



# **CAMBRIDGE MIDDLE SCHOOL**

## **School Charter Strategic and Annual Plan**

**2019 - 2021**





**CAMBRIDGE  
MIDDLE SCHOOL**

# INTRODUCTION

Cambridge Middle School is a public, decile 9 school located in Cambridge in the heart of the Waikato. We have 674 students on our role and are proud to be a Middle School catering for boys and girls from Years 7-10. We contribute to our local High School, Cambridge High.

83% of our students identify as NZ European, with 9% Maaori and the additional 8% of students identify as Asian, Pasifika, MELAA and other European.

### ***The Emerging Adolescent and the Cambridge Middle School Philosophy:***

At CMS we believe the emerging adolescent is a very special and unique age group to teach. It takes a balance of teaching knowledge, relationship building, caring and humour to be successful with middle school children. Children of this age are developing self-identity, opinions and an understanding of the world around them, and it takes people with a specific skill set and understanding to nurture them.

We have a strong passion and commitment to developing programmes that support the academic, sporting, social and cultural development of our students. Our responsibility is to provide a high quality education within a safe, respectful and supportive environment.

In the New Zealand Curriculum 'Learning in Years 7-10' is listed as its own learning pathway. Research indicates that these years are second only in developmental learning to the first 3-5 years of life. Research also suggests that the middle years of learning is the time when young people begin to make choices as individuals that will impact significantly on their lives. This is why we have a strong philosophy of providing a diverse range of opportunities for children to explore widely and we deliver them through our key PRiDE values.

Our teachers have a passion for teaching and learning in the middle years and are committed to ongoing professional development. We have high expectations of pupil achievement in all facets of school life and believe all learners need to be supported to develop skills and find their passion to become life-long learners. Promoting this in a positive and caring environment will ensure all students are prepared as effectively as possible, to become confident and connected citizens, who contribute positively to the Cambridge community

### ***Our commitment to whaanau and community:***

Cambridge Middle School enjoys a positive reputation in the community and we pride ourselves on having open and effective communication with parents, whaanau and the wider community. Our students are offered a wide range of academic, sporting, cultural and service activities by teachers who are focused on high standards of teaching and learning. We are committed to providing high quality professional learning programmes for our staff to ensure we offer a curriculum, as well as physical and online environments that support innovative learning.

Ngaa mihi nui,

Daryl Gibbs  
**Principal**

Bob White  
**Board of Trustees Chairperson**



# CAMBRIDGE MIDDLE SCHOOL

## VISION

- Prepare our learners to adapt to our ever changing world.
- Meet and understand the needs of our Emerging Adolescent learners, within a happy and safe environment.
- Encourage **Persistent, Respectful and Independent** risk takers where **Diversity** is nurtured and who are actively **Engaged** in a collaborative learning pathway - **PRIDE**

## VALUES



## PRINCIPLES

These underpin our Cambridge Middle School curriculum and are based on the following:-

- High Expectations
- Treaty of Waitangi
- Cultural Diversity
- Inclusion
- Learning to learn
- Community engagement
- Coherence
- Future focus

## MOTTO

**Reward in Endeavour**

## PB4L

PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective. What will you see at CMS?

- School-Wide Expectations
- Teaching Behaviour
- Positive Reinforcement
- Consistent Consequences
- Data-based Decision Making



# TE AO MAAORI & CULTURAL DIVERSITY

Cambridge Middle School will nurture the bicultural and multi-cultural nature of New Zealand society.

Our school will reflect this diversity by:

- Providing opportunities for our students and staff to share their culture and heritage openly within the school
- exploring traditions and values of other cultures through curriculum contexts
- developing students' appreciation and respect for others, through the school values
- meeting the needs of ESOL students

Our school will reflect the unique position of Maaori by:

- respecting and honouring the traditions of Maaori students and their whanau
- supporting the development of our kapa haka performance group
- employing staff who are proud of their Maaori background where suitable personnel are available
- providing all students with learning opportunities about Maaori culture and language
- provide instruction in Te Reo Maaori where possible
- engaging with our Maaori whaanau
- Maaori representatives on the Board of Trustees will promote the growth of Tikanga and Te Reo across the school.
- Operating consistently with the principles of the Treaty of Waitangi:
  - Partnership - iwi, hapu, whaanau, Te Puna o Kemureti, Ngati Koroki Kahukura, Ngaa Hau e Wha
  - Protection – language, knowledge (curriculum), transmission of knowledge (pedagogy)
  - Participation – access to resources, visibility of Maaori language and culture



**CAMBRIDGE  
MIDDLE SCHOOL**

# ROLE OF THE BOARD OF TRUSTEES

The Cambridge Middle School Board of Trustees and Senior Leadership team will communicate regularly and consult annually with the community. This consultation will help us to target any areas for improvement and highlight things we are doing well as a school. Responses will help to inform our strategic planning for continuing to improve learning outcomes for students.

*Some of our processes for communication and consultation are:*

- Whaanau Hui for to be held at various times throughout the year.
- The PTA of Cambridge Middle School meets twice during the term. Meetings are advised by way of the school newsletter.
- Online questionnaires distributed via our website, facebook or an email link (hard copies are also made available)
- The Principal and staff are always available to meet with parents and whaanau. There is an open-door policy.
- There will be regular reporting to parents/caregivers on student achievement, progress and welfare.
- Our website and Facebook page allows parents and whaanau to communicate with the school.
- A newsletter will be sent via email and published on our website every 3 weeks (hard copies will also be made available where necessary).

## **SCHOOL CHARTER**

The Charter and Strategic Plan will be reviewed regularly and updated by the end of each year, then presented to the BOT for ratification and sent to the MOE by 1<sup>st</sup> March.

## **TE PUNA O KEMURETI**

Cambridge Middle School is a member of the Te Puna o Kemureti (TPoK) Kaahui Ako. Our Kaahui Ako has scheduled a review of our achievement challenge and high level planning in April 2019. During 2018, TPoK entered a kawanata agreement with Waikato Tainui. Cambridge Middle School and TPoK will work with Waikato-Tainui throughout 2019 to help realise the goals and aspirations of Ko te Mana Maatauranga, the Waikato Tainui Education Plan.

Through the use of professional learning hours accessed through TPoK we have engaged the services of three external consultants to develop capability in teaching and leadership, as well as change leadership and modern learning practices. We are also accessing professional learning in the TPoK Coaching Framework.



## Goals

## Initiatives

## 2019—OUTCOMES TO ACHIEVE OUR VISION—2021

### Developing Capability Ako

Develop leadership and teacher capability

DCa. Develop targeted programmes for all learners with a focus on priority learners.

DCb. Use a coaching framework to develop leadership and teacher capability.

DCc. Implement a professional learning programme with a focus on "Teaching in the Middle Years".

**a.** All students will be achieving at or making accelerated progress towards their expected curriculum level.

**b.** The Te Puna o Kemureti coaching model is being used with some staff to develop leadership and teaching capability.

**c.** Staff have a consistent understanding of what it means to teach in the Middle Years.

**a.** All students will be achieving at their expected curriculum level.

**b.** The TPoK coaching framework is being used consistently to increase leadership and teacher capability.

**c.** CMS has a consistent set of shared understanding for teaching in the Middle Years.

### Curriculum Mautanga

Develop a curriculum framework that is challenging, relevant & engaging

CMa. Develop a pedagogical framework for the foundation for learning at CMS.

CMb. Develop an innovative and engaging curriculum.

CMc. Develop and implement the new Digital Literacies Curriculum.

**a.** A range of frameworks have been investigated and we are beginning to develop a CMS framework.

**b.** Staff are developing a shared understanding of how to deliver an innovative programme of learning. Collaborative planning is scaffolded to deliver the curriculum.

**c.** We are beginning to implement the Digital Literacies curriculum.

**a.** A pedagogical framework has been developed and is the foundation for learning at CMS.

**b.** The CMS curriculum is innovative and has strong links and relevance to the real world.

**b.** The digital technologies curriculum is being implemented.

### Community Whanaungatanga

Continue to strengthen home/school partnerships and develop wider community relationships

CWa. Continue to refine and improve transition processes.

CWb. Strengthen effective relationships with whanau to support learning.

CWc. Investigate and create opportunities for wider community engagement to support our curriculum.

**a.** Students will feel an increased sense of belonging and connectedness at CMS.

**a.** Transition is a positive factor in improving student achievement.

**b.** Relevant and engaging contexts strengthen whanau involvement, support and understanding of learning.

**b.** Regular celebrations and partnership meetings are held to engage whanau in learning.

**c.** Opportunities for wider community involvement is being explicitly planned for in learning.

**a.** Students have a seamless pathway to transition through CMS.

**b.** Whanau are engaged and supporting learning across the curriculum.

**c.** The wider community are engaged and support our curriculum curriculum.

### Te Reo me Tikanga Maaori

Increasingly permeate our learning environment and community with Te Reo and Tikanga Maaori

TRTMa. Develop, strengthen and embed understanding of Tikanga Maaori.

TRTMb. Develop, strengthen and embed the understanding and use of Te Reo Maaori.

**a.** Staff are aware of specific practices in relation to Tikanga and Tainui kawa.

**a** Staff have knowledge and understanding of specific documents to support CRP and Tikanga Maaori.

**b.** Te Reo Maaori is used consistently in everyday contexts.

**b** We are exploring developing capacity in relation to language acquisition within the context of Te Reo Maaori.

**a.** Staff are confident in their knowledge and understanding of Tikanga Maaori and Tainui Kawa

**b.** Staff are confident in teaching Te Reo Maaori and the concepts of language acquisition. Use of Te Reo is normalised in everyday communications.



Resources

Actions

Outcomes

Inputs

Initiatives

Actions / Outputs

2019 Outcomes

Staff

**DCa. Develop targeted programmes for all learners with a focus on priority learners**

- 1a.
- Mathematics and English progressions and milestone events created.
  - Target programmes for priority learners.
  - Extension programmes.
  - Team meetings and SLT support around OTJ's

a. All students will be achieving at or making accelerated progress towards their expected curriculum level

Budget

Timetabling

**DCb. Use a coaching framework to develop leadership and teacher capability**

- DCb.
- SLT will receive professional learning/training through PLD coaching through CoL

b. The Te Puna o Kemureti coaching model is being used with some staff to develop leadership & teaching capability

External & Internal PLD

Supporting PLD Material

**DCc. Implement a professional learning programme with a focus on "Teaching in the Middle Years"**

- DCc.
- Staff will receive a copy of "Teaching in the Middle Years"
  - Staff meetings will have a focus on different aspects/chapters of the book
  - Staff interactions and planning will reflect the contexts and information from "Teaching in the Middle Years"
  - Student voice will be collected
  - Staff will make regular Interlead reflections around their professional learning
  - External PLD for PB4L Restorative Practice

c. Staff have a consistent understanding of what it means to teach in the Middle Years



# Curriculum Marautanga

Develop a curriculum framework that is challenging, relevant and engaging

Resources

Actions

Outcomes

Inputs

**Initiatives**

Actions / Outputs

2019 Outcomes

Staff

**CMa. Develop a pedagogical framework for the foundation for learning at CMS**

CMa.

- SLT will investigate a range of curriculum frameworks
- Upon investigating the frameworks we are beginning to develop one that is relevant to CMS

a. A range of frameworks have been investigated and we are beginning to develop a CMS framework

Budget

Time Allocated

**CMb. Develop an innovative and engaging curriculum**

CMb.

- Staff are using the "Teaching in the Middle Years" text to develop their understanding to engage and motivate our learners
- We are developing a consistent understanding around the terminology in the Mathematics and English Action Plan

b. Staff are developing a shared understanding of how to deliver an innovative programme of learning and collaborative planning is scaffolded to deliver an innovative learning curriculum

External & Internal PLD

Supporting PLD Material

**CMc. Develop and implement the new Digital Literacies Curriculum**

CMc.

- We are beginning to implement the new Digital Technologies Curriculum

c. We are beginning to implement the Digital Literacies curriculum



Resources		Actions	Outcomes
Inputs	Initiatives	Actions / Outputs	2019 Outcomes
Staff	<b>CWa. Continue to refine and improve transition processes</b>	<ul style="list-style-type: none"> <li>Me and My School Survey</li> <li>Survey students, parents and teachers around transitions IN, THROUGH and OUT</li> <li>SLT involved in Action Research to refine transition IN, THROUGH and OUT of CMS</li> <li>Closely track Year 7 student achievement data</li> <li>Investigate using a tool to measure happiness</li> </ul>	<p>a. Students will feel an increased sense of belonging and connectedness at CMS</p> <p>a. Transition is a positive factor in improving student achievement</p>
Budget			
Community	<b>CWb. Strengthen effective relationships with whaanau to support learning</b>	<ul style="list-style-type: none"> <li>Formal whaanau engagement will occur each term.</li> <li>Offer 4 formal points of contact in regards to learning (reports/ parent interviews)</li> <li>Mathematics, English and Digital Safety sharing/information sessions for parents</li> <li>Offer a range of opportunities for relationships with whaanau to be strengthened for example: -hangi, matariki celebrations, Maaori Language Week, Market Day, celebrations of learning at the beginning/end of units, regular and positive communication with whaanau centred around student learning</li> </ul>	<p>b. Relevant and engaging contexts strengthen whaanau involvement, support and understanding of learning</p> <p>b. Regular celebrations and partnership meetings are held to engage whaanau in learning</p>
Whaanau			
External & Internal PLD	<b>CWc. Investigate and create opportunities for wider community engagement to support our curriculum</b>	<ul style="list-style-type: none"> <li>During planning teachers are explicitly looking for ways to engage our community and for students to be actively involved in our community</li> <li>Community organisations that support our school are invited to our events and celebrations</li> <li>We will send our 2019 calendar to community organisations that support and are involved with CMS</li> <li>Share our Term Overviews to stakeholders involved in our school e.g. 24/7 and Helen Smith PHN</li> </ul>	<p>c. Opportunities for wider community involvement is being explicitly planned for in learning</p>
Supporting PLD Material			



# Te Reo me Tikanga Maaori

Increasingly permeate our learning environment and community with Te Reo and Tikanga Maaori.

Resources

Actions

Outcomes

Inputs

Initiatives

Actions / Outputs

2019 Outcomes

Staff

**TRTMa. Develop, strengthen and embed the understanding of Tikanga Maaori**

- Access PLD through the Kaahui Ako
- Provide PLD opportunities through Wananga, Waikato University and Nga hau e wha
- Unpack Tataiako, Ka Hikitea, Tainui documents - Maumahara Raupatu and Teaching Te Reo Maaori In English Speaking Schools with staff
- Partnering with Ngaati Koroki Kahukura me Te Puna o Kemureti

a. Staff are aware of specific practices in relation to Tikanga and Tainui kawa

Budget

a. Staff have knowledge and understanding of specific documents to support CRP and Tikanga Maaori

Timetabling

Release

**TRTMb. Develop, strengthen and embed the understanding and use of Te Reo Maaori**

- Daily use of karakia (a range of purposes, waiata, Team singing, whakatauki of the week/month (schoolwide/team)
- Team Whakatauki with emblem - work through with local iwi
- School pepeha
- Planning and units will show consistency
- Provide opportunities for enrichment and extension
- At least 4 staff will attend Te Reo 102 with Mana Hapori

B. Te Reo Maaori is used consistently in everyday contexts

Iwi and local marae

b. We are exploring developing capacity in relation to language acquisition within the context of Te Reo Maaori

Supporting PLD Material



Goals Initiatives 2019—MEASURES—2021

**Developing Capability Ako**  
Develop leadership and teacher capability

DCa. Develop targeted programmes for all learners with a focus on priority learners.

DCb. Use a coaching framework to develop leadership and teacher capability.

DCc. Implement a professional learning programme with a focus on "Teaching in the Middle Years".

- DCa/b/c
- Teachers/students are able to articulate next steps and teachers are able to choose appropriate parallel questions for assessment (evidence of next steps found in Taku Wairua books and through student voice collection).
  - English and Mathematics progressions will be developed.
  - Teachers will have differentiated programmes in English and Mathematics.
  - 3 Team Meetings will focus on student achievement.
  - 7 Team Meetings in total per term - student achievement, developing programmes, pastoral care, staff well-being.
  - Each member of SLT will be coaching at least one Team Leader from their teams.
  - Staff will be developing a consistent set of shared understanding for teaching in the Middle Years.

- a. All students will be achieving at their expected curriculum level.
- b. The TPoK coaching framework is being used consistently to increase leadership and teacher capability.
- c. CMS has a consistent set of shared understanding for teaching in the Middle Years.

**Curriculum Mautanga**  
Develop a curriculum framework that is challenging, relevant and engaging

CMa. Develop a pedagogical framework for the foundation for learning at CMS.

CMb. Develop an innovative and engaging curriculum.

CMc. Develop and implement the new Digital Literacies Curriculum.

- CMa
- As a result of investigating a range of pedagogical frameworks, a framework will have been selected to begin to develop the foundation of the CMS curriculum.
- CMb
- English and Mathematics Action Plans will be being implemented.
  - Staff will be reflecting in Interlead around the engagement and motivation of learners using the understanding from "Teaching in the Middle Years" text.
- CMc
- We are beginning to implement the Digital Literacies Curriculum through our Specialist subjects.

- a. A pedagogical framework has been developed and is the foundation for learning at CMS.
- b. The CMS curriculum is innovative and has strong links and relevance to the real world.
- b. The Digital Technologies curriculum is being implemented.

**Community Whanaungatanga**  
Continue to strengthen home/school partnerships and develop wider community relationships

CWa. Continue to refine and improve transition processes.

CWb. Strengthen effective relationships with whanau to support learning.

CWc. Investigate and create opportunities for wider community engagement to support our curriculum.

- CWa
- Through a range of student, parent and teacher voice we will see a positive trend involving people feeling supported through their transitions.
  - Me and My School data will reflect students transitioning IN, THROUGH and OUT of CMS are experiencing a stronger sense of belonging and connectedness.
  - A greater percentage of Year 7 students achieving within Level 4.
- CWb
- Two sharing/information Mathematics, English and Digital Safety sessions will be held during the year, with parents of priority learners invited to attend.
  - Celebrations of learning to occur at the beginning/end of units or Target groups.
  - Attendance at celebration events will be trending in a positive direction.
- CWc
- Students will be contributing back to our Cambridge community in a variety of ways - e.g. rest home visits, waterway development, focus for Student Leadership team 2019, charitable donations.
  - Greater attendance from wider community in our events and celebrations.

- a. Students have a seamless pathway to transition through CMS.
- b. Whanau are engaged and supporting learning across the curriculum.
- c. The wider community are engaged and support our curriculum curriculum.

**Te Reo me Tikanga Maaori**  
Increasingly permeate our learning environment and community with Te Reo and Tikanga Maaori

TRTMa. Develop, strengthen and embed understanding of Tikanga Maaori.

TRTMb. Develop, strengthen and embed the understanding and use of Te Reo Maaori.

- TRTMa
- Tataiako and Maumahara Raupatu have been used as key documents
  - Termly meetings have been held with representatives of Ngaati Koroki Kahukura
  - 25% of staff will have engaged in external professional learning through TPoK, Nga Hau e Wha or Wananga
- TRTMb
- Classes and teams are using karakia, waiata and whakatauki daily or weekly
  - There is consistency in planning for Te Reo Maaori
  - Team names and whakatauki have been reviewed and decided upon in partnership with iwi, students and teachers

- a. Staff are confident in their knowledge and understanding of Tikanga Maaori and Tainui Kawa
- b. Staff are confident in teaching Te Reo Maaori and the concepts of language acquisition. Use of Te Reo is normalised in everyday communications.



The Cambridge Middle School Board of Trustees regularly considered and discussed student progress and achievement data in 2018. The Board also reviewed the areas of improvement from the Analysis of Variance and also curriculum levels from 2018. From the trends and patterns of the data we have identified, our Board needs to focus on improving student progress and achievement in Writing and Mathematics.

To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. These will be reviewed regularly throughout 2019 and reviewed in Term 4 for 2020.

## Annual Aim 1: Writing- Targets

**Strategic Goals:** To improve outcomes for all students, particularly Maaori, and Pasifika, and students with special needs. Accelerate progress of students performing below the expected level of the New Zealand Curriculum.

**Annual Aim:** Accelerate the progress in writing of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

**Target 1:** By the end of 2019 all Year 8 students achieving at Level 3 or below will be making accelerated progress or be achieving At Early Level 4.

**Target 2:** By the end of 2019 all Year 8 Maaori students achieving at Level 3 or below will be making accelerated progress or be achieving At Early Level 4.

**Baseline data:** Analysis of school-wide Writing data in November 2018, indicated that:

Target 1: Within this cohort 132 of 312 Year 7 students are identified as 'at or below' Level 3 of the NZC.

Target 2: Within this cohort 19 of 32 Year 7 Maaori students are identified as 'at or below' Level 3 of the NZC.

## Annual Aim 2: Mathematics- Targets

**Strategic Goals:** To improve outcomes for all students, particularly Maaori, and Pasifika, and students with special needs. Accelerate progress of students performing below the expected level of the New Zealand Curriculum.

**Annual Aim:** Accelerate the progress in mathematics of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

**Target 1:** By the end of 2019 all Year 8 students achieving at Level 3 or below will be making accelerated progress or be achieving At Early Level 4.

**Target 2:** By the end of 2019 all Year 8 Maaori students achieving at Level 3 or below will be making accelerated progress or be achieving At Early Level 4.

**Baseline data:** Analysis of school-wide Mathematics data in November 2018, indicated that:

Target 1: Within this cohort 117 of 312 Year 7 students are identified as 'at or below' Level 3 of the NZC.

Target 2: Within this cohort 18 or 32 Year 7 Maaori students are identified as 'at or below' Level 3 of the NZC.



## Key Improvement Strategies - Writing - Planned Actions

Timeframe	What (examples)	Led by	Indicators of Progress
February	<p>Review all assessment analysed data from 2018.</p> <p>Identify, and make known, targeted students.</p> <p>Data used includes attendance. When looking at attendance, we are looking to see the reasons behind this – Tech Arts day, illness, illness in family etc.</p>	<p>SLT</p> <p>All Teaching Staff</p> <p>Julie</p>	<p>This will help us to identify Priority Learners for 2019.</p> <p>Teams will use contributing school data, own OTJ and team moderation to identify students on Student Achievement Tracking document.</p> <p>Julie will oversee attendance data. Identify any trends and make referrals when necessary.</p>
All year	<p>Identified students to be monitored and tracked. Student voice also gathered during class and teacher observations.</p> <p>Attendance monitored to look for possible links to achievement.</p>	<p>All Teaching Staff</p> <p>Tagget</p> <p>Bridget</p> <p>Julie</p>	<p>Data and samples of work to be discussed regularly at team meetings. Indicators of students success and progress:</p> <p>Students able to talk to their learning.</p> <p>Know their next steps to learning.</p> <p>Able to talk knowledgeably about their learning pathway.</p> <p>Investigate student voice collection through Interlead</p>
All year	<p>Te Puna o Kemureti Within Schools Teachers to have a focus on Boys Engagement in Writing and Whaanau support for their learning. Investigate the possible reasons why these learners are not achieving and possible programmes to support them.</p> <p>Within School Teachers lead dialogue at Whaanau Hui to discuss the role whānau can play in developing a home/school learning partnership.</p> <p>Use of Taataiako when planning.</p> <p>An Across School Teacher is a conduit between schools providing valuable information regarding our success in delivery of change programmes.</p>	<p>SLT/WST</p> <p>AST</p>	<p>Seek student and whānau voice, analyse data and identify possible areas to investigate.</p> <p>Work with teachers on the identified areas, use the coaching process to support teachers to make changes to their practice to make an impact and accelerate progress for our learners.</p> <p>Whaanau engaged in the school's endeavour to accelerate learning. Explore alternate methods to engage whaanau.</p> <p>"Teaching in the Middle Years" text, PLD, with a focus on boys learning and any related professional readings will guide teacher practice and decision making.</p>
All year	<p>Literacy Leaders and the WST to provide professional learning and resources to ensure learning progressions are known, strategies are shared and gaps are targeted to accelerate learning. Collaborative practices and coaching will be used to support teachers within the team structure.</p>	<p>All teaching staff</p> <p>Tagget</p> <p>WST</p> <p>Literacy Leaders</p>	<p>Teacher knowledge and capability will continue to be developed. Individualised support will be delivered where necessary.</p>

**Monitoring:** Teams will meet regularly to moderate samples of work, review data and report/record progress of identified students performing below expected level of the New Zealand Curriculum. The Senior and Middle Leadership Teams will meet regularly to review data and progress. Where there are concerns, further strategies will be investigated and where appropriate, implemented. Regular reporting to whaanau and Board of Trustees.

**Resourcing:** Within School Teachers will focus on exploring Boys Engagement in Writing and Whaanau support for their learning. Investigate the possible reasons why these learners are not achieving and possible programmes to support them. They will practice and pedagogies to develop teacher capabilities and inform and guide decision making. Team meeting time allocated to collaboratively moderate and discuss to accelerate progress. Release for the Literacy Lead Team to implement the English Action Plan throughout 2019.



## Key Improvement Strategies - Mathematics - Planned Actions

Timeframe	What (examples)	Led by	Indicators of Progress
Term 1	<p>Follow the same process for analysing data and identifying and monitoring target students as stated in the writing aim above.</p> <p>Attendance monitored to look for possible links to achievement.</p>	<p>All teaching staff Maths Team Bridget Tagget Julie</p>	<p>This will us to identify Priority Learners for 2019.</p> <p>Teams will use contributing school data, own OTJ and team moderation to identify students on a Student Achievement Tracking document.</p> <p>Julie will oversee attendance data. Identify any trends and make referrals when necessary.</p>
Term 2-4	<p>Bruce Moody PD throughout year (7 days) to upskill teachers in good mathematics practice and pedagogy, with a focus on Milestone Assessment tasks. He will also support the Mathematics Leadership Team to carry out our Mathematics Review and develop the Action Plan.</p> <p>Target Student Mathematics Groups</p>	<p>All teachers</p> <p>Alistair, Belle and Tagget</p> <p>Belle</p>	<p>Classroom teachers to deliver effective programmes that accelerate student achievement.</p> <p>Streamline our Mathematics Curriculum, assessment and data collection, BOT reporting</p> <p>To accelerate our Priority Learner achievement levels.</p>

**Monitoring:** Teams will meet regularly to moderate samples of work, review data and report/record progress of identified students performing below expected level of the New Zealand Curriculum. The Senior and Middle Leadership Teams will meet regularly to review data and progress. Where there are concerns, further strategies will be investigated and where appropriate, implemented. Regular reporting to whaanau and Board of Trustees.

**Resourcing:** Bruce Moody PD allocated in budget, mathematics text books to be purchased to meet the growing roll. A component of teacher release has been allocated to ensure delivery of Target Maths Groups.