



# Te Kōwhai School Charter 2023

## 2023

*'He aha te mea nui o te ao? He tāngata, he tāngata, he tāngata.'*  
*What is the most important thing in the world? 'It is people, it is people, it is people.'*  
Māori proverb

Our people are the heartbeat of our school. We are guided by our Vision, Values and Learner Qualities which lead our staff, students and wider community on our collective endeavour to empower and grow our learners.

We pride ourselves on being an innovative school with a strong sense of community, supportive parents and enthusiastic staff and students.

Te Kowhai School is a decile 10 Full Primary School (Year 1 to Year 8), situated in Te Kowhai Village, 7km NW of Hamilton.





## STRATEGIC GOALS:

### Strategic Goal 1:

Targeted and deliberate teaching practice will positively impact the progress of all learners.

### Strategic Goal 2:

Cultures, languages, identities and wellbeing will be nurtured. (Ako)

### Strategic Goal 3:

A responsive curriculum will connect to students' lives, community and environment.

## SCHOOL VISION:



Connected and empowered learners who contribute positively to our world.

**Connected:** *The connections between our tamariki and the world around them.*

**Empowered:** *Our tamariki are empowered, and equipped with knowledge and skills.*

**Contributors:** *Our tamariki are contributors and take up opportunities that will not only benefit themselves but help enrich others; whakapuawai.*

## SCHOOL VALUES:



The values we live by at Te Kowhai School confirm our school vision and are evident in the way we relate to others. Our values are the important qualities we stand for.

*"Values are part of the everyday curriculum – encouraged, modelled, and explored. (The New Zealand Curriculum ~ **Ministry of Education**)"*

Our values are carefully woven into the everyday life of the school; they are actively promoted and expected of all people within our school community.

Our values reflect the "heart" of the school. PRIDE forms the acronym for our values:

Partnership; Respect; Integrity; Drive; Empathy

# LEARNER QUALITIES



The New Zealand Curriculum identifies five key competencies. People use these competencies "to live, learn, work and contribute as active members of their communities". (~ The New Zealand Curriculum, Ministry of Education (2007))

The Key Competencies are:

- THINKING
- USING LANGUAGE, SYMBOLS AND TEXTS
- MANAGING SELF
- RELATING TO OTHERS
- PARTICIPATING AND CONTRIBUTING

The Key Competencies are integrated through our Learners Qualities.

The learner qualities were developed after extensive professional learning and consultation. These are a representation of our beliefs about powerful learning and our aspirations and vision for our learners.

## He Waka Eke Noa - Kahui Ako Strategic Goals

Te Kowhai School is part of a Community of Learning. Our strategic goals align with the \*\* goals below:

\*\*Strategic Goal One: Efficacy - to build teacher & leader capabilities, through collaborative inquiry and effective teaching and learning.

\*\*Strategic Goal Two: Learner Agency - to grow learner agency through culture and identity, partnership, voice and ownership.

\*\*Strategic Goal Three: Powerful Partnerships - to recognise and strengthen powerful connections and transitions with parents, whaanau, community and other organisations.

\*\*Strategic Goal Four: Culturally Responsive Practice - to value diversity; and validate culture, languages and identity.



# COMMITMENT TO TE TIRITI O WAITANGI



At Te Kowhai school we ensure the cultures, languages, wellbeing and identities of all students are valued and visible in the life of the school. We value honourable relationships whereby Māori and all other New Zealanders (students and community) recognise, and understand, that Te Tiriti o Waitangi is a commitment and promise to take the best possible care of each other (Education Council, 2017).

## We aim to do this by:

- Strengthening our understanding of Te Tiriti o Waitangi and how we can honour the articles of Te Tiriti in our planning and teaching experiences.
  - a. Kāwanatanga - Honourable Governance
  - b. Rangatiratanga - Agency
  - c. Ōritetanga - Equity
- Developing culturally responsive practices, and curriculum, that reflects Aotearoa New Zealand's rich cultural diversity and the unique status of tangata whenua.
- Monitoring the progress and achievement of all Māori learners - ensuring equitable outcomes for Māori learners.

- Providing learning where the wellbeing, identity, language and culture of Māori and non Māori learners are celebrated and affirmed.
- Strengthening our staff knowledge of te reo Māori and tikanga Māori within a Tainui context.
- Promoting the regular use of te reo and tikanga in our Learning Communities.
- When a parent of a full-time student requests that their child(ren) be provided with instruction in Te Reo Maori, the Principal, on behalf of the Board, will take all reasonable steps and:
  - Discuss with the parents the ways the school currently involves Te Reo and Tikanga Māori in school life and programmes;
  - Discuss with the parents the possibility of the student having access to Te Reo in the home;
  - Where appropriate, support an application for dual enrolment at Correspondence School for the student/s, and provide staff assistance.
  - Explore other schools as possible options

## STRATEGIC GOALS 2020 - 2022 (2023)

Strategic Goal	Annual Actions (what will we do)	Desired Outcomes (what would this look like)	Success indicators (measure of success in 3 years)	2020	2021	2022	2023
<b><u>Strategic Goal 1:</u></b>  Targeted and deliberate teaching practice will positively impact the progress of all learners.	1.1 Implementing a strategic approach to teaching and learning to support consistency of school-wide practices and improve student achievement.	1.1 Further strengthen effective pedagogy in teaching and learning that consistently promotes equitable outcomes for students	1.1 Teachers will have clarity in regard to the pedagogical approaches we use that improve outcomes for all learners.				X
	1.2 Develop students' learning-to-learn capabilities to empower them to understand and lead their own learning	1.2 Strengthen students' knowledge and ownership of their learning pathways	1.2 Students can understand and explain their learning pathway				X
Strategic Goal	Annual Actions (what will we do)	Desired Outcomes (what would this look like)	Success indicators (measure of success in 3 years)	2020	2021	2022	
<b><u>Strategic Goal 2:</u></b>  Cultures, languages, identities and wellbeing will be nurtured. (Ako)	2.1 All students take part in learning that embraces language, culture and identity.	2.1 Learning programmes reflect the bicultural heritage of Aotearoa and students' language, culture and identity.	2.1 Our students value diverse languages, identities and culture. These are visible at school.				X
	2.2 Priorities are placed around student wellbeing and belonging.	2.2 Students feel valued, respected and that they have a place at Te Kōwhai School.	2.2 Students report that they feel a strong sense of personal wellbeing and belonging.				X
	2.3 Establish partnerships with local iwi.	2.3 School and local iwi collaborate together	2.3 Our school enjoys a strong reciprocal relationship with mana whenua and our local marae.				X
Strategic Goal	Annual Actions (what will we do)	Desired Outcomes (what would this look like)	Success indicators (measure of success in 3 years)	2020	2021	2022	
<b><u>Strategic Goal 3:</u></b>  A responsive curriculum will connect to students' lives, community and environment.	3.1 Design and implement a curriculum that reflects the Te Kōwhai vision, values and learner qualities and incorporates all learning areas.	3.1 Visible links between all parts of our curriculum. (e.g. Vision, Values, Learner Qualities and all learning areas)	3.1 All stakeholders can describe what learning looks like across the curriculum.				X
	3.2 Provide opportunities for students to engage in authentic problem solving and inquiry based learning.	3.2 Students are engaged in deep learning across the curriculum.	3.2 All learners are contributors in learning that transfers across curriculum areas.				X

# ANNUAL IMPLEMENTATION PLAN 2023

## Strategic Goal 1: 2023

Targeted and deliberate teaching practice will positively impact the progress of all learners.

[Link to NELP:](#)

4. Ensure every learner gains sound foundation skills, including language, literacy and numeracy

6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Annual Goals & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:	Review / Progress: (T2/T4)
<p><b>Annual Goal:</b> 1.1 Implementing a strategic approach to teaching and learning to support consistency of school-wide practices and improve student achievement.</p> <p><b>Desired Outcome:</b> 1.1 Further strengthen effective pedagogy in teaching and learning that consistently promotes <u>equitable outcomes</u> for students</p> <p><b>Success Indicator:</b> 1.1 Teachers will have clarity in regard to the pedagogical approaches we use that improve outcomes for all learners.</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Build a cohesive and sustainable approach to Structured Literacy and Spelling across the school.</li> <li>- Professional Learning (provided initially by ASL, WSL and Lead Team) around: <ul style="list-style-type: none"> <li>* Structured Literacy / Spelling</li> <li>* Oral Language</li> <li>* Integration of wide range of genre within schoolwide learning contexts.</li> </ul> </li> <li>- Utilise Curriculum Refresh documentation to guide and refine 'progression steps'</li> <li>- Develop a common practice model (road-map) to show 'What Literacy looks like at Te Kōwhai School'</li> <li>- Align assessment tools across the school to ensure effective moderation of knowledge and skill development</li> <li>- Whānau engagement with Literacy Development initiatives</li> </ul>	Lead Team Across School Leader Within School Leader	Kaahui Ako	Term 4	
	<p><b>Mathematics and Statistics:</b></p> <ul style="list-style-type: none"> <li>- PLD with Sue Pine</li> <li>- Induction of new teachers into 'What Mathematics looks like at Te Kōwhai School'</li> <li>- Utilise Curriculum Refresh documentation to guide and refine 'progression steps'</li> <li>- Review of Targeted Learning Plans to ensure whānau contribution is maximised</li> <li>- Preview Learning reviewed with aim to embed</li> <li>- Whānau engagement with Numeracy Development initiatives</li> </ul>	Sue Pine  Lead Team	PLD Hours  Lead Team release budget	Term 4	
	<p><b>Coaching and Mentoring:</b></p> <ul style="list-style-type: none"> <li>- Build capacity of Lead Team to coach effectively in order to build teacher capacity. (Supported by Mark Osborne 1 x day per term)</li> <li>- Create a school-wide culture of Coaching and Mentoring</li> </ul>	Juliet  Mark Osborne	PD Budget	Term 4	
<p><b>Annual Goal:</b> 1.2 Develop students' learning-to-learn capabilities to empower them to understand and lead their own learning</p> <p><b>Desired Outcome:</b> 1.2 Strengthen students' knowledge and ownership of their learning pathways</p>	<p><b>Student Agency:</b></p> <ul style="list-style-type: none"> <li>- Define what Student Agency means for our learners to ensure we have a shared understanding.</li> <li>- Agree on a sustainable way for students to engage with our Learner Qualities and PRIDE Values (including active and regular self-review)</li> <li>- Student Voice collected in response to the impact specific learning initiatives are having and in order to co-plan future learning</li> <li>- Explore how well our learners know what they are learning, why and how they are tracking</li> </ul>	Lead Team		Term 4	

<p><u>Success Indicator:</u> 1.2 Students can understand and explain their learning pathway</p>	<p><u>Collaboration:</u></p> <ul style="list-style-type: none"> <li>- Fully utilise learning spaces to maximise the power of collaboration</li> <li>- Use varied co-teaching strategies</li> <li>- Student agency developed</li> </ul>	Lead Team		Term 1	
				Term 4	

## Strategic Goal 2: 2023

Cultures, languages, identities and wellbeing will be nurtured. (Ako)

### Link to NELP:

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
2. High aspirations for every learner, and support these by partnering with their whanau 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
5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the school

Annual Goals & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:	Progress/Review: (mid/end year)
<p><b>Annual Goal:</b> 2.1 All students take part in learning that embraces language, culture and identity.</p> <p><b>Desired Outcome:</b> 2.1 Learning programmes reflect the bicultural heritage of Aotearoa and students' language, culture and identity.</p> <p><b>Success Indicator:</b> 2.1 Our students value diverse languages, identities and culture. These are visible at school.</p>	<p><u>Te Ao Māori:</u></p> <ul style="list-style-type: none"> <li>- Ensure a Te Tiriti-led approach is at the heart of decisions made.</li> <li>- Teacher planning reflects our approaches in Te Ao Māori</li> <li>- Unit holder to work across the school to increase and support the use of Te Reo and appropriate Tikanga (i.e. Mihi Whakatau developed)</li> <li>- Celebrate Matariki (utilising Garden to Table)</li> </ul>	<p>Marieke Unit holder</p> <p>Amy</p>	<p>Staffing Unit holder</p> <p>Unit holder</p>	<p>Term 4</p> <p>Term 3</p>	
	<p><u>New Zealand Histories:</u></p> <ul style="list-style-type: none"> <li>- Embed the new curriculum documentation within our concept focus areas and planning documentation</li> <li>- PLD for staff to ensure they understand how to implement this throughout the year</li> </ul>	<p>Nikki Lead Team</p>	<p>General resourcing</p>	<p>Term 4</p>	
<p><b>Annual Goal:</b> 2.2 Priorities are placed around student wellbeing and belonging.</p> <p><b>Desired Outcome:</b> 2.2 Students feel valued, respected and that they have a place at Te Kōwhai School.</p> <p><b>Success Indicator:</b> 2.2 Students report that they feel a</p>	<p><u>Wellbeing and Belonging:</u></p> <ul style="list-style-type: none"> <li>- Student Voice collected (Y4-8) in relation to their personal wellbeing and belonging (to include aspects of student agency)</li> <li>- Refine and embed the use of the following programmes we value: <ul style="list-style-type: none"> <li>● Incredible Years for Teachers (and IY Autism)</li> <li>● Pause Breathe Smile</li> <li>● Zones of Regulation</li> </ul> </li> <li>- Develop a cohesive approach with Behaviour / Wellbeing across the school and document in Te Huanui</li> <li>- Student wellbeing nurtured through regularly eating school grown vegetables (GTT)</li> </ul>	<p>Lead Team</p>	<p>General resourcing</p> <p>RTLB</p>	<p>Term 4</p>	



strong sense of personal wellbeing and belonging.	<b><u>Home/School Communication</u></b> <ul style="list-style-type: none"> <li>- Review current practices and refine process with input from whānau, staff and stakeholder</li> <li>- Strengthen whānau understanding of their child as a learner through whānau engagement in school and learning: <ul style="list-style-type: none"> <li>- Open afternoons</li> <li>- Learning Conferences and parent meetings</li> <li>- Maximising use of Hero and Seesaw to share relevant learning</li> <li>- Proactive communication in newsletters and website in relation to what learning looks like at Te Kōwhiri School</li> </ul> </li> </ul>				
	<b><u>Garden to Table:</u></b> <ul style="list-style-type: none"> <li>- Establish a sustainable model for GTT including timetabled sessions for LC4 and LC5</li> <li>- Resourcing initiatives explored - including grants / volunteers / working bees</li> <li>- Opportunities for students across the school to participate (Tuakana Teina)</li> </ul>	Amy	Budget	Term 4	
<b>Annual Goal:</b> 2.3 Establish partnerships with local iwi.  <b>Desired Outcome:</b> 2.3 School and local iwi collaborate together  <b>Success Indicator:</b> Our school enjoys a strong reciprocal relationship with mana whenua and our local marae.	<b><u>Ngaati Maahanga:</u></b> <ul style="list-style-type: none"> <li>- Work with Ngaati Maahanga via He Waka Eke Noa (Community of Learning)</li> <li>- Noho Marae - to support development of Tikanga</li> </ul>	He Waka Eke Noa		Term 4	
	<b><u>Knowledge Building:</u></b> <ul style="list-style-type: none"> <li>- Board to develop an action plan using the Hautu tool (Māori Cultural Responsiveness review tool)</li> </ul>	Board Juliet		Term 4	

### Strategic Goal 3: 2023

A responsive curriculum will connect to students' lives, community and environment.

[Link to NELP:](#)

[7. Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work](#)

Annual Goals & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:	Progress/Review: (mid/end year)
<b>Annual Goal:</b> 3.2 Provide opportunities for students to engage in authentic problem solving and inquiry based learning.  <b>Strategic Outcome:</b> 3.2 Students are engaged in deep learning across the curriculum.  <b>Success Indicator:</b> 3.2 All learners are contributors in learning that transfers across curriculum areas.	<b><u>Inquiry Learning:</u></b> <ul style="list-style-type: none"> <li>- Design concepts, big ideas and understandings that link to relevant learning for students.</li> <li>- Local / National-based concepts utilised where applicable.</li> <li>- Use of Kath Murdoch's model of inquiry embedded across the school (articulated by students)</li> <li>- Inquiry Learning process shared on walls (walls as third teacher idea)</li> <li>- Align with 'Learning to Learn' annual goal</li> <li>- Active and regular self-review</li> </ul>	Lead Team	Leadership Team time	Term 4	

	<b>Digitech:</b> <ul style="list-style-type: none"> <li>- Curriculum Implementation</li> <li>- Support staff to utilise digital tools effectively</li> </ul>		Within School Leader	Term 4	
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## ANNUAL TARGETS 2023

### Achievement Target 1- Learning - MATHEMATICS 2023

#### Strategic Goal

Targeted and deliberate teaching practice will positively impact the progress of all learners.

#### Annual Target

To accelerate\* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in numeracy.

\*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.

#### Baseline Data:

##### January 2023 data: Numeracy

Students 'Working Towards' in numeracy = 46 (14%)	<b>Males:</b> 18 (39 % of the group) <b>Females:</b> 28 (61 % of the group)	<b>Maori:</b> 9 (20 %) <b>Non-Maori:</b> 37 (80 %)
Students 'Working Towards with Support' (well below) = 4 (1.3%)	<b>Males:</b> 3 (75 %) <b>Females:</b> 1 (25%)	<b>Maori:</b> 3 (75 %) <b>Non-Maori:</b> 1 (25%)

Key Improvement Strategies: What?	When?	Who?	Expected Outcomes <i>What will we see as a result of this?</i>
Continuation of current PLD with Sue Pine (Core Education) modelling and co-teaching with our teachers and learning assistants. <ul style="list-style-type: none"> <li>- Supporting the induction of new staff</li> <li>- Improve pedagogical content knowledge</li> <li>- Unpacking revised curriculum</li> </ul>	Terms 1-2	Sue Pine Lead Team	Improved student achievement and agency in Maths and Statistics. Improved pedagogical content knowledge. Evidence-based Assessment for Learning practices used across the school.

<ul style="list-style-type: none"> <li>- Evidence-based Assessment for Learning practices used across the school</li> <li>- Strengthened moderation processes</li> <li>- Clear Curriculum framework / Annual Plan</li> <li>- Grow knowledge in curriculum design - integrating maths across all curriculum areas</li> </ul>			Strengthened moderation processes and therefore more accurate OTJs. Clear curriculum framework utilised by teachers.
Review the Targeted Learning Plans from 2022. How effective were these? Are they the best method of communicating with whānau? Ensure whānau are engaged in these at least once per term.	Terms 1-4	Lead Team	Target learners and their families will have up to date and relevant information about their child's progress in Maths and how they can help at home.
Weekly collaborative team meetings targeting priority learners through a revised student tracking system/process. <ul style="list-style-type: none"> <li>- Use of Target Boards and termly tracking</li> </ul>	Throughout the year, beginning in Term 1. Fortnightly team meetings	Teachers Lead Team	Accelerated progress for learners. Evidence of well tracked and monitored learning and progress.  Termly OTJs will show the progress being made. Progress of selected priority learners is clear and available in folders.
Explore the PACT tool in order to support teachers making evidence-based OTJs.  Use Learning Progression Framework to help refine teacher pedagogy, linking LPF to unit planning and assessment.	T 1-4	All Staff	Teacher can confidently make an overall teacher judgment in maths.  Strengthen and streamline what maths looks like at each level, across the school.  Planning and assessment link to Learning Progression Framework
Use of Learning Assistants in every room to support learners (targeted groups if necessary) New Learning Assistants to do their Numicon Training	T1-4	Nikki Learning Assistants	Learning Assistants will have the knowledge and skills to be able to support learners effectively
More regular catch-up times with parents of target learners (IEPs for some, supported by LSC)  Learning Support Coordinator will work with teams and SENCO to support programme adaptation	T 1-4	Nikki Cherie Teachers	More targeted learning programmes for groups and individuals who need additional support
Utilise parent support at home (specifically in Maths): <ul style="list-style-type: none"> <li>- Preview learning - planned 'future' learning topics/concepts are shared with parents before teaching and learning begins for students so conversations at home can support what is coming.</li> <li>- Knowledge building</li> <li>- Information sessions for parents</li> </ul>	T1-T4	All staff	Increased parent engagement in learning.

## Achievement Target 2 - Learning LITERACY 2023

### Strategic Goal

Targeted and deliberate teaching practice will positively impact the progress of all learners.

### Annual Target

To accelerate\* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in literacy.

\*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.

### Baseline Data Reading:

January 2023 data: Reading

Students 'Working Towards' in numeracy = 38 (12%)	<b>Males:</b> 22 (58 % of the group) <b>Females:</b> 16 (42 % of the group)	<b>Maori:</b> 4 (11 %) <b>Non-Maori:</b> 34 (89%)
Students 'Working Towards with Support' (well below) = 12 (4 %)	<b>Males:</b> 9 (75 % of the group) <b>Females:</b> 3 (25%)	<b>Maori:</b> 4 (25 %) <b>Non-Maori:</b> 8 (75%)

### Baseline Data Writing:

January 2023 data: Writing

Students 'Working Towards' in numeracy = 58 (18%)	<b>Males:</b> 35 ( 60 % of the group) <b>Females:</b> 23 (40 % of the group)	<b>Maori:</b> 7 (12 %) <b>Non-Maori:</b> 51 (88 %)
Students 'Working Towards with Support' (well below) = 5 (2%)	<b>Males:</b> 5 (100 %) of the group <b>Females:</b> 0	<b>Maori:</b> 1 (20%) of group <b>Non-Māori:</b> 4 (80%) of group

Key Improvement Strategies: What?	When?	Who?	Expected Outcomes <i>What will we see?</i>
<b>Literacy / Spelling:</b> <ul style="list-style-type: none"> <li>Work with lead team and staff to build a sustainable approach to Structured Literacy and spelling across the school to: <ul style="list-style-type: none"> <li>build teacher knowledge and understanding of Structured Literacy</li> <li>support teachers in using the scope and sequence.</li> <li>add to a relevant bank of examples and ideas of resources that could be used within lessons</li> <li>model teaching the sequence of Structured Literacy to promote connections for learners</li> <li>work with LC3-6 to confirm an evidence-based approach to spelling (including Structured Literacy where necessary). This will include documentation that explains our approach, the resources we use (must do or can do).</li> <li>promote Structured Literacy and our approach to teaching spelling to build parent/whānau knowledge and support</li> </ul> </li> </ul>	Term 1-4	Justine (ASL) Emma (WSL) Clare (Unit holder) Lead Team Staff SENCO / LSC	Streamlined pedagogical approaches across the school that spiral in nature.  Teachers confidently delivering effective, evidence-based literacy learning opportunities.  Learning Assistants able to provide targeted support due to effective PLD  Teachers able to identify where their learners are at and what their next steps are.  Well-resourced literacy programmes

<ul style="list-style-type: none"> <li>- align assessment tools to ensure useful, common insights and teacher judgements that inform next steps</li> <li>- Manage the budget for Literacy and monitor the distribution of resources across the school.</li> <li>- Targeted Learning Plans</li> </ul>			
<b><u>Professional Learning:</u></b> <ul style="list-style-type: none"> <li>• Ensure a Te Tiriti-led approach is followed</li> <li>• Keep up to date with any new information, research, evidence and resources available to support Structured Literacy and spelling development in later years.</li> <li>• Notice, recognise and respond to staff needs by providing timely professional learning</li> <li>• Clear and timely communication with whānau re current strategies and approaches and how they can help at home.</li> </ul>	Term 1-4	All staff	<p>and be able to communicate with whānau as how they can help at home.</p> <p>Well-resourced literacy programmes</p> <p>Evidence-based approaches</p>
<b><u>Curriculum Refresh:</u></b> <ul style="list-style-type: none"> <li>• Remain on top of Ministry updates regarding the Literacy Curriculum Refresh (including Oral Language)</li> <li>• Share any relevant and necessary information with Lead Team and staff</li> <li>• Support staff with transition to new curriculum with support of Lead Team</li> </ul>	Term 1-4	Justine (ASL) Emma (WSL) Clare (Unit holder) Lead Team	We will be up to date with the new curriculum guidelines and embedding it in our practice
Focussed collaborative team meetings every week based around priority learners utilising a fully revised student tracking system/process.	Throughout the year, beginning in Term 1. Fortnightly team meetings	Team Leaders	<p>Progress of selected priority learners is clear and available in folders.</p> <p>Accelerated progress for learners.</p> <p>Evidence of well tracked and monitored learning and progress.</p> <p>Termly OTJs will show the progress being made.</p>
Spelling focus: development of a clear progression of skills in spelling across the school (what can't be left to chance).	T1-4	Unit holders Teachers Lead Team	A progressive spelling approach is developed and utilized across the school
Refine the use of HERO to track and monitor all students (including target students).  Leaders will track trends and patterns across the school.	T1	Nikki / Team Leaders	Leaders and teachers are clear about how students are progressing and achieving in Maths.