

**Mission:** To provide a positive learning environment where students are **confident, actively involved and inspired to succeed.**

**Vision:** Together, building tomorrow

**Values / Capabilities:**

**Values:** **RESPECT**, Kindness, Integrity, Resilience | **Capabilities:** Sense of Belonging, Respectful, Effective Communicator, High Expectations, Curious, Healthy, Well Balanced Lifestyle.

**Mantras:** **BE THE BEST THAT YOU CAN BE, RESPECT FOR YOU, RESPECT FOR ME.**

**The Statement of National Education and Learning Priorities (NELP) and Tertiary Education Strategy (TES)**

Objective 1	Objective 2	Objective 3:	Objective 4	Objective 5
<b>Learners at the Centre:</b> Learners with their whānau are at the centre of education.	<b>Barrier Free Access:</b> Great education opportunities and outcomes are within reach for every learner	<b>Quality Teaching and Leadership:</b> Quality teaching and leadership make the difference for learners and their whānau.	<b>Future of Learning and Work:</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives.	<b>World Class Inclusive Public Education:</b> New Zealand education is trusted and sustainable

**Priorities**

1: Ensure places of learning are safe inclusive and free from racism, discrimination and bullying	2. Have high aspirations for every akonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	3. Reduce barriers to education for all, including for Māori and Pacific akonga, disabled akonga and those with learning support needs.	4. Ensure every akonga gains sound foundation skills, including language, literacy and numeracy.	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	7. Collaborate with industries and employers to ensure learners / akonga have the skills, knowledge and pathways to succeed in work.	8. <i>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges. TES Only</i>
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Whakawhanaungatanga	Ako	Hauora
<b>CONNECTIONS</b>	<b>ENGAGEMENT</b>	<b>WELLBEING</b>
Obj 1: Priorities 1, 2 Obj 2: Priority 3 Obj 3: Priority 5	Obj 1: Priority 2 Obj 2: Priorities 3, 4 Obj 3: Priority 5, 6 Obj 4: Priority 7	Obj 1: Priorities 1 and 2

**Strategic goals are defined and explored with all staff, these big ideas drive planning, assessment and goal setting**

- Partnerships fostered between whānau and school with particular attention
- Students learn in meaningful and authentic contexts. **COL Achievement**
- Systems are in place to recognise the overall wellness of staff and

<p>to Māori families (COL Achievement Challenge)</p> <ul style="list-style-type: none"> <li>• Collaborative pedagogy - collaborative team approach for shared planning and assessment practices.</li> <li>• Community Partnerships embedded to provide opportunities for all stakeholders.</li> <li>• Ongoing international relationships (where possible)</li> <li>• Vision, Graduate Profile and Values regularly referred to and, visible within the school and community.</li> </ul>	<p><b>Challenge</b></p> <p>This includes Te Reo Māori, other languages, passion/project based learning, Makerspace, character classes, overseas excursions, EOTC activities, localised curriculum</p> <ul style="list-style-type: none"> <li>• High expectations for school community (students, staff, whānau, community) - The Graduate Profile drives this with clear progressions and expectations for adults.</li> <li>• Visible Learning principles embedded. Systems and processes in place that allow effective teaching and learning.</li> <li>• Students are 'Visible Learners'; they are involved in all aspects of their learning, they know their learning progressions, through the use of the rubrics, and communicate effectively with significant stakeholders (whānau, teachers, peers)</li> <li>• All learners have the opportunity to become digitally capable individuals.</li> <li>• Staff are supported in developing pedagogical practices and curriculum knowledge.</li> <li>• SOLO Taxonomy used as the model of planning.</li> <li>• Clear processes and procedures to monitor progress and achievement of all students</li> <li>• Teachers use data to drive teaching and learning.</li> </ul>	<p>students. (COL Achievement Challenge)</p> <ul style="list-style-type: none"> <li>• Using a systemic approach, Y7 students are immersed in The Resilience Project with the aim to improve (or maintain if already high) well-being. Y8 students will continue to follow the principles of The Resilience Project.</li> <li>• Ka Ora, Ka Ako/Healthy School Lunch Programme</li> <li>• Growth Mindset embedded in the school.</li> <li>• Health and Safety Act 2015 is actioned with clear processes</li> <li>• School policies and procedures are understood and adhered to.</li> <li>• School operates in a fiscally strategic responsible and viable way.</li> <li>• Funds allocated to ensure student learning and engagement priorities are met.</li> </ul>
<ul style="list-style-type: none"> <li>• Effective financial systems in place to ensure the curriculums delivered and all expenditure properly accounted for.</li> <li>• Funds allocated to ensure student learning and engagement goals are met</li> <li>• Furniture upgrades to reflect learning environments</li> </ul>		

Planned Priorities / Goals	Who: (Those with main responsibility)	When:	Indicators of Progress:
<b>Whakawhanaungatanga: Connections:</b>			
<ul style="list-style-type: none"> <li>Partnerships fostered between whānau and school with particular attention to Māori families (COL Achievement)</li> </ul>	Board, SLT, Middle Leaders, Toni (HOD Te reo me ōna Tikanga?), Anaru	Ongoing all year	<ul style="list-style-type: none"> <li>Increased attendance of Māori community within the school (e.g. attending school functions, Matariki, Kapa Haka, Whānau Hui)</li> <li>Daily attendance of Māori students increases</li> <li>Academic achievement increases</li> <li>Learning environments set up for collaborative learning and celebrates the tuākana/teina (buddy system) approach to teaching and learning</li> <li>Students involved/role modeled in whole school pōwhiri/whakatau</li> <li>Access to School Kapa Haka</li> <li>School wide focus on local and regional community history, whakapapa (Waitangi, Te Kamo)</li> <li>Access to keynote and guest speakers who are successful Māori, well achieving in their field. (Tāmati Rākena, Hope Pūiri, Sherie Reweti, Jade Kake, Leonard Murupaenga, Keil Cas, Raerae Hemara, Justice Hetaraka.)</li> <li>Marae noho and wānanga for staff and students at local marae Ngararaitunua, Whakapara, Pehiāweri, Terenga Paraoa (Kākā Porowini).</li> <li>Active kaitiakitanga, allowing connection and learning through the whenua - Islands of Life, Maruarua awa, Riparian planting for the local hapū, Litter drives in local communities.</li> <li>Staff actively enrol in some form of Te Reo / Tikanga PD. e.g sign up to <a href="#">Te Ahu o Te Reo Māori</a> - professional development (each staff member who completes the course earns \$500 for their school too) which could be used for reo and tikanga resources. Advertised to wider community to make known the efforts being made to support Māori culture, language and therefore students and whānau Māori.</li> <li>As the first point of call for whānau, all admin staff pronounce Kamo correctly when answering the school phones. Additionally top-down directive for whole staff to use correct pronunciation within and out of school.</li> <li>Resource Room converted to Whareniui</li> </ul>
<ul style="list-style-type: none"> <li>Collaborative pedagogy - collaborative team approach for shared planning and assessment practices.</li> </ul>	SLT, Middle Leaders, Curriculum Leaders, Teachers	Ongoing	<ul style="list-style-type: none"> <li>School wide planning (integrated concepts) common place</li> <li>Team planning, collaborative teaching and learning common place including hybrid teaching and learning.</li> <li>Reviews and actioned changes of assessment procedures(rubrics, SOLO Taxonomy, Visible Learning - feedback practices, Learning Progressions, PACT)</li> <li>Consistency of assessment procedures</li> <li>Summative/standardised testing twice a year (Term 1 and 4)</li> </ul>
<ul style="list-style-type: none"> <li>Community Partnerships embedded to provide opportunities for all stakeholders.</li> </ul>	Board, Parent Support Group, SLT, SENCO, Teachers, E-Team <i>All staff and students</i>	Ongoing	<ul style="list-style-type: none"> <li>Monthly communication with whānau - first few weeks all parents will be contacted via zoom or phone due to the cancellation of Meet and Greet</li> <li>First full day is for Y7 students only to help settle them into the school.</li> <li>Triadic discussions between student, school and whānau to be held at least twice during the year. (1st - meet and greet, 2nd mid year to report on progress and attainment)</li> <li>Increased use of Google Classroom to report 'in time' to whānau</li> <li>Online meetings (e.g. zoom) if face to face is not possible</li> <li>EOTC activities (sport, Camps, cultural events) - where possible while managing Covid restrictions.</li> <li>Student Leadership Group meet once a fortnight</li> <li>Student Agency</li> <li>End of Term Team 'Celebration of Learning' assemblies</li> <li>Recognition at school wide assemblies (via zoom if necessary)</li> </ul>

			<ul style="list-style-type: none"> <li>Each whānau contacted at least twice a term by classroom teachers.</li> <li>Specialist teachers to regularly contact whānau of students in their classes</li> </ul>
<ul style="list-style-type: none"> <li>Vision, Code of Conduct, Capabilities and Values regularly referred to and, visible within the school and community. The Graduate Profile is unpacked and the importance discussed with each student.</li> </ul>	All staff and students	Ongoing	<ul style="list-style-type: none"> <li>Graduate Profile visible on walls around the school and: <ul style="list-style-type: none"> <li>Form part of the integrated units</li> <li>Recognised school wide e.g (school assemblies, Principal award)</li> <li>Unpacking of what they mean (staff and students)</li> </ul> </li> <li>Unpack school vision and Code of Conduct, with regular reference to it.</li> <li>One of the ASL's foci is The Graduate Profile - making it more visible school wide.</li> </ul>
<b>Ako: Engagement:</b>			
<ul style="list-style-type: none"> <li>Students learn in meaningful and authentic contexts. <b>COL Achievement Challenge</b> This includes Te Reo Māori, other languages, passion/project based learning, make - a - space, character classes, overseas excursions, EOTC activities</li> </ul>	Students, SLT, Middle Leaders, SENCO, Learning Support Coordinator, Teachers, Teacher Assistants,	Ongoing	<ul style="list-style-type: none"> <li>Student voice and agency</li> <li>Passion based learning forms part of the weekly timetable.</li> <li>Utilise strengths of teachers to facilitate passion based learning</li> <li>Y8 students choose their top 4 areas of Specialist Classes to focus on.</li> <li>Y7 students have 5 lessons with each specialist teacher.</li> <li>Y7 choose class type when enrolling</li> <li>Collaboration within the COL - possible TOD, WSL (within school leader) and AST (across school leaders) work alongside teachers and students to reach school wide goals especially with Authentic and Meaningful Learning and Well-being.</li> <li>Teachers upskill on inquiry based teaching</li> <li>Two year curriculum map designed and implemented. Students become part of the planning from Semester Two onwards</li> </ul>
<ul style="list-style-type: none"> <li>High expectations for school community (students, staff, whānau, community) - The Graduate Profile drives this with clear progressions and expectations for adults.</li> </ul>		Ongoing	<ul style="list-style-type: none"> <li>Regular reference to school capabilities within the Graduate Profile</li> <li>Pastoral Care expectations are very clear with all stakeholders. <ul style="list-style-type: none"> <li>Students involved in constructing the Code of Conduct</li> </ul> </li> <li>Recognition of high achievers (academic, sport, cultural, service) at assemblies</li> </ul>
<ul style="list-style-type: none"> <li>Visible Learning principles embedded. Systems and processes in place that allow effective teaching and learning.</li> </ul>	SLT, Specialist VL Teachers (Lana and Sue) Teachers Students	Ongoing	<ul style="list-style-type: none"> <li>Common language used schoolwide (learning intentions, success criteria, capabilities, feedback)</li> <li>Respond to data by forming next steps, groupings, teaching,</li> <li>Regular conferencing with students about their learning (<b>Visible Learning focus</b> - Where are you at , How do you know?, What do I need to improve?)</li> <li>Adhere to the school wide assessment schedule</li> <li>Teacher release 0.2 to support VL is embedded schoolwide.</li> </ul>
<ul style="list-style-type: none"> <li>Students are 'Visible Learners'; they are involved in all aspects of their learning, they know their learning progressions, through the use of the rubrics, and communicate effectively with significant stakeholders (whānau, teachers, peers)</li> </ul>	SLT, Teachers, Students	Ongoing	<ul style="list-style-type: none"> <li>Increased student voice and agency as the year progresses</li> <li>Explicit and directed teaching</li> <li>Explicit understanding of learning progressions and progress within them</li> <li>Regular reference and use of rubrics</li> </ul>
<ul style="list-style-type: none"> <li>All learners have the opportunity to become digitally capable individuals.</li> </ul>	SLT, Teachers, Students, Whānau	Ongoing	<ul style="list-style-type: none"> <li>All students will be encouraged to have their own digital device however the school provides for those who do not.</li> <li>Digital technology is a tool in all classrooms for most aspects of learning</li> <li>Professional development for upskilling staff (use of google, explicit use of devices planned within units/activities, buy in workshops, resource bank of digital support - regularly updated)</li> <li>Working with David Kinane to upskill staff and students. TODs, David working in classes for one week each term.</li> </ul>

			<ul style="list-style-type: none"> <li>• Extension and Opt In programmes</li> <li>• Real time reporting between students, teacher and whānau - Google Classroom</li> <li>• Tech Ninja student group working with Lisa Ferris (DP)</li> </ul>
<ul style="list-style-type: none"> <li>• Staff are supported in developing pedagogical practices and curriculum knowledge.</li> </ul>	SLT, Teachers, PLD providers (Cognition Staff, David Kinane) and our own fluent speakers of Te Reo Māori	Ongoing	<ul style="list-style-type: none"> <li>• Identify areas of strength within the staff - whole school PD, opt in workshops, Team Leaders work alongside their team members as do HODs</li> <li>• HOD Literacy, Mathematics and Science attract release to support pedagogy as does VL/SOLO Leader</li> <li>• Professional Development: Visible Learning, PB4L, Digital Learning, Te Reo and Tikanga</li> </ul>
<ul style="list-style-type: none"> <li>• SOLO Taxonomy used as the model of planning.</li> </ul>	SLT, Teachers, Julie Mills (PLD Provider)	Ongoing	<ul style="list-style-type: none"> <li>• Whole school concept planning using SOLO progressions.</li> <li>• School wide rubrics developed showing progression of learning</li> <li>• SOLO Maps used to gather information</li> </ul>
<ul style="list-style-type: none"> <li>• Clear processes and procedures to monitor progress and achievement of all students</li> </ul>	Board, SLT, Middle Leaders, Teachers		<ul style="list-style-type: none"> <li>• Standardised testing will determine effect sizes for reading, writing and mathematics.</li> <li>• Y8 data constantly reviewed and discussed at team level, then Middle/Senior level</li> <li>• Schoolwide development of rubrics with clear intentions of progress</li> <li>• Learning progressions explicit and transparent with all stakeholders</li> <li>• SENCO / Team Leaders and SLT regularly reviews progress of target students</li> <li>• Ongoing review of 'reporting to parents' format</li> <li>• Attendance data monitored more regularly and systems put in place to reduce high absences.</li> </ul>
<ul style="list-style-type: none"> <li>• Data drives the focus for development</li> </ul>	Board, SLT, Middle Leaders, Teachers, Students		<ul style="list-style-type: none"> <li>• School wide goals transparent to all</li> <li>• Teachers, Students and Parents have an understanding of Effect sizes</li> <li>• Regular review of annual improvement goals: team meetings, staff meetings, SLT meetings, SLT/Team Leaders, Board meetings (through Principal's Report)</li> <li>• Ongoing self review</li> </ul>
<b>Hauora: Wellbeing</b>			
<ul style="list-style-type: none"> <li>• Systems are in place to recognise the overall wellness of staff and students. (COL Achievement Challenge)</li> </ul>	COL, SLT, Syndicate Leaders, Admin staff		<ul style="list-style-type: none"> <li>• COL HUB Wellbeing professional development. Those attending report back to Staff</li> <li>• PB4L systems support student welfare</li> <li>• Support for teachers with high needs students <ul style="list-style-type: none"> <li>○ Social Worker in school one day a week</li> <li>○ SENCO</li> <li>○ LSC</li> <li>○ DP responsible for pastoral care</li> <li>○ Part time counsellor</li> </ul> </li> <li>• EAP Services available for staff</li> <li>• Regular discussions with staff around student behaviour and workload</li> <li>• SLT meet monthly with representatives from each team to gain a 'feel' for the school wide culture. Informal chats.</li> <li>• Surveys ascertain student wellbeing (COL and Resilience Project)</li> </ul>
<ul style="list-style-type: none"> <li>• Integrated learning supports language, identity and culture</li> </ul>	SLT, Bilingual teachers, facilitator. Team Leaders, teachers.		<ul style="list-style-type: none"> <li>• Students learn through choice of class type</li> <li>• Bicultural classes continue - monitor progress of academic achievement, attendance</li> <li>• Students part of integrated planning in order to own the learning.</li> <li>• Offering classes in Japanese</li> </ul>
<ul style="list-style-type: none"> <li>• Using a systemic approach, students are immersed in The Resilience Project with the aim to improve well-being, in particular relationships and resilience.</li> </ul>			<ul style="list-style-type: none"> <li>• Y7 students participate in the recently designed year long wellbeing unit 'The Resilience Project'</li> </ul>

<ul style="list-style-type: none"> <li>Health and Safety Act 2015 is actioned with clear processes</li> </ul>			<ul style="list-style-type: none"> <li>Health and Safety committee meet monthly <ul style="list-style-type: none"> <li>Minutes and identified areas requiring change shared with staff and students</li> </ul> </li> <li>Ongoing review of Health and Safety Act.</li> <li>Ensure H and S procedures are clearly documented</li> <li>Police vetting for all adults working alongside students for a length of time (eg: coaches, camp helpers)</li> <li>Walk through of school with a Board Member, Property Manager, Executive Officer and a member of the SLT (twice a term) to identify possible hazards</li> </ul>
<ul style="list-style-type: none"> <li>School policies and procedures are understood and adhered to.</li> </ul>	Board, SLT, Staff, Students	Ongoing	<ul style="list-style-type: none"> <li>School Docs</li> <li>Team Leaders reminded to review with their team members.</li> </ul>
<ul style="list-style-type: none"> <li>School operates in a fiscally strategic, responsible and viable way.</li> </ul>	Board, Principal, EO	Ongoing	<ul style="list-style-type: none"> <li>School expenditure will be monitored and controlled to ensure annual accounts are prepared and audited</li> <li>Budget allocation transparent with staff</li> </ul>
<ul style="list-style-type: none"> <li>Funds allocated to ensure student learning and engagement priorities are met.</li> </ul>	Board, SLT, EO	Term 4 - start of budget allocation Term 1 following year - complete	<ul style="list-style-type: none"> <li>Budget allocation focuses on school priorities</li> </ul>

**Annual Specific Goal and Targets:**

**Strategic Goal:** All learners have the opportunity to become digitally capable individuals.

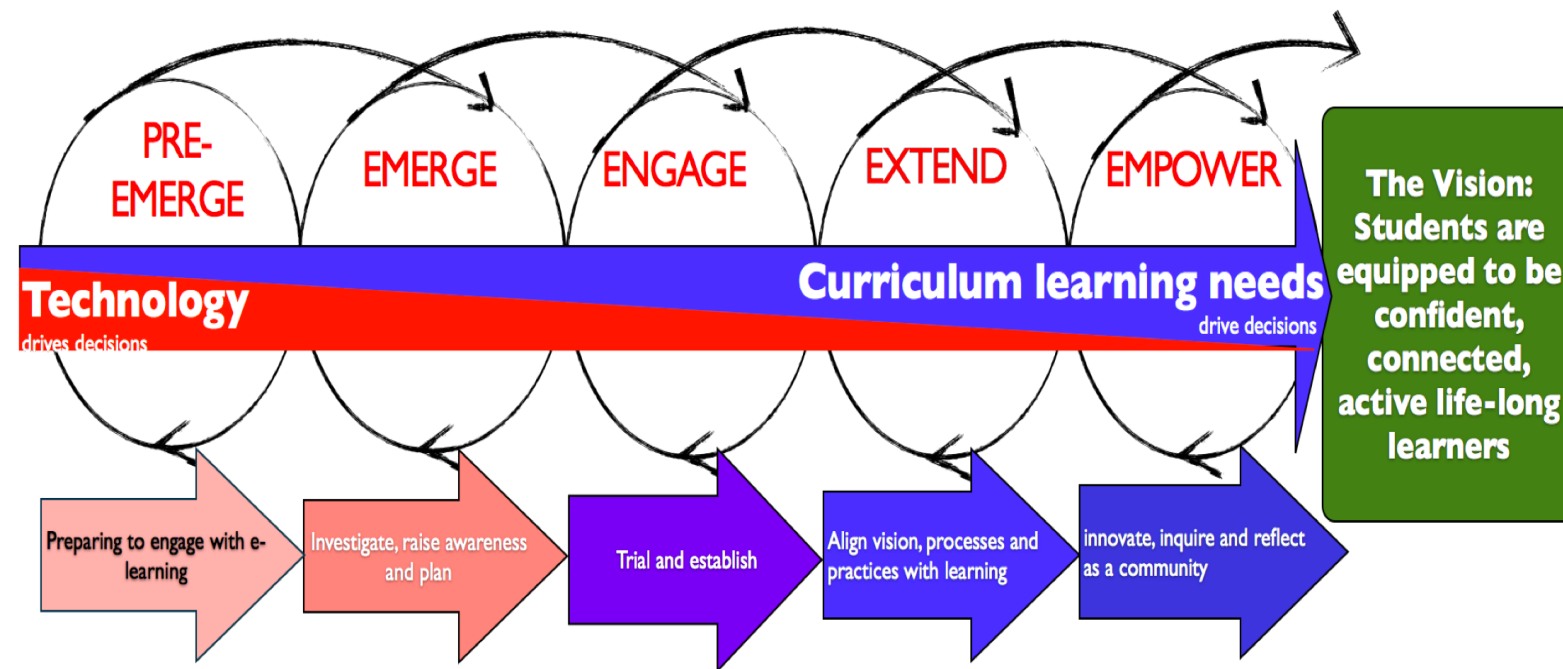
**Annual Goal:** Our aim is to have a 70% movement from emerging to engaging and extending using the eLPF tool.

“Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-Learning/digital learning (that is, learning supported by or facilitated by ICT) has considerable potential to support the teaching approaches ... Schools should explore not only how ICT can supplement traditional ways of teaching but also how it can open up new and different ways of learning.” Page 36, New Zealand Curriculum

The e-Learning Planning Framework (eLPF) is designed to support schools in assessing and developing e-capability.

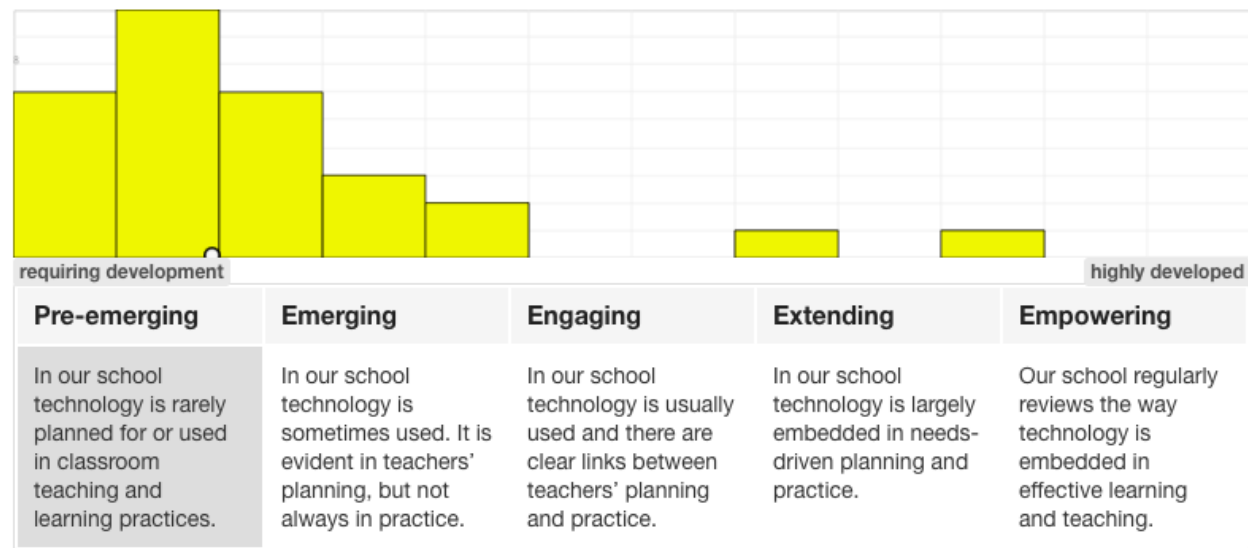
The framework provides schools and teachers with:

- a self-review tool for schools to gather evidence about practice
- a 'road map' for building e-learning capability
- a tool to evaluate the effectiveness of e-learning programmes
- resources and services to support schools as they build capability.

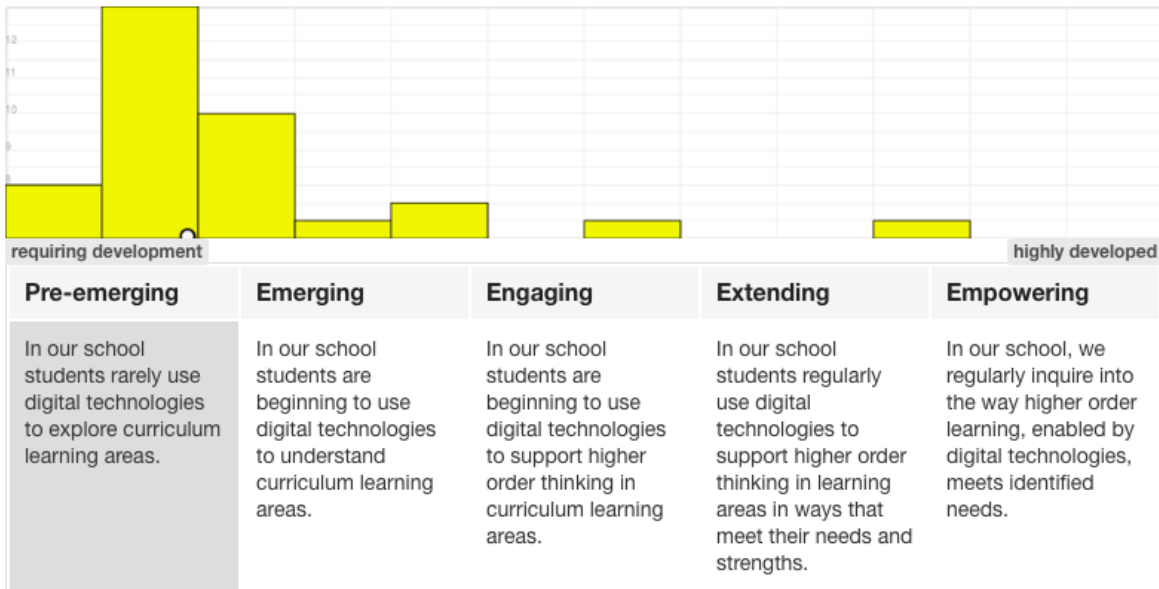


# Baseline data

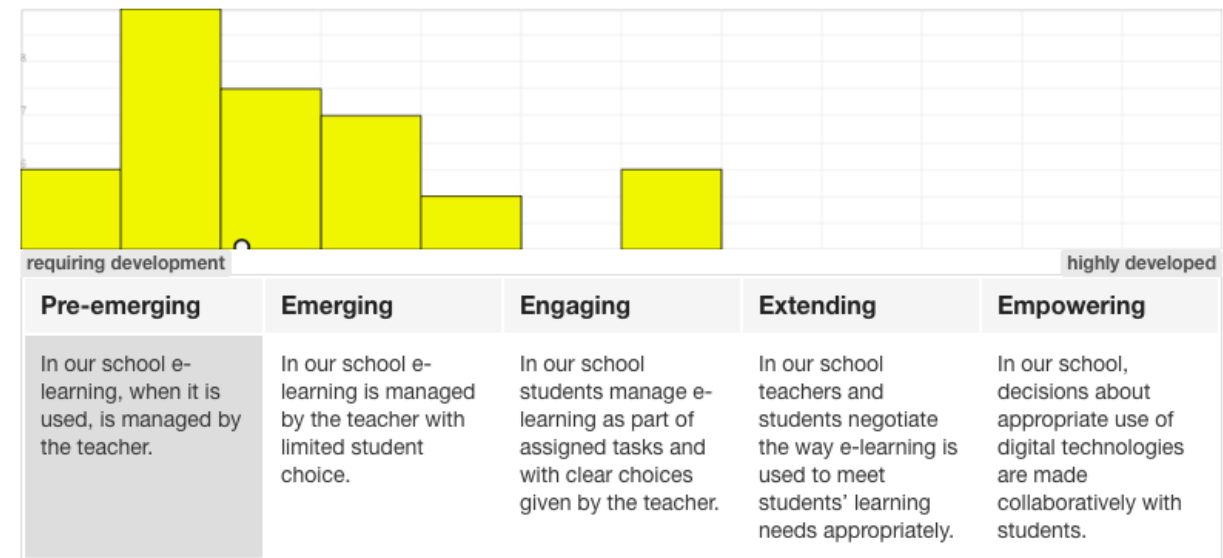
## School



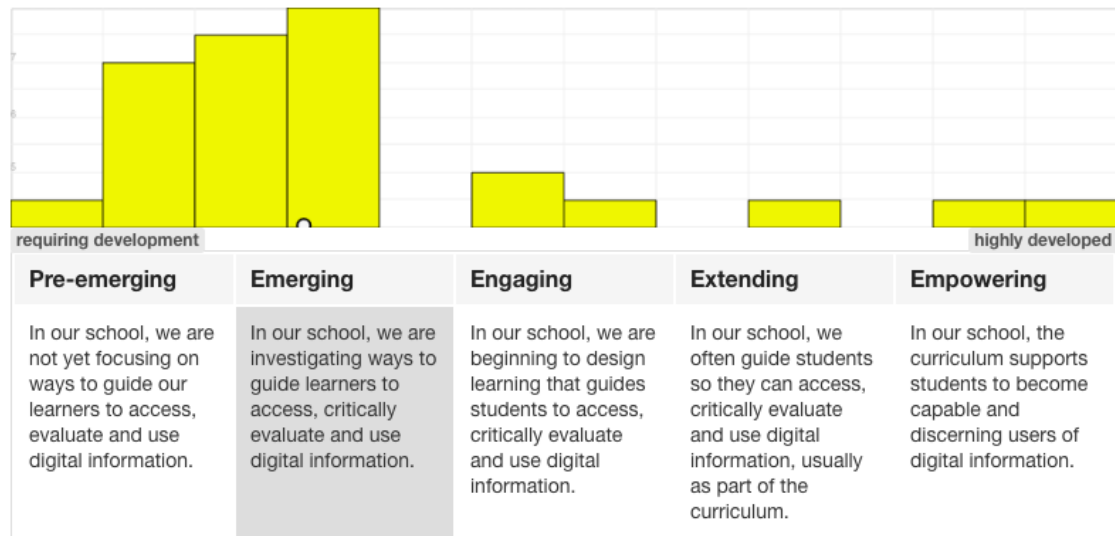
## School



## School



## School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school technology is rarely planned for or used in classroom teaching and learning practices.	In our school technology is sometimes used. It is evident in teachers' planning, but not always in practice.	In our school technology is usually used and there are clear links between teachers' planning and practice.	In our school technology is largely embedded in needs-driven planning and practice.	Our school regularly reviews the way technology is embedded in effective learning and teaching.

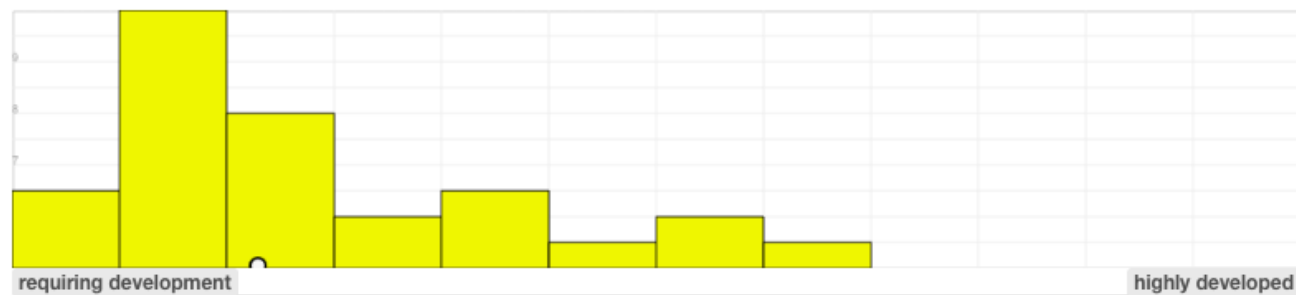
Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school students rarely use digital technologies to explore curriculum learning areas.	In our school students are beginning to use digital technologies to understand curriculum learning areas.	In our school students are beginning to use digital technologies to support higher order thinking in curriculum learning areas.	In our school students regularly use digital technologies to support higher order thinking in learning areas in ways that meet their needs and strengths.	In our school, we regularly inquire into the way higher order learning, enabled by digital technologies, meets identified needs.

Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school e-learning, when it is used, is managed by the teacher.	In our school e-learning is managed by the teacher with limited student choice.	In our school students manage e-learning as part of assigned tasks and with clear choices given by the teacher.	In our school teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	In our school, decisions about appropriate use of digital technologies are made collaboratively with students.

Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school, we are not yet focusing on ways to guide our learners to access, evaluate and use digital information.	In our school, we are investigating ways to guide learners to access, critically evaluate and use digital information.	In our school, we are beginning to design learning that guides students to access, critically evaluate and use digital information.	In our school, we often guide students so they can access, critically evaluate and use digital information, usually as part of the curriculum.	In our school, the curriculum supports students to become capable and discerning users of digital information.

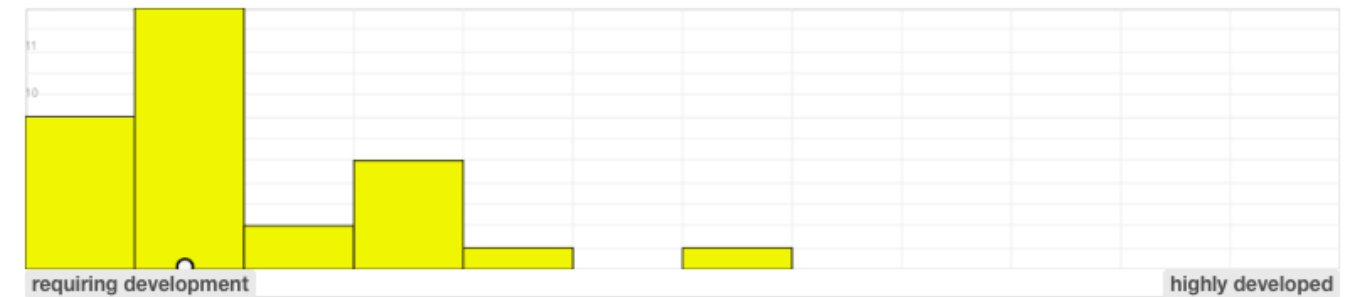


### School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we are not yet collaborating for professional learning activities to explore e-learning.	In our school a few individual staff occasionally collaborate in professional learning activities that explore e-learning.	In our school some staff regularly collaborate in professional learning activities that explore e-learning.	In our school most staff collaborate in professional learning activities that explore e-learning.	Our school is a supportive professional community that explores e-learning together.

### School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we do not yet have professional learning opportunities about e-learning.	In our school there are few opportunities for professional learning activities about e-learning and they tend to be occasional and ad hoc.	In our school there have been some opportunities for professional learning about e-learning.	In our school there are regular opportunities for professional learning about e-learning.	In our school, there are many opportunities for professional learning about e-learning.

When:	What	Who	Indicators of Progress
Term One	Survey a select group of students using the eLPF tool	Lisa and teachers	
2022 - ongoing	Survey staff using eLPF	Lisa and teachers	Survey complete
2022 - ongoing	Begin PLD - Professional Development is undertaken by all staff in Digital Fluency	David Kinane, whole teaching staff	Staff use of digital tools increases Engagement by students grows
As required	An e-Learning support team is established. Where possible, this will be made up of mentors and/or a representation of teachers from across teams to support digital leaders and teachers with promoting and supporting digital fluency.	Lisa F, Graham,	Digital support team set up and meets regularly Digital support team develops learning opportunities for staff based on needs
Ongoing	Digital tools are incorporated into classroom programmes, giving students multiple opportunities to share their learning as well as choice in the use of some tools	Digital team, classroom teachers	Staff use of a range of digital tools increases Engagement by students increases
Termly	Hold digital staff meetings and or team meetings that promote sharing, discussion and reflective practice around e-Learning and digital fluency	David Kinane, Digital team, classroom teachers	Using digital technology to engage students Staff use of a range of digital tools increases Engagement by students increases
As required	Professional learning sessions are held within and across teams to help implement tools to support learning within the classroom	Digital team, Team Leaders, classroom teachers	Using digital technology to engage students Staff use of a range of digital tools increases Engagement by students increases
Termly	Teaching staff observe the use of digital tools being used in other teams/classes	Teaching staff	Using digital technology to engage students Staff use of a range of digital tools increases Engagement by students increases
Ongoing	Staff are able to show evidence of their own pedagogical growth in effective digital practice through setting a goal for appraisal, relating to their own teaching, incorporating digital tools/fluency.	Whole teaching staff	Feedback from David K, reflections at Team Meetings

<b>Strategic Goals:</b> <ul style="list-style-type: none"> <li>• Students learn in meaningful and authentic contexts.</li> <li>• Students are 'Visible Learners'; they are involved in all aspects of their learning, they know their learning progressions, through the use of the rubrics, and communicate effectively with significant stakeholders</li> </ul>		<b>Annual Goal: To improve the consistency of writing delivery for teachers across the school, and reduce the discrepancy of effect sizes between classes.</b>  Baseline data:  2021 The effect size was 0.62 (very pleasing) but due to the subjective nature of Writing, there were large discrepancies of effect size (1.7 and -0.34)	
<b>When:</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term One	Summative testing( easTTle and Write That Essay assessments) to ascertain current levels of attainment <b>Ascertain what skills require teaching and plan activities accordingly</b>	Principal, DPs, Teachers	Term 4 data to show improvement
	Variety of writing skills explicitly taught: e.g. planning, structure and language, organisation, vocabulary, sentence structure, punctuation, and spelling.	Teachers / Team Leaders / SLT	Students are able to talk about the different writing skills. They know which skills they need to focus on.
Mid Term One onwards	Use of curriculum progressions, WTE, and <b>moderation</b> of easTTle writing sample.	All teachers - guided by curriculum leader	Students are engaged. Progress within curriculum progressions and on rubrics
Mid Term One onwards	Use of rubrics based on SOLO taxonomy	Teachers	Students able to discuss their learning by measuring progress using the rubrics
Ongoing	Release of HOD Literacy one day a fortnight to support pedagogy	Sarah van der Veer (HOD Literacy)	Students and teachers feel supported
Ongoing	<ul style="list-style-type: none"> <li>• Collaborative planning and teaching</li> <li>• <b>High Standards</b> - skill based teaching showing how this skill is used over a range of genres. E.g. how each skill is transferable between genres.</li> <li>• Opportunity for students to practice new skills across a range of genres. Open topics given for students to select the best writing style to achieve writing task - including cross curricular topics.</li> <li>• Learning Intentions and Success Criteria common place.</li> </ul>	<p>Teachers increasingly work on dialogue within the classroom (two way discussions) instead of one way discussions (monologue)</p> <p>Teachers ascertain areas of interest within their class /syndicate. Curriculum leaders</p> <p>Teachers</p>	<p>Students increasingly 'own' their learning.</p> <p>Students can talk about their learning can discuss how each skill improves the quality of their writing</p> <p>Shared ownership of planning for integrated concepts</p>

