <td>21</td> <td>3</td> <td>0</td> <td>3</td> </tr> <tr> <td>Yr 5</td> <td>18</td> <td>20</td> <td>2</td> <td>0</td> <td>5</td> </tr> <tr> <td>Yr 6</td> <td>11</td> <td>11</td> <td>5</td> <td>1</td> <td>2</td> </tr> <tr> <td>Yr 7</td> <td>11</td> <td>11</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Yr 8</td> <td>19</td> <td>19</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table>	ATs identified at the start of 2022	Carried over from 2021	Total at beginning 2022	ESOL	No Pacific a	No Maroi	Yr 2		29	5	1	2	Yr 3	28	29	3	1	3	Yr 4	24	21	3	0	3	Yr 5	18	20	2	0	5	Yr 6	11	11	5	1	2	Yr 7	11	11	0	0	1	Yr 8	19	19	0	0	2	<p>The QPS Writing Rubric will be replaced in 2023 with <a href="#">Writing Goals and Reflection Draft</a></p>	<p>I'm Whole Staff PLD TOD beginning 2023  Teachers to observe best Literacy Practice throughout the School.</p>
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Yr 6	11	11	5	1	2																																														
Yr 7	11	11	0	0	1																																														
Yr 8	19	19	0	0	2																																														

### Year 2 Writing

After two years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at *level 1*. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the 6 curriculum.

### Year 2 Writing

#### **Beginning 2022**

Y2	WT	WW
29	29	0

#### **End of year 2022**

Y2	WT	WW
27	23	4

***When analysed- Year 2 data shows 4 out of 27 students have made a positive shift to WW2***

***2 students left during the year***

***23 students made shifts within WT1- WT2***

### Year 3 Writing

After three years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at *early level 2*. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. Year 3 students are not expected to be working within or confidently until the end of Year 4

### Year 3 Writing

#### **Beginning 2022**

Y3	WT	WW
29	27	0

#### **End of year 2022**

Y3	WT	WW
21	13	8

***When analysed- Year 3 data shows 13 out of 21 students have made a positive shift.***

A small number of these students have made shifts in progress and are Working Within.

Some students have moved from WT 3 - WT 1 therefore WW2

Some ATs were identified as needing extra support

It is evident for these students the knowledge of spelling rules learned through the Scope and Sequence of the concepts in spelling is vital.

Therefore consistent review of the concepts needs to be improved on by classroom teachers.

The Literacy Leader will address this at the beginning of 2023.

The purpose for Writing is becoming more

All year level data shifts are disappointing and evidence that teacher PLD is required to shift student achievement.

The new assessment and goal setting tool will provide teachers and students with clear outlines and expectations for Writing.

The focus of transferring Spelling into Writing should reflect more positive shifts in student achievement in 2023. All teachers need to be familiar with the QPS English Curriculum Plan. Expectations for writing are clearly outlined within this plan.

Continue to record data on EDGE and the iDeal platform as per the Assessment

Continue to update ATs progress at mid year to ensure students are at the forefront of teacher's planning and at the end of year to monitor progress.

ATs Document to be completed at Team meetings to ensure the document is completed on time and satisfactorily promoting rich conversations around best practice.

	<p><b>8 students left during the year</b></p> <p><b>8 students made shifts within WT1- WT2</b></p> <p><b>1 student made no shift and has received in class support for 2023. This student has received Intervention, RTLB support and attends an outside provider throughout 2022.</b></p>	<p>successful for these students.</p>	<p>Highlighted ATs from 2022 to be included in 2023 ATs.</p>												
<p><b>Year 4 Writing</b></p> <p>By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>	<p><b>Year 4 Writing</b></p> <p><b>Beginning 2022</b></p> <table border="1" data-bbox="555 563 1216 671"> <tr> <td>Y4</td> <td>WT</td> <td>WW</td> </tr> <tr> <td>21</td> <td>21</td> <td>0</td> </tr> </table> <p><b>End 2022</b></p> <table border="1" data-bbox="555 746 1216 855"> <tr> <td>Y 4</td> <td>WT</td> <td>WW</td> </tr> <tr> <td></td> <td>16</td> <td>4</td> </tr> </table> <p><b>When analysed- Year 4 data shows 4 out of 21 AT students have made a positive shift.</b></p> <p><b>1 student left during the year</b></p> <p><b>4 students made shifts within WT1 - WT 2</b></p> <p><b>4 students are now WW1 and have made a positive shift</b></p>	Y4	WT	WW	21	21	0	Y 4	WT	WW		16	4	<p>The transference of spelling into writing is to be a focus for all Teachers in 2023.</p> <p><i>Teachers need to be consciously exhibiting the spelling approach during writing.</i></p> <p>ATs identified for additional support</p> <p>Some teachers require support</p>	<p>The Writing Achievement Target Plan 2022 is a teacher user friendly document</p> <p>Share all Literacy documents with staff early Term 1 and again mid year.</p> <p>To support teachers with QPS expectations and exemplars</p> <p>Ensure time is given for new staff to understand the Literacy expectations including the iDeal platform and the SL approach.</p> <p>To ensure Teachers have all the QPS English Curriculum information needed in one document</p>
Y4	WT	WW													
21	21	0													
Y 4	WT	WW													
	16	4													
<p><b>Year 5 Writing</b></p> <p>By the end of year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. Students will use their writing to think about, record,</p>	<p><b>Year 5 Writing</b></p> <p><b>Beginning 2022</b></p> <table border="1" data-bbox="555 1313 1216 1422"> <tr> <td>Y5</td> <td>WT</td> <td>WW</td> </tr> <tr> <td>20</td> <td>15</td> <td>5</td> </tr> </table>	Y5	WT	WW	20	15	5		<p>Team Literacy Leaders to roll over for 2023 with the exception of Year 7 /8</p> <p>To ensure consistency throughout the school</p>						
Y5	WT	WW													
20	15	5													

and communicate experiences, ideas, and information to meet specific learning purposes across the

**End 2022**

Y5	WT	WW
	15	5

**When analysed- Year 5 data shows 5 out of 20 students have continued to work WW1 - WW2.**

**With 15 students continuing to work WT1**

**2 students left during the year.**

**It is recommended these students need support to transfer spelling knowledge of concepts through to their writing with teachers reminders and further explicit teaching.**

Teachers are expected to maintain the ongoing PLD provided by Learning MATTERS.

Teachers will need to be consciously exhibiting the SL spelling approach and have high expectations.

**Year 6 Writing**

By the end of year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the

**Year 6 Writing**

**Beginning 2022**

Y6	WT	WW
11	11	0

**End 2022**

Y6	WT	WW2
	8	2

**When analysed- Year 6 data shows 8 AT students continuing to be work WT1 -with 2 AT students making a positive shift WW2**

**1 student left during the year**

Team Literacy Leaders will launch this assessment tool at a Team Meeting prior to school starting in 2023. This is in a draft and will be reviewed mid year.

Teachers moderate writing and enter data onto e asTTle

Set aside time to explain expectations, the coverage and next steps.

**1 year 6 student continues to work at Level 1 and is supported with speech and outside provider intervention.**

**1 student has successfully received in class support for 2023**

**Year 7 Writing**

By the end of year 7, students will create texts in order to meet the writing demands of The New Zealand Curriculum as they work *towards level 4*. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum

**Year 7 Writing**

**Beginning 2022**

Y7	WT	WW
11	11	4

**End 2022**

Y7	WT	WW
	6	5

**When analysed- Year 7 data shows**

**6 AT students working continuing to be working WT1 -3 and 5 students working WW. This indicates 1 student has made a shift while 4 others continue to be working at WW 1 - 2**

**Year 8 Writing**

By the end of year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum *at level 4*. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific

**Year 8 Writing**

**Beginning 2022**

Y8	WT	WW
19	19	0

**End 2022**

2023 TOD with Learning MATTERS consultant Ruth Blair.  
A focus for the day will be transference of Spelling into Writing  
Transferring spelling into writing across the school.  
*Teachers need to be consciously exhibiting the spelling approach during writing.*

To move forward with explicit Literacy pathways for all students and teachers.

In 2023 one Within School Lead role will specifically work on raising achievement in Literacy in the Middle, Senior and Intermediate areas.



<p>learning purposes across the curriculum.</p>	<table border="1" data-bbox="555 172 1216 284"> <tr> <td>Y8</td> <td>WT</td> <td>WW</td> <td>WC</td> </tr> <tr> <td>19</td> <td>11</td> <td>4</td> <td>2</td> </tr> </table> <p><i>When analysed- Year 8 data shows 19 AT students were working towards at the beginning of 2022 and by the end of the year 11 remain working WT. Shifts between WT 1 - 3 have been made. 4 students are WW1 - 3 and 2 are now WC</i></p> <p><i>These 2 students have made significant shifts and can transition to Secondary School no longer being identified as Target students.</i></p> <p><i>4 other students have made positive shifts</i></p> <p><i>2 AT student left during the year</i></p>	Y8	WT	WW	WC	19	11	4	2		<p>Teachers will continue to monitor progress ofnATstudents</p>
Y8	WT	WW	WC								
19	11	4	2								
<p><b>Intervention support and strategies implemented</b></p>	<p><b>Year 2</b> RTLb interventions have been implemented and successful.</p>	<p>No Variance</p>									
	<p><b>Year 3/4</b> RTLb interventions have been implemented and successful. Teachers have appreciated support and strategies to help raise achievements. SL Intervention provided by Intervention Teacher</p>	<p>No Variance</p>									
	<p><b>Year 5/6</b> RTLb interventions have been implemented and successful. SL Intervention provided by Intervention Teacher TA support has been put in place in Year 5 Writing Group with Mr Murg - 7 weeks Year 5 Boys Writing Group with Mr Murg Year 6 Extra writing support with Miss Bailey Saville</p>	<p>No Variance</p>									

	<p><b>Year 7 /8</b>  TA support.  SL Intervention provided by Intervention Teacher.  Explicit teacher modelling of text forms  One on one conferencing with the teacher 2-3 times a week.  Visuals pasted in books to refer to (language features).  Teacher Sample glued into book for modelling and referral.  Explicit teaching around paragraphing and topic specific vocab.  Quick writes for practice and engagement.  Process: effective planning and seeking feedback - editing work.</p>	No Variance	
Data on EDGE and iDeal as per the Assessment schedule	Completed	No Variance	
ATs progress updated at midyear and end of year on the Target student document	Completed	To support teachers with QPS expectations and exemplars	
ATs Document to be completed at Team Meetings to ensure the document is completed and all staff within the Team are aware of the ATs needs	<p>Literacy Leaders/ Team Leaders to meet with the Literacy Leader to ensure all expectations are clear and individual,class and team data can be collated</p> <p>Some Teams completed the Target Student Document together, while others did this individually.</p>	The recommendation from Literacy Leader that the Writing Rubric no longer reflected where are teachers and students are at within Writing and assessing progress over time	

ATs added to the ATS Document during the year must be highlighted in RED	Completed	No Variance	
Share Analysis of Variance 2021	The Analysis of Variance 2021 was shared with all Team Literacy and Team Leaders early in Term 1	No Variance	
Share Team Literacy Leaders to build knowledge and capacity within their team members	<p>All staff received the 2022 English Curriculum Review</p> <p>Induction for new staff</p> <p>Team Literacy Leaders are able to support team members.</p> <p>Team Literacy Leaders work collaboratively to create the Literacy and book layout expectations</p> <p>Team Literacy Leaders to review and update the English Curriculum Plan.</p>	<p>To review and rework any areas for teacher/ student feedback</p> <p>No Variance</p>	
The development of a user friendly student / Teacher document to assess and set goals for students	<p>The Team Literacy Leaders worked over 2 days to create a tool that is user friendly and explicit for both teachers and students.</p> <p><a href="#">Writing Goals and Reflection Draft</a></p>	To ensure consistency throughout the school when teachers are making OTJs	
Share SL Road map with all staff	All teachers receive the termly Roadmap with the expectations and time line clearly set out.	Teacher observations are vital for teacher development.	

Staff will be supported by Team Literacy Leaders to ensure a smooth transition and to build teacher knowledge	Most teachers are feeling confident in the teaching of Structured Literacy, however the focus on spelling into writing will see some teachers needing support.		
Team Meeting	A Team meeting to deliver new information and gain feedback around the new assessment tool. <a href="#">Writing Goals and Reflection Draft</a>  Whole School and Team moderation meetings around e asTTle	No Variance	
Teachers seek support (through Team Leaders/ Lit Leaders) to improve student outcomes	ATs are discussed regularly as evidenced in Team Meeting minutes	No Variance	
Teacher observations	Teacher observations happened for Spelling and Reading but not Writing	No Variance	
Ensure time is allocated at Team Meetings to discuss progress and best practise	Continue to encourage teachers to observe each other, seek feedback and reflect on best practise in Writing as well as Spelling and Reading	No Variance	
Monitoring	Students who continue to be Working Towards will remain as Target Students in 2023. Students identified in Writing this year but not included in the 2022 data are to become AT students for 2023.	No Variance	

<p>Inform parents via a standard letter clearly explaining the reason for their child's selection as an AT student.</p> <p>Use QPS Literacy <a href="#">My Writing Goals</a> to moderate writing</p>	<p>Letter sent home at the beginning of March 2021 . This was sent home prior to the Parent /Teacher meeting held at the beginning of the year, allowing for further discussions and explanations</p> <p>The QPS My Writing Goals is to be one component of assessment tools for teachers to form OTJs when reporting to parents.</p>	<p>No variance</p> <p>No variance</p>	<p>Inform parents via a standard letter clearly explaining the reason for their child's selection as an AT student.</p> <p>A letter to parents informing them of their child's selection in the Intervention for Spelling</p> <p>Parents will be kept fully informed through email, phone and or face to face contact.</p> <p>The Writing Rubric will be replaced by the My Writing Goal and Next Steps.</p>
<p>The continued implementation of strategies school-wide from Learning MATTERS will have a positive impact on raising achievement for all students in Literacy, particularly AT students</p>	<p>Spelling timetabled to ensure consistent delivery across all areas of the school at 9:00 am</p> <p>All teaching staff followed the Structured Literacy Scope and Sequence for teaching spelling. Reading using decodable text is consistent and implemented through the Junior School and where needed in the other areas of the school.</p> <p>Strategies were embedded through best practice. This year teachers continued to ensure that their knowledge and pedagogical beliefs were strengthened.</p> <p>Evidence was gathered and data collated using the Learning MATTERS iDeal platform. In all areas of the school heat mapping provided excellent and accurate evidence of student knowledge.</p>	<p>No Variance</p> <p>A slight variance has occurred because of staff movement and new staff throughout the year.</p> <p>Induction for new staff accrued at the beginning of 2022.</p> <p>No Variance</p>	<p>A Structured Literacy approach to Literacy will be delivered 4 days per week for each year group.</p> <p>Targeted intervention for Tier 3 students identified through team moderation and heat mapping. This information will be shared with the Intervention teacher. The intervention will be available to</p>

	AT students will be closely moderated by classroom teachers using available data found on the iDeal Platform.	No Variance	support all staff with consistent use of strategies. Explicit guidance for next learning concepts
Make appropriate referrals to external agencies through the SENCO (RTLb, RTLit)	Identified students were referred to the SENCO. Applications for support were placed with RTLb, RTLit and In Class Support for help to develop differentiated programmes of support in writing. Students were picked up, placed on hold or declined.	No variance Referrals were made for Literacy throughout the year.	Identify students underachieving early in the year allowing time for applications to be made, processed and implemented. Referrals to be placed within the SENCO who will request support from the Ministry for specialist interventions. Referrals for Literacy to be discussed with the Literacy Leader before action taken.
ATs progress over time must be discussed regularly at Team meetings.	Team Leaders provide allocated time during team meetings to discuss and strategise for ATs. A Team doc to monitor and Writing TAs	No variance	This was done and recorded in minutes of team meetings It also regularly featured at SLT
2021 Analysis of Variance (AOV) in Writing will be shared with all teachers.	Was shared by Principal and TLs and disseminated to Teaching Teams.	No variance	Teachers will clearly understand where the gaps in writing development are and who is not expected to reach the appropriate curriculum level. They will be able to identify particular teaching and learning strategies that were successful or not.
Maintain a school-wide spelling focus on phonological awareness, decoding, visual-spatial memory and auditory memory that is delivered within literacy programmes.	Literacy Leader provided support to ensure all teachers were able to feel confident with their delivery of the SL approach	No Variance	Continue with Learning MATTERS school wide professional via online PLD and webinars in 2023

Provide PLD for teachers to better understand how to make a professional judgement for students' achievement. (OTJ)	Staff meeting held to ensure consistency across all levels of the school Professional development	Teachers gained understanding about the triangulation required to form an OTJ  Variance in how teachers and team leaders use data and what is given priority.	PLD in writing should be available to all staff through a variety of facilitates
All Team Literacy plans to be shared with the Literacy leader.	All plans shared.	No standard school wide planning format was used. No variance.	To continue to develop consistency with school wide LTPs.

### Planning for 2023::

- The budget for 2023 is sufficient to purchase literacy resources.
- Whole staff PLD with Learning MATTERS prior to school beginning in 2023.
- All new staff will receive an induction to Structured Literacy.
- All teachers will follow the Structured Literacy Roadmaps.
- A school wide focus for 2023 will ensure the transference of Spelling into Writing
- Team Literacy Leaders will support team members at a designated time during 2023 Team Meetings.
- Staff training and PLD around forming accurate OTJs will continue with a focus on forming and moderation of OTJ's.
- The Literacy Expectations and Book Layout document will continue to be followed.
- The English Implementation plan will continue to be updated and shared with the teaching staff.
- The My Writing Goals will be shared with Teams at a Team Meeting prior to school starting in 2023.
- This will be trialled and reviewed mid year.
- The assessment schedule will be agreed and adhered to by all Teams.
- No additional Target students to be added at the start of 2023 - students can receive support without being a "target" student. New students to the school will be identified as target students in **RED** and will receive support but not count in 2022 ATS data

## MATHS ACHIEVEMENT TARGET PLAN 2023

**Strategic Aim:**

For all QPS students to be able to access the NZC as evidenced by achievement, in relation to appropriate curriculum levels.

**Annual Objective:**

To increase the acceleration of all students and in particular, positively impact in raising the achievement of identified Achievement Target Students.

**Target:**

- To build the capacity of teachers to effectively inquire into their teaching of Mathematics
- To ensure teachers have the knowledge to accurately assess their students in Mathematics

**Baseline Data:** Analysis of Variance 2022

When?	What?	Who?	Indicators of Progress
<b>Start of Year Preparation and Planning Documents:</b>			
TOD, Term 1	Mathematics Lead Teachers appointed and shared with the Mathematics Leader. (A Mathematics Lead Teacher is the most confident teacher of Mathematics in each Team).	Team Leaders	Team established and met regularly through the year.
TOD, Term 1	Share 2022 Mathematics Analysis of Variance, with all Staff, indicating gaps in student achievement. <b>Discuss at Team Meetings</b> - how does this data specifically affect their Team?	Principal Mathematics Leader Team Leaders	All teachers understand the Mathematics Analysis of Variance 2022 and what this means going forward.
Beginning Term 1 (Mathematics Staff Meeting and Team Meetings)	Share and discuss <ul style="list-style-type: none"> <li>● Target Student Document 2023</li> </ul>	Mathematics Leader	All teachers understand and will identify students who require support in Mathematics -



	<ul style="list-style-type: none"> <li>Achievement Target Plan 2023 and recommendations from 2022 with all Staff.</li> </ul> <p>Provide background for all new and existing staff as required.</p>	<p>Mathematics Team Team Leaders</p> <p>Mathematics Leader</p>	<ul style="list-style-type: none"> <li>Target Student Document 2023</li> <li>Achievement Target Plan 2022 and recommendations from 2022</li> </ul>
<b>Achievement Target Students</b>			
By the end of Week 3, Term 1	<p>Students identified who need priority support. (Those working towards their appropriate curriculum level at the end of 2022.)</p> <p>Inform parents/caregivers via a standard letter clearly explaining the reason for their child's selection.</p>	<p>Classroom Teachers Team Leaders</p> <p>Principal</p>	<p>2022 OTJ's and PAT Mathematics data collated and used to identify progress.</p> <p>All identified ATs' data held on one document and shared with the Mathematics Leader.</p>
By end of Week 3, Term 1	<p>ATs registered and final Target Student Document shared to all Staff</p> <ul style="list-style-type: none"> <li>New ATs, arriving during the year, are added at the bottom of the document and highlighted in red.</li> <li>Mathematics Leader to oversee the reformatting of ATS Document to make it more user friendly.</li> </ul>	<p>Assessment Leader Mathematics Leader</p>	<p>ATs registered on Target Student Document and document shared to all Staff.</p>
By end of Week 3, Term 1	<p>Maori students to be identified, especially if an AT and tracked throughout the year to ensure high engagement and continued progress is made. Discuss at Team Meetings - identify students in their Team.</p>	<p>Classroom Teachers</p> <p>Team Leaders</p>	<p>Maori students will continue to make the expected progress of non Maori students.</p>

Terms 1-4	ATs will receive small group and/or 1-1 interventions delivered within teaching teams. <ul style="list-style-type: none"> <li>Intervention Programmes with Yr 4-8 given top priority</li> </ul>	Classroom Teachers Team Leaders	ATs receiving differentiated intervention programmes, sometimes on top of daily lessons
Terms 1-4	Teachers will clearly understand the expectation for raising achievement for ATs. ATs <b>must</b> be catered for and regular checkpoint discussions <b>must</b> take place in Team Meetings. <ul style="list-style-type: none"> <li>Are they making progress?</li> <li>Why/why not?</li> <li>What is required?</li> </ul> No student should be at the same stage after a year's teaching.	Mathematics Leader  Team Leaders with support from their Mathematics Lead.  Mathematics Leader to attend Team Meetings if appropriate.	Team Meeting Minutes outline discussion and recommendations for further teaching of ATs.  Mathematics Leader attending Team Meetings.
Terms 1-4	Encourage further growth of collaborative teaching opportunities to ensure ATs are given the support required and deepen their learning.	Mathematics Team Team Leaders Support Teachers	Team Meeting Minutes outline discussion and detail the plans in place.
End of Term 2 and Term 4	Progress updated on the Target Student Document.	Classroom Teachers Checked by Team Leaders and Assessment Leader  Analysed by Mathematics Leader	Progress data updated and includes current Stage as well as PAT results for Yr 3-8  Mathematics Leader reflection/Analysis of Variance shared with appropriate staff.
End of Terms 1-3	Teachers will refer ATs who are not making the expected progress over time to the SENCO.	Classroom Teachers Team Leaders SENCO	ATs who are not making the expected progress over time will receive a specialist intervention to raise their achievement.
<b>Teaching and Learning:</b>			
Term 1	Distribute 'Mathematics Book Expectation' Posters to all rooms.		

Terms 1-4	Differentiated instructional programmes to be designed and implemented by Teams to ensure deliberate acts of teaching five times a week.  Ensure time is allocated at Team Meetings to discuss progress and best practice.	Classroom Teachers Team Leaders to oversee	Consistency of best practice occurring and explicit targeted teaching taking place.
Terms 1-4	Mathematics Programmes will include; a warm up to inspire and engage, hot spot areas of need and the teaching of knowledge and strategy, through Strand if appropriate.	Classroom Teachers Monitored by Team Leaders and Mathematics Leads from each team	All students will be receiving best practice teaching throughout the year.
Terms 1-4	Teachers will use materials to raise understanding of Mathematics.	Classroom Teachers	All students will use materials to raise their understanding of Mathematics.
Terms 1-4	Develop an annual 'coverage' plan	Mathematics Lead Teachers and will inform SLT of the preferred overview going forward.	A draft 'Coverage Plan' will be presented to SLT at the end of Term 4.
Terms 1-4	Regular release time (weekly/fortnightly) for the Mathematics Leader to 'lead' Mathematics throughout the school.	Mathematics Lead Teacher	Observations and open discussions will be taking place. Staff will know where to go for help in the teaching of Mathematics.
Terms 1-4	Strand teaching will follow the cycle of Inquiry and include planning, teaching, assessment and reflection.	Classroom Teachers	Strand assessment data will be collated on Edge at the end of each term or unit of work.
Terms 1-4	Strand can be aligned with PBL to be delivered in an authentic context. Focus needs to be given to the school wide LTP and Strand	Team Leaders Classroom Teachers	Students may experience Strand learning during PBL where appropriate, however, everyday

	planning. Number Knowledge can be reinforced within PBL if appropriate.		Mathematics teaching will continue to stand alone.
<b>Professional Development and Support:</b>			
Induction Programme	New staff introduced to the Mathematics Lead Teacher.  Staff Induction: Mathematics Leader will lead an introductory session covering Shared Mathematics Folder, planning expectations, assessment requirements and available resources.	Mathematics Leader	New staff will know where to find 'everything' Mathematics and feel confident to ask for help if necessary.
Early Term 1	Staff that have moved levels and staff not feeling confident in the teaching of Mathematics, identified.	Mathematics Leader	All teachers supported in teaching Mathematics.
Early Term 1	Identified staff (as above) , supported to learn what is expected in terms of effective and consistent planning, teaching and assessment at QPS.	Mathematics Leader Team Leaders Mentor Teachers	Collaborative teaching practices established, within Teams, to support staff, especially those not familiar with the NZ Curriculum.
Term 1-4	The Mathematics Leader, will observe lessons and discuss findings at Mathematics Meetings, which will then be taken to Team Meetings for reflection.	Mathematics Leader DP overseeing Mathematics	Lesson formats and teaching will change as the findings gathered from observations are shared
All Year	Participation in 'The Learner First' (TLF) 2023, PD Programme	Mathematics Leader Plus 4 Mathematics Team Leads	Information from Workshops being disseminated through Staff Meetings and specific 'must dos' acted upon.
Terms 1-4	Staff Meetings to follow TLF Workshops to update all staff on best practice in teaching Mathematics. Explicit guidelines and expectations given to staff.	Mathematics Leader Plus 4 Mathematics Team Leads	Staff Meetings planned and scheduled in Long Term Plans.  Best practice strategies visible in classroom programmes.

Terms 1-4	Workshops conducted on various topics to ensure consistent Mathematics teaching.	Mathematics Leader Mathematics Team Leads	Workshops conducted.  Greater teacher confidence in Mathematics teaching.
Terms 1 and 4	Staff Meeting and/or Workshops to ensure consistent practices when administering testing (PATs)	Mathematics Leader Yr 3 Teachers - Term 1 Yr 3-8 Teachers - Term 4	Consistent practices for testing administration. Improved reliability of data.
<b>Assessment:</b>			
Term 1: Yr 3 - Practice Yr 4-8 - Stanine 8 or 9 (2022)  Term 4: Yr 3-8	<ul style="list-style-type: none"> <li>PAT Maths for Years 3-8 to confirm 2024 ATs.</li> <li>Facilitate a Staff Meeting around 'PAT Mathematics Assessments' so the data is used to guide teaching and learning.</li> </ul>	Year 3-8 Teachers.	ATs will have been analysed at the end of the year.  New students will be added to the list underneath and highlighted in red  High achieving students will not be held back by Year Level tests.
Terms 1-4	Data on EDGE as per the Assessment Schedule.	Classroom Teachers Checked by Team Leaders Assessment Leader	All data recorded as per Assessment Schedule.
End of Term 2 and Term 3	<ul style="list-style-type: none"> <li>Teams take accountability for end of term data and provide feedback to the Mathematics Leader, identifying coverage, strategies used and shifts in learning.</li> <li>Continue to provide staff with opportunities to develop a greater understanding of the expectations at each Curriculum Level.</li> </ul>	Classroom Teachers Team Leaders Mathematics Team	All students will continue to make progress over time.
Terms 1-4	Moderation meetings will occur each term.		

End of Term 4	Analyse end of year data to provide Analysis of Variance Report to inform 2024 focus.	Mathematics Leader Assessment Leader	Raised achievement for all students.
<b>Community Education and Involvement:</b>			
Term 2 or Term 3	<ul style="list-style-type: none"> <li>Family Mathematics Evening will be conducted to promote the Mathematics Curriculum.</li> <li>Investigate if TLF would be able to lead a Parent Evening.</li> </ul>	Mathematics Leader Mathematics Team	Parents will better understand current teaching practices.
Same date as above	'Open Mathematics Lessons' during Mathematics time for parents to visit and observe practice.	Classroom Teachers Team Leaders	Parents will better understand current teaching practices.
<b>Budget:</b>			
Terms 1-3	Budget (\$2000) to be used for - <ul style="list-style-type: none"> <li>purchasing of new Mathematics resources as requested by Teams</li> <li>Ensure all resources are purchased before the end of Term 3.</li> </ul>	Mathematics Team	Budget will be used frugally and purchasing will be carefully monitored.

## WRITING ACHIEVEMENT TARGET PLAN 2022


<p><b>Strategic Aim:</b> To raise achievement in Writing for all QPS students who are able to access the NZC as evidenced by achievement in the appropriate curriculum levels.</p>
<p><b>Annual Objective:</b> To build the capacity of teachers to have a reflective mindset and effectively inquire into how using a systematic spelling approach can accelerate all students' writing. In particular, positively impact on raising the achievement of identified achievement target students.</p>
<p><b>Target:</b> To improve the achievement level of all students who were identified in the cohort of students achieving below the expected curriculum level for Writing. Therefore to raise overall achievement throughout the curriculum levels.</p>
<p><b>Baseline Data:</b> The 2021 Analysis of Variance report. Summary of students working towards curriculum level in writing from end of year reports. (OTJs)</p>

Reflection End of Term 2 2022 Completed Ongoing Not yet addressed

When?	What?	Who?	Key Indicators.
By Week 2 Term 1.	<p>Identify students who need priority support from 2021 EOY OTJs in reports. They are those working towards the appropriate curriculum level at the end of 2021, including Maori students. (please highlight Maori).  <a href="#">Achievement Target Student data EOY 2021</a></p>	Team Leaders, teachers and Principal.	<p>All ATs will receive differentiated programmes.</p> <p>Identified students will receive support in Writing and spelling on top of daily lessons.</p> <p>All identified ATs data needs to be held on one document and shared with the Literacy Leader. This document will also be placed on the TR site for quick access.</p>
End of Week 3 Term 1.	New 2022 Identified ATs	Teachers	Teachers are to enter student

	Any student identified as a new AT for 2022 must be highlighted on the document in <b>red</b>		names and highlight them in red. Their data will not be collated at the end of the year. They will become ATs in 2023. <a href="#">Achievement Target Students: 2022 Writing</a>
<b>End of Week 3 Term 1.</b>	Inform parents via a standard letter clearly explaining the reason for their child's selection as an AT student. This is located in the Assessment Folder.	Teachers.	Teachers to indicate if the student is a Writing and or a Mathematics AT student.  Parents will feel included in their child's differentiated learning programme and assist the teacher working towards home/school goals.
By Week 5/ <b>On Going</b>	Make appropriate referrals to external agencies. (RTLb, RTLit)	SENCO Team Leaders and Teachers.	Identification of students needing additional support will mean specialist interventions can happen early.
<b>End of Week 5 Term 1</b>	The Allocation of Intervention document is to be completed by Teams from Year 2 -8. <a href="#">QPS Allocation of Structured Literacy Learning Intervention Benchmarks 2022</a>  Heat mapping to differentiate all students.	Team Literacy leaders, Literacy Leader, Team Leaders Teachers, Intervention/ Support Teachers.	All Tier 3 students identified will be timetabled for additional support through writing groups and Structured Literacy Intervention.  Team Leaders and Literacy Leaders to compile and share with the Literacy Leader.
<b>Early Term 1.</b>	2020 Analysis of Variance (AOV)	Principal and TLs.	Teachers will clearly understand



	in Writing will be shared with all teachers.		<p>where the gaps in writing development are and who is not expected to reach the appropriate curriculum level.</p> <p>Teachers will be able to identify particular teaching and learning strategies that were successful or not.</p> <p>Teachers check this document and information in the student's Blue Folder to ensure DATs of teaching and learning are catering for the needs of students.</p> <p><a href="#">Achievement Target Students: 2022 Writing</a></p> <p> Spreadsheet - Achieveme...</p>
All Team Literacy Plans to be shared.	All plans shared termly with DPs and Literacy Leader	Team Leaders	<p>To continue to develop school wide LTPs including SLOs and DATs to ensure coverage and skill development is consistent across the school.</p> <p>Plans will be housed on Teacher Resources.</p>
Ongoing all year. As per assessment schedule.	Use the QPS Literacy rubrics to moderate/assess writing samples. Highlighted 2022 in orange	Teachers.	<p>This will form one component of an OTJ (overall teacher judgment) when assessing curriculum levels for students at the end of the year.</p>

		Team Leader, DPs	Any teacher unsure about how to make an OTJ to seek support from Team Leader and DPs
Ongoing all year	The continued implementation of strategies from the school-wide professional development focus with Learning Matters -Structured Literacy will continue to have a positive impact on raising achievement for all students in Literacy, particularly AT students.	Teachers. Team Literacy Leaders Team Leaders Literacy Leader  Literacy Leader Team Leaders	<p>A methodical approach to writing and spelling will improve all students' understanding of the reading and writing process, particularly AT students.</p> <p>A Structured Literacy approach to Literacy will be delivered 4 days per week for each year group. This is timetabled for 20 minutes Monday to Thursday for each Team</p> <p>Teachers will have online PD with Learning MATTERS as per the Road Map for 2022 shared to all teachers for the beginning of each term</p> <p>ATs Years 3-8 who are not reading above Level 12 on authentic text to be reading decodable readers.</p> <p>Older Catchup Decodable Readers are housed in the resource Room beside Room 27. These readers do not go home. Teachers can find videos and instructions on teaching using decodables. Go to iDeal Instruction, Instructional Reading Practice, Using Decodables.</p>

Term 1	Targeted intervention for Tier 3 students identified through team moderation and heat mapping. This information will be shared with the Intervention teacher.	Literacy Leader/ Intervention Teacher	Reading Skills Record on the IDEal Platform to be used at least termly.  Reporting to SLT, Principal and BOT termly or on request.
Ongoing Terms 1-3	Make appropriate referrals to external agencies. (RTLb, RTLit)	SENCO Team Leaders and Teachers.	Early recognition that differentiated programmes are not working will mean specialist interventions can happen early.
Ongoing all year	ATs progress over time must be discussed regularly at Team meetings.	TLs, Team Literacy Leaders, Teachers Structured Literacy Intervention Teacher and SENCO.  Literacy Leader Intervention Teacher Language - support Teachers   Teachers   Team Leader	Students who are not making the expected progress over time will not go unnoticed.  Intervention in 2022 will include intervention with an additional 2 Language-Support teachers. One working with Years 1-4 the other between Years 5-8 to support teachers and students. These interventions will be timetabled with timetables shared with teachers weekly.  Daily timetabling of Literacy is vital to ensure progress is made for these AT Students. 4 sessions per week . Literacy plans to show evidence of this.  Allocated time at Team Meetings to discuss ATs  Team ATs tracking must show strategies used to support ATs Shift in progress.

			<p>Interventions in place. No shift and referrals made. Teachers to observe best Literacy practice timetabled termly supported by the Team Leader</p> <p>Teachers are to refer to curriculum level expectations.</p> <p><b>Year 2 Writing</b> After two years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at <i>level 1</i>. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the 6 curriculum.</p> <p><b>Year 3 Writing</b> After three years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at <i>early level 2</i>. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. Year 3 students are not expected to be working within or confidently until the end of Year</p> <p><b>Year 4 Writing</b> By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at <i>level 2</i>. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum</p> <p><b>Year 5 Writing</b> By the end of year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards <i>level 3</i>. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p> <p><b>Year 6 Writing</b> By the end of year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at <i>level 3</i>. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p> <p><b>Year 7 Writing</b> By the end of year 7, students will create texts in order to meet the writing demands of The New Zealand Curriculum as they work towards <i>level 4</i>. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum</p> <p><b>Year 8 Writing</b> By the end of year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at <i>level 4</i>. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>
Beginning of year and ongoing	TKI writing exemplars recommended for ATs.	Teachers.	ATs will be able to see what the expectations are for working within and confidently to their appropriate curriculum level.
Beginning of year	<a href="#">Literacy Expectations and Book</a>	Teachers	All teachers will follow the Literacy and Book Layout expectations.

	<a href="#">Layout</a>		The exemplars provided to teachers will be displayed in all classrooms.
Ongoing all year	Maintain a school-wide Structured Literacy focus on phonological awareness, decoding, visual-spatial memory and auditory memory that is delivered within literacy programmes. Follow planned PD schedule as a priority.	Learning Matters facilitators, Structured Literacy Intervention teacher and all teachers.	Teachers will identify and take responsibility for their own learning pathway to improve their literacy pedagogy and knowledge of literacy conventions.  All teachers will take part in online PD with Learning MATTERS. Teachers will be notified of dates and requirements. These are outlined on the Roadmap shared with all teachers termly
Early Term 1. Then ongoing	Rubric key and colour code to be shared with all teachers. 2022 - Orange  Students identified during the year may be added but must be highlighted in Red. These students will not be included in the 2022 data.	Team Leaders, Literacy Leaders.  All teachers	The tracking of achievement and coverage in Literacy will be across all Teams.  All rubrics must be highlighted and dated.  These students are to be identified on the Team doc and monitored as for all ATs
Term 1. Then ongoing.	Provide professional development for all teachers to better understand how to make a professional judgement for students' achievement. (OTJ)	DPs and Principal.  Teachers and TLs.	All OTJs will be consistent, valid and reliable. All students' data will be collated, analysed and recommended for further teaching and learning steps made as stated in the assessment schedule.

<b>Early Term 1.</b>	Approve a budget of \$8000 for Literacy resources and programmes. Approve a budget that will support the professional development to upskill teachers' literacy practice and knowledge.	The BoT.  Literacy Leader	Teachers will be well supported to successfully raise student achievement in Literacy.  All teachers will take part in online PD with Learning MATTERS. Teachers will be notified of dates and requirements. These are outlined on the Roadmap shared with all teachers termly
<b>Ongoing throughout the year.</b>	All new staff in 2022 to be supported by the Team Lit Leader to continue literacy teaching support since induction.  The use of the iDeal platform.	TLs to follow up.	New staff will have opportunities to observe effective practice and have the Team Lit Leader to support their journey through the introduction of Structured Literacy. New teachers to timetable Structured Literacy observations.  All Teachers are to keep to up to date with resources on the iDeal platform. Lit Leaders to have a regular time slot at Team Meetings to  New teachers will be required to complete <b>iDeal Professional Learning Modules</b> - To build knowledge of Science of Reading (why) and Structured Literacy (how)
<b>Beginning of every term.</b>	All Team Literacy plans to be	TLs and Literacy Leader.	Differentiated programmes are

	shared with the Literacy leader.		monitored and support and guidance provided for teachers.
Ongoing	Data entry on Edge as per Assessment Schedule.	Teachers, Team Leaders  Team Leaders	All data entered onto Edge as per Assessment Schedule.  Team Leaders to check data entry has been entered by their Team as per Assessment Schedule.  All data to be accurately monitored to ensure consistency by Team Leaders.  Team Leaders to address progress and shifts in achievement with teachers. Where to next for ATs
Term 4	All Writing Rubrics to be completed and placed in the students Blue Folder.  Final iDeal spelling Test B to be placed in the students Blue Folder.  Probe/ Record of Reading - iDeal easTTle writing and reading to be placed in the students Blue Folder.  Referrals, Intervention and any outside support providers ( RTLit -	Teachers	All assessment data to be completed consistently and within the Assessment Schedule time frame.  Blue Folder information for 2023 to be passed on to the 2023 classroom teacher.

	<p>RTL) to be included in Blue Folders</p> <p>Complete the cover information sheet for Blue Folders for all students.</p> <p>All data entered onto Edge as per Assessment Schedule.</p>	Team Leaders	All information to be accurately monitored to ensure consistency by Team Leaders.
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#### For 2022

- \*The BoT will approve a 2022 draft budget for School Literacy that is sufficient to purchase literacy resources and to continue to purchase decodable texts to support Structured Literacy throughout the school.
- \*The BoT will approve a draft PLD budget for whole staff PLD with Learning MATTERS in 2022.
- \*All new staff will receive an induction to Structured Literacy with Carla McNeil from Learning MATTERS in early 2022. As part of the induction process the Literacy Leader will support new staff with the navigation of the iDeal platform.
- \*All teachers will follow the Structured Literacy Roadmap.
- \*Team Literacy Leaders will support team members at a designated time during 2022 Team Meetings.
- \*Staff training and PLD around forming accurate OTJs will continue with a focus on forming and moderation of OTJ's. To be a focus of a Staff Meeting at the beginning of Term 2 lead by th DPs and Literacy Leader.
- \*The Literacy Expectations and Book Layout document will be shared and implemented by teachers at the beginning of 2022.
- \*The Draft English Implementation plan will continue to be updated and shared with the teaching staff.



\*The assessment schedule is to be reviewed, agreed to and adhered to by **all** teams ready at the start of the school year.

\*No additional Target students to be added at the start of 2022 - students can receive support without being a "target" student. New students to the school will be identified as target students in **RED** and will receive support but not count in 2022 ATS data