National Priorities
- Literacy
- Numeracy
- Meeting New Zealand National Standards
- Māori /Pacifica/Asian Student Achievement
- Priority Learners

School Priorities
- Priority Learners; Nat/CPS
- School targets
- Writing - teacher knowledge
- Mathematics - teacher practice
- Effective use of progressions
- Student agency
- E Learning - teacher knowledge and practice
- Assessment moderation
- Enviro School - work towards green gold award
- Kaizen - continual use of systems. Utilize tools when problem solving
- Holistic curriculum
- Global citizenship
- Service to others
- Maori to positively engage and succeed as Maori.

Cambridge Primary School
CHARTER 2017

Our Vision Statement
We believe that Quality, Tradition, and Innovation are the foundations for nurturing dynamic aspiring learners within a supportive community.

We value...
- Motto: Q. T. I
- Feeling safe and secure
- Relationships
- High expectations
- Being the best I can be
- Engagement and communication
- A thinking classroom
- Hauora/wellbeing
- Sustainability
- Diversity and inclusion
- CPS Key Competencies
- Effective stewardship
- Leadership opportunities for all akonga
- Collaboration
- Active learning

Cultural Diversity and Māori Dimension
- An environment where Māori students positively achieve educational success as Māori, based on the philosophies of Ka Hikitia and Tataiako.
- Students will have the opportunity to experience Tikanga and Te Reo Māori in the classroom and school environment.
- Be able to participate in Te Reo Māori which will be offered to full time students who ask for it.
- Embedding Asia awareness philosophies and practices.
- Have the opportunity to participate in the Arts programme; Dance, Drama, Music, Visual Arts, Mandarin and Maori Tikanga.
Improving Student Learning and Achievement

**Mathematics**
All students are successfully able to access the NZC in Mathematics; With particular focus on authentic learning experiences through Numeracy and Strand.

**Literacy**
All students are successfully able to access the NZC in Reading and Writing. With particular focus on children utilizing a variety of reading strategies to access meaning across the curriculum.

**STEM**
All students are able to participate in the STEM programme that provides, structured, inquiry-based and real world problem-based learning.

**eLearning**
Integrated throughout curriculum. Refer support documents.

**Maori Student Achievement**
- To provide opportunities through accelerated and sustainable success for Maori students within a whanau supported approach.
- School wide Te Reo and Tikanga implementation plan
- Differentiated Maori/Pacifica/Asian achievement through data analysis
- Being considerate of culture when grouping

**Hauora/Wellbeing and Global Citizenship**
- Physical, mental and emotional, social and spiritual well being is lived and valued.
- Enviro school green/gold plan

**Developing a Quality Learning Environment**

**Learning Programmes and Teaching Delivery**
- Appreciate and celebrate diversity and cultural awareness through deliberate acts of teaching and learning
- Implement all aspects of the CPS curriculum across the school
- Data driven and analysed teaching & learning programmes
- Integrate eLearning across the curriculum
- Collaborative teaching and learning approach
- Walking the talk

**Personal and Professional Development**
- Continue to develop internal capacity
- Collaborative teaching and learning
- Inquiry into dyslexic learners
- Writing teacher practice 2017- 2019
- Assessment moderation
- Using the literacy progressions to drive student agency
- Science professional development sabbatical- 2018 (STEM)
- Developing e Learning practice
- Diversity- inclusion, culture, learning (PLC)
- Implementing the learning process including active learning (Kaizen)
- Kaizen- Understanding philosophy and systems practice through further PD
- PLC teacher reflective practice
- PTC incorporated into appraisal process
- BOT professional development & induction

Support Documents - Action plan to achieve school wide targets, curriculum review, regular principals reports, achievement data reporting plan, Asia equipped focus, operational plan, strategic plan, e Learning, professional development plan, BOT annual calendar and 5YA/10 year property maintenance plan, communication plan, whanau/community plan, enviroschool green gold plan, Assessment plan, Elearning plan.
Teaching and Learning Programmes, Professional Development
- Moderation used across literacy, numeracy, inquiry units to ensure accuracy of OTJ’s linked to the NZC.
- Student agency to drive accelerated learning based on the progressions
- Promote ICAS exams to Years 3-6 with pre test support
- Effective integration of e-learning through a coaching model- 0.2 FTTE- through specialist teacher, upskilling all teachers
- Promote healthy lifestyles and sustainable programmes e.g. project energize, life education, KOS, enviro-school, wellness team, health curriculum; Kia Kaha.
- Children identified below and above NZC, targeted through annual targets, priority learner plans and SENCO programmes
- Board development—see PD Plan
- Staff PD focuses; mathematics, writing, dyslexia, STEM, Kaizen, student agency, COL in school roles, innovation units, swimming.
- Reading recovery transition support programme
- ALlis programme implementation
- Continue the collaborative approach to teaching and learning.

Finance
- Prioritize spending to achieve strategic and annual plan goals
- Monitor monthly expenditure and report to BOT.
- Monitor SUE/Bank staffing report for accuracy- fortnightly
- Curriculum budgets displayed monthly
- Budget drafted October onwards, presented at December BOT meeting

Property
- Refer 5YA projects and 10YP as per schedule; actioned by caretaker and reported through PR
- Scope and cost estimate for astroturf, breakout spaces, toilet upgrade and Arts room

Legislation
- Complete legal requirements for length of school day and year.
- Meet Health & Safety Legislation
- Update policies as per schedule
- Consult with community re: health programme

Reflecting NZ’s Cultural Diversity in a Global World
- Te Reo/Tikanga is alive across the school
- Multi-cultural component in school-wide units
- Value and promote each other's heritage, culture & people
- Focus on Maori/Pacifica cohort data in core curriculum areas across whole school.
- Kapa Haka and Tikanga through Arts programme
- Strengthen Whanau Hui group—supporting local Marae
- Demonstration by staff of Ka Hikitia and Tataiako philosophy.
- Update EOTC with tikanga protocols

Partnership with the Community
- Communication- as per communication plan
- Consultation- as per consultation plan
- Marketing- as per marketing plan
- Create a programme based on Duke of Edinburgh and our Key Competencies.
- Te Punu o Kemuiriti (Cambridge CoL’s)

Review
- Assessment— report format, progressions, OTJ, trends, 4 week check- as per plan
- CPS curriculum including Key Competencies- April, Te Reo programme- Jan/Feb
- Kaizen practices- ongoing- April
- Swimming Programme- April
- Powerful learning conversations- July
- Curriculum reviews- Oct
- Four Peaks Programmes- Oct
- Data including target- Nov
- Appraisal process- Dec
- Perform budget review - April, July, Oct

Personnel, Physical Resources, Performance Management
- Low new entrant class numbers
- Reading recovery programme at 0.6 FTTE- 6 children at one time
- Unit allocation- see unit holder overview
- Specialists support; Outside providers and in school experts, resource & communication manager, sports co ordinator, SENCO, grants secretary, arts specialist teachers, AiLis teacher & Mandarin tutor, Kapa Haka tutors
- Performance management system
- Staff feedback given regularly

Health and Safety
- Safety audit and risk ID- daily/weekly
- Building warrant fitness checks
- Electrical testing- as per schedule
- Evacuation drills held- termly
- Boiler condition report. Remedial work
- Staff wellness data/work hours
- Promotion of personnel wellbeing
- Appointed health and safety officer

Annual Plan 2017
<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline Data</strong></td>
<td><strong>Baseline Data</strong></td>
<td><strong>Baseline Data</strong></td>
</tr>
<tr>
<td>At the end of 2016, we had 86%, at or above in Reading. Boys still have a higher representation than girls with 24 of the 39 being boys.</td>
<td>At the end of 2016, we had 81% of our school at or above in Writing.</td>
<td>At the end of 2016, we had 85% of our school at or above in Mathematics. ‘After 3 years at school’ represented 18% and Year 5 represented 20.8%.</td>
</tr>
<tr>
<td><strong>TARGET</strong></td>
<td><strong>TARGET</strong></td>
<td><strong>TARGET</strong></td>
</tr>
<tr>
<td>1. To shift the achievement of <strong>18 children</strong> who achieved below, to at.</td>
<td>1. To shift the achievement of <strong>20 children</strong> who achieved below, to at.</td>
<td>1. To shift the achievement of <strong>16 children</strong> who achieved below, to at.</td>
</tr>
<tr>
<td>2. All children who are just meeting the ‘at’ or ‘above’ standard in Reading will make accelerated progress.</td>
<td>2. All children who are just meeting the ‘at’ or ‘above’ standard in Writing will make accelerated progress.</td>
<td>2. All children who are just meeting the ‘at’ or ‘above’ standard in Mathematics will make accelerated progress.</td>
</tr>
<tr>
<td>3. All children that are achieving ‘well below’ will make accelerated progress.</td>
<td>3. All children that are achieving ‘well below’ will make accelerated progress.</td>
<td>3. All children that are achieving ‘well below’ will make accelerated progress.</td>
</tr>
<tr>
<td>4. To shift the achievement of the 3 Māori students who achieved ‘below’ in Reading at the end of 2016 to ‘at’ or ‘above’ by the end of 2017.</td>
<td>4. To shift the achievement of the 6 Māori students who achieved ‘below’ in Writing at the end of 2016 to ‘at’ or ‘above’ by the end of 2017.</td>
<td>4. To shift the achievement of the 6 Māori students who achieved ‘below’ in Mathematics at the end of 2016 to ‘at’ or ‘above’ by the end of 2017.</td>
</tr>
</tbody>
</table>
Our Vision

At Cambridge Primary School we believe that Quality, Tradition and Innovation are the foundations for nurturing dynamic, aspiring learners within a supportive community.
Ako te Tuatara (Our CPS Learner)

Why the tuatara?

- Tuatara are of great significance to Maori and feature in some creation stories. Some iwi view tuatara as the kaitiaki (guardians) of knowledge.
- The name Tuatara translates to "peaks on it’s back" which relates to our 4 peaks.
- Tuatara have been around since the time of dinosaurs and are the only survivors of their kind of species.
- The school motto "Quality / Tradition / Innovation" is reflected in this animal.
The CPS Learner

Vision

Key Competencies

Effective Pedagogy

The Art Programme

Curriculum

Assessment

Student Agency

Te Reo me Tikanga

Inquiry Learning

eLearning

Language Learning

Sporting Opportunities

Cultural Opportunities

Relationships (student, teacher, parents and Community)
Our Key Competencies
**Effective Pedagogy**

<table>
<thead>
<tr>
<th>Creating a supportive learning environment</th>
<th>Children learn best when teachers...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foster positive relationships, (class, school, parents, community, global.) Guide a positive classroom culture. Create an understanding &amp; acceptance around cultural diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging reflective thought and action</th>
<th>Children learn best when teachers...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Design tasks which provide opportunities for children to be critical, reflective and creative thinkers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhancing the relevance of new learning</th>
<th>Children learn best when teachers...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide a learning environment that is relevant and challenging, which includes opportunities for students to have a voice, ownership and curiosity in their learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitating shared learning</th>
<th>Children learn best when teachers...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide opportunities to collaborative, converse as an ako environment to take their learning further (for future learning/life long learners).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making connections to prior knowledge</th>
<th>Children learn best when teachers...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make connections across all learning areas and environments by deliberately building on what they know and have experienced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Providing sufficient opportunities to learn</th>
<th>Children learn best when teachers...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide a variety of time and opportunities to transfer new learning. Provide assessments based on individual learning needs, to review or guide the learner.</td>
</tr>
</tbody>
</table>

**Teaching as inquiry**

**Collaborated with staff**

**February 2016**
The Holistic Curriculum

We put a strong emphasis on a balanced curriculum, encompassing EOTC (including camp NE-Yr 6), The Arts, languages, active learning, and out of class opportunities. This means the children develop identity, mana, meaning, purpose and connections through a range of activities.
## Core Curriculum Implementation

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>The Arts</th>
<th>Health and PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and writing progressions drive our literacy programme.</td>
<td>Maths progressions drive our programme. PD with Bruce Moody is ongoing.</td>
<td>The Arts programme happens each Thursday. Children are also exposed to visual art, music, drama and dance as part of the normal classroom programme.</td>
<td>Health and PE happens weekly and is linked to seasonal sports &amp; events e.g. swimming, athletics, cross country, winter and summer sport. Prioritised health programmes.</td>
</tr>
<tr>
<td>Learning Languages</td>
<td>Social Science</td>
<td>Science</td>
<td>Technology</td>
</tr>
<tr>
<td>Maori and Mandarin are our two taught languages. These are taught through the classroom programme and the Thursday Arts Programme.</td>
<td>Our social science is linked to our enviro school, Asian and Global cultural studies. Understanding people is at the programmes heart.</td>
<td>Science is integrated into our inquiry unit plans. A STEM focus will be present from 2017.</td>
<td>Technology is integrated into our inquiry unit plans. A STEM focus will be present from 2017.</td>
</tr>
</tbody>
</table>
The Thinking Classroom

- Key Competencies
- Progressions
- Learning as inquiry
- Student Agency
- Formative Assessment
- Wait Time
- Questioning Waka
- WOW factor
E-Learning can cover a spectrum of activities from supporting learning to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online.

Whatever the technology, however, **learning** is the vital element. E-Learning is not simply associated with modes of delivery or the functionality of a particular technology, but forms part of a **conscious choice of the best and most appropriate ways of promoting effective learning**.

Best practice e-learning enables **accessible, relevant, and high-quality learning opportunities** that improve **student engagement and achievement**. E-Learning has the potential to transform the way teaching and learning takes place. It is about using technologies **effectively across the curriculum** to **connect** schools and communities and to provide accessible, relevant, and high-quality learning opportunities so that every student is better able to achieve their full potential.

[www.elearning.tki.org.nz](http://www.elearning.tki.org.nz)

- To develop student agency
- To communicate more effectively
- For developing reflective practices
- To prepare our learners for their future
- To provide opportunities to create new learning from prior experiences.
- To support learners with special needs
- To enable collaboration
- To connect locally and globally
- To share learning in authentic contexts
- To provide and seek feedback for learning
- To build knowledge
Te Reo me Tikanga

Te Reo me Tikanga Maori Programme

Classroom Immersion
- Te reo curriculum
- Daily karakia
- Waiata
- Bicultural perspective in units
- Pepeha
- Te reo word walls
- Commands in te reo

School and Community Implementation
- Iwi maps
- Staff ongoing PD; Tataiako and Ka Hikitia
- Kapa Haka
- Marae visits
- Enviro school
- Whanau hui
- School Pepeha
- Powhiri, Hangi

2017 Actions
- Te reo me Tikanga in Arts Programme
- Bus tour- Kemureti history

Syndicate Wide
- Priority learners plan
- Class placements
E-Learning

The CPS Learner
...needs to be...
Digitally Literate
Reflective
A Responsible Digital Citizen
Collaborative

Cambridge Primary School e-Learning Planning Framework
2016 - 2017

Quality – Tradition - Innovation
Papai - Kārero o mua - Auaha

The Vision: Students are equipped to be confident, connected, active life-long learners

Dimension 1: Teaching and Learning
Key Question: How can we use technology to improve student outcomes?
Strategies: Use of digital tools in the classroom programme
Accessing e-learning platforms
Encourage the use of digital tools for student self-reflections such as blogs
Offer opportunities for students to extend their digital knowledge by having access to digital media
Support the possibility of having to own devices (GATT) within our digital learning platforms.
Ensure MyPortfolio (or equivalent) is used.
Compulsory e-learning PPL for every teacher.

Dimension 2: Technologies and Infrastructure
Key Question: How can we ensure our school computer network is reliable and robust, and that support is available in a timely manner?
Strategies: Regularly check communication between school staff and students
Implement a call centre
Ensure IT support
Implement policies for computer use (GATT)
Ensure all users are aware of the policies
Ensure timely and relevant support is available to meet troubleshooting needs of staff, students, and visitors

Dimension 3: Professional Learning
Key Question: How can we increase and encourage teachers to develop skills in the use of digital work for teaching and learning?
Strategies: Provide PD training for both online and classroom teaching.
Provide opportunities for teachers to share best practices and innovative ideas.
Cultivate a culture of continuous learning.

Dimension 4: Leadership and strategic direction
Key Question: How can we ensure leadership support the use of digital tools to enhance learning?
Strategies: Leaders use digital tools themselves while practicing.
Provide numerous coaching sessions to staff to promote and enable learning within the school.
Ensure our network infrastructure is adequately funded and appropriate to meet essential standards of service.
Embed the requirement to use digital tools into performance reviews and staff goals.
Promote expectations that staff will act as role models to each other regarding digital teaching by using their own devices.

Cambridge Primary School e-Learning Action Plan 2016 - 2017
VISION: At Cambridge Primary School we believe that the quality, tradition and innovation are the foundations for creating dynamic learning environments with a supportive community.

Preparing to engage in e-learning
Investigate, trial awareness and plan
Try and establish
Align vision, processes and priorities with learning
Innovate, inspire and reflect on community

Cambridge Primary School e-Learning Action Plan 2016 - 2017
VISION: At Cambridge Primary School we believe that the quality, tradition and innovation are the foundations for creating dynamic learning environments with a supportive community.
Enviro School

Aim: To create school wide sustainable practices. We are currently on our journey to gaining ‘Green Gold’ Enviro Award.
Unit & Inquiry Plans

Future focus principles which overarch each unit...

- Citizenship
- Sustainability
- Globalisation
- Enterprise

Cambridge Primary School Planning (2016)- Term 3

<table>
<thead>
<tr>
<th>Quality</th>
<th>Tradition</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Focus Principles</td>
<td>(Click the link for more description)</td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td>Sustainability</td>
<td>Globalisation</td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact</th>
<th>Awareness</th>
<th>Opportunity</th>
<th>Interdependence</th>
<th>Broad</th>
<th>Practices</th>
<th>Valuing self and others</th>
<th>Relationships</th>
<th>Rights and Responsibilities</th>
<th>Value added</th>
<th>Creativity</th>
<th>Success and Failure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Duration:</th>
<th>Year Level:</th>
<th>Syndicate:</th>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Maker Movement</td>
<td>9 Weeks</td>
<td>5/6</td>
<td>Rutherford</td>
<td>Term 3</td>
</tr>
</tbody>
</table>

The Big Idea (Why? The Purpose)
A maker is someone who has an idea and then works out how to make it! [https://www.youtube.com/watch?v=ux3Qg7RPFoA](https://www.youtube.com/watch?v=ux3Qg7RPFoA)

What is this? The Maker Movement: This is based on: Creativity, interest based learning, kinesthetic, hands on, self fulfilment, gaining new skills and knowledge, making and creating objects.

Achievement Objectives: Level 3 - Technology
1. Planning for Practice
   1. Undertake planning to identify the key stages and resources required to develop an outcome. Review planning to include reviews of progress and identify implications for subsequent decision making.

2. Brief Development
   Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

Planning Brainstorm Ideas: (Record any ideas you have for this unit)
- Share idea to students that we will be making something that will involve research and many steps. You will make something you have never made before.
- Children to complete survey around possible ideas. Children may come up with ideas before survey created, E.G coding, art, sewing, animation, robotics, electronics, design, woodworking, event, etc.
- Children will need to plan their making process using a timetable. They will need to record their thinking and produce a finished product. [Exploration Template]

Immersion (How will you immerse, excite the children and bring the wow factor to this unit?)
1. Videos of what other schools have created
2. Send out google form about their interests
3. Speaker into engage the children into making e.g. Oscar Pluck Dad,
Curriculum Coverage and Review

D 4 - Curriculum Coverage 2014 – 2018

TERM 3, 2016

RUTHERFORD

Learn to Learn: Maker Movement

Review Statements

What worked well?
- Student voice around topics of interest
- Student engagement was phenomenal
- School and community support was fantastic and increased our relationships with those groups
- Students developed skills around co-operation, sharing of resources, helping each other when they were finished, a real whanau caring environment
- Built resilience
- The use of Achievement Objectives was understated but after finishing this unit we have noticed we have covered a vast array of objectives across the curriculum.

What we would change?
- Organisation of resources
- Ensuring student self management is imperative
- Increase the communication to home about what was required
- Trying to eliminate the “laborious questions” to help students be better equipped and to know that the process is all about trial and error.
- A better way to manage and support the students who have not been good at self managing (eg. bringing in their resources).
- Raise Health and Safety awareness
Agency is about student learning and teacher teaching. It is about the teacher providing the right environment, support and approaches to learning that enable learners to develop the skills and attitudes for agency to occur, and about the student being engaged in, and empowered by assuming responsibility of their learning through reflection, goal setting and a range of other self-monitoring behaviours.

Key words that describe student agency; enabling, empowering, self-monitoring, goals, feedback, meta-cognition, active, responsive, self-directed and meaningful.
The Arts Programme

In 2015 we introduced our 'Arts Programme'. Children participate in a range of learning each Thursday. This includes: Visual Arts, Dance, Drama, Music, Tikanga Maori and Mandarin.
Belonging

Our Four Houses

Sir Tristram  Charisma  Young Quinn  Zabeel

Our Four Syndicates

Rutherford (Yr 5&6)

Hillary (Yr 3&4)

Blake (Yr 1&2)

Batten (Yr 0&1)
# Opportunities

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kapa Haka</strong></td>
<td><strong>Peer Mediator</strong></td>
<td><strong>Card Club</strong></td>
<td><strong>Camps</strong></td>
</tr>
<tr>
<td><strong>Glee Club</strong></td>
<td><strong>Leadership Opportunities</strong></td>
<td><strong>Extra Mandarin</strong></td>
<td><strong>RDA</strong></td>
</tr>
<tr>
<td><strong>Numerous Sports Teams</strong></td>
<td><strong>E8Pro Team</strong></td>
<td><strong>Gym Sport</strong></td>
<td><strong>Junior/Senior Buddies</strong></td>
</tr>
<tr>
<td><strong>Enviro Schools</strong></td>
<td><strong>Big C Boys Group</strong></td>
<td><strong>Sewing Club</strong></td>
<td></td>
</tr>
<tr>
<td><strong>House Leader</strong></td>
<td><strong>ESOL Group</strong></td>
<td><strong>Wearable Arts</strong></td>
<td></td>
</tr>
</tbody>
</table>
Student Hauora

- Friends for life
- Keeping Ourselves Safe
- Kia Kaha Programme (2017)
- Life Education
- Peer Mediators
- Life Skills
- Rutherford friendship lunchtimes
- Buddies
- Buddy Bus Stop
- Road Patrol
- Milk in Schools/Healthy Eating Focus
Assessment

Child self assessment through progressions
4 weekly checks in syndicates
Priority and Target Learners Plan
OTJ’s
Moderation
Summative/Formative Assessment Data
Data Wall

Supporting Links
Assessment Site
## Actions for Accelerating Akonga

<table>
<thead>
<tr>
<th>Ability and mixed grouping</th>
<th>ORS</th>
<th>Steps</th>
<th>Active Learning and Maker Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource:</strong> Class programme</td>
<td><strong>Resource:</strong> 0.5FTTE Teacher (pending)</td>
<td><strong>Resource:</strong> T.A</td>
<td><strong>Resource:</strong> 2 hours p/w</td>
</tr>
<tr>
<td><strong>Source:</strong> Teachers</td>
<td><strong>Source:</strong> MOE</td>
<td><strong>Source:</strong> Operations grant</td>
<td><strong>Source:</strong> Classroom teachers</td>
</tr>
<tr>
<td><strong>Identified through:</strong> OTJ, assessment data</td>
<td><strong>Identified through:</strong> Data</td>
<td><strong>Identified through:</strong> data walls, OTJ</td>
<td><strong>Identified through:</strong> PLC, identified needs, prof. devop. course</td>
</tr>
<tr>
<td><strong>Objectives:</strong> To meet the needs through a targeted approach (flexible grouping).</td>
<td><strong>Objectives:</strong> To meet the need of the female student so she can better access and have success within the curriculum</td>
<td><strong>Objectives:</strong> To improve rdg in targeted children through individualised program with adult guidance.</td>
<td><strong>Objectives:</strong> To engage chn through kinesthetic learning focussed on problem solving.</td>
</tr>
<tr>
<td><strong>Reviewed:</strong> Every 4 weeks through data meetings, individ. teachers</td>
<td><strong>Reviewed:</strong> IEP-every 2 months, Annually</td>
<td><strong>Reviewed:</strong> Every 4 weeks-data mtg</td>
<td><strong>Reviewed:</strong> Termly</td>
</tr>
</tbody>
</table>

Targeted use of Teacher Aides

| Resource: | 75 hours per week |
| Source: | TA under SENCO |
| Identified through: | SENCO, assessment data |
| **Objectives:** | 1-1 or group assistance to children with learning or behavioural needs. |
| **Reviewed:** | Termly |

Mathletics

| Resource: | Within class program, homework |
| Source: | Children pay for programme |
| Identified through: | Assessment data. Hillary and Rutherford syndicates |
| **Objectives:** | Increase mathematics confidence, ability and engagement through an online programme. |
| **Reviewed:** | Annually |

Hillary Maharahara Group (GATE)

| Resource: | Within class program, homework |
| Source: | Classroom Teacher |
| Identified through: | Assessment data, teacher recommendation |
| **Objectives:** | To extend a group of Year 3-4 children who are currently sitting ‘above’ A focus is on Enviroschools. |
| **Reviewed:** | Termly |

Reading Recovery

| Resource: | 0.7 FTTE |
| Source: | Staffing |
| Identified through: | Assessment data, SENCO, 4 weekly checks, 5 week assessments |
| **Objectives:** | To provide a 1-1 intensive programme for reading support |
| **Reviewed:** | Annually |
## Actions for Accelerating Akonga

### ESOL Programme
**Resource:** TA  
**Source:** MOE targeted funding by application through entitlement  
**Identified through:** SENCO, school enrolments  
**Objectives:** Language support for ESOL children and new immigrants  
**Reviewed:** Annually

### PLC Research and Implementation
**Resource:** Syndicate teachers  
**Source:** Operations grant  
**Identified through:** Singapore/Melbourne experiences  
**Objectives:** Increase student achievement. To provide teacher's with ongoing inquiry and professional conversation about their own practice.  
**Reviewed:** Annually

### RDA
**Resource:** TA volunteers  
**Source:** Parents pay  
**Identified through:** Assessment data, SENCO, teacher recommendation  
**Objectives:** Encourage participation and the development of individual abilities, with specific goals through riding.  
**Reviewed:** Annually

### Lucid Testing
**Resource:** SENCO  
**Source:** SEG/TFEA  
**Identified through:** Assessment data, SENCO, teacher recommendation  
**Objectives:** provide a solution for quick screening for dyslexia. Information provides teacher with areas of weaknesses.  
**Reviewed:** Annually

### Junior phonics programme (Yolanda Soryl)
**Resource:** Class Tcher, TA, volunteers  
**Source:** Teachers, TFEA  
**Identified through:** Assessment data, phonics tests  
**Objectives:** To increase phonological competence through a structured programme.  
**Reviewed:** Grouping (Every 5 weeks), Programme (Annually)

### Assistive Technology
**Resource:** TA,  
**Source:** GSE  
**Identified through:** SENCO, Lucid testing  
**Objectives:** To provide support to those children with learning barriers through the use of technology  
**Reviewed:** Annually

### Mathematics
**Resource:** Bruce Moody (12 dpa)  
**Source:** Operating grant  
**Identified through:** SENCO, Lucid testing  
**Objectives:** To provide support to those children with learning barriers through the use of technology  
**Reviewed:** Annually

### Reading Eggs
**Resource:** Within class program, homework  
**Source:** RTLB  
**Identified through:** Assessment data, SENCO, targeted children.  
**Objectives:** Extra support for struggling readers through an online programme  
**Reviewed:** Annually

### Assistive Technology
**Resource:** TA,  
**Source:** GSE  
**Identified through:** SENCO, Lucid testing  
**Objectives:** To provide support to those children with learning barriers through the use of technology  
**Reviewed:** Annually
**Actions for Accelerating Akonga**

**Friends for Life**
- **Resource:** 0.2 FTTE terms 1-2
- **Source:** FFL specialist teacher
- **Identified through:** Teacher recommendation, self identification (child)
- **Objectives:** To develop skills and strategies to deal with social situations.
- **Reviewed:** Annually

**PMP**
- **Resource:** TFEA, operational grant gen.
- **Source:** Teacher's, volunteers
- **Identified through:** Junior school
- **Objectives:** To develop the child's perceptions and understandings of himself or herself in relation to her/his world, through movement/motor experiences.
- **Reviewed:** Annually

**COL (Te Puna O Kumeriti)**
- **Resource:** MOE
- **Source:** Two teachers, 24days pa, 8 units
- **Identified through:** Teacher’s inquiry and school need
- **Objectives:** Student agency and cognitive thinking through the 4 CoL hunches and 5 lenses
- **Reviewed:** Bi-annually
Powerful Learning Conversations

PLC happens fortnightly. It has a structured framework which allows for teachers to share, give and receive critical feedback/forward, review, research and collaborate. PLC’s ultimately make a difference to one's own pedagogical knowledge which directly impacts student learning.
Teacher Appraisal System

- Personal Inquiry- PLC Conversations (fortnightly)
- Goal setting with Principal (termly)
- Appraisal (termly)
- PTC- Documenting evidence on site (ongoing)
We believe in a sustainable approach to delivering professional development to create a long term impact on teaching and learning.