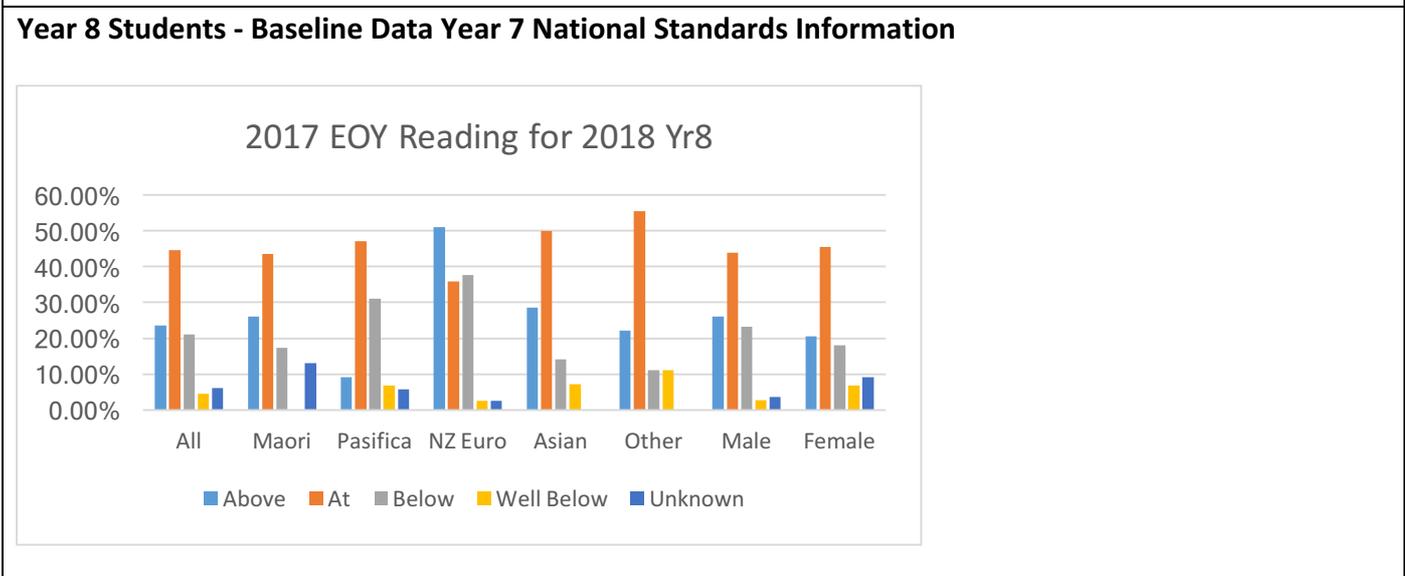
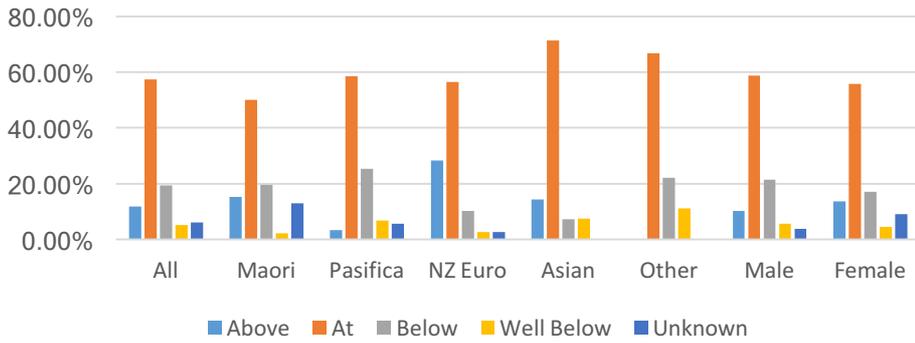


<p>Charter Strategic Aims</p>	<p>Achieving: Prepare and empower ākonga/ learners to take responsibility for their next learning steps.</p> <p>Communicating: Acknowledging, celebrating and promoting progress and success by ākonga/ learners knowing where they are within their individual learning journey</p> <p>Engaging: Respond to the needs and challenges positively and proactively</p>
-------------------------------	---

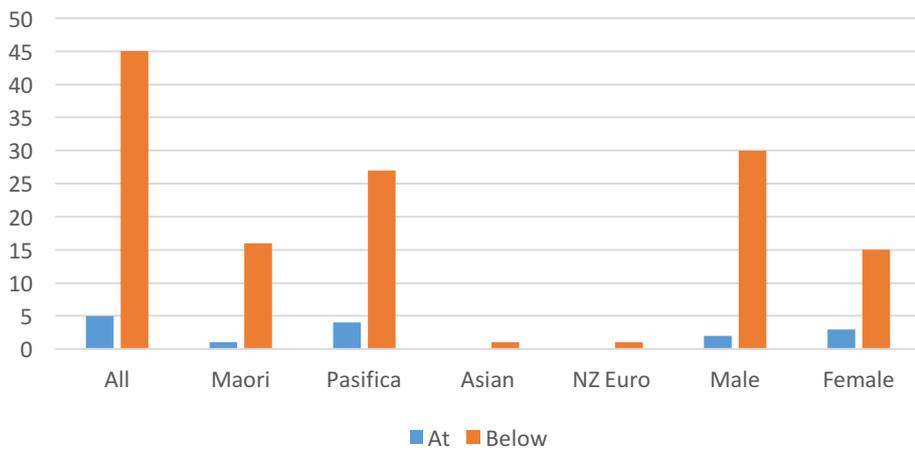
<p>Strategic Response</p> <p>Achieving:</p> <ol style="list-style-type: none"> 1. Use SOLO Taxonomy model to deepen ākonga/ learners understanding and drive confidence, motivation and self determination 2. Being innovative and collaborative in our teaching practice. 3. In line with the Education Council Codes implement and refine robust staff performance appraisal system to ensure quality teaching and learning <p>Communicating:</p> <ol style="list-style-type: none"> 1. Give ākonga/ learners the ability to communicate with whanau where they are in their learning, progress, achievements and learning aligned to their individual goals. 3. Whanau is informed about their ākonga/ learner’s academic achievement and how to strengthen and foster learning at home <p>Engaging:</p> <ol style="list-style-type: none"> 1. Teachers will develop a holistic understanding of their ākonga/ learners so that they know their strengths and interests to build positive relationships. 2. Establish an inclusive approach to ensure that all the needs of the ākonga/ learners are met.



2017 EOY Writing for 2018 Yr8



Writing Y6 OTJs for 2018 Yr 7 Target Students



	AT	BELOW
ALL	5	45
MAORI	1	16
PASIFIKA	4	27
ASIAN	0	1
NZ EUROPEAN	0	1
MALE	2	30
FEMALE	3	15

Year 7 Targets

1. To raise the achievement of the 50 identified ākonga who were **BELOW** at the end of the Year 6 National Standard in 2017

Maori 16 Pasifika 27 Asian 1 NZ European 1

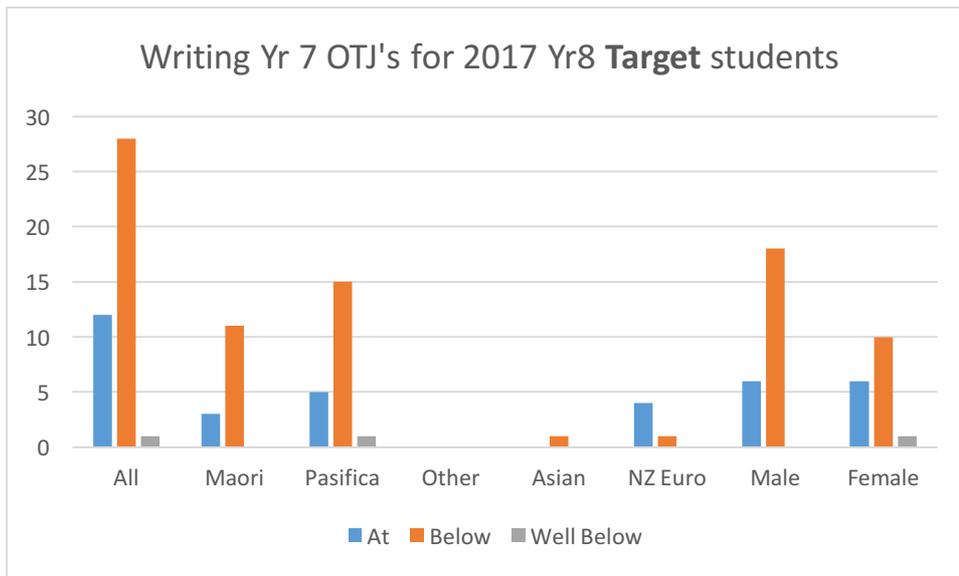
2. There are 5 ākonga who were **AT** at the end of Year 6 National Standard in 2017. Initial Writing samples indicate that they have the potential to slip or improve in their achievement.

Maori 1 Pasifika 4

3. Targets for 2018:

- That 75% of Year 7 target students for Writing will be shifted from **BELOW** to **AT** (70% of NS)
- That 85% of Year 8 target students for Writing will be shifted from **BELOW** to **AT** (70% of NS)

- That 100% of the Year 8 IEP students meet 70% of their IEP goals by the end of 2018
- That all our 11 Year 7 IEP students meet 50% of their IEP goals by the end of 2019
- That 80% Of Year 7 and 8 students on IBP meet 100% of their goals by the end of 2018



	AT	BELOW	WELL BELOW
ALL	12	28	1
MAORI	3	11	0
PASIFIKA	5	15	1
ASIAN	0	1	0
NZ EUROPEAN	4	6	0
MALE	6	18	0
FEMALE	6	10	1

Year 8 Target

1. To raise the achievements of all students who did not reach the target in 2017 from BELOW the end of the Year 7 standard to AT at the end of Year 8 standard by the end of 2018.
2. To ensure that accelerated progress is made by all students in 2018 and that learning is improved.

NOTE: The school is developing a new assessment system as a shift from National Standards.

Planned Actions	Time Frame	Who will do it?	Resourcing/Support
<p>The process taken to identify and track target students:</p> <ul style="list-style-type: none"> • Beginning of Feb. – select students from 2016 National Standard OTJs, read 2017 reports and previous school profile sheets. 	End of February	<p>Class teachers</p> <p>Class teachers</p>	<ul style="list-style-type: none"> • Previous year's report • ROI profile sheets completed by Y6 teachers • Teacher and Principal time

<ul style="list-style-type: none"> • Beginning of the year writing exercises during “Getting to know you” phase, introduction letter, holiday recounts. • Class teacher establish target student and devise their action plans. • Individual teacher action plans perused and information provide is used to establish a school-wide plan. <p>Teachers will receive PaCT tool training</p>		Deputy Principal	
<p>Effective Teaching to support target students:</p> <ul style="list-style-type: none"> • Employ formative and summative assessment practices. • Analysis and break down of assessments with students. <p><u>AsTTle Writing :</u></p> <ul style="list-style-type: none"> • unpack results with students • show/scaffold students to understand their results according to AsTTle dimensions. • Teacher/Peer conversations to facilitate next steps for learning and formulate learning goals for the term <p><u>Formative and Summative Assessment</u></p> <ul style="list-style-type: none"> • Unpack SOLO maps to show levels at which students can work. • Scaffold students to understand the progress of that is required to shift learning • Establish learning needs required to move closer to A or ABOVE level • Teacher consistently refer to these learning steps deliberately plan structured programmes aimed at lifting achievement. • Use SOLO progression to establish extended learning. <p><u>Literacy Progressions (guide)</u></p> <ul style="list-style-type: none"> • Serve as a scaffold for curriculum planning • Students to be shown how they can move or shift their learning using SOLO to self-assess their writing. <p><u>Ascertain barriers to Learning</u> Ask students to use Y-chart-</p> <ul style="list-style-type: none"> • What factors impacted on positive achievement in the test • To articulate reasons for their attitude towards writing • Explain what they would like to write about • To write in their mother tongue (ESOL students) and then translate 	<p>On going</p> <p>Mid- February</p> <p>Ongoing throughout the year</p>	<p>Class Teacher</p> <p>Class Teacher</p> <p>Class Teacher</p> <p>Class teacher</p> <p>Class teacher</p>	<ul style="list-style-type: none"> • SOLO Maps • Clarity in the Classroom – all teachers have this book in the classroom • AsTTle • Literacy Progressions (used a guide) • Teacher’s Weekly Planning • Teachers planning in their teams • Planning time • SOLO rubrics • SOLO symbols and language

<ul style="list-style-type: none"> • To speak about what they want to write and record themselves (oral stories) <p>Teaching Strategies</p> <ul style="list-style-type: none"> • Employ deliberate acts of teaching (Effective Literacy Practice) use modelling, prompting, clear instructions, repeated opportunities for students to practice. • Reciprocal teaching practices • Use Writing progressions, AsTTle results to plan effective learning experiences to improve outcomes in writing. • Ability grouping, flexible grouping, peer tutoring. • Inclusion of e-learning – strategies taught to teacher by David Kinane. Record, play back and write. • Assistive technology, type instead of write as a form of engagement. • Explicitly teaching comprehension strategies and link to writing. • Guided Writing sessions at least twice a week. • Regular conferencing with target groups/individuals. • Feedback/feedforward sessions with target students. • Clear learning intentions and success criteria so that students have clarity in learning and how they can achieve it. • Students taught how to self-assess writing against success criteria, progression standards. • Deliberate teaching of the structure of various writing styles. • Teaching of spelling, grammar, punctuation 	<p>Term 1</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Class teacher</p>	<ul style="list-style-type: none"> • Planning, time, teaching, photocopying, making resources • <i>Effective Literacy Practice Years 4 to 8</i> • Literacy Learning progressions • Digital resources and e-learning strategies • Teachers CRT • <i>Clarity in the Classroom</i> • Resources online and/or hardcopy to support teacher content
<p>Tracking and catering for students' needs</p> <p>Teachers to deliberately and regularly track writing progress through:</p> <ul style="list-style-type: none"> • Modelling books • Marking workbooks on a regular basis • Parents to sight and sign, comment in books on a fortnightly basis. 	<p>Regular intervals throughout the year</p>	<p>Class teacher</p>	<ul style="list-style-type: none"> • Modelling books • Emailing parents • <i>Spelling Under Scrutiny</i> • AsTTle

<ul style="list-style-type: none"> • Use 10-minute Writing samples to show progression in spelling, structure, language ideas, vocabulary, and punctuation. • Use of Spelling GAP Analysis to remedy learning gaps, AsTTle writing test used to create learning experiences • Note learning gaps in AsTTle Writing • PaCT used to moderate or formulate OTJs 	<p>Each term</p> <p>Ongoing throughout the year</p>	<p>Class teacher</p> <p>Class teacher</p>	<ul style="list-style-type: none"> • Literacy Progressions and ELLP • PaCT tool
<p>Professional Learning and Development for teachers</p> <ul style="list-style-type: none"> • David Kinane –using ICT in Literacy • Pam Hook – using SOLO in English • Teachers sharing resources • Teachers observing each other • Educational/Academic readings in team and professional learning circles 	<p>Ongoing throughout the year</p>	<p>David Kinane</p> <p>Pam Hook</p> <p>Class Teachers</p>	<p>PLD course – David Kinane</p> <p>PLD – Pam Hook</p> <p>Video observation and conversations</p> <p><i>Effective Literacy Practice and Clarity in the Classroom</i> books</p>
<p>Leadership – Monitoring, coaching and supporting:</p> <ul style="list-style-type: none"> • Team meetings – discussing target students • Seeking support from Literacy team • Teachers offering support and expertise • Sharing good practice • Share knowledge regarding thinking skills • Open to new learning and ideas <p>Student – Led conferences</p> <ul style="list-style-type: none"> • Share learning with parents • Show progress in learning and stating reasons thereof. • Stating strengths and weaknesses and include next learning goals • Bring parents on board and seek support <p>Hui/Fono/Mate Evening</p> <ul style="list-style-type: none"> • Consistent communication with whanau. • Whanau, teachers, ākonga and community sharing ideas and explaining what measures can be taken at home to learning and resources. 	<p>Ongoing throughout the year</p> <p>Term 1 and 3</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Literacy Curriculum leader</p> <p>Team leader</p> <p>Class teachers</p> <p>Class teachers</p> <p>Leadership team, class teachers</p>	<p>Discussion at team meetings</p> <p>Minutes of meetings</p> <p>Share literacy expertise with team</p> <p>Time/days allotted to student-led conferences</p>
<p>Pasifika Education Plan and Ka Hikitia</p> <p>Get to know my ākonga/learners</p>			<ul style="list-style-type: none"> • Ka Hikitia and PEP documents

<ul style="list-style-type: none"> • Establish learning goals and how they will achieve these goals • Establish that they know their strengths and areas of concerns that are specific for next steps of learning. • Get to know ākongā’s interest, passions, sport, hobbies, religion, and family pursuits. • Get to know ākongā as individuals and how they fit within their family structure. • Get to know ākongā’s whanau, keep in regular communication about ākongā’s progress • Learn to pronounce ākongā’s name correctly. • Show appreciation and respect for ākongā’s culture, world view with a genuine interest. • Set expectations that ākongā can achieve 	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Term I and then ongoing</p>	<p>Leaders and teachers</p> <p>All teachers</p>	<ul style="list-style-type: none"> • Hui/Fono/Mate Evening • Student-Led conferences • Surveys • Emailing and telephoning • Readings • Speaking with Maori and Pasifika staff
<p>Teacher as Inquirer</p> <ul style="list-style-type: none"> • Establish an inquiry question relating to Writing. • Plan the inquiry using the Inquiry Planning template: <ul style="list-style-type: none"> • Consider what worked and why • Adapt personal teaching practice considering what worked well • Try different/effective methodologies, looking for new and innovative ways to teach. • Consistent conversations with students to find out what teaching strategies worked well. • Speak to other staff who are experts, eg, ESOL, Specialist teachers. • Observe other teachers in and out of ROI. • Allow student advocacy, student voice, more engagement results in greater control or ownership of learning. • Personal and professional goals, regular planning and reflective process. • Keep a record of Inquiry. • Read “I have something to Say” by Gail Loane 			<ul style="list-style-type: none"> • Teacher as an Inquirer template • Attend team meetings to discuss progress • Research new and innovative ideas/methods • Revisit and reflect on goals throughout each term • Track students progress and make it clear to students • Professional Learning Journey folder/online • Reading - <i>I have Something to Say</i> by Gail Loane

Charter Strategic Aims

Achieving: Prepare and empower ākonga/ learners to take responsibility for their next learning steps.

Communicating: Acknowledging, celebrating and promoting progress and success by ākonga/ learners knowing where they are within their individual learning journey

Engaging: Respond to the needs and challenges positively and proactively

Strategic Response

Achieving:

1. Use SOLO Taxonomy model to deepen ākonga/ learners understanding and drive confidence, motivation and self determination
2. Being innovative and collaborative in our teaching practice.
3. In line with the Education Council Codes implement and refine robust staff performance appraisal system to ensure quality teaching and learning

Communicating:

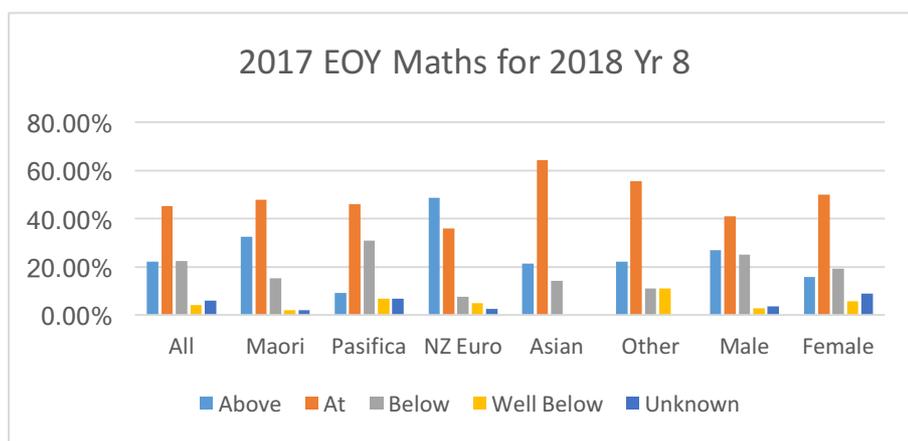
1. Give ākonga/ learners the ability to communicate with whanau where they are in their learning, progress, achievements and learning aligned to their individual goals.
3. Whanau is informed about their ākonga/ learner's academic achievement and how to strengthen and foster learning at home

Engaging:

1. Teachers will develop a holistic understanding of their ākonga/ learners so that they know their strengths and interests to build positive relationships.
2. Establish an inclusive approach to ensure that all the needs of the ākonga/ learners are met.

Year 8 Mathematics target

To raise the achievement of all ākonga/ learners who are operating below the standards in Mathematics and Statistics.



Mathematics Term1

The following test are being conducted:

IKAN

GLoSS

E - AsTTle – all strands

Statistics and Number Pre-tests

ROYAL OAK INTERMEDIATE 2018 TARGETS FOR RAISING STUDENT ACHIEVEMENT: MATHEMATICS

Charter Strategic Aims	<p>Achieving: Prepare and empower ākongā/ learners to take responsibility for their next learning steps.</p> <p>Communicating: Acknowledging, celebrating and promoting progress and success by ākongā/ learners knowing where they are within their individual learning journey</p> <p>Engaging: Respond to the needs and challenges positively and proactively</p>
------------------------	---

Strategic Response

Achieving:

1. Use SOLO Taxonomy model to deepen ākongā/ learners understanding and drive confidence, motivation and self determination
2. Being innovative and collaborative in our teaching practice.
3. In line with the Education Council Codes implement and refine robust staff performance appraisal system to ensure quality teaching and learning

Communicating:

1. Give ākongā/ learners the ability to communicate with whanau where they are in their learning, progress, achievements and learning aligned to their individual goals.
3. Whanau is informed about their ākongā/ learner's academic achievement and how to strengthen and foster learning at home

Engaging:

1. Teachers will develop a holistic understanding of their ākongā/ learners so that they know their strengths and interests to build positive relationships.
2. Establish an inclusive approach to ensure that all the needs of the ākongā/ learners are met.

Curriculum Area:

SPECIAL NEEDS – STUDENTS ON INDIVIDUAL EDUCATION PLANS

	IEP		IBP	
	Yr 7	Yr 8	Yr 7	Yr 8
Maori	2	0	3	1
Pasifica	5	4	0	1
NZ Euro	3	1	0	0
Asian	1	1	0	0
Other	0	1	0	0
Total	11	7	3	2

In 2017:

- A Year 7 male Samoan student was given RTLB assistance. In 2018, he no longer receives RTLB due to the progress made in throughout the previous year – in 2017 he met three of his four set target. He will continue to work with a Learning Assistant due to his high medical needs.

In 2018:

- A Year 8 female students NZ European student will continue to receive Ongoing Resourcing Scheme (ORS) funding and Resource Teacher of Learning Assistance.
- Three Year 7 boys receive Assistive Technology. One

2018 Target

Our target is for our seven Year 8 IEP students to meet 70% of their IEP goals by the end of 2018. (be cognisant that IEP students are operating at Level 1 of the New Zealand Curriculum. Some of these students are pan-globally delayed and historically have made limited progress because of their presenting issues.

Our eleven Year 7 IEP students will be tracking towards their goals as set in their IEPs and they should reach their goals by the end of 2019.

Our five Y7 and Y8 students on IBPs will be given support by our SWIS, school counsellors and outside agencies. Their goals will be revised throughout 2018, that is, term by term; therefore, the targets will be as follows:

- That 100% of the Year 8 IEP students meet 70% of their IEP goals by the end of 2018
- That all our 11 Year 7 IEP students meet 50% of their IEP goals by the end of 2019
- That 80% Of Year 7 and 8 students on IBP meet 100% of their goals by the end of 2018

Planned Actions	Time Frame	Responsibility	Resourcing/Support
<p>The process taken to identify and track target students:</p> <ul style="list-style-type: none"> • SENCO register established; identify IEP and IBP students • Communication with classroom teachers – teachers are part of the IEP • Tacking at SENCO Meetings • Tracking at SENCO Meetings • Tracking and Progress at IEP and IBP meetings • Monthly meetings (RTLB, SENCO, PHN, SWIS) meet to review caseloads <p>Attendance Meetings: SENCO and Attendance officer meet to discuss students causing concern because of poor attendance</p> <p>Inter-Agency Meetings: (Oranga Tamariki (OT) , ACES, MoE, RTLB, PHN, SWIS, SENCO)</p>	<p>Mid –February</p> <p>Ongoing throughout year</p> <p>Once a month</p> <p>Ongoing</p> <p>Termly</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO, teacher, parent</p> <p>SENCO and Attendance Officer</p> <p>SENCO</p>	<p>Photocopying</p> <p>Time</p> <p>Computers</p> <p>iPads</p>
<p>Effective teaching to support target students</p> <p>Planning to meet needs:</p>			<p>Teacher Planning</p>

<ul style="list-style-type: none"> • The previous Individual Education Plan (IEP) is accessed and followed • IEP is reviewed and rewritten • Teacher upskilling to deliver effective in-class support • Learning Assistants - familiar with IEPs/IBPs and effective delivery 	<p>Term 1 Mid Term 2</p> <p>RTLB dependent Ongoing</p>	<p>SENCO Teachers SENCO supported by RTLB</p>	
<p>Tracking and catering for students' needs</p> <ul style="list-style-type: none"> • On-going formative assessments • Resourcing allocated • IEP implemented and monitored • Teacher feedback and feedforward on targeted students • Use of devices – assistive technology 	<p>Ongoing throughout the year</p>	<p>SENCO Class teacher</p>	<ul style="list-style-type: none"> • Modelling books • Emailing parents • Teacher resources • Teacher planning • Release
<p>Professional Learning and Development for teachers</p> <ul style="list-style-type: none"> • Courses for Learning Assistants that are planned for the year • Implementing the use of devices in learning • Teacher development in the IEP process 	<p>Ongoing throughout the year</p>	<p>SENCO Teachers Learning Support Staff</p> <p>SENCO and RTLB</p>	<p>Support Staff budget Teachers' Time</p>
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> • Communication with home: emails, phonecalls, letters, class newsletters, notes • IEP and IBP planning meetings • Student-Led Conferences 	<p>Ongoing throughout the year</p>	<p>SENCO Teachers</p>	<p>Time Photocopying Communication devices</p>