

Ebbett Park School

Charter and Strategic Direction

2023



Ebbett Park School Background

Ebbett Park School was opened in 1960 and is situated on the southern boundary of Hastings.

Ebbett Park School is situated in the suburb of Raureka. It is a contributing primary school catering for children from Years 1 – 6. It currently has a roll of approximately 180 children with an ethnic mix of Maori, Pacifica and European students, all of whom contribute to the overall positive culture of the school. The school draws its pupils from a range of socio and economic groups. Many of our students come from all over Hastings.

Our core values of EXCELLENCE, PRIDE & SPIRIT are embedded in our beliefs and systems. We are proud to be a PB4L school. At Ebbett Park School you will see settled classrooms with engaged learners. We have an outstanding team of teachers who work extremely hard to provide engaging learning situations for our students.

The predominately Maori community is very supportive and is involved in many aspects of school life. The school prides itself on its ability to provide positive class pupil/teacher ratios as one strategy in enhancing learning opportunities. We have an amazing Kapa Haka ropu with a focus on performance and tikanga.

We are well known through the country as a school that provides outstanding school-wide inclusiveness. This has been best seen through Ebbett Park School becoming the pilot school for The Van Asch Deaf Education Centre in setting up NZSL communicators for students with hearing issues. We currently have three Deaf Communicators supporting our students.

Ebbett Park School Mission	
Ebbett Park School will challenge students to excel and provide them with all they require to be lifelong learners.	
Ebbett Park School Values	
Excellence	Excellence in my attitude Excellence in my behaviour Excellence in my learning
Pride	Pride in myself Pride in my school Pride in my community
Spirit	Spirit in my individuality Spirit in my relationships Spirit in my team work
How Ebbett Park School relate to the New Zealand Curriculum's key Competencies	
Relating to Others	Be a good listener Manage and resolve conflict Take on a range of roles in group including leadership Accept people's differences Be open to new learning and accept that being wrong is part of the process
Managing Self	Set goals Are self-motivated and have a 'can do' attitude Make good choices Listen to others Be reflective
Thinking	Seek problems Are curious See problems as interesting Use our imaginations/creativity/prior knowledge to come up with solutions to problems Use thinking models to help us think

	Ask questions
Participating and Contributing	Respond appropriately as a group member Understands the rights and responsibilities of being a group member Creates opportunities to include others
Using Language, symbols and text.	Seeks and gathers information from a variety of sources Sorts, selects and records valid information Presents coherent and structured information

How Ebbett Park School relates to the New Zealand Curriculum Principles		
	Teachers	Students
High expectations	<p>Model and provide examples of excellence. Believe that all students can achieve at their best. Give maximum effort and motivation and show positivity towards learning. Model being a lifelong learner.</p>	<p>Keep up-to-date with their work. Do their best at all times. Model excellence to others. Look for better ways to do something. Feel confident that they are doing what they can to improve. Be able to state their next steps. Set goals.</p>
Treaty of Waitangi	<p>Include a Maori perspective in planning Include Maori contexts in learning Pronounce Maori vocabulary correctly Show interest in Maori themes/contexts</p> <p>Direct parental request from parents for their child to receive</p>	<p>Pronounce Maori vocabulary correctly Show interest in Maori themes/contexts</p> <p>Parents will be given assistance and support to access such a programme through correspondence school and/or supported to develop a relationship with Kura Kaupapa</p>

	instruction in Te Reo Maori	
Cultural Diversity	Make learning contexts relevant to all students.	Respect other cultures Not be racist to other cultures
Inclusion	Ensure that all students regardless of their age, race or gender will achieve at their best and have their learning needs met. Recognise and acknowledge students talents and achievements. Inclusion Initiatives are put in place to support students.	Include everyone in activities Do their best in all areas. Achieve and feel that they are being acknowledged for their achievement Receive praise, feedback and certificates

Learning to Learn	Reflect on their own practice and encourage students to reflect on theirs. Have observations completed on their teaching and next steps identified. Assess alongside students and help them be aware of their next steps. Encourage self and peer assessment. Use a variety of approaches and strategies in their teaching.	Pay attention in class Reflect on what they have done and how they can improve Set goals and work towards achieving them Discuss learning with others Help others Observe others Use a variety of strategies and tools
Community Engagement	Involve the community in the students' next learning steps. Encourage community input into the curriculum and classroom.	Help involve their parents in their learning Ask parents to provide support if it is needed Get community input into possible learning contexts and themes.

	<p>Report to the community on achievement.</p> <p>Reporting whole school parent/teacher meetings midyear</p> <p>Clear reporting to parents twice a year.</p>	
Coherence	<p>Help students to make connections between their learning, next steps and real life contexts.</p> <p>Encourage inquiry and exploration.</p>	<p>Be encouraged and not be forced to do things</p> <p>Know what they are learning and why they are learning it.</p> <p>Connect between their learning, next steps and real life contexts</p>
Future Focus	<p>Let students know how the curriculum can be used in their futures.</p> <p>Connect what they are doing to real life contexts.</p> <p>Provide financial knowledge and experiences.</p>	<p>Relate learning to future careers</p> <p>Focus on the future not the past</p> <p>Give students the opportunity to learn about things that interest them</p> <p>Understanding how the curriculum can be used in their future</p> <p>Develop financial literacy</p>

	<p>Teachers connecting to latest educational ideas and practice</p> <p>Teachers exploring digital technologies to support learning.</p>	
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Ebbett Park School



Vision: Empowering ākonga to be culturally inclusive and engaged community members of the future. Striving to excel, standing with Pride and connecting with spirit.

Mission: Ebbett Park School will challenge students to excel and provide them with all they require to be lifelong learners.



Goal	Initiatives	TERM 1 2023	TERM 2 2023	TERM 3 2023	TERM 4 2023	2024	2025
Foster a positive and inclusive school culture through collaboration	1a. Te Ao Māori is acknowledged, celebrated, and integrated into learning programmes, school processes and practices.			Teachers and support staff participate Te Ahu o Te Reo PD.		Establish regular use of Māori language and tikanga across all areas of school.	
		Establish teaching Inquiry themes across a 2 year programme that builds cultural competency across staff and learners.				Two year Inquiry Theme Programme established and formalised in EPS curriculum.	
	1b. Increase engagement and achievement through timely and effective learning through targeted, monitored programmes	Provide learning support and engage with whanau when attendance goes below 85%. External programme timetable established.					
Embedding student agency (and great self-belief) through localised curriculum	2a. Develop a curriculum that reflects the special character of our local community by 2023.	Formalised DRAFT EPS school curriculum developed and trialled			EPS school curriculum confirmed		
		Special character reflected in Curriculum: digital, sign language, tikanga					
	2b. Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum.	Learners take ownership of sharing evidence against their learning goals in Seesaw Students are able to discuss their learning goals and next steps across a wide range of subjects.			Seesaw an embedded tool to assess, plan and report at EPS.		
2c. Strengthen 'Healthy Active Learning' outcomes through PE, Sport and Health.	Engage with SHB HAL programme to strengthen resources, planning and delivery of Health, PE and sport Increase opportunities for learners to learn through play across all levels of the school.			Formal Health, PE and sport curriculum established. Formal 'Learning through Play' curriculum established			
Growing Productive Community Partnerships	3a. Our school works in close partnership with whānau on all matters that affect student wellbeing and learning.	Aim for 100% engagement on Seesaw and educate parents on effective feedback Learners post regularly on Seesaw supported with teacher and whanau feedback			Seesaw an embedded tool to assess, plan and report at EPS.		
	3b. Increase community engagement through positive, purposeful culturally inclusive	Represent all cultures in the school through learning					

	celebrations and learning beyond the classroom through a localised curriculum.	celebrations and our localised curriculum		
		Development of School Te Reo Maori programme run for those students not involved in Kapa Haka.	Programme established	Programme Embedded

Develop a culturally responsive and reflective environment

Foster a positive and inclusive school culture through collaboration	Resources		Actions		Outcomes
	Inputs	2023-2025 initiatives	Actions		2023 Outcomes
	Staff Allocation	Te Ao Māori is acknowledged, celebrated, and integrated into learning programmes, school processes and practices.	Teachers and support staff to be enrolled in the Te Ahu o Te Reo Professional development programme for second half of the year.		Teaching staff are culturally aware and responsive to the individual learners, their needs and who they are. <ul style="list-style-type: none"> Te Reo and Tikanga is regularly used across the school Physical environment encompasses our cultural diversity Teachers respond to students as Māori learners Culturally responsive environment
	Budget provisions		Participate in the Kahui Ako teacher only days		
	PLD Providers		Explore opportunities to engage with Kahungunu and Ngahere for PD sessions for teachers and learners.		
	Timetabling – Teacher Only Days.		Inquiry themes developed, around Māori focus, into a two year programme with		
Classroom Resources	Regular review of learner attendance.				
Community Engagement					


	Professional Growth Cycle	Increase engagement and achievement through timely and effective learning through targeted, monitored programmes	Instant and ongoing engagement with whānau of learners that attendance goes below 85%. Access to all/any external programmes that are of benefit for student wellbeing/hauora	
	Measures to monitor progress towards outcomes	Annual Budgets External Appraisal	PGC Documents Student Voice	Allocation of FTTE Curriculum Documentation and Reporting

Develop a localised curriculum (embed student agency and great self-belief)

Embedding student agency (and great self-belief) through localised curriculum	Resources		Actions	Outcomes
	Inputs	2023-2025 initiatives	Actions	2023 Outcomes
	Staff Allocation	Budget provisions	PLD Providers	Develop a curriculum that reflects the special character of our local community by 2023. Design PD sessions around ‘Leading Localised Curriculum Guides’ (Local Curriculum Assessment for learning and ‘Information sharing and building learning Partnerships) Explore opportunities to engage with Kahungunu

	Timetabling	Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum.	Principal sabbatical with the focus on Seesaw as a tool to assess, plan and report to whānau. Work with a set classroom to establish effective practice before sharing across the school. Establish expected practice for Seesaw and replace mid-year report with ongoing reporting practice.		<ul style="list-style-type: none"> • Collaboration around student learning and learning outcomes guides teaching and learning. • Greater authentic learning. • Mid-year reporting will become obsolete
	Classroom Resources		Community Engagement	Engage with Sport Hawkes Bay to build capacity across our school within PE, sport and Health Establish a two year health programme – engaging with outside agencies to support the health and PE programmes Establish Health Active Learning Lead Establish PE and Play PALs across the school.	
Measures to monitor progress towards outcomes		Annual Budgets External Appraisal	PGC Documents Student Voice	Allocation of FTTE Curriculum Documentation and Reporting	PLD Community Consultation Staff Feedback

Strengthen whanau engagement and involvement

Growing Productive Community Partnerships	Resources	Actions 		Outcomes
	Inputs	2023-2025 initiatives	Actions	2023 Outcomes
	Staff Allocation	Our school works in close partnership with whānau on all matters that affect	'Getting Connected' days – teachers to ensure all whānau are connected to all school apps – especially Seesaw.	

	Budget provisions	student wellbeing and learning.	Expectation established for learners to post their learning regularly on Seesaw – with connection to LI, SC, and Next steps. – Teachers expected to provide feedback and whānau encouraged	<ul style="list-style-type: none"> • Parental expertise to be leveraged where possible • Increased collaboration around student learning and learning outcomes – triangulation of ownership • Whānau are regularly updated on their child’s achievements and behaviour • Mid-year reports will no longer be a one-off document but a portfolio of learning that is discussed. • Assessment, planning, and reporting becomes an ongoing everyday event 	
	PLD Providers				
	Timetabling				Principal to work with selected class to develop, trial and establish best practice for using Seesaw as the school assessing, planning and reporting tool.
	Classroom Resources	Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through a localised curriculum.	Learning celebrations re-established throughout the year (cultural element essential)		
Community Engagement	Regular use of karakia, whakatauki during school events Whānau support to establish cultural programme for those learners not involved in school Kapa Haka Localised curriculum supported by community members				
Measures to monitor progress towards outcomes		Annual Budgets External Appraisal	PGC Documents Student Voice	Allocation of FTTE PLD Curriculum Documentation and Reporting	Community Consultation Staff Feedback

Foster a positive and inclusive school culture through collaboration

2023 Initiative	12 Month Milestones	Key Actions Required
<p>Te Ao Māori is acknowledged, celebrated, and integrated into learning programmes, school processes and practices</p>	<ul style="list-style-type: none"> • School wide participation in the Kahui Ako TODs • Regular use of Te Reo Maori in and around the school – assemblies, special occasions • Development of physical school environment that embraces our cultural diversity • Parental expertise and areas of interest identified • Teacher planning includes cultural knowledge of learners • School Wide correct pronunciation of Te Reo Maori – names, classroom instructions, objects, directions, and questions • Localized and place-based curriculum TODs accessible for all staff. • All teachers and self-allocated support staff to participate in Te Ahu o Te Reo PD term 3 and 4. 	<ul style="list-style-type: none"> • Book in the TODs into the future calendars so staff are aware of expectations – <i>Kate and Kelly</i> • Design and planning of the physical school environment – 10YPP – with a focus on inclusion of Te Reo Maori and Pasifika in signage, planting, and layout – <i>student group, Kate, and Paul</i> • Teacher engagement with parents/whanau through Getting Connected days – <i>Kate</i> • Registration for Te Ahu o Te Reo - <i>Kate</i>
<p>Increased engagement and achievement through timely and effective learning through targeted, monitored programmes</p>	<ul style="list-style-type: none"> • Increase in attendance rates • Connections to agencies and programmes appropriate to learners and whānau needs • Establishment of school counselling programme • Establishment of ‘extra curricula’ programme (2-year programme) 	<ul style="list-style-type: none"> • Staff to review attendance at the end of each week and notify SMT of ALL learners under the 85% rate -<i>Classroom teachers</i> • Confirmed 2-year external agencies programme plan – <i>Kate</i>

Embedding student agency (and great self-belief) through localised curriculum

2023 Initiative	12 Month Milestones	Key Actions Required
<p>Develop a curriculum that reflects the special character of our local community by 2022</p>	<ul style="list-style-type: none"> • Completion of formal Ebbett Park School Curriculum document • Parental expertise and areas of interest identified 	<ul style="list-style-type: none"> • Establish curriculum team to develop the EPS school curriculum - <i>SMT</i> • Community consultation (regular) • Teacher engagement with parents/whanau through Getting Connected days – <i>Kate</i>
<p>Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum</p>	<ul style="list-style-type: none"> • All learners are posting regularly on Seesaw – making connections to the Lis, SC, learning and next steps • Teachers are responding to all posts with feedback and next steps connecting to the curriculum and achievement • One written report per year, end of year only. Mid-year is meeting to go through learner online portfolio and seek 6-month goals. 	<ul style="list-style-type: none"> • Principal sabbatical project T1 - <i>Kate</i> • One class to work with Kate to trial and error the use of Seesaw as assessment, planning and reporting tool throughout 2022. – <i>Kate and TBC staff member.</i> • Teach whānau the appropriate feedback to provide to learning posts – <i>Kate and classroom teachers</i> • Regular (and dated) student achievement checks followed by discussions (staff wide) – <i>All Staff</i>
<p>Strengthen 'Healthy Active Learning' outcomes through PE, Sport and Health</p>	<ul style="list-style-type: none"> • Clearly established Health, PE and sport programme that is on a two-year rotation • Healthy Active Learning Lead established • Strong connection with Sport Hawkes Bay established. 	<ul style="list-style-type: none"> • Engagement of SHB PLD – <i>Kate and HAL leader</i> • Needs based vision around sport, health, and PE – Community consultation - <i>HAL leader.</i> • PD sessions and access to resources through SHB- <i>HAL leader</i>

	<ul style="list-style-type: none"> • Learning through Play formalized at EPS 	
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Growing Productive Community Partnerships

2023 Initiative	12 Month Milestones	Key Actions Required
Our school works in close partnership with whānau on all matters that affect student wellbeing and learning	<ul style="list-style-type: none"> • 100% engagement on Seesaw • Parents/Whanau invited into school to share knowledge during appropriate programmes of learning. • Regular and ongoing feedback from peers, teachers, and learners around student learning post • Seesaw is an embedded tool for assessment, planning and reporting at EPS 	<ul style="list-style-type: none"> • Principal sabbatical project T1 - Kate • Long term plans integrated with whanau capabilities and expertise – Team Leaders • Student voice collected on the impact of whanau involvement in learning. – Hamish • One class to work with Kate to trial and error the use of Seesaw as assessment, planning and reporting tool throughout 2022. – Kate and TBC staff member. • Teacher engagement with parents/whanau through Getting Connected days – Kate • Sessions to support whānau about effective and valuable feedback - Kate
Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through a localised curriculum.	<ul style="list-style-type: none"> • 100% engagement on Seesaw • All learners are posting regularly on Seesaw – making connections to the Lis, SC, learning and next steps • Parental expertise and areas of interest identified and used to support learning across the school. 	<ul style="list-style-type: none"> • Teacher engagement with parents/whanau through Getting Connected days – Kate • Sessions to support whānau about effective and valuable feedback - Kate. • Regularly learning posts on Seesaw • Celebrations across the school to take place regularly throughout the year. – Curriculum leaders

















Programme of Self Review/Development

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
2025	Policies	Health and Safety Management Emergency, Disaster and Crisis Management	Healthcare Behaviour Management	Student Wellbeing and Safety Staff Wellbeing and Safety	Health Safety and Welfare Policy Safety On and Off School Grounds
	Curriculum Development and Review	Parent/Maori Consultation	Health & PE Education	Literacy - Reading	Gifted and Talented
2023	Policies	Legislation and Administration Policy	EOTC	Learning Support	Curriculum and Student Achievement Policy
	Curriculum Development and Review	Parent/Maori Consultation	Numeracy - Mathematics	Literacy - Writing	Literacy – Visual Language
2024	Policies	Governance and Management Documentation and Self-Review Policy	Employer Responsibility Policy	Concerns and Complaints Protected Disclosure	Finance and Property Management Policy
	Curriculum Development and Review	Parent/Maori Consultation	Inquiry – Science/Social Science	Literacy – Oral Language	Careers/languages/Technology

National Education Priorities






















1. Success for all

All year 1 to 8 students will be given effectively taught programmes of learning in English, Mathematics, The Arts, Science, Social Studies, Health and Physical Education, technology and another language.

Policies in place at School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none">  Assessment  Curriculum Delivery  Assessing Achievement Levels of Maori Students  Reporting to Parents 	<ul style="list-style-type: none">  Planning from the NZ Curriculum with an emphasis on the Key Competencies.  Curriculum Resources are purchased according to the needs of students.  Special Needs Programmes where students work with a Teacher's Aide and / or the classroom teacher.  Extension Programmes where students work with a teacher.  Variety of teaching approaches to cater for students differing learning styles and needs, specifically in a multi-level classroom.  Use of E.O.T.C. to meet the student's needs. 	<ul style="list-style-type: none">  School Planning and Assessment folder.  Teachers' Daily Planning Diary.  School Master Student Management System  School Procedure Booklet  School Website  BOT policy folder











2. A safe learning environment

Schools will provide a safe physical and emotional environment for all students.

Policies in place at School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none">  Health & Safety  Emergency Procedures  Sexual Harassment  Smoke Free  Stand down/exclusion  Behaviour Management  Anti-Bullying  Food and Nutrition 	<ul style="list-style-type: none">  Foster a culture of respect, caring, and tolerance through the family atmosphere of our school.  Administration of Medicines  Protection from Identifiable Hazards  Internet Usage  Enrolment / School Leavers.  School hats in term's one and four  Bus behaviour contract  Healthy foods emphasis 	<ul style="list-style-type: none">  BOT Policy Folder  Administration Folder  Medicine and first aid booklets in sickbay  School Behaviour Booklet  Emergency procedures booklet

3. Improving Literacy and Numeracy

School will ensure that priority is given to improving student achievement in literacy and Numeracy, especially in years 1 to 4.

Policies in place at School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none">  Assessment  Assessing Achievement Levels of Maori Students  Curriculum Delivery  Reporting to Parents 	<ul style="list-style-type: none">  Daily programmes are planned where Literacy and Numeracy is taught in the morning sessions which makes up 68% of the school day.  Integrating Literacy and Numeracy into other subject areas where possible. 	<ul style="list-style-type: none">  School wide data and targets  Teacher Observations  Teachers' Daily Planning Diary.  Class formative planning and assessment

Special emphasis should be placed on students whose further education or training may be at risk through under achievement in Literacy and/or Numeracy.

Policies in place at School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none"> 📄 Assessment 📄 Assessing Achievement Levels of Maori Students 📄 Curriculum Delivery 📄 Reporting to Parents 	<ul style="list-style-type: none"> 📄 Professional Development of staff in Literacy and Numeracy. 📄 Teacher's Aides work in classrooms and/or withdraw children to boost their basic skills in literacy and numeracy. 📄 Extension groups work with a teacher to extend their literacy and numeracy skills. 📄 Use of the Library is encouraged and books are purchased according to needs. 📄 Literacy is a core practice 	<ul style="list-style-type: none"> 📄 Cumulative Records 📄 Student Profiles 📄 School wide data and targets 📄 National Exemplars, asTTle models/rubic 📄 NUMP Advisors, Resource Teachers 📄 School Professional Development 📄 School writing rubric 📄 Modelling books

4. Better use of student achievement information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities

Policies in place at School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none"> 📄 Assessment 📄 Assessing Achievement Levels of Maori Students 📄 Curriculum Delivery 📄 Reporting to Parents 	<ul style="list-style-type: none"> 📄 School wide data collection is based on asTTle, STAR and Running Records for Reading. NUMP, PAT and asTTle for maths. 📄 Teachers will gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement. 	<ul style="list-style-type: none"> 📄 School Planning and Assessment Books. 📄 Teachers' Daily Planning Diary. 📄 National Exemplars 📄 AsTTle Reading and Maths Tests 📄 Advisors, Resource Teachers 📄 Star Reading test 📄 PAT Tests 📄 Community consultation folder

	<ul style="list-style-type: none"> Identify students that are not achieving or who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that need special attention. Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students 	<ul style="list-style-type: none"> At risk student and gifted and talented student records Student Profiles
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5. Improving Outcomes

Drawing on dependable assessment evidence, schools will improve outcomes for all students, including those who are not achieving, or who have special learning needs

Policies in place at School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none"> Assessment Assessing Achievement Levels of Maori Students Curriculum Delivery Reporting to Parents 	<ul style="list-style-type: none"> Setting targets for the year, which are challenging but achievable. Using tests, which have been nationally normed to assess and analyse our students. Identify students that are not achieving or who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that need special attention. Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students 	<ul style="list-style-type: none"> School Planning, Assessment, Evaluation Books. Teachers' Daily Planning Diary. Assembly – SMS. National Exemplars NUMP P.A.T.'s e-asTTLe Advisors, Resource Teachers Community consultation folder














6. Improving outcomes for Maori

Schools will work with their Maori communities to plan, set targets for, and achieve better outcomes for Maori students.

Policies in place at School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none">  Assessment  Assessing Achievement Levels of Maori Students  Curriculum Delivery  Reporting to Parents 	<ul style="list-style-type: none">  The Maori community is consulted through the newsletter and at celebration days, as are all parents of children at school  The Maori Liaison person on the BOT is also used to consult with the Maori community.  A whanau group is operating to help encourage Maori culture, language and Maori achievement  Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students 	<ul style="list-style-type: none">  School Planning, Assessment, Evaluation Books.  Teachers' Daily Planning Diary.  Assembly Classroom Manager  Student File  National Exemplars  NUMP  P.A.T.'s  e-asTTle  Advisors, Resource Teachers

7. Reporting

Schools will report to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole and of groups identified in the national education priorities.

Policies in place at Ebbett Park School	Procedures and programmes to support policy	Supporting documentation for policies and procedures
<ul style="list-style-type: none">  Reporting on Student Achievement  Community consultation  Privacy Act 	<ul style="list-style-type: none">  School reports are sent out twice a year.  Students are assessed against the national standards in reading, writing and mathematics.  Formal parent Interviews are conducted twice a year. Informal interviews are conducted when necessary.  Ebbett Park School has an open-door policy, school assemblies are a time for sharing our successes. Parents are welcome to join us for these occasions. At the end of each term the school will hold a big assembly to share what they covered over the term. The new curriculum approach has allowed us to have group celebrations.  The BOT receives a curriculum report at each meeting. A number of these reports include detailed assessment, which outlines student achievement and progress of our students. Where possible there is a comparison with the previous year/s to show how we are making a difference to our students' education over time. These reports also help identify students who need remedial or extension help. 	<ul style="list-style-type: none">  Cumulative Record Cards.  Reports.  School wide assessment data  Principal Reports  Profile folders

Ebbett Park School Annual Plan 2023

<p><u>Curriculum Focus (NAG 1)</u></p> <p>Annual Targets:</p> <ul style="list-style-type: none"> • Reading • Writing • Mathematics <p>Formative Assessment – development and understanding Creation of EPS curriculum document Development of TAI. Technology – increased focus and integration of this curriculum</p>	<p><u>Professional Development (NAG 3)</u></p> <p>Te Ahu o Te Reo Planning documentation developed Cultural Responsive Practice First Aid Certification</p>	<p><u>Community Partnership (NAG 2)</u></p> <p>Use of Seesaw as an ongoing/living assessment, planning and reporting tool/system Ensure feedback and next learning steps are reflected in reporting system More active use of seesaw for informing parents of students learning Termly ‘showcase’ days where students get to inform the community about what they have been doing</p>
<p><u>Finance (NAG 1)</u></p> <p>Prepare budget that supports development areas and targets Budget holder’s/Curriculum holder’s responsibilities Budget regularly reviewed (monthly)</p>	<p>EBBETT PARK SCHOOL Annual Plan 2023</p>	<p><u>Self Review (NAG 2)</u></p> <p>Policy and Procedure review Strategic review Curriculum review Principal school review plan Principal Reporting and review to BOT</p>
<p><u>Health and Safety (NAG 1)</u></p> <p>Daily/weekly/monthly safety checks according to Moe requirements Regular fire and earthquake drills once a term First aid supply maintained First aid training for staff on a two yearly basis First aid training for senior classes (if appropriate)</p>	<p><u>Personnel (NAG 3)</u></p> <p>Professional Growth Cycle Opportunities to attend appropriate PD as individuals require it Job descriptions to be reviewed Review of policies</p>	<p><u>Grounds & Property (NAG 1)</u></p> <p>Regular check for hazards and insect nests Ensure appropriate device to student ratio is maintained Consideration of Enviroschools values when designing 5YPP Maintenance of land-space Monitor playground equipment for replacement, removal and/or repair.</p>

Cultural Diversity

We will recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into all curriculum areas. The school curriculum will encourage students to understand and respect the different cultures that make up New Zealand. Regular Te Reo Maori and Kapa haka lessons will ensure our students are familiar with greetings, social phrases and instructions and will emphasise the bicultural heritage that contributes to their identity as New Zealand citizens. Our Board of Trustees will consider all requests for instruction in Te Reo Maori in light of the school's expertise and resourcing and with due consideration at the time the request is received.

Providing for Inclusive Education

We recognise student diversity at Ebbett Park School. Students with disabilities have full membership in age-appropriate classes with the appropriate support services and supplement aides. The school curriculum will encourage students to understand and respect the different abilities that make up our school. Students with a disability will unconditionally belong too and have full membership of a regular classroom in our school and its community. The school will work alongside outside agencies to enhance and support the full development of all students at Ebbett Park School.

Community Consultation in 2022

<u>Topic</u>	<u>Where found</u>
Health and Safety Management	School Newsletter T1
Emergency, Disaster and Crisis Management	School Newsletter T1
Health Care	School Newsletter T2
Behaviour Management	School Newsletter T2
Student wellbeing and safety	School Newsletter T3
Staff wellbeing and safety	School Newsletter T3
Health Safety and Welfare Policy	School Newsletter T4
Safety on and off school grounds	School Newsletter T4
Parent/Māori Consultation	Getting Connected Days – 29 th & 30 th January
Health and PE Education	
Literacy - Reading	
Gifted and Talented	

Ebbett Park School Achievement Annual Target Action Plan 2022 - **REVIEWED**

Strategic Aim: All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner's outcomes.

Target Outcomes

A 25% improvement will be made by learners in year groups 3-6 that were 'well below' or 'below' curriculum levels at end of year 2021

Historical Data

We have high achievement in reading across our year 6 and year 4 learners with 80% and 71 % repeatedly 'at' curriculum level. Our year 2 learners are performing poorly with 86% not meeting curriculum. This is followed by our year 5, 1 and 3 which all have been 50%-60% not meeting curriculum. Males and females both have 50% curriculum achievement rate. European/Pākehā continue to meet curriculum expectation with 73% of learners 'at' or 'above'. Our Asian cohort are also meeting curriculum expectations with 60% of learners 'at' or 'above'. Our Māori learners are following behind with 47% achieving curriculum expectations. Our Pasifika learners continue to be our struggling group of learners in this curriculum area as only 28% are meeting curriculum expectations. It is important to note that very few learners (8) achieve above curriculum expectation.

Curriculum Area
READING

Year Level
NE – Y6

Target Group:

Y6: Annamarie, Ezekiel, Jah-Nayah, Josie, Kahu, Larelle, Lorenzo, Makaire, Manaia TT, Max, Rhythm, Royal, Sayful, Te Ohore, Trinity, Waka; Y5: AJ, Flynn, Manaia H, Melesha, Tiana, Sophie, Tayson; Y4: Ben, Cyclus, George, Grayson, Kydan, Mahina, Tangaroa, Manawai, Maraea, Paige, Junior, Rakena, RJ, Soul; Year 3: Athea, Bianka, Bryleigh, Echo, Etana, Harlem RT, Harlem S, Hazerleigh, Sophia, Sophia-Rain, Tane, Waratah, Zayjarna, Kyexar, Layton, Mamaeroa, Maranatha, Mua, Neveah, Poppy, Precious, Reef, Shisharna.

ACTIONS TO ACHIEVE TARGETS

Led by

Budget

Timeframe

Directed and targeted teaching of reading in all classrooms

Team Leader

Throughout the year

Targets classroom groups involved in specific reading programmes: Reading Recovery and BSL

Principal/DP

T1 and ongoing

Junior classes PD in Better Start Literacy Programme (Training)

Anna Bush and Junior teachers

Throughout the year

Collaborative planning

Whole School

T1 and ongoing

Establish data tracking and review regularly

Principal/DP

T1 and ongoing

School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.)

Principal

Before year begins

Regular staff meetings that focus on student achievement

All staff – in teams

Each term

Regular reporting to BoT around the progress of the target students

Principal

End of each term

Defined expectation across the school in form of a daily reading programme

Literacy Lead

Throughout the year

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In the second half of the term the principal and DP took part in the Structured Literacy PD. This allowed small group work to occur for most of the learners in the year 5 and 6 group identified in the target group. Learning was brought right back to basics (i.e., spelling for some and reading for others with phonics and spelling rules included.). These groups had regular sessions daily with 'teacher' and homework activities that allowed them to practice skills at home. Teachers, most, not all, followed the expectation of daily reading sessions and had reading programmes up and running within the first 5 weeks of the 2022 school year.</p>	<p>From the target group set at the end of term 4, 2021, 9 students did not return to Ebbett Park School. This meant the group decreased from 59 to 50 targeted learners. Out of these 50 targeted learners 39 learners (78%) made improvement across the year while 11 (22%) remained at the same level throughout the year. No learner fell backwards. Out of the 39 learners that made improvement 7 progressed 1 level, 7 2 levels, 9 3 levels, 7 4 levels, 4 5 levels and 5 progressed 6 levels.</p> <p>(Levels being basic – proficient – advanced in the curriculum level)</p>	<p>Access to the Structured Literacy PD was an eye opener for us. It became very evident through the assessments that our tamariki did not know the basics (i.e., that the alphabet is made up of constants and vowels, what the 5 vowels are or that they have long and short sounds.). This programme allowed us to have small group, directed/targeted teaching for 'at risk' and 'of concern' learners allowing them to make progress and, for many, accelerated progress in the six months the programme ran. The non-negotiable literacy time also ensured that core learning took place and was only ever interrupted when there was no other available time. Any disruption was kept to a minimum.</p>	<p>Structured Literacy must be our go to programme for our learners at EPS. This will support reading and writing for all learners and develop a consistency across the school in vocabulary, assessment and understanding.</p> <p>Regular reviewing of student achievement is essential.</p> <p>Literacy homework relevant to the classroom programme must happen.</p> <p>Non-negotiable literacy times will remain in the school timetable.</p> <p>Moderation across all core curriculum subjects needs to occur.</p>
Planning for next year:			
<p>School wide Professional Development in Structured Literacy using iDeal will take place. Building collaborative teaching and assessment teams across the school will ensure moderation can take place as can constructive conversations around data and achievement. These teams will be based in pairs of year levels (NE/Y1/Y2, Y3/Y4, Y5/Y6). Development of a defined reading programme with expectations clearly set and met.</p>			

Ebbett Park School Achievement Annual Target Action Plan 2022 - **REVIEWED**

Strategic Aim: All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner's outcomes.

Target Outcomes

Accelerated learning will occur for all Pasifika learners in the years 1-6 who were 'below' or 'well below' in 2021

Historical Data

We have high achievement in writing across our year 6 learners with 73% 'at' or 'above' curriculum level. Our year and 2 learners are performing at an improved rate with 63% and 69% respectively achieving 'at' curriculum level. This is followed by our year 3 and 4 which have been 48%-52% meeting curriculum. Our year 5 group are the learners that are performing poorly with only 30% achieving 'at' curriculum. Males and females continue to perform at a fairly even rate with females at 55% and males at 58% curriculum achievement rate. European/Pākehā and Asian cohorts are meeting curriculum expectations with 66% and 60%, of learners 'at' or above'. Our Māori learners are following behind with 55% achieving curriculum expectations. Our Pasifika learners continue to be our struggling group of learners in this curriculum area as only 40% are meeting curriculum expectations. It is important to note that very few learners (6) achieve above curriculum expectation.

Curriculum Area
WRITING

Year Level
NE – Y6

Target Group:

Y6: Annmarie, Josie, Lorenzo, Matauaina, Te Ohore, TJ; Y5: Melesha; Y4: George, Grayson, Junior, RJ; Y3: Echo, Maranatha, Mua, Sophia TC; Y2: Aly, Lei, VJ

ACTIONS TO ACHIEVE TARGETS

Led by

Budget

Timeframe

Directed and targeted teaching of writing in all junior classrooms

Team Leader

Throughout the year

Targets classroom groups involved in writing programmes

Principal/DP

T1 and ongoing

Junior classes PD in Better Start Literacy Programme (Training)

Anna Bush and Junior teachers

Throughout the year

Collaborative planning

Whole School

T1 and ongoing

Establish data tracking and review regularly

Principal/DP

T1 and ongoing

School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.)

Principal

Before year begins

Regular staff meetings that focus on student achievement

All staff – in teams

Each term

Regular reporting to BoT around the progress of the target students

Principal

End of each term

Defined expectation across the school in form of a daily writing programme

Literacy Lead

Throughout the year

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In the second half of the term the principal and DP took part in the Structured Literacy PD. This allowed small group work to occur for most of the learners in the year 5 and 6 group identified in the target group. Learning was brought right back to basics (i.e., spelling for some and reading for others with phonics and spelling rules included.). These groups had regular sessions daily with 'teacher' and homework activities that allowed them to practice skills at home.</p> <p>Teachers, most, not all, followed the expectation of daily writing sessions and had writing programmes up and running within the first 5 weeks of the 2022 school year.</p>	<p>From the target group set at the end of term 4, 2021, 2 students did not return to Ebbett Park School. This meant the group decreased from 18 to 16 targeted learners. Out of these 16 targeted learners 13 learners (81%) made improvement across the year while 3 (19%) remained at the same level throughout the year. No learner fell backwards. Out of the 13 learners that made improvement 1 progressed 1 level, 4 2 levels and 7 3 levels.</p> <p>(Levels being basic – proficient – advanced in the curriculum level)</p>	<p>Several of the learners in this target group were also involved in the Structured Literacy groups. It appears that the targeted learning through Structured Literacy has provided these learners with the skills they need to gain greater confidence in writing. Spelling has certainly seen an improvement in this group of learners. This programme allowed us to have small group, directed/targeted teaching for 'at risk' and 'of concern' learners allowing them to make progress and, for many, accelerated progress in the six months the programme ran. While not ALL a shift in 81% is something to be very pleased with.</p> <p>The non-negotiable literacy time also ensured that core learning took place and was only ever interrupted when there was no other available time. Any disruption was kept to a minimum.</p>	<p>Structured Literacy must be our go to programme for our learners at EPS. This will support reading and writing for all learners and develop a consistency across the school in vocabulary, assessment and understanding.</p> <p>Regular reviewing of student achievement is essential.</p> <p>Literacy homework relevant to the classroom programme must happen.</p> <p>Non-negotiable literacy times will remain in the school timetable.</p> <p>Moderation across all core curriculum subjects needs to occur.</p> <p>Include handwriting programme into writing sessions to develop the art/skill of handwriting.</p>
Planning for next year:			

School wide Professional Development in Structured Literacy using iDeal will take place. Building collaborative teaching and assessment teams across the school will ensure moderation can take place as can constructive conversations around data and achievement. These teams will be based in pairs of year levels (NE/Y1/Y2, Y3/Y4, Y5/Y6). Development of a defined reading programme with expectations clearly set and met.

Ebbett Park School Achievement Annual Target Action Plan 2022 - **REVIEWED**

Strategic Aim: All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner's outcomes.

Target Outcomes

All 2022 year 3 & 6 learners who were 'well below' as year 2 & 5 learners in 2021 will make accelerated progress during 2022.

Historical Data

We have high achievement in math across our year 6 with 70% 'at' curriculum level. Our year 2, 4 and 1 learners are performing poorly with between 40% - 44% meeting curriculum. This is followed by our year 3 with 34% and year 5 learners with 22% meeting curriculum. Males and females both have less than 50% curriculum achievement rate. Our Asian cohort are achieving the best rate of achievement with 60% meeting curriculum. Our European/Pāhehā learners have 55% achieving 'at' curriculum level. Our Māori learners are following behind with 45% achieving curriculum expectations. Our Pasifika learners continue to be our struggling group of learners in this curriculum area as only 24% are meeting curriculum expectations. It is important to note that very few learners (1) achieve above curriculum expectation.

Curriculum Area
MATH

Year Level
NE – Y6

Target Group:

Y6: Abby, Annmarie, Ezekiel, Jah-Nayah, Josie, Kahu, Larelle, Lorenzo, Sayful, Simon, Te Ohore, TJ, Rhythm, Royal, Makaire, Manaia TT, Matauaina, Max, Trinity, Waka, Compton; Y3: Bianka, Bryleigh, Echo, Harlem RT, Hazerleigh, Kyexar, Maranatha, Mua, Nevaeh, Precious, Reef, Shisharna, Sophia-Rain, Waratah, Zayjarna

ACTIONS TO ACHIEVE TARGETS

Led by

Budget

Timeframe

Directed and targeted teaching of math in all classrooms	Team Leader		Throughout the year
Targets classroom groups involved in math programmes	Principal/DP		T1 and ongoing
Collaborative planning	Whole school		T1 and ongoing
Establish data tracking and review regularly	Principal/DP		T1 and ongoing
School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.)	Principal		Before year begins
Regular staff meetings that focus on student achievement	All staff – in teams		Each term
Regular reporting to BoT around the progress of the target students	Principal		End of each term
Defined expectation across the school in form of a daily writing programme	Numeracy Lead		Throughout the year

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The development of a maths year plan has ensured that teachers are teaching topics and all strands are being covered. It has allowed sequential learning and scaffolding to take place for teachers across the school and for learners too.</p>	<p>From the target group set at the end of term 4, 2021, 6 students did not return to Ebbett Park School. This meant the group decreased from 36 to 30 targeted learners. Out of these 30 targeted learners 30 learners (100%) made improvement across the year. Out of the 30 learners that made improvement 5 progressed 1 level, 14 2 levels, 10 3 levels and 1 progressed 4 levels.</p> <p>(Levels being basic – proficient – advanced in the curriculum level)</p>	<p>The directed teaching and focus on the target students ensured that they were given the scaffolding they needed to progress in math. Grouping in the classroom and support from Teacher Aides ensured support was there when the teachers worked with other groups of students. Learning of basic facts and being able to recite them almost instantly has built confidence. The non-negotiable literacy time also ensured that core learning took place and was only ever interrupted when there was no other available time. Any disruption was kept to a minimum.</p>	<p>There is a need to develop a consistency across the school in mathematical vocabulary, assessment and understanding.</p> <p>Regular reviewing of student achievement is essential.</p> <p>Basic facts and math homework relevant to the classroom programme must happen.</p> <p>Non-negotiable math times will remain in the school timetable.</p> <p>Moderation across all core curriculum subjects needs to occur.</p>
<p>Planning for next year:</p>			
<p>The 2-year school math programme ensures coverage. We now need to extend this by developing an Ebbett Park School expectations framework. Math vocabulary needs to be developed and consistent across the school. Building collaborative teaching and assessment teams across the school will ensure moderation can take place as can constructive conversations around data and achievement. These teams will be based in pairs of year levels (NE/Y1/Y2, Y3/Y4, Y5/Y6). Development of a defined reading programme with expectations clearly set and met.</p>			

Ebbett Park School Achievement Annual Target Action Plan 2023

Strategic Aim: All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes.

Target Outcomes

70% of your Year 2-6 learners will be at or above curriculum level by the end of 2023
 Year 1 learners will finish their first 40 weeks knowing all letter identification, concepts about print and sight words related to structured literacy

Historical Data

Positive	Negative
<ul style="list-style-type: none"> • 14 % improvement in a year • Year 6 learners leaving us with a high % achieving at Curriculum level • Progressive achievement across year groups • Compared to 2021 we have increased number of learners achieving • 'Male other' and 'Female Māori' strongest achieving group 	<ul style="list-style-type: none"> • Only 7 learners have made a positive shift during the 2022 year. • Failing 43% of our learners • Year 1 and 2 have greater number of learners not achieving than achieving • Year 1 and 4 number of achievers has decreased from 2021 to 2022 • Māori and Pasifika learners continue to be non-achievers

Curriculum Area
READING

Year Level
NE – Y6

Target Group:
See attached

ACTIONS TO ACHIEVE TARGETS

Led by

Budget

Timeframe

Directed and targeted teaching of reading in all classrooms	Team Leader		Throughout the year
Targets classroom groups involved in specific reading programmes: Reading Recovery and SL withdrawal	Principal/DP		T1 and ongoing
iDeal Structured literacy Professional Development school wide	Outside provider - iDeal		Throughout the year
Collaborative planning	Whole School		T1 and ongoing
Fortnightly targeted meeting regarding learning and achievement	Principal/DP		T1 and ongoing
School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.)	Principal		Before year begins
Regular staff meetings that focus on student achievement through moderation	All staff – in teams		Each term
Regular reporting to BoT around the progress of the target students	Principal		End of each term
Defined expectation across the school in form of a daily reading programme	Literacy Lead		Throughout the year
Reading MUST be a homework task – reading milage an expectation	Classroom teachers		Throughout the year
Literacy teams established – Year ½, Year ¾, Year 5/6 as moderation partners	Whole school		Throughout the year

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Target Outcomes

- 50% of learners that have been at school for 2 years will be achieving at or above curriculum level
- 55% of learners that have been at school for 4 years will be achieving at or above curriculum level
- 60% of learners that have been at school for 6 years will be achieving at or above curriculum level

Historical Data

Positive	Negative
<ul style="list-style-type: none"> Year 3 learners achieving in writing Female learners achieving in writing Female Māori learners achieving at a 50/50 rate 	<ul style="list-style-type: none"> Number of learners achieving in writing has decreased between 2021 and 2022 Significantly poor performance in writing Year 3 learners ONLY learners achieving in writing Year 1, 2, 5 and 6 learners are of significant concern in this curriculum area Writing is a significant concern with our male learners Male Pasifika Learners are the biggest group of learners struggling in this curriculum area.

Curriculum Area
WRITING

Year Level
NE – Y6

Target Group:
See attached

ACTIONS TO ACHIEVE TARGETS

Led by

Budget

Timeframe

Directed and targeted teaching of writing in all classrooms	Team Leader		Throughout the year
Targets classroom groups involved in writing programmes	Principal/DP		T1 and ongoing
School wide spelling programme to be established	Principal/DP		Throughout the year
Collaborative planning	Whole School		T1 and ongoing
Fortnightly targeted meeting regarding learning and achievement	Principal/DP		T1 and ongoing
School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.)	Principal		Before year begins
Regular staff meetings that focus on student achievement through moderation	All staff – in teams		Each term
Regular reporting to BoT around the progress of the target students	Principal		End of each term
Defined expectation across the school in form of a daily writing programme and writing matrix that shows development and progress across the curriculum and year levels	Whole School		Throughout the year
Literacy teams established – Year ½, Year ¾, Year 5/6 as moderation partners	Whole school		Throughout the year

Ebbett Park School Achievement Annual Target Action Plan 2023

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Target Outcomes

60% of our 2022 below learners, from each year group, will be achieving at or above curriculum level
 Math vocabulary will be consistent across the school.

Historical Data

Positive	Negative
<ul style="list-style-type: none"> Number of learners achieving in this curriculum area has improved More learners achieving than not Year 3 learners are strongest year group in this curriculum area Smaller number of students well below than below Female learner’s stronger achievers than male Female Māori and Female other are the higher achievers within this curriculum area 	<ul style="list-style-type: none"> 10% improvement over the year Year 1, 2, 5 and 6 are the years groups with majority of learners not achieving Males continue to struggle in this curriculum area Māori males are the group struggling the most followed by Male other

Curriculum Area
 MATH

Year Level
 NE – Y6

Target Group:
 See attached

ACTIONS TO ACHIEVE TARGETS

Led by

Budget

Timeframe

Directed and targeted teaching of math in all classrooms	Team Leader		Throughout the year
Targets classroom groups involved in math programmes	Principal/DP		T1 and ongoing
Collaborative planning	Whole school		T1 and ongoing
Fortnightly targeted meeting regarding learning and achievement	Principal/DP		T1 and ongoing
School timetable to identify non-negotiable times where math/numeracy MUST take place (4x 1 hours sessions/wk.)	Principal		Before year begins
Regular staff meetings that focus on student achievement through moderation	All staff – in teams		Each term
Regular reporting to BoT around the progress of the target students	Principal		End of each term
Defined expectation across the school in form of a daily math programme and consistency in math vocabulary cross the school	Numeracy Lead		Throughout the year
Math teams established – Year ½, Year ¾, Year 5/6 as moderation partners	Whole school		Throughout the year