



# 2020 School Charter

Strategic Planning 2020 - 2022

## MOE - 2111

Chairperson: Annaleisha Coombes

Annaleisha Coombes

Date: 12/3/20

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Steve Fennessy

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# Grantlea Downs School

In 2005, Grantlea School merged with Seadown School to become Grantlea Downs. This resulted from an Area Review that focused on rationalizing the educational facilities in South Canterbury.

Grantlea School first began on the site in 1959 as Timaru began to grow to the north. Seadown School has a considerably longer history, having provided education in the area since 1890. The merger of the two schools has been a harmonious one with both communities being fully committed to the continued success of a school on the Grants Road site.

The school has a healthy roll of between 330 and 360 students. While somewhat hidden from the road, the school boasts the largest primary school playground and site in the South Canterbury district. This reflects our strong focus and commitment to sport and recreational activities.

The school on the Grantlea site has grown considerably over the last ten years from 98 in 1997 to our current size. This we believe is reflective of the excellent education we are providing which is verified in our recent ERO reports. We are fortunate that at Grantlea Downs all people involved are working positively for the benefit of students and their education. We enjoy very harmonious relationships between staff, Board of Trustees, parents and Home and School, hence everyone's energy is being channelled in the same direction.

We regularly receive praise from various people who complement our students on their behaviour and conduct outside school. The community is proud of its school and every effort is made to encourage participation and involvement.



# ***Vision***

*“Our students will thrive by being confident,  
connected, actively involved,  
lifelong learners.”*

***Mai i te köpae ki te urupa, tatou ako tonu ai***

*“From the cradle to the grave, we are forever learning”*

## Māori Dimensions and Cultural Diversity

**Treaty of Waitangi** – Grantlea Downs acknowledges the importance of the principles of the Treaty of Waitangi and its bi-cultural significance. Students will have the opportunities to learn about te reo Māori me ona tikanga.

**Cultural Diversity** - Students have the opportunities to explore the rich cultural diversity and value the histories and traditions of the people living in New Zealand and in other countries.

Our school is addressing the cultural heritage of New Zealand by continuing to develop programmes that encourage understanding of and sensitivity to, cultural differences and promoting an understanding of our dual heritage.

The school will implement policies and practices in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families and practices that reflect New Zealand's cultural diversity, and the unique position of Māori culture.

Ensuring all reasonable steps are taken to provide programmes in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full-time students whose parents request it.

(Māori Responsive Plan)

## Review of Charter and Consultation

We underwent a major review of our charter and curriculum in 2017 with BOT, Staff and Community. We continue to review and refine our curriculum on a regular basis.

## Self-Review

In 2020 we will use the following ERO publications to guide and support our internal self-review processes; School Evaluation Indicators, Effective Internal Evaluation for Improvement, Internal Evaluation Good Practice, Effective School Evaluation, Wellbeing for Children's Success at Primary School, Wellbeing for Success: Effective Practice and Wellbeing for Success: A Resource for Schools.

## Supporting Documentation

School Curriculum	Curriculum Delivery Plan	Student Achievement	Māori Education
Success For All – Inclusive Education	Learning Support Programmes	Gifted & Talented Education	Performance Management System
Assessment & OTJ Guide	Staff Organisation Manual	Teaching and Learning Resources	Staffing and Enrolment
Multi-Tiered Intervention & Support	ICT & e-Learning	EOTC Programmes	Budget/Finance
5 & 10 Year Property Plan	BOT Responsibilities & Plan	School Policies and Procedures	International Student Documents
PRT Mentoring Programme	Ways to Wellbeing Model	Self-Review Model	

# Strategic Plan 2020-2022

Long Term Strategic Goals	Core Strategies for Achieving Goals 2020-2022		
	2020	2021	2022
<b>G.1. Student Learning and Engagement</b> All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to literacy and numeracy.	Continue to refine and deliver high quality teaching and learning programmes with emphasis on literacy and numeracy. <ul style="list-style-type: none"> <li>Implement within classrooms the Digital Technologies Curriculum</li> <li>Review Integrated Inquiry Learning</li> <li>Literacy (Writing)</li> <li>Numeracy – Review how we are teaching numeracy.</li> <li>Introduce &amp; Implement Cool Schools Programme for Peer Mediators (Wellbeing)</li> <li>Introduce &amp; Implement PB4L (Positive Behaviour for Learning)</li> </ul>	<ul style="list-style-type: none"> <li>Review the Digital Technologies Curriculum</li> <li>Assessment Review</li> </ul>	Literacy (Reading) Health & PE The Arts
All students will be able to access the NZ Curriculum as evidenced by the progress and achievement in relation to the NZ Curriculum Levels and relevant supporting assessment tools. Additional support is provided to identified Priority Learners that are underachieving.	Continue to review and develop systems for identification and targeted programmes to meet the needs of underachieving Priority Learners. Introduce New Multi-Tiered Intervention & Support Model incorporating Learning/Behaviour/Wellbeing needs. Continue the development of our Gifted & Talented opportunities and programmes.	Review Inclusive Practices	
Māori students will be successful as Māori and all staff and students will develop their knowledge and understanding of Te Ao Māori.	Use a designated staff member to support growing the capacity and capabilities of teachers in Te Ao Māori. Continue to develop school wide practices for the successful integration of Te Ao Māori in classrooms and across the school.	Focus on upskilling of teachers to ensure there is a deeper understanding of Te Reo Maori	

# Strategic Plan 2020-2022

Long Term Strategic Goals	Core Strategies for Achieving Goals 2020-2022		
	2020	2021	2022
<b>G.2 Personnel</b>  Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high quality education for our students.	Professional Development aligns with strategic direction and professional learning tailored to staff needs to improve teaching and learning.  Implement the new SMS (Student Management System) Hero  Review ICT tools to support e-learning and staff development.  Support teachers to implement the New Digital Technologies Curriculum	    Review the use of the SMS Hero.      	        
<b>G.3 Finance &amp; Property</b>  Operate within the annual grants and budget.  Manage finances to ensure the school is well resourced and is able to support the future direction of the school.          Modernise and maintain the school classrooms and buildings as per the 5-year property plan. Continually upgrade our environment.	Continue to manage enrolments in line with MOE request.  Review external grants and funding    Implement 10 Yr. Property Plan and 5YA as per plans and schedule.   Continue to upgrade and/or refurbish classroom furniture	             	Revisit application for enrolment review with MOE            

# Strategic Plan 2020-2022

Long Term Strategic Goals	Core Strategies for Achieving Goals 2020-2022		
	2020	2021	2022
<p><b>G.4 Health &amp; Safety</b></p> <p>To provide a safe and secure learning environment that provides for the Wellbeing/Hauora of everyone in our school.</p> <p>Regularly review and minimise risks to staff and students.</p>	<p>Use our New Multi-Tiered Intervention &amp; Support Model to improve practices across the school.</p> <p>Continue to monitor and review practices and/or systems to ensure that they are in-line with the Health and Safety Act and Regulations.</p> <p>Implement EOTC (Education Outside the Classroom)</p>	<p>Review Student and Staff Health and Safety</p>	<p>Review our Pastoral Care and Behaviour Management Systems</p>
<p><b>G.5 Community Engagement</b></p> <p>All parents/families/whanau are encouraged to take an active role in supporting their child's learning and development.</p>	<p>Review transition to school systems/processes that can further support student/family preparedness for a new learning environment.</p> <p>Continue to provide opportunities for our community to engage more in our school.</p> <p>Continue to look at ways to engage our school community through Social Media and other Platforms.</p>	<p>Review school communication and consultation process.</p>	



## Grantlea Downs Annual School Improvement Plan – SUMMARY

G.1 Students' Learning and Engagement	Specific Focus	Short Report
<p>All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to literacy and numeracy.</p>	<p>Continue to refine and deliver high quality teaching and learning programmes with emphasis on literacy and numeracy.</p> <p>Review our School Curriculum with a focus on Literacy (Writing Focus), Digital Technologies and the Mathematics Curriculum. PLD will be aligned to this review.</p> <p>Student Wellbeing/Hauora continues to be a key focus as we work towards embedding it in school curriculum, building on the foundations laid in 2016 &amp; 2017.</p>	<p>Refer to the detailed targets for Reading, Writing and Maths.</p> <p>We are continuing to review our School Curriculum and will be engaging with a range of professional learning and development (PLD) including using external providers for UCPlus for Literacy - Accelerated Learning in Literacy programme (ALL), and Digital Technologies. Staff will be completing modules focused on Digital Technology. Some staff will also be attending the following: Sharp Reading L1-3 and Phonics with Yolanda Sorryl, Stephen Graham, RT Lit-Phonics Internal PD will compliment external PD to ensure consistency of practice and systems across the school.</p> <p>Continue to develop Wellbeing/Hauora for students and staff through the following systems, programmes and curriculum development: 'Ways to Wellbeing', Incredible Years Programme (IYP), Cool Schools (Peer Mediators), Pastoral Care and Learning Support programmes.</p>
<p>All students will be able to access the NZ Curriculum as evidenced by the progress and achievement in relation to the NZ Curriculum Levels and relevant supporting assessment tools. Additional support is provided to identified Priority Learners that are underachieving.</p>	<p>Continue to develop Inclusive Practices.</p>	<p>We will continue to develop further a range of inclusive practices and systems including introducing UDL. Where necessary we will engage with external agencies.</p> <p>We will continue to value the achievement of all learners and report on their progress.</p> <p>The Principal and our SENCO/Specialist Teacher will support staff to become more familiar with our new Multi-Tiered Model and will work with Senior Leadership Team to</p>

	Introduce New Multi-Tiered Intervention & Support Model incorporating Learning/Behaviour/Wellbeing needs	implement the model and work towards ensuring consistency of practice across their syndicates.
Māori students will be successful as Māori and all staff and students will develop their knowledge and understanding of Te Ao Māori.	<p>Continue to develop school wide practices for the successful integration of Te Ao Māori in classrooms and across the school. Review our Kapa Haka Group with the view to increase participation across more year levels.</p> <p>Hold Māori Whanau Hui to seek input of school direction.</p>	A designated staff member will be responsible for leading Te Ao Māori development across the school and be responsible for the Kapa Haka group and the reviewing and developing Long Term Plans.



## Grantlea Downs Annual School Improvement Plan – SUMMARY

G.1 Students' Learning and Engagement	Specific Focus	Short Report
	Hold Māori Whanau Hui to seek input of school direction	Work with parents and families to find ways to support students' learning so that parents are more confident in helping their children and communicating with teachers.

## Grantlea Downs Annual School Improvement Plan – SUMMARY

G.2 Personnel	Specific Focus	Short Report
<p>Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high-quality education for our students.</p>	<p>Continue to review and refine our Performance and Management Systems (Appraisals).</p> <p>Professional Development Opportunities for improved outcomes for students.</p> <p>Continue to integrate ICT system changes – HERO and Google Drive.</p>	<p>Our Teachers Appraisal Systems is aligned to the Education Council's Teachers' Code and Standards. Appraisal goals will link to school strategic goals. Action Research Model (Teachers Inquiry) aligns with ERO indicators for 'Effective Internal Evaluation for Improvement.' We will continue to review this document to ensure that it meets our needs.</p> <p>We will ensure provision in the budget for staff to attend Professional Development that aligns to the strategic direction of the school with priority to the annual goals and targets. E.g. Literacy (Yolanda Sorryl Phonics Training course, RT. Lit - Phonics), Stephen Graham, Sharp Reading L1-3, Otago Literacy Symposium, Incredible Years Programme, continue Mathematics Curriculum Development, Wellbeing, Cool Schools-Peer mediation,</p> <p>Staff will be supported to use and fully implement new ICT system such as HERO, Google Drive and Google Docs. A staff member will provide support to help upskill teachers as required.</p>

## Grantlea Downs Annual School Improvement Plan – SUMMARY

### Other 2020 Key Improvement (Strategies to Achieve Strategic Vision)

G.3 Property	Short Report	G.3 Finance	Short Report
<p>Modernise and maintain the school classrooms and buildings.</p> <p>Maintain our cyclical maintenance in-line with 5YA</p>	<p>Implement our 10YPP (Property Plan) and specific 5 Year Project (5YA) funding.</p> <p>Electrical upgrade of switchboards</p> <p>Toilet upgrade of Block 21</p> <p>Develop a long-term furniture plan to ensure that the school is adequately furnished in a methodical manner.</p>	<p>Operate within the annual grants and budget. Manage finances to ensure the school is well resourced and able to support the future direction of the school.</p> <p>Continue to manage enrolments in line with MOE request.</p> <p>Work with the MOE to approve our preferred option in their proposed TEZ (Transport Entitlement Zone) changes.</p>	<p>Support Home &amp; School to Fundraise for the school including the Calve Raising venture. Look for other external avenues for funding for our school.</p> <p>Open spaces for 'Out of Zone' students within MOE and BOT parameters that would prevent over-crowding.</p> <p>Review the most effective means of transport for our families to ensure all eligible students with in our TEZ and School Zone have equitable access.</p>
G.4 Health & Safety	Short Report	G.5 Community Engagement	Short Report
<p>Use our New Multi-Tiered Intervention &amp; Support Model to improve practices across the school.</p> <p>Incorporate the Ways to Wellbeing into our school practices to ensure a holistic</p>	<p>Staff will continue to become familiar with our new Multi-Tiered Model and will work with the Senior Leadership Team to implement the model and work towards ensuring consistency of practice across syndicates.</p> <p>Continue to develop Wellbeing/Hauora for students and staff through the following systems, programmes and curriculum development: Incredible Years Programme (IYP), Positive Behaviour for Learning, Cool</p>	<p>Review transition to school systems/processes that can further support student/family preparedness for a new learning environment.</p> <p>Consult with our Maori community.</p>	<p>Deputy Principal/New Entrant teacher to continue to seek ways to improve the sharing of information with preschools/kindergartens for our New Entrants.</p> <p>Hold a hui for our Maori community to seek feedback and next steps regarding student achievement and cultural well-being.</p> <p>Continue to review communication with parents and digital information, e.g. Website, Digital</p>

<p>approach to student and staff Wellbeing/Hauora.</p> <p>Continue to monitor and review practices and/or systems to ensure that they are in-line with the Health and Safety Act and Regulations.</p>	<p>School Pastoral Care and Learning Support programmes.</p> <p>Continue to review and refine current practice and ensure that the policy/procedures reflect best practice.</p>	<p>Continue to look at ways to engage our school community through Social Media and other Platforms.</p> <p>Continue to provide opportunities for our community to engage more in our school.</p> <p>Including setting up a new family/whanau afternoon forum/meeting each term.</p>	<p>newsletter, Classroom Facebook, other possible Apps</p> <p>Continue to provide opportunities for parents to engage and support learning e.g. School Open Days, Goal Setting Meetings, School Events, Information Evenings and family/whanau afternoon.</p>
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## 2020 Charter Actions and Evaluations

### G.1. Student Learning and Engagement

All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to literacy and numeracy.

Continue to refine and deliver high-quality teaching and learning programmes with an emphasis on literacy and numeracy.

Actions	Led by	Resources/Budget	Timeframe	Steps taken towards Actions and Final Evaluation
Implement within classrooms the Digital Technologies Curriculum	Sharleen			
Literacy (Writing ALL)	Kirsty and Ange	ALL funding Classroom budgets	By the end of Term 4	
Review Inquiry Learning	Sandra and Linda		End of Term 1	
Introduce & Implement Cool Schools Programme for Peer Mediators (Wellbeing)	Sandra Ange		Term 4	
Introduce & Implement PB4L (Positive Behaviour for Learning)			Term 4	
Continue the development of our Gifted & Talented opportunities and programmes.	Sandra and Linda		Term 4	

**G.1. Student Learning and Engagement**

Māori students will be successful as Māori and all staff and students will develop their knowledge and understanding of Te Ao Māori.

<b>Actions</b>	<b>Led by</b>	<b>Resources/Budget</b>	<b>Timeframe</b>	<b>Steps taken towards Actions and Final Evaluation</b>
Use a designated staff member to support growing the capacity and capabilities of teachers in Te Ao Māori.	Ange			
Continue to develop school-wide practices for the successful integration of Te Ao Māori in classrooms and across the school.	Ange			

**G.2 Personnel**

Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high-quality education for our students.

Continue to develop and manage changes to support staff to improve inclusive practices.

<b>Actions</b>	<b>Led by</b>	<b>Resources/Budget</b>	<b>Timeframe</b>	<b>Steps taken towards Actions and Final Evaluation</b>
Professional Development aligns with strategic direction and professional learning tailored to staff needs to improve teaching and learning.	Senior Staff		End of Term 4	
Implement the new SMS (Student Management System) Hero	Ange / Steve		Term 4	
Review ICT tools to support e-learning and staff development.	Sharleen			
Support teachers to implement the New Digital Technologies Curriculum				

**G.3 Finance & Property**

Operate within the annual grants and budget.

Manage finances to ensure the school is well resourced and is able to support the future direction of the school.

Modernise and maintain the school classrooms and buildings as per the 5-year property plan. Continually upgrade our environment.

<b>Actions</b>	<b>Led by</b>	<b>Resources/Budget</b>	<b>Timeframe</b>	<b>Steps taken towards Actions and Final Evaluation</b>
Continue to manage enrolments in line with MOE requests.				
Review external grants and funding				
Implement 10 Yr. Property Plan and 5YA as per plans and schedule.				
Continue to upgrade and/or refurbish classroom furniture.				

**G.4 Health & Safety**

To provide a safe and secure learning environment that provides for the Wellbeing/Hauora of everyone in our school.

Regularly review and minimise high-quality and students.

<b>Actions</b>	<b>Led by</b>	<b>Resources/Budget</b>	<b>Timeframe</b>	<b>Steps taken towards Actions and Final Evaluation</b>
Use our New Multi-Tiered Intervention & Support Model to improve practices across the school.	Sharlane		Term 4	
Continue to monitor and review practices and/or systems to ensure that they are in-line with the Health and Safety Act and Regulations.	Sally			
Implement EOTC (Education Outside the Classroom).	Kirsty and Ange		Term 1	



**G.5 Community Engagement**

All parents/families/whanau are encouraged to take an active role in supporting their child's learning and development.

<b>Actions</b>	<b>Led by</b>	<b>Resources/Budget</b>	<b>Timeframe</b>	<b>Steps taken towards Actions and Final Evaluation</b>
Review transition to school systems/processes that can further support student/family preparedness for a new learning environment.	Sandra			
Continue to provide opportunities for our community to engage more in our school.				
Continue to look at ways to engage our school community through Social Media and other Platforms.	Senior Staff			

# Student Achievement Actions and Evaluations - Writing

Strategic Aim	Annual Aim	Target
<b>G.1. Student Learning and Engagement</b> All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.	Continue to refine and deliver high quality teaching and learning programmes with emphasis on Literacy and Numeracy. Review our School Curriculum with a focus on Literacy (Writing Focus)	<u>Writing:</u> All students who are underachieving in Writing will make accelerated progress towards achieving the relevant curriculum level. The focus will be on Year 3, 5, 6, 7 & 8 boys and Year 3, 4, 6, 7 girls, but quality teaching will also ensure that all students make progress.

<b>Baseline Data</b>	Analysis of 2019 schoolwide Writing data based on overall teacher judgements in relation to our school's Assessment Guide showed that Year 2 girls 67%, Year 2 boys 59 %, Year 3 girls 77%, Year 3 boys 83%, Year 4 girls 82%, Year 4 boys 55%, Year 5 girls 67%, Year 5 boys 74%, Year 6 girls 70%, Year 6 boys 50%, Year 7 girls 84%, Year 7 boys 63% were writing At or Above their expected level. Analysis of Maori students showed 63% working At or Above their expected level, and Pacifica students showed 63% working At or Above their expected level.
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Actions to Achieve Target	Led by	Resourcing	Timeline	Evaluation
ALL programme to continue and all staff to join the ALL group	Kirsty and Ange	MOE	T 1-4	
Yolanda Sorryl-Phonics Programme	Syndicate Leaders	PD budget	Term 1	
Liz Kane activities adapted into programmes	Opihi & Waipopo	Literacy budgets	T1-4	
PD to improve teaching and learning	Linda and Sandra	PD Budget	T1-3	
Ensure daily writing in all areas of the school	Syndicate leaders		T1-4	
Continue to use data to identify gaps and implement target teaching (intervention groups)	Kirsty and Ange		T1-4	

Actions to Achieve Target	Led by	Resourcing	Timeline	Evaluation
Attend the Otago Literacy Symposium (optional)	Classroom teachers	PD Budget	Beg of T2	
Integrate the use of Hero (Student Management System) to support goal setting, data collection and reporting.	Ange & Steve	SMS budget	T1-4	

Notes: Refer to Grantlea Downs School Self-Review Inquiry - for specific, more in-depth details that underpin this target.

# Student Achievement Actions and Evaluations - MATHS

Strategic Aim	Annual Aim	Target
<b>G.1. Student Learning and Engagement</b> All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.	Continue to refine and deliver high quality teaching and learning programmes with emphasis on Literacy and Numeracy. Continue to review and develop systems for identification and targeted programmes to meet the needs of underachieving Priority Learners.	<u>Maths:</u> All students who are underachieving in Maths will make accelerated progress towards achieving the relevant curriculum level. The focus will be on Year 3, 4, 6, 7 & 8 boys and Year 3, 4, 5, 6, 7 & 8 girls, but quality teaching will also ensure that all students make progress.

<b>Baseline Data</b>	Analysis of 2019 schoolwide Maths data based on overall teacher judgements in relation to our school's Assessment Guide showed that Year 2 girls 46% , Year 2 boys 71% , Year 3 girls 47%, Year 3 boys 54%, Year 4 girls 66%, Year 4 boys 83%, Year 5 girls 50%, Year 5 boys 79%, Year 6 girls 65%, Year 6 boys 63%, Year 7 girls 68%, Year 7 boys 77% were working At or Above their expected level. Analysis of Maori students showed 68% working At or Above their expected level, and Pacifica students showed 50% working At or Above their expected level.
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Actions to Achieve Target	Led by	Resourcing	Timeline	Evaluation
Implement our revised Maths programme and review at the end of each unit/term within teams	Syndicate Leaders		End of each Maths Strand unit/term	
Review Maths programme as a school and investigate other options e.g. Prime, online programmes	Kirsty & Steve	Maths Budget	End of T3	
Find and purchase resources to aid teaching	Syndicate Leaders	Maths budget	On-going	
Integrate the use of Hero (Student Management System) to support goal setting, data collection and reporting.	Ange & Steve	SMS budget	T1-4	

Notes: Refer to Grantlea Downs School Self-Review Inquiry - Maths for specific, more in-depth details that underpin this target.

# Student Achievement Actions and Evaluations – Reading

Strategic Goal	Annual Goal	Annual Target
<b>G.1. Student Learning and Engagement</b> All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.	Continue to refine and deliver high quality teaching and learning programmes with emphasis on Literacy and Numeracy. Continue to review and develop systems for identification and targeted programmes to meet the needs of underachieving Priority Learners.	<u>Reading:</u> All students who are underachieving in Reading will make accelerated progress towards achieving the relevant curriculum level. The focus will be on Year 5 & 8 boys and Year 4 & 8 girls, but quality teaching will also ensure that all students make progress.

<b>Baseline Data</b>	Analysis of 2019 schoolwide Reading data based on overall teacher judgements in relation to our school's Assessment Guide showed that Year 2 girls 96%, Year 2 boys 76%, Year 3 girls 64%, Year 3 boys 84%, Year 4 girls 82%, Year 4 boys 66%, Year 5 girls 92%, Year 5 boys 84%, Year 6 girls 80%, Year 6 boys 83%, Year 7 girls 68%, Year 7 boys 73% were working At or Above their expected level. Analysis of Maori students showed 76% working At or Above their expected level, and Pacifica students showed 63% working At or Above their expected level.
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Actions to Achieve Target	Led by	Resourcing	Timeline	Evaluation
Ideas from the Literacy symposium shared with staff	Sandra		End of T2	
Implement ideas from the Sheena Cameron, Liz Kane, Yolanda Sorryl, Marike Beadle and Gail Loane courses	Syndicate Leaders		T1-3	
Observe other teachers within and across schools.	Linda		T1-3	
Review current programmes and analysis of running records	Linda E and Hilary		By the end of T2	
Integrate the use of Hero (Student Management System) to support goal setting, data collection and reporting.	Ange & Steve	SMS budget	T1-4	

Notes: Refer to Grantlea Downs School Self-Review Inquiry - for specific, more in-depth details that underpin this target.