



# Jireh Christian School Strategic Plan 2022 - 2024



# JIREH CHRISTIAN SCHOOL

Strategic Plan  
2022 - 2024

We are a Christ centred community where  
learners are nurtured to glorify God

Our Vision

## Our student outcomes

### Goals

1. Grow  
achievement  
with a focus on  
priority learners

2. Developing  
Staff  
Capabilities

3. Create a culture  
of wellbeing  
informed by  
Scripture

### Strategic Initiatives

- Develop and embed a whole school approach to ESOL learning
- Implement the Pasifika Education Action Plan
- Strengthen the learning environment and connections for Māori learner success

- Grow leadership capability
- Enable and equip staff to deliver a programme of excellence
- Embed the Student Outcomes and Key Competencies in all learning

- Grow teacher understanding of wellbeing as seen through the lens of Scripture
- Equip teachers to weave wellbeing into school life
- Develop a mechanism to measure wellbeing

### Success

Pasifika, ESOL and Māori students are achieving academic success.

Staff are able to plan and execute effective teaching and learning programmes in learning

Wellbeing Framework embedded and evident in school culture

## Our Values



Romans 11:36 "For from Him and through Him and for Him are all things, to Him be the glory forever. Amen"

## Three Year Overview 2022 - 2024

Goals	Initiatives	2022 Outcomes	2023 Outcomes	2024 Outcomes	Measured by:	Success
<b>Strategic Goal 1</b>  Academic Success for All Learners	<ul style="list-style-type: none"> <li>Develop and embed a whole school approach to ESOL learning</li> <li>Implement the Pasifika Education Action Plan</li> <li>Strengthen the learning environment and connections for Māori learner success</li> </ul>	<p>Develop and implement a co-ordinated whole school ESOL plan</p> <p>Staff and Pacific Parents gain an understanding of the Pasifika Education Plan</p> <p>Staff and students learn about the whakapapa of te Whau. Staff te Reo Māori capability is developed.</p>	<p>Co-ordinated ESOL plan embedded.</p> <p>The Pasifika Education Plan is implemented.</p> <p>School develops its own mihi and haka embedded in the whakapapa of te Whau. Te Reo is taught competently across the school.</p>	<p>Whole school co-ordinated ESOL plan added to the induction programme of new staff.</p> <p>The Pasifika Education Plan is embedded and added to the induction programme for new teachers.</p> <p>Staff and students know the school mihi and haka and use it organically as part of mihi whakatau and at formal occasions, gatherings and performances.</p>	<p>% of ELLs achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%</p> <p>% of Pasifika students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%</p> <p>% of Māori students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%</p>	<b>Pasifika, ESOL and Māori students are achieving academic success</b>
<b>Strategic Goal 2</b>  Developing Staff Capabilities	<ul style="list-style-type: none"> <li>Grow leadership capability.</li> <li>Enable and equip staff to deliver a programme of excellence.</li> <li>Embed the JCS Student Outcomes and Key Competencies in all learning (Deferred to 2025 in keeping with the Kahui Ako initiative)</li> </ul>	<p>LoL use the Leadership Capabilities Framework to form an inquiry linked to a specific area of responsibility</p> <p>Develop the curriculum in line with the NZC refresh – Social Science and History</p> <p>Develop writing skills capabilities in staff and students.</p> <p>All teachers are using the learning progressions consistently for reading, writing and mathematics.</p> <p>Teachers gain a good understanding of the key competencies.</p>	<p>Develop the curriculum in line with the NZC refresh – Maths, English and Science</p> <p>Develop a whole school writing programme which ensures consistency.</p> <p>Develop/source an online platform for reporting to parents.</p> <p>The JCS outcomes are reworked to ensure they contain the key competencies/future focussed learning dispositions</p>	<p>Use the StrengthsFinders Programme across the school with all staff</p> <p>Develop the curriculum in line with the NZC refresh – Technology, the Arts, Languages, Health and PE</p> <p>Embed a whole school writing programme.</p> <p>Introduce Structured Literacy Years 1-4</p> <p>A graduate student progress profile rubric is developed and used by students and teachers</p>	<p>Using a survey form with top strengths number at 5 and leadership at 1. The number of high strengths increases each year and in areas where there is particular room to grow.</p> <p>% Students are achieving at or above the curriculum levels in writing * 2022- 75% * 2023- 80% * 2024- 85%</p> <p>JCS student graduate profiles show individual progress</p>	<b>Staff are able to plan and execute effective teaching and learning programmes in learning</b>
<b>Strategic Goal 3</b>  Create a culture of wellbeing informed by Scripture	<ul style="list-style-type: none"> <li>Grow teacher understanding of wellbeing as seen through the lens of Scripture.</li> <li>Equip teachers to weave wellbeing into school life.</li> <li>Develop a mechanism to measure wellbeing</li> </ul>			<p>Teachers have a good understanding of the wellbeing framework and how it is embedded in scripture.</p> <p>The wellbeing framework is evident in various areas of the curriculum.</p> <p>A progress rubric is available for students to self-assess their wellbeing and for teachers to assess student wellbeing.</p>	<p>Survey</p> <p>Learning programmes have the wellbeing elements embedded in them</p> <p>A graduated rubric</p>	<b>Wellbeing Framework embedded and evident in school culture</b>

Strategic Goal 1 Academic Success for All Learners Annual Plan 2024

3 Year Success Metric:

- 1.1 ELLs are achieving at or above the curriculum levels in reading, writing and mathematics.  
% of ELLs achieving at or above the curriculum levels in mathematics, reading and writing = \* 2022 - 70% \* 2023 - 75% \* 2024 - 80%
- 1.2 Pasifika students are achieving at or above the curriculum levels in reading, writing and mathematics.  
% of Pasifika students achieving at or above the curriculum levels in mathematics, reading and writing = \* 2022 - 70% \* 2023 - 75% \* 2024 - 80%
- 1.2 Māori students are achieving at or above the curriculum levels in reading, writing and mathematics.  
% of Māori students achieving at or above the curriculum levels in mathematics, reading and writing = \* 2022 - 70% \* 2023 - 75% \* 2024 - 80%

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
1.1 Develop and embed a whole school approach to ESOL learning.	The ESOL whole school plan forms part of the induction of new staff.	LoL Human Resources Kahui Ako WSL	Term 1 - 4	\$400	Whole school co-ordinated ESOL plan added to the induction programme of new staff	
	ESOL principles form part of the planning document. Refresher spotlights at staff meetings.	Teachers, ESOL team, Within and Across School Leaders	Term 1 - 4		The plan is being embedded across the school.	
	New staff have opportunity to view ESOL principles in action in lessons in the classroom.	Teachers, Within School Leaders				
	Regular meetings are set up on Friday mornings between the teachers, learning support and ESOL team to ensure the needs of the ESOL students are being addressed, making adjustments to the programme as needed.	Teachers, ESOL team, Within School Leaders	Term 2 - 3		The Plan is embedded and the achievement of ESOL students is continually improving.	
1.2 Implement the Pasifika Education Action Plan	The JCS PEAP forms part of the induction of new teachers	Human Resources	Term 1	Fono Talanoa- \$2000	The Pasifika Education Plan is embedded and added to the induction programme for new teachers	
	Meet regularly to gain whānau voice and to report on actions taken and progress being made.	PI teachers Principal	Term 2 - 4			
		Board Pasifika representative whānau Principal	Term 1 - 4			
1.3 Strengthen the learning environment and connections for Māori learner success	Arrange a visit to a local Marae where students and staff can learn the Whakapapa of Te Whau	LoL- te Reo and Te Ao Māori, Principal	Term 1	\$800	Students and staff learn about the whakapapa of Te Whau - relationship developed between school and the marae to facilitate annual visits for staff and students.	
	PLD for kaiako and rangatahi to gain confidence and improve their Te Reo Māori. Teach teachers and students the school pepeha and haka	LoL, whānau Te Reo Māori- PLD Education Perfect	Terms 1 - 4	\$5000	Staff and students can speak some Te Reo Māori with confidence. Staff and students know the school mihi and haka and use it organically as part of the mihi whakatau and at formal occasions, gatherings and performances	



Strategic Goal 2 Developing Staff Capabilities Annual Plan 2024

3 Year Success Metric:

- 2.1 Survey form % of high strengths increases each year.
- 2.2 % of students are achieving at or above the curriculum levels in writing \* 2022- 70% \* 2023- 75% \* 2024- 80%
- 2.3 JCS Graduate Progress Profile shows individual progress - deferred to 2025 as part of the Kahui Ako initiative.

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
2.1 Grow leadership capability	LoLs frame an inquiry using the Leadership Capabilities Framework on OneNote. This will form part of the Professional Growth Cycle.	Principal LoL	Term 1	\$200	Leadership inquiries lead to better practice.	
	LoLs meet with the Principal to discuss the inquiry, progress and next steps	Principal LoL	Term 1	Funded by Kahui Ako	Develop the curriculum in line with the NZC refresh - Technology, the Arts, Languages, Health and PE.	
	Use the StrengthsFinders Programme across the school with all staff who have not yet done it.	Principal LoL	Term 2 – 4		Develop leadership across the school	
		SMT Principal, DP, teachers	Term 1 - 4			
		Strength Finders Coach				
2.2 Enable and equip staff to deliver a programme of excellence	Teachers become acquainted with the NZC refresh for Maths and English through Workshops and TODs to learn about the new curriculum, learning phases and assessment.	Principal LoL	Term 1, TOD	\$1000	Develop the curriculum in line with the NZC refresh - Technology, the Arts, Languages, Health and PE	
	Collaborative planning to include the new curriculum.	LoL Teachers Principal Deputy Principal	Term 3 TOD	Government Funded PLD	The NZC refresh is developed across the school ready for implementation by 2026.	
	The planning template is modified to include the, “understand, know, do” model and the learning phases.					
	Teachers have PLD for writing - Writers Toolbox	Writers Toolbox facilitators Lit Team Teachers	Term 1 - 4		Improved teachers’ literacy capability to raise student achievement.	
	Students Year 4 - 8 use the online platform for Writers Toolbox.	Writers Toolbox facilitators Teachers	Term 1 - 4		Increased student achievement in writing	
	The learning progressions for each core learning area are unpacked. Teachers work with others in a team, at the levels they teach.	LoL Teachers D.P. Lit Team	Term 1 - 2		Teachers know and understand the learning progressions for their level.	
	The learning progressions are incorporated into planning and assessment for reading, writing and mathematics	LoL Teachers D.P. Lit Team	Term 3 - 4	MOE Funded	Planning and assessment are done in alignment with the learning progressions.	
	The learning progressions are used to do moderation to gain a common understanding of how they are used in reading, writing and mathematics.	LoL Teachers D.P. Lit Team LoL Teachers	Term 3 - 4		A common understanding is demonstrated through moderation.	

	<p>A consistent writing programme is developed and embedded.</p> <p>Structured Literacy PLD for all teachers Years 1-4</p>	<p>D.P. Lit Team</p> <p>LoL</p>		\$50 000	<p>There is a consistent writing programme embedded across the school.</p> <p>Structured Literacy will form the basis of the reading and spelling programme in Years 1-4.</p>	
<p>2.3 Embed the Student Outcomes and Key Competencies in all learning.</p> <p>(Deferred to 2025 as part of the Kahui Ako initiative)</p>	<p>Teachers have a think tank around the future focussed dispositions that will allow for success.</p> <p>Teachers work through a book together looking at key competencies</p>	<p>Principal, D.P. Teachers</p> <p>Principal, D.P. Teachers</p>	<p>Term 2</p> <p>Term 2 - 4</p>	\$300	Teachers gain a better understanding of the key competencies and dispositions students need for success in a fast changing and increasingly mechanised world	

### Strategic Goal 3 Create a culture of wellbeing informed by Scripture Annual Plan 2024

#### 3 Year Success Metric:

- 3.1 Teachers have a good understanding of the JCS WBF and how it is embedded in scripture.
- 3.2 Teaches are weaving the WBF into everyday teaching and learning programmes.
- 3.3 An effective measurement is tool is used.

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
3.1 Grow teacher understanding of wellbeing as seen through the lens of Scripture	Unpack the descriptors of the elements of wellbeing.	WSL Teachers	Term 3 2023 Term 1 2024		Teachers have a good understanding of the wellbeing framework and how it is embedded in Scripture.	
3.2 Equip teachers to weave wellbeing into school life.	<p>Look at ways in which we currently weave wellbeing into the curriculum in staff meetings/TODs.</p> <p>Integrate all the elements- of the JCS WBF, intentionally, into the different curriculum areas such as Health &amp; PE and Devotions.</p> <p>Use community feedback to frame the H &amp; PE curriculum.</p>	<p>WSL Teachers</p> <p>Principal DP Teachers LoL</p>	<p>Term 4 2023 Term 1 2024</p> <p>Term 1-4</p> <p>Term 1 2024</p>	\$500	The wellbeing framework is evident in various areas of the curriculum.	
3.3 Develop a mechanism to measure wellbeing.	Design a measurement rubric which shows the state of wellbeing for each student.	WSL Principal Teachers	Term 1		A progress rubric is available for <b>students</b> to self-assess their wellbeing and for teachers to assess student wellbeing.	

## Service Leadership Arts Mission Sport

SLAMS

### Our Co-curricular Programme Strategic Initiatives for 2022 - 2024

<b>Service</b>	<p>In line with our valued Jireh Outcomes, Jireh Christian School does not want to adopt an island mentality. Students are encouraged to be outward looking, showing genuine interest in and concern for others. An avenue for this to happen practically is through links with Community Service Groups. In 2024 we will strategically partner with community service groups to bless our community. This requires the establishment and maintenance of relationships with other organisations that are keen to see our students serve. Some of these are local rest homes and 'Feed the Streets Avondale'. Dedicate time to serving in the community. This can become an annual event, serving different areas of need in the community from helping people to cleaning up local creeks. Helping prepare and serve lunches and performing at the Christmas concert and Christmas Parade, partnering with Feed the Streets Avondale.</p>
<b>Leadership</b>	<p><b>2024</b> - Year 7 &amp; 8 Leadership Programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership. House Captains, Head boy and Head girl and the fortnightly leadership opportunities. Year 6 students will be part of a Growth Culture programme to grow leadership capability in preparation for becoming the student leaders when in Tiwai.</p>
<b>Arts</b>	<p><b>2024</b> – Continue to develop the performing arts in the areas of music, dance and drama. Allowing for platforms and opportunities to showcase these arts in assemblies, Grandparents Day, Awards Ceremonies, Language Weeks and Cultural Weeks and other events the school has. Organise a flash mob to perform at school family BBQs.</p>
<b>Mission</b>	<p><b>2022 - 2024</b> - Supporting TEAR Fund child. <b>2022</b> - Market Days for mission fundraising- Asian Outreach <b>2022 - 2024</b> - Perform at the "I Love Avondale Christmas Party" and Avondale Christmas Parade</p>
<b>Sport</b>	<p><b>2022 – 2024</b> - Work closely with ACS to organise and participate in Sports events. <b>2022 – 2024</b> - Increased involvement in local sports cluster – the Whau Sport Waitakere <b>2024</b> - After school sports teams in a variety of sports.</p>

National Education and Learning Priorities, (NELPS) in Schools - Objectives	
1. Learners at the Centre	How JCS is focussed on achieving the NELPS
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	<ul style="list-style-type: none"><li>- Through the Child Friendly and Wellbeing surveys students are able to voice their concerns around bullying and discrimination by anyone at school, teachers and peers. The results are collated, and suitable programmes are set up to address problems.</li><li>- The Jireh Way and Values express the intrinsic worth of each child, made in the image of God.</li><li>- Cultural Week is held once every 2 years to give value and honour to all the diverse cultures in our community. The parents run the week and the students dress up in the culture of the day as we celebrate our uniqueness in the unity of our common faith.</li></ul>
Have high aspirations for every learner and ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	<ul style="list-style-type: none"><li>- Parents are consulted as Pasifika, Māori, Asian and Pakeha, acknowledging that priorities may differ for different cultural groups, and all are given the opportunity to share their desires for their children. Consultation is done in cultural groups at meetings, through WeChat for the Chinese parents, at Hui and Fono for Māori and Pacific Island respectively and online surveys.</li><li>- Māori whānau have developed a rubric for Māori learners’ (success as Māori) which is used to inform teachers what to include and how to use the cultural competencies in the teaching and learning programme and to include tikanga Māori in the day-to-day life of the classroom and school.</li><li>- Staff are unpacking Tapasa and using the cultural competencies to inform teaching and learning.</li><li>- A new history curriculum has been developed in 2022 to be fully implemented in 2023. It will include local history and the history of Christianity, which is part of the special character of JCS.</li><li>- The Pasifika Education Plan was introduced to staff in 2022 and through consultation with Aiga at Fono and staff an action plan will be developed in 2023 and embedded in 2024.</li></ul>

National Education and Learning Priorities, (NELPS) in Schools – Objectives	
2. Barrier Free Access	How JCS is focussed on achieving the NELPS
Reduce barriers to education for all, including for Māori and Pasifika learners, disabled learners and those with learning support needs.	<ul style="list-style-type: none"><li>- The Senco, together with the teacher, establish who the students are who require additional help and they are given appropriate support through various agencies, programmes and/or TA support. Action Plans and IEPs are set up collaboratively with the team who work with the students. Student voice is gained to ascertain what works best for them to help support their learning.</li><li>- SWIS and other agencies are used to help families with life skills like budgeting and applying for funding and assistance. Food banks are used when necessary.</li><li>- Students have access to counselling at school.</li><li>- Teachers make an intentional effort to know their learner and show an interest in where they come from and all about their culture, hobbies, etc. Teachers complete a template, together with the student and their parents, learning who they are beyond the classroom. The students have cultural artefacts and things that are unique to their identity displayed in the classroom.</li><li>- ESOL students have a supplementary form as part of their enrolment which is filled in at the family interview. The family give information around the student’s exposure to English, how well they are versed in their first language, how well the parents speak, read and write English and who helps them with their homework. This allows the teachers to be better informed when they design teaching and learning programmes for their ELLs.</li></ul>
Ensure every learner gains sound foundation skills, including language, literacy and numeracy.	<ul style="list-style-type: none"><li>- ESOL learners are given assistance in the classroom and in small, withdrawal groups. Teachers and TAs have had PLD and continue to have support in embedding the 7 ESOL practices. ESOL is also a main focus of the Kahui Ako. The 7 ESOL principles are being embedded in the learning programme.</li><li>- Staff are doing Te Reo Tuatahi programme (2022 - 2024). This PLD leads into the classroom through tikanga and te Reo Māori lessons.</li></ul>



National Education and Learning Priorities, (NELPS) in Schools- Objectives	
3. Quality Teaching and Leadership    How JCS is focussed on achieving the NELPS	
<p><b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b></p>	<ul style="list-style-type: none"> <li>- Teachers have PLD around tikanga Māori and Te Reo. This learning is applied in the classroom. What is learnt and done in class is also informed by the termly korero whānau hui.</li> <li>- Teachers use the cultural competencies as found in Tataiko and Ka Hikitia.</li> <li>- An annual trip to a local Marae is planned.</li> </ul>
<p><b>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</b></p>	<ul style="list-style-type: none"> <li>- All middle managers have a leadership inquiry directly related to the strategic focus of their area of the school. We are using the Leadership Capabilities Framework to guide the mahi.</li> <li>- Teachers are using the school’s local Professional Growth Cycle to ensure constant growth and improvement, through collaborative PLD, reflection and buddy coaching.</li> </ul>

National Education and Learning Priorities, (NELPS) in Schools- Objectives	
4. Future of Learning and Work -    How JCS is focussed on achieving the NELPS	
<p><b>Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.</b></p>	<ul style="list-style-type: none"> <li>- Whānau come into school and contribute to inquiries in their field of expertise, as appropriate.</li> <li>- Students explore primary, secondary, and service industries and how all contribute to society in inquiries over a 3-year cycle.</li> <li>- A future initiative for intermediate students will be to spend a day in a workplace of their choice.</li> </ul>

# KAHUI AKO/COMMUNITY OF LEARNING AND MOE PRIORITIES:

## WELLBEING

To raise the overall wellbeing of students in all the dimensions of wellbeing to develop student resilience and grit.

School-wide climate and practice	Increase the positive student experience each year.
Teaching and Learning	Increase the positive teacher-student engagement levels each year
Community Partnership	Increase the community partnership statistics levels each year
Pro-social student culture and strategies	Increase the positive manner in which staff and students relate to each other each year
Maintain an anti-bullying culture	Decrease any anti-social behaviour levels each year

## LEARNING SUPPORT

To raise the overall achievement of all ELL students.

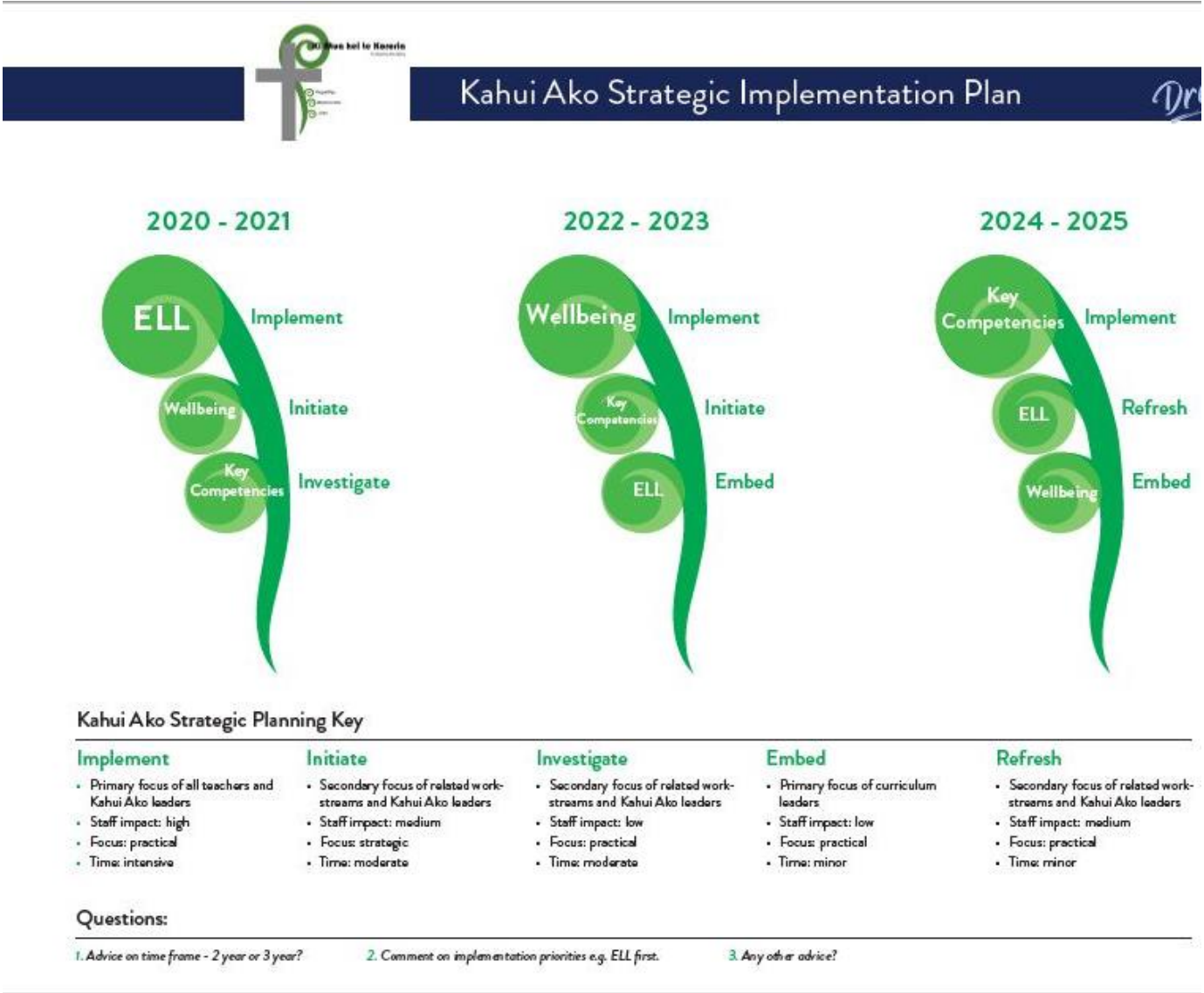
At risk students improve in literacy and numeracy results in their diagnostic assessment each year.

## KEY COMPETENCIES

To ensure all students are increasing in their knowledge, skills and attitudes of the key competencies of thinking, relating to others, managing self, participating, contributing and using language symbols and texts.

School to develop key competencies in conjunction with the graduate profile - JCS Valued Outcomes.

An increase is recorded annually in students' knowledge, attitudes and skill of the key competencies at every level. A graduate student profile will be used to plot progress.



# ANALYSIS OF VARIANCE 2024

Jireh Christian School Achievement Targets 2024	
Curriculum Areas:	Writing
Key Competency:	Using Language, Symbols and Texts •Interprets and uses words, understanding their impact on the audience.
Baseline Data:	Overall Teacher Judgements in curriculum levels, using the writing progressions. Writing samples Term 1, 2024 and Term 4, 2024
Strategic Goal:	Staff and students are participating in Writers Toolbox PLD to raise the achievement levels for writing Years 2 - 8 by 5% from Term 1 2024 to Term 4 2024 as per the Strategic Plan.

Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff meeting and learning area meetings	<ul style="list-style-type: none"><li>Willingly and confidently share with colleagues.</li></ul>
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student’s needs.	Leaders of Learning areas	Once a term	<ul style="list-style-type: none"><li>Leaders of Learning meet specifically to monitor progress of target students.</li><li>Meetings will be held at the end of term with each Learning Area to discuss progress of focus students.</li><li>There will be regular contact between school and home and parents will be engaged in their children’s learning through weekly notes home. Parent meetings and emailing.</li></ul>
The Literacy Team will Inquire into practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"><li>Teacher goals set.</li><li>Teaching as inquiry will be used to record progress against these goals with a focus on student achievement. This will form part of the Literacy Team’s leadership goal as framed by the Leadership Capabilities Framework.</li></ul>
IEP’s	All stakeholders	Twice a year	<ul style="list-style-type: none"><li>These will be written for all priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.</li></ul>
Action Plans	Teachers	Once a Term or as necessary	<ul style="list-style-type: none"><li>Differentiated learning programmes will be developed to meet specific needs.</li></ul>
Share bright spots and problem areas	Leaders of Learning / all teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"><li>To analyse data, effective teaching and to share good practice.</li></ul>
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"><li>There will be a rigorous moderation process.</li><li>There will be critical analysis of data and rigorous tracking of target students.</li></ul>
All students and teachers will be part of the Writers Toolbox PLD. This takes place 18 times a year with workshops, coaching and an online tool for Years 5 - .8	Writers Toolbox facilitators Teachers Leader of Learning - Writing	2022 - 2024	<ul style="list-style-type: none"><li>2024 - Teachers developing a common understanding of, and shared language around, the writing progressions, with focus on sentence construction.</li><li>Teachers growing in confidence in their own ability to write, and teach, a variety of sentence types and constructions.</li><li>Teachers experimenting with, and implementing, Deliberate Acts of Teaching focussed on sentence construction, as they are upskilled by the WTB PLD.</li><li>A positive shift in attitude towards writing, in both students and teachers.</li></ul>
Teachers on a 3 year PLD programme - WTB, 2022-2024	WTB facilitators	Term 1 – 4, 2022 - 2024	<ul style="list-style-type: none"><li>An embedded school wide writing programme.</li><li>Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels.</li><li>Greater student engagement and output in the area of writing.</li></ul>
2023/2024 - Planning			
<ul style="list-style-type: none"><li>Students will use progressions to inform next learning/goal setting.</li><li>Student agency will be developed.</li><li>There will be clarity and understanding of writing progressions and curriculum level expectations.</li></ul>		<ul style="list-style-type: none"><li>Teachers and students will continue to be part of the Writers Toolbox PLD over the next 3 years.</li><li>Priority groups will be formed for Māori, Pasifika, ELL and all at risk students and they will be monitored as separate groups and as part of the whole cohort.</li></ul>	