

Upper Hutt School

Our guiding whakatauki	Kia tupu ai ēnei kākano hei rakau nui * May these tender seedlings grow into mighty trees		
Our vision	Every Learner Deserves A Positive Future		
Our values	P.R.I.D.E Partnership-Whakawhanaungatanga * Respect-Whakaute * Integrity-Tika * Determination-Manawanui * Empathy-Aroha		
Our principles	C.A.R Curious * Adaptable * Resilient		
Our goals	Strategic Goal #1 Our children are actively engaged in, and connected to their learning (and its purpose)	Strategic Goal #2 Our staff support and empower each other to create relevant, purposeful learning environments	Strategic Goal #3 Our community builds partnerships that nurture learning inside and outside the school gate
Our initiatives	1.1 Create a framework that ensures children are an active part of designing their learning 1.2 Create an environment which helps children to be confident in their culture and identity 1.3 Support and encourage children to drive their P.R.I.D.E. C.A.R.	2.1 Design personalised professional learning pathways to nurture and develop staff capability 2.2. Develop a learning framework & progression that ensure learning programmes have purpose, relevance, choice and flexibility 2. 3 Nurture and foster staff wellbeing	3.1 Community to be engaged IN the school to support children's learning focused on sustainability 3.2 School to be engaged OUT in the community to support children's learning and 'give' to the community 3.3 Empowering parents to be engaged, connected and informed about their child's learning
NELP <i>National Education & Learning Priorities</i>	Learners at the center Barrier Free Access	Quality teaching and leadership Future of learning and work	World class inclusive public education Learners at the center (whanau)
Our success	Our children are confident and connected learners who co-design learning based on interest, purpose and relevance	Our staff are highly skilled and motivated experts who continually explore innovative and collaborative ways to teach and engage children	Our whānau and community are valued as an essential part of helping children thrive <i>'It takes a whole village to raise children'</i>
Our commitment	Our kura both honors and commits to Te Tiriti o Waitangi We will recognise and value our unique national identity		

Our Three Year Overview: 2021 - 2023

Our goals	Our Initiatives	2021 Outcomes	2022 Outcomes	2023 Outcomes	Measured by:	Our success
<p>Strategic Goal 1 Our children are actively engaged in, and connected to their learning (and its purpose)</p>	<p>1.1 Create a framework that ensures children are an active part of designing their learning</p> <p>1.2 Create an environment which helps children to be confident in their culture and identity</p> <p>1.3 Support and encourage children to drive their P.R.I.D.E C.A.R</p>	<p>Children develop 'expert learner' UDL skills and strategies</p> <p>Every child engages in weekly te reo (including Kura Ahurea), can say their mihi</p> <p>Every child will co-assess their PRIDE CAR skills four times a year and engage in a weekly social skills programme</p>	<p>Children regularly share their feedback about teaching and learning and can see changes being made as a result</p> <p>Every learner engages in weekly te reo and te aō māori and can share their pepeha</p> <p>Learners will engage in weekly P.R.I.D.E. C.A.R. social & emotional programmes and share their learning</p>	<p>Children have multiple opportunities to co design learning programmes</p> <p>Increasing competence across the kura with te reo use. It can be heard regularly</p> <p>Increasing 'kite' of tools used by learners to help regulate their social and emotional wellbeing</p>	<p><i>**Learning maps (Time 1 & 2) and UDL P.R.I.D.E C.A.R Sheet show an increase in the child/ classes knowledge of what expert learners do</i></p> <p><i>Increase in the number of chn who can say their mihi. Increase in the % of chn achieving te reo objectives</i></p> <p><i>Every child will show ways they have developed P.R.I.D.E C.A.R skills across the year</i></p>	<p><i>Our children are confident and connected learners who co-design learning based on interest, purpose and relevance</i></p>
<p>Strategic Goal 2 Our staff support and empower each other to create relevant, purposeful learning environments</p>	<p>2.1 Design personalised professional learning pathways (PLP) to nurture and develop staff capability.</p> <p>2.2. Develop a learning framework & progression that ensures learning programmes have purpose, relevance, choice & flexibility</p> <p>2. 3 Nurture and foster staff wellbeing</p>	<p>Staff show evidence of their increase in UDL teaching practice/ indicators (UDL swimming)</p> <p>Every teacher will use spotlight to set and measure goals for literacy, numeracy and PRIDE CAR</p> <p>Leaders actively adapt and refine school systems and processes with staff wellbeing in mind. Staff are active with their own wellbeing</p>	<p>PLP's are through a UDL lens and consist of regular observations, feedback and explicit changes to teaching practices</p> <p>Staff explore and develop 'hybrid' teaching and learning to meet the needs of all learners</p> <p>Staff are active with their own wellbeing and are supported by school to explore wellbeing strategies and access support when needed</p>	<p>Strong culture of professional growth across staff with ongoing inquiry</p> <p>Hybrid learning is embedded across the kura</p> <p>Staff have the tools to actively manage their wellbeing, supported by leaders and school systems that focus on wellbeing</p>	<p><i>Every teacher can demonstrate an increase in the number of UDL indicators in their teaching practice (P.R.I.D.E C.A.R SHEET)</i></p> <p><i>Staff individually and the school collectively identify hybrid changes made in 2022</i></p> <p><i>Teacher wellbeing survey shows an increase in wellness from previous year (during the third pandemic year)</i></p>	<p><i>Our staff are highly skilled and motivated experts who continually explore innovative and collaborative ways to teach and engage children</i></p>
<p>Strategic Goal 3 Our community builds partnerships that nurture learning inside and outside the school gate</p>	<p>3.1 Community to be engaged IN the school to support children's learning <u>focused on sustainability</u></p> <p>3.2 School to be engaged OUT in the community to support children's learning and 'give' to the Community</p> <p>3.3 Empowering parents to be engaged, connected and informed about their child's learning</p>	<p>Increase in the number of UHS 'Village People' who come into school and support learners</p> <p>School groups actively engage in a P.R.I.D.E project that 'gives' to the community</p> <p>Implement the UHS Comms plan/ strategy</p>	<p>Village people are part of supporting learners and adapt to pandemic levels/ requirements</p> <p>Each Team identifies one P.R.I.D.E Project that 'gives' to the community & demonstrates a sense of citizenship</p> <p>Further explore and develop ways to keep whānau 'connected' and 'informed' through third year of the pandemic</p>	<p>Increase in the number of UHS 'Village People' who come into school/ coach/ mentor from a distance and support learners</p> <p>One Team and one school wide PRIDE project each year</p> <p>Continually refine and streamline comms plan to adapt to the community</p>	<p><i>Year on year increase in the number of people from our community who participate in children's learning</i> <i>* 2022 - 5 * 2023 - 10</i></p> <p><i>Year on year increase in P.R.I.D.E. Projects (real world) completed out in the community</i> <i>*2022 - 3 *2023- 4</i></p> <p><i>% Increase (through survey) of parents who know what their children are learning, happy with comms & have had an opportunity to feedback about what learning is important * 2022-70% * 2023 -80%</i></p>	<p><i>Our whānau and community are valued as an essential part of helping children thrive.</i></p> <p><i>'It takes a whole village to raise children'</i></p>

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Every Learner Deserves A Positive Future Curious * Adaptable * Resilient

Partnership-Whakakotahitanga * Respect-Manaakitanga * Integrity-Ngākau Whakaponu * Determination-Manawanui * Empathy-Aroha

Strategic Goal # 1 **Our children** are actively engaged in, and connected to their learning (and its purpose).

3 year success metric:

1.1 UDL capability matrix

★ **Every teacher shows a growth in knowledge and practice (through the UDL P.R.I.D.E C.A.R sheet)**

1.2 Children are confident in their culture and identity

★ **90 % of children, when they leave UHS will know their mihi and achieve māori objectives *2022 -70% * 2023 -80% *2024 -90%**

1.3 Children have a range of strategies that enable them to drive their P.R.I.D.E. C.A.R.

★ **Year on year increase in the number of children demonstrating progressive levels of P.R.I.D.E. C.A.R skills/ strategies * 2022-60% *2023-70% *2024-80%**

Initiative	Key actions	Who	Outcomes
<p>1.1</p> <p>Create a framework that ensures children are an active part of designing their learning</p> <p><i>Children regularly share their feedback about teaching and learning and can see changes being made as a result</i></p>	<p>Identified target child/ ren will complete a full learning map in Term One and end of Term Three. These will be shared with whānau. Modify prompts to target expert learner skills and strategies</p> <p>Children will learn about the UDL PRIDE CAR poster and how it helps them as a learner.</p> <p>They will be regularly asked for feedback about some of their learning by the teacher.</p> <p>The children will SEE/ HEAR the changes that have been made to teaching and learning programmes as a result of that feedback</p> <p>When the teacher is being observed - the observation will always include questions to the students about their learning</p> <p>Chn will have the opportunity to be involved in tuakana teina - to learn with and from each other</p> <p>Develop PRIDE TV as a vehicle to drive the UDL student knowledge</p>	<p>Classroom teachers</p> <p>Classroom teachers/ LEAD teachers/ children</p> <p>Children</p> <p>Children</p> <p>Children</p> <p>Children</p> <p>PRIDE TV children/ Teacher(s)</p>	<p>1-2 target children will have a completed Learning Map and revisited it in Term Three.</p> <p>Leader and key UDL teachers will model use of this sheet across the school. All teachers will trial using it in Term 2 & 3. All observations will include the shet for prompts</p> <p>Children can articulate what gets in the way of their learning. They would know about the 3 principles.</p> <p>Children will be able to articulate their learning (what, how, why) at age appropriate levels</p> <p>PRIDE TV UDL segments created</p>
<p>1.2</p> <p>Create an environment which helps children to be confident in their culture and identity</p> <p><i>Every learner engages in weekly te reo and te aō māori and can share their pepeha</i></p>	<ul style="list-style-type: none"> Develop a UHS pepeha progression from Year 1 - Year 6 Develop a progression/ programme for Kura Ahurea Level 1 & 2 <ul style="list-style-type: none"> (create a Kura Ahura team - 1 teacher from every hub to drive this) Student leadership group to develop visual location posters Further develop kiwaha video/ resources Release/ time to create the programmes and resources Run a te reo/ te ao māori extension group which explores and develops an Atua Cultural Self Regulation framework Explore applying for Level 4b (MoE) students learn at least 3 hours a week Term 3 & 4 start reporting to parents their child's te reo and tikanga goals and progress. Explore the use of the Taku Reo assessment to identify te reo progress across the school 	<p>1.2 Cultural Leader/ MAC facilitator</p> <p>Kura Ahurea Team</p> <p>Lead Teacher, all teachers</p> <p>Parent artist/ Lead Teacher/ Leader</p> <p>All teachers</p>	<p>Karakia before morning tea and lunch</p> <p>Implementation of the Kura Ahurea programme at Upper Hutt School in every class</p> <p>Every child and staff member has an opportunity to regularly share their mihi in 2020</p> <p>Regular resources created to strengthen staff and student skills and expertise</p> <p>Pasifika waiata/ dance part of Kapa routine</p> <p>Planning developed for a noho or visit in 2021 or 2022</p>

	<ul style="list-style-type: none"> • Design and create pou for the entrance of our Kura • All teachers to participate in a te reo course <ul style="list-style-type: none"> ○ Confirm what we will see and hear around the school ○ Te reo will be a part of their professional growth for 2022 • Run 2-3 whanau hui <ul style="list-style-type: none"> ○ Help whanau connect ○ Get direction and priorities from whanau ○ Get interest from whanau about a Whanau proficiency plan (support from Kim) 	MAC facilitator, BoT, Leaders, Cultural leader	
<p>1.3</p> <p>Support and encourage children to drive their P.R.I.D.E CAR</p> <p><i>Learners will engage in weekly P.R.I.D.E. C.A.R. social & emotional programmes and share their learning</i></p>	<p>Develop a P.R.I.D.E C.A.R. social and emotional skills programme that covers six stages of learning across a child's time at UHS. It will contain goals and links to resources</p> <p>Further develop and grow the use of Te Wahi Whakamana teacher/ space. Teachers will work with one Hub each term and with them, develop a three day programme of support for the tamariki and kaiako both in class and in Te Wahi Whakamana based on the P.R.I.D.E. C.A.R. programme. Further develop/ trial a PRIDE PASSPORT scrapbook idea where children evaluate/ show their PRIDE CAR learning</p> <p>Staff participate in an UBRS course (Understanding behavior and responding safely). This will further develop a kite of tools for teachers to support every child in both socially and emotionally responsive ways.</p> <p>Explore and do a small trial of the Te Ara Whakamana programme (Mana Enhancement) - Culturally based programme</p> <p>Develop and Trail the 'Dove self esteem/ confidence' programme for a group of children that identify as female (identified need within the school)</p>	<p>SENCO/ LSCo/ Te Wahi Whakamana Teacher</p> <p>Te Wahi Whakamana Teacher</p> <p>Educational Psychologist/ SENCO</p> <p>SENCO/ LSCo/ DP</p> <p>LSCo</p>	<p>Every class teacher commits to at least 1x30 minute session weekly</p> <p>Programme and 'one stop shop' created and maintained providing resources to support the teaching of PRIDE CAR</p> <p>Children will 'show' how they demonstrate P.R.I.D.E. C.A.R (online and paper)</p> <p>All staff complete UBRS training</p> <p>Case study of trial with small group/ one child</p> <p>Feedback from participants and whanau who were part of the programme</p>

Strategic Goal #2 Our staff are highly skilled and motivated experts who continually explore innovative and collaborative ways to teach and engage children

3 year success metric:

2.1 All staff show evidence of their personalised learning pathway and show how they have grown in capability

★ **All staff share their PLP that demonstrates their growth and the impact for learners**

2.2 Learning programmes are co-designed and relevant, purposeful and engaging for all

★ **Chn are engaged in hybrid learning**

2.3 Staff are empowered, feeling positive and flourishing in their mahi

★ **Teacher wellbeing survey shows an increase or sustained wellness from year to year**

Initiative	Key actions	Who	Outcomes
<p>2.1</p> <p>Develop personalised professional learning pathways (PLP) to nurture and develop staff capability.</p> <p><i>PLP's are through a UDL lens and consist of regular observations, feedback and explicit changes to teaching practices</i></p>	<p>Develop a 'UHS dyslexia pathway ' (under the UDL umbrella). This will identify checkpoints for every learner and clear steps/ support and programmes for the child and the teacher</p> <p>Teachers will learn about and regularly use the UDL PRIDE CAR sheet to actively seek feedback from children. As a result of that feedback teachers will SHOW how they have made changes to teaching and learning</p> <p>Teachers will engage in a PLP as part of their professional growth that will show UDL growth and changes in their teaching practices and the impact it has had for their learners</p> <p>Further develop/ progress a 'UDL expert group' across senior and middle hubs</p> <p>Staff will engage in professional learning about UDL and oral language as a foundation for learning</p>	<p>SENCO/ LSC</p> <p>Teachers/ UDL Leaders/ Key teachers</p> <p>Teachers/ 2.1 Leader</p> <p>2.1 Leader</p> <p>Literacy specialists across school</p>	<p>A clear teaching, learning and support programme for every child who shows dyslexic tendencies at UHS. It has clear expectations and support for teachers</p> <p>Baseline self or co assessment of UDL PRIDE CAR sheet and time two self/ c assessment end of Term 3 shows progres. Teachers review/ analyse child voice/ feedback and can identify actions points (as a result of children's voice) that will inform the next lesson/ terms teaching and learning.</p> <p>Every staff member engages in a robust PLP TAI framework Evidence of their developing capability will include:</p> <ul style="list-style-type: none"> • POP • Observations of practice (including video) • Regular coaching check in's / sessions • Teacher learning maps/ UDL prompt sheet • Student achievement data • Action plan • The language of <i>from and to</i> will be a measure throughout this process in line with demonstrating evidence in staff capability <p>UDL expert group supports and challenges the teacher in the class and helps teach children about UDL</p> <p>Increased knowledge of UDL and</p>
<p>2.2</p> <p>Develop a learning framework & progression that ensure learning programmes have purpose, some choice and flexibility</p>	<p>Through a UDL lens teachers will engage in professional learning about Hybrid Teaching & Learning, exploring and developing:</p> <ul style="list-style-type: none"> • Teaching in teams/ collaboration • Cross curricular approaches/ learning context and context • Teacher recorded lessons/ digital tools 	<p>2.2 Leader/ Teachers</p>	<p>Using a hybrid approach to enable participation of staff and students in the teaching and learning process regardless of location, and the ability for them to move seamlessly between in-person and remote modes as required.</p> <p>Teachers can show evidence of explicit hybrid teaching changes/ adaptations</p>

<p><i>Staff explore and develop 'hybrid' teaching and learning to meet the needs of all learners</i></p>	<ul style="list-style-type: none"> • Emphasis on expert learner & agency • Assessment for learning/ feedback and monitoring 		
<p>2.3 Nurture and foster staff well being</p> <p><i>Leaders actively adapt and refine school systems and processes with staff wellbeing in mind. Staff are active with their own wellbeing</i></p>	<p>Leaders will continue to lead with staff wellbeing at the forefront of all we do.</p> <p>We will articulate this with our staff - so they KNOW we are thinking about them through our systems and processes and actively seeking feedback</p> <p>We know our staff well and are responsive to their needs in a timely manner. EAP is used by staff when needed and wellbeing sessions offered when a need is identified</p>	<p>Senior Leaders</p> <p>Senior Leaders</p> <p>Senior Staff</p>	<p>Hauora Survey conducted in Term 1 and Term 3 to inform the progress of staff well being at UHS</p> <p>Develop a check in system throughout the year to get a measure of wellbeing at any given time .</p>

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Strategic Goal #3 **Our school community** builds partnerships that nurture learning inside and outside the school gate

3 year success metric:

3.1 Members of the community **IN** the school supporting 'real world' learning focused on sustainability

★ **Year on year increase in the number of people from our community who support children's P.R.I.D.E C.A.R learning * 2022 -5 * 2023- 10**

3.2 P.R.I.D.E. Projects that make a meaningful contribution to the community

★ **Year on year increase in P.R.I.D.E. Projects (real world) completed out in the community *2023 - 3 *2024 -4**

3.3 Empowered parents who are engaged and informed about their child's learning

★ **% Increase (through survey) of parents who know what their children are learning, happy with comms & have had an opportunity to feedback about what learning is important * 2022-70% * 2023 -80%**

Initiative	Key actions	Who	Outcomes
<p>3.1 Community to be engaged IN the school to support children's learning</p> <p><i>Village people are part of supporting learners and adapt to pandemic levels/ requirements</i></p>	<p>Find ways to bring outside community into school this year within the CPF guidelines (pandemic)</p> <ul style="list-style-type: none"> Code of conduct for any village people working in school Set up time frame/ timetable Talk with chn about expectations and how to care for and look after our village people Create a roster/ timetable based on sports/ interests/ passions Could be used for 'Round the World' at UHS PRIDE Clubs 	3.1 Leader	<p>A range of people working inside our kura supporting students in a range of way</p> <p>Code of conduct clear for all</p>
<p>3.2 School to be engaged OUT in the community to support children's learning and 'give to' the community</p> <p><i>Each Hub identifies one P.R.I.D.E Project that 'gives' to the community & demonstrates a sense of citizenship</i></p>	<ul style="list-style-type: none"> Identify areas/ local issues in the community that could become a PRIDE project for children/ community members to work collaboratively on Identify groups currently in UH and how the school could connect with them to help chn have a positive future Establish a plan for PRIDE projects and how they will run (Monitor, Evaluate, Review, Reset) 	Hub Leaders	PRIDE Project identified and implemented by each hub as part of their learning focus
<p>3.3 Empowering parents to be engaged, connected and informed about their child's learning.</p> <p><i>Further explore and develop ways to keep whānau</i></p>	<ul style="list-style-type: none"> Refine the Comms Plan that ensure parents are informed of how they can best access info and what the school does to provide info to them Send home key info about comms plan for all parents regularly and to all new parents Design ways for families to be connected to the school and each other Develop ways for parents to have voice and input into learning themes for this year. 	<p>3.1 Leader</p> <p>Leaders</p> <p>3.1 Leader/ Fundraising Team</p>	<p>Refined comms plan</p> <p>Decrease in the number of times parents contact us not knowing information</p> <p>Projects/ opportunities even through covid</p>

'connected' and 'informed' through third year of the pandemic	Found out from the community what is important within the learning contexts <ul style="list-style-type: none"> Development of a cultural, inclusive entrance to our school 	Leaders/ Teachers POU Team	Trial ways parents can input into learning content POU entrance project completed
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2022 Annual Targets

Accelerate the progress of the Year 6 māori students who are working towards expectation in Math.

<p>2021 Baseline Data - Year 6 Māori Math Data</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year 5 Maori Students-Maths</th> <th></th> <th>WB %</th> <th></th> <th>Bel %</th> <th></th> <th>At %</th> <th></th> <th>Ab %</th> <th>At/Ab %</th> </tr> </thead> <tbody> <tr> <td>2021 M</td> <td>1</td> <td>13</td> <td>4</td> <td>50</td> <td>0</td> <td>0</td> <td>3</td> <td>38</td> <td>38</td> </tr> <tr> <td>2021 F</td> <td>4</td> <td>57</td> <td>3</td> <td>43</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>5</td> <td>33</td> <td>7</td> <td>47</td> <td>0</td> <td>0</td> <td>3</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	Year 5 Maori Students-Maths		WB %		Bel %		At %		Ab %	At/Ab %	2021 M	1	13	4	50	0	0	3	38	38	2021 F	4	57	3	43	0	0	0	0	0	Total	5	33	7	47	0	0	3	20	20	<p>Math - what actions will achieve this goal:</p> <ul style="list-style-type: none"> Hands on resources/ equipment and tools for all levels Quality practice of new learning Collaborative learning - Trial a DMIC/ Oral language approach/ Collaborative Friday approach ALL/ ALiM strategies 	<p>Measured by:</p> <p>PATM score comparison 2021 to End of Term 3, 2022. comparison Formative data through action plans Progress in 2022 looks different from 2021 *DMIC-dispositions measurements</p>
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Accelerate the progress of the 2022 Year 6 cohort so that they are meeting the expectation for Writing by the end of the year

<p>2021 Baseline Data - Year 6 writing cohort data over the last 6 years</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2017 cohort(M & F)</th> <th>Year 1 (2017)</th> <th>Year 2 (2018)</th> <th>Year 3 (2019)</th> <th>Year 4 (2020)</th> <th>Year 5 (2021)</th> <th>Year 6 (2022)</th> </tr> </thead> <tbody> <tr> <td>% at and above</td> <td>71% (42/63)</td> <td>83% (50/60)</td> <td>70% (35/50)</td> <td>69% (38/55)</td> <td>54% (33/61)</td> <td>-</td> </tr> </tbody> </table>	2017 cohort(M & F)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)	Year 6 (2022)	% at and above	71% (42/63)	83% (50/60)	70% (35/50)	69% (38/55)	54% (33/61)	-	<p>Writing - what actions will achieve this goal?</p> <ul style="list-style-type: none"> Focus on oral language Exemplars Deconstruction Moderation Chn being expert learners Identify priority / target learners ALL/ ALiM strategies 	<p>Measured by:</p> <p>Curriculum level judgment (CLJ's) Moderation of writing CLJ writing level, Stipulate rate of progress. One focus will need to be oral language/ language</p>
2017 cohort(M & F)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)	Year 6 (2022)										
% at and above	71% (42/63)	83% (50/60)	70% (35/50)	69% (38/55)	54% (33/61)	-										

To increase the % of the current Year 4 cohort (2021 Year 3 64% - 30/47) achieving expectation in Reading (this cohort are tracking considerably lower than previous cohorts)

<p>2021 Baseline Data - Year 3 Data</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th></th> <th>WB</th> <th></th> <th>Bel</th> <th></th> <th>At</th> <th></th> <th>Ab</th> <th>At/Ab</th> </tr> </thead> <tbody> <tr> <td>2021 Male</td> <td>1</td> <td>5%</td> <td>6</td> <td>32%</td> <td>10</td> <td>53%</td> <td>2</td> <td>11%</td> <td>63%</td> </tr> <tr> <td>2021 Female</td> <td>2</td> <td>7%</td> <td>8</td> <td>29%</td> <td>16</td> <td>57%</td> <td>2</td> <td>7%</td> <td>64%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <thead> <tr> <th>2016 cohort</th> <th>Year 1 (2016)</th> <th>Year 2 (2017)</th> <th>Year 3 (2018)</th> <th>Year 4 (2019)</th> <th>Year 5 (2020)</th> <th>Year 6 (2021)</th> </tr> </thead> <tbody> <tr> <td>% at and above</td> <td>52% (26/50)</td> <td>76% (41/54)</td> <td>89% (38/44)</td> <td>81% (47/58)</td> <td>81% (48/59)</td> <td>81% (49/61)</td> </tr> <tr> <td>2017 cohort <th>Year 1 (2017)</th> <th>Year 2 (2018)</th> <th>Year 3 (2019)</th> <th>Year 4 (2020)</th> <th>Year 5 (2021)</th> <th>Year 6 (2022)</th> </td></tr> <tr> <td>% at and above</td> <td>44% (28/63)</td> <td>82% (49/60)</td> <td>84% (42/50)</td> <td>84% (48/55)</td> <td>72% (44/61)</td> <td>-</td> </tr> <tr> <td>2018 cohort <th>Year 1 (2018)</th> <th>Year 2 (2019)</th> <th>Year 3 (2020)</th> <th>Year 4 (2021)</th> <th>Year 5 (2022)</th> <th>Year 6 (2023)</th> </td></tr> <tr> <td>% at and above</td> <td>40% (22/55)</td> <td>74% (39/53)</td> <td>88% (43/49)</td> <td>84% (48/57)</td> <td>-</td> <td>-</td> </tr> <tr> <td>2019 cohort <th>Year 1 (2019)</th> <th>Year 2 (2020)</th> <th>Year 3 (2021)</th> <th>Year 4 (2022)</th> <th>Year 5 (2023)</th> <th>Year 6 (2024)</th> </td></tr> <tr> <td>% at and above</td> <td>39% (22/56)</td> <td>55% (33/60)</td> <td>64% (30/47)</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>			WB		Bel		At		Ab	At/Ab	2021 Male	1	5%	6	32%	10	53%	2	11%	63%	2021 Female	2	7%	8	29%	16	57%	2	7%	64%	2016 cohort	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)	Year 6 (2021)	% at and above	52% (26/50)	76% (41/54)	89% (38/44)	81% (47/58)	81% (48/59)	81% (49/61)	2017 cohort <th>Year 1 (2017)</th> <th>Year 2 (2018)</th> <th>Year 3 (2019)</th> <th>Year 4 (2020)</th> <th>Year 5 (2021)</th> <th>Year 6 (2022)</th>	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)	Year 6 (2022)	% at and above	44% (28/63)	82% (49/60)	84% (42/50)	84% (48/55)	72% (44/61)	-	2018 cohort <th>Year 1 (2018)</th> <th>Year 2 (2019)</th> <th>Year 3 (2020)</th> <th>Year 4 (2021)</th> <th>Year 5 (2022)</th> <th>Year 6 (2023)</th>	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)	Year 4 (2021)	Year 5 (2022)	Year 6 (2023)	% at and above	40% (22/55)	74% (39/53)	88% (43/49)	84% (48/57)	-	-	2019 cohort <th>Year 1 (2019)</th> <th>Year 2 (2020)</th> <th>Year 3 (2021)</th> <th>Year 4 (2022)</th> <th>Year 5 (2023)</th> <th>Year 6 (2024)</th>	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	Year 6 (2024)	% at and above	39% (22/56)	55% (33/60)	64% (30/47)	-	-	-	<p>Reading - what actions will achieve this goal:</p> <ul style="list-style-type: none"> Review assessment tools regarding comprehension. Investigate current supports for dyslexia/dyslexia type reading behaviour and design a clear plan of tools/ resources/ supports. PD for teachers new to year 4 reading range. Connect Year 3 and 4 teachers to review movement through school. Development of oral language and words and vocab High engagement-choice of material 	<p>Measured by:</p> <p>Curriculum level judgment (CLJ's) RR Wedge graphs Evidence supporting Spotlight comp goals.</p>
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| | <ul style="list-style-type: none">• Relevant and purposeful follow up-UDL thinking(choice etc) | |
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