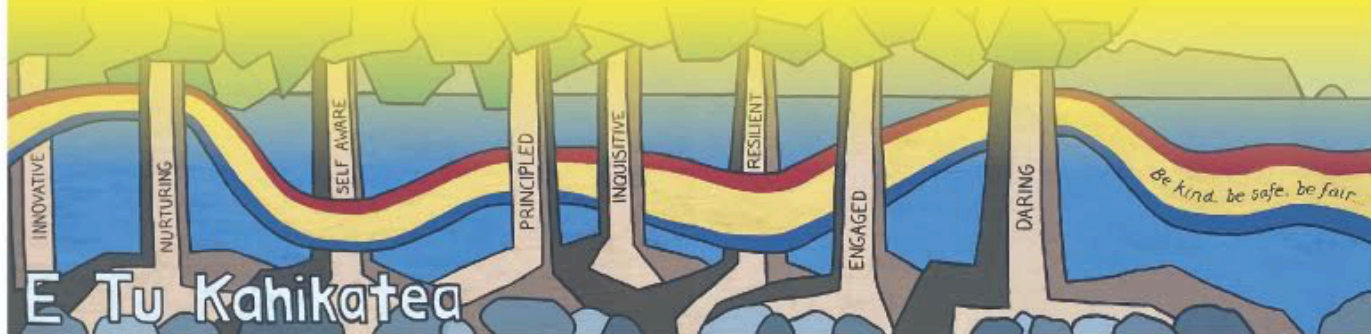


A stylized green logo consisting of three mountain peaks above a curved green shape representing a hill or a wave.

# tasman school

Est. 1913



E Tu Kahikatea

2024 - 2025

Strategic Education Plan for Tasman School



<b>Principal's endorsement:</b>	Rob Boomer
<b>Board of Trustees' endorsement:</b>	Christine Officer
<b>Submission date to Ministry of Education:</b>	1st March 2024
<b>Decile: 9 Equity Index number: 410 Isolation Index number: 0.61</b>	<b>School Number:</b> 3228
<b>Staffing:</b> 6.29 (2024 Provisional including CRT Release, Kāhui Ako Release)	<b>Grading Roll:</b> 114 (2024 Provisional Roll)
<b>Principal:</b> Rob Boomer	<b>Presiding Member:</b> Christine Officer



## Tasman School Context

Tasman School is a vibrant, caring, family orientated school of about 105 students that come from approximately 65 families. Here each child is valued. We have highly skilled staff, an active and involved community, and superb grounds and facilities. Tasman School was established in 1913 and was originally known as Āporo School, due to the apples grown in the region. The school is set on 5 acres of park-like grounds in the middle of Tasman township. It is situated about 8 kilometres from Motueka and 45 kilometres from Nelson.

We work with families to support students to be the best they can be - successful individuals and contributing future members of society. We are passionate about academic achievement, our environment, The Arts, and physical activity, and expect to have some fun along the way. We believe learning can take place anywhere, at any time and this is reflected through our EOTC programme that has real strength in the senior school. We embed this through our INSPIRED learner profile attributes.

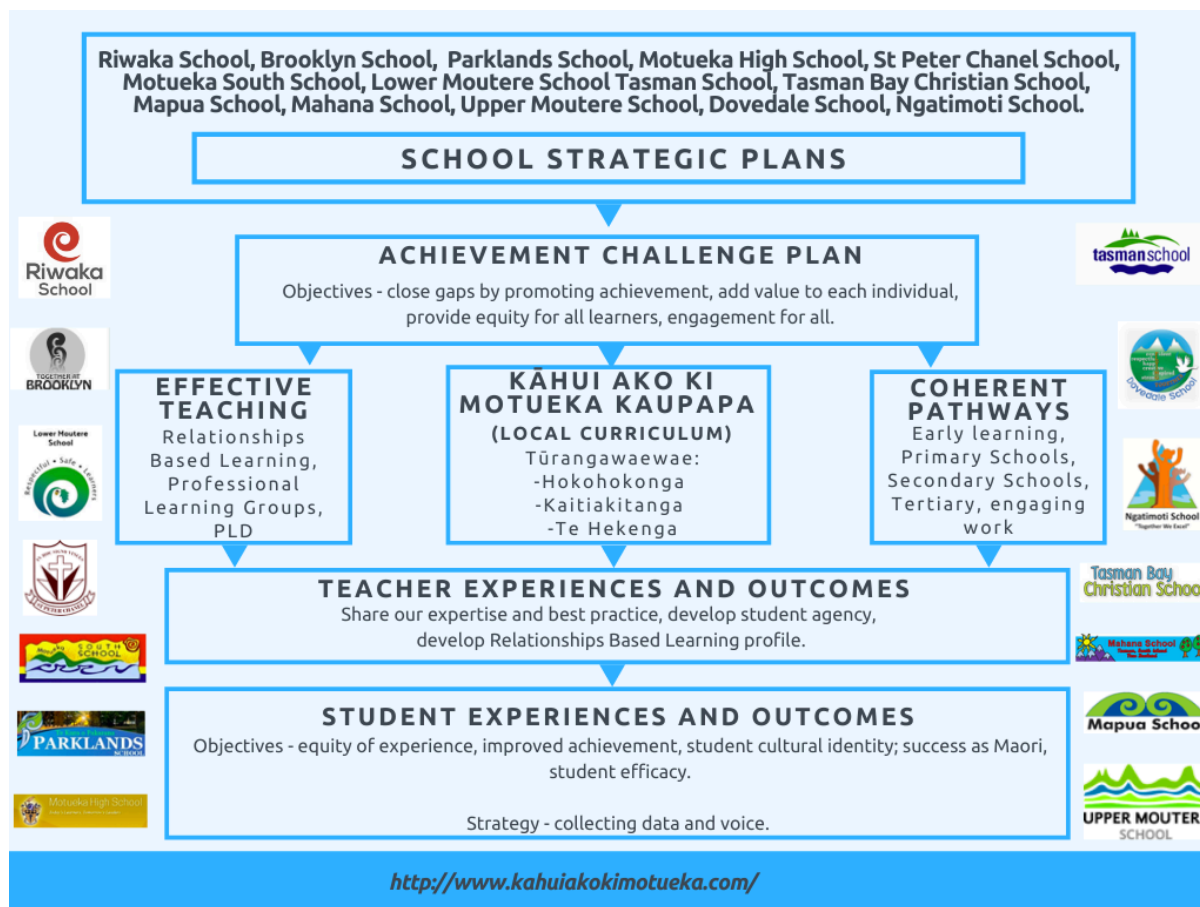
The school has excellent facilities. Along with the large grounds, we have a recently upgraded library, a large tennis/netball court, a junior outdoor play-based learning environment, a STEAM learning space, a school hall and an up-to-date digital environment. A brand new 25m by 6m swimming pool was added to our school in 2019 and this is used to enhance the swimming skills of our students. This is a huge community asset that is also utilised by another local school that has a special character. A temporary classroom was delivered for the start of the 2021 academic year and a permanent two classroom block was delivered for the beginning of the 2022 school year. This has been put in place to cope with an increasing roll that occurred before COVID restrictions.

Tasman School prides itself as a family orientated school, which is the hub of the community. It has built a strong, highly talented and dedicated team of staff and a committed parent community who work together to provide the best possible opportunities for the children in our school. Yearly community consultation and voice collection data collated from the Relationship Based Learning (RBL) profile has identified a clear vision for the future and our children enjoy significant success as learners, as leaders and as active participants of a wide range of sporting, academic, environmental and creative opportunities. The school is well placed to provide the best of both town and country - as it builds on the past to achieve an exciting future.

Tasman School is a member of the Motueka Kāhui Ako. This includes thirteen other schools from the Motueka District. The schools share common goals through an Achievement Challenge Plan. Our Strategic Aims will be progressed through the revised Motueka Kāhui Ako Achievement Challenge Plan as we look to embed the Relationship Based Learning Profile and Impact Coaching practices and grow into areas of Effective Teaching, Coherent Pathways and Localised Curriculum, all of which have direct links to us honouring our mutual obligations to and through Te Tiriti o Waitangi.

## Motueka Kāhui Ako

The Achievement Challenge plan for our Kāhui Ako has been informed and driven by the common objectives of the strategic plans of the Kāhui Ako schools. Because of this there is a direct link between this Strategic Plan and the Achievement Challenge Plan. The overview of the Achievement Challenge Plan is best described by this diagram.





## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Our school delivers an outstanding standard of education that meets the needs of every INSPIRED student.
<b>Vision</b>	Our INSPIRED learners are to be happy, successful individuals and active contributors to our community.
<b>Values</b>	<p>Our values are embedded in our vision to create <b>INSPIRED</b> life-long learners:</p> <p><b>Innovative</b> learners who are creative in their thinking and approaches to solving problems</p> <p><b>Nurturing</b> learners who care about those around them and the world we live in, so that all maintain good health</p> <p><b>Self-aware</b> learners who carefully consider the impact their decisions have on themselves and the wider community</p> <p><b>Principled</b> learners who hold strong values, appreciate diversity and demonstrate tolerance, and are ethical with their actions</p> <p><b>Inquisitive</b> learners who are curious about the world and what it may become</p> <p><b>Resilient</b> learners who persevere so that they can overcome challenge and change</p> <p><b>Engaged</b> learners who positively apply themselves to learning, groups with shared goals and opportunities that arise</p> <p><b>Daring</b> learners who are confident to take risks and learn from their mistakes, and appreciate failure as part of the learning process</p>
<b>Guiding Principles</b>	<p>High expectations</p> <p>Treaty of Waitangi</p> <p>Cultural diversity</p> <p>Community engagement</p> <p>Inclusion</p> <p>Future focus</p> <p>Personal excellence</p> <p>Active contribution and responsibility</p> <p>Respect and integrity</p> <p>Kindness to others</p> <p>Fairness to all</p> <p>Safety for self and others</p>
<b>Strategic Goals</b>	<p>Connecting with our community - Our community is our focus</p> <p>Valuing Culture - Our well-being is our focus</p> <p>Sustainable Environments - Our future is our focus</p> <p>Engaging Curriculum - Our creativity development is our focus</p> <p>Student Achievement - Our data leads our decision making</p>

## Overview of Strategic Plan 2023 - 2025 and Annual Implementation Plan

Strategic Goals	2024	2025	What will success look like?
<b>Connecting With Our Community / Sustainable Communities</b> <b>Our community is our focus</b> Our school community and wider community are engaged with, in order to form strong learning partnerships for the benefits of our INSPIRED learners.	<b>Success for all through culturally competent practice</b> Tasman School will be inclusive, and supportive of all learners to be successful and enjoy learning, whilst maintaining high expectations and the goal of creating INSPIRED learners. (RBL Profile Motueka Kāhui Ako work, Poutama Reo, Niho Taniwha - Improving Teaching and Learning for Ākonga Māori and Ngā Kawatau me ngā Tūmanakotanga o Te Taihuhu -The Aspirations and Expectations of Te Taihuhu)		<b>Our community is our focus</b> Whanau and our wider community are actively involved in and are proud of Tasman School. Our already strong community backing will be further enhanced throughout continued consultation and improvements.
<b>Valuing Culture / Respect for Diversity / Māori Perspective</b> <b>Our well-being is our focus</b> Well-being strategies are strongly integrated into the school culture, systems and practice with a positive impact on physical and emotional well-being of our INSPIRED learners.	<b>Students and their place in Aotearoa</b> Tasman School will ensure Aotearoa and New Zealand's histories are taught as part of the local curriculum. Our students will recognise the important events of our culturally rich nation.	<b>He tangata, he tangata, he tangata</b> Reviewing well-being across the school, in particular staff well-being to ensure the retention of quality staff.	<b>Our well-being is our focus</b> Our entire school is aware of what is required to maintain and create well-being. Systems have been developed for all of us to achieve an optimal state of well-being for the learning of our students.
<b>Sustainable Environments</b> <b>Our future is our focus</b> Create an environment that is sustainable and maximises the potential of our region and involves our INSPIRED students as real life learners.	<b>Nurturing our Environment</b> Review and establish systems and education plans to strengthen approaches to Environmental Education.	<b>Connecting with our changing world</b> Adapting to new places and building tolerance for different groups of people and their beliefs	<b>Our future is our focus</b> Our teaching and school-wide systems will place emphasis and value on Environmental Education and encourage our INSPIRED learners to be problem solvers.
<b>Engaging Curriculum / Empowered Students</b> <b>Our creativity development is our focus</b> To assist our INSPIRED learners to grow and flourish as successful individuals.	<b>Refreshing the Curriculum</b> Work will be in response to documentation and guidance released by the Ministry of Education.	<b>Art Attack</b> Emphasis will be placed on building teacher capability within the visual arts and utilising our community of artists to rebuild and reinstate our Artists in Residence programme.	<b>Our creativity development is our focus</b> Our students enjoy being at school, and are learning about themselves, our community and the wider world in a fun, hands-on and creative way.
<b>Student Achievement</b> <b>Our data leads our decision making</b> To address trends within our school and respond with the appropriate professional learning and interventions.	<b>Responding to 2023 student data</b>	<b>Responding to 2024 student data</b>	<b>Our data leads our decision making</b> Our teaching strategies and professional development learning will help our students to achieve learning success.

## 2024 Implementation Plan - Strategic Focus 1

**Strategic Goal:** Connecting with our community - Our community is our focus - Motueka Kāhui Ako development and 'Success for All' - NELP 1, NELP 3

**Annual Goal: Success for all through culturally competent practice** - By paying effect to the Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, Tasman School will be inclusive, and supportive of all learners to be successful and enjoy learning, whilst maintaining high expectations and the goal of creating INSPIRED learners. (RBL Profile Motueka Kāhui Ako work, Niho Taniwha - Improving Teaching and Learning for Ākonga Māori and Ngā Kawatau me ngā Tūmanakotanga o Te Taihū -The Aspirations and Expectations of Te Taihū)

**Baseline Data:** Parent, student and staff voice survey data from Rongohia Te Tau via Poutama Pounamu

### Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence
<p><b>Goal</b> By paying effect to the Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, Tasman School will be inclusive, and supportive of all learners to be successful and enjoy learning, whilst maintaining high expectations and the goal of creating INSPIRED learners.</p>	<p>Critical consciousness is applied as staff to understand our role in disrupting racism and discrimination. Hautū/Potama Reo/Ngā Kawatau and Niho Taniwha are all guiding documents for governance, leadership development and strategic planning. All governance and leadership decisions will transform the status quo and deliver equitable outcomes for tangata whenua / Māori.</p>	<p>All staff - Ongoing via Kāhui Ako and Poutama Pounamu professional development. Board and staff - throughout the strategic planning process and tracking of actions during 2024.  Student data presented to the Board with key information regarding ethnicity twice throughout the year.</p>	<p>All actions as described below.  Evidence of Hautū/Potama Reo/Ngā Kawatau and Niho Taniwha referenced throughout the annual implementation of the strategic education plan. Student achievement data will show minimal difference between Māori and non-Māori.</p>
<p><b>Pedagogy</b></p>	<p>Ensure teachers are completing professional development for Culturally Responsive Practice via Poutama Pounamu and Whenua Iti.</p>	<p>All staff - Ongoing via Kāhui Ako and Poutama Pounamu professional development. All staff - evidenced in the end of year appraisal.</p>	<p>Attendance at Kāhui Ako meetings. Poutama Pounamu online blended learning complete at the end of Term 2, 2024.</p>
<p><b>Institution</b></p>	<p>Critical consciousness is applied as staff to understand our role in disrupting racism and discrimination. Equitable representation of things Māori and non-Māori in the physical environment. (whakairo, kōwhaiwhai, tukutuku etc)</p>	<p>All staff - Ongoing  All classrooms</p>	<p>Ongoing reflection through Poutama Pounamu online blending learning. Balance of displays in Te Reo and English. Equitable integration of Mātauranga Māori (Māori knowledge into learning content).</p>
<p><b>Leadership</b></p>	<p>Utilise data from Rongohia Te Tau survey. Complete Hautū self-evaluation tool. Leaders are participating in tangata whenua / Māori initiatives eg Poutama Pounamu workshops, online blended learning A review of our Behaviour Support Plan is to be completed to check that processes are restorative and mana enhancing.</p>	<p>Principal, Ally - Term 1, 2024 Board - Term 1, 2024 Board / Principal / Deputy Principal - ongoing  Senior management team</p>	<p>Actions identified from survey. Completed survey. Poutama Pounamu online blended learning complete at the end of Term 2, 2024.  All staff have reviewed PB4L material as part of PLD sessions. Required changes made to documents.</p>
<p><b>Spread</b></p>	<p>All staff members have a personal Te Reo plan that is part of the annual professional growth cycle in conjunction with Tātaiako proficiency.</p>	<p>All staff - ongoing and evidenced in the end of year summary appraisal.</p>	<p>Staff completing Poutama Pounamu work. Evidence of individual language learning.</p>

2024 Implementation Plan - Strategic Focus 2

**Strategic Goal:** Valuing Culture - Our well-being is our focus - Student well-being - NELP 1, 3

**Annual Goal:** Students and their place in Aotearoa - Tasman School will ensure Aotearoa and New Zealand's histories are taught as part of the local curriculum. Our students will recognise the important events of our culturally rich nation.

**Baseline Data:** Feedback from Rongohia Te Tau via Poutama Pounamu

**Key Improvement Strategies**

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence
<p><b>Goal</b> Tasman School will ensure Aotearoa and New Zealand's histories are taught as part of the local curriculum. Our students will recognise the important events of our culturally rich nation.</p>	<p>Making space in the curriculum for Aotearoa histories. Actively engage with Te Awhina marae and Ngāti Rārua to access local stories and accompanying resources.</p>	<p>Staff - via long term plans and inquiry unit plans Rob - Term 1</p>	<p>All syndicates have at least one Aotearoa Histories within their year programme. Local story resources accessed and stored at school.</p>
<p><b>Pedagogy</b></p>	<p>We know and understand the geography as it relates to our Kāwai Kōrero (cultural narrative). We recognise the importance of language, culture, identity, values, and prior knowledge of our students and whānau to strengthen learning and achievement.</p>	<p>All staff - throughout the year All staff - ongoing</p>	<p>Classroom displays to provide evidence of this learning Staff will be using Te Reo progressions appropriately for the year level they are teaching.</p>
<p><b>Institution</b></p>	<p>We know who the eight iwi of Te Taihū are and their particular characteristics. Our local curriculum has been developed with our school's kaitiaki iwi and is reflective of tangata whenua aspirations.</p>	<p>Board, all staff - throughout the year All staff</p>	<p>Visual presence of Te Tau Ihu iwi in reception, in particular our kaitiaki iwi.</p>
<p><b>Leadership</b></p>	<p>Senior management will support teachers to deliver on this aspect of the curriculum through the provision of PLD, resources and expectation.</p>	<p>Senior management</p>	<p>Provision of PLD and resources available.</p>
<p><b>Spread</b></p>	<p>Teacher appraisal system and teaching as inquiry for each teacher to include evidence for this goal. Budget to allow for quality resources and staff professional development materials.</p>	<p>Staff - complete appraisal documentation by mid-Term 4 2024</p>	<p>Appraisal documentation complete for each member of the teaching staff.</p>



### 2024 Implementation Plan - Strategic Focus 3

**Strategic Goal:** Maximising our environment - Our future is our focus - Future Focused Problem Solvers - NELP 2, NELP 4

**Annual Goal:** Nurturing our Environment - Review and establish systems and education plans to strengthen approaches to Environmental Education.

**Baseline Data:** Progress from EnviroSchools work in 2023, Parent Forum feedback

#### Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence
<b>Goal</b> Review and establish systems and education plans to strengthen approaches to Environmental Education.	Agreed ownership of the goal across staff and Board representatives.	All staff and Board members.	Progress towards the actions below.
<b>Pedagogy</b>	Creating space within school planning documents for Environmental Education. Introduce Unesco Sustainable Developments resource tool. <a href="https://en.unesco.org/themes/education/sdgs/material/01">https://en.unesco.org/themes/education/sdgs/material/01</a> Teach students practices to grow their own native seedlings, vegetable plants and fruiting plants.	Term 1, 2024 - Melanie  Term 1 2024 - Rob  Classroom teachers	Evidenced in planning documents.  Training PLD session for staff to review documents in detail. Student ownership over areas of the school.  Plant growing initiatives across the syndicates and use of new shade house.
<b>Institution</b>	Provide professional development opportunities on the Unesco Sustainable Developments resource tool. Track use of Unesco Sustainable Developments resource tool. Train students to understand systems in the school that support EnviroSchools philosophy. Individual classrooms to take responsibility for a designated area of the school.	Term 1 2024 - Rob  Ongoing during 2024 - Rob  Education sessions during school hui. Clear training of senior monitors.	Sessions completed and greater awareness from the staff of the tools. Progress reported to the Board.  Systems across the school consistently and effectively applied.
<b>Leadership</b>	Check cleaning systems across the school. Order items together to reduce shipping. Establish new routines to address the five guiding principles of sustained communities.	Rob / Lisa - ongoing Rob / Lisa - ongoing Rob / Melanie	Reduced shipping costs and carbon footprint.  Guiding principles of EnviroSchools more clearly evidenced in the school planning.
<b>Spread</b>	Support staff to include factors of Environmental Education in their planning.	Check that syndicate have included these element throughout two cycles - Term 1/2 and Term 3/4- Rob / Melanie	Varied units and coverage of Unesco Sustainable Developments resource tool.

## 2024 Implementation Plan - Strategic Focus 4

**Strategic Goal:** Engaging curriculum - Our creativity development is our focus - Refreshing the Curriculum - NELP 3

**Annual Goal:** Refreshing the Curriculum - Work will be in response to documentation and guidance released by the Ministry of Education.

**Baseline Data:** Zero progress on this at the start of 2023 as resources and information has only been released during the summer break.

### Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence
<b>Goal</b> Work will be in response to documentation and guidance released by the Ministry of Education.	Attend Ministry of Education webinars, workshops or courses. Work with local Principals to interpret documents as these are released.	Delegate to appropriate curriculum lead. Rob - as documents are released.	Shared work to guide interpretation of the NZ Curriculum Refresh.
<b>Pedagogy</b>	Review and alter school planning documents to consider alignment with the NZ Curriculum Refresh. Consider the structure of school to best align with NZ Curriculum Refresh structure or Years 0 - 2, 3 - 6, and 7 - 8. Review current teaching practices and assess alignment with the NZ Curriculum Refresh.	Senior leadership team - as documents are released  Senior leadership team	Relevant planning documents altered to reflect NZ Curriculum Refresh achievement objectives.  Curriculum Delivery Statements to be updated with required teaching practice changes.
<b>Institution</b>	Assist staff to build a comprehensive understanding of 'Understand - Know - Do' structure that supports a progression focused curriculum. Raise awareness within staff of the new framework for the Literacy & Communication and Mathematics Strategy as a common practice model.	Rob - Term 1 for Understand - Know - Do structure.  Senior leadership team - each term	Staff to develop assessment documents that reflect the 'Understand - Know - Do' concept.
<b>Leadership</b>	Provide regular professional development sessions each term around the initial resources and videos provided by MOE: <a href="https://curriculumrefresh.education.govt.nz">https://curriculumrefresh.education.govt.nz</a>	Senior leadership team - each term	Professional development material / slides available to access after professional development sessions.
<b>Spread</b>	Adjust Tasman School Curriculum Delivery statements to reflect changes within the curriculum refresh.	Curriculum leads - as documents are released by the Ministry of Education	Updated Curriculum Delivery Statements that have been reviewed with all staff.

## 2024 Implementation Plan - Strategic Focus 5

**Strategic Goal:** Student Achievement - Our data leads our decision making - Diversifying our approaches - NELP 2, NELP 3

**Annual Goal:** Responding to 2023 data - To accelerate progress for those achieving below age expectations in mathematics through extensive professional development as provided by Rob Profitt-White from The Learner First.

**Baseline Data:** Data collected from teacher end of year overall teacher judgements (OTJs) indicate we have 10% in mathematics achieving below age expectations. As a school our last mathematics professional development was in 2013. Due to staff turnover and staff desire to update their professional knowledge, mathematics has been an area of interest for the last two years.

### Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence
<p><b>Goal</b> To accelerate progress for those achieving below age expectations in mathematics</p>	<p>Staff to identify high priority students in mathematics. Monitor progress through effective assessment and tracking.</p>	<p>All staff in Term 1, 2 and 3</p>	<p>Term 1 section of priority student logs Term 2 section of priority student logs Term 3 section of priority student logs Evidence form student data July/November</p>
<p><b>Pedagogy</b> To build a higher level knowledge of up to date strategies and interventions for supporting students with numeracy difficulties.</p>	<p>Teaching staff to attend The Learner First mathematics workshops in 2024.</p>	<p>All staff throughout the year.</p>	<p>All staff will have completed workshops.</p>
<p><b>Institution</b> To develop agreed upon outcomes about the expectations for teaching numeracy / mathematics at Tasman School.</p>	<p>Review curriculum expectations Check in with compliance regarding 1 hour of mathematics. Explore Prime Mathematics / Singapore Mathematics as a spine resource tool for the school Develop purchase plans for improved resources.</p>	<p>Rob - start of Term 1 Senior management.  Completed by the end of Term 1.  Rob / Alex end of Term 1</p>	<p>Completed curriculum reviews. Classroom timetable, planning documents and student bookwork. Present information to the Board. Purchase of resources. Present purchasing plan to the Board.</p>
<p><b>Leadership</b> To support staff to make timely decisions around the best approaches for supporting students with numeracy / mathematics learning difficulties.</p>	<p>Meetings with individual students about their priority student logs. Assessment tracking in place to monitor accelerated progress and finer steps of progress.</p>	<p>Rob and teachers each term.  Rob and teachers each term.</p>	<p>Priority student log up to date. Learning Support register up to date. Assessment tracking in place and actions established to respond to areas of concern.</p>
<p><b>Spread</b> To ensure that all staff have the expertise to support learning struggling with numeracy / mathematics and to have access to the appropriate tools and resources to support their teaching programmes.</p>	<p>Provide access to appropriate resources to deliver programmes to meet the needs of those students underachieving. Provide access to appropriate professional development programmes to deliver programmes to meet the needs of those students underachieving. Explore opportunities for other teachers to complete the Learner First mathematics course.</p>	<p>BOT through annual budget and Principal through budget management  BOT to provide release for staff members to attend workshops with Rob Profitt-White from The Learner First and funding costs of \$1500 for 4 days of workshops. Rob beginning of Terms 1.</p>	<p>Mathematics purchase list complete - end of term 2.  Staff to attend sessions and share examples of improved practice or revised planning at scheduled staff meetings. If possible further teachers registered for MOE funded PLD.</p>

## 2024 Implementation Plan - Strategic Focus 6

**Strategic Goal:** Student Achievement - Our data leads our decision making - Diversifying our approaches

**Annual Goal:** To accelerate progress for those achieving below age expectations in reading 6.5% and writing 10%

**Baseline Data:** Data collected from teacher end of year 2023 overall teacher judgements (OTJs) indicate we have 6.5% in reading and 10% in writing achieving below age expectations. Parent voice has indicated concern around teaching approaches to reading, despite high student achievement.

### Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence
<p><b>Goal</b> To accelerate progress for those achieving below age expectations in reading 6.5% and writing 10%.</p>	<p>Staff to identify high priority students in both reading and writing and identify appropriate interventions to accelerate progress. SENCO profile sheet to be completed for these students.</p>	<p>All staff in Term 1, 2 and 3</p>	<p>Term 1 section of priority student logs Term 2 section of priority student logs Term 3 section of priority student logs Evidence form student data July Evidence from student data November</p>
<p><b>Pedagogy</b> To build a higher level knowledge of up to date strategies and interventions for supporting students with literacy difficulties.</p>	<p>Continue to engage services of Structured Literacy trained tutors.  Review current knowledge of Structured Literacy to ensure staff are trained and knowledgeable.</p>	<p>Explore and engage - Term 1 \$10,000 allocated by BOT. Explore grants to extend further. Senior management team.</p>	<p>Tutor contracted and timetable established for students and track progress and report to the Board. Common understanding across staff. Suitable tools for purpose applied at various levels across the school.</p>
<p><b>Institution</b> To develop agreed upon outcomes about the expectations for teaching literacy at Tasman School.</p>	<p>Check in with compliance regarding 1 hour of reading and 1 hour of writing. Support staff to fully utilise shared success criteria documents for writing assessment.</p>	<p>Senior Management Team - Term 1  All teachers</p>	<p>Classroom timetable, planning documents and student bookwork. Student writing will be marked according to success criteria and use of criteria for next steps.</p>
<p><b>Leadership</b> To support staff to make timely decisions around the best approaches for supporting students with literacy difficulties.</p>	<p>Further explore alternative assessment options to solidify the accuracy of overall teacher judgements. Track progress of junior students over the past two years to analyse the effectiveness of Structured Literacy, gaps in resources and training, and considerations around the role of Reading Recovery.</p>	<p>Rob and Maia  Rob - end of Term 2</p>	<p>Review and purchase of alternative assessment tools eg iDeal platform for reading fluency Data presented to the Board.</p>
<p><b>Spread</b> To ensure that all staff have the expertise to support learning struggling with literacy and access to the appropriate resources to support their teaching programmes.</p>	<p>Enrol further staff in BSLA training (University of Canterbury training regarding Structured Literacy) Explore Learning Matters and Liz Literacy workshops for Spelling and Reading. Explore opportunities for teacher aide PLD.</p>	<p>Rob to manage (fully funded)  Rob to manage Board to provide funding SENCO - Maia</p>	<p>Identified staff have completed BSLA training microcredentials. Identified staff have completed the relevant workshops. PLD identified and booked.</p>