

## PRINCIPLES

Rukuhia Principles are at the core of our school curriculum. The principles guide students to achieve academic and social success through —

- Experiencing success and striving for personal excellence
- A curriculum that provides engaging, logical and relevant experiences.
- Culture and languages recognising the Treaty of Wai-tangi.
- A curriculum that will challenge, create active and confident learners and innovative thinkers.
- A community that engages and supports development in a local, national and global sense.

## Rukuhia School Charter 2014— 2016



## MISSION / VISION

In all aspects of education — working together as one, we strive to provide excellence, develop life long learners and create global citizens through:

Acknowledging New Zealand's unique heritage and our global community  
Involving our community and environment  
An 'I can do it' attitude  
Being a leader  
Being true to yourself  
Learning to learn  
Displaying friendship and trust  
Going flat tack and giving it everything

## VALUES

Rukuhia Values are deeply held beliefs that are seen by the Rukuhia School and community as ways through which people should think and act.

Rukuhia Students are encouraged to live by the values of :

**Respect** by valuing ourselves, others and the rights of all living things.

**Responsibility** by doing the best you can and managing ones self.

**Honesty** by caring for yourself and others and always telling the truth.

**Excellence** by giving your all, 100%.

**Kindness and Caring** by being friendly, helpful and sharing with others.

**Self discipline** by choosing to show self management and control in our words and actions.

## KEY COMPETENCIES

Rukuhia Key Competencies guide the students to work as active members of their communities through

**Managing self** - Working independently / having the ability to self assess

**Relating to others** - In learning to live together

**Participating and Contributing** - By being a global learner and contributor

**Thinking** - By creating knowledge through thought

**Using language and text** - By decoding and exploring knowledge

# RUKUHIA SCHOOL VISION

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ACKNOWLEDGE NEW ZEALANDS  
UNIQUE HERITAGE AND OUR  
GLOBAL COMMUNITY



I CAN DO IT



BE A LEADER



FRIENDSHIP AND TRUST



LEARNING TO LEARN



COMMUNITY AND ENVIRONMENT



BE TRUE TO YOURSELF



FLAT TACK & GIVING IT EVERYTHING

**EXCELLENCE**

**SELF DISCIPLINE**

**KINDNESS & CARING**

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# **RUKUHIA SCHOOL** **DEVELOPING STRATEGIC GOALS** **Strategic Planning 2014 - 2016**

Student Learning and Achievement <b>STUDENTS</b>	Developing a quality learning community <b>TEACHERS</b>	School Organisation and Structure <b>SYSTEMS</b>
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## **NATIONAL PRIORITIES**

- Effective teaching for all students.
- Improve student Literacy
- Improve student Numeracy
- Raise Maori / Pacific student achievement
- Healthy Eating
- School / Home / Community relationships
- National Standards

## **RUKUHIA SCHOOL PRIORITIES**

- Develop positive learning classroom environments.
- Expose students to creative thinking tools ( Creating The Thinking Classroom)
- Improve student Literacy with focus on written work ( NZEC Exemplars and NS )
- Improve student Numeracy—Basic facts and the numeracy understanding. (NUMPA /NS)
- Acknowledge Ka Hikitia and Tikanga Maori with the objective to raise Maori student achievement.
- Provide and encourage healthy eating.
- Continue open communication between School / Home / Community ( Celebrating student achievement)
- NS reporting to parents—Anniversary/ Mid year and End of year

## **RUKUHIA SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT.**

### **Curriculum**

- To develop consistency in level appropriate assessment practices across the school.
- We will raise the level of literacy and numeracy across the school and focus on students that are under achieving and extend those at to above.
- Use various approaches and tools to improve thinking in written language.
- Share curriculum information with our community so that they are able to support our students through time and resources.

### **Key Competencies**

- Linked to our Rukuhia Vision and Rukuhia Values
- Provide focus for planning and classroom lessons that provide more focus and direction.

## **THE UNIQUE POSITION OF THE MAORI CULTURE**

At Rukuhia School we will recognize and value the unique position of Maori in New Zealand and the importance of the treaty partnership. All students will have the opportunity to acquire some knowledge of Maori language and culture. We will acknowledge and respect the values, traditions and histories of both Maori and Pakeha New Zealanders.

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Africa, Europe and the South Pacific.

### **RUKUHIA SCHOOL WILL INCORPORATE TIKANGA MAORI INTO THE CURRICULUM BY:**

- Pronouncing names correctly
- Promoting involvement in a diverse range of cultural activities. i.e. culture groups
- Practice respect for each culture e.g. eye contact, no sitting on tables, etc.
- EEO principles are met when employing staff
- Tikanga Maori incorporated in class programmes as appropriate e.g. days of week, body parts, colours, numbers, greetings
- Waiata incorporated into assemblies etc. Sing national anthem in both Maori and English
- Bilingual signage and instructions where appropriate
- Acknowledging dual cultural heritage when providing learning experiences
- Powhiri – as appropriate
- Marae Visit – juniors / seniors visits
- Basic protocol – including Karakia when appropriate
- Kapa Haka group – instruction groups in Waiata / Poi / Taiaha



**IN ORDER TO PROVIDE INSTRUCTION IN TE REO MAORI FOR FULL TIME STUDENTS WHOSE PARENTS REQUEST IT, THE SCHOOL WILL ENDEAVOUR TO:**

- Encourage staff to participate in Tikanga Maori. i.e. Te Reo, Professional Development opportunities etc.
- Provide Kaiawhina and Whanau support for Te Reo and Kapa Haka programmes.
- Professional development opportunities available to all staff.
- If Rukuhia School is unable to provide such services the school will, to the best of its ability help families to find such services.

**STEPS TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF THE SCHOOLS MAORI COMMUNITY**

- Parents invited to attend hui / Whanau meetings / meet the teacher evenings
- Home visits as appropriate
- Endeavour to contact / meet all parents Term 1 every year. Continued liaison throughout the year. Good news, phone calls etc
- Open lunchtimes and other informal occasions e.g. Summer swim / BBQs, morning teas
- Consultation through panui / newsletters
- Representation on BOT
- Whanau group – raise profile of Whanau group within school community
- Kaumatua – meet the staff, re-establish communication lines
- Community groups – Regular liaison with Community Constable, Campus Police, Fairfield Interagency team, Police Rock On

# **RUKUHIA SCHOOL**

## **DEVELOPING STRATEGIC GOALS**

### **Strategic Planning 2014 - 2016**

#### **RUKUHIA SCHOOL GOALS FOR SCHOOL ORGANISATION & STRUCTURE**

##### **Curriculum**

- Annual ministry targets reviewed through schoolwide data collection.
- All planning and teaching linked to the charter, charter goals, vision, values and key competencies.
- SMS system operating—Etap— upgraded 2012

##### **Finance**

- Budgets set for curriculum, staffing, admin, personnel, repairs & maintenance caretaker & cleaner, grounds, new works and equipment, provisions, amenities.

##### **Human resources**

- Appraisals—improving tchr practice, Monitoring effective management, developing personal growth.
- Principal monitor the effectiveness of Professional development and learning.

##### **Health and Safety**

- Safety in the playground and classroom environments is a high priority.
- Provide a safe physical and emotional environment for students.

##### **Property Management**

- 10 / 5 YP - reviewed and changed according to school needs / MOE school WOF Feb—April 2014

#### **NATIONAL STANDARDS**

The BOT and staff are committed to reporting the progress and achievement of Rukuhia students, in relation to the National Standards.

This will involve two reports.

1. A mid year / anniversary report to parents on the progress towards the expected achievement levels as set out in the NS for reading, writing and mathematics.
2. An end of year report using the NS scale of— below, at or above for reading, writing and mathematics. This report will be incorporated into the Rukuhia School end of year report.

# Rukuhia School Strategic Plan 2013-2015

2014

2015

2016

## Strategic Goal 1:

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Analysis of variance completed and measured against NS  
Continue teacher professional development in reading, and mathematics. Specific focus on writing in classrooms  
Implement GATE Programme  
Opportunities from 2013 identified and addressed  
Budget reviewed

Analysis of variance completed and measured against NS  
Teacher professional development in all areas of the curriculum—Specific focus on reading in classrooms  
Opportunities from 2014 identified and addressed  
Budget reviewed  
Review GATE Programme

Analysis of variance completed and measured against NS  
Teacher professional development in all areas of the curriculum—Specific focus on mathematics in classrooms  
Opportunities from 2015 identified and addressed  
Budget reviewed  
Evaluate GATE Programme

## Strategic Goal 2:

Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whanau are supporting their children's learning.

Hui with Maori parents to define Ka Hikitia, implementation plan and expectations as parents.  
Investigate relationship and partnership with Whanau to strengthen students education.  
Maori students achievement data collected and measured against the NS  
Implementation of Ka Hikitia through schoolwide programme.

Hui Maori parents to evaluate 2014 Ka Hikitia implementation and expectations as parents  
Evaluate Ka Hikitia implementation to date  
Maori students achievement data collected and measured against the NS  
Continue implementation of Ka Hikitia through schoolwide programme.

Hui Maori parents to analyse strengths and Opportunities in 2015 and develop a learning plan.  
Maori students achievement data collected and measured against the NS  
Research implementation of Ka Hikitia through schoolwide programme.  
Revisit PD of staff

## Strategic Goal 3:

Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment.

Teachers explore ways to facilitate students achievement  
Professional development—SN  
Students identified and plans established and reviewed.  
Source programmes and resources that can be used as to support SN Children  
A multi year plan developed to support students—plans reviewed and refreshed yearly.  
Review engagement of outside agencies

Teachers explore ways to facilitate students achievement  
Professional development  
Students identified and plans established and reviewed.  
Source other programmes and resources that can be used as to support SN— focus on ICT  
Budget reviewed .  
Enrichment classes continue in reading, writing and maths.  
Review engagement of outside agencies

Teachers explore ways to facilitate students achievement  
Professional development  
Students identified and plans established and reviewed.  
Source other programmes and resources that can be used as to support SN— focus on ICT  
Budget reviewed .  
Review engagement of outside agencies

## Strategic Goal 4:

Students with special learning abilities ( GATE ) are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.

Students above standard are identified by teachers and appropriate forms given to SENCO.  
Outside resources for GATE children sought and utilised.  
Extension classes running in reading, writing and maths.  
Develop extension classes in Curriculum / high interest  
Interclass exchanges to develop students in certain areas.  
Implement GATE programme

Students above standard are identified by teachers and appropriate forms given to SENCO.  
Outside resources for GATE children sought and utilised.  
Extension groups running in reading, writing and maths.  
Develop extension classes in Curriculum / high interest  
Interclass exchanges to develop students in certain areas.  
Continue to implement GATE programme

Students above standard are identified by teachers and appropriate forms given to SENCO.  
Outside resources for GATE children sought and utilised.  
Extension groups running in reading, writing and maths.  
Develop extension classes in Curriculum / high interest  
Interclass exchanges to develop students in certain areas.  
Review School GATE programme

## Strategic Goal 5:

Teachers are supported to improve pedagogy, teaching, learning and assessment practice which will lead to increased student progress and achievement.

Regular review and professional development in all areas of the school will continue.  
Principal seeking outside people and resources to help teachers improve their practice.  
Teachers observing each others  
Teachers are reflective practitioners  
Teachers encouraged to analyse class results & own tchg.  
Maori / Literacy / Science / PF Health—Staff development

Regular review and professional development in all areas of the school will continue.  
Principal seeking outside people and resources to help teachers improve their practice.  
Teachers observing each others  
Teachers are reflective practitioners  
Teachers encouraged to analyse class results & own tchg.  
Literacy / Social Science / Technology—Staff development

Regular review and professional development in all areas of the school will continue.  
Principal seeking outside people and resources to help teachers improve their practice.  
Teachers observing each others  
Teachers are reflective practitioners  
Teachers encouraged to analyse class results & own tchg.  
Review needs—Staff development

## Strategic Goal 6:

To develop staff, student and parent's use of ICT to support teaching and learning and communication between home and school. ICT development of school infrastructure.

Implement ICT Strategic Plan  
Support students/ tchrs and parents to be ICT natives  
Incentivise and support E sharing of student achievement with families use school website  
Investigate cutting edge technology for use in the school/ home

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Support students/ tchrs and parents to be ICT natives  
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<p><b><u>Property</u></b></p> <ul style="list-style-type: none"><li>• Bush enhancement</li><li>• Regular Property checks</li><li>• Playground</li><li>• Upgrade major lack of storage</li><li>• Develop a plan for breakout rooms and address the severe teaching space shortage.</li><li>• Engage consultant for 5 and 10 YP</li><li>• Computers in classrooms—Thin Clients</li></ul>	<p><b>RUKUHIA SCHOOL</b></p> <p><b>DEVELOPING STRATEGIC GOALS</b></p> <p><b>Annual Planning 2013</b></p>		<p><b><u>Curriculum</u></b></p> <p><b><u>Development</u></b></p> <ul style="list-style-type: none"><li>• Develop in-depth reading and writing skills schoolwide.</li><li>• Develop in-depth Math skills focusing on numeracy and problem solving.</li><li>• Maori—PD</li></ul> <p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"><li>• Development of effective classroom programmes to support children's progress and achievement in literacy and numeracy.</li><li>• Continue with Numeracy Project with all classes focusing on knowledge and strategies.</li><li>• Extension classes—programmes</li><li>• ICT inquiry learning</li><li>• Health, P.E and nutrition commitments</li></ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"><li>• Host Interschool Swimming sports</li><li>• Participate in Interschool Sports</li><li>• EOTC - Camps / Day Trips.</li><li>• Country / Group Day</li><li>• Speeches</li><li>• Acknowledge memorials.</li></ul>
<p><b><u>Personnel</u></b></p> <ul style="list-style-type: none"><li>• EEO obligations will be met</li><li>• Maths PD as required</li><li>• Writing PD as required</li><li>• RTLB input as required</li><li>• RT Lit input as required</li><li>• Teacher Aide time</li><li>• BOT and staff PD as required</li><li>• Appraisals—teacher and principal</li><li>• EDS—accounts</li><li>• PTA support and input</li></ul>	<p><b><u>Priority Areas</u></b></p> <p><b><u>For student achievement:</u></b></p> <p>Develop Written / Oral language skills</p> <p>Reading and Spelling</p> <p>Numeracy / basic facts / mathematical processes</p> <p>Maori PD ( staff ) and Classroom Programme Implementation</p> <p>ICT and Inquiry learning</p> <p>Positive behaviour</p>		
<p><b><u>Self Review / Reporting</u></b></p> <ul style="list-style-type: none"><li>• Class pages on Website</li><li>• Upgrade Policies</li><li>• Policy and Procedures/Guidelines folder</li><li>• Curriculum— Vision / Values / Mission Statement</li><li>• Up skill Staff—SMS system ETAP/ Mimeo</li></ul>	<p><b><u>Finance</u></b></p> <p>Professional development budget set to cover needs of</p> <ul style="list-style-type: none"><li>• National Standards Professional development</li><li>• Numeracy Project</li><li>• Maori</li><li>• Health, P.E and nutrition</li><li>• Maths</li><li>• Budget provided for classroom resources needed to implement programmes</li><li>• Fundraising – in association with the PTA e.g. Gala day, sausages, trail rides, metal drives, country day, raffles.</li></ul>	<p><b><u>Health and Safety</u></b></p> <ul style="list-style-type: none"><li>• Safe playground practices</li><li>• Safe classroom practices</li><li>• Safe bus journey practices</li><li>• Emergency Drills (per term)</li><li>• Regular Health and Safety checks</li><li>• Promote hygiene</li><li>• Nutrition – healthy lunches</li></ul>	
<p><b><u>Partnership with the Community</u></b></p> <p><b>Communication:</b> Regular newsletters will update progress in all target areas/ celebration evenings.</p> <p><b>Collaboration:</b> Parents will be included in any discussions about decisions regarding outside agencies and their child.</p> <p><b>Consultation:</b> Parent interviews, parent discussion and/or educational evenings, reports &amp; community questionnaires will ensure full consultation –in particular Principal Appraisal of school management, Annual plan, November questionnaire.</p>		<p><b><u>Reflecting New Zealand’s Cultural Diversity</u></b></p> <ul style="list-style-type: none"><li>• Tikanga and te reo Maori will be integrated across the curriculum.</li><li>• Kapahaka will be scoped and implemented with community support</li><li>• Should parents request a full time student to receive instruction in te reo Maori all reasonable steps will be taken to provide this.</li></ul>	



## Rukuhia School Charter Strategic Goals 2014

### Writing Targets

These achievement levels show the children's writing levels in February 2014— in relation to their expected levels as set by the English Exemplars and the NS.

STATE OF STUDENT LEARNING FEBRUARY 2014	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2014	OBJECTIVES	ACTIONS	LEAD TCHR TIMEFRAME	Budget
<p><b><u>Student achievement across the Whole</u></b></p> <p><b><u>School</u></b> 69 % are writing AT or ABOVE 31 % are writing BELOW</p> <p><b><u>Maori Students</u></b> 57 % are writing AT or ABOVE 43 % are writing BELOW</p> <p><b><u>Maori Boys</u></b> 45 % are writing AT or ABOVE 55 % are writing BELOW</p> <p><b><u>Maori Girls</u></b> 70 % are writing AT or ABOVE 30 % are writing BELOW</p> <p><b><u>Boys</u></b> 62 % are writing AT or ABOVE 38 % are writing BELOW</p> <p><b><u>Girls</u></b> 75 % are writing AT or ABOVE 25 % are writing BELOW</p>	<p><b><u>TARGETS :</u></b></p> <p>To increase the number of students working AT or ABOVE their expected level, in relation to the English Exemplars and national standards from 69 % to 85 %.</p> <p>To have 33 % of students working above the expected NS.</p> <p>70 % of Maori students working at or above the NS.</p>	<p>To raise the writing levels with particular focus on Maori students and boys.</p> <p>To ensure that writing literacy programmes meet the needs of our children.</p> <p>To identify children at risk and develop programmes to meet these needs.</p> <p>To identify children working above their CA and year level and extend these children</p> <p>To use Teacher Aids to target specific groups within classrooms – particularly at risk students.</p> <p>To begin tracking the students as a cohort on a writing tracking grid.</p> <p>Standardize and moderate assessment through the use of the English Exemplars and NS.</p> <p>Identify and cater for ESOL students.</p>	<p>New Entrants ( 1<sup>st</sup> 6 months ) to focus on Oral Language Development programmes for pre reading / writing.</p> <p>Oral Language Programme</p> <p>All year 3 – 8 PAT / STAR tested in March.</p> <p>All students assessed in Feb / July / December.</p> <p>Develop and share a resource bank within the school and cluster.</p> <p>Consideration given to students learning styles and interests and to the purchase of appropriate materials to support classroom programmes.</p> <p>Continue consultation and collaboration with Whanau/ parents to support children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes.</p>	<p>JANE COLES</p> <p><u>Schoolwide Data Collection</u></p> <p>BOY Feb Charter targets set by March 1st</p> <p>MID YEAR July/ Aug</p> <p>EOY Nov / Dec</p>	<p>\$1000— Staff PD</p> <p>\$1000— Resources</p>

**Rukuhia School Charter Strategic Goals 2014**

<p align="center"><b>Reading Targets</b></p> <p align="center">These achievement levels show the children's reading levels in February 2014— in relation to their chronological age and the National Standards</p>					
STATE OF STUDENT LEARNING FEBRUARY 2014	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2014	OBJECTIVES	ACTIONS	LEAD TCHR TIMEFRAME	Budget
<p><b><u>Student achievement across the Whole</u></b></p> <p><b><u>School</u></b> 79 % are reading AT or ABOVE 21 % are reading BELOW</p> <p><b><u>Maori Students</u></b> 67 % are reading AT or ABOVE 33 % are reading BELOW</p> <p><b><u>Maori Boys</u></b> 55 % are reading AT or ABOVE 45 % are reading BELOW</p> <p><b><u>Maori Girls</u></b> 80 % are reading AT or ABOVE 20 % are reading BELOW</p> <p><b><u>Boys</u></b> 76 % are reading AT or ABOVE 34 % are reading BELOW</p> <p><b><u>Girls</u></b> 89 % are reading AT or ABOVE 11 % are reading BELOW</p>	<p><b><u>TARGETS :</u></b></p> <p>To increase the number of students working AT or ABOVE their expected level, in relation to the National standards and chronological reading ages from 79 % to 93 %.</p> <p>To have 70 % of students working above the expected NS.</p> <p>75 % of Maori students working at or above the NS.</p>	<p>To raise the reading levels with particular focus on Maori students and boys.</p> <p>To ensure that reading / literacy programmes meet the needs of our children.</p> <p>To identify children at risk and develop programmes to meet these needs.</p> <p>To identify children working above their CA and year level and extend these children</p> <p>To use Teacher Aids to target specific groups within classrooms – particularly at risk students.</p> <p>To begin tracking the students as a cohort on a reading tracking grid.</p> <p>Standardize and moderate assessment</p> <p>Identify and cater for ESOL students.</p>	<p>New Entrants ( 1<sup>st</sup> 6 months ) to focus on Oral Language Development programmes for pre reading.</p> <p>All year 3 – 8 PAT / STAR tested in March.</p> <p>All students assessed and graphed in Feb / June / December .</p> <p>Develop and share a resource bank within the school and cluster.</p> <p>Consideration given to students learning styles and interests and to the purchase of appropriate materials to support classroom programmes.</p> <p>Continue consultation and collaboration with Whanau/ parents to support children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes.</p>	<p>JANE COLES</p> <p><u>Schoolwide Data Collection</u></p> <p>BOY Feb Charter targets set by March 1st</p> <p>MID YEAR July/ Aug</p> <p>EOY Nov / Dec</p>	<p>\$1000— Staff PD</p> <p>\$5000 Resources</p>

**Rukuhia School Charter Strategic Goals 2014**

## Numeracy Targets

These achievement levels show the children's numeracy levels in relation to their expected levels as set by the Numeracy Project and the National Standards.

STATE OF STUDENT LEARNING FEBRUARY 2014	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2014	OBJECTIVES	ACTIONS	LEAD TCHR TIMEFRAME	Budget
<p><b><u>Student achievement across the Whole</u></b></p> <p><b><u>School</u></b> 64 % are working AT or ABOVE 36 % are working BELOW</p> <p><b><u>Maori Students</u></b> 52 % are working AT or ABOVE 48 % are working BELOW</p> <p><b><u>Maori Boys</u></b> 45 % are working AT or ABOVE 55 % are working BELOW</p> <p><b><u>Maori Girls</u></b> 60 % are working AT or ABOVE 40 % are working BELOW</p> <p><b><u>Boys</u></b> 60 % are working AT or ABOVE 40 % are working BELOW</p> <p><b><u>Girls</u></b> 77 % are working AT or ABOVE 33 % are working BELOW</p>	<p><b><u>TARGET:</u></b></p> <p>To maintain the number of students working AT or ABOVE their expected level, in relation to the National standards and the Numeracy stages at 85 %</p> <p>To have 40 % of students working above the expected NS.</p> <p>To have 75 % of Maori students working at or above the NS.</p>	<p>To raise the numeracy levels with particular focus on Maori students and boys.</p> <p>To ensure that numeracy programmes meet the needs of our children.</p> <p>To identify children at risk and develop programmes to meet these needs.</p> <p>To identify children working above the NPL for their year level and extend these children</p> <p>To use Teacher Aids to target specific groups within classrooms – particularly at risk students.</p> <p>To begin tracking the students as a cohort on a Numeracy tracking grid.</p> <p>Link the assessment of numeracy to the achievement levels as set in the National standards.</p>	<p>New Entrants ( 1<sup>st</sup> 6 months ) to focus on -counting/Numerals/ sequence/ sets and language.</p> <p>All year 3 – 8 PAT maths tested in March.</p> <p>All students NUMPA tested in Dec.</p> <p>Develop and share a resource bank within the school</p> <p>Consideration given to students learning styles and interests and to the purchase of appropriate materials to support classroom programmes.</p> <p>Continue consultation and collaboration with Whanau/ parents to support children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes</p> <p>Interschool observation/ teaching visits and learning conversations</p>	<p>GREG NEW</p> <p><u>Schoolwide Data Collection</u></p> <p>BOY Feb Charter targets set by March 1st</p> <p>MID YEAR July/ Aug</p> <p>EOY Nov / Dec</p>	<p>\$1000 Resources</p>