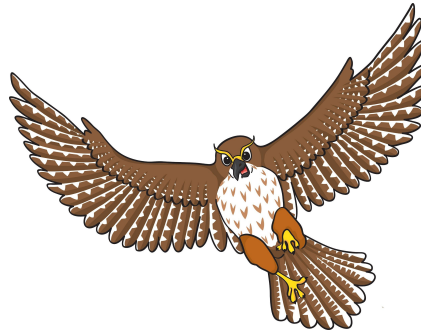




**Pokeno School**



# **2023 Charter**

*Ma Te huruhuru, Ka rere Te manu - Adorn the bird with feathers so it can fly*

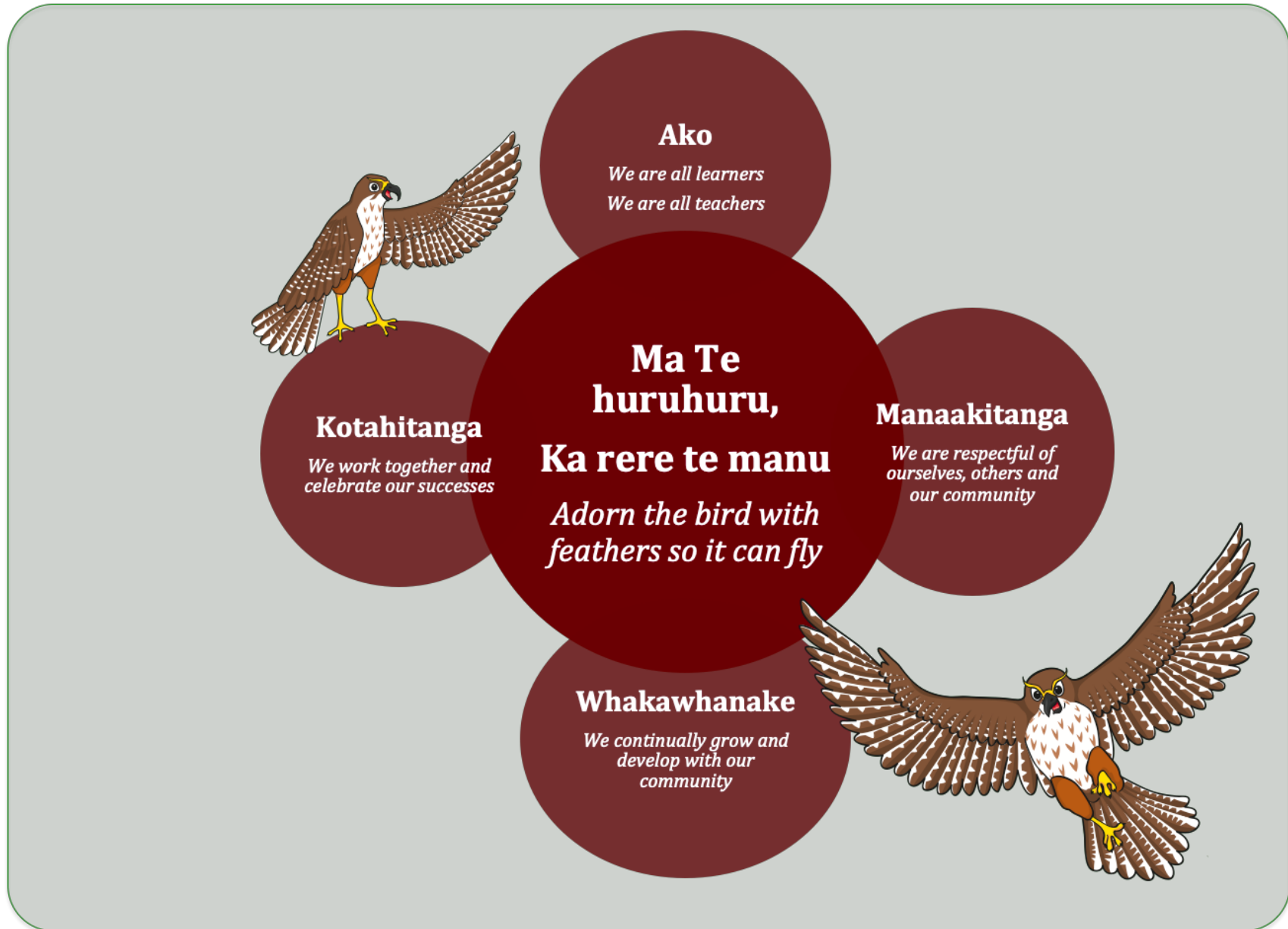
The Pokeno School Charter was developed by the Board of Trustees through consultation with all stakeholders. The content of this charter sets the direction and focus of the school over the next three years.

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## Our Vision

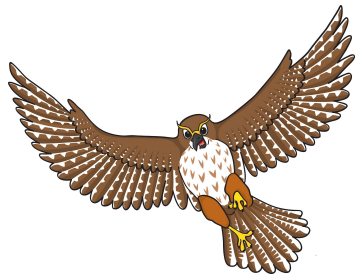
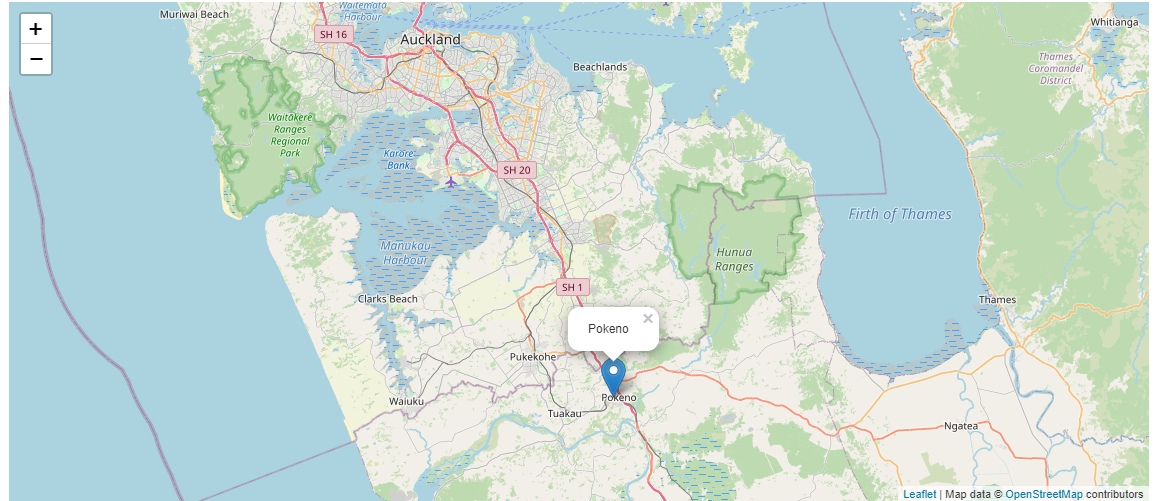


## School Description

Pokeno School has a proud and established history in our once 'little' riverside community. Our first school in Pokeno was established in 1866 although for some years our district had two or even three schools, until all the schools were consolidated in 1960 on our present site.

Nestled at the bottom of the Bombay hills, under the watchful gaze of Mount William, Pokeno School in 2021 is at the heart of a fast growing and developing community.

The majority of learners live within our enrolment zone with a small number of children travelling from Tuakau. The number of learners living outside of our enrolment zone is steadily decreasing over time as the Board are no longer accepting out of zone enrolments. Pokeno community's explosive growth in recent years has seen Pokeno School working closely with the Ministry of Education to ensure that we are able to provide a robust teaching and learning environment at all times.



We take great pride in the way that we all work together to celebrate our many successes as learners, teachers, Whānau and the hapori whānui. We are currently sharing our school site with our approximately 450 - 500 learners, 20 teachers, support staff, Pokeno Playcentre, Kids After School (KAS) and many 'contractors'. Pokeno School is fortunate to have a very supportive Board of Trustees, PTA and school community. All of us working and learning together to build a learning environment that is reflective of our ever growing and changing community.

## Cultural Diversity and Te Ao Māori

Cultural Diversity			Te Ao Māori		
At Pokeno School our curriculum aims to: <ul style="list-style-type: none"> <li>● reflect our linguistically and culturally diverse nation</li> <li>● affirm students' different cultural identities</li> <li>● incorporate students' cultural contexts into teaching and learning programmes</li> <li>● be responsive to diversity within ethnic groups</li> <li>● help students understand and respect diverse viewpoints, values, customs, and languages.</li> </ul>			At Pokeno School our curriculum aims to: <ul style="list-style-type: none"> <li>● acknowledge the Treaty of Waitangi principles</li> <li>● acknowledge our nation's bicultural foundations</li> <li>● enable students to acquire knowledge of te reo Māori and tikanga Māori.</li> </ul>		
	<b>2021</b>	<b>2022</b>		<b>2021</b>	<b>2022</b>
<b>NZ European / Pakeha</b>	33%	31%	<b>Maori</b>	26%	24%
<b>Pasifika</b>	10%	11%	Māori achievement has always been a priority at Pokeno School, as it is a national priority. Basic Te Reo is incorporated into learning programmes, evidence of Te Reo can be seen in room environments and learning programmes actively target 'engaging' and 'accelerating' Maori learners. Hapori whānui and our Pokeno Whānau support the school with tikanga and events such as powhiri, Matariki, hui & kapa haka where appropriate. Pokeno School consults with its Māori community both formally and informally on an annual basis.		
<b>Asian</b>	21%	23%			
<b>Middle Eastern/Latin American/African</b>	9%	9%			
<b>Other</b>	1%	2%			

### What will the school do to provide instruction in te reo Māori (Māori language) for full time students whose parents ask for it?

Pokeno School will develop school policies which reflect New Zealand's cultural diversity and the unique position of Māori culture and ensure all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for full time students whose parents ask for it. (Education Standards Act, 2001, Section 61)

Requests from parents for the language of instruction to be in te reo will be received by the board and managed on a case by case basis. The board:

- Will look at personnel, finance and property
- Will liaise with other schools to see if a joint venture is possible

If none of the above is successful then the board will advise parents of alternative places in the local area where their needs may be met.



## Pokeno School Strategic Direction 2023 – 2025

*Ma Te huruhuru, Ka rere te manu - Adorn the bird with feathers so it can fly*

Ako	Manaakitanga	Kotahitanga	Whakawhanake
<i>We are all learners, we are all teachers</i>	<i>We are respectful of ourselves, others and our community</i>	<i>We work together and celebrate our successes</i>	<i>We continually grow and develop with our community</i>

2023 Strategies	Possible Strategies 2024	Possible Strategies 2025
<p>Broaden Teacher and Student Capability in Assessment for Learning</p> <p>Broaden teacher knowledge and capability for teaching students with additional learning needs</p> <p>Review the Pokeno Curriculum Delivery and Achievement Plan</p> <p>Trial a teacher ‘Professional Growth Cycle’</p> <p>Development of PB4L systems and processes</p> <p>Commitment to Kāhui Ako work in support of the achievement challenges</p> <p>Work proactively with the MOE to ensure the property and infrastructure requirements cater for ongoing roll growth</p> <p>Strengthen our internal evaluation processes to support culture of self improvement where student, staff and Whānau voice is valued</p> <p>Develop a communication strategy which strengthens parent and community engagement</p>	<p>Broaden Teacher and Student Capability in Mathematics, The Arts, Te Reo Maori, STEAM</p> <p>Broaden Teacher knowledge and capability in teaching ESOL students</p> <p>Review induction processes for new staff</p> <p>Review culturally responsive practices.</p> <p>Review PB4L initiatives and processes.</p> <p>Continue to provide multiple opportunities for Whānau to engage in partnerships for learning.</p> <p>Commitment to Kāhui Ako work in support of the achievement challenges</p> <p>Work proactively with the MOE to ensure the property and infrastructure requirements cater for ongoing roll growth</p>	<p>Broaden Teacher and Student Capability in identified curriculum areas</p> <p>Review of digital technologies in the curriculum.</p> <p>Review PB4L initiatives and processes.</p> <p>Continue to provide multiple opportunities for Whānau to engage in partnerships for learning.</p> <p>Commitment to Kāhui Ako work in support of the achievement challenges</p> <p>Review internal evaluation processes.</p> <p>Work proactively with the MOE to ensure the property and infrastructure requirements cater for ongoing roll growth</p>

# Annual Plan 2023

*Ma Te huruhuru, Ka rere te manu – Adorn the bird with feathers so it can fly*

## School Wide Targets 2023

### Reading

**School wide aim:** To have 80% of all students ‘at’ or ‘above’ curriculum expectations

**Target:** To accelerate the progress of the 79 students who are currently ‘below’ their expected NZC level to be ‘at’ their expected NZC level by the end of 2023.

### Writing

**School wide aim:** To have 70% of all students ‘at’ or ‘above’ curriculum expectations.

**Target:** To accelerate the progress of the 154 students who are currently ‘below’ their expected NZC level to be ‘at’ their expected NZC level by the end of 2023.

## Key Focus Areas

Ako	Manaakitanga	Kotahitanga	Whakawhanake
<i>We are all learners, we are all teachers</i>	<i>We are respectful of ourselves, others and our community</i>	<i>We work together and celebrate our successes</i>	<i>We continually grow and develop with our community</i>
<p>Broaden Teacher and Student Capability in Assessment for Learning</p> <p>Broaden teacher knowledge and capability for teaching students with additional learning needs</p> <p>Review the Pokeno Curriculum Delivery and Achievement Plan</p> <p>Trial a teacher ‘Professional Growth Cycle’</p>	<p>Development of PB4L systems and processes</p>	<p>Commitment to Kāhui Ako work in support of the achievement challenges</p>	<p>Strengthen our internal evaluation processes to support a culture of self improvement where student, staff and Whānau voice is valued</p> <p>Develop a communication strategy which strengthens parent and community engagement</p> <p>Work proactively with the MOE to ensure the property and infrastructure requirements cater for ongoing roll growth</p>

## 2023 Ako Annual Plan

*We are all learners, we are all teachers*

### Broaden Teacher and Student Capability in Assessment for Learning

<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Collect and analyse data around AFL & metacognitive strategies being used to support literacy learning.	Stephanie Lee	T1-T3	Leadership team
Development of PLD program to include staff meeting workshops, co-planning/co-teaching opportunities, and a teacher-only day	Stephanie Lee	T1-T3	Leadership Team
Delivery of bespoke PLD program for each Whānau	Stephanie Lee	T1-T3	Whānau Leaders

### Broaden teacher knowledge and capability for teaching students with additional learning needs

<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Provide PLD for Teachers on supporting ASD learners	Karen Houghton	T1-T2	Shirley Ruhe (RTL B Liason)
Broaden Teachers' understanding of supporting learners with Tier 2 behavioural needs.	Karen Houghton	T1-T3	Stephanie Lee
Increase teachers' understanding of using physical spaces effectively for learners with diverse needs and setting up areas to support learning.	Karen Houghton	T1-T2	Stephanie Lee
Strengthen our Behaviour Curriculum Practices through PB4L/PBS - including classroom lessons, and HERO posts.	Karen Houghton	T1-T2	Leadership Team
Implementation of systems and processes developed in 2022 to support students who are Gifted and Talented/Twice exceptional	Stephanie Lee	T1-T3	Leadership Team

### Review the Pokeno Curriculum Delivery and Achievement Plan

<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Complete 'Our Pokeno Curriculum' page	Stephanie Lee	T1-T3	Leadership Team





Inquiry into, and review of, Maths Curriculum delivery and assessment	Stephanie Lee	T1-T3	Curriculum Leader / Leadership Team
Update and implementation of 'Digital Curriculum' page	Stephanie Lee	T1-T3	Curriculum Leader / Leadership Team
Inquiry into, and review of, Social Studies curriculum	Stephanie Lee	T1-T3	Leadership Team
Inquiry into the integration of the 'NZ Histories' curriculum	Stephanie Lee	T1-T3	Leadership Team
Update the 'NZ Histories Curriculum' page	Stephanie Lee	T1-T3	Leadership Team
Review and update EOTC programme	Stephanie Lee	T1-T3	Leadership Team
Review and update External Providers	Stephanie Lee	T1-T3	Leadership Team
Community consultation on the implementation of the Health Curriculum	Stephanie Lee	T1-T3	Blair Johnston
<b>Trial teacher 'Professional Growth Cycle'</b>			
<b><i>Action</i></b>	<b><i>Responsibility</i></b>	<b><i>Timeframe</i></b>	<b><i>Supporting</i></b>
Review and update 'Professional Growth Cycle' page in CDAP	Blair Johnston/Stephanie Lee	Pre-T1	
Facilitate discussion with teachers about the purpose and implementation of the Professional Growth Cycle	Blair Johnston/Stephanie Lee	Pre-T1	
Implementation of the Professional Growth Cycle.	Blair Johnston/Stephanie Lee	T1-T4	Leadership Team
Review Professional Growth Cycle with teachers and update where necessary for 2024.	Blair Johnston/Stephanie Lee	T4	Leadership Team



## 2023 Manaakitanga Annual Plan

*We are respectful of ourselves, others and our community*

### Development of PB4L (Positive Behaviour for Learning) systems and processes

<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Establish a Tier 1 team, including the appointment of a PB4L T1 team leader	Karen Houghton	T1	Senior Leadership Team
Tier 1 team to regularly analyse HERO data looking for trends and patterns	Karen Houghton	T1-T3	Tier 1 Team Leader / Tier 1 Team
Tier 1 team to facilitate the writing of PB4L lessons to support HERO data analysis	Karen Houghton	T1-T3	Tier 1 Team Leader / Tier 1 Team
Review the use of HERO for supporting behaviour with a focus on: <ul style="list-style-type: none"> <li>- entering data</li> <li>- the use of consistent language</li> <li>- expectations of staff entries</li> </ul>	Karen Houghton	T1-T3	Tier 1 Team Leader / Tier 1 Team
Develop and implement a communication strategy to include: <ul style="list-style-type: none"> <li>● Learners</li> <li>● Staff</li> <li>● Whānau</li> </ul>	Karen Houghton	T1	Tier 1 Team
Develop 'Pokeno Passports' for new students	Karen Houghton	T1	Tier 1 Team
Develop an action plan for the development and implementation of Tier 2 systems and processes to support learners	Karen Houghton	T1	Leadership Team
Communicate Tier 2 action plan with staff	Karen Houghton	T2	Leadership Team
Implementation of Tier 2 action plan	Karen Houghton	T2-3	Leadership Team



## 2023 Kotahitanga Annual Plan

*We work together and celebrate our successes*

### Continue our commitment to Kāhui Ako work in support of the achievement challenges

<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Key staff to support Kaahui Ako initiatives through attending and contributing to meetings	Blair Johnston	T1-4	Identified key staff members
Develop job descriptions for the desired focus areas for Within School Leaders	Blair Johnston	Pre-T1	Senior Leadership Team
Appoint two new Within School Leaders	Blair Johnston	T1	Senior Leadership Team
Develop action plans in conjunction with the Within School Leaders	Stephanie Lee	T1	Senior Leadership Team
Implementation of action plans supported with regular meetings with a member of the senior leadership team	Senior Leadership Team	T1-T4	Leadership Team
Key staff to provide Termly Reports on actions and progress to Staff, SLT, BoT	Blair Johnston	T1-T3	Identified key staff members

## 2023 Whakawhanake Annual Plan

*We continually grow and develop with our community*

### Develop a communication strategy which strengthens parent and community engagement

<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Identify key groups within our community	Blair Johnston	T1	Leadership Team
Identify the potential outcomes and value of regular communication with each community group	Blair Johnston	T1	Leadership Team
Develop and implement a communication strategy for each identified group	Blair Johnston	T1-T2	Leadership Team
Review and update the communication strategy for implementation in 2024	Blair Johnston	T4	Leadership Team



<b>Strengthen our internal evaluation processes to support a culture of self improvement where student , staff and Whānau voice is valued</b>			
<i>Actio</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Review and update Pokeno School Internal Evaluation programme	Blair Johnston	T1	Board of Trustees
Implementation of Internal Evaluation programme	Blair Johnston	T1-T3	Board of Trustees
Strengthen the processes for communicating internal evaluation outcomes	Blair Johnston	T1-T3	Board of Trustees / Senior Leadership Team
<b>Work proactively with the MOE to ensure the property and infrastructure requirements cater for ongoing roll growth</b>			
<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
To work proactively with the MOE on the following projects - Completion of the 12 classroom block - Stage 2 Projects <ul style="list-style-type: none"> <li>● 6 classroom block</li> <li>● Emergency vehicle access</li> <li>● Helenslee Road PUDO</li> </ul> - 10YPP & 5YA - School Improvement Project (SIP) budgets	Blair Johnston	Ongoing	Board of Trustees



# Annual Plan Student Achievement Targets for 2023

*Ma Te huruhuru, Ka rere te manu – Adorn the bird with feathers so it can fly*

## 2023 Student Achievement Target: Reading

**School wide aim:** To have 80% of all students ‘at’ or ‘above’ their expected curriculum level.

**2023 Target:** To accelerate the progress of the 79 students who are currently ‘below’ their expected NZC level to be ‘at’ their expected NZC level by the end of 2023.

### 2022 Reading Baseline Data:

TOTAL	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	333
Below	16	11	16	22	14	10	89
At	10	23	26	18	12	15	104
Above	38	24	24	34	8	12	140
% At & Above	75%	81%	76%	70%	59%	73%	73%

### Whole School Achievement Data:

2022 end of year data for Years 3-8 indicated 89 learners who were below their expected NZC level.

### Gender Achievement Data:

2022 end of year data for Years 3-8 showed that there is a gender disparity of 13%. With 67% of boys ‘At’ or ‘Above’ expectation and 80% of our girls.

### Learners of Māori descent Achievement Data:

With the data indicating that 41% are below their expected level for Reading. This is a 16% disparity with children who identify as NZ/European.

### Structured Literacy Achievement Data:

HERO data for the LLARs Decodable Text assessment indicates that 10/68 of our Year 1 learners and 23/32 Year 2 learners reached Stage 5 or better by the end of the Year.

### 2023 Reading Target:

**Focus 1:** For 80% of all Year 6-8 learners to be ‘At’ their expected NZC level by the end of 2023.

Whānau Leaders for Kea and Kārearea will be supported to track and monitor learning progress and evaluate the effectiveness of interventions and programmes across the term.

**Focus 2:** To accelerate the progress of boys in Years 4-8 to reduced gender disparity to less than 10%.

**Focus 3:** To accelerate the progress in Reading of Māori learners so that we have less than 15% disparity with learners who identify as NZ/European.

Whānau Leaders with the support of SLT will monitor and evaluate the effectiveness of Reading programmes, learning opportunities and teaching pedagogy to ensure they reflect and value identity, language and culture.

**Focus 4:** For 80% of Year 1 learners to be at Stage 5 and 80% of Year 2’s at 7.4 by the end of 2023. For 85% of Year 2’s not involved with Structured Literacy to be Achieving at Level 1 (PM 17-18 - Turquoise).

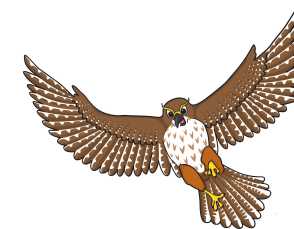
With the support of the Kiwi and Ruru Whānau leaders data for these cohorts will be monitored carefully to ensure progress and any necessary interventions.



## Key Strategies to Achieve Targets:

### Kiwi & Ruru Whānau (Year 1 & 2) Key Strategies

- Kiwi & Ruru Whānau teachers, with the support of the SENCo, will deliver the Early Words programme to all learners identified as 'below expectation' in the 2020 EOY data;
- Kiwi & Ruru Whānau teachers, with the support of the Deputy Principal, will ensure that 'Reading Eggs' is available to all students/families and specific learning activities are being assigned to support learning goals.
- Kiwi & Ruru Whānau teachers, with the support of the Deputy Principal, will monitor the attendance of all learners especially priority and target learners through 'Insights' in HERO;
- Kiwi & Ruru Whānau Leader, with the support of the Deputy Principal, to provide PLD opportunities to explore effective Reading practise in line with [Pokeno Schools Curriculum Delivery Achievement Plan](#);
- Kiwi & Ruru Whānau teachers, with the support of the Deputy Principal, will conduct termly reviews to share and strengthen culturally responsive practices;
- Kiwi & Ruru Whānau teachers to timetable, plan, explicitly teach and review the Heggerty Phonics Programme;
- Kiwi & Ruru Whānau teachers to have a weekly poem;
- Kiwi & Ruru Whānau teachers to have a focus big book each week to focus on CAP;
- Kiwi & Ruru Whānau teachers will actively plan for increased opportunities for home-school partnerships that will support accelerated progress in Reading:
  - *Invite parents to workshops to support effective ways to learn alphabet names & sounds, heart words and tips for reading at home;*
  - *Invite parents to information evenings about Structured Literacy and tips for supporting at home;*
  - *Invite parents to read with students in the classroom before school and play Alphabet/Sight Word Games;*
  - *Invite parents and Whānau to actively join in during Book Week, Grandparents Day, ...*
  - *Book visits from companies to visit school - puppetry, theatre, ...*



### Tui Whānau (Year 3 - 4) Key Strategies

- Tui Whānau teachers, with the support of the SENCo, will deliver the Early Words Programme to all learners identifies as 'Well Below' expectation in the 2022 EOY data;
- Tui Whānau teachers, with the support of the SENCo, will work together to develop interventions to best support learning needs and access to other resources including RTLB's for Tier 3 learners;
- Tui Whānau teachers, with the support of the Deputy Principal, to analyse 'Reading Eggs' engagement and progress at the end of Terms 1-3. A report to be delivered to classroom teachers for discussion. Programmes adjusted or modified to support acceleration. Communication home to families by Whānau Leaders via HERO;
- Tui Whānau teachers, with the support of the Deputy Principal, will monitor the attendance of all learners who are priority or Reading target learners. Communication with families if attendance is below 80% and Truancy Services if there is no change;
- Tui Whānau Leader, with the support of the Deputy Principal, to provide PLD opportunities to explore effective Reading practise in line with Pokeno School's Curriculum Delivery Achievement Plan;
- Tui Whānau teachers, with the support of the Tui Whānau Leader, to ensure learning goals are established, tracked, reviewed and reset for all priority and target learners to promote acceleration;
- Tui Whānau teachers, with the support of the Tui Whānau Leader, to review and strengthen culturally responsive practices;
- Tui Whānau teachers, with the support of the Tui Whānau Leader, to schedule more frequent testing of priority and Reading target learners. Whānau Leader to schedule discussion of results at Whānau meetings;

- Tui Whānau teachers to have all priority and Reading target learners identified in planning;
- Tui Whānau teachers to have 'Reading To' scheduled daily with a focus on vocabulary;
- Tui Whānau teachers to create shared expectations for, timetable, plan and review 'Big Buddy' reading programme in Term 2;

### Kea & Kārearea Whānau (Year 5-8) Key Strategies

- Kea & Kārearea Whānau teachers, with the support of the SENCo, will work together to develop interventions to best support learning needs and access to other resources including RTLB's for Tier 3 learners;
- Kea & Kārearea Whānau teachers, with the support of the SENCo, will deliver the 'Alpha to Omega' intervention to support learners with dyslexic tendencies. Assessment and review to be completed mid and end of intervention by a trained Learning Assistant;
- Kea & Kārearea Whānau teachers, with the support of the Deputy Principal, will monitor the attendance of all learners especially priority and target learners through 'Insights' in HERO;
- Kea & Kārearea Whānau Leader, with the support of the Deputy Principal, to provide PLD opportunities to explore effective Reading practise in line with [Pokeno Schools Curriculum Delivery Achievement Plan](#), including but not limited to:
  - Deliberate teaching of decoding strategies
  - Deliberate teaching of comprehension strategies
  - Deliberate integration of reading and writing, so what they are reading, they are writing
  - Unpacking of what a good reader does
  - Deliberate integration of resources to support reading success for boys ([TKI](#));
  - Reading for a purpose (Reader's theatre / dramatising stories/ plays / Book reviews on our School Library website)
- Kea & Kārearea Whānau teachers, with the support of the Deputy Principal, to review and strengthen culturally responsive practices;
- Kea & Kārearea Whānau teachers, with the support of the Deputy Principal, to ensure learning goals are established, tracked and reviewed for all priority and target learners;
- Kea & Kārearea Whānau teachers to timetable 'Reading To' opportunities with a focus on vocabulary;
- Kea & Kārearea Whānau teachers to timetable daily 'SSR' opportunities; Kea Whānau teachers, with the support of their Whānau leader, to integrate Reading resources to engage boys, including but not limited to:
  - graphic novels;
  - sophisticated picture books;
  - non-fiction texts;
  - texts read or written by prominent male role models ([Taika Waititi- James and The Giant Peach](#), [The Twits Theatrical Reading](#))



# Annual Plan Student Achievement Targets for 2023

*Ma Te huruhuru, Ka rere te manu – Adorn the bird with feathers so it can fly*

## 2023 Student Achievement Target: Writing

**School wide aim:** To have 70% of all students ‘at’ or ‘above’ their expected curriculum level.

**Target:** To accelerate the progress of the 154 students who are currently ‘below’ their expected NZC level to be ‘at’ their expected NZC level by the end of 2023.

### 2022 End of Year Data:

TOTAL	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	337
Below	21	22	50	45	16	16	170
At	38	22	9	7	14	14	104
Above	9	14	7	22	4	7	63
% At & Above	69%	62%	24%	39%	53%	57%	50%

### Whole School Achievement Data:

2022 end of year data for Years 3-8 indicated 170 learners who were below their expected NZC level.

### Gender Achievement Data:

2022 end of year data for Years 3-8 showed that there is a gender disparity of 15%. Of the 170 boys in Year 3-8 in 2022 98 (58%) were below their expected NZC level. Of notable concern were the 2002 Year 4-6 cohorts.

### Learners of Māori descent Achievement Data:

At the end of 2022 data we collected Writing data for 88 Year 3-8 learners of Māori descent that indicated 34/88 (39%) were ‘At’ or ‘Above’ their expected level for Writing.

### Structured Literacy Achievement Data:

### 2023 Writing Target:

**Focus 1:** For 70% of all Year 4-8 learners to be ‘At’ their expected NZC level by the end of 2023.

**Focus 2:** To accelerate the progress of boys in Years 4-8 to reduced gender disparity to less than 10%.

The leadership team to ensure robust learning programmes designed to engage boys, targeted interventions, strong AFL teaching pedagogy and greater home-school partnership opportunities.

**Focus 3:** To reduce the disparity between Māori and NZ Pakeha/European to less than 10%.

Accelerate the Writing progress of Māori learners with learning opportunities and teaching pedagogy that reflect and value identity, language and culture to ensure improvement of current trajectory to be ‘at’ or ‘above’ their expected NZC level at the end of 2023.

**Focus 4:** For 80% of Year 1 learners to be at Stage 5 and 80% of Year 2’s at 7.4 by the end of 2023.

With the support of the Kiwi and Ruru Whānau leaders data for these cohorts will be monitored carefully to ensure progress and any necessary interventions.





## Key Strategies

### Kiwi & Ruru Whānau (Year 1 & 2) Key Strategies

Kiwi & Ruru Whānau teachers:

- with the support of the SENCo, will deliver Early Words programme to all learners identified as 'below' their NZC expectation in the 2022 EOY data;
- with the support of the SENCo, will work together to develop interventions to best support learning needs and access to other resources including TLBSs for Tier 3 learners;
- with the support of the Deputy Principal, will work together to clearly identify target and priority learners in Writing planning and also in HERO;
- with the support of the Deputy Principal, to monitor the attendance of target and priority learners;
- with the support of their Whānau leader, to explore increased opportunities for students to engage in purposeful writing, with a specific focus on boys;
- with the support of the Deputy Principal, to create learning opportunities and teaching pedagogy that reflect and value identity, language and culture;
- will actively plan for increased opportunities for home-school partnerships that will support accelerated progress in Writing;
- to schedule targeted/focussed writing opportunities every day;
- to actively plan for authentic, purposeful and relatable Writing experiences;
- to timetable, plan and teach Oral Language programmes to connect Oral Language to Written Language;
- to deliver daily Structured Literacy lessons to support spelling and handwriting;
- to integrate learning activities into Written Language programmes to build and strengthen fine motor skills and writing endurance.

### Tui Whānau (Year 3 & 4) Key Strategies

Tui Whānau teachers:

- to deliver daily Structured Literacy lessons to support spelling (The Code) and handwriting;
- to actively use 'Pokeno School Writing Goals' and effective Assessment for Learning pedagogy in all writing lessons;
- with the support of their Whānau leader, to explore increased opportunities for students to engage in purposeful writing, with a specific focus on boys;
- with the support of the Deputy Principal, to create learning opportunities and teaching pedagogy that reflect and value identity, language and culture;
- with the support of the Whānau leader, to collect and analyse student voice of the Year 3-4 boys and their attitudes to Writing;
- to actively use 'Pokeno School Writing Goals' and effective Assessment for Learning pedagogy in all writing lessons;
- to actively plan for authentic, purposeful and relatable Writing experiences.

### Kea & Kārearea Whānau (Year 5 - 8) Key Strategies

Kea & Kārearea teachers:

- with the support of the SENCo, will work together to develop interventions to best support learning needs and access to other resources including RTLBS for Tier 3 learners;
- with the support of the SENCo, will work together to deliver the 'Alpha to Omega' intervention to learners with dyslexic tendencies;
- with the support of the SENCo, will work together to ensure that WordQ is accessible to all learners in Kea Whānau;
- will monitor the attendance of all learners, especially priority and target learners through 'Insights' in HERO;



- with the support of their Whānau leader, explore increased opportunities for target and priority learners to engage in purposeful writing for a specific audience. Opportunities could include but are not limited to:
  - Writing for competitions (Upstart, Young NZ Writers, Fabo, Toitoti, Poetry Box, ...)
  - Writing to Disney;
  - Writing Letters to the editor;
  - Quick Daily writing opportunities (e.g. free writes, quick writes, pobble 365, pixar short films etc);
- with the support of the Deputy Principal, to create learning opportunities and teaching pedagogy that reflect and value identity, language and culture;
- with the support of the Whānau leader, to collect and analyse student voice of the Year 5-8 boys and their attitudes to Writing;
- with the support of their Whānau leader, to explore increased opportunities for students to engage in purposeful writing, with a specific focus on boys;
- with the support of their Whānau leader, to explore how to create opportunities to 'gamify' writing to increase engagement;
- to actively use 'Pokeno School Writing Goals' and effective Assessment for Learning pedagogy in all writing lessons.

