

# OXFORD AREA SCHOOL

## Te Kura o Te Poho Rakahua

### STRATEGIC PLAN - ANNUAL PLAN



2023

Principal's endorsement: Mike Hart

Board of Trustees' endorsement: Aaron Campbell

Submission date to Ministry of Education: 1st March 2023



# Oxford Area School

## Te Kura o Te Poho Rakahua

**Kāhui Whetū**

**Tātai Whetū**

**Rau Whetū**

As a community, we align our learning and skills, showing how extraordinary we are.

### Grow together

Thriving • Connected  
Communities

**Kia ngātahi ai te tū, e pakari ai te  
tuarā**

Stand united, stand strong.

- Our school has integral relationships with family, school, community, and the world. We will nurture meaningful connections that ensure we all flourish. The community is at the heart of who we are.

### Learn together

Pioneering • Collaborative  
Learning

**Takata te mōhio, takatā te pai**

Learning will help you in life. It's great  
to learn and have knowledge.

- We are a future-focused school. We will work and learn from and with one another. Our school will flourish in authentic learning by utilising expertise and knowledge around us.

### Shine together

Courage • Success • Pride

**He mahi kai hoaka, he mahi kai  
takata.**

Anything worthwhile requires  
considerable effort. See the rewards  
of your hard work.

- To prepare for an unknown future, we will empower our school to be risk takers and to seek excellence in all we do. We will celebrate all our achievements to foster pride in ourselves, each other, and our school.

**Values**

**Kia whakaute  
Be Respectful**

**Kia haepapa  
Be Responsible**

**Kia manaaki  
Be Caring**

**Kia manahau  
Be Positive**



# Oxford Area School

## Te Kura o Te Poho Rakahua

Kāhui Whetū • Tātai Whetū • Rau Whetū

As a community, we align our learning and skills, showing how extraordinary we are.

### Strategic Plan

2020 - 2023

#### Grow together

Thriving • Connected  
Communities

**Goal** Strengthen the connection between our  
whānau and our school

**Initiatives** Together, we share our learning

**Outcomes** A stronger connection between our  
whānau and our school, all the way  
through to year 13

#### Learn together

Pioneering • Collaborative  
Learning

**Goal** Prepare us for the future

**Initiatives** Learning that sticks with us

**Outcomes** We have strengthened our  
competencies to be positive  
contributors to society

#### Shine together

Courage • Success • Pride

**Goal** Ignite the spark of our  
success

**Initiatives** Connecting us with role models  
Recognising our successes

**Outcomes** We can acknowledge our  
successes with confidence

#### Values

Kia whakaute  
Be Respectful

Kia haepapa  
Be Responsible

Kia manaaki  
Be Caring

Kia manahau  
Be Positive

Critical Success Factors	Three Year Strategic Plan <small>+1 year due to 2020 COVID-19 impact</small>														
	Strategic Goals/Themes	2020/2021				2022				2023				Outcomes	
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4		
Consistent implementation  Shared understanding  Community Education  Strong communication  Coherence	Grow together  “Strengthen the connection between our whānau and our school”					Together, we share our learning								A stronger connection between our whānau and our school, all the way through to year 13	
	Learn together  “Prepare us for the future.”	Learning that sticks with us												We have strengthened our competencies to be positive contributors to society	
	Shine together  “Ignite the spark of our success”				Connecting us with role models				Recognising our successes				We can acknowledge our successes with confidence		
	Other Initiatives -MOE -Govt -Community	CASA	Building Project												Other initiatives complete/ business as usual
		150-year celebration of Oxford Schools prep													
PGC development				NCEA Change programme											
		Aotearoa New Zealand Histories													
Operating in and after a Pandemic (COVID)								Ka Hikitia Ka Hapitia							

## Annual Timeline

Strategic Goals/Themes	Annual Goal	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
<b>Grow together</b> "Strengthen the connection between our whānau and our school"	<b>Wellbeing at School</b> NELP 1-1,2 NELP 2-3					Safe Reporting			Review circle time		Health Curriculum Consultation
	<b>Reporting Review</b> NELP 1-2							Review and develop an action plan			
<b>Learn together</b> "Prepare us for the future."	<b>Deep Learning</b> NELP 2-3,4 NELP 3-5,6 NELP 4-7	Competencies included in Goal setting	Te Ahu o Te Reo Maori 14 workshops + 2 wānaka Deep learning - 4 elements competencies			Kaiako self review - Character (Te Ahu o Te Reo Māori)	6 C's in reporting	Align values and 6 C's		Deep learning beyond the gates	Task moderation Curriculum back mapping
<b>Shine together</b> "Ignite the spark of our success"	<b>Recognising our successes</b> NELP 1-1,2	Review and develop an action plan									
Other Initiatives -MOE -Govt -Community		Building Project									
		NCEA Change programme (incl Lit/Num)									
		Curriculum refresh									

<u>Goal:</u> Strengthen the connection between our whānau and our school	<u>Initiative:</u> Together, we share our learning	<u>Outcome:</u> A stronger connection between our whānau and our school, all the way through to year 13
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Wellbeing at School						
Actions	Responsible	Resources	Measure	Forecast start	Forecast end	Completion
Improving policies and procedures through working collaboratively with students, staff, parents and whānau	School Board	Policy review Board meetings	Policies recognise culture, diversity and backgrounds			
Ensuring there is a process for safe reporting for students, and that concerns are addressed (e.g., an anonymous box, or a system for students to access pastoral care staff	PB4L	PB4L meeting	Strategy developed and implemented	Term 1	Term 2	
Providing training for all staff to ensure any new procedures are consistently implemented.	PB4L	Staff PLD	Consistent management approaches Student feedback	Ongoing		
Tracking school data to look for patterns and trends over time (e.g., W@S data; engagement, attendance, or detention data; data about behaviour incidents and their origin and location; or reasons for suspensions, stand-downs, exclusions, or expulsions).	SLT PB4L BOT		Reports regularly shared			
Exploring through professional learning ways of modelling relationship-building behaviours, using culturally-responsive practices, and developing a culture of care in the classroom (see Cavanagh, 2007).	SLT PB4L	Section Meeting	Wellbeing @ Schools data (Term 3), improvement A self-audit/PB4L audit of teacher effectiveness on developing a culture of care in the classroom.			
Providing class discussion or sharing time for students to talk about their experiences of school life and work together to build strategies that enhance relationships and wellbeing (e.g., approaches such as Jenny Mosley's Quality Circle Time (QCT) can be used for this purpose) - Y9-13 cohort	Learning Mentor DP Yr 7-13 All Year - Focus Term 1	LM meetings, Circle Time, PB4L Folder	Student and staff surveys: impact of Learning Mentor time on relationships/well-being	Term 1	Term 3	



<p>Reviewing curriculum planning and student goal-setting processes to ensure the classroom programme enables students to build the key competencies.</p> <p>Explore (integrate) a programme into the curriculum to support students to build social and emotional competencies.</p>	<p>DL Team SLT Homeroom/LMs</p> <p>PB4L Team Reviews done early 2023, delivered to PB4L committee Term 1</p>	<p>Goal Setting Template</p> <p>Programme Reviews</p>	<p>Goal Setting Template and Process that includes the 6C's Template and Process generated before Week 4 term 1 to be shared to staff prior to Week 5 Goal Setting.</p> <p>Make a decision on whether or not we will proceed with a well-being tool/programme from the review</p>	<p>Term 1</p> <p>Term 1</p>	<p>Term 1, Wk 4</p> <p>Term 1</p>	
<p>Consulting with parents and whānau about school approaches to health and wellbeing (through means appropriate to each school community such as via surveys, hui, fono, or parent meetings).</p> <p>Sharing student W@S data with the parent and whānau community to start a discussion about how local schools and parents could work together to promote health and wellbeing. Including parent and whānau representatives on school health and wellbeing self-review or action planning teams.</p> <p>Regular reporting to parents and whānau and the BoT about W@S data and progress on health and wellbeing goals, and to celebrate students' successes.</p> <p>Working with parents, whānau, and the wider community to actively promote health and wellbeing (e.g., holding whole school events that celebrate student and community health and wellbeing)</p> <p>Offering parents and whānau information and skill-building workshops on school approaches (e.g., parents and whānau</p>	<p>Head of Health and Curriculum Lead PE</p> <p>SLT PB4L</p> <p>PB4L</p> <p>House coordinator, Activities Day coordinator, and Curriculum Lead and Head of Health, 24/7, Community organisations</p>	<p>Potentially external reviewer</p> <p>Newsletter</p> <p>House Day, Activity Days, other events linked to well-being</p> <p>Information evening</p>	<p>Attendance, survey responses</p> <p>Survey responses, and parent involvement in focus groups</p> <p>Summary of results shared with parents via newsletter</p> <p>Increased involvement of community/parents at events (attendance)</p> <p>Workshops are held</p>	<p>Term 1</p> <p>Term 1</p>	<p>Term 4</p> <p>Term 4</p>	

could work with students and staff to explore new school approaches such as restorative practices).	PTA	At least once a year				
Using Home-School Partnerships modules to build connections with parents from different cultural	Lead Kaiako, Community Liaison	Termly Hui	Hui held			
Exploring culturally-responsive approaches to working with parents and whānau to support individual students with behaviour difficulties (e.g., the Hikairo Rationale, Macfarlane, 2007).	Lead Kaiako and SLT lead	Te Ahu o Te Reo Māori Ka Hikitia action plan	Action plan implemented and reviewed Staff using Te Reo Māori to become more culturally responsive			
<b>MILESTONE:</b> <ul style="list-style-type: none"> <li>Kaiako - consistent approach to the school behaviour development plan</li> <li>Tauira - inclusive and safe environment to grow, learn and shine</li> <li>Whānau - clear understanding of processes and supports</li> </ul>						

Reporting Review						
Actions	Responsible	Resources	Measure	Forecast start	Forecast end	Completion
Review existing reporting including use of Educa, Learning Progressions, Academic Profiles, Learning conferences	SLT HODs Team Leads	Educa Edge Parent interviews	Stakeholder survey and focus groups	Term 3	Term 3	
Develop an action plan from the review for 2024	SLT HODs Team Leads	Review	Completed plan	Term 3	Term 3	
<b>MILESTONE:</b> <ul style="list-style-type: none"> <li>Kaiako - input into review and new plan developed</li> <li>Tauira - input into review</li> <li>Whānau - input into review</li> </ul>						



<u>Goal:</u> Prepare me for the future	<u>Initiative:</u> Learning that sticks with me	<u>Outcome:</u> We have strengthened our competencies to be positive contributors to society
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Learning that Sticks with Me (Deep Learning) - 2023							
Phase	Actions	Responsible	Resources	Measure	Forecast start	Forecast end	Completion
<b>Phase 1: DESIGN</b>  <i>Getting started (from 2021)</i> <ul style="list-style-type: none"> <li>Defining DL</li> <li>6 Cs and 4 dimensions</li> <li>DL progressions</li> <li>School conditions for DL</li> </ul> <i>We know we will be successful when teaching staff are about to use the learning language and tools to improve their teaching practice.</i>	Set a goal on "Character" - taurira to reflect where they are on the progression and next steps	Lead learners CORE All staff	One staff meeting/Section or Team Meeting	Competency progressions Student Educa reflections	Week 1, Term 1	Week 5, Term 1	
	Prepare a task for NZ moderation	Lead learners	NPDL Time to format it to the correct way PLD Provider meeting for NPDL Team	1 Task, 5 people writing it up/supporting	Week 1, Term 1	Week 1, Term 2	
	Align Deep Learning with Vision Matrix of Values and Competencies	Lead Learners SLT	PLD Provider	Localised curriculum in progress - Incorporation of competencies into our "plan on a page" - Matrix developed	Week 5, Term 1	Week 3, Term 3	
	Sharing the learning with whānau DL Launch "Learning how to learn"  6Cs - start with Character and drop down to Dimensions has been added to EDUCA and will be highlighted in the last OX weekly of Term 3, 2022. 2023 - Language now used in Educa for Goal Setting and Posts.	All Staff Lead Learners (analysis)	Educa Get 6Cs added to Educa Templating	Sample of EDUCA Stories generated by staff and see the Deep Learning Terminology being used.	2022	Week 10, Term 2  Launch for the community 2023 planning underway.	

<b>Phase 1 MILESTONE:</b> <ul style="list-style-type: none"> <li>Kaiako are speaking the learning language, using the tools to inform improvement</li> <li>Tauira are able to recognise the six competencies</li> <li>Whānau are able to understand the importance of learning to learn through deep learning</li> </ul>							
<b>Phase 2: MAKE IT HAPPEN</b>  Deepen the learning	Learn and complete the "Moderation Protocol" for kaiako	Lead learners	Deep Learning Partner meetings x3	Four dimensions rubric (precision)	Term 3, 2022	End of Term 4, 2023	
	Staff to have had a task moderated by a lead.		2 Staff Meetings - One to introduce, one to have a go with partner	Internal moderation process - against an Element completed by all kaiako			
	Reporting formats To determine the best way to report tauira progression against the competencies	SLT Leads All Staff	Support from Margot, examples of other schools	System for reporting has been developed	Term 3, 2022	Term 4	
	Include learning language in school communication strategies	All staff	Hail.to	Language visible in communications	Term 1	Term 1	
	Deepen literacy and mathematics	All staff	Writers Toolbox SSEP (Year 9/10)	Consistent literacy and mathematics programmes/tools taught	Term 1	Term 4	
<b>Phase 2 MILESTONE:</b> <ul style="list-style-type: none"> <li>Kaiako using the moderation protocol to improve practice</li> <li>Tauira can place themselves on the competency learning progression and identify their next steps.</li> <li>Whānau are noticing deep learning language in reporting processes</li> </ul>							
<b>Phase 3: FINDING WHAT WORKS</b>  Accelerating the learning  "Learning from the work"	Competency Self-assessment  Self-assessment using the Character Rubric for staff on their Te Reo journey against the PGC requirement. Students to complete against Character Rubric for Goal setting/Creativity against tasks/units done	Lead learners  All staff	Staff Meeting Time for staff and students to complete a pre-self assessment + a post-self-assessment  Goal setting day	Progress in student goal setting - evidence against goals  Progress in staff competency learning a language.	Term 1	Term 2	
	Building networks within the NZ NPDL network Deep Learning Leads contribute to Webinar	Leads  All Staff	Leads to travel to other schools that use Deep Learning in their schools. Margot to provide schools to visit	Team knowledge of DL in other schools.  Report to the staff of DL in action	Term 2	End of 2023	
	Using DL outside the school gates	All staff	Deep Learning for Parents/Community Session, Term 2, 2023 TBC Visible use of DL	Whānau, tauira stories in Educa  Everyone when sending comms to the community	Continuing through 2023	Assess progress at the end of 2023.	

			language on EOTC events Improving use of DL Language in Educa/Newsletter/ etc				
	Back map across the curriculum  Using RF PLD to centralise and consolidate the work done in DL and other aspects of Curriculum so we have one document that is "US" at Oxford Area School	Lead learners  SLT	PLD Provider	OAS Localised Curriculum	Term 1	Term 4	
<b>Phase 3 MILESTONE:</b> <ul style="list-style-type: none"> <li>• Kaiako develop and deliver deep learning collaborating outside of our school</li> <li>• Tairā understanding and using the 6 C's to set and action goals</li> <li>• Whānau contributing to student deep learning progress</li> </ul>							

Goal: Ignite the spark of success	Initiative: Recognising our Successes	Outcome: We acknowledge our successes with confidence
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Prizegiving Review						
Actions	Responsible	Resources	Measure	Forecast start	Forecast end	Completion
Review prize givngs and awards	SLT Middle Leaders		Surveys and focus groups	Term 1	Term 1	
Develop an action plan from the review for 2023 prizegivings	SLT Middle Leaders		Completed action plan	Term 1	Term 1	
<b>MILESTONE:</b> <ul style="list-style-type: none"> <li>Kaiako - input into review and new plan developed</li> <li>Tauira - input into review, recognition as a successful student at Oxford Area School</li> <li>Whānau - input into review, pride in their child (ren)'s successes</li> </ul>						

# Academic Targets

*\*Target students exclude those on a learning support plan*

The students identified below will make accelerated achievement resulting in more than one year's progress in **Reading**

Baseline Data (EOY 2022)	Y4 (Tipu Māia)	Y7	Y8 (Tipu Māia)	Y9	Y10
Total no. of students who are at or above the expected curriculum level.	18	29	28	32	38
No. of target students not achieving at the expected curriculum level.	7	7	15	9	10

The students identified below will make accelerated achievement resulting in more than one year's progress in **Writing**

Baseline Data (EOY 2022)	Y4 (Tipu Māia)	Y5	Y6	Y7	Y8 (Tipu Māia)	Y9	Y10
Total no. of students who are at or above the expected curriculum level.	17	18	26	23	20	28	40
No. of target students not achieving at the expected curriculum level.	10	8	8	10	13	10	8

The students identified below will make accelerated achievement resulting in more than one year's progress in **Maths**

Baseline Data (EOY 2022)	Y5	Y7	Y8 (Tipu Māia)	Y9	Y10
No. of students who are at or above the expected curriculum level.	26	29	21	24	24
No. of target students not achieving at the expected curriculum level	7	9	17	14	10

The students identified as below will make accelerated achievement resulting in gaining a qualification and an increase in endorsed students in NCEA

#### Baseline Data

Achievement (EOY 2022)	Year 12
No. of students who are at or above the expected NCEA qualification level.	46
No. of target students not achieving a qualification at the expected NCEA level	7
Endorsement (EOY 2022)	Year 12
No. of target students who gained Merit	8
No. of target students who gained Excellence	7

## Attendance Targets

We aim to meet the targets as outlined in the Attendance and Engagement Strategy by 2024.

Percentage of students	Chronic Attendance Less than 70%	Moderate Attendance 70% - 80%	Regular Attendance More than 90%
Baseline	14.5%	19.1%	37.9%
Target	6%	10%	60%

## Wellbeing Targets

Annually our students from years 5-12 participate in the Wellbeing at Schools national survey. The figures listed are median values from the survey. We are targeting three of the climate dimensions. We are targeting an increase in the median.

	School-Wide	Teaching and Learning	Partnerships
Baseline	Y5-6 273.9 Y7-12 225.7	Y5-6 271.1 Y7-12 224.2	Y5-6 781.2 Y7-12 249.8

## Commitment to Tipu Māia

### Tipu Māia Kāhui Ako

13 Schools and one ECE are members of Tipu Māia Kāhui Ako – a community of 13 schools made up six area schools and seven contributing primary schools on the peripheral of the Christchurch region. The region extends towards Oxford and Hanmer Springs in the west, Cheviot to the north and Akaroa in the east. At the heart of the cluster are the shared values of education from years 1-13 and the challenges faced with being geographically isolated.

Our vision for this community::

- “ Brave, capable confident learners working together in high-quality schools with excellent teaching to create the best future for every learner”

Our Kāhui Ako comprises:

- Greta Valley, Hanmer Springs, Omihi, Rotherham, Waiau, Waikari, and Waipara primary schools; Akaroa, Amuri, Cheviot, Hurunui, Oxford, and Rangiora New Life area schools



# ANALYSIS OF VARIANCE 2022

Improvement Plan - Domain Learning						
Tipu Māia AC: Maths Challenge: Our challenge is to raise mathematics achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.						
Strategic Goals: Learn Together						
Annual Goal: Learning that sticks with me		Annual Target: The students identified below will make accelerated achievement resulting in more than one year's progress in <b>Mathematics</b>				
Baseline Data Maths:						
	Y4	Y6	Y7	Y8	Y9	Y10
SOY 2022						
No. of students who are at or above the expected curriculum level.	75%	61%	62%	74%	62%	42%
No. of target students not achieving at the expected curriculum level	25%	39%	38%	26%	38%	58%
EOY 2022 Outcomes						
No. of target students who are at or above the expected curriculum level.	89%	50%	18%	44%	22%	20%
No. of target students not achieving at the expected curriculum level	21%	21%	82%	56%	71%	76%
No. of target student Leavers	0%	29%	0%	0%	7%	4%
EOY 2022 Acceleration						
No. of target students accelerated	4%	50%	55%	89%	38%	52%
Actions	Reasons for the variance			Evaluation		
Year 4-6						

Mixed ability and ability groups Introduction to rapid routines from JITM Concrete materials Rich maths tasks/real life context Open ended maths tasks for our learners in problem solving	Teachers have embraced and implemented Rapid Routines from Just In Time Maths.  Teachers have made a point of explicitly teaching to students' needs and ensuring they get the support and understanding needed to progress with their learning.  Small class sizes in 2022 has allowed us to spend more time with our target students.	Implementation of a Y1-6 maths LTP focusing on rich tasks  PLD to develop teacher knowledge and skill  Greater understanding of how to use rapid routines as a teaching tool and diagnostically
<b>Year 7-8</b>		
Introduction to rapid routines from JITM Concrete materials Rich maths tasks/real life context Open ended maths tasks for our learners in problem solving Mixed ability and ability grouping	Consistent maths sessions  Just in Time Maths began to be implemented  Engaging maths sessions planned with hands on activities  Use of materials  Use of maths language  Collaborative planning in peers	Focus on daily rapid routines at the beginning of each session  PLD to upskill teachers  Long term planning across the school to determine what we will teach in each year level to help students have success with the new Maths standard
<b>Year 9-10</b>		
All classes are mixed ability Classes. 'Starters' covering all of the curriculum to increase retention of knowledge. Explicitly taught calculator skills Use of Walker Books, which means students can choose the curriculum level of in-class bookwork they do. Open ended Maths Tasks. Real Life contexts Use of Kahoots as a teaching tool, to engage students. Joined SSEP	Collaborative planning Improved knowledge of where students are 'at' in Maths, and the skills that they need to improve on. Walker Books SSEP trips meant that students could see the reason for learning Maths, as they could apply it (and see it being applied) in actual jobs.	'Starters' to start lessons (covering whole curriculum) Use Walker Books across all topics. Continue pushing use of (students' own) calculator. Mixed ability Grouping Real-life relevant Mathematics.

Improvement Plan - Domain Learning					
Strategic Goals: Learning together					
Annual Goal: Learning that sticks with us		Annual Target: The students identified below will make accelerated achievement resulting in more than one year's progress in <b>Reading</b>			
Baseline Data: Reading					
	Y4	Y6	Y7	Y8	Y10
SOY 2022					
No. of students who are at or above the expected curriculum level.	79%	66%	69%	74%	75%
No. of target students not achieving at the expected curriculum level	21%	34%	31%	26%	25%
EOY 2022 Outcomes					
No. of target students who are at or above the expected curriculum level.	33%	58%	22%	66%	27%
No. of target students not achieving at the expected curriculum level	67%	25%	78%	33%	73%
No. of target student Leavers	0%	17%	0%	0%	0%
EOY 2022 Acceleration					
No. of target students accelerated	33%	58%	78%	78%	27%
Actions	Reasons for the variance		Evaluation		
Year 4-6					
Target Groups using SL programme with one teacher Ability grouping for reading across 4 Y5/6 homerooms A variety of assessment tools are used to gauge student achievement and progress Target groups The Code across all rooms	SL target groups, TA supporting these students when available  Grouping across 4 homerooms  Discussions about student needs		Follow up from Liz Kane TOD- revisit consistency of Code lessons in our rooms  Expand SL target groups to incorporate children in all homerooms  Use Teacher expertise with SL		

	<p>Making literacy links obvious e.g. Code lessons, Writers toolbox sentence types, reading features</p> <p>Using diagnostic tools to determine student needs</p> <p>Purposeful reading across the curriculum</p>	<p>Continue collaborative teaching</p> <p>Bring TAs up to speed with some SL support activities they can do with students</p>
<b>Year 7-8</b>		
<p><b>Y7/8</b></p> <p>Implementation of structured literacy and The Code Kilpatrick tool</p> <p>A variety of assessment tools are used to gauge student achievement and progress</p> <p>Target groups</p> <p>Ability grouping across 2 year 7/8 homerooms</p> <p>Jo Anderson RTLb- working with students and teacher PLD of structured literacy</p> <p>Using Writers toolbox- reading comprehension</p>	<p>Explicit teaching in small groups</p> <p>TA support when available</p> <p>Collaborative teaching</p> <p>Team discussions - sharing ideas and expertise</p> <p>Jo Anderson RTLb</p> <p>The Code course with Liz Kane helped upskill teachers</p> <p>Using diagnostic tools to determine student needs</p> <p>Purposeful reading across the curriculum</p>	<p>Implementing new learnings from the PLD from Liz Kane</p> <p>Consistency of code lessons</p> <p>Expand SL target groups to incorporate children in all homerooms</p> <p>Continuation of collaboration of the team</p> <p>Upskill new staff on the Code</p>
<b>Year 9-10</b>		
<p><b>Y9/10</b></p> <p>A variety of assessment tools are used to gauge student achievement and progress</p> <p>Writers Toolbox</p> <p>Wide reading</p>	<p>Using the reading comprehension feature in the Writer's Toolbox programme</p> <p>Continuation of emphasis on the Wide Reading Project</p> <p>Using online tools for reading activities</p> <p>Teacher reading aloud and discussing comprehension verbally</p>	<p>Continue to use Writer's Toolbox but looking ahead to NCEA changes in literacy.</p> <p>Building in more reading comprehension tests and being consistent with this.</p> <p>Encouraging students to critique reading and ask questions of material.</p>

Improvement Plan - Domain Learning					
Tipu Māia AC: Writing Challenge: Our challenge is to raise writing achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.					
Strategic Goals: Learning together					
Annual Goal: Learning that sticks with us		Annual Target: The students identified below will make accelerated achievement resulting in more than one year's progress in <b>Writing</b>			
Baseline Data: Writing					
	Y4	Y6	Y7	Y8	Y10
SOY 2022					
No. of students who are at or above the expected curriculum level.	68%	46%	62%	74%	57%
No. of target students not achieving at the expected curriculum level	32%	54%	38%	26%	43%
EOY 2022					
No. of target students who are at or above the expected curriculum level.	44%	50%	28%	66%	66%
No. of target students not achieving at the expected curriculum level	45%	35%	72%	44%	34%
No. of target student Leavers	11%	15%	0%	0%	0%
EOY 2022 Acceleration					
No. of target students accelerated	44%	50%	64%	78%	67%
Actions	Reasons for the variance		Evaluation		
Year 4-6					
Regular Quick Writes Moderation of Writing Samples Target groups	Explicit modelling and practice using different sentence types, using a variety of resources		Consistency in Code lessons, improve our revision part  Explore next steps in Writers Toolbox as part of our PLD at		

Writers Toolbox	<p>Using writing across the curriculum</p> <p>Regular sharing of writing in pairs and across team (celebrate success)</p> <p>Quick Writes regularly and sharing successes with students</p> <p>Implementation of The Code and regular dictation as part of it</p>	<p>team level</p> <p>Continue to use Sheena Cameron and Louise Dempsey resources especially new poetry book</p>
<b>Year 7-8</b>		
<p>Regular Quick Writes</p> <p>Writers Toolbox</p> <p>Moderation across cohorts</p> <p>Target groups</p> <p>Modelling of sentence styles</p> <p>Integration of sentence styles into inquiry and reading</p> <p>Modelling of different writing genres</p>	<p>Some students were motivated by quick writes and getting more words each time</p> <p>Explicit modelling and practice using different sentence types, using a variety of resources</p> <p>Continued PLD of Writers toolbox</p> <p>Online Writers toolbox motivating</p> <p>Consistency of writing across the week</p> <p>Shared brainstorming sessions prior to writing to engage and motivate all writers</p> <p>Implementation of The Code and regular dictation as part of it</p>	<p>Consistency in Code lessons</p> <p>Explore next steps in Writers Toolbox as part of our PLD at team level</p> <p>Continue to use Sheena Cameron and Louise Dempsey resources especially new poetry book</p> <p>Continue with collaborative moderation practices within the team</p>
<b>Year 9-10</b>		
<p>Writers Toolbox</p> <p>Providing a variety of engaging activities to promote writing.</p> <p>Encouraging device use for writing.</p> <p>Explicit teaching of the editing process</p> <p>Common tests and assessments</p>	<p>Increased focus on moderation processes across all 5 English Teachers to ensure consistency in marking, and to inspire a more collaborative approach to OTJs.</p> <p>Increased common writing tests across the year.</p> <p>Heavily utilised the Writer's Toolbox as a complementary teaching and learning tool. The programme continues to motivate student writing.</p>	<p>Continue to use Writer's Toolbox</p> <p>Include literacy testing as part of the writing process</p> <p>Continue with common testing across the 9/10 cohort.</p> <p>Continue with collaborative moderation practices within the English department, as well as across the school - this will ensure consistency.</p>

	<p>Increased the language of writing across the school to ensure students are exposed to it and understand requirements of writing.</p> <p>Increased focus on implementing more writing tasks throughout the year.</p> <p>Scaffolding tasks.</p> <p>Deliberate focus on sentence types, as well as editing.</p> <p>Expanded moderation processes across the school.</p>	
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