

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.
- Tikanga and Te Reo recognising the Treaty of Waitangi.
- 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 2016— 2018



Flying into the future

VISION STATEMENT

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

MISSION —Rukuhia Students will

Acknowledge New Zealand's unique heritage and our global community
Be involved in our community and environment
Develop an 'I can do it' attitude
Be a leader
Be true to yourself
Learn to learn
Display friendship and trust
Go 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.

All parties 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 - By 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

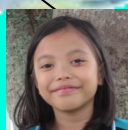
RUKUHIA SCHOOL MISSION

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ACKNOWLEDGE NEW ZEALANDS
UNIQUE HERITAGE AND
OUR GLOBAL COMMU-



FRIENDSHIP AND TRUST



BE TRUE TO YOURSELF

EXCELLENCE

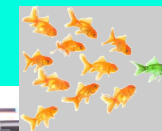


I CAN DO IT



FLAT TACK & GIVING IT EVERYTHING

SELF DISCIPLINE



BE A LEADER



LEARNING TO LEARN



COMMUNITY AND ENVIRONMENT

KINDNESS & CARING

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RUKUHIA SCHOOL **DEVELOPING STRATEGIC GOALS** **Strategic Planning 2016 - 2018**

Student Learning and Achievement STUDENTS	Developing a quality learning community TEACHERS	School Organisation and Structure SYSTEMS
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NATIONAL PRIORITIES - MOE Statement of Intent **2016—2018**

1. Raise teaching quality and leadership
2. Use information effectively to lift achievement
3. Target resources to address disparity in achievement
4. Engage chn/families/whanau to sustain participation and transitions in education
5. Create modern learning environments

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 (E-asttle , NZEC Exemplars and NS)
- Improve student Numeracy—Basic facts and the numeracy understanding. (NUMPA /NS)
- Implement 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

- Develop consistency in curriculum delivery and assessment practices across the school.
- 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— Focus given to staff PLD and teacher appraisal Goals
- Share curriculum information with our community so that they are able to support our students through time and resources.

Key Competencies

- Embedded within our Rukuhia Vision and Rukuhia Values
- Provide focus for planning and classroom lessons.

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:

- Working closely with our Maori working group to develop priorities and success criteria for our Maori students
- 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 – Melville High Marae
- Marae Visit – school visits to Melville High Marae
- Basic protocol – including Karakia when appropriate
- Kapahaka 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.
- Provide Whanau support / resources for Te Reo programmes.
- 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 / Maori Working Group meetings / meet the teacher evenings / parent interviews
- 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 / family fun nights
- Consultation through panui / newsletters / web page /
- Representation on BOT
- Maori Working Group – raise profile of Maori Working Group within school community
- Kaumatua – meet the staff, re-establish communication lines
- Community groups – Regular liaison with Community Constable

RUKUHIA SCHOOL

DEVELOPING STRATEGIC GOALS

Strategic Planning 2016 - 2018

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— continue to use Etap as a reporting system, data collection and achievement analysis.

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.
- Principal to attend Health and Safety workshop when offered through NZEI/NZSTA

Property Management

- Meeting Buildings WOF standard
- Fit out for Rooms 1,2 and 3 front windows and verandahs

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.

<p><u>Property</u></p> <ul style="list-style-type: none"> Regular Property checks Upgrade major lack of storage Computers in classrooms—Thin Clients Front of school upgrade –Rm 1-3 	<p>RUKUHIA SCHOOL DEVELOPING STRATEGIC GOALS Annual Planning 2016</p>		<p><u>Curriculum</u></p> <p><u>Development</u></p> <ul style="list-style-type: none"> Develop in-depth reading and writing skills school wide. Develop in-depth Math skills focusing on numeracy and problem solving. Maori—PD
<p><u>Personnel</u></p> <ul style="list-style-type: none"> EEO obligations will be met Maths PD as required Writing PD as required RTLB input as required Teacher Aide time BOT and staff PD as required Appraisals—teacher and principal EDS—accounts PTA support and input 	<p><u>Priority Areas</u> <u>For student achievement:</u> Develop Written / Oral language skills Reading Numeracy / basic facts / mathematical processes Maori PD (staff) and Classroom Programme Implementation ICT and Inquiry learning Positive behaviour</p>		<p><u>Implementation</u></p> <ul style="list-style-type: none"> Development of effective class-room programmes to support children's progress and achievement in literacy and numeracy. Continue with Numeracy Project with all classes focusing on knowledge and strategies. Extension classes—programmes ICT inquiry learning Health, P.E and nutrition commitments
<p><u>Self Review / Reporting</u></p> <ul style="list-style-type: none"> Class pages on Website / New web page Upgrade Policies—2 copies BOT chair & school Policy and Procedures/Guidelines folder Curriculum— Vision / Values / Mission Statement Up skill Staff—SMS system ETAP/ Mimeo 	<p><u>Finance</u></p> <p>Professional development budget set to cover needs of</p> <ul style="list-style-type: none"> National Standards Professional development Numeracy Project Maori—Staff PD and Kapahaka Health, P.E and nutrition MLE Budget provided for classroom resources needed to implement programmes Fundraising – in association with the PTA e.g. Gala day, sausages, trail rides, metal drives, country day, raffles. 	<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> Safe playground practices Safe classroom practices Safe bus journey practices Emergency Drills (term 1 & 3) Regular Health and Safety checks Promote hygiene Nutrition – healthy lunches Meeting regularity requirement of new act 	<p><u>Other</u></p> <ul style="list-style-type: none"> Host Interschool Swimming sports Participate in Interschool Sports EOTC - Camps / Day Trips. Country / Group Day Speeches Acknowledge memorials.
<p><u>Partnership with the Community</u></p> <p>Communication: Regular newsletters will update progress in all target areas/ celebration evenings.</p> <p>Collaboration: Parents will be included in any discussions about decisions regarding outside agencies and their child.</p> <p>Consultation: Parent interviews, parent discussion and/or educational evenings, reports & community questionnaires will ensure full consultation –in particular Principal Appraisal of school management, Annual plan, November questionnaire.</p> <p>Student Voice—regular feedback from students when required</p>		<p><u>Reflecting New Zealand's Cultural Diversity</u></p> <ul style="list-style-type: none"> Tikanga and te reo Maori will be promoted through the curriculum. Kapahaka will be scoped and implemented with community support Should parents request a full time student to receive instruction in te reo Maori all reasonable steps will be taken to provide this. 	

	Key Tasks - 2016	Key Tasks - 2017	Key Tasks - 2018
<p><u>Strategic Goal 1</u></p> <p>Ensure that Rukuhia students are learning, are engaged and are achieving educational success in writing.</p>	<ol style="list-style-type: none"> 1) Moderation with LWS and TA Clusters 2) Tchr appraisals incorporate writing goal school-wide 3) Review indicators for success set by e-ASTTLE for student learning, and next steps, student engagement and student achievement. 4) Identify target groups and needs 5) Teacher Aid programmes. 	<ol style="list-style-type: none"> 1. Assess and compare 2016 achievement data with 2017 data and student achievement. 2. Report on indicators for success set for student learning, student engagement and student achievement. 3. Review overall progress in writing. 4. Identify target groups and needs 5. Teacher Aid programmes. 	<ol style="list-style-type: none"> 1) Assess and compare 2017 achievement data with 2018 data and student achievement. 2) Review overall progress in writing. 3) Identify target groups and needs 4) Teacher Aid programmes

2016 Strategic Goal 1 - Report - Rukuhia School

Priority Area <i>We set out to:</i>	Target <i>We said we would:</i>	Key Actions	Outcome <i>We have:</i>	Variance <i>An analysis:</i>	Next Steps <i>We will:</i>
Ensure that Rukuhia students are learning, are engaged and are achieving educational success in writing.	<p><u>TARGETS :</u></p> <p>To have 70 students working at to above NS.</p> <p>To get 30 students working BELOW the NS expectation to AT the NS expectation by their anniversary or year end.</p> <p>To have 13 Maori students working AT to Above the NS.</p> <p>To have 25 students working ABOVE the NS.</p> <p>To get 13 boys currently BELOW NS to AT NS by their anniversary or year end.</p> <p>To get 1 Maori boys currently below NS to at NS by their anniversary or year end.</p>	<ol style="list-style-type: none"> 1. Introduction of e-Asttle as a standardised assessment tool. 2. Increase the moderation of assessment with the Te Awamutu cluster—around 25 schools participating. 3. Continue with the teacher aide programme with directed teaching of students below and well-below. 4. Continue with moderation and professional development with LWS cluster. 5. Continue with reading recovery programme 6. Continue with writing mini inquiry 7. Peer observations on writing between staff members. 8. Explore new PD in relation to writing. 9. Continue with appraisal in writing. 10. B.O.T funded teacher to support targeted groups. 			

	Key Tasks - 2016	Key Tasks - 2017	Key Tasks - 2018
<p><u>Strategic Goal 2</u></p> <p>Ensure that Maori students are learning, are engaged and are achieving educational success.</p> <p>Ensure the potential of Māori learners are realised? Are they enjoying and achieving success “as Māori”, realising their cultural distinctiveness and potential?</p>	<ol style="list-style-type: none"> 1. Record and analyse Maori students / Maori boys and Maori girls achievement data collected and measured against the NS. 2. Hui with Maori working group. Year plan / success indicators. 3. Investigate opportunities to celebrate Maori culture. 4. Review indicators for success set for Maori students learning, students engagement and students achievement. 5. Incorporate a teaching review of Te Reo throughout the school using the Te Kahikatea rubrics. 	<ol style="list-style-type: none"> 1. Compare 2016 to 2017 and analyse Maori students / Maori boys and Maori girls achievement data collected and measured against the NS. 2. Hui with Maori working group. Year plan / success indicators. 3. Investigate opportunities to celebrate Maori culture. 4. Indicators for success set for Maori students learning, student engagement and student achievement. 	<ol style="list-style-type: none"> 1. Compare 2017 to 2018 and analyse Maori students / Maori boys and Maori girls achievement data collected and measured against the NS. 2. Hui with Maori working group. Year plan / success indicators. 3. Investigate opportunities to celebrate Maori culture. 4. Indicators for success set for Maori students learning, student engagement and student achievement

2016 Strategic Goal 2 - Report - Rukuhia School

Priority Area <i>We set out to:</i>	Target <i>We said we would:</i>	Key Actions	Outcome <i>We have:</i>	Variance <i>An analysis:</i>	Next Steps <i>We will:</i>
<p>Ensure that Maori students are learning, are engaged and are achieving educational success.</p> <p>Ensure the potential of Māori learners are realised, they are enjoying and achieving success “as Māori”, they are realising their cultural distinctiveness and potential?</p> <p>Review the effectiveness of classroom teachers in the implementation of Te Reo delivery</p>	<p>Ka Hikitia Measurable Gains Framework Rubric 3.1 Maori Learners progress and achievement.</p> <p>Ka Hikitia Measurable Gains Framework Rubric 4 Maori enjoying and achieving educational success as Maori</p> <p>Ka Hikitia Measurable Gains Framework Rubric 3.1 Effective teaching for Maori Learners</p>	<ol style="list-style-type: none"> 1. Continue staff PD in Te Reo and curriculum delivery. 2. Continue to acknowledge Maori cultural events and celebrate them as a school 3. Review and unpack Ka Hikitia document 4. Provide maori student leadership opportunities 5. Continue consultation with Maori Working group 6. Investigate wellbeing of Maori students and Whanau 			

Rukuhia School Charter Strategic Goals 2016

Writing Targets

These achievement levels show the children's writing levels in February 2016— in relation to their expected levels as set by the English Exemplars and the NS.

STATE OF STUDENT LEARNING FEBRUARY 2016	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2016	OBJECTIVES	ACTIONS	ACTIONS	LEAD TCHR TIMEFRAME
<p><u>Student achievement</u></p> <p><u>School</u> 43 are writing AT or ABOVE 40 are writing BELOW</p> <p><u>Maori Students</u> 9 are writing AT or ABOVE 6 are writing BELOW</p> <p><u>Maori Boys</u> 7 are writing AT or ABOVE 3 are writing BELOW</p> <p><u>Maori Girls</u> 2 are writing AT or ABOVE 3 are writing BELOW</p> <p><u>Boys</u> 16 are writing AT or ABOVE 26 are writing BELOW</p> <p><u>Girls</u> 27 are writing AT or ABOVE 14 are writing BELOW</p>	<p><u>TARGETS :</u></p> <p>To have 67 students working at to above NS.</p> <p>To get 24 students working BELOW the NS expectation to AT the NS expectation by their anniversary or year end.</p> <p>To have 12 Maori students working AT to Above the NS.</p> <p>To have 25 students working ABOVE the NS.</p> <p>To get 10 boys currently BELOW NS to AT NS by their anniversary or year end.</p> <p>To get 1 Maori boys currently BELOW NS to AT NS by their anniversary or year end.</p>	<p>To raise the writing levels of all students at Rukuhia School.</p> <p>To raise the writing levels with particular focus on Maori students, Maori boys and boys.</p> <p>To ensure that writing / literacy programmes meet the needs of our children.</p>	<p>New Entrants (1st 6 months) to focus on Oral Language Development programmes for pre reading / writing.</p> <p>All year 3 – 8 PAT / STAR tested in March.</p> <p>All students assessed in Feb / July / December.</p> <p>Whanau/ parents of targeted children to be informed and consulted as to what they can do at home to support their children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes.</p> <p>Link teachers reporting of targeted students learning, engagement and achievement to teacher appraisal.</p> <p>For targeted students - review and report progress and learning once a term and decide on next steps.</p>	<p>To identify children working above their expected year level and extend these children</p> <p>To identify children at risk and develop programmes to meet these needs.</p> <p>The Teacher and Teacher Aid to target specific groups within classrooms – particularly at risk / target students.</p> <p>Track students as a cohort on Etap.</p> <p>Standardize and moderate assessment through the use of the English Exemplars and NS and LWS staff meetings.</p> <p>Identify and cater for ESOL students.</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><u>BUDGET</u></p> <p>\$1000 Staff PD</p> <p>\$1000 Resources</p> <p>BOT to monitor TA budget</p>

Rukuhia School Charter Strategic Goals 2016

<p align="center">Reading Targets</p> <p align="center">These achievement levels show the children's reading levels in February 2016— in relation to their chronological age and the National Standards</p>					
STATE OF STUDENT LEARNING FEBRUARY 2016	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2016	OBJECTIVES	ACTIONS	ACTIONS	LEAD TCHR TIMEFRAME
<p><u>Student achievement</u></p> <p><u>Whole School</u> 63 are reading AT or ABOVE 20 students are reading BELOW</p> <p><u>Maori Students</u> 10 are reading AT or ABOVE 5 are reading BELOW</p> <p><u>Maori Boys</u> 7 are reading AT or ABOVE 3 are reading BELOW</p> <p><u>Maori Girls</u> 3 are reading AT or ABOVE 2 are reading BELOW</p> <p><u>Boys</u> 30 are reading AT or ABOVE 13 are reading BELOW</p> <p><u>Girls</u> 33 are reading AT or ABOVE 7 are reading BELOW</p>	<p><u>TARGETS :</u></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 63 to 76 students</p> <p>To have 51 students working above the expected NS.</p> <p>To Have 12 Maori students working at or above the NS.</p> <p>To get 13 students working BELOW the NS expectation to AT the NS expectation by their anniversary or year end.</p> <p>To get 7 boys currently BELOW NS to AT NS by their anniversary or year end.</p> <p>To get 1 Maori boys currently BELOW NS to AT NS by their anniversary or year end.</p>	<p>To raise the reading levels of all students at Rukuhia School.</p> <p>To raise the reading levels with particular focus on Maori students, Maori boys and boys.</p> <p>To ensure that reading / literacy programmes meet the needs of all our children.</p>	<p>New Entrants (1st 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>To identify children at risk and develop programmes to meet these needs.</p> <p>Whanau/ parents of targeted children to be informed and consulted as to what they can do at home to support their children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes.</p> <p>For targeted students - review and report progress and learning once a term and decide on next steps.</p> <p>To identify children working above their expected year level and extend these children</p>	<p>The Teacher and Teacher Aid to target specific groups within classrooms – particularly at risk / target students.</p> <p>Track students as a cohort on Etap.</p> <p>Standardize and moderate assessment through the use of Probe / BM and NS and staff meetings.</p> <p>Identify and cater for ESOL students.</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><u>BUDGET</u></p> <p>\$1000— Staff PD</p> <p>\$5000 Resources</p> <p>BOT to monitor TA budget</p>

Rukuhia School Charter Strategic Goals 2016

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 2016	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2016	OBJECTIVES	ACTIONS	ACTIONS	LEAD TCHR TIMEFRAME
<p><u>Student achievement</u></p> <p><u>School</u> 55 are working AT or ABOVE 28 are working BELOW</p> <p><u>Maori Students</u> 8 are working AT or ABOVE 7 are working BELOW</p> <p><u>Maori Boys</u> 6 are working AT or ABOVE 4 are working BELOW</p> <p><u>Maori Girls</u> 2 are working AT or ABOVE 3 are working BELOW</p> <p><u>Boys</u> 25 are working AT or ABOVE 17 are working BELOW</p> <p><u>Girls</u> 30 are working AT or ABOVE 11 are working BELOW</p>	<p><u>TARGET:</u></p> <p>To increase the number of students working AT or ABOVE their expected level, in relation to the National standards from 55 to 66 students</p> <p>To have 33 of students working above the expected NS.</p> <p>To have 11 of Maori students working at or above the NS.</p> <p>To get 11 students working BELOW the NS expectation to AT the NS expectation by their anniversary or year end.</p> <p>To get 8 boys currently BELOW NS to AT NS by their anniversary or year end.</p> <p>To get 2 Maori boys currently BELOW NS to AT NS by their anniversary or year end.</p>	<p>To raise the numeracy levels of all students at Rukuhia School.</p> <p>To raise the numeracy levels with particular focus on Maori students, Maori boys and boys.</p> <p>To ensure that numeracy programmes meet the needs of our children.</p>	<p>New Entrants (1st 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>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>Whanau/ parents of targeted children to be informed and consulted as to what they can do at home to support their 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>The Teacher and Teacher Aids to target specific groups with-in classrooms – particularly at risk / target students.</p> <p>Track students as a cohort on Etap.</p> <p>Link the assessment of numeracy to the achievement levels as set in the National standards.</p> <p>For targeted students - review and report progress and learning once a term and decide on next steps.</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><u>BUDGET</u></p> <p>\$1000 Staff PD</p> <p>\$1000 Resources</p> <p>BOT to monitor TA budget</p>