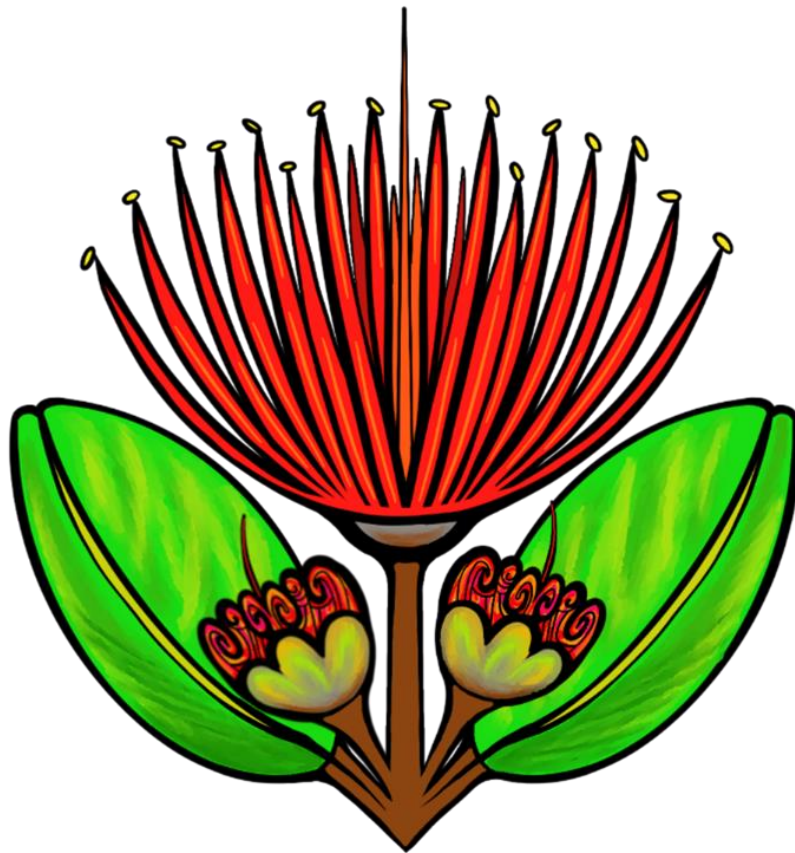


# **Rātā Street School Strategic Plan/Annual Plan 2024**

**Learning together to achieve excellence**



## **Rātā Street School Vision**

Learning together to achieve excellence.

We want every student, and our staff, to be the best they can be, in every area. We believe that learning together, with and from each other, is a critical part of becoming our best selves.

## **Our Core Values**

Pakari - Resilient  
Whakaute - Respect  
Whakauru - Inclusive  
Aroha - Heart  
Mahi tahi - Teamwork

These core values represent our school culture and how we aspire to act in the world. Each value has richness and depth that will be explored in the classroom and beyond.

## **Direction Statement**

Rātā Street School Board of Trustees and staff are committed to:

- **High Expectations**  
Upholding high expectations for all and a focus on excellence in all areas
- **Effective Pedagogy**  
Promoting effective pedagogy with particular emphasis on teaching as inquiry and differentiated learning for students
- **Accelerated Learning**  
Prioritising accelerated learning according to need so that all students achieve
- **Belonging and Diversity**  
Fostering a sense of belonging that affirms the diversity of all students
- **Hauora**  
Supporting social, cultural, physical, spiritual, mental and emotional wellbeing of students and staff, along with care for others and the environment
- **Broad Learning**  
Providing a range of experiences and opportunities for students to learn and thrive

## **Our Commitment to the Success of Māori and Pacific**

As a school with a significant majority of Māori and Pasifika students, we recognise that success for Māori and Pasifika is success for all.

We are committed to actively monitoring the progress of students to ensure the provision of tautoko where required, to accelerate achievement and promote success.

We recognise the value of identity, language, and culture as a key part of teaching and learning.

## Te Tiriti O Waitangi

We acknowledge Māori as tangata whenua. We promote the value of te reo, tikanga (Māori culture) and te ao Māori (the Māori worldview).

Māori language is a taonga - protected under the Treaty of Waitangi. It is the foundation language, and indeed an official language of this nation. In learning Māori, our students will increase their awareness of the significance of Māori language and culture in shaping this country's identity.

## Rātā Street School Strategic Plan 2024 - 2025

### Strategic Aims

Our core focus as a school is to be a place of learning and success for all children in our community. This means:

#### Strategic Aim 1

In our school our relationships are based on the school values of Pakari - Resilient, Aroha - Heart, Whakaute - Respect, Whakauru - Inclusive, Mahi tahi - Teamwork.

#### Strategic Aim 2

We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.

#### Strategic Aim 3

In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.

## Alignment of National Education Learning Priorities (NELPS) to the Rātā Street School Strategic Aims

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
<b>Learners at the Centre</b>	<b>Barrier Free Access</b>	<b>Quality Teaching and Leadership</b>	<b>Future of Learning and Work</b>	<b>World Class Inclusive Public Education</b>
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand Education is trusted and sustainable
Priorities 1 and 2	Priorities 3 and 4	Priorities 5 and 6	Priority 7	Priority 8
<b>Rātā Street School Alignment:</b>	<b>Rātā Street School Alignment:</b>	<b>Rātā Street School Alignment:</b>	<b>Rātā Street School Alignment:</b>	<b>Rātā Street School Alignment:</b>
Strategic Aims: 1 and 2	Strategic Aims: 1, 2 and 3	Strategic Aims: 1, 2 and 3	Strategic Aims: 1, 2 and 3	Strategic Aims 2 and 3

**Strategic Plan 2024-2025**

Strategic Aim	Annual Aims 2024	Annual Aims 2025
<p>In our school our relationships are based on the school values of Pakari - Resilient, Whakaute - Respect, Whakauru - Inclusive, Aroha - Heart, Mahi tahi - Teamwork.</p>	<p>To have Rātā Street School attendance rates in line with the Ministry of Education's 2024 targets:</p> <ul style="list-style-type: none"> <li>- attending school regularly (70%)</li> <li>- moderately absent (6%)</li> <li>- chronically absent (5%)</li> </ul> <p>To have an average attendance rate of at least 90% each term.</p> <p>Identify behaviour management interventions that support students with high behaviour needs.</p> <p>Consolidate House Groups to strengthen school culture.</p>	<p>To have Rātā Street School attendance rates in line with the Ministry of Education's 2026 targets:</p> <ul style="list-style-type: none"> <li>- attending school regularly (75%)</li> <li>- moderately absent (4%)</li> <li>- chronically absent (3%)</li> </ul> <p>To have an average attendance rate of at least 90% each term.</p> <p>Implement behaviour management interventions that support students with high behaviour needs.</p> <p>Embed House Groups to strengthen school culture.</p>
<p>We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.</p>	<p><b>Education and Training Act 2020 Section 9 Te Tiriti o Waitangi</b>            Section 127(1)(d), which provides that one of a board's primary objectives in governing a school is to ensure that the school gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by -</p> <ul style="list-style-type: none"> <li>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</li> <li>(iii) achieving equitable outcomes for Māori students.</li> </ul> <p><b>National Education and Learning Priorities (NELP)</b></p> <p><b>Objective 3: QUALITY TEACHING AND LEADERSHIP:</b> Quality teaching and leadership make the difference for learners and their whānau  <b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b></p> <ul style="list-style-type: none"> <li>(i) Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</li> <li>(ii) Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</li> <li>(iii) Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</li> </ul>	
	<p>Consolidate the use of the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p> <p>Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.</p> <p>Continue to use the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.</p> <p>Create a Whānau Māori Engagement Framework by reviewing the existing opportunities for Māori parents/caregivers and whānau to engage in the learning programme (whānau hui and the school-wide action plan that supports Māori achieving educational success as Māori).</p>	<p>Embed the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p> <p>Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.</p> <p>Embed the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.</p> <p>Consolidate the Whānau Māori Engagement Framework by reviewing the existing opportunities for Māori parents/caregivers and whānau to engage in the learning programme (whānau hui and the school-wide action plan that supports Māori achieving educational success as Māori).</p>

<p>In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.</p>	<p>Consolidate the Structured Literacy approach to teaching reading and wider literacy skills in Te Whānau Kākano, and implement the approach in Te Whānau Pihinga and Te Whānau Puawai.</p> <p>Review school-wide evaluation practices.</p> <p>Consolidate the school-wide approach to support student wellbeing.</p>	<p>Continue with the Structured Literacy approach to teaching reading and wider literacy skills across the school.</p> <p>Embed school-wide evaluation practices.</p> <p>Review the school-wide approach to support student wellbeing.</p>
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### Rātā Street School Annual Plan 2024

Strategic Aim	Annual Aim	Actions	Led by	Timeframe	Resourcing	Expected Outcome	Updates
<p>In our school our relationships are based on the school values of Pakari - Resilient, Whakaute - Respect, Whakauru - Inclusive, Aroha - Heart, Mahi tahi - Teamwork.</p>	<p>To have Rātā Street School attendance rates in line with the Ministry of Education's 2024 targets:</p> <ul style="list-style-type: none"> <li>- attending school regularly (70%)</li> <li>- moderately absent (6%)</li> <li>- chronically absent (5%)</li> </ul> <p>To have an average attendance rate of at least 90% each term.</p>	<ol style="list-style-type: none"> <li>1. Inform the community that a spotlight will be shone on attendance this year.</li> <li>2. Inform the community of attendance targets and rates using the regularly attending, moderately absent and chronically absent bands.</li> <li>3. Share charts that show whānau that every day at school counts.</li> <li>4. Explain to whānau the difference between justified and unjustified absences</li> <li>5. Highlight the links between attendance, achievement and wellbeing.</li> <li>6. Remove barriers for whānau e.g. provide jackets and shoes.</li> <li>7. If needed, make referrals to attendance services.</li> <li>8. Regularly update whānau of school attendance rates.</li> <li>9. Ensure the attendance systems and processes are followed by staff.</li> </ol>	<p>Principal</p> <p>Senior Staff</p>	<p>Terms 1, 2 and 3</p>	<p>Board Meetings</p>	<p>Student attendance rates will improve from 2023 to 2024, and will be in line with the Ministry of Education targets.</p>	
	<p>Identify behaviour management interventions that support students with high behaviour needs.</p>	<ol style="list-style-type: none"> <li>1. Define Tier 2 behaviours at Rātā Street School.</li> <li>2. Investigate Tier 2 strategies for supporting students with high behaviour needs.</li> <li>3. Engage with other professionals regarding appropriate Tier 2 behaviour management strategies and interventions.</li> <li>4. Trial Tier 2 behaviour management Interventions.</li> </ol>	<p>SENCO</p> <p>Principal</p> <p>Senior Staff</p>	<p>Terms 1, 2 and 3</p>	<p>Senior Staff Meetings</p>	<p>Tier 2 behaviours at Rātā Street School will be identified.</p> <p>Strategies that support students with Tier 2 behaviour needs will be identified.</p> <p>A number of strategies will be investigated from a range of professional sources.</p> <p>There will be a trial of behaviour management interventions.</p> <p>There will be positive changes when Tier 2 interventions are trialled.</p>	
	<p>Consolidate House Groups to enhance school culture.</p>	<ol style="list-style-type: none"> <li>1. House and Deputy House Captains to meet regularly with Nicole Cooper to develop leadership skills and plan school events.</li> <li>2. Hold fun and engaging House Group activities each term.</li> <li>3. Make changes to the Gold Card reward system to include House points and rewards.</li> <li>4. Design a new Gold Card reward to include the school values.</li> </ol>	<p>Nicole Cooper (DP)</p> <p>Teachers</p>	<p>Terms 1-4</p>	<p>Staff Meetings</p> <p>Whānau Meetings</p>	<p>House and Deputy House Captains will develop their leadership skills and will be proud of their role.</p> <p>Students will have a voice when school events are being planned.</p> <p>Student relationships and connections will be enhanced across the school. School culture will be strengthened.</p>	

		<p>5. Create an inclusive House Group display in the foyer</p> <p>6. Update the Wellbeing and Behaviour Management procedures in the Rātā Street School Curriculum to include House Groups and reward systems.</p>				<p>The new Gold Card System will drive House points and rewards. This will develop House pride.</p> <p>The children will be able to track their House Group points and celebrate their House's success.</p> <p>The newly designed Gold Cards will be treasured by the children when awarded.</p> <p>All awarded Gold Cards will be displayed in the foyer. This will create a sense of excitement and competition.</p> <p>The semi-permanent House Group display will represent every child at Rātā Street School. Children will be proud to have their work displayed.</p> <p>The Rātā Street School Curriculum will be strengthened.</p>	
We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.	<p>Consolidate the use of the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p>	<p>1. Support staff to further understand the Aotearoa/NZ Histories Curriculum.</p> <p>2. Hold Aotearoa/NZ Histories rotation day(s) for all students.</p> <p>3. Teachers to work cooperatively (group of 2) to plan and teach an Aotearoa/NZ Histories lesson using the Te Ao Māori Framework.</p> <p>4. Teachers to share their cooperative planning with the rest of the teaching team.</p>	<p>Michelle Finn (DP)</p> <p>Te Ao Māori Team</p>	Terms 2, 3 and 4	<p>Staff Meetings</p> <p>Whānau Meetings</p>	<p>Teachers will develop their knowledge of the Aotearoa/NZ Histories Curriculum.</p> <p>Teachers will further develop their knowledge of how Māori learners can succeed as Māori.</p> <p>The Te Ao Māori Framework will support Māori learners to succeed as Māori.</p> <p>The Te Ao Māori Framework will be the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p> <p>Teachers will be more confident when planning using the Te Ao Māori Framework.</p> <p>There will be a shared understanding of how teachers plan using the Te Ao Māori Framework.</p>	
	<p>Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.</p>	<p>1. Staff to participate in te reo me ona tikanga Māori professional development.</p> <p>2. Support staff with the delivery and use of the Framework.</p> <p>3. Whānau Hui groups to strengthen the framework by planning new lessons/ units of work.</p> <p>4. Review the te reo me ona tikanga Māori professional development with staff to identify teacher confidence and growth.</p> <p>5. Ensure the use of te reo Māori is an element of teacher observations.</p>	<p>Caitlin Steere</p> <p>Teachers</p> <p>Michelle Finn</p> <p>Nicole Cooper</p>	Terms 1, 2, 3, 4	<p>Staff Meetings</p> <p>Whānau Meetings</p> <p>Observations</p>	<p>Teachers and students will be upskilled in te reo me ona tikanga Māori.</p> <p>Teachers and students will be more confident when speaking and using te reo Māori.</p> <p>Teachers and students will use te reo Māori naturally as part of the learning programme.</p> <p>The use of te reo Māori will be evident during teacher observations.</p>	

	Continue to use the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.	<ol style="list-style-type: none"> <li>1. Further support teachers to understand and plan with a Te Ao Māori lens.</li> <li>2. Te Whānau Pihinga and Te Whānau Puāwai teachers will continue to use the Te Ao Māori Framework as the lens to plan and teach writing.</li> <li>2. Teachers to use the Te Ao Māori Framework as the lens to plan and teach Inquiry.</li> <li>3. Provide opportunities for each Whānau to share their planning with the rest of the teaching team.</li> <li>4. Have a group of children visit Te Mangungu Marae regularly to spend time with the elders to learn and sing waiata.</li> </ol>	Te Ao Māori Team Teachers	Terms 1, 2, 3, 4	Staff Meetings Whānau Meetings	<p>Students will learn through a Te Ao Māori lens.</p> <p>Staff will further develop their knowledge of how Māori learners can succeed as Māori.</p> <p>The Te Ao Māori Framework will support Māori learners to succeed as Māori.</p> <p>There will be a shared understanding of how writing and Inquiry are being taught with a Te Ao Māori lens across the school.</p> <p>Relationships between Te Mangungu Marae and the school will be strengthened.</p> <p>Children will learn at the Marae.</p>	
	Create a Whānau Māori Engagement Framework by reviewing the existing opportunities for Māori parents/caregivers and whānau to engage in the learning programme (whānau hui and the school-wide action plan that supports Māori achieving educational success as Māori).	<ol style="list-style-type: none"> <li>1. Identify current whānau engagement practices.</li> <li>2. Record the purpose (why) of each engagement practice.</li> <li>3. Record the expected outcome of each engagement practice.</li> <li>4. Create a timeline (Terms 1-4) of engagement practices.</li> <li>5. Share the Framework with staff.</li> <li>6. Implement the Framework.</li> <li>7. Update the Te Ao Māori Framework to Include the Whānau engagement Framework.</li> </ol>	Caitlin Steere Principal Michelle Finn	Terms 1, 2, 3, 4	Te Ao Māori Team Meetings Whānau Hui	<p>Current engagement practices will be recorded.</p> <p>There will be clarity around why each engagement practice is in place.</p> <p>There will be clarity about the expected outcome for each practice.</p> <p>A timeline of events will be created and used by staff.</p> <p>Staff will have a shared understanding of Whānau Māori Engagement.</p> <p>The Te Ao Māori section of the Rātā Street School Curriculum will be strengthened.</p>	
In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.	Consolidate the Structured Literacy approach to teaching reading and wider literacy skills in Te Whānau Kākano, and implement the approach in Te Whānau Pihinga and Te Whānau Puawai.	<ol style="list-style-type: none"> <li>1. Te Whānau Kākano teachers to participate in BSLA professional development facilitated by Canterbury University, and to complete their BSLA microcredential accreditation.</li> <li>2. Te Whānau Pihinga and Te Whānau Puawai teachers to participate in Professional development facilitated by Liz Kane.</li> <li>2. Teachers to make changes to how they assess and teach literacy across the school.</li> <li>3. Teachers to work collaboratively to discuss and reflect on their teaching practice, share new learning, their next steps and student assessment information.</li> <li>4. Teachers will have the opportunity to have their Structured Literacy practice observed.</li> <li>5. Update the Rātā Street School Curriculum to reflect how Structured Literacy is taught across the school.</li> </ol>	Teachers	Terms 1, 2, 3, 4	Whānau Meetings Staff Meetings	<p>Teachers will be upskilled and confident when assessing and teaching with a BSLA and Structured Literacy approach.</p> <p>Changes will be made to how literacy is assessed and taught across the school.</p> <p>Teachers will collaborate, and there will be a shared responsibility for raising student achievement.</p> <p>Feedback will be given to teachers about their literacy programme.</p> <p>There will be improvement in the percentage of students who have made accelerated progress in the end of year reading and writing data.</p> <p>The Rātā Street School Curriculum will be strengthened.</p>	

	Review school-wide evaluation practices.	<ol style="list-style-type: none"> <li>1. Review the Highs and Lows process with staff at the end of Term 1.</li> <li>2. Conduct end of term reviews with staff.</li> <li>3. Use evidence as the basis for teaching/learning decision making.</li> <li>4. Ensure an end of year school review is completed.</li> </ol>	Senior Staff Teachers	Terms 1, 2, 3, 4	Senior Staff Meetings Staff Meetings	<p>It will be determined if recording highs and lows each term are valued by the staff.</p> <p>Alternative ways to collect staff voice could be identified.</p> <p>Evidence based decisions will be made and systems and processes will be enhanced.</p> <p>There will be a shared understanding of review outcomes, and the actions taken throughout the year to address any identified issues.</p>	
	Consolidate the school-wide approach to support student wellbeing.	<ol style="list-style-type: none"> <li>1. The NZCER Student Wellbeing Survey will be completed.</li> <li>2. Create a Rātā Street School Pacific Action Plan using the aspirations identified by aiga in Term 4 2023.</li> <li>3. Review the Action Plan with aiga.</li> <li>4. Share the Action Plan with staff.</li> <li>5. Implement the Action Plan 2024.</li> <li>6. Review with Te Whānau Pihinga students what effective learning looks like at Rātā Street School.</li> <li>7. Review the updated effective learning practices with staff.</li> <li>8. Teachers to share with their class what effective learning looks like at Rātā Street School.</li> </ol>	Nicole Cooper (DP) Michelle Finn (SENCO) Senior Staff Teachers	Terms 1, 2, 3, 4	Staff Meetings Whānau Meetings Observations NZCER Survey	<p>The wellbeing needs of students will be identified and steps will be taken to support individual needs.</p> <p>Data will be analysed to identify trends (2023-2024), strengths and further areas for development.</p> <p>Student needs will be monitored closely.</p> <p>Pacific students and their aiga will be more engaged in the learning programme.</p> <p>Relationships with Pacific aiga will be strengthened.</p> <p>There will be a shared understanding of the actions that are being taken by the school to support Pacific students and their aiga.</p> <p>Students in Years 3-4 will have a voice about what effective learning looks like for them.</p> <p>Teachers will have a shared understanding about what effective learning looks like at school. These will be shared with the children.</p> <p>Students will know what effective learning looks like at Rātā Street School.</p> <p>The Rātā Street School Curriculum will be strengthened.</p>	



## Achievement Targets 2024

### Strategic Aim

Our core focus as a school is to be a place of learning and success for all tamariki in our community.

In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.

All students show progress in achievement in relation to meeting national expectations. Target groups will show accelerated progress.

### Baseline Data

All Students (percentages rounded)					
		Below	At	Above	At or above
Reading	2020 (322 students)	35% (114 students)	43% (138 students)	22% (70 students)	65%
	2021 (307 students)	36% (111 students)	46% (142 students)	18% (54 students)	64%
	2022 (296 students)	35% 103 students	46% 136 students	19% 57 students	65%
	<b>2023 (292 students)</b>	<b>32% (95 students)</b>	<b>47% (137 students)</b>	<b>21% (60 students)</b>	<b>68%</b>
Writing	2020 (321 students)	55% (176 students)	40% (128 students)	5% (17 students)	45%
	2021 (307 students)	45% (141 students)	49% (149 students)	6% (17 students)	55%
	2022 (296 students)	44% 129 students	42% 124 students	14% 43 students	56%
	<b>2023 (292 students)</b>	<b>48% (139 students)</b>	<b>42% (124 students)</b>	<b>10% (29 students)</b>	<b>52%</b>

### Reading

- 68% of all Rātā Street School students are reading at or above the end of year curriculum expectations.
- 65% of Māori students are reading at or above the end of year curriculum expectations.
- 62% of Pacific students are working at or above the end of year curriculum expectations.
- 63% of Male students are working at or above end of year curriculum expectations.
- 73% of Female students are reading at or above the end of year curriculum expectations.

### Writing

- 52% of Rātā Street School students are working at or above the end of year curriculum expectations.
- 40% of Māori students are working at or above the end of year curriculum expectations.
- 56% of Pacific students working at or above the end of year curriculum expectations.
- 42% of Male students are working at or above the end of year curriculum expectations.
- 64% of Female students are writing at or above the end of year curriculum expectations.

### Mathematics

- 65% of Rātā Street School students are working at or above the end of year curriculum expectations.
- 59% of Māori students are working at or above the end of year curriculum expectations.
- 65% of Pacific students are working at or above the end of year curriculum expectations.
- 66% of Male students are working at or above the end of year curriculum expectations.
- 65% of Female students are writing at or above the end of year curriculum expectations.

## **Achievement Targets 2024**

All students who were judged below their respective end of year expectation, to make accelerated progress by the end of this year.

This target aims to reduce any disparity in achievement between Māori students and the highest achieving other ethnicity.

### **Year 2: Writing**

27 students (14 male and 13 female)

Māori: 15

Pacific: 6

### **Year 3: Writing**

29 students (16 male and 13 female)

Māori: 15

Pacific: 6

### **Year 4: Writing**

22 students (18 male and 4 female)

Māori: 12

Pacific: 8

### **Year 5: Writing**

17 students (9 male and 8 female)

Māori: 9

Pacific: 5

### **Year 6: Writing**

28 students (18 male and 10 female)

Māori: 11

Pacific: 6

Planned Actions	Led by	Timeframe	Resourcing	Business as Usual
<p>1. Gather and analyse student achievement information</p> <ul style="list-style-type: none"> <li>- Senior Staff/Teachers identify the students needing priority support/targeted instruction to accelerate progress.</li> <li>- Whānau meetings and observations will be held to discuss progress of target students.</li> <li>- Analysis and reflection of data to identify individual strengths and next steps, inform teaching and learning, to track progress, and to make changes to teaching practice where necessary.</li> </ul> <p>2. Gather and analyse teacher practice information.</p> <ul style="list-style-type: none"> <li>- Ensure teachers and classroom programmes reflect 'Effective Teaching Practices'.</li> <li>- Ensure teaching practice is having a positive impact on student outcomes.</li> </ul> <p>3. Use the 'Professional Growth Cycle' to better meet the identified needs of target students. This is linked to individual teacher professional learning development:</p> <ul style="list-style-type: none"> <li>- Structured Literacy and BSLA approach to teaching reading and writing.</li> </ul> <p>4. Engage parents in their children's learning through Seesaw.</p> <p>5. Resources will be purchased to support the teaching and learning of our target students.</p>	<p>Senior Staff</p> <p>Teachers</p> <p>(and informed by students)</p>	<p>Terms 1, 2, 3, 4</p>	<p>Teacher Release</p> <p>Staff Meetings</p> <p>Whānau Meetings</p> <p>Senior Staff Meetings</p> <p>Professional Learning Development Budget</p> <p>Curriculum Budgets</p>	<p>Readiness for School</p> <p>Te Whānau Kākano: Quick 60, Letter Sounds and Writing Support groups</p> <p>Te Whānau Pihinga and Te Whānau Puāwai: Quick 60</p> <p>Observations (at least twice a year)</p> <p>Teacher Aides</p> <p>Teaching of the Rātā Street School Values</p> <p>Promote the home/school partnership by using Seesaw</p> <p>Probus Reading (across the school)</p> <p>Whānau Goal Setting</p> <p>Target Review meetings (twice a term) with a focus on target students</p> <p>Moderation at a team and at school level</p> <p>Whānau Māori engagement</p> <p>Regular assessment (formative and summative) - see Assessment Timeline 2024</p>

