

Objective (What)	Strategy (How)	Who	Targets (Measurable)
<b>Literacy</b>  To develop effective moderation skills in reading and writing to inform teachers and students of learning goals.	BrightPath (a writing assessment tool) to be introduced and implemented across the school.	Peri, Katherine, Bec, Megan	If all students To achieve 12 months of growth  <b>Running records 2017 targets</b> Rec 62/94 to reach level 5. Year 1 46/59 to reach level 13 Year 2 52/83 to reach level 21  <b>PAT 2017 targets</b> Year 3 51/78 Year 4 56/65 Year 5 47/76 Year 6 29/43 Year 7 32/53  <b>Higher Band Attainment</b> Year 3 – 10/78 Year 5 – 9/76 Year 7 – 16/53  <b>Higher Band Retention</b> Year 3 – 13/13 Year 5 – 9/9 Year 7 – 16/16  Every child to read aloud to someone everyday  Mini Lit – Year 1 - 15 students to achieve SEA LLI – Year 2/3 – 12 students to achieve SEA
	Strong focus on effective goal setting for individual students in Literacy and other learning areas through staff meetings, PM meetings, Block meetings, NEP meetings, and professional development.	Leadership team	
	Literacy Block time based around the Big 6 with extra SSO support provided to all classes to allow for teachers to support students in the achievement of literacy goals identified through the moderation process.	Teachers, SSO's	
	Daily community reading to be implemented across the site  Implement intervention strategies using Mini Lit and LLI to target children just below SEA.	All staff  SRT team and SSO's	
<b>Numeracy</b>  To develop effective moderation skills to identify current misconceptions students have in number.	Leaders and teachers to be mentored using the intervention approach with Tierney Kennedy as a partnership approach. Teachers to practice and implement intervention approach and track student progress through the year.	Stewart, Mel C, Lucy, Lesley	Students to achieve 12 months of growth.  <b>Developmental Sequence goals for 2017</b> All students to have misconceptions identified by the end of term 2. Growth in sequence to be shown for each child at end of the year.  <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px;"> <b>Higher Band Attainment</b>            Year 3 – 10/78            Year 5 – 9/76            Year 7 – 16/53         </div> <div style="border: 1px solid black; padding: 5px;"> <b>Higher Band Retention</b>            Year 3 – 13/13            Year 5 – 9/9            Year 7 – 16/16         </div> <div style="border: 1px solid black; padding: 5px;"> <b>PAT 2017 Targets</b>            Year 3 51/78            Year 4 40/65            Year 5 53/76            Year 6 29/43            Year 7 29/53         </div> </div>
	Implement Quicksmart program for targeted students.	SRT team, SSO's	
<b>Well-being</b>  To improve attendance of students through stronger attendance processes, fostering greater engagement and accessing more services for families.	Agreed attendance process developed and implemented.	Tara, Brenton	<ul style="list-style-type: none"> <li>- 95% attendance rate as compared to the 89% achieved in 2016.</li> <li>- To see a decline in call outs for behaviour from the current average of 25 to 15.</li> </ul>
	Engaging programs that invest children into wanting to come to school. Such programs include Student Commission, Stephanie Alexander Kitchen, Pedal Prix, Choir, Wakakirri, School Band, Camps and Pastoral Care Worker.	All Staff	
	Services such as the Smith Family and well-being officer accessed more to connect with families and support chronic non-attenders.	Tara	