

OCEANVIEW HEIGHTS SCHOOL



Navigating Learning through the Tides of Change

2018 - 2020 School Charter

MOE - 2110

Chairperson: Phillipa Watson _____ Date: _____

Principal: Sandi Abel _____

Oceanview Heights School Charter 2019 - 2021

VISION

Oceanview Heights School strives to enable all students/tamariki to reach their full potential in order to provide Aotearoa/New Zealand with responsible contributing individuals.

Whakatauki: Navigating Learning through the Tides of Change

SCHOOL DESCRIPTION

Oceanview Heights is a small, decile 2, urban school situated between two larger schools at the north eastern end of Timaru, South Canterbury. The school has started the 2019 year with a roll of 67. Oceanview Heights has a significant number of children from families who attract multi-agency intervention. We have a very strong family/whanau approach to educating our tamariki and have, in the last nine years, developed very useful and supportive links with the wider Timaru community. Oceanview Heights' roll is quietly growing, with many new diverse cultures choosing Oceanview Heights School as the place to educate their children. This has included Tongan, Samoan and Fijian Indian children, as well as 3 children from Kiribati. We have a team of experienced and beginning teachers, teacher aides and support staff who take great pride in the increasing levels of progress and achievement of our children. Oceanview Heights has a hard working and committed Board of Trustees. We received a positive ERO Report in 2016. The MoE is supporting this confidence with a redevelopment of our administration / library area in 2019. Our new four MLE classrooms are vibrant and learner-focussed, and provide a safe and secure environment for our children. We have extensive, beautiful grounds with many mature trees and excellent outdoor play facilities. We are the hub of "Learning Support" for South Canterbury. We are the Lead School for the Aoraki Cluster 37 RTLB team and we also host the RTLIT services for South Canterbury. Additionally we host Learning Support – South Canterbury, Vision and Hearing Services and Reading Recovery training.

MISSION STATEMENT:

Oceanview Heights School is a place where staff, students, parents, trustees & wider community work collaboratively to ensure the individual strengths of children/tamariki are fostered. Our strength is our people.

Oceanview Heights School Strategic Goals:

- All children will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.
- All children will be able to access the NZ Curriculum as evidenced by the progress and achievement in relation to the NZ Curriculum Levels and relevant supporting assessment tools. Additional support is provided to the identified Priority Learners who are underachieving.
- Māori children will be successful as Māori and all staff and children will develop their knowledge and understanding of Te Ao Māori. Te reo me nga tikanga Maori is embraced as a natural and vital part of all programmes and is regularly practiced at Oceanview Heights School.
- Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high quality education for our children
- The school / kura operates within the annual grants and budget. We manage finances to ensure the school is well resourced and is able to support the future direction of the school.
- We maintain the school classrooms and are modernising the administration buildings as per the 5-year Property Plan. We are continually upgrading our learning environment.
- We provide a safe and secure learning environment that provides for the Wellbeing / Hauora of everyone in our school as per the Kahui Ako Achievement Challenge. We regularly review and minimise risks to staff and children.
- All parents, caregivers, families and whanau are encouraged to take an active role in supporting their child's learning and development at home and at school.
- The school fulfills its contractual obligations to the Ministry of Education in its role as Lead School for the Aoraki / South Canterbury Cluster 37 of Resource Teachers: Learning & Behaviour.

Staff at Oceanview Heights School:

- Stay abreast of relevant technologies and educational practices.
- Respond effectively to the changing needs of our children / tamariki and community.
- Foster and develop confidence, independence, motivation and responsibility for self, others and the environment.
- Develop and extend the individual strengths of our children / tamariki.
- Meet the diverse academic, emotional, social and physical needs of our children / tamariki.
- Review and refine policies and procedures to ensure they reflect the current status of the school / kura.

Maori Dimensions and Cultural Diversity:

Oceanview Heights School recognises the importance of Te reo me nga Tikanga Maori for all children / tamariki, but especially for those of Maori descent. Programmes in all learning areas will include relevant and appropriate aspects of Te reo me nga Tikanga Maori and will reflect the needs and skills of students. Progress will be regularly and sensitively monitored, and reported to relevant parties. External assistance from the local community and support agencies are used for guidance and programme ideas. The needs of tamariki who require extension in Te reo me nga Tikanga Maori will be met through accessing local expertise from a fluent speaker of Maori. Consultation with our Maori Community will be ongoing through informal and formal hui and surveys.



Pacific Dimensions and Cultural Diversity:

We also have a growing Pacific community at Oceanview Heights School and they were more formally acknowledged in 2018 through a community consultation undertaken at the end of 2018. One of our teachers has done PD in the Pasifika Plan and Pacific community engagement in 2016. 2 staff members will attend Pacific related PD at the beginning of 2019 and will lead this during the year. A Pacific cultural focus will be undertaken by the school in 2019, culminating in a Polyfest.

Review of Charter and Consultation

The Oceanview Heights School Charter and Strategic Plan are formally reviewed every three years following a consultation process with the wider school community. A new Board will be elected in 2019, hopefully retaining experienced members, as well as welcoming new members, and part of their work will be to review the Charter and Strategic Plan in 2019. Regular feedback and input will be sought from the community as part of our on-going consultation commitment and on-going self - review processes.

Self-Review

In 2019 we will continue to use the following ERO publications to guide and support our internal self-review processes; School Evaluation Indicators, Effective Internal Evaluation for Improvement, Internal Evaluation Good Practice, Effective School Evaluation, Wellbeing for Children’s Success at Primary School, Wellbeing for Success: Effective Practice and Wellbeing for Success: A Resource for Schools. We will also continue to conduct our hui consultation process and surveys / comment sheets attached to the portfolios.

Supporting Documentation

Curriculum and Achievement Plan	Curriculum Implementation Plan	Curriculum Development	Assessment Plan
School Policies and Procedures	BOT Governance Manual	Self-Review Overview	Appraisal System
Staffing	PRT Mentoring Programme	Physical Education Strategy	EOTC Procedures
Special Needs Intervention & Support	At Risk Student Intervention & Support	Success For All – Inclusive Education	Special Education Strategy and Procedures
Budget/Finance	5 & 10 Year Property Plan	Teaching and Learning Resources	Home and School
Pasifika Plan	Ka Hikitia	Maori Student Achievement Plan	Strategy for Maori Student Achievement



Strategic Plan 2019 - 2021

Long Term Strategic Goals	Core Strategies for Achieving Goals 2019 - 2021		
	2019	2020	2021
<p>G.1. Student Learning and Engagement All children will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.</p>	<p>Refine and deliver high quality teaching and learning programmes with emphasis on Literacy.</p> <ul style="list-style-type: none"> • Literacy (Reading/Writing(External PLD) • Wellbeing (External PLD – Kahui Ako) • Complete School Curriculum Review focused on Literacy. <p>See specific Annual Plan Curriculum Targets in Reading and Writing.</p>	<p>Refine and deliver high quality teaching and learning programmes with emphasis on:</p> <ul style="list-style-type: none"> • Implementing the New Digital Technologies Curriculum Developing initiatives that will implement and embed collaboration skill sets for all and that our ways of working will reflect principles of rangatiratanga, kotahitanga and manaakitanga. • Investigating “Transitions” through Kahui Ako focus. 	<p>Refine and deliver high quality teaching and learning programmes with emphasis on:</p> <ul style="list-style-type: none"> • Implementing the Digital Technologies Curriculum • Implementing UDL practices • Investigating Priority Learners focus through Kahui Ako focus. • Investigating and implementing a robust Oral Language programme.
<p>All children will be able to access the NZ Curriculum as evidenced by the progress and achievement in relation to the NZ Curriculum Levels and relevant supporting assessment tools.</p> <p>Additional support is provided to the identified learners who are underachieving.</p>	<p>Review and develop systems for identification and targeted programmes to meet the needs of underachieving learners.</p> <p>Develop Inclusive Practices by all staff. Ensure everyone respects each other’s culture and aroha is embedded into the school.</p> <p>Ensure Teachers adapt their teaching practice to meet every learner’s needs using a flexible learning environment.</p>	<p>Complete School Curriculum Review. Consult with whanau to inform the curriculum development. Then apply for Centrally Funded PLD hours to review and redevelop our Oceanview Heights School Curriculum.</p> <p>Explore UDL (Universal Design for Learning).</p> <p>Ensure all Special Needs children have IEPs that are regularly monitored and adapted.</p>	<p>Implement UDL (Universal Design for Learning).</p> <p>Review and develop our Gifted & Talented opportunities and programmes. Children will be provided with programmes to extend their abilities.</p> <p>Ensure our Oceanview Heights School Values are meeting the needs of our children and school community through robust consultation.</p>
<p>Māori children will be successful as Māori and all staff and children will develop their knowledge and understanding of Te Ao Māori. Te reo me nga tikanga Maori is embraced as a natural and vital part of all programmes and is regulary practiced at Oceanview Heights School.</p>	<p>Develop school wide practices for the successful integration of Te Ao Māori in classrooms and across the school.</p> <p>Investigate how we can use community resources to enhance our Te Reo Maori and Tikanga in the school.</p>	<p>Review our Kapahaka Group with the view to increased participation across the school.</p> <p>Ensure that we have support to be able to participate in the local Flava Festival.</p>	<p>Apply a culturally responsive lens to whanau events.</p> <p>Ensure Maori Student Achievement data is collected and reported on sensitively to the appropriate people.</p>



Strategic Plan 2019 - 2021

Long Term Strategic Goals	Core Strategies for Achieving Goals 2019 - 2021		
	2019	2020	2021
<p>G.2 Personnel Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high quality education for our children.</p>	<p>Develop and manage support staff capabilities to improve inclusive practices.</p> <p>Align Teacher appraisals with the new Education Council Code and Standards through the Arinui Appraisal system.</p> <p>Ensure Professional Development aligns with strategic direction and professional learning is tailored to staff needs to improve teaching and learning.</p> <p>Utilise passions and expertise of staff wherever possible.</p> <p>New BoT members have the opportunity to participate in PD around their new roles.</p>	<p>Implement and embed Digital Technologies in meaningful and relevant ways so that we equip our children to participate, create, and thrive in this fast-evolving digital world.</p> <p>Introduce UDL through PD to build Teacher and Teacher Aide capability and capacity.</p> <p>Ensure Professional Development aligns with strategic direction and professional learning is tailored to staff needs to improve teaching and learning.</p>	<p>Develop and manage support staff capabilities to improve inclusive practices.</p> <p>Align Teacher appraisals with the new Education Council Code and Standards through the Arinui Appraisal system.</p> <p>Ensure Professional Development aligns with strategic direction and professional learning is tailored to staff needs to improve teaching and learning.</p>
<p>G.3 Finance & Property (BAU) Operate within the annual grants and budget.</p> <p>(BAU) Manage finances to ensure the school is well resourced and is able to support the future direction of the school.</p> <p>Modernise and maintain the school classrooms and buildings, as per the 5YA and 10 Year Property Plan.</p> <p>Continually upgrade our environment.</p> <div data-bbox="120 1305 295 1437" style="border: 2px solid black; padding: 5px; width: fit-content;"> <p>BAU = Business as Usual</p> </div>	<p>Manage enrolments in line with MOE requests e.g. excluded children.</p> <p>Implement 10 Year Property Plan and 5YA as per plans and schedule – Administration Block, Hall, Library, and 5th classroom.</p> <p>Design and develop purposeful indoor and outdoor spaces that reflect our learning vision, cultures and values.</p> <ul style="list-style-type: none"> • Building / Classroom names • Signage and way-finding • Play areas – markings on courts • Bike track • PE storage • New library • Sensory room in new classroom 	<p>Review external grants and funding.</p> <p>Investigate alternative fundraising options to support learning programmes in the school e.g. swimming, KiwiCan and outdoor education programmes.</p> <p>Undertake a digital audit of current devices and digital resources and then apply for grants to update the devices and digital resources.</p> <p>Investigate, select and install an upgraded adventure playground.</p>	<p>Ensure the Asset Register is up to date and that there is a robust replacement plan in place.</p>



Strategic Plan 2019 - 2021

Long Term Strategic Goals	Core Strategies for Achieving Goals 2019 - 2021		
	2019	2020	2021
<p>G.4 Health & Safety To provide a safe and secure learning environment that provides for the Wellbeing / Hauora of everyone in our school.</p> <p>(BAU) Regularly review and minimise risks to staff and children.</p>	<p>Develop initiatives that support the wellbeing of our learners so that our environment is one that is caring, collaborative and inclusive and where our ako / learners are valued.</p> <p>Incorporate the Wellbeing PD (from the Kahui Ako) into our school practices to ensure a holistic approach to student and staff Wellbeing / Hauora.</p> <p>Monitor and review practices and / or systems to ensure that they are in-line with the Health and Safety Act and Regulations.</p>	<p>Ensure children have positive friendships and are proud of their school and community</p> <p>Review EOTC (Education Outside the Classroom)</p> <p>Ensure transitions to and from our school are managed in a positive and caring manner.</p> <p>Develop procedures reflecting Digital Learning and Safety.</p>	<p>Wellbeing strategies are strongly integrated into culture, systems and practice.</p> <p>Review the school community's perception of the school as a safe and secure environment where children feel included and cared for and that the community feels welcomed and involved.</p>
<p>G.5 Community Engagement All parents / families / whanau are encouraged to take an active role in supporting their child's learning and development at home and at school.</p>	<p>Staff will take the initiative to develop positive relationships with family and whanau, working closely with the parents / whanau of Maori and Pasifika children in particular, being proactive and responsive in their relationships with families in the interests of the children and to allow children to see this partnership of care and support.</p> <p>Increase school attendance of children who have had an inconsistent and unjustified absence and / or consistently late arrival to school.</p> <p>Investigate ways to engage our school community through Social Media and other platforms e.g. seesaw / school newsletter / Facebook.</p> <p>Initiate a new Home and School Committee.</p>	<p>Review and strengthen transitions to and from school - systems / processes that can further support children / family preparedness for a new learning environment.</p> <p>Research ways that the school can successfully strengthen partnerships with parents and caregivers.</p> <p>Support and contribute to the Home and School Committee.</p>	<p>Increase parent / caregiver involvement with their skills and abilities in any school activities.</p>



Oceanview Heights Annual School Improvement Plan – SUMMARY

G.1 Students' Learning and Engagement	Specific Focus	Actions
<p>All children will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.</p>	<p>Refine and deliver high quality teaching and learning programmes with emphasis on Literacy.</p> <p>Complete School Curriculum Review focused on Literacy. (Reading / Writing Focus) Curriculum. PLD will be aligned to this review.</p> <p>See specific Annual Plan Curriculum Targets in Reading and Writing.</p> <p>Children's Wellbeing / Hauora continues to be a key focus as we work towards embedding it in school curriculum.</p>	<p>Reviewing our Oceanview Heights School Literacy Curriculum will include engaging in a range of professional learning and development (PLD) including using external providers for Literacy – Reading and Writing. Some staff will be attending the following: Stephan Graham - Writing, Sharp Reading L1-4 and Phonics. Internal PD will compliment external PD to ensure consistency of practice and systems across the school.</p> <p>We will develop Wellbeing / Hauora for children and staff through the systems, programmes and curriculum development to come from PD during the year provided through the Kahui Ako.</p>
<p>All children will be able to access the NZ Curriculum as evidenced by the progress and achievement in relation to the NZ Curriculum Levels and relevant supporting assessment tools.</p> <p>Additional support is provided to the identified learners who are underachieving.</p>	<p>Review and develop systems for identification and targeted programmes to meet the needs of underachieving learners.</p> <p>Ensure Teachers adapt to meet every learner's needs using a flexible learning environment.</p> <p>Develop Inclusive Practices by all staff. Ensure everyone respects each other's culture and aroha is embedded into the school.</p> <p>Introduce programmes e.g. UBRS incorporating Learning / Behaviour / Wellbeing needs.</p>	<p>Identification of learners underachieving will come from the robust assessments carried out in 2018 and the beginning of 2019. We will use the existing "Special Needs" and "At Risk" criteria for the database for these children. Children identified as needing IEPs will have more robust targeted learning included in these documents.</p> <p>We will further develop a range of inclusive practices and systems. Where necessary we will engage with external agencies e.g. MOE Learning Support 'Understanding Behaviour – Responding Safely' Modules and the RTLB services to help support this process.</p> <p>The Principal - SENCO / SWIS will support staff to become more familiar with UBRS and to subsequently implement the model and work towards ensuring consistency of practice across the school.</p>
<p>Māori children will be successful as Māori and all staff and students will develop their knowledge and understanding of Te Ao Māori. Te reo me nga tikanga Maori is embraced as a natural and vital part of all programmes and is regular practiced at Oceanview Heights School.</p>	<p>Develop school wide practices for the successful integration of Te Ao Māori in classrooms and across the school.</p> <p>Investigate how we can use community resources to enhance our Te Reo Maori and Tikanga in the school.</p>	<p>The Principal will be responsible for leading Te Ao Māori development across the school. From the community consultation in 2018, recommendations will be shared at the 2019 hui and a collaborated focus will be designed and implemented in the school.</p> <p>Using local resources we will look at strengthening our Te Reo and Tikanga in the school.</p>



Oceanview Heights Annual School Improvement Plan – SUMMARY

G.2 Personnel	Specific Focus	Actions
<p>Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high- quality education for our children.</p>	<p>Develop and manage support staff capabilities to improve inclusive practices.</p> <p>Align Teacher appraisals with the new Education Council Code and Standards through the Arinui Appraisal system.</p> <p>Ensure Teachers and Principal are actively involved in collaborative inquiries.</p> <p>Teachers will engage in our Kahui Ako based on a common Achievement Challenge within our cluster.</p> <p>Ensure Professional Development aligns with strategic direction and professional learning is tailored to staff needs to improve teaching and learning.</p> <p>Utilise passions and expertise of staff wherever possible.</p> <p>New BoT members have the opportunity to participate in PD around their new roles.</p>	<p>Our Teachers Appraisal Systems will be aligned to the Education Council’s new Teachers Code and Standards. Appraisal goals will link to school Strategic and Annual Goals.</p> <p>Action Research Model (Teacher’s Inquiry) will be developed to align with the Arinui appraisal system.</p> <p>Teachers will collect and seek out different layers of evidence to support their “ Inquiry” focus.</p> <p>Teachers will meet regularly to reflect on shifts in their own teaching practice as well as track their children’s progress.</p> <p>Teachers will access professional opportunities e.g. professional readings, observations within the school and beyond to support their growth.</p> <p>We will ensure provision in the budget for staff to attend Professional Development that aligns to the strategic direction of the school with priority to the Annual Goals and Targets e.g. Literacy - Stephan Graham, Sharp Reading L1 - 4 and Phonics, Wellbeing, ‘Understanding Behaviour – Responding Safely’ Modules.</p> <p>In light of new staff starting at the school and existing staff expertise now is the time to reassess staff responsibilities and align this with their skills and expertise as well distributing responsibilities to match their experience.</p> <p>After the May / June BoT elections, new BoT members will be provided with the opportunities to receive PD usually through STA about their new BoT roles.</p>



Oceanview Heights Annual School Improvement Plan – SUMMARY

G.3 Property	Actions	G.3 Finance	Actions
<p>Modernise and maintain the school classrooms and buildings, as per the 5YA and 10 Year Property Plan.</p> <p>Continually upgrade our environment.</p>	<p>This is a major undertaking in 2019 with the implementation of our 10YPP (Property Plan) and specific 5 Year Project (5YA) funding - Administration Block, Hall, Library and 5th classroom. This is being undertaken with full MoE support (Peter Fenwick) and Logic (Wynne Roycroft) and our local Newlove Browning Architects (Chris and Leon).</p> <p>We will also focus on the design and development of purposeful indoor and outdoor spaces that reflect our learning vision, cultures and values e.g.</p> <ul style="list-style-type: none"> • Building / Classroom names • Signage and way-finding • Play areas –markings on courts • Bike track / PE storage • New library • Sensory room in new classroom 	<p>BAU = Operate within the annual grants and budget. Manage finances to ensure the school is well resourced and is able to support the future direction of the school.</p> <p>Manage enrolments in line with MOE requests.</p> <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>BAU = Business as Usual</p> </div>	<p>Funds that have been in term investments for the last couple of years, will be released to undertake the property developments, that have been planned for.</p> <p>Sometimes we are asked by local Principals and / or the MoE to enrol excluded children and this needs to be managed taking into account the identified “Special Needs” and “At Risk” children we already have in the school.</p>
G.4 Health & Safety	Actions	G.5 Community Engagement	Actions
<p>Develop initiatives that support the wellbeing of our learners so that our environment is one that is caring, collaborative and inclusive where our ako / learners are valued.</p> <p>Incorporate the Wellbeing PD (from the Kahui Ako) into our school practices to ensure a holistic approach to children’s and staff’s Wellbeing / Hauora.</p> <p>BAU = Monitor and review practices and / or systems to ensure that they are in-line with the Health and Safety Act and Regulations.</p>	<p>Staff will be supported to become more familiar with UBRS and work towards ensuring consistency of practice across the school.</p> <p>We will develop of focus on Wellbeing / Hauora for children and staff through systems and programmes from Kahui Ako Professional Development. Janice Carter is our In - School Collaborator and will be undertaking to lead this body of work.</p> <p>We will review and refine current Health and Safety practices and ensure that the related Policy / Procedures reflect best practice.</p>	<p>Develop positive relationships with family and whanau, being proactive and responsive in our relationships with families in the interests of children so as to allow children to see this partnership of care and support.</p> <p>Increase school attendance of children who have had an inconsistent and unjustified absence and/or consistently late arrival to school.</p> <p>Investigate ways to engage our school community through Social Media and other Platforms.</p> <p>Initiate a new Home and School Committee.</p>	<p>Building of relationships is important, so there will be a focus for teachers in this area. The Meet the Teacher meeting will be developed with staff. Staff will provide opportunities for parents to engage and support learning e.g. 3 - Way Conferences, school events and family / whanau afternoons.</p> <p>Parents and caregivers will be advised when this is becoming an issue and the Attendance Officer and other agencies may need to be involved. A stronger stance will be undertaken due to some children having 60 – 75% absences in 2018. Review communication with parents and digital information, e.g. Facebook page, newsletter, other possible Apps, e.g. through a survey etc.</p>



Annual Plan Curriculum Target for 2019 – Reading

Strategic Goal	Annual Goal	Annual Target
<p>G.1 Student Learning and Engagement All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.</p>	<p>Refine and deliver high quality teaching and learning programmes with emphasis on Literacy.</p>	<p>Reading: To increase the number of students achieving at or above expected curriculum level for their age and stage in Reading with a particular focus on Years 1 – 5.</p>

History	<p>2018 end-year results showed: Year 8 – <u>45% (4) were At / Above</u>, Year 7 – <u>50% (3) were At / Above</u>, Year 6 – <u>50% (3) were At / Above</u>, Year 5 – <u>67% (5) were At / Above</u>, Year 4 – <u>50% (5) were At / Above</u>, Year 3 – <u>50% (5) were At / Above</u>, Year 2 – <u>22% (2) were At / Above</u>, Year 1 – <u>25% (2) were At / Above</u>. The Sharp Reading programme was the main focus for 2018 and the underachievers above were part of the 2018 target to lift them to be above 50%. It needs noting that 79% of our children made progress in Reading in 2018.</p>
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	Actions to Achieve Target	Led by	Resourcing	Timeline
Actions	Develop the Reading Literacy programme, including assessment and literacy tools, to develop guidelines that support high quality and consistent school wide best practice.	Principal & Teachers		Throughout year
	Teachers will cater for groups of children within the Reading interchange programme to meet children’s needs. Teachers will implement and improve our Reading programmes to cater for all learners through the Sharp Reading Programme.	Teachers		Throughout year
	Use ESOL resources to support our ESOL children to further understand the English language and to further develop their use of English for Reading purposes.	Teachers	\$2000.00 PD/Lit Budget	Throughout year
	Staff will have access to Professional Development with Brian Parker (Sharp Reading) to enable them to implement reading strategies / processes / knowledge as part of the Sharp Reading Programme in their classes.	Teachers		Term 1
	Teachers will have a specific Reading plans for the term with clear focus and development including approaches, context, skills, deliberate acts of teaching, and sharing of practice and work, observations and walk throughs.	Teachers		Throughout year
	Target setting staff meetings – evidence-based process explained, targeted areas are made clear and teachers begin to identify targeted students, what they know and need to know. Staff will build a professional collaborative teaching relationship.	Principal & Teachers		Throughout year
	The Principal will observe implement lessons targeted at needs, and will follow-up with unpacking and discussion – identify deliberate acts of teaching – Sharp Reading processes.	Principal		Throughout year
	Staff review of all approaches - what is working, what is not and what is next in the children’s learning - seeking guidance and support, if needed. Staff will be reflective about their effective teaching practice.	Principal & Teachers		Throughout year
	On-going monitoring of indicators of progress will highlight any issues or needs that need further attention, the Principal will act to support and address these by ensuring teachers utilise targeted teaching.	Principal & Teachers		Throughout year
	Teachers will review what reading resources are available in the school that are focused on engaging students e.g. e-readers, EPIC – app.	Teachers		Throughout year



Annual Plan Curriculum Target for 2019 - Writing

Strategic Goal	Annual Goal	Annual Target
<p>G.1 Student Learning and Engagement All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.</p>	<p>Refine and deliver high quality teaching and learning programmes with emphasis on Literacy.</p>	<p>Writing: To increase the number of students achieving at or above expected curriculum level for their age and stage in writing with a particular focus on Years 1 – 5.</p>

History	<p>End-year results showed: Year 8 – <u>45% (4) were At / Above</u> , Year 7 – <u>50% (3) were At / Above</u>, Year 6 – <u>50% (5) were At / Above</u>, Year 5 – <u>83% (5) were At / Above</u>, Year 4 – <u>45% (5) were At / Above</u>, Year 3 – <u>40% (4) were At / Above</u>, Year 2 – <u>89% (8) were At / Above</u>, Year 1 – <u>63% (5) were At / Above</u>. Staff continued to teach genre - specific structures to children, with a focus on writing deep and surface features across the curriculum – breaking it down, as the Stephen Graham’s explicit Writing programme states. Staff ensured that writing lessons occurred 4 days a week for at least 40 minutes a day, (as much as possible in our crowded curriculum), to ensure children were writing regularly. Teachers also modelled writing and gave a clear purpose for the children’s writing.</p>
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Actions	Actions to Achieve Target	Led by	Resourcing	Timeline
	Develop the Writing Literacy programme, including assessment and Literacy tools, to develop guidelines that support high quality and consistent school wide best practice.	Principal & Teachers		Throughout year
	Teachers will be able to identify the key features of 'best practice' for personalising learning. Teachers will have made some changes to their class program to further personalise learning for students.	Principal & Teachers		Throughout year
	Develop knowledge and skills of Literacy Progressions and how to use these to enhance teacher practice, with consistency across the school. PD to support this will be undertaken internally.	Principal		Throughout year
	Focus on increased use of rubrics and exemplars, which demonstrate “excellent” examples of writing and give children a framework for success.	Principal & Teachers		Throughout year
	Investigate how to sustainably moderate writing within and across classes to ensure teachers are consistent and developing their understanding of what is required to move children to the next level.	Principal & Teachers		Throughout year
	Teachers will implement and improve our Writing programmes to cater for all learners through the Stephen Graham Explicit Programme.	Principal & Teachers		Throughout year
	Use ESOL resources to support our ESOL children to further understand the English language and to further develop their use of English for Reading purposes.	Teachers		Throughout year
	New Teachers will attend the Stephen Graham Explicit Writing PD.	Principal	Free through RTLIT PD	Term 3
	Attend phonics training and implement Sharp Reading Phonics programme to support Writing.	Principal	\$200 PD Budget	Term 1

