



Stand Tall, Grow Strong, Reach High

Whareorino School 2022 - 2023 Charter



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Whareorino School

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Whareorino School is set in a unique, secluded scenic environment, nestled in the Waikawau Valley, a short distance to the sea. Whareorino School is a decile 9 school. We cater for students 5-12 years old, Years 1-8. Our school roll places us in the 'smallest schools' category. We have students with an ethnic mix of NZ European and Māori. We have a Sole Charge Teaching Principal, a 0.3 Release Teacher and 3 support staff.

We embrace the wonderful lifestyle that we feel fortunate to be able to provide for our children. A sense of community is very important in our multilevel classroom where students of all ages are good friends and supporters of each other's learning. Our children enjoy a well-resourced school, and student centred, individualised learning programmes. The school pool enables tamariki to enjoy a swimming programme through the warmer months, and our bright-vibrant classroom is a wonderful learning space. We are future focused, and ICT is integral to our teaching and learning programmes.

Our school community is supportive, and we value the positive and respectful partnerships between home and school. We enjoy coming together to build community relationships, and to support and celebrate our children's learning.

Whareorino School has a strong family-like culture, is inclusive and welcoming, and our core values of respect, relationships and resilience is evident in the relationships between staff, parents and students. Newsletters, notices and our school Face Book and website page give parents and the community the opportunity to see what happens on a daily basis in the school and to comment if they wish to. Leadership skills are actively promoted in our senior students. Public speaking, even from the new entrants is encouraged, and all children have the opportunity in leading the school assembly. Older and younger students are encouraged to form reciprocal relationships through our buddy system. The older buddy is encouraged to look out for their younger buddy and help them to problem solve in their learning and in the playground. They enjoy reading together regularly, completing learning tasks, and host assemblies together.

Whareorino School is a special part of our small rural community and is a wonderful place for our children to learn, grow and make memories.

Mission Statement

Whareorino School is a place where children grow in confidence, engage in learning, and strive for personal excellence. Where children learn the importance of respect, relationships and resilience, and develop the skills they need to thrive and succeed.

Values

We uphold the values of the New Zealand Curriculum and in particular we value:

The Three R's

Relationships: Being ready, willing and able to learn from and with others, as well as on your own.

Resilience: Being ready and able to 'lock onto learning' even when learning is hard or others are distracting you.


Reflection: Being able to think deeply about your learning, progress and achievement and to set and work on learning goals.

Strategic Section 2022-2023

The board has identified the following strategic aims for 2022 – 2023.

1. All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against Curriculum Learning Progressions, and the New Zealand Curriculum Achievement Levels.
2. Student progress and achievement is enhanced by the school-wide use of ICT and e-Learning.
3. Parents and whānau are consulted and strategically involved in their child's learning, progress, and achievements.
4. An effective governing board is in place to support student progress and achievement.

These strategic aims are consistent with NELP – National Education Learning Priorities, and with the Board's expectation of improving teacher effectiveness and student achievement.



Māori dimensions and Cultural Diversity


Whareorino School recognises and celebrates New Zealand/ Aotearoa as a bicultural country and the significance of this globally. We acknowledge that teaching te reo Māori is a requirement, and furthermore, we embrace the teaching of te reo and tikanga Maori as an integral part of our classroom programme through the infusion of karakia, te reo, waiata and tikanga Māori. The students at Whareorino School enjoy a school environment that is culturally responsive and embrace the pedagogy of Kahikatea and Tataiako to affirm and enrich our Māori, and other students learning.

Whareorino School also acknowledges New Zealand Sign Language (NZSL) as an officially recognised language in New Zealand/Aotearoa, and integrates the learning of this language into our classroom programme.

Both te reo Māori and NZSL and also taught in unison as part of a languages programme for all students.

As part of reporting to the School Board on student achievement, the principal also reports separately on Māori achievement (not identifying any particular child).

Consultation with our Māori community, through means of an annual hui, is important to our school and the ideas expressed at the hui are used to directly inform our school Charter and curriculum.



Finance

The Board budgets prudently so that meaningful work in the areas that improve student achievement may be implemented. Expenditure is monitored and controlled to ensure our budget allows us to pursue the strategic aims and annual aims and objectives. Financial performance in this area will be consistent with school policy and procedure statements and will be regularly reported to the Board.

The following plans, processes and policies ensure that the use of resources at the school are optimised to support student progress and achievement:

Budget 2022

5YA and 10 Year Property Plans

Board Monthly and Annual July and November internal evaluation

Board Policies and Procedures

Community Consultation: Hui planned for Term 1 2022

Approaches to Accelerating Student Learning at Whareorino School

- identify priority learners and their specific learning needs: (names, numbers, needs).
- individualised teaching and learning plans are developed for each student.
- student progress is monitored and tracked at regular and ongoing intervals throughout the year.
- school-wide protocols are developed, reflecting expected practice for teaching and learning in Reading, Writing and Maths.
- teaching and learning are underpinned by a growth mind-set and strength-based practices.
- students receive specific, frequent, positive, affirming, and corrective feedback.
- teachers inquire into their own practice and share their learning in a cooperative, collaborative manner.
- parents-caregivers and whānau are informed and reported to regularly about their child's progress and achievement.
- parents-caregivers and whānau engage in supporting their child's learning in the home.
- external support (e.g. RTLB, RTLit, MOE) is accessed and utilised as required.
- school leadership to monitor progress of learners - providing support, professional learning, and ongoing mentoring of principal-release teacher and teaching assistant as necessary.
- School Board decision mainly focuses on improving student outcomes and monitoring progress towards achieving the strategic aims and objectives of the school.
- the school, whānau, and the Māori community work together to develop shared understandings about valued outcomes for Māori students.
- the school curriculum reflects relevant cultural knowledge, such as about the iwi students are from and the iwi of local marae.
- home-learning aligns school and home learning and comes with clear information for students and whānau about what is expected and how it can be supported.
- school and whānau have opportunities to work together in formalized programmes, supported by shared understandings about what best supports Māori students' and other students' learning.
- Board decision making focuses on improving student outcomes and monitoring progress towards achieving the strategic and annual aims and objectives of the school.

Strategic Plan 2022 - 2023

Strategic Statement 1: Equity and Excellence - Achieving Success for All

Strategic Aims:

- To accelerate progress for all learners, with a focus on all learners achieving to their potential.
- To explore and create opportunities for collaboration, to strengthen the conditions that improve student learning and outcomes.
- To connect with and engage parents and whānau in the partnership of learning and teaching.
- To actively seek, explore and utilise the views of the parent community through authentic consultation.

Annual Plan 2022

Annual Aim 1: Equity and Excellence - Achieving Success for All

ANNUAL OBJECTIVES:	ACTIONS:	EXPECTED OUTCOMES:
1. TEACHING-PRINCIPAL LEADERSHIP:	School Leadership will: <ol style="list-style-type: none"> 1. design and implement a systems approach to track, monitor, review and report on all learners over time; 2. ensure all student learning is regularly monitored, reviewed, adapted and reported on, as appropriate, to parents/whānau, school board and wider-community; 3. review, develop, implement and monitor a learner support plan for priority learners, focused on strategies to accelerate learning relevant to learning progressions; 4. regularly consider, review, plan and implement next steps to further accelerate student progress and achievement, and 5. build a culture of learning where students are engaged in teacher-learner and when appropriate parental involvement, discussions on establishing learning goals, and reviewing progress and achievement. 	<ol style="list-style-type: none"> 1. develop and sustain links with parents/whānau and the community that enhance outcomes for students; 2. clarity and sharing of information, through learning partnerships - (staff, students, parent-whānau), supports a flexible response to the needs of learners; 3. work with the school board board to evaluate, address, and resource school initiatives, relative to the needs of students and their learning; 4. learner support strategies are needs based and successful in accelerating progress and achievement; 5. all student learning can be tracked over time; 6. staff listened to what whānau know about their child's interest and what works for them; 7. effective tools and systems are used to gather, collate, analyse and use student assessment and other information for improving teaching and learning; 8. teachers assist students to understand more about their own learning; regular, specific and constructive feedback/feedforward on students work and efforts contributes to the next stage of learning; 9. teachers involve parents in setting goals and agreeing on next learning steps.

<p>2. STUDENT LEARNING:</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. be clear about what they are learning and why; 2. be clear about how they will achieve their learning; 3. be clear about what the learning might look like; 4. be clear about how well the learning has been achieved; 5. be able to access information from classroom wall displays, including achievement expectations and learning progressions, to guide learning conversations and next steps; 6. be able to establish relevant and clear learning goals; 7. be able to self-assess, self-evaluate and self-regulate their learning by reflecting on their current achievement and progress to determine their next learning steps and learning goals, and 8. be able to use the language of learning in conversations with teachers, peers and parents and whānau. 	<ol style="list-style-type: none"> 1. students develop and demonstrate self-regulated learning behaviours taking ownership and responsibility for their learning outcomes; teachers encourage students to set high personal learning goals 2. students understand more about their own learning; regular, specific and constructive feedback/feedforward on students work and efforts contributes to the next stage of learning 3. student voice is prevalent in the process of learning and teaching
<p>3. PARENT – WHĀNAU PARTICIPATION:</p>	<p>Parents and whānau will:</p> <ol style="list-style-type: none"> 1. Be able to understand assessment information as it relates to their child/ren. 2. Be able to ask questions and korero with staff about their child’s learning. 3. Be aware of and able to support their child’s next learning steps. 4. Be in communication with their child’s teacher and the kura regarding their child’s learning, progress, and achievement. 	<ol style="list-style-type: none"> 1. School leadership, teacher and school governance promote, develop, and sustain links with parents/whānau and the community that enhance outcomes for students. 2. Reports to parents and whānau on student progress and achievement are accurate, informative and accessible. 3. Parents and whānau share with the schools leadership-teacher about their child’s interests and what works best for their child. 4. Parents participate with teachers in setting goals and agreeing on next learning steps for their child/ren. 5. Parents are directly involved in guiding and supporting their child’s learning, progress and achievement. 6. Parents and whānau develop a shared language about learning and achievement with teachers concerning their child/ren’s learning .

<p>5. BOARD GOVERNANCE:</p>	<p>Whareorino School Board will:</p> <ol style="list-style-type: none"> 1. Receive from and through the principal, timely and clear information on student achievement throughout the year, aligned to the Annual Assessment Plan; 2. Have board members able to engage in educational conversations on matters concerning student achievement data, and 3. Have board members highly interested in, and able to use reliable progress and achievement data/information to identify needs, trends and patterns, compare progress over time and to inform decisions for future planning, including allocation of resources. 	<ol style="list-style-type: none"> 1. Strategic and other planning is based on analysed student achievement data and other information. 2. There is clear alignment from the strategic plan, through the annual plan, to curriculum delivery and programme implementation. 3. Strategic and other planning is based on analysed student achievement data and other information. 4. The school has an ongoing cycle of robust internal evaluation that identifies priorities for improvement, develops and implements plans, monitors progress and evaluates effectiveness. 5. The board makes appropriate decisions to allocate resources based on assessment and other data to meet identified needs and priorities. 6. Teachers are using a schoolwide system allowing teachers, school leadership and board to evaluate, address, and resource schoolwide initiatives, relative to the needs of students and their learning. 7. Reports to the school board on student progress and achievement are accurate, informative and accessible.
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Strategic Plan 2022 – 2023

Strategic Statement 2: Effective Board governance will provide culturally responsive strategic leadership and show accountability for the performance of Whareorino School.

Strategic Objectives:

- To, through effective governance, provide direction and coherence to the operational leadership and management of Whareorino School, through school policies, strategic and annual plans, internal evaluation and reporting, and the governance practices of Whareorino School Board.
- To connect with and engage the Whareorino School community in meaningful consultation on matters of school improvement and direction.

Annual Plan 2022

Annual Aim 2: Effective Board governance will provide culturally responsive strategic leadership and show accountability for the performance of the school.

ANNUAL OBJECTIVES:	ACTIONS:	EXPECTED OUTCOMES:
<p>1. Build board member's knowledge and understanding of roles and responsibilities for effective school governance</p>	<p>TRUSTEE TRAINING & BOARD DEVELOPMENT:</p> <ul style="list-style-type: none"> ▪ The Board will commit to engage in the training, with a focus on: <ul style="list-style-type: none"> ➢ governance, roles and responsibilities ➢ effective meeting procedures ➢ strategic planning & consultation; school charter ➢ community consultation ➢ financial leadership ➢ MoU Presiding Member - Principal Working Relationship 	<ul style="list-style-type: none"> ▪ Trustees have collectively engaged in a range of trustee / board professional development. ▪ Trustees have a clear understanding of governance and management, and their roles and responsibilities. ▪ Board Code of Conduct, Meeting Procedures, Dealing with Concerns and Complaints, Property and Finance policies and procedures are recorded, accessible, understood and implemented. ▪ Board Governance Handbook to be developed in 2022, and be accessible at meetings of the board, and implemented. ▪ Board policies and school procedures to be reviewed and developed in 2022, set out in a folder and available online (via the School Website) for easy access. Policies are referred to at meetings of the board to guide decision making. ▪ Board meetings are well considered and managed, with trustees fully engaged, demonstrating effective governance. ▪ Board makes evidence-informed decisions. ▪ Board Minutes show Motions relating to prospective board actions. ▪ Matters requiring confidentiality are managed through In-Committee processes.

<p>2. Strategic Planning</p>	<p>STRATEGIC PLANNING:</p> <ul style="list-style-type: none"> ▪ Strategic planning and maintaining a focus on student achievement. <ul style="list-style-type: none"> ▪ 2022 - 2023 strategic plan will be developed in consultation and collaboration with staff and community. ▪ 2022 annual plan and school charter will be developed in consultation and collaboration with staff, with copy available for the community to read. ▪ 2022 charter and annual plan will contain targets to raise student achievement; targets will present baseline data from the beginning-of-the 2022 year achievement information; targets will state 2022 beginning-of-year expected state for student achievement, and how teaching staff will design, co-ordinate, implement and evaluate their teaching, and assess and report on student progress and achievement. ▪ Matters raised in 2020 ERO Report will be included to be continued to be addressed in the Charter Annual Plan. ▪ The Board to expect and receive a principal's monthly written report relating to the target to raise student achievement; report may not always be informed by hard-data but will contain information about progress towards achieving the targets; <i>for example</i>, staff professional development, resources, classroom pedagogy. ▪ The Board to expect and receive principal's written reports on student progress and achievement as stated in the 2022 assessment plan; <i>refer to</i> assessment plan. 	<ul style="list-style-type: none"> ▪ Board utilizes February for community consultation. Information to inform 2022 Charter. ▪ Board facilitates Termly consultation with Whareorino Community. ▪ Board consults and utilizes resources of STA and MoE. ▪ 2022 School Charter is completed, and a copy sent to the Ministry of Education by the March 1, 2022. ▪ A copy of the Charter is available for parents and visitors to the school to read, both in hard copy and online via the school website. ▪ Principal reports to the board each month on progress towards achieving the aims stated in the Charter. ▪ The Board, with and through the principal and staff, follow a timeline and schedule of actions starting in October 2022, that leads to the development of the 2023 School Charter, with the 2023 draft budget aligned to Charter aims and objectives. ▪ Staff, parents-whānau are consulted through the process of establishing the strategic and annual plans for 2023. Consultation will start in October 2022. ▪ 2023 Charter to be sent to MoE by March 1, 2023.
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Whareorino School Curriculum Target for: **READING** in 2022



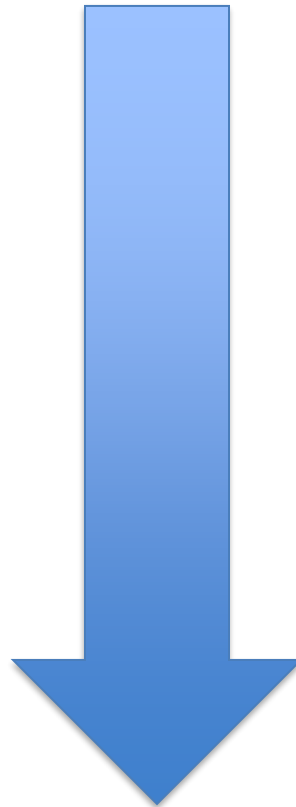
<p>Strategic Aim: All students to access the NZC as evidenced in achievement in relation to the New Zealand Curriculum Levels.</p>	<p>Annual Objective: To raise the reading level of all children at Whareorino School in line with the NZ Curriculum Levels.</p>
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<p>Baseline Data (February 2022): Based on data collected and analysed in February, 2022, this target has been set to accelerate their levels to the expected year/age levels for this curriculum area. Target Group: 3 out of the 6 children in the class are reading below the expected levels, (based on February, 2022 data and OTJ's) Description of the targeted children: Boys: 3 Girls: 0 Māori: 3</p>
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<p>Specific Target for 2022: Our Target: That by November, 2022, that we have raised the reading level of all targeted children to at least their expected reading level based on their chronological age as of November, 2022.</p>
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<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicator of Progress</u>
Term 1, 2022	<ul style="list-style-type: none"> - Test all children, using a range of tests as well as OTJ's. 	<ul style="list-style-type: none"> - Teaching Principal (main classroom teacher). - Principal Release Teacher. - Teacher Aide (when working with individuals and groups in the class). 	<ul style="list-style-type: none"> - Based on data and OTJ's gained during Term 1, children are grouped into relevant groups based on their ability levels. - Individual plans/ individual activities are set up for those children who have fallen behind and need extra support, as well as for those children who are reading at or above levels, so they can be extended.
Ongoing throughout 2022	<ul style="list-style-type: none"> - Regular assessments (a mix of both formal and informal). - OTJ's and changes when and where necessary, to both reading levels as well as individual plans. - Meetings when necessary, between all teaching staff (including Teacher Aide when necessary). - Promote reading at home. - Close monitoring and daily reading in class by all children. 	<ul style="list-style-type: none"> - Teaching Principal (main classroom teacher). - Principal Release Teacher. - Teacher Aide (when working with individuals and groups in the class). 	<ul style="list-style-type: none"> - Using various forms of assessments, (including OTJ's), to continually stay in touch with how the child is doing, and ensuring they are continually moving forward from where they have come from. Changes to plans/strategies are to be made on an ongoing basis, and as needed. - Discussions (and possible strategies) between all staff who deal with this curriculum area. - Set reading as part of a homework task. - Promote and give regular opportunities for all children to be able to read in front of the class/to their peers, (with teacher support if needed).

Term 4, 2022	<ul style="list-style-type: none"> - Re test children using testing and assessments, (preferably the same as used in February, 2022) as well as OTJ, using this new data and analysing/ comparing it with data gained at the beginning of the year to see how/if positive change and movement has occurred. -Re-evaluate both programmes and strategies used in 2022, to ensure that they are appropriate to continue with in 2023. 	<ul style="list-style-type: none"> - Teaching Principal (main classroom teacher). - Principal Release Teacher. - Teacher Aide (when working with individuals and groups in the class). 	<ul style="list-style-type: none"> - Analyse data from Term 4, 2022 and compare it to data collected in Term 1, 2022. How does it compare and did the child show progressions? - Has the child increased in both their reading ability, as well as their confidence in this area? - Make any changes to put in place for 2023. - Discuss outcomes and OTJ's with all involved staff. - Get feedback from both the child and their parents. What worked and what didn't etc.
Monitoring	Reports to the BoT's at regular times during the year (at least once in Terms 1, 2, 3 and 4), in relation to progress to let them know how children are achieving in this curriculum area.		
Resourcing	To ensure that resources are plentiful, and are appropriate for use, and money is available in the budget to purchase any new resources, (not duplications) which will directly benefit children in this area during 2022. This could also include subscribing to e-Books (PM e-Collection as we have a credit with them), which can be used both at school and at home to increase levels.		





Whareorino School Curriculum Target for: **WRITING** in 2022



Strategic Aim:

All students to access the NZC as evidenced in achievement in relation to the New Zealand Curriculum Levels.

Annual Objective:

To raise the writing level of all children at Whareorino School in line with the NZ Curriculum Levels.

Baseline Data (Term 1, 2022):

Based on data collected and analysed in February, 2022, and which will also be ongoing throughout 2022, this target has been set to accelerate their levels to the expected year/age levels for this curriculum area.

Target Group: 5 out of the 6 children in the class are writing below the expected levels, (based on February, 2022 data and OTJ's):

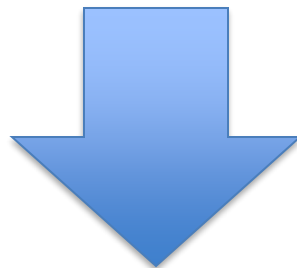
Description of the targeted children: Boys: 3 Girls: 2 Māori: 5

Specific Target for 2022:

Our Target: That by November, 2022, that we have accelerated/raised the writing levels of all targeted children (5) to at least their expected writing level, (if not beyond), based on their current year level.

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicator of Progress</u>
Term 1, 2022	- Test all children using a range of tests and benchmarks, as well as OTJ's and teacher peer assessment/moderation to determine current writing levels and abilities.	- Teaching Principal (main classroom teacher). - Principal Release Teacher (in collaboration with the Teaching Principal).	- Based on data and OTJ's gained during Term 1, children are grouped into relevant groups based on their ability levels. - Individual plans/ individual activities are set up for those children who have fallen behind and need extra support.
Ongoing throughout 2022	- Regular assessments (a mix of both formal and informal). This is to include teacher to teacher peer assessments, as well as regular weekly goal setting with each targeted child. - OTJ's and changes when and where necessary, to both writing levels as well as individual plans. - Meetings when necessary, between all teaching staff (including Teacher Aide when necessary). - Promote writing at home. - Close monitoring and daily writing tasks in class by all children. - To include regular writing sessions with all children, which focus on a range of writing genres.	- Teacher Aide (when working with individuals and groups in the class). - Other colleagues who have strengths in writing (to use as peer assessments).	- Using various forms of assessments, (including OTJ's), to continually stay in touch with how the child is doing, and ensuring they are continually moving forward from where they have come from. Changes to plans/strategies are to be made on an ongoing basis, and as needed. - Discussions (and possible strategies) between all staff who deal with this curriculum area. - Set daily writing tasks as part of normal class work. - Promote and give regular opportunities for all children to be able to read their writing in front of the class/to their peers, (with teacher support if needed). This can also be done via such avenues as assemblies and the newsletter. - Regular contact with peer colleague to get regular feedback on current programme and to see whether actual changes need/should be made to ensure that the child is able to continue to move forward/progress and get closer to the expected target.

	<ul style="list-style-type: none"> - To include regular weekly situations which allow children to share and celebrate their written work with others in the class, (also focussing on building confidence as well as skill). This can also be the same in sharing their work with parents, (such as in newsletters). -One finding from Term 1, from assessments and especially OTJ's, was that of attitude, which was quite negative to writing by most children. This is an area which definitely needs daily focus on, in order to turn around writing abilities. 		<ul style="list-style-type: none"> - Children's attitude is turning around and becoming more positive as their ability and confidence increases in this journey towards the target being achieved.
Term 4, 2022	<ul style="list-style-type: none"> - Re test/assess the children using testing and assessments, (preferably the same methods as used in Term 1, 2022) as well as OTJ, using this new data and analysing/ comparing it with data gained at the beginning of the year to see how/if positive change and movement has occurred. -Re-evaluate both programmes and strategies used in 2022, to ensure that they are appropriate to continue with in 2023. 	<ul style="list-style-type: none"> - Teaching Principal (main classroom teacher). - Principal Release Teacher (in collaboration with the Teaching Principal). - Teacher Aide (when working with individuals and groups in the class). - Other colleagues who have strengths in writing (to use as peer assessments/moderation). 	<ul style="list-style-type: none"> - Analyse data, OTJ's and assessments from Term 4, 2022 and compare it to data collected in Term 1, 2022. How does it compare and did the child show progressions? - Has each targeted child increased in both their writing ability, as well as their confidence in this area? - Make any changes to put in place for 2023. - Discuss outcomes and OTJ's with all involved staff and peer colleagues. - Get feedback from both the child and their parents. What worked and what didn't etc.
Monitoring	Reports to the BoT's at regular times during the year (at least once in Terms 1, 2, 3 and 4), in relation to progress to let them know how children are achieving in this curriculum area.		
Resourcing	To ensure that resources are plentiful, and are appropriate for use, and money is available in the budget to purchase any new resources, (not duplications) which will directly benefit children in this area during 2022. To contact other colleagues that I can discuss benchmarks and strategies with when assessing children's written work (using peer mediation/assessment), so next steps continue to be built upon strong writing foundations.		





Whareorino School Curriculum Target for: **MATHS** in 2022



Strategic Aim: All students to access the NZC as evidenced in achievement in relation to the New Zealand Curriculum Levels.	Annual Objective: To raise the mathematics level of all children at Whareorino School in line with the NZ Curriculum Levels.
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Baseline Data (February 2022): Based on data collected and analysed in February, 2022, and which will also be ongoing throughout 2022, this target has been set to accelerate their levels to the expected year/age levels for this curriculum area. Target Group: 4 out of the 6 children in the class are below the expected levels in Mathematics, (based on February, 2022 data and OTJ's): Description of the targeted children: Boys: 3 Girls: 1 Māori: 4
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Specific Target for 2022:
Our Target: That by November, 2022, that we have accelerated/raised the mathematics levels of all targeted children (4) to at least their expected achievement level, (if not beyond), based on their current year level. This is to include all strands, with a particular focus on the Number and Algebra Strand initially.

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicator of Progress</u>
Term 1, 2022	- Test all children using a range of standardised tests, assessments, as well as OTJ's.	- Teaching Principal (main classroom teacher). - Principal Release Teacher (in collaboration with the Teaching Principal).	- Based on data and OTJ's gained during Term 1, children are grouped into relevant groups based on their ability levels. - Individual plans/ individual activities are set up for those children who have fallen behind and need extra support.
Ongoing throughout 2022	- Regular assessments (a mix of standardised tests, and both formal and informal). - OTJs and changes when and where necessary, to both maths levels as well as individual plans. - To focus on all strands, but initially, with a focus on the Number and Algebra strand to ensure there is a strong foundation to build upon. - Meetings when necessary, between all teaching staff (including Teacher Aide, Principal Release when necessary). - Promote real life maths problems at home and outside of school, e.g., through homework tasks.	- Teacher Aide (when working with individuals and groups in the class).	- Using various forms of assessments, (including OTJ's), to continually stay in touch with how the child is doing, and ensuring they are continually moving forward from where they have come from. Changes to plans/strategies are to be made on an ongoing basis, and as needed. - Discussions (and possible strategies) between all staff who deal with this curriculum area. - Set daily maintenance tasks as part of normal class work. - Set regular checks on all targeted children. - Major emphasis on 'Basic Facts' and number knowledge.

	<ul style="list-style-type: none"> - Close monitoring and daily maths lessons and tasks in class by all children. - To include regular daily basic facts lessons with all children, to ensure that the 'basics' have a solid foundation to build other concepts/skills upon. 		<ul style="list-style-type: none"> - Include use of 'Mathletics' or similar online programme for extra focus, (especially with the older targeted children).
Term 4, 2022	<ul style="list-style-type: none"> - Re test/assess the children using testing and assessments, (preferably the same methods as used in Term 1, 2022) as well as OTJ's, using this new data and analysing/ comparing it with data gained at the beginning of the year to see how/if positive change and movement has occurred. -Re-evaluate both programmes and strategies used in 2022, to ensure that they are appropriate to continue with in 2023. 	<ul style="list-style-type: none"> - Teaching Principal (main classroom teacher). - Principal Release Teacher (in collaboration with the Teaching Principal). - Teacher Aide (when working with individuals and groups in the class). 	<ul style="list-style-type: none"> - Analyse data, OTJ's and assessments from Term 4, 2022 and compare it to data collected in Term 1, 2022. How does it compare and did the child show progressions? - Has each targeted child increased in both their mathematical ability? - Make any changes to put in place for 2023. - Discuss outcomes and OTJ's with all involved staff. - Get feedback from both the child and their parents. What worked and what didn't etc.
Monitoring	Reports to the BoT's at regular times during the year (at least once in Terms 1, 2, 3 and 4), in relation to progress to let them know how children are achieving in this curriculum area.		
Resourcing	To ensure that resources are plentiful, and are appropriate for use, and money is available in the budget to purchase any new resources, (not duplications) which will directly benefit children in this area during 2022.		