

Teaching and learning programme development and/or focus

- *Create safe, positive learning opportunities - maintain positive, supportive, effective relationships.
- *Encouraging thinking about learning - students encouraged to be reflective about their own learning.
- *Ensuring children know 'what' and 'why' they are learning - quality engagement.
- *Encouraging talking about learning - teachers give specific, effective and connecting to prior learning & experiences - teachers knowing their students learning needs and styles
- *Providing sufficient opportunities to learn - time to practise new learning / focus on less but in greater depth;.
- *Scaffolding students learning, using group teaching using a variety of appropriate tools, professional judgement to monitor learning and inform teaching practice.

MAORI ACHIEVEMENT TARGET 2011

Maori Achievement target Group.
Reading :To raise student achievement in Reading for all Maori students so they will progress to achieve at , or above the Reading National Standards

Links to Strategic Planning
Waterview Primary students will progress to achieve at ,or above the National Standards in Reading and Writing .

Staff and personal professional development (as per Staff Development Plan)

KA HIKITIA focus

Introduction of the document

Links between KA HIKITIA (Pg.19/20) & N.Z.C (pgs 34/35)

- Working with Maori community - communication/ relationships "AKO" student achievement.
- Teaching practice is based on specific achievement evidence.
- Teachers involved individually/collaboratively in analysing achievement data setting targets related to children & their learning.
Professional discussions of 'Best Practice' & what it looks like
Opportunities to observe or demonstrate 'Best Practice'
Modelling for & by literacy leaders with feedback / goal setting.
- Staff/Syndicate reviewing achievement of Maori students
- Professional readings
- Formal/informal dialogue with colleagues

Baseline Data

Reading March 2011
Yr 4-6 e-asTTle Reading
Yr 1-3 Running Records
See separate sheet

Ongoing/Comparative Assessment

- *Running records
- *e-asTTle Reading Yrs 4-6
- *STAR (Yrs3-6)
- *Teacher observations & feed-back
- *Moderating sessions.

Review

- *Senior Leadership
- *Syndicate meetings
- *WASIP committee
- *Classroom teacher
- *Consultation with teachers
- *P.S.P.C.L strategies.

Reporting

Termly staff/ syndicate meetings.
Learning Community sessions
Achievement statement & curriculum reports to the Board
Termly moderating sessions
Student/Parent/Teacher interviews.
Planning evaluations

Resourcing

Budget for:
Parent meetings
Funding for Reading Together
Teacher release
Resources

Community Involvement

Student/Parent/teacher conferences
Dialogue with parents/caregivers
Newsletters
Reading Together Programme
Sports/School/trips/discos
Duffy Books in Homes programme
Consultation with Maori students

Target Students

See attached sheets.