



# Frankley School

2021-2023

*At the forefront of our learning and teaching is our Frankley School Vision, Guiding Principles and Capabilities:*

*Raising Student Achievement Through Targeted Actions - ERO December 2015, was a key document used to create targets and actions.*

***With ERO's definition of acceleration in mind:***

*For students in Years 1 to 8 and from Year 9 onwards, learning is accelerated when a student makes more than one year's progress over a year:*

- *according to their individual learning needs*
- *in relation to the levels of The New Zealand Curriculum or Te Marautanga o Aotearoa*
- *at a rate that ensures them equitable learning success over time*
- *as part of a meaningful pathway to further education, training and employment*

## TARGET ONE FOR RAISING STUDENT ACHIEVEMENT - 2021

<p>Strategic Goal Two:</p> <p><b>Te Ako Learning to Learn</b></p>	<p><i>All students are supported to achieve success in their learning through a balanced curriculum that reflects our Vision. Programmes reflect government priorities</i></p>			
<p><b>Annual Goal</b></p> <p><b>Annual Target 2</b></p>	<p><b>Improve Student Capability in Agency</b></p> <p><i>To achieve equity and excellence by accelerating progress in the Frankley School Agency Capability for 36 learners, including Māori, across Year 1 to 6.</i></p> <p><i>To enhance the children's agency where they can articulate their goals, challenges and successes in relation to: Be Courageous, Be Determined, Be Reflective, Be Responsible, Be Proactive</i></p> <p><b>Success Indicators</b></p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> <li>Track, monitor and <i>accelerate</i> the progress of the following priority group as identified in the 2020 end-of-year Agency rubric baseline data: These learners will be Year 1 to 6 in 2021. This cohort includes 9 Māori students, 13 girls and 23 boys.</li> </ol>			
<p><b>Current Situation</b></p>	<p><a href="#">Baseline Data</a></p>			
<p><b>Key Tasks</b></p>	<p><b>Responsibilities</b></p>	<p><b>Timeframe</b></p>	<p><b>Resources</b></p>	<p><b>Monitoring</b></p>
<p>2020 data for Agency Capability to be analysed with teaching staff and target students identified</p>	<p>Leadership</p>	<p>TOD-2 Feb</p>	<p>eTap</p>	<p><b>June:</b></p> <p><b>November:</b></p>
<p>Develop an Agency rubric and identify: What are the 5 B's?</p> <p>How will we introduce the 5 B's?</p> <p>What does the Agency capability</p>	<p>Leadership</p>	<p>TOD - 2 Feb</p>	<p>Google form</p>	<p><b>June:</b></p> <p><b>November:</b></p>

mean for our programmes?  Here's the data we have, how are we catering for them				
Implement <a href="#">2/10 programme</a> across school with Agency targets	Sarah Morris	Term 1-4	TOD Mahi Tahi sharing	<b>June:</b>  <b>November:</b>
Identify any student whose attendance is below 90% and make a plan with whānau to lift this	Sarah Morris Hub teachers	Term 1	STIN time	<b>June:</b>  <b>November:</b>
Collaborative planning and monitoring set up for target students <i>Team process for accelerating progress</i> <ol style="list-style-type: none"> <li>1. Agree what progress looks like</li> <li>2. Data check points and assessment to be added</li> <li>3. Identify what impact increased agency will have on achievement across the curriculum -e.g Literacy/Numeracy data expectations</li> </ol>	Bonnie Mills Hayley Ford	Term 1	Baseline Data Template for recording Bek Galloway	<b>June:</b>  <b>November:</b>
Information evening with whānau to introduce Vision and Agency Capability	Sarah Morris	March 18	Bek Galloway	<b>June:</b>  <b>November:</b>

Identify with students why they have been selected and where they need to get to and celebrations for success.	Hub teachers	Term 1 and ongoing	Agency rubric/gage	<b>June:</b> .  <b>November:</b>
<i>Hub teachers working to create a plan to further develop learning partnerships.</i> Student and whānau voice will be gathered on how to improve Agency	Merryl McAllister Bonnie Mills	Term 1	Survey	<b>June:</b>  <b>November:</b>
Shared ideas for developing agency across the curriculum	Leadership team	2 Teacher Only Days across the year and 2 visits during term2 and 3	Bek Galloway	<b>June:</b>  <b>November:</b>
Create non-negotiable practices for Agency across the hubs to support consistency	Leadership Team	Ongoing: supported by appraisal	Teaching Staff Bek Galloway	<b>June:</b>  <b>November:</b>
Progress reported to the BOT meetings (x2) and leadership team to discuss priority and target students during Tuesday meetings	Leadership	TBC	eTap	<b>June:</b>  <b>November:</b>
Beginning of year Hub Analysis completed and updates termly(includes data analysis)	Principal, Hub Teachers	Term 1 - ongoing	Hub analysis Template	<b>June:</b>  <b>November:</b>
Reflect with teachers: “Why would I want to be in your hub?”	Leadership	Term 1 - ongoing	David Galbraith Leadership Collaborative Agreement	<b>June:</b>  <b>November:</b>
Inform parents of child’s Agency Progress and how they can help at home	Principal, Hub Teachers	Written term 2, 4 Ongoing	Parent, Teacher, Student Led Conferences Reports Seesaw	<b>June:</b>  <b>November:</b>

Professional Growth Cycle implemented to coaching of teacher practice	Sarah Morris	Term 1 - 3	Template	<b>June:</b> <b>November:</b>
---	--------------	------------	----------	----------------------------------

Outcomes/What happened	Reasons for Variance(why did it happen?)	Evaluation(where to next?)
Planning for 2022		

<b>TARGET TWO FOR RAISING STUDENT ACHIEVEMENT - 2021</b>	
<u>Strategic Goal Two:</u>  <b>Te Ako Learning to Learn</b>	<i>All students are supported to achieve success in their learning through a balanced curriculum that reflects our Vision. Programmes reflect government priorities</i>
<b>Annual Goal Annual Target 3</b>	<b>Improve Student Achievement in Reading</b>  <i>To achieve equity and excellence by accelerating reading progress for 21 students, including Māori and boys, in Year 2 and 3, to meet Frankley School's curriculum expectation. 4 students are currently working AT NZC Level however will require accelerated, targeted teaching to maintain progress. (Possible COVID 19 impact.) They will also be targeted with Key Actions.</i>  <i>To enhance the children's agency in Reading; where they can articulate their goals, challenges and successes.</i>

### Success Indicators

We will know when we have achieved this when we:

1. Increase the total number of students learning within or beyond their appropriate curriculum level for Reading by the end of 2021.
2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for Reading by the end of 2021.
3. To track, monitor and accelerate the progress of the following priority groups as identified in the 2020 end-of-year achievement data:
  - All Year 1 (12) and 2 (9) learners achieving below in the 2020 Curriculum level expectations. These learners will be Year 2 and 3 in 2021. This cohort includes: 10% Māori, 32% have ESOL background, 11 boys, and 10 girls
  - The 4 children at NZCE will maintain At the the Curriculum Expectation for Reading at the end of 2021

### Current Situation

*Baseline Data:*

*Reading End of Year 2020*

21280	Well Below	Below	At	Above	Total
<b>Y0</b>		17% (3)	83% (15)		18
<b>Y1</b>		22% (13)	68% (41)	10% (6)	60
<b>Y2</b>		17% (10)	67% (39)	16% (9)	58
<b>Y3</b>	5% (2)	7% (3)	82% (36)	7% (3)	44
<b>Y4</b>	9% (4)	2% (1)	70% (31)	18% (8)	44
<b>Y5</b>	8% (4)	10% (5)	51% (25)	31% (15)	49
<b>Y6</b>	11% (4)	18% (7)	50% (19)	21% (8)	38
	4.5% 14	13.5% 42	66.2% 206	15.8% 49	311

<b>Reading 2020</b>		
	<b>WB/B</b>	<b>AT/AB</b>
<i>Boys all</i>	17.60%	82.50%
<i>Girls all</i>	18.50%	81.50%
<i>Māori</i>	20.00%	80.00%
<u><i>NZEuropean</i></u>	14.90%	85.10%
<i>All</i>	18.00%	82.00%

5%(8/55) of Māori students are achieving above curriculum expectations in Reading.

<b>Key Tasks</b>	<b>Responsibilities</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Monitoring</b>
Refocus on 2020 reading targets	Leadership Hub teachers	Term 1 and 2	MOE	<b>June:</b>  <b>November:</b>
2020 achievement data for reading to be analysed with teaching staff, and target students identified	Leadership	Term 4 2020	eTap	<b>June:</b>  <b>November:</b>
Collaborative planning and monitoring set up for target students <i>Team process for accelerating progress</i> <ol style="list-style-type: none"> <li>1. Agree what progress looks like</li> <li>2. Data check points and assessment to be added</li> </ol>	Bonnie Mills	Term 1 Week 3	Hayley Ford	<b>June:</b>  <b>November:</b>

Beginning of year Hub Analysis completed and updates termly(includes data analysis)	Principal, Hub Teachers	Term 1 - ongoing	Hub analysis Template/Target student template	<b>June:</b> <b>November:</b>
Initial testing of: Phonemic awareness screen BURT Alphabet Sounds Running Record Little Learners Love Literacy Assessment - Decodables group	Bonnie Mills	Term 1 - and interval testing as decided by staff	Liz Kane Resources	<b>June:</b> <b>November:</b>
Dyslexia screening of identified students	Bonnie Mills	Term 1 - ongoing	RTLB template/support	<b>June:</b> <b>November:</b>
Introduce Decodables to Target students. Upskill teachers throughout the year	Bonnie Mills	Term 1 - Term 4 Mahi Tahi	Liz Kane Literacy Christine Braid-Massey- <i>Science of Reading</i>	<b>June:</b> <b>November:</b>
Progress reported to the BOT meetings twice and leadership team to discuss priority and target students during Tuesday meetings	Leadership	TBC	eTap	<b>June:</b> <b>November:</b>
Reading OTJ moderation across hubs. 1:1 support for teacher	Deputy Principals	Term 2, 3 and 4	Admin Handbook visual for OTJ	<b>June:</b> <b>November:</b>
STIN interviews interviews. This is to gather whānau aspirations for their tamariki as well as children's strengths, talents, interests and needs	Hub teachers	Term 1 and ongoing for new students	Online booking	<b>June:</b> <b>November:</b>
Reading Recovery Teacher .6	Principal	Term 1 -4	Reading Recovery Jasmine Mills	<b>June:</b>



Individual and group work with target students			Hayley Ford	<b>November:</b>
Termly Running Records for discontinued Reading Recovery students to support monitoring over 3 years	Hayley Ford Bonnie Mills	Term 1 -4	Staffing Reading Recovery Hub teachers eTap	<b>June:</b> <b>November:</b>
Increase in staffing in Te Puāwai and Te Pihinga during Literacy time	Principal	Term 1 -4	Staffing	<b>June:</b> <b>November:</b>
Analysis of Literacy testing 6 Year testing STAR testing -Comparison of outcomes with Reading Recovery and Decodables	Bonnie Mills Merryl McAllister Hayley Ford	Term 1, 2, 3, 4	NZCER eTap	<b>June:</b> <b>November:</b>
Making Literacy Visible PLD with Bek Galloway. Link to Communication Capability and markers	Principal	Term 1-4 TODs and in school sessions	Bek Galloway Communication Rubric	<b>June:</b> <b>November:</b>
Support teacher in Collaborative Hubs to support Literacy programme - Te Pihinga, Te Puāwai and Te Tinihanga	Leadership	Term 1-4	Staffing FTTE	<b>June:</b> <b>November:</b>
Inform parents of child's Reading assessment information and how they can help at home	Principal, Hub Teachers	Written term 2, 4 Ongoing	Parent, Teacher, Student Led Conferences Reports Seesaw	<b>June:</b> <b>November:</b>
Identify with students why they have been selected and where they need to get to and celebrations for success.	Hub teachers	Term 1	eTap Curriculum Expectations	<b>June:</b> <b>November:</b>
<i>Hub teachers working to create a plan to further develop learning partnerships.</i> Student and whānau voice will be gathered on how to improve Reading	MASAM, Leadership	Ongoing	MASAM plan and template	<b>June:</b> <b>November:</b>

Review attendance and late data closely to identify any impact on progress	Leadership team	Ongoing	eTap Tutama Wahine o Taranaki	<b>June:</b>  <b>November:</b>
--	-----------------	---------	-------------------------------------	--------------------------------------

Outcomes/What happened	Reasons for Variance(why did it happen?)	Evaluation(where to next?)
Planning for 2022		