



Taumata School Charter & Strategic Plan Annual Plan 2020



OUR SCHOOL:

Taumata School has been designed as a world-class learning environment with the vision and tools to empower our learners with the necessary capacity for a rapidly changing world.

Our school offers learner-centred learning opportunities for Years 1-8 in agile learning environments, capable of meeting the varied and diverse needs of 21st century learners.

The learning opportunities we offer are based on effective teaching and learning practice and supported by sound educational research and evidence.

Some key research that has guided the development of our school include:

- OECD Report "The Nature of Learning"
- Dr Julia Atkin (1996) "From values and beliefs about learning to principles and practices".
- OECD Report "Innovative Pedagogies"
- Peter Gray (2011) "Free to Learn"
- Angela Duckworth (2016) "Grit - The Power of Passion and Peseverance"
- Ken Robinson () "Changing Educational Paradigms"
- Ken Robinson (2015) "Creative Schools"
- Charles Handy (2015) "The second Curve"
- John Medina (2008) "Brain Rules"
- Fullan & Quinn (2016) "Coherence"
- Hattie, (2009; 2012) "Visible Learning"



OUR NAME:

Taumata was a female ancestor (tipuna) with strong connections to Ngai Tamarawaho along with many other local iwi. Taumata was the revered wife of Tahuriwakanui, a prominent and skilled warrior. Today the carved pou of Taumata and her husband stand as sentinels at the main round-a-bout entry to The Lakes area.

Whilst Taumata brings significant historical connection to language, culture and identity, in contemporary terms it means to 'reach the pinnacle'. It is this alignment with our vision 'empowered to learn; empowered for life' that brings further significance to our school name.

The name Taumata is timeless and connects history with the present and future. It acknowledges mana whenua (Ngai Tamarawaho); links culture and identity and provides an aspirational future focused commitment of creating an environment for learners of our future; focused on reaching their own true pinnacle - empowered for life!



OUR LOGO:

It symbolises:

Enduring connections between land, air and water. An aspiration for achievement and success (one's own pinnacle). The empowerment of learners for local, national and global scene. Connections between all learners and the community. The adventure that is life

The logo is based around a triangular shape which symbolises the concept of reaching a pinnacle. Within the shape there is connection to tuakana and teina (older and younger learning relationships) the life force of water (Kopurererua stream and Tauranga Moana) along with ascending stairs (the poutama steps towards profound learning).

An additional abstract connection that can be drawn is with the koru recognising the two Maunga (mountains Pūwhenua and Otanewainuku); the stream resources and wetlands and four poutama steps recognising the four learning studios of Mauao, Maungatokitoki; Pūwhenua and Otanewainuku.



Taumata School

The Board of Trustees and school leadership are committed to ensuring that every learner develops as a confident, connected, actively involved lifelong learner! The Board of Trustees are committed to their core aspirational purpose/mission, which is:

"To provide a personalised world-class learning experience that prepares and empowers learners for the adventure that is life"

Vision:

After establishing the Mission for Taumata School the Board of Trustees consulted on an emerging vision that reflected the desire of building capacity. This belief and commitment is evidenced in the vision statement:

"Empowered to Learn; Empowered for Life"

Principles:

Using the work of Dr Julia Atkins (1996), and Simon Sinek's 'golden circle', we understand the importance of having a clear vision and core values and beliefs about learning. We also understand the importance of moving from the WHY (vision), HOW (Principles) and WHAT (Practices). Through a consultation process with our community we have identified 5 principles that will support us in achieving our vision. These principles become "how" we achieve our vision and will lay the foundation for the practices we implement.

Creativity

Collaboration

Authentic Learning

Learner Agency

Grit



MINISTRY OF EDUCATION AND SCHOOL PRIORITIES:

As a school we are committed to aligning strategic priorities with the national priorities for professional learning and development. In September 2019 the Ministry of Education announced a reset of professional learning priorities that better align with the Government's focus on curriculum, progress and achievement.

The identified three priorities are:

- Cultural capability
- Local curriculum design
- Assessment for Learning

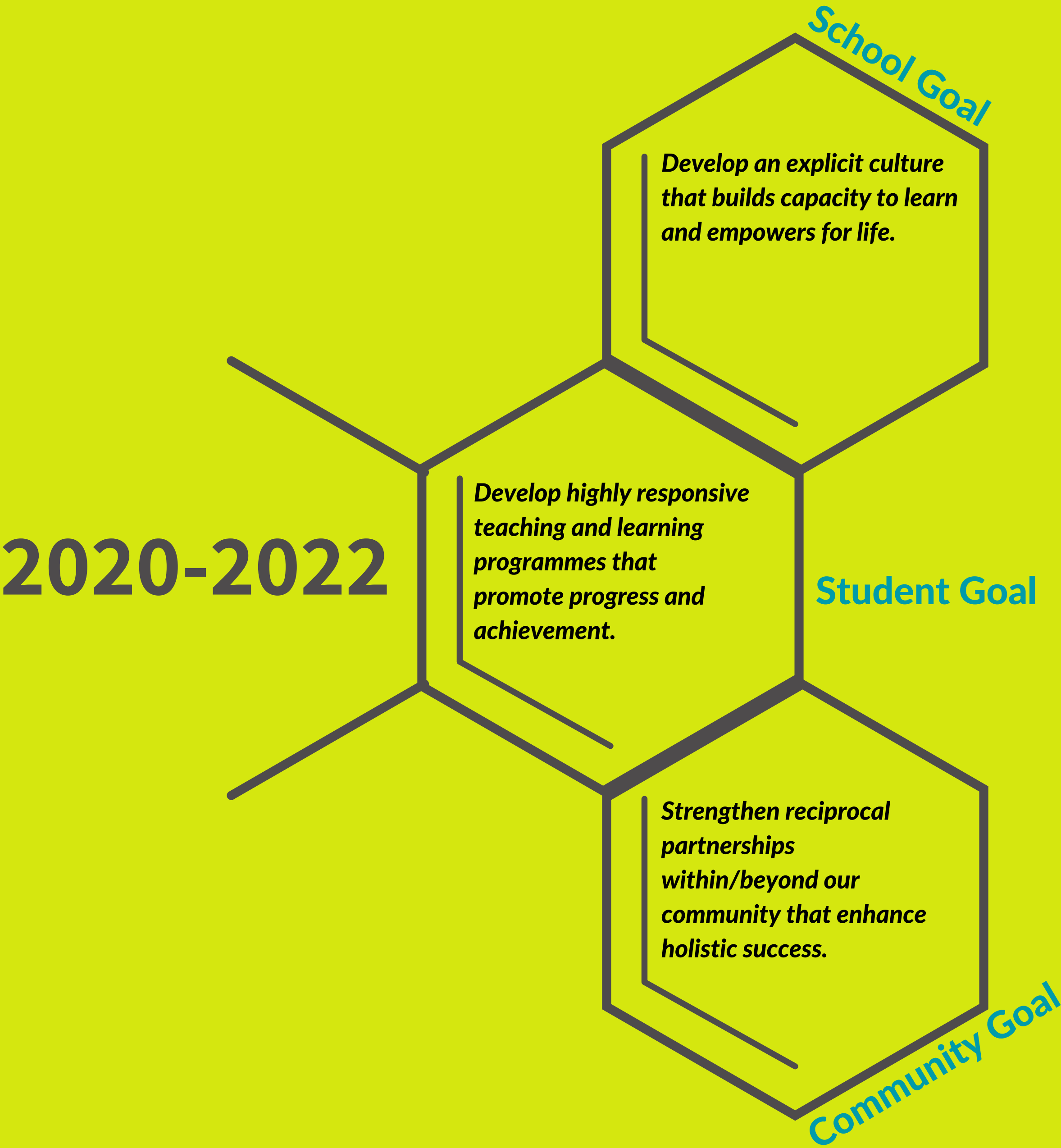
In addition to this there will be a continued focus on digital fluency and the implementation of the Digital Technologies curriculum in 2020.

Cultural Capability	Local Curriculum Design	Using Information to Support Learning
Building cultural capability so that all ākonga are secure in their identity	Relevant and engaging local curriculum design that is truly responsive to the needs and priorities of ākonga, whānau and the community	Enrich learning in the classroom by growing aromatawai, inquiry and assessment capabilities and use of information to support student strengths
Capabilities that these priorities are designed to develop and strengthen:		
<ul style="list-style-type: none">• Demonstrated commitment to Te Tiriti o Waitangi partnerships• Use of Te Reo Māori• Knowledge about specific cultures represented in your school community• Deep understanding of Tikanga Māori and manaakitanga• Partnership with parents, whānau, iwi and local organisations• Supporting ākonga wellbeing	<ul style="list-style-type: none">• Partnership with local iwi, hapu and other organisations• Knowledge and understanding of community values, culture and identity• Curriculum that ensures progress for all ākonga• Inclusive learning• Use of National Curriculum at the school and kura level• Development of specific content knowledge• Curriculum Leadership• Integrated curriculum (across learning areas and across the front and back end of the curriculum)	<ul style="list-style-type: none">• Information sharing with students/ākonga, parents and whānau to support learning• Assessment for learning practices• Aromatawai• Evaluative capability• Use of assessment and aromatawai to monitor and report progress

Empowered to learn;

Empowered for life!

STRATEGIC GOAL OVERVIEW 2020-2022



Taumata School Strategic Goals 2020-2022
'Empowered to learn; Empowered for life'

<p>Goal 1: School Goal: (Manaakitanga)</p> <p><i>Develop an explicit culture that builds capacity to learn and empowers for life.</i></p>	<p>Goal 2: Student Goal: (Ako)</p> <p><i>Develop highly responsive teaching and learning programmes that promote progress and achievement</i></p>	<p>Goal 3: Community Goal (Whanaungatanga)</p> <p><i>Strengthen reciprocal partnerships within/beyond our community that enhance holistic success.</i></p>
<p>Rationale: The Board's: <i>Vision:</i></p> <ul style="list-style-type: none"> • is "empowered for learning; empowered for life <p><i>Expectation</i></p> <ul style="list-style-type: none"> - Have a clear definition and shared understanding of the Taumata School culture - To embed our school vision we will continue to create, practices and dispositions that support our school culture. 	<p>Rationale: The Board's: <i>Vision:</i></p> <ul style="list-style-type: none"> • is "empowered for learning; empowered for life <p><i>Expectation</i></p> <ul style="list-style-type: none"> - To deliver on our school vision we must know and understand our students and implement learning experiences that are relevant and vibrant - To support the aspirational goals of each student through personalised learning. 	<p>Rationale: The Board's: <i>Vision:</i></p> <ul style="list-style-type: none"> • is "empowered for learning; empowered for life <p><i>Expectation</i></p> <ul style="list-style-type: none"> - We will continue to build effective partnerships - To deliver on our school vision we know that effective whanau partnerships are an integral part of students achieving - We understand that all stakeholders are needed to contribute to our student success
<p>Links to National Administration Guidelines: NAG 4-Allocating and managing the use of school funds NAG 5-Provide a physically and emotionally safe environment for students and staff NAG 6-Compliance with general legislation NAG 7- Annual update of school charter NAG 8-Provide an analysis of variance</p>	<p>Links to National Administration Guidelines: NAG 1-Fostering student achievement NAG 2-Strategic planning, self-review and reporting NAG 2A-Implementing & reporting on National Standards NAG 3-Develop and implement personnel policies and being a good employer</p>	<p>Links to National Administration Guidelines: NAG 1-Fostering student achievement NAG 2-Strategic planning, self-review and reporting</p>

‘Empowered to learn; Empowered for life’

Development Areas	2020 “An Empowering School”	2021 “A Leading School”	2022 “A World-Class School”
<i>Develop an explicit school culture that builds capacity to learn and empowers for life.</i>	<ul style="list-style-type: none"> Continue to develop school practices and systems that define and contribute to our desired school culture which include: <ul style="list-style-type: none"> Values, artefacts, espoused beliefs, symbolism, the way we do things around here Recruitment, induction, performance management Code of conduct, how we behave Pastoral care and well-being Safe physical and emotional environment 	<ul style="list-style-type: none"> Implement a self review process to review and refine school culture practices and systems 	<ul style="list-style-type: none"> Identify and consider the proposed changes to government policy that impact on strategic planning.
<i>Develop highly responsive teaching and learning programmes that promote progress and achievement.</i>	<ul style="list-style-type: none"> Develop programmes of teaching and learning that value learning through play and project based learning approaches Evaluate the impact of teaching and learning programmes in core learning areas Continue to develop and embed our learning principles of: collaboration; creativity; authentic learning; learner agency; and grit Evaluate the responsiveness of learning programmes that promote inclusivity, well-being and progress 	<ul style="list-style-type: none"> Implement a self review process to review and refine learning programmes 	<ul style="list-style-type: none"> Identify and consider the proposed changes to government policy that impact on strategic planning.
<i>Strengthen reciprocal partnerships within/beyond our community that enhance holistic success.</i>	<ul style="list-style-type: none"> Continue to build upon partnerships with parents/whanau Strengthen partnerships with Ngai Tamarawaho, Ngai Te Rangi, Ngati Ranginui and reflect a culture responsive to Te Ao Maori Normalise culturally responsive practices including Te Reo Maori, Powhiri, Waiata, Kapa Haka Develop opportunities for global connections eg. international students and connections. 	<ul style="list-style-type: none"> Implement a self review process to review and refine community partnerships 	<ul style="list-style-type: none"> Identify and consider the proposed changes to government policy that impact on strategic planning.

‘Empowered to learn; Empowered for life’

Goal 1:

Develop an explicit school culture that builds capacity to learn and empowers for life.

Development Areas	Actions	Measures	Led by	Timeline			
				T1	T2	T3	T4
<ul style="list-style-type: none"> Continue to develop school practices and systems that define and contribute to our desired school culture which include: <ul style="list-style-type: none"> Values, artefacts, espoused beliefs, symbolism, the way we do things around here Recruitment, induction, performance management Code of conduct, how we behave Pastoral care and well-being Safe physical and emotional environment 	<ul style="list-style-type: none"> Establish and maintain Professional Learning Groups Engage outside expertise for each PLG focus area and whole school culture building Source and share professional readings regularly Provide opportunities for learning (staff leading workshops for other staff) Implement team agreements and agenda explicit TAI conversations, elephants in the room and learning focus Embed a robust teacher induction process Teacher as inquiry embedded as a way of being across the school Teachers engaged in collaborative inquiries that focus on progress Develop structures and programmes that grow staff capability within the school Develop effective communication strategies with and for our community Formal mentoring is established and ongoing Continue to create structures for a wrap around service for students to develop a consistent relational platform that is responsive to individual needs of students for improved student success 	<ol style="list-style-type: none"> All staff actively contribute to a PLC group and a workstream group which is focused on developing capacity across the school Teacher practice and self-reflection (collaborative inquiry) exemplifies the high expectations we have of learners and learning at all times Shared understanding of effective teaching practice at Taumata School Rubrics identified that clearly demonstrate graduate learner profile and progressions Leaders of identified areas clearly lead projects and initiatives across the school with detailed action plans. Stakeholder voice provides clear direction and areas to grow Revised role descriptions based on Educational Leadership framework guide the work of leaders Teacher induction ensures clarity of understanding of the Taumata Way. TAI as a ‘professional way of being’ is modelled in planning, conversations and PLC’s. Professional readings are shared in PLC’s and across school. Team agreements are co-constructed and revisited termly. Professional learning opportunities are provided for staff in relevant areas. 	Principal and Deputy Principals (Gen, Jacq and Mike)	✓	✓	✓	✓
<ul style="list-style-type: none"> Continue to develop school practices and systems that support student well being 	Be aware of, and responsive to creating a culture of healthy learning environment by: <ul style="list-style-type: none"> Being responsive to the personalised needs of each learner Developing strong partnerships with parents/whanau Clear communication with 	<ol style="list-style-type: none"> Action plan for PB4L established Leader of Learning PB4L appointed and workstream established NZCER student survey completed in Term 1 Parent Information and 	Mike Rankin and Pb4L team	✓	✓	✓	✓

	<p>parents/whanau (positive and follow up)</p> <ul style="list-style-type: none"> • Providing a curriculum that values passion and experiential learning • Development of PB4L principles (Poutama Time) and clear understanding for all • Gather baseline data and evaluation on student well being. • Develop pathways for learning beyond Taumata School 	<p>communication around PB4L principles set</p> <ol style="list-style-type: none"> 5. PB4L data collated and used to determine next steps and actions around student behaviour and well-being 6. Parent survey completed in Term 3 to gather feedback/evaluation 7. Connect with Tauranga Boys and Tauranga Girls around transitional pathways by Term 3 		✓	✓	✓	✓
<ul style="list-style-type: none"> • Continue to develop school practices and systems that support staff well being 	<p>Be aware of, and responsive to, creating a culture of a healthy work-life balance by:</p> <ul style="list-style-type: none"> ○ Being responsive to the nature of working in collaborative learning environments ○ Provide opportunities for staff voice ○ Plan long term but with the capacity to be flexible (understanding upcoming workload) ○ Clear communication processes/expectations ○ Create regular opportunities for positive whole staff team building ○ Space for social activities and fun ○ Create a wellbeing committee ○ Gather baseline data on staff well-being. 	<ol style="list-style-type: none"> 1. Staff with a high level of personal well-being. 2. Staff having the option of using a CRT day for personal wellbeing. 3. Well being committee is visible and active in the school. 4. NZCER student and staff survey to be used in Term 1 and 4 to measure well being. 5. Staff team building opportunities termly. 6. Wellbeing committee (representative from each hub) established in Term 1 and a plan made for 2020. 	Jacq Price and well being committee	✓	✓	✓	✓
<ul style="list-style-type: none"> • Develop school practices and systems that support self review 	<ul style="list-style-type: none"> • EBOT self review completed • Follow the cycle of policy and procedure self review with staff, BOT and community - schooldocs • Complete cycle of policy and procedure audits as specified • Complete student, staff and community surveys to gather their voice in the areas of : 	<ol style="list-style-type: none"> 1. Clear process of review (school docs) is adopted and referenced at BOT meetings each term 2. BOT review community, staff and student voice 3. BOT evaluate strategic aims and progress against the aims at termly meetings 	Principal, BOT, Leadership team	✓	✓	✓	✓

		in PLC meetings.					
<ul style="list-style-type: none"> ○ <i>Evaluate the impact of teaching and learning programmes in core learning areas (Assessment for Learning)</i> 	<ul style="list-style-type: none"> ● Build a common understanding of the assessment framework and expectations at Taumata School ● Build a common and shared understanding of Assessment for Learning principles ● Have clear expectations around data collation, reporting to parents and reporting progress ● Ensure clear connection with transitional pathways (Boys and Girls College) 	<ol style="list-style-type: none"> 1. Clarity of assessment for learning and it's purpose 2. All staff have a clear understanding of Assessment for Learning principles and how these fit into the overall scheme of work 3. Students show progress and achievement in the identified annual target areas 4. Priority learners (achieving below expectations, Maori, Pasifika and Special Learning needs) show progress against identified annual targets 5. Collaborative Inquiry (teams) identify aspirational shifts in student achievement against annual targets 6. Professional Learning Groups and workstream groups are focused on strategic plan and annual targets 7. Student voice (agency) is collated and used to show progress and achievement 	Mike Rankin, Jacq Price literacy and numeracy lead, Innovative Curriculum Workstream	✓	✓	✓	✓
<ol style="list-style-type: none"> 3. <i>Continue to develop and embed our learning principles of: collaboration; creativity; authentic learning; learner agency; and grit</i> 	<ul style="list-style-type: none"> ● Explicitly teach what it means and looks like to be : <ul style="list-style-type: none"> ○ Collaborative ○ Creative ○ Agentic ○ Have grit ○ And learn authentically ● Develop a continuum that identifies progressions within the learning principles 	<ol style="list-style-type: none"> 1. Whanaungatanga used to embed Learning Principles and Learning power language. 2. Hubs commit to weekly PB4L lessons designing experiences for Learning Principles. 3. All Learning Coaches use the language in meaningful contexts. 4. Students will use the language of the Learning Principles to evaluate their learning and communicate their progress. 5. Learning Principles will be visible in learning spaces. 6. A rubric of progression in all Learning principles to be developed and aligned with the graduate profile. 	Mike Rankin Jacq Price, PB4L Workstream; Innovative Curriculum Workstream	✓	✓	✓	✓

		7. Graduate profile is visible in learning spaces and students can articulate personal strengths and challenges as well as provide examples.		✓	✓	✓	✓
3. <i>Evaluate the responsiveness of learning programmes that promote inclusivity, well-being and progress</i>	<ul style="list-style-type: none"> Unpack and explore the policies/legislation around inclusive and responsive education. Powerful partnerships for whanau, hapu and iwi Develop appropriate systems and strategies to support learners with additional needs. Referral systems will be developed/reviewed and impact evaluated Evaluate progress for learners with additional learning needs (Tier 1, Tier 2, ORRS, ESOL) Promote learning opportunities that enhance inclusive learning 	<ol style="list-style-type: none"> Build the capacity of staff to evaluate their learning programmes based on inclusive practices. Revisit UDL principles and embed these in Hub and schoolwide learning design planning. Develop a clear criteria for identifying target learners. Measure the progress termly for all learners with additional needs and report to staff. Visit PLC's termly to evaluate learning progress for students with additional needs. Inclusive practice is evident in all spaces. Learning experiences are designed for all students to participate. Professional readings are shared to grow understanding around Inclusivity. IEP meetings are occur in Terms 1 and 3. Whanau voice is valued. Learning spaces are resourced to support those with additional needs. 	Jacq Price, Innovative Curriculum Workstream	✓	✓	✓	✓

Goal 3:
Build strong reciprocal partnerships within/beyond our community.

Development Areas	Actions	Measures	Led by	Timeline			
				T1	T2	T3	T4
<ul style="list-style-type: none"> <i>Continue to build upon partnerships with parents/whanau</i> 	<ul style="list-style-type: none"> Develop a cohesive communication strategy that values strong connections with family and whanau Develop a friends of Taumata School group which supports the school to 	<ol style="list-style-type: none"> Develop a framework for reporting that is communicated to the community. Newsletters via school app and website distributed 3 times per term Term calendar shared at the end of the 	Principal and Deputy Principals (Gen, Jacq and Mike)	✓	✓	✓	✓

	<p>achieve success as a central hub of the community</p> <ul style="list-style-type: none"> • Develop clear communication forums with a focus on achievement and progress • Create parent/whanau learning opportunities to ensure that strong partnerships are established • Provide opportunities to engage in further learning that explores future focused learning principles and expertise 	<p>previous term with relevant dates and commitments</p> <ol style="list-style-type: none"> 4. Facebook used as primary information tool and to celebrate learning 5. Whanau Ropu supported to build community and events that support the school 6. Establishment of whanau group that captures and shares the voice of Te Ao Maori 		✓	✓	✓	✓
<ul style="list-style-type: none"> • <i>Strengthen partnerships with Ngai Tamarawaho, Ngai Te Rangi, Ngati Ranginui and reflect a culture responsive to Te Ao Maori</i> 	<ul style="list-style-type: none"> • Develop an across COL (Kahui Ako) role that has a specific focus on culturally responsive practice • Build a component of hapu/iwi local curriculum into our Taumata curriculum • Integrate expertise/personnel resources from Ngai Tamarawaho • Teachers/BOT understand what Tangata Whenua is and recognise the stories of significance for Ngai Tamarawaho • Teachers/BOT have strong expectations of all Maori learners and value the funds of knowledge for all students • Teachers and BOT engage in hikoi that shares the stories of significance and land markers for this area 	<ol style="list-style-type: none"> 1. Clear commitment to raising student achievement for all Maori 2. Clear understanding of the significance of the cultural narrative that underpins Taumata School 3. School promotes Te Ao Maori through artefacts, symbolism (eg.pou, local stories, playscape) 	CR Leader and CR team	✓	✓	✓	✓
<ul style="list-style-type: none"> • <i>Normalise culturally responsive practices including Te Reo Maori, Powhiri, Waiata, Kapa Haka</i> 	<ul style="list-style-type: none"> • Leader of Culturally responsive pedagogy and workstream group established to promote Te Ao Maori • Waiata and Powhiri protocols regularly practiced • Kapahaka senior school and junior school established • Budget established to support growth of CR practise 	<ol style="list-style-type: none"> 1. Whanau voice collected to explore value and desire for Te Ao Maori 2. Local curriculum recognises Matariki, protocols for powhiri, waiata and kapahakaa 3. Resources are strategically aligned to support growth in this area 4. Teachers confidently use Te Reo as part of everyday school life 5. Schoolwide planning incorporates cultural acknowledgement and celebration 	CR Leader and CR team Principal	✓	✓	✓	✓

		6. All students can acquire knowledge of Te Reo Maori me ona tikanga		✓	✓	✓	✓
<ul style="list-style-type: none"> Develop opportunities for global connections eg.international students and connections. 	<ul style="list-style-type: none"> Work with SIEBA to establish School Code to support international students and marketing of Taumata School for 2021 Budget aligned to develop marketing and branding of school for international students Develop necessary policies and procedures to support long stay and short stay students Explore NZCEDA and also SIEBA to establish networks and partnerships 	<ol style="list-style-type: none"> International Code approved and registered with Sieba and Education Tauranga Meet with relevant International Agents and indicate available spaces for 2020 Branding and marketing tools (facebook, webpage reflect global readiness) Relationship established with NZCEDA Budget established for 2020 based on learning support and international student liaison 	Gen Fuller, BOT and International Student manager (2020)	✓	✓	✓	✓

‘Empowered to learn; Empowered for life’	
Reading Annual Achievement Targets 2020:	
Reading:	
All children working below expected curriculum levels in Reading will show accelerated progress (shift more than 1 sub level) by the end of 2020	
Target Groups	
<p>All ‘End of Year 2’ students achieving BELOW expected curriculum levels in reading in 2019 (56% or 19 students) will show accelerated progress (RA to increase by more than 1.5 years) by the end of 2020. (Target: Year 3 students 2020)</p> <p>All ‘End of Year 3’ students achieving BELOW expected curriculum levels in reading in 2019 (18% or 7 students) will show accelerated progress (RA to increase by more than 1.5 years) by the end of 2020. (Target: Year 4 students 2020)</p>	
Actions:	
<ul style="list-style-type: none"> Continue to grow understanding of curriculum readiness, stages of development and next steps - explicitly use progressions when determining achievement 	

- Teachers to ensure identification of students at risk and use professional learning community forums to identify Tier 1, 2 3 support and next steps
- Learning coaches and leadership know priority learners and these are tagged in Linc Ed/Hero
- Continue to build teacher capability to make valid and reliable Overall teacher judgements about learning.
- Use moderation processes to check reliability and consistency
- Use Quick 60 as a tool to accelerate learning in Reading

‘Empowered to learn; Empowered for life’

Writing Annual Achievement Targets 2020:

Writing:

All children working below expected curriculum levels in Writing will show accelerated progress (shift more than 1 sub level) by the end of 2020

Target Groups

All ‘End of Year 2” students achieving BELOW expected curriculum levels in writing in 2019 (50% or 17 students) will show accelerated progress (more than 1 sub level) by the end of 2020. Target: Year 3 students 2020)

All ‘End of Year 3” students achieving BELOW expected curriculum levels in writing in 2019 (38% or 15 students) will show accelerated progress (more than 1 sub level) by the end of 2020. Target: Year 4 2020)

All ‘End of Year 4” students achieving BELOW expected curriculum levels in writing in 2019 (27% or 7 students) will show accelerated progress (more than 1 sub level) by the end of 2020. Target: Year 5 2020)

Actions:

- Continue to grow understanding of curriculum readiness, stages of development and next steps-explicit use of progressions.
- Teachers to ensure that students AT RISK are identified, have a clear action plan, identified as Tier 1, 2 or 3 in LincEd/Hero
- Next learning steps are clearly outlined and foci discussed in Professional learning communities
- Continue to build teacher capability to make valid and reliable overall teacher judgments (OTJ) and use moderation processes to check reliability and consistency

Mathematics Annual Achievement Targets 2020:

Mathematics

All children working below expected curriculum levels in Mathematics will show accelerated progress (shift more than 1 sub level) by the end of 2020

Target Groups

All ‘End of Year 1” students achieving BELOW expected curriculum levels in mathematics in 2019 (21% or 12 students) will show accelerated progress (more than 1 sub level) by the end of 2020. Target: Year 2 2020

All ‘End of Year 2” students achieving BELOW expected curriculum levels in mathematics in 2019 (21% or 7 students) will show accelerated progress (more than 1 sub level) by the end of 2020. Target: Year 3 2020

All ‘End of Year 3” students achieving BELOW expected curriculum levels in mathematics in 2019 (39% or 15 students) will show accelerated progress (more than 1 sub level) by the end of 2020. Target: Year 4 2020

Actions:

- **Continue to grow understanding of curriculum readiness, stages of development and next learning steps - explicit use of progressions**
- **Teachers to ensure students AT RISK are clearly identified in professional learning communities and planning, have a clear action plan, identified as Tier 1, 2 or 3 and identified in Linc Ed/HERO**
- **Learning coaches and leadership clearly know priority learners and these are tagged in LincEd**
- **Continue to build teacher capability to make valid and reliable Overall Teacher Judgements (OTJ) and use moderation processes to check reliability and consistency.**

