

# Mahere Ako Strategic Plan

2023-2025

## *Tū ako*

Growing capability through purposeful learning programmes

## GOALS

### *Tū manaaki*

Living Te Tiriti o Waitangi

### *Tū kaha*

Collaborating with community and experts

## INITIATIVES

Develop and embed Hauora Capability

Develop and embed Discovery Capability

Develop and embed Investigation Capability

Understand and celebrate our community's cultures

Strengthen Te Reo Māori me ōna tikanga

Implement Aotearoa Histories Curriculum acknowledging Mana Whenua

Create a welcoming mat - Whiria Te Tāngata

Redesign and complete school toilet blocks

Redesign and complete two learning spaces to better support neurodiverse needs

Create and implement road safety awareness

## OUR SUCCESS

Ensuring ownership of learning

Connecting as a community

Promoting health and wellbeing



The Frankley School Vision and Strategic Plan 2023 - 2025 was developed in consultation with our school stakeholders: tamariki, kaiako, whānau, Board, local Hāpū and Iwi. The Board prioritised its strategic goals by completing a strengths, weaknesses, opportunities and threats analysis. The Board has amended the current strategic plan for 2026.

In 2026 we will consult with the Frankley community for the 2027-2029 strategic plan: including how best to meet the Board's primary objectives as set out in section 127 of the Education Act. The Board will prioritise the strategic goals and share this decision making with our community. Consultation started in 2025 however due to the changes implemented by the Ministry of Education the consultation process will recommence in Term 2 2026. This will meet the new requirements for a Strategic Plan commencing 2027. The Leadership will also revisit the Frankley School Balanced Scorecard.

### **Annual Implementation Plan 2025 - Frankley School - 2168**

Principal's endorsement: Sarah Horton-Morris

Frankley School Board endorsement: Zoe Manderson

Submission Date to Ministry of Education: 31 March 2026

#### **Statement of Variance 2025**

**2024 and 2025 Curriculum Expectations - Reading, Writing and Mathematics and Statistics**

**Assessment to check progress** over 2026

PAT Reading and Mathematics and Statistics Data

**Tū ako:** Growing capability through purposeful learning programmes

**Our Success:** Ensuring ownership of learning

## Initiative 2: Develop and embed the Discovery Capability

### Annual Target:

To achieve equity and excellence in Reading by accelerating progress for all learners, with a focus on 38 Ākonga in Years 1 to 6 (including 10 Māori tamariki).

### Success Indicators and Measures:

1. Increase in: Reading PAT and STAR data (including progress), LLLL PA and Phonics Assessment, The Code spelling and heart words
2. Increase the number of tamariki working at the new Progress Descriptors: consolidating, proficient and exceeding
3. Increase the capability and capacity of kaiako teaching Reading and Writing

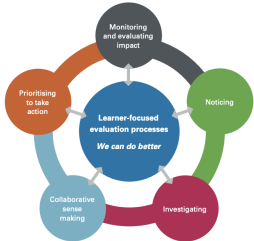

### Current Situation: 2025 end of year Reading Data



Data overview for 38 target learners to be added in term 1 2026

522657	Needs support	Progressing towards	Proficient	Exceeding
<b>Y0</b>		17% (1)	83% (5)	
<b>Y1</b>	6% (3)	27% (13)	44% (21)	23% (11)
<b>Y2</b>	9% (3)	9% (3)	71% (24)	12% (4)
<b>Y3</b>	6% (3)	21% (10)	57% (27)	15% (7)
<b>Y4</b>	5% (2)	17% (7)	55% (23)	24% (10)
<b>Y5</b>	6% (3)	22% (11)	58% (29)	14% (7)
<b>Y6</b>	11% (7)	7% (4)	75% (46)	7% (4)
<i>Totals</i>	7.3% 21	17% 49	60.8% 175	14.9% 43

### 2025 end of year Writing Data

522668	Needs support	Progressing towards	Proficient	Exceeding
<b>Y0</b>		17% (1)	83% (5)	
<b>Y1</b>	4% (2)	6% (3)	88% (42)	2% (1)
<b>Y2</b>	9% (3)	9% (3)	79% (27)	3% (1)
<b>Y3</b>	11% (5)	34% (16)	53% (25)	2% (1)
<b>Y4</b>	7% (3)	24% (10)	55% (23)	14% (6)
<b>Y5</b>	10% (5)	16% (8)	68% (34)	6% (3)
<b>Y6</b>	11% (7)	8% (5)	79% (48)	2% (1)
<i>Totals</i>	8.7% 25	16% 46	70.8% 204	4.5% 13

Key Actions	Success would look like/Measures: -	Accountable	Responsible	Resources	Complete by
Update the collaborative teaching agreement to include the 6 co teaching strategies	Increased capacity and capability of collaborative teachers: - <a href="#">Collaborative teaching tool</a> termly reflection	Tumuaki	Tumuaki	Collaborative Agreement -Professional Growth Cycle ERO domains for observations	January 26
<u>Effective Internal Evaluation for Improvement</u> - Frankley School Localised Curriculum: with a focus on shared language	Consistent teaching practice across the school that reflect the New Zealand Curriculum	Tumuaki	Sarah Morris Brendon Anderson Emily Doelman Mandy Bennett Anna Trinder Rachael James	Science of Learning Anne Humphrey Effective Internal Evaluation for Improvement    Dyslexia best practice Structured Literacy Ride of Discovery Communication whānau	End of Term 3 2026
Ensure whānau reporting is consistent with national guidelines and clearly communicates student achievement	Tamariki achievement communicated clearly to whānau: -Whānau survey on reporting changes	Tumuaki	Sarah Morris Brendon Anderson Emily Doelman Mandy Bennett	MOE descriptors 	Week 2 Term 2

Writing PLD - Simple View of Writing and the Writing Process	Raised tamariki achievement in writing and reading	Tumuaki	Brendon Anderson Mandy Bennett	Anne Humphrey - Liz Kane facilitator English Curriculum	February 26
Document tier 1, 2 and 3 Literacy supports and practices	Raised tamariki achievement in English	Tumuaki	Brendon Anderson	SPELD resources	January 27
Identify tier 2 and 3 ākonga and Teacher Aide timetable to support learning. Assessment schedule to support identification.  TA to support daily reading mileage and heart word recognition and fluency	Raised tamariki achievement in English: -LLLL, LASS, CoPS, Rapid screening tools Advanced Literacy assessments	Tumuaki	Mandy Bennett Brendon Anderson Emily Doelman Anna Trinder	2026 Assessment Schedule	February 9
Reading Fluency and Vocabulary PLD	Raised tamariki achievement in English: -Dibels	Tumuaki	Brendon Anderson Mandy Bennett	Christine Braid	March 6 Teacher Only day
Target groups tagged on SMS	Visual grouping of tamariki needing support	Tumuaki	Brendon Anderson Mandy Bennett	 Assessment data	February 20
Investigate PAT writing tool for assessment	Reliable tool to measure school wide writing progress	Tumuaki	Brendon Anderson Mandy Bennett	NZCER subscription	TBC when it is released
Implement MOE phonics tests and upload to the MOE Identify target learners from the data.	In-depth data analysis to support teaching and learning. Early identification of targeted tamariki	Kaiārahi Ohu	Anna Trinder Mandy Bennett Kate Jacob	MOE tests  Puna ako teachers	Week 2 Term 1 to commence for tamariki at: 20 weeks 40 weeks

Year 0 - 3 MOE Structured Literacy PLD March	Increased capacity and capability of collaborative teachers: -Kaiako survey(baseline and end of year)	Kaiārahi Ohu	Sarah Morris Anna Trinder	Liz Kane Literacy MOE funded Transport/accommodation Cohort 7	March 23- 25
Year 4 - 6 MOE Structured Literacy PLD	Increased capacity and capability of collaborative teachers -Kaiako survey(baseline and end of year)	Tumuaki	Brendon Anderson	Liz Kane Literacy MOE funded Cohort 8	TBC waiting for Cohort 8 applications to open and information
MOE funded Structured Literacy Group target and tracking . These sessions are as well as puna ako explicit teaching time	Accelerated progress in Reading: -SL stages -Phonological test -Attendance	Kaiārahi Ohu	Kate Jacob	Kate Jacob .4 staffing	9 February - December 15
Observations and feedback on Structured Literacy implementation	Increased capacity and capability of collaborative teachers: -Professional Growth Cycle -ERO domains for observations	Tumuaki	Anna Trinder	Release time Observation template	2 days per term ongoing throughout the year
Purchase of 'catch-up' Structured Literacy readers for our older ākongā	Increase in reading resources to support tamariki achievement	Tumuaki	Brendon Anderson Mandy Bennett	Discovery Budget	Week 10 Term 1

**Initiative 3:** Develop and embed the Investigation Capability


**Annual Target:** To achieve equity and excellence in Mathematics and Statistics by accelerating progress for all learners, with a focus on learners in Years 1 to 6 (including Māori). This target will be completed after the Ministry of Education Professional Learning

**Success Indicators and Measures:**

We will know when we have achieved this when we: This will be completed after the Ministry of Education Professional Learning

**Current Situation: 2025 end of year Mathematics and Statistics Data**

522669	Needs support	Progressing towards	Proficient	Exceeding	Total
<b>Y0</b>		17% (1)	83% (5)		6
<b>Y1</b>	2% (1)	6% (3)	88% (42)	4% (2)	48
<b>Y2</b>	9% (3)	3% (1)	62% (21)	26% (9)	34
<b>Y3</b>	6% (3)	19% (9)	64% (30)	11% (5)	47
<b>Y4</b>	5% (2)	24% (10)	55% (23)	17% (7)	42
<b>Y5</b>	4% (2)	14% (7)	68% (34)	14% (7)	50
<b>Y6</b>	7% (4)	21% (13)	61% (37)	11% (7)	61
<i>Totals</i>	5.2% 15	15.3% 44	66.7% 192	12.8% 37	288

Key Actions	Success would look like/Measures: -	Accountable	Responsible	Resources	Complete by
Ensure whānau reporting is consistent with national guidelines and clearly communicates student achievement	Tamariki achievement communicated clearly to whānau: -Whānau survey on reporting changes	Tumuaki tuarua	Rachael James Emily Doelman	MOE expectations 	Week 2 Term 2
Maths Target Group for accelerated progress - To be established after the MOE PLD	Accelerated progress: measures to be confirmed after PLD	Tumuaki tuarua	Rachael James Emily Doelman	MOE .11 funded Tahurangi MOE PLD	12 weeks TBC
MOE 6 hour PLD -	Consistent planning that	Tumuaki tuarua	Rachael James	Mathematics and	Tuesday 28

changes to the Mathematics and Statistics curriculum. Create a school wide yearly overview	reflects the New Zealand Curriculum -Planning templates with consistent language		Donna Davies	Statistics Curriculum	April
Investigate Maths Whizz, and Education Perfect: available on the Parent Portal for Years 3-8	Additional home support for whanau	Tumuaki Tuarua	Rachael James Brendon Anderson Sarah Morris Emily Doelman	Parent Portal	Week 10 term 2
Mathematics and Statistics curriculum PLD - enablers and extenders	Tamriki taught within their year levels Increased capacity and capability of collaborative teachers: -Kaiako survey (baseline and end of year)	Tumuaki tuarua	Rachael James Emily Doelman Donna Davies	Mathematics and Statistics Curriculum	Tuesday 9 June Monday 17 August - Teacher Only Day
Identify tier 2 and 3 ākonga and Teacher Aide timetable to support learning.	Accelerate tamariki achievement measures to be confirmed after PLD	Tumuaki tuarua	Amanda Lilo Leah Uhlenberg	Data Assessment LLLL Operations grant Tier 3 - Dyscalculia screener	February 2
Attend PLD with Cognition	Leadership development to support teacher capabilities	Tumuaki tuarua	Rachael James Emily Doelman	PLD budget, cost to be confirmed 4 days	Terms 1-4 4 sessions dates to be confirmed

Purchasing of Resources, including MOE resources	Increase in mathematics and statistics resources to support tamariki achievement	Tumuaki tuarua	Rachael James Emily Doelman	Maths Junior and Senior Budget \$1000 each MOE provided resources	Ongoing
Allocation and storing of resources	Kaiako can access resources in a timely manner	Tumuaki tuarua	Rachael James Emily Doelman	School space	Week 10 Term 1
Whānau Learning sessions	Whānau understand the New Zealand Curriculum expectations and why the teachers are teaching within year levels	Rachael James Emily Doelman	Pua Ako kaiako	Games Material	Term 3 Week 10
<b>In-Puna ako</b> Investigation Target Groups	Raised tamariki achievement -2025 data -PVAT -PAT data	Tumuaki tuarua	Pua Ako kaiako	CRT/Unit Holders Release	Term 1-4
Hub analysis adapted to identify <b>In-Puna ako</b> Investigation Targets & tracking check points	All kaiako are targeting and documenting identified tamariki from term 1	Tumuaki	Tumuaki	CRT/Leadership/Unit Holders Release	Week 1 Term 1
PVAT testing and Dyscalculia screening for Target students	In-depth data analysis to support teaching and learning	Rachael James Emily Doelman	Puna ako kaiako Brendon Anderson	PVAT ( 2 tests) Pre PVAT(Year 0- 2) Dyscalculia screener	Week 6 Term 1 Week 6 Term 2 Week 6 Term 3 Week 6 Term 4
Implement Year 2 Ministry of Education assessment	In-depth data analysis to support teaching and learning. Early identification of targeted tamariki	Rachael James Emily Doelman	Puna ako kaiako Emily Doelman	MOE assessment	TBC
Implement Year 0 - 2 assessment Maths snapshot	In-depth data analysis to support teaching and learning. Early identification of targeted tamariki	Rachael James Emily Doelman	Puna ako kaiako	Maths snapshot(Year 0-2) CRT	Week 3 Term 1

<b>In-Puna ako</b> Investigation Target checkpoint hui - data sharing sessions	High expectations set, and analysis of ongoing progress. Next steps and barriers identified	Rachael James Emily Doelman	Team Leaders Puna ako kaiako	Mahi Tahī or team Meetings	Termly
Model Investigation Lessons	Increased capacity and capability of collaborative teachers: -Kaiako survey (baseline and end of year)	Rachael James Emily Doelman	Puna ako kaiako	Unit Holders Release CRT release	Term 1-4
Observations & Feedback of implementation of Investigation Capability and Agentic Learning Design	Increased capacity and capability of collaborative teachers: -Professional Growth Cycle -ERO domains for observations	Tumuaki Tumuaki tuarua	Puna ako kaiako Rachael James Emily Doelman	Unit Holders release	Term 1-4
AI PLD for staff to support planning and teaching	Effective and safe use of AI to support workload	Tumuaki	Brendon Anderson	School Docs Netsafe Google Classroom- Gemini	January 28 and ongoing
Moderation of Overall Curriculum Expectations, including cross checking	Consistent measure of MOE descriptors across the kura	Tumuaki tuarua	Rachael James Emily Doelman Team Leaders	Mathematics and Statistics Curriculum Donna Davies	Term 1 and Term 3

**Tū manaaki:** Living Te Tiriti o Waitangi

**Our Success:** Connecting as a community

**Initiative 2:** Strengthen Te Reo Māori me ōna tikanga

<b>Key Actions</b>	<b>Success would look like/Measures: -</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Complete by</b>
Developing a narrative for Frankley School in conjunction with Redwood and Kahikatea kindergarten	Shared narrative that links local educators	Tumuaki	Anna Trinder	MAC Ngāti te Whiti	Week 10 Term 3
Weekly Te Reo Māori me ōna tikanga lessons for staff, including sharing of Pepeha	An increase in Kaiako confidence to consistently teach full immersion lessons in Puna ako: -Kaiako survey(baseline and end of year) -Professional Growth Cycle -Poutama Reo Tool	Kaiārahi Ohu	Anna Trinder	Mahi Tahi time Rākau (Cuisenaire rods)	Week 10 Term 4
Wātaka -dedicated explicit teaching of Te Reo Māori me ōna tikanga	Increase in full immersion lessons in Puna ako -Kaiako survey -Tamarki MAC survey	Kaiārahi Ohu	Anna Trinder	Anna Trinder Wātaka	Ongoing throughout the year

Te Ahunui- full immersion language programme- Level 4	Leadership in teaching full immersion increases. -Te Ahunui- levels	Kaiārahi Ohu	Anna Trinder Rachael James	\$650.000 per person Number to be confirmed	Timing TBC 20 weeks
<b>Initiative 3:</b> Implement Aotearoa Histories Curriculum acknowledging Mana Whenua					
<b>Key Actions</b>	<b>Success would look like/Measures: -</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Complete by</b>
Waharoa and Pou PLD for all staff and implementation into learning programmes	Frankley School narrative embedded into curriculum. -Kaiako survey (baseline and end of year)	Tumuaki	Tumuaki tuarua Anna Trinder	Recordings and planning template	Week 10 Term 2
School Vision and Tohu revisited	Frankley School narrative embedded into curriculum. Tamariki can touch the Pou and tell the stories -Tamariki Wellbeing survey	Kaiārahi Ohu	Anna Trinder Sarah Morris Te Tiriti o Waitangi team	Tohu and Welby Ings - Invisible Intelligence	Week 10 term 2
Contributing to the Ngāmotu marae build through manaaki based on their needs	Frankley community connected to Ngati te Whiti	Kaiārahi Ohu	Anna Trinder	Ngati te Whiti	Ongoing
Māori tamariki survey	Tamarki voices reflected in planning -Tamarki MAC survey (baseline and end of year)	Kaiārahi Ohu	Anna Trinder	MAC survey	Term 2 Week 3

**Tū kaha:** Collaborating with community and experts

**Our Success:** Promoting health and wellbeing

**Initiative 1:** Creating a welcoming mat - Whiria te Tāngata

**Annual Target:** To move at least 50% from Worrying/Irregular Attendance to Regular/Good Attendance. Our aim is to move 26/51 tamariki from irregular to regular attendance. This includes 11 Māori tamariki. We have committed to ensuring all of our Māori tamariki attend school regularly in 2026 as indicated in table 2.

**Success Indicators and Measures:**

We will know when we have achieved this when:

Regular/Good Attendance	Worrying/Irregular Attendance
71% ↑9%	17% ↓50%
<u>80%</u>	<u>9%</u>

Table 1 - Whole school

Regular/Good Attendance	Worrying/Irregular Attendance
70% ↑30%	19% ↓100%
<u>100%</u>	<u>0%</u>

Table 2 - Māori ākonga


**Current Situation: Whole School Attendance data Term 2 2025**

Regular/Good Attendance	Worrying/Irregular Attendance
71%	17%
	Concerning/Moderate Attendance
	7%
	Very Concerning/Chronic Attendance
5%	
86% of students were on time to class	

**Target ākonga 2026**

Key Actions	Success would look like/Measures: -	Accountable	Responsible	Resources	Complete by
<i>Unleashing Greatness</i> session with David Galbraith	Engaged tamariki and kaiako -Tamariki Wellbeing survey -Professional Growth Cycle	Tumuaki	Sarah Morris	Operational Funding	January 26

Implement and embed Frankley School <a href="#">Attendance Management Plan</a> . This includes the Attendance goal for 2026	Increased Regular attendance - 2025 attendance data and 2026 target data -STAR categories	Tumuaki	Sarah Morris Emily Doelman Puna ako Kaiako Administration	School website MOE STAR plan and resources <a href="#">AMP</a> Everyday Matters 	December 14
Implement HERO SMS in January to communicate confidently from one platform with whānau. This includes attendance, reporting, progress, data analysis and newsletters  	Consistent communication with whānau -Whānau survey	Tumuaki	Brendon Anderson Abby Moore Sarah Morris Emily Doelman	Operational Funding	Ongoing
Write a fortnightly Pānui to whānau- template created for consistency	Consistent communication with whānau -Whānau survey	Tumuaki	Tumuaki Unit holders		December 14
Use the measurement tool for our Guiding Principles for Collaborative partners	Guiding Principles -Professional Growth Cycle	Tumuaki	Tumuaki	<a href="#">Measurement Tool</a>	February 27 and 28
Conduct a Wellbeing Survey for tamariki	Tamariki engaged, excited and happy to attend kura -Google survey -Behaviour data	Tumuaki	Sarah Morris Emily Doelman	Frankley School Google survey	Week 10 Term 2
Review behaviour data and manaaki plan and make	Consistent use of coding for collating data and kaiako	Tumuaki tuarua	Emily Doelman	Manaaki Plan IY	10 February

changes as required	responding proactively to tamariki -Termly Behaviour data			Behaviour examples 	
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**Initiative 3:** Redesign and complete two learning spaces to better support neurodiverse needs

Key Actions	Success would look like/Measures: -	Accountable	Responsible	Resources	Complete by
Modifications of Ngāhere and Awa completed	Physical spaces that can be used effectively for group and whole puna ako teaching sessions -Tamariki and staff survey	WSP	WSP Nick Brickell Sarah Morris	MOE funding	March 2026 TBC

**Core Practices Supporting Strategy - Our Business as Usual**

Practices	Process	Our Mahi
Collaborative teaching and learning. Tamariki at the	Personalised collaborative learning	<ul style="list-style-type: none"> <li>• Frankley Vision is integrated and connected to learning design</li> <li>• Understand and cater for neurodiverse learning needs</li> <li>• Priority ākonga identified and planned for using Puna ako analysis review</li> <li>• Multisensory approach to teaching Literacy and Numeracy skills</li> </ul>

centre		<ul style="list-style-type: none"> <li>• Whānau and ākonga information and aspirations are gathered and woven into the learning design-kanohi ki te kanohi</li> <li>• Student led Whānau hui</li> <li>• Akoranga Extension group</li> <li>• Within Puna ako target learners identified</li> <li>• IEP Whānau hui</li> <li>• Science of Learning best practice: Scope and Sequence used for Literacy and Mathematics, including retrieval and spaced practice</li> <li>• English and Mathematics and Statistics curriculum implemented</li> <li>• Co teaching strategies identified and implemented by puna ako teachers</li> <li>• Rubric measurement for Guiding Principles</li> </ul>
	Akoranga Learning Design	<ul style="list-style-type: none"> <li>• Hands on and collaborative project based learning</li> <li>• Focus on community experts supporting the learning programmes</li> <li>• Local community resources EOTC experiences</li> <li>• Agency Bees to support learning success</li> <li>• Localised capabilities curriculum with supporting visuals to support learners to understand key skills</li> </ul>
	Whanaungatanga	<ul style="list-style-type: none"> <li>• Whānau hui (Transition)</li> <li>• Team hui focus on learners before other business</li> <li>• Termly Whakataua</li> <li>• Strong relationships with our whānau and ongoing communication</li> <li>• SENCO Register and information sharing to support transition</li> <li>• Circle Time and social emotional coaching</li> <li>• Tamariki are supported by everyone</li> </ul>
Collaborative Leadership	Wellbeing	<ul style="list-style-type: none"> <li>• Professional relationships</li> <li>• Check ins and connection before content</li> <li>• Collaborative Agreements</li> <li>• Code of Collaboration</li> <li>• Frankley School Tikanga</li> <li>• Social events</li> <li>• Kai at mahi tahi and PLD events</li> <li>• Accountability Buddies</li> </ul>

	Distributed Leadership	<ul style="list-style-type: none"> <li>• Collaborative approach for unit holders and responsibilities</li> <li>• Shared approach to presentations and hosting PLD sessions</li> <li>• Planned release for planning and implementation of unit responsibilities</li> </ul>
	Health & Safety	<ul style="list-style-type: none"> <li>• EOTC procedures reviewed yearly and part of induction</li> <li>• RAS forms completed for all events- Information in Admin handbook</li> <li>• Health and Safety Register updated</li> <li>• Emergency Drills completed termly</li> <li>• Health and Safety Audit carried out yearly</li> </ul>
Effective Partnerships	Whānau	<ul style="list-style-type: none"> <li>• Te Tiriti o Waitangi Team coordinate events</li> <li>• Cultural Celebrations and development and use of Te Reo Māori me ōna tikanga</li> <li>• MAC collaboration</li> <li>• Iwi and Hapū connections</li> <li>• Facebook, Hero communications &amp; Newsletters</li> <li>• Whānau hui and open door policy for relationships</li> <li>• Attendance expectations - Attendance Management Plan adhered to</li> </ul>
Progress and Achievement for all	Achievement Targets	<ul style="list-style-type: none"> <li>• Developed collaboratively with staff based off data and shared knowledge</li> <li>• Team hui - tracking and monitoring progress for target ākonga</li> <li>• School wide data analysis shared with Board and Kaiako</li> <li>• School wide assessment schedule</li> <li>• Moderation of Mathematics and Literacy Curriculum Achievement</li> <li>• Tier 1, 2 and 3 supports named, shared and implemented</li> <li>• Annual target learner group additional support for Mathematics and Structured Literacy</li> <li>• MOE data requirements uploaded</li> <li>• Screening tool to support learning needs</li> <li>• Professional Growth Cycle focus on raising student achievement</li> <li>• Referrals to Educational and Cognitive Assessors and other outside agencies for support</li> </ul>

