

**School Charter**  
**Strategic and Annual Plan for 2020-2022**  
**Dyer Street School**

Principals' endorsement:	<i>Paule Heaton</i>
Board of Trustees' endorsement:	<i>A. Braham</i>
Submission Date to Ministry of Education:	<i>28 February 2020</i>

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*Section 1 – Foundations*

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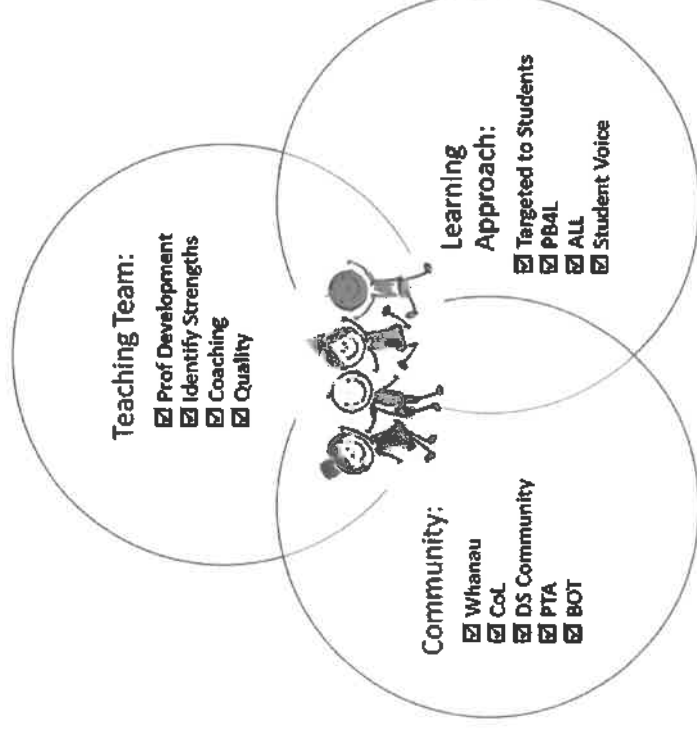
The Annual Plan and School Charter sets out how our school will achieve strategic goals and grow academic achievement. The opening sections are the foundations of our charter and our change levers.

## Overview

At Dyer Street, we know that the combination of three key components will enable our students to become lifelong learners:

1. **Our Teaching team** will have a focus on professional development that supports the objectives of the school and students, whilst being able to identify our unique strengths.
2. **Our community** is multi-faceted. We have a strong reputation across our community. We are strongly engaged with the individual sections within our community.
3. **Our approach to learning** has the engagement of our students, teachers and community, enabling both behavioural and academic achievement

We know that each of these three can be effective but together they are successful.



### **Board of Trustees commitment to maximising learning opportunities:**

For several years the Board of Trustees (BOT) has prioritised finances so that they have been able to provide funding for the equivalent of an additional teacher to provide supplementary programmes and/or to allow for staff development to improve student outcomes. The BOT consider this to be an important investment for our students.

In 2020 these include:

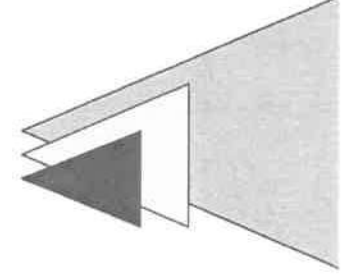
- Reading Recovery
- Mentoring support for staff
- Leadership release

The BOT's commitment has ensured sustainability and has enabled Dyer Street School to remain a school committed to Self Review and has a positive reputation for its Schoolwide Professional Development and Learning and Change Model. We are focused on strong alignment with goals, professional development and appraisal, all of which focus on improving student outcomes.

### **Positive Behaviour for Learning (PB4L):**

During 2015, we were offered the opportunity to become involved in PB4L, forming a cluster of local Hutt Valley Schools. PB4L is resourced by the Ministry of Education with \$10,000 per year for the first two years at Tier One and a further \$10,000 for Tier Two. We have worked through the process of identifying a set of values that will frame our ways of working going forward. Our key stake-holders (staff, students, whanau, BOT) were involved in the consultation and choosing of our values.

In 2016 we have fully implemented the schoolwide programme including the establishment of our school values. The implementation of PB4L school wide has been very successful with all stakeholders supporting the work being carried out. At the end of 2017, we gained approval to become a Tier two school for 2019. During 2019, a review was undertaken to identify strengths and needs for the school in PB4L. A development plan has been implemented based on this and continues to be a focus for the school.



**Tier One (Green): Schoolwide approach, aims to support positive behaviour in all students for some students 80% of the time.**

**Tier Two (Yellow): Classroom approach and a more targeted approach for students with behaviour challenges (approximately 15% of students).**

**Tier Three (red): Interventions involving significant support (approximately 5-10% of students)**

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## *Strategic Intentions*

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The following sections are the strategic intentions for Dyer Street School:

- Our Mission and Values
- Cultural Diversity

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Learning for Life
<b>Vision</b>	Our “end in mind” learner who is confident, competent and flexible
<b>Values</b>	<p>L – Link Up</p> <ul style="list-style-type: none"> <li>– Everyone Together</li> </ul> <p>A – Akohia – learning behaviours</p> <p>R – Respect our people, our place</p> <p>N – Never give up</p>
<b>Our Values in Action</b>	<p>Link Up – Community connections for learning, linking with other students across the school, digital citizenship, tuakana-teina (older students teaching younger students)</p> <p>Everyone Together – Working together, supporting each other, inclusive of all, empathy and tolerance for differences</p> <p>Akohia (learning behaviours) – Metacognition, being proud of achievements big and small, knowing what we are working on, managing self</p> <p>Respect – respecting people, our school and school equipment, respecting the expectations of the classroom and school and respecting learning time</p> <p>Never Give up – Persistence, resilience, trying again, being out of our comfort zone, being brave, looking for alternative ways to achieve our goals</p>
<b>Māori dimensions and Cultural Diversity</b>	<p>Dyer Street School has a cultural mix of approximately 30% Maori, 11% Pacific Island 37% New Zealand European, and 20% other, which includes those of Asian and African origin.</p> <p>Whilst all cultures are important to Dyer Street School, under Ministry of Education guidelines we separate the progress of our Maori and Pasifika students for monitoring and reporting purposes. Our data gathering systems enables schoolwide data and a subset of data for our Maori and Pasifika students. The school has entered in a partnership with other schools in the Naenae cluster to raise the level of all student achievement within the Hutt Valley.</p>

	<p>The school will consult and report to the community on the achievement of Maori students against their peers.</p>
<p><b>Glossary of Terms used within documentation</b></p>	<p><b>PB4L</b> – Positive Behaviour for Learning. This is the schools value system and positive behaviour system. It includes systems and supports for students who have additional needs relating to behaviour.</p> <p><b>ALL</b> – Accelerated Learning In Literacy. A Ministry of Education intervention for supporting literacy development for underachieving students.</p> <p><b>ALiM</b> – Accelerated Learning in Maths. A Ministry of Education intervention for supporting maths development for underachieving students.</p> <p><b>ILE</b> – Innovative Learning Environment. This can include physical building components, furniture, technology but also the way in which the learning environment is set up and used to promote learning. ILE also relates to the way the teacher designs learning.</p> <p><b>Kahui Ako</b> – Community of Learning. A group of schools working together to support student achievement and wellbeing.</p> <p><b>PL &amp; D</b> – Professional Learning and Development. Staff training to upskill in areas of the curriculum, teaching pedagogy and leadership development.</p> <p><b>Acceleration</b> – for students to make accelerated progress they must make at least 18 months progress in 1 year. Expected progress (of one year in one school year) for low achieving students does not help the student get to expected levels of achievement for their age.</p>

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*Baseline data and school context*

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The following sections explain the baseline data and school context for Dyer Street School:

- Student Learning
- Student Engagement
- School Organisation and Structures
- Review of Charter and Consultation



## Baseline Data and School Context

<p><b>Students' Learning</b></p>	
<p><b>Student Engagement</b></p>	<p>Teachers have continued to explore accelerated literacy practices and concepts around engaging students in writing. The juniors have focused on Shine Literacy concepts.</p>
<p><b>School Organisation and Structures</b></p>	<p>Dyer Street School is a decile 4 contributing school, in the Hutt Valley, located between the railway line and High Street, just north of the Hutt hospital.</p> <p>Students reside in the immediate suburbs of Avalon, Naenae, Park Avenue, the Western Hills and some travel from further distances of Stokes Valley, Petone and Wainuiomata.</p> <p>One classroom is used by the Dyer Street After School Care programme.</p> <p>In responding to the National Education Priorities and the desires of the community the school places an emphasis on Literacy, Numeracy and the teaching of higher order thinking skills.</p> <p>In doing this, there is an integration of Tikanga Maori through all learning and teaching programmes. Students with special learning needs are identified through early identification and an ongoing Special Needs Register. Intervention programmes in Literacy, Mathematics and those catering for particular learning styles are put in place. Enrichment programmes are provided and several students attend the Gifted Kids classes at Rata Street School on a weekly basis.</p> <p>Ethnicity breakdown for 2019:</p> <ul style="list-style-type: none"> <li>NZE 39%</li> <li>Maori 30%</li> <li>Pasifika 11%</li> <li>Asian 7 %</li> <li>Other 13%</li> </ul>

<p><b>Review of Charter and Consultation</b></p>	<p>The current Charter and Strategic sections were reviewed and revised in 2017.</p> <p><b>National Education Goals and Priorities:</b></p> <ol style="list-style-type: none"> <li>1. All programmes will be based on the New Zealand Curriculum framework and curriculum documents, with an emphasis on Effective Teaching Practice.</li> <li>2. The school will consult and report to the community on the achievement of Maori students against their peers.</li> <li>3. The school will consult and report to the community on the achievement of Pasifika students against their peers.</li> <li>4. Regular monitoring of student achievement and programme information will be reported to individual students, parents and the community.</li> <li>5. The school will provide a safe physical and emotional environment.</li> <li>6. Programmes will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.</li> </ol>
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*Strategic Direction*

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The following sections explain the strategic direction for Dyer Street School:

- **Strategic Goals**
- **Core Strategies for achieving goals**

Strategic Section

**Core Strategies for Achieving Goals  
2020- 2022**

<b>Strategic Goals</b>	
<p><b>1</b></p> <p>The school will work with community, students and whanau to protect, care for and nurture our environment and maximise the use of our physical resources.</p>	<ul style="list-style-type: none"> <li>● Progress and complete our bike track</li> <li>● Improve the physical appearance of the school buildings</li> <li>● Develop the middle school block</li> </ul>
<p><b>2</b></p> <p>Proactive professional development that will meet the needs of our teachers and students.</p>	<ul style="list-style-type: none"> <li>● Develop the skills and strengths of staff to meet the needs of our moderate learners</li> <li>● Consolidate PB4L classroom (tier two) and refresh Tier one</li> <li>● Continue to strengthen leadership capability</li> <li>● Refine skill and knowledge around ILE and playbased learning</li> </ul>
<p><b>3</b></p> <p>Strengthen community involvement in and out of the classroom in support of student learning.</p>	<ul style="list-style-type: none"> <li>● Continue to be responsive to community needs in the way we communicate, consult and work in partnerships around learning</li> <li>● Actively and effectively engage with our Maori and Pasifika communities</li> <li>● Develop/redefine our local curriculum to reflect community links, family links and our PB4L values</li> <li>● Maintaining effective fundraising capacity</li> </ul>
<p><b>4</b></p> <p>All students will be engaged with the curriculum, through a diverse and flexible learning and teaching environment, that reflects their passion and their community.</p>	<ul style="list-style-type: none"> <li>● Develop the use of ILE</li> <li>● Explore further engagement possibilities and strengthen existing engagement practices</li> <li>● Incorporate PB4L Tier two strategies into classroom practice to include student learning</li> <li>● Explore concepts relating to what it means to be an “active teacher”</li> </ul>
<p><b>5</b></p> <p>The wellbeing of all members of the Dyer Street School Learning Community will be strengthened and supported.</p>	<ul style="list-style-type: none"> <li>● Develop wellbeing goals based on reliable data</li> <li>● Explore wellbeing strategies for students and staff</li> </ul>



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*Annual School Improvement Plan*

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The following sections provide the detail of our Annual School Improvement Plan for 2020:

- Summary
- Action Plan: Active Learning
- Action Plan: Community Involvement
- Other Key Improvement Strategies for 2020
- Wellbeing

## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
<p><b>1. Active Learning</b></p>	<p>Proactive and targeted professional Development that will meet the needs of our teachers and students. Development will be based on teacher strengths and the needs of the school.</p>	<p>Develop innovative teaching practices that focus on raising achievement and promote learning for all students. Engage in teacher inquiry around ILE to improve achievement. This will include how to include technology</p>	<p>We are introducing a more streamlined Teacher as Inquiry model for staff to ensure that the inquiry is sustainable and purposeful. This is an element that we identified when implementing the updated teacher standards.</p>
<p><b>2. Community Involvement</b></p>	<p>Strengthen community involvement in and out of the classroom in support of student learning.</p>	<p>Using our strong local curriculum Creating opportunities for families to up skill to support their children's learning. The attendance rate will be increased to at least 95%.</p>	<p>Our big picture focus for 2020 will be sustainability. Through our work with the Kahui Ako, our Within School Leader will take on the role of community liaison and working with others in the community to engage with our Maori and Pasifika whanau. Our attendance remains a target. We have established a threshold from which to monitor students and contact whanau when students fall under this. This is on a case by case basis however and takes into account individual situations.</p>
<p><b>3. Future Focused Learning</b></p>	<p>All students will be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects passion and</p>	<p>To embed accelerated practices across all settings To develop Innovative Learning</p>	<p>We had a very successful implementation of ALim during 2019, there is still work to do to ensure that the acceleration practices spread into</p>

	the community.	Environment Practice throughout the school in conjunction with Play Based Learning for the juniors.	other areas. Play based learning is also something that remains a work in progress.
<b>4. Environment</b>	The school will work with community, teachers, whanau to protect, care and nurture our environment and resources.	To incorporate an understanding of resource that are sustainable to improve educational experiences and develop understanding in our learners	We remain committed to reducing our carbon footprint as a school and to exploring ways to provide quality education in sustainable and non-wasteful ways.
<b>5. Wellbeing</b>	All members of the school community will develop strategies for establishing and maintaining a strong sense of wellbeing, wairua	To have a stable staff that feel appreciated, supported and challenged to achieve for themselves and their learners	Having a healthy work force is essential to providing quality experiences for students. Staff wellbeing is identified as something that is impacted by the demands of working in education and the staff at DSS, supported by the Board of Trustees, are committed to exploring measures that can help to manage workload and promote healthy balance.



### Improvement Plan - Domain: 1. Active Learning

#### Strategic Goals:

Proactive and targeted professional development that will meet the needs of our teachers and students. Development will be based on teacher strengths and the needs of the school.

#### Annual Goals:

Develop innovative teaching practices that focus on raising achievement and promote learning for all students.

1. Engage in teacher inquiry around ILE to improve achievement. This will include how to include technology and aspects of active teaching
2. Develop PB4L (tier two) and refresh (tier one) through the use of restorative conversations

#### Annual Target:

All staff:

- Develop Innovative Teaching Practices that focus on raising achievement and promote learning for all students
- Engage in teacher inquiry around ILE (innovative learning environments) and active teaching that are robust and links to student achievement and engagement

Leaders:

- Build their leadership capability through targeted development and use the development to provide quality professional development to staff
- Continue to build capacity in coaching

#### Baseline data:

As we progress further with our Kahui Ako (Community of Learning) the development of a broader range of school leaders becomes possible. We appointed a within school teacher in 2019 and have rolled this over for 2020. We continue to have 3 contestable units to enable staff to develop their leadership skills beyond the more traditional leadership roles.

#### Key Improvement Strategies:

Participant Group	What: (examples)	Responsibility	Indicators of Progress
Students	Provide opportunities for students to learn in a variety of settings and contexts using a range of tools and ways of	Classroom teachers	Levels of student achievement, particularly for priority learners

	collaborating		Student and family/whanau voice
<b>Teachers</b>	Seek to improve teaching practice through a robust inquiry process that demonstrates a commitment to reflection and continual learning.	<b>Teachers and Leaders</b>	Teacher engagement in reflection and a “So what, now what”? approach will be evident throughout appraisal activities
<b>Family/Whanau</b>	<p>Enable whanau to participate in all areas of school life</p> <p>Provide a variety of opportunities for students to share learning with family</p> <p>Have at least one community event per term ensuring there is a variety of opportunities that will suit our families</p>	<b>Leadership</b>	<p>Levels of contribution and participation</p> <p>Levels of engagement with Seesaw/online learning of students</p> <p>Increased participation of whanau at events</p>
<b>Leaders</b>	<p>Provide appropriate expertise in areas of professional development for the staff</p> <p>Be involved in action research for leadership development</p> <p>Involve staff in the process of setting, communicating and monitoring progress towards targets and goals and opportunities to review and embed.</p> <p>Provide appropriate expertise for use of digital resources to support the learning and teaching process in a blended learning environment</p> <p>Provide clear leadership around all priority areas</p>	<b>Principal, Senior Management Team</b>	<p>Observable resilience practices in classroom teachers</p> <p>Leaders across the school are clear about their leadership goals</p>
<b>Monitoring:</b>			

<ul style="list-style-type: none"> <li>• Self-review</li> <li>• Appraisal systems</li> </ul>		
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>• Professional development Budget for leadership development \$5000</li> <li>• PL &amp; D (Kahui Ako, RTLB and centrally funded)</li> <li>• Release time for curriculum responsibility and leadership roles provided (on a needs basis)</li> </ul>		
<p><b>Improvement Plan - Domain: 2. Community Involvement</b></p>		
<p><b>Strategic Goals:</b></p> <p>Strengthen community involvement in and out of the classroom in support of student learning</p>		
<p><b>Annual Goals:</b></p> <ol style="list-style-type: none"> <li>1. Provide opportunities for families to participate in learning</li> <li>2. Work closer with families for whom attendance is of concern</li> <li>3. Engage more purposefully with our Maori and Pasifika communities</li> </ol>	<p><b>Annual Target:</b></p> <ul style="list-style-type: none"> <li>• Creating a strong local curriculum</li> <li>• Creating opportunities for families to up skill to support their children's learning.</li> <li>• The attendance rate will be increased to at least 95%.</li> </ul>	
<p><b>Baseline data:</b></p> <p>Through our work with our Kahui Ako we have engaged in inquiry related to culturally responsive practices and whanau engagement. We have made some progress in this area however we are looking to develop our engagement practices throughout 2020.</p>		
<p><b>Key Improvement Strategies:</b></p>		
<p><b>Participating Groups:</b></p>	<p><b>What: (examples)</b></p>	<p><b>Responsibility</b></p>
		<p><b>Indicators of Progress</b></p>

<p><b>Students</b></p>	<p>Provide opportunities for students to communicate with family during learning times –both directly and electronically</p> <p>Develop more opportunities to reflect on and celebrate learning</p> <p>Provide opportunities for parents to be in school and as experts provide opportunities for students to lead learning for themselves, their peers and whanau</p>	<p><b>Classroom teachers</b></p>	<p>Discussions with family</p> <p>Participation and contribution</p>
<p><b>Teachers</b></p>	<p>Review and develop the way we establish and maintain community involvement – know our families and what they have to offer</p> <p>Develop a more accessible/open “tone”/culture/perception</p> <p>Further develop effective online strategies to engage and share learning with families</p> <p>Wider involvement of staff in extra-curricular activities</p> <p>Contact all families of students in own class within the first 3 weeks of school. Additional contact to be made with families who have attendance issues either historically or in the first few weeks of the year</p> <p>Support community events</p>	<p><b>Classroom teachers</b></p>	<p>Attendance levels</p> <p>Engagement in extra activities</p>



**Resourcing:**

- Teacher Dashboard and Seesaw
- Reading Together resources
- Maths and writing toolbox resources
- Community liaison co-ordination and support systems
- Social Worker in Schools to support whanau where needed

Improvement Plan – Domain: Future Focused Learning - Junior School

**Strategic Goals:**

All students will be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects passion and the community.

**Annual Goals:**

**Annual Targets:**

<p><b>Reading</b> 75% of children currently at risk or of concern will have moved at least two colour levels on the Reading Wheel.</p>	<p><b>Writing</b> 75% of children who are currently of concern or at risk will have moved up a sub-level.</p>	<p><b>Mathematics</b> 75% of our Year 1 and 2 children will be at Stage three or above.</p>
<p><b>Maori</b> 70% of students will be achieving at their chronological age.</p>	<p><b>Pasifika</b> 70% of students will be achieving at their chronological age.</p>	<p><b>Special Needs</b> 100% of students will show measurable improvement in at least one area of identified need: personal, social or academic.</p>
<p><b>Boys</b> Will make progress in their social, emotional, physical and cognitive development.</p>	<p><b>Curriculum</b> Our students will have access to all curriculum areas each term in each context.</p>	<p><b>Whanau</b> We would like our Whanau to be engaged in learning in a reciprocal way. We want to value home learning at school and make school learning more accessible to whanau.</p>

**Baseline data 2019 (at or above curriculum expectations):**

	<b>All</b>	<b>Maori</b>	<b>Pasifika</b>
<b>Reading</b>	75%	70%	64%
<b>Writing</b>	65%	57%	63%

<b>Mathematics</b>	69%	57%	63%
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**Key Improvement Strategies:**

<b>Participant Group</b>	<b>What: (examples)</b>	<b>Responsibility</b>	<b>Indicators of Progress</b>
<b>Students</b>	<p>Change in dispositions</p> <p>Knowledge base to increase</p> <p>Working at appropriate strategy level if not higher</p>	<p><b>Students</b> <b>Teachers</b></p>	<p>Highlight and track rubric Individual student profiles</p> <p>JAM on anniversary/Individual profile</p>
<b>Teachers</b>	<p>Regular Target student monitoring.</p> <p>Identify needs and plan to accelerate their learning</p> <p>Making our lessons relevant, engaging and purposeful</p> <p>Discussions and review of our practices</p> <p>Regular assessment tracking progress</p>	<p><b>Teacher</b> <b>Team Leader</b> <b>Senior</b> <b>Management</b> <b>Whole School</b></p>	<p>Growing target monitoring spreadsheet that tells their academic stories.</p> <p>Individual student profile, dispositions, daily class work, observations, self review (staff and student)</p> <p>More focussed, engaged, positive attitude, risk taking</p> <p>Syndicate meetings Using data to inform our practices</p>
<b>Leaders</b>	<p>Facilitate on going target student monitoring.</p> <p>Facilitate timely assessment.</p> <p>Ensuring individual profiles are updated</p> <p>Monitor data</p> <p>Facilitate culture of observation, both from leadership team and between classroom teachers</p>	<p><b>Team Leader</b> <b>Senior</b> <b>Management</b></p>	<p>Monitoring target students from each class. Assessment Timelines and new testing kits in each classroom. Syndicate meeting time allocated to maths</p> <p>Regular cross-class observations timetabled</p>



**Monitoring:**

- Target student monitoring; priority business in syndicate meetings.
- Assessment Timeline
- Reporting to the BOT mid and end of year.

**Resourcing:**

- Sounds Like Fun resourcing and PD
- PB4L PD and support
- Play Based Learning PD and support

**Improvement Plan – Domain: Future Focused Learning - Senior School (Ako Nui)**

**Strategic Goals:**

All students will access and be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects passion and the community.

**Annual Goals:**

**Annual Targets:**

**Reading**

Students who are underachieving in these areas will improve by at least 18 months by December 2020.

**Writing**

Students who are underachieving in these areas will improve by at least 18 months by December 2020.

**Mathematics**

Students who are underachieving in these areas will improve by at least 18 months by December 2020.

	<p><b>Maori</b> Will achieve at an equitable level to NZ Pakeha.</p>	<p><b>Pasifika</b> Will achieve at an equitable level to NZ Pakeha.</p>	<p><b>Special Needs</b> Special needs students will progress and meet goals from Key Competencies.</p>
<p><b>Boys</b> Boys who were underachieving in 2019 (Reading, Writing, Maths) in Year 4, 5 and 6 will; improve by 18 months in all areas.</p>		<p><b>Curriculum</b> Our students will have access to all curriculum areas each term in each context.</p>	<p><b>Whanau</b> We would like our Whanau to increase engagement with their child and their learning. We will achieve a 90% uptake in Seesaw to increase communication,</p>

<p><b>Key Improvement Strategies:</b></p>		
<p><b>Participant Group</b></p>	<p><b>What: (examples)</b></p>	<p><b>Indicators of Progress</b></p>
	<p><b>Responsibility</b></p>	

<p><b>Students</b></p>	<p>Use of technology as a tool to support their learning through the Digital Curriculum</p> <p>Positive participation in curriculum areas</p> <p>Student attendance is high</p> <p>Increase in student disposition towards maths which will have a flow on effect to attainment</p>	<p><b>Teacher/Student</b></p> <p><b>Student/Whanau</b></p> <p><b>Student/Teacher</b></p>	<ul style="list-style-type: none"> <li>- Students are confident digital citizens using a range of tools to support their learning (Sunshine Online, Xtra maths, Prodigy, Khan Academy)</li> <li>- Positive whanau engagement is high allowing difficult conversations to be had around attendance when required.</li> <li>- Students are resilient and risks in their learning</li> <li>- Students are excited about their learning</li> <li>- Students are actively engaged in and initiating conversations about their learning</li> <li>- Students can talk the talk and walk the walk in mathematics</li> </ul>
<p><b>Teachers</b></p>	<p>Apply new learning from Professional Development (DMIC, CoL)</p> <p>Talking to our colleagues, meet for discussions and solve problems together.</p> <p>Target student monitoring through Syndicate meetings and tracking systems</p> <p>Using accelerated teaching techniques</p> <p>Effective classroom practises that reflect our LEARN values and promote active teaching</p> <p>Build students relationships and Whanau relationships</p>	<p><b>Teacher</b></p> <p><b>Teachers</b></p> <p><b>Teachers/Leader</b></p> <p><b>Teachers</b></p> <p><b>Teachers</b></p>	<ul style="list-style-type: none"> <li>• Think carefully about timetabling during core learning times</li> <li>• Teachers will adapt teaching and learning experiences to use new found knowledge (this can be seen in planning, reflections, everyday practice and conversations)</li> <li>• Teachers will work collegially and meet regularly to support one another.</li> <li>• Teachers will apply new and previous accelerated learning techniques from ALL and ALIM programmes as well as new PLD</li> <li>• Teachers will track target student progress on Target Tracking sheets.</li> <li>• Teacher will ensure their environment allows for optimal teaching and learning</li> <li>• Teachers will model, promote and teach our LEARN values in line with PB4L</li> <li>• Teachers will get to know students and whanau through various channels (face-to-face, digitally etc.)</li> <li>• Teachers will have an invitational approach to whanau engagement.</li> </ul>

<p><b>Leaders</b></p>	<p>Provide Professional Development that meets teachers needs Support in our goals/encouragement/funding</p>	<p><b>Leaders</b> <b>Leaders</b> <b>BOT</b></p>	<ul style="list-style-type: none"> <li>- Leaders will provide opportunities for PD to take place and support teachers in their pursuit of PD.</li> <li>- Leaders will strategically use our curriculum funding to resource classroom programming.</li> </ul>
<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>● Target student monitoring; priority business in syndicate meetings.</li> <li>● Assessment Timeline</li> <li>● Reporting to the BOT mid and end of year.</li> </ul>			
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>● PB4L PD and support</li> <li>● Chromebooks and the security of them</li> <li>● ALIM PD and support</li> <li>● CoL PD and support</li> </ul>			

