

Te Kūiti High School

Semper Paratus...Kia Hiwa Ra
Always Prepared to show Manaakitanga



CHARTER

2015



Introduction

General Description of the School and the School's Community

Te Kūiti High School is situated on an attractive site of 8 hectares. The grounds, include a multi-purpose astro turf for netball, tennis and hockey, well drained playing fields, and the remainder of the site has been landscaped and planted with many trees, shrubs and gardens creating a park-like setting for the school and the community.

The name of the school comes from the word Te Kūititanga which is the name for the town and means the narrowing of the valley.

The buildings consist of a gymnasium, school hall, library, Services Academy building, 4 technology work environments, visual & performing arts and 4 modern ICT specialist facilities as well as other ICT pods spread throughout the school. In addition there is a modern Pavilion, Student Centre and a new modern learning environment was completed in 2014.

Te Kūiti High School provides a broad high quality education for its students. It is the school's goal for all students to transition from school with a positive attitude to learning having acquired a range of essential learning skills and achieved nationally recognised qualifications. The Te Kūiti High School Curriculum covers the eight essential learning areas. Additionally, the school promotes learning pathways through a Services Academy, Primary Industries Academy and the Sports Leadership courses. Te Kūiti High School is also one of eight trial schools for the National Sport in Education project.

The school draws its students from a diverse multi-cultural and socio economic community, students enrolling mainly from the town of Te Kūiti itself and its immediate hinterland.

Te Kūiti is a service town with an urban population of 4500 residents. It has a diverse age/sex composition, including single and twin parent nuclear families as well as extended family groupings. Predominant occupations are within the service industries of farming, forestry, tourism and mining. The local area has many exciting natural features that attract recreational users. There are seven contributing Primary schools within the area.

The school provides communitiy access to the school for learning opportunities, meetings, sporting and recreational activities. Te Kūiti High School is focused on achievement through quality teaching and learning. Extra learning support is offered for those students at risk of under achieving. All students have support to develop career plans and pathways.

Vision

Te Kūiti High School is a place where all groups within the school community have a sense of shared purpose and responsibility and this is captured in the vision statement:-

“Always Prepared to meet challenges through Participation, Positivity and Passion.”

In participating in the opportunities and challenges that learning presents, through our vision statement Te Kūiti High School students will be increasingly confident, connected and involved lifelong learners. We aim for students to flourish in an inclusive and enriching learning environment, and to ultimately leave Te Kūiti High School well equipped to meet the demands of employment or tertiary education or life generally.

We believe it is our responsibility to provide learning programmes and opportunities that will enable all students to reach their full potential. Fundamental to this process is teacher learning which is within a clear context of learner centred education engaging all students. It is our role as a community school to work with students, their parents to give all students the best opportunity to succeed.

Unique Position of Māori

The school community enjoys being part of a bicultural and multicultural community and reflects those values in its relationships with iwi and to the wider world. In particular, Te Kūiti High School relates to people of the Maniapoto rohe through the Maniapoto Trust Board, its agencies and whanau.

Kaumātua drive the understandings that cement this relationship. The school offers Te Reo Māori as a semester course for all year 9 students and as an option in years 10-13 inclusive.

Tikanga is available through the use of appropriate school wide protocol and practice, including in teaching and learning and the kapahaka group.

Te Kūiti High School

VISION

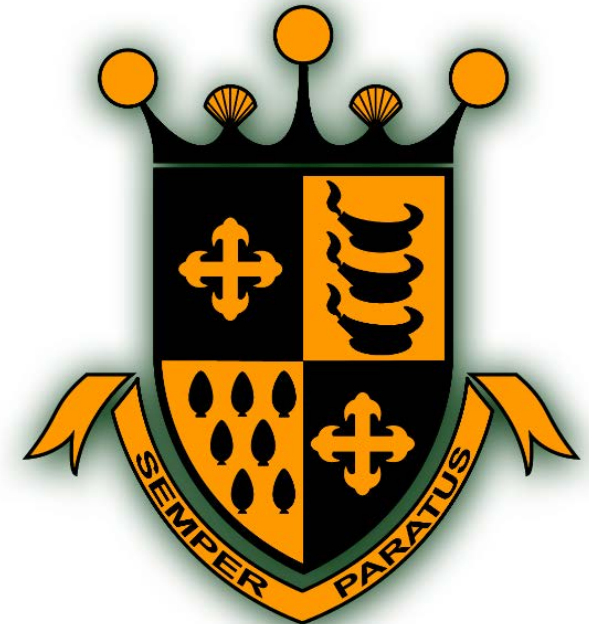
Always prepared to meet challenges through participation, positivity and passion.

MISSION STATEMENT

We give our students opportunities to strive for excellence, through learning to learn.

VALUES

We have respect for ourselves and others.



*KIA HIWA RA! Always prepared to show
MANAAKITANGA*

Always prepared to meet challenges through participation, positivity and passion

Te Kūiti High School



Strategic & Operational Plan
2015 – 2019

Curriculum

Strategic Statement: The delivery of curriculum will reflect the Board’s responsibilities under our Charter and NAG 1.

Strategic Goal 1: Ensure academic and learning achievement to the highest level for each student.

Strategic Goal 2: Provide a range of academic, cultural and sporting opportunities for each student to participate and achieve.

Long Term Goals	2015 Objectives	Outcomes	Responsibility	Progress to Date
1. Our curriculum will prepare students to face the future with confidence.	<ul style="list-style-type: none"> Review the TKHS curriculum ensuring alignment with the continued development of schemes of work. 	<ul style="list-style-type: none"> That students are engaged in their learning and experience success at all curriculum levels. 	Principal, HODs, Principal’s Nominee, Teachers	
2. To ensure that students are performing at their appropriate level for literacy and numeracy.	<ul style="list-style-type: none"> Focus on assessment practices to enhance learning. To continue with literacy and supporting Professional Development. 	<ul style="list-style-type: none"> Teachers are supported in developing strategies for improving literacy skills and teaching practice across all curriculum areas based on data. Develop processes which ensure students meet literacy and numeracy milestones 	Principal, Literacy Co-ordinator, SCT support, HODs, Deans, Data Analysis Committee.	
3. To ensure ICT development and training takes place for staff.	<ul style="list-style-type: none"> To continue to up skill all teachers in ICT skills. 	<ul style="list-style-type: none"> Teachers are supported in developing ICT skills to support their teaching and learning. 	ICT Lead Teacher	
4. Continued development for staff on the usage of data to enhance teaching and learning.	<ul style="list-style-type: none"> To continue gathering and communicating baseline data on achievement information. To focus on Year 9 & 10 cohorts. Active and frequent monitoring of achievement data to meet annual targets. 	<ul style="list-style-type: none"> A better data base of achievement information is developed to enhance teaching and learning programmes and for school review purposes. Students are successful at all levels. Data supports continued academic improvement. 	SCT Teacher, Literacy Co-ordinator, HODs, Deans, Data Analysis Committee	
5. To ensure that students have increased opportunities.	<ul style="list-style-type: none"> To further develop Tikanga Māori in the school. To provide a Services’ Academy option for senior students. To provide a focussed GATE programme for students with recognised talents. To provide a system in which students with specific learning needs are identified, monitored and supported. To further develop the Primary Industries Academy Continue to support the Sport in Education Project. 	<ul style="list-style-type: none"> Include Cultural Competencies (as outlined in Tātaiako) in teacher planning and practice. Students have more opportunities to engage in school. Learning resources for supporting explicit teaching foci for PB4L are developed and delivered. Utilised along with data to gauge change/success. All students are able to access and participate in mainstream learning opportunities or Alternative Education. 	HODs, Gifted & Talented Facilitator, Teacher s, Deans, SENCO, Data Analysis Committee, Alternative Education Coordinator, SMT	
6. High expectations of learners.	<ul style="list-style-type: none"> To encourage Merit and Excellence in subject attainment and certificate attainment. To provide Year 10 students who are ready with the opportunity to complete Level 1 NCEA assessments. To put systems in place to ensure students are able to meet the MOE goal of 85% pass rate at NCEA L2 	<ul style="list-style-type: none"> Students are successful at all Levels of NCEA. Incentive for students to strive to reach their academic potential. Some of the Year 10 cohort have first-hand experience of the NCEA system prior to entering the senior school. Students leave TKHS with a minimum qualification of NCEA L2 	SCT support, HODs, Teachers, Deans, ART Team	
7. To build a whole school approach to Careers Education.	<ul style="list-style-type: none"> To integrate career education into curriculum areas. To improve outcomes for students at risk. To use career benchmarks. 	<ul style="list-style-type: none"> Increased student awareness of the relevance of school to future work, education and training. All students leave school with “a place to go for the future”. 	Careers Coordinator, Gateway, Star Coordinator, HODs, Deans, Teachers	

Human Resource Management

Strategic Statement: The Board will meet the requirements associated with being a good employer and develop a relationship with staff which ensures mutual accountability and respect.

Strategic Goal 3: Ensure consistent, high quality teaching practice.

Long Term Goals	2015 Objectives	Outcomes	Responsibility	Progress to Date
1. To provide staff with professional development arising from appraisal to help develop improved practice.	<ul style="list-style-type: none"> To focus on improving practice. Providing staff PD on a regular basis. All staff complete an appraisal process. 	<ul style="list-style-type: none"> Better teaching practices. Staff development occurs as scheduled. To ensure a quality professional, motivated staff team operates to enhance students learning. Meeting teaching registration requirements. 	Principal, BOT SC Teacher, DP, AP, HOD's, Teachers, Deans	
2. To provide staff with access to computers and a school network.	<ul style="list-style-type: none"> To provide training in literacy, ICT and teaching strategies. Students are provided with innovative, personalised and stimulating learning experiences. 	<ul style="list-style-type: none"> Teachers and ICT programmes are supported 	Principal, BOT ICT Co-ordinator	
3. To recognise strengths and provide opportunity for staff to utilise their special strengths.	<ul style="list-style-type: none"> To better utilise specialist staff. 	<ul style="list-style-type: none"> Teachers' special talents are encouraged and supported. 	Principal	

Community Interface

Strategic Statement: We will maintain the positive relationship between the school and its community.

Strategic Goal 4: Ensure effective and active communication pathways between school and community is maintained.

Long Term Goals	2015 Objectives	Outcomes	Responsibility	Progress to Date
1. To continue to have positive relationships with our parents and contributing schools.	<ul style="list-style-type: none"> To report regularly to parents through weekly newsletters, and school website. Parents have access to their child's attendance data and record of learning via the school's parent portal. 	<ul style="list-style-type: none"> Parents/whanau are regularly well informed and included in their child's learning and progress. Parents/whanau are well informed about events/ achievements/successes of the school. 	Principal, DP, AP, Sports Coordinator	
2. To inform/consult parents / caregivers regarding what the school offers.	<ul style="list-style-type: none"> To consult parent community to gain feedback. To communicate achievement expectations to parents/caregivers. To consult with Māori community. 	<ul style="list-style-type: none"> Regular consultation occurs with our community. Consultation with our local Māori community is established and reported on. Whanau support meetings. New parents are supported during enrolment and beyond. 	Principal, BOT, NZQA Nominee, Deans	
3. To communicate achievement expectations to parents/caregivers.	<ul style="list-style-type: none"> NCEA Information meetings. Teacher/Parent interview evenings and reports. NCEA Assessment requirements in newsletters. 	<ul style="list-style-type: none"> Parents are aware of achievement expectations in school operations /systems. 	Subject HOD's, Teachers, Dean Principal Nominee	
4. To regularly report to the Board and community on student progress.	<ul style="list-style-type: none"> To continue to promote and report on schools activities and achievements through community newspaper. To continue to market our school. 	<ul style="list-style-type: none"> Regular consultation occurs with our community. Our school is marketed effectively. 	Principal, DP, AP	
5. To foster the involvement of family and community in career education.	<ul style="list-style-type: none"> Gateway and Work Experience Parent Meetings. 	<ul style="list-style-type: none"> Increased opportunities for local and wider community parents and whanau to be involved in career education activities and support the aspirations of students. 	Careers / Gateway / STAR coordinator	
6. To explore school / community partnerships.	<ul style="list-style-type: none"> Increase opportunities for the school, local and district communities. 	<ul style="list-style-type: none"> Facilitate the construction of a shared sport and recreational facility. 	BOT	

Health and Safety

Strategic Statement: We will meet the health, safety, and pastoral needs of our students.

Strategic Goal 5: Provide a safe, caring environment for each student - Manaakitanga

Strategic Goal 6: Prepare students for life beyond school.

Long Term Goals	2015 Objectives	Outcomes	Responsibility	Progress to Date
1. That there are clear, known guidelines for standards of behaviour.	<ul style="list-style-type: none"> To maintain our emphasis on a safe and inclusive school environment. To continue to consistently monitor and review our systems and programmes. To further develop school wide standards of behaviour based on PB4L. 	<ul style="list-style-type: none"> Staff and students are aware of the required standards of behaviour in accordance with PB4L guidelines. Staff and students interact in a safe environment. Behaviour data is analysed and addressed appropriately through PB4L. 	Management Team, Deans, PB4L Team, HODs, Teachers.	
2. To ensure our school is a place of safety for everybody.	<ul style="list-style-type: none"> Regular progress of identification of hazards/issues. To maintain a healthy canteen. Health curriculum objectives reflect the emphasis on a healthy lifestyle for students. To maintain the services of Doctor, Health Nurse and Drug & Alcohol Counsellor & school social worker. 	<ul style="list-style-type: none"> Hazards are dealt with in a timely way. Learning environment is safe and orderly. Students enjoy food from the canteen. Students have access to a wide range of medical and social services. 	BOT, Home & School Committee, DP, Sports Coordinator, Principal, Teachers	
3. Student health and well-being is catered for.	<ul style="list-style-type: none"> To provide Alternative Education when necessary. To maintain a healthy and safe environment. To continue to provide a healthy and safe learning environment for staff through systems review. To use Kiwi Sport funding to support student involvement in sport and recreation. 	<ul style="list-style-type: none"> Students remain engaged in learning. Health Curriculum objectives reflect the emphasis on a healthy lifestyle for students. Sports Co-ordinator organises lunch time activities. Sports Activities are supported. 	DP, PE Department, Community Health services, Teachers	
4. Student pastoral goals are catered for.	<ul style="list-style-type: none"> Students are supported through the pastoral system. Links to ongoing school-wide initiatives such as the development of the SIEP project and PB4L actions as required. 	<ul style="list-style-type: none"> Students are engaged in the life of the school in a positive way. 	DP, AP, PE Dpt, Community Health services, PB4L Team	

Property (Environment) & Finance

Strategic Statement: The Board will ensure that all School Property is maintained and ensure the financial resourcing of the school.

Strategic Goal 7: Ensure effective management of school resources, to maximise positive outcomes for students.

Long Term Goals	2015 Objectives	Outcomes	Responsibility	Progress to Date
1. To continue to have a school that has effective property management practices.	<ul style="list-style-type: none"> To follow 10 year property plan and make decisions for future capital spending. To move towards MLE (Modern Learning Environments). 	<ul style="list-style-type: none"> To raise achievement of all students within a well-resourced teaching and learning environment. 	Principal, BOT	
2. To have a property that is well maintained and has attractive classroom and administration facilities, alongside a pleasing outside environment.	<ul style="list-style-type: none"> To continue grounds upgrade. To complete the Technology Workshop compound. To initiate a feasibility study for the Gymnasium upgrade 	<ul style="list-style-type: none"> Facilities are upgraded and planning continues for future capital spending. 	Principal, BOT	
3. That the school has effective financial management practices.	<ul style="list-style-type: none"> To continue implementing the five year property plan. To source all avenues to finance our school requirements. To establish a financial action plan that prioritises spending in line with strategic goals. To review service contract providers. 	<ul style="list-style-type: none"> School is maintained well. Annual Plan is systematically completed. Annual accounts meet audit requirements. Gain additional income from fee paying students. 	Principal, BOT	

School Operations

Strategic Statement: We will show how we are giving effect to the National Education Guidelines.

Strategic Goal: To meet legislative compliance in school review and reporting.

Long Term Goals	2015 Objectives	Outcomes	Responsibility	Progress to Date
1. To develop systems and policies where attendance is monitored and regular attendance takes place.	<ul style="list-style-type: none"> To monitor attendance patterns and review strategies to increase attendance at school. Alignment with PB4L actions as identified. 	<ul style="list-style-type: none"> More students attend school regularly and on time. Electronic attendance registers completed correctly by all staff. Attendance management plan. 	Ripeka Price DP, Form Teachers, Classroom teachers, Truancy Officer, PB4L Team, Deans	
2. To develop a school where learning and achievement are monitored and school performance is evaluated.	<ul style="list-style-type: none"> To monitor the direction of the school through regular Principal reports. 	<ul style="list-style-type: none"> Updated plan is presented to BOT. Information is given about individual and school achievement. 	Principal, BOT, Deputy Principals, HODs	
3. Effective strategies are developed to identify and meet the needs of students with special abilities.	<ul style="list-style-type: none"> To increase learning opportunities for students with special abilities. 	<ul style="list-style-type: none"> Students with special abilities have a wider variety of opportunities to cater for their needs. 	SENCO, Data Analysis Committee, HODs, Teachers	
4. Increased participation and success of Māori students.	<ul style="list-style-type: none"> In assessment data reporting a break down of achievement of Māori students through gap analysis. 	<ul style="list-style-type: none"> Higher level of achievement for Māori students. 	ALL STAFF	

Management

Strategic Statement: Governance and Management is effective and efficient.

Strategic Goal: The school will be well led and managed.

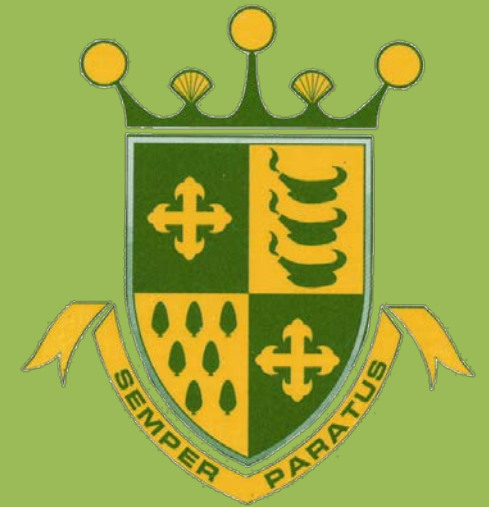
Long Term Goals	2015 Objectives	Outcomes	Responsibility	Progress to Date
1. To have open and effective communication between all stake holders.	<ul style="list-style-type: none"> To evaluate managerial leadership through the Principal's performance appraisal. 	<ul style="list-style-type: none"> Principal appraisal outcomes are positive. 	BOT, BOT Chairman	
2. To ensure that school governance, leadership and management are efficient.	<ul style="list-style-type: none"> To provide training as appropriate for BOT members. To effectively manage and communicate development and change. To develop and strengthen an effective Senior Management team. To have succession and transition plans in place. To provide an orientation programme. To conduct exit interviews. 	<ul style="list-style-type: none"> BOT are effective in their role. BOT facilitates informal consultation within the community. BOT training is provided. Principal Professional training is provided. Effective collaborative lead team for effective school management. 	Principal, DP, AP, BOT	

Te Kūiti High School

CHARTER SUMMARY 2015 – 2019

Vision Statement <i>Always prepared to meet challenges through participation, positivity and passion.</i>	Mission Statement <i>We give our students opportunities to strive for excellence, through learning to learn.</i>	Values Statement <i>Kia Hiwa Ra – Always prepared to show manaakitanga with:- Pride ~ Respect ~ Integrity ~ Positivity</i>
Strategic Goals 2015 – 2019 Strategic Goal 1: Ensure academic and learning achievement to the highest level for each student; Strategic Goal 2: Provide a range of academic, cultural and sporting opportunities for each student to participate and achieve; Strategic Goal 3: Ensure consistent, high quality teaching practice; Strategic Goal 4: Ensure effective and active communication pathways between school and community is maintained; Strategic Goal 5: Provide a safe, caring environment for each student – Manaakitanga; Strategic Goal 6: Prepare students for life beyond school; Strategic Goal 7: Ensure effective management of school resources, to maximise positive outcomes for students.	Annual Goals 2015 1. To further develop the quality and consistency of teaching practice, with an emphasis on i) teacher inquiry into practice ii) developing best practice in e-learning iii) increasing the number of students who achieve at merit and excellence standard in national qualifications 2. To raise the achievement of Maori and Pacifica students. 3. To further develop the quality and effectiveness of learning relationships at Te Kūiti High School.	Annual Targets 2015 Target 1: The group of Year 9 students who are identified as being below or well below the expected curriculum level in reading and/or writing and/or mathematics will have made more than one year's progress. Target 2: The percentage of students at year 11, 12 and 13 who achieve at merit and excellence level in NCEA level 1, 2 and 3 will increase by 10% over 2015 levels. Target 3: For 2015, a target is to identify Maori students at year 11 who are at-risk of not achieving level 1 NCEA during the year, and to put in place supports to enable successful completion of this qualification. The achievement rate for NCEA level 1 by Maori students in 2015 will increase to be greater than 70%. Target 4: The attendance rate for the school will be 90% or better. Unjustified absence to be less than 3% lateness to school and absence to class will be closely monitored.
Professional Learning and Development In 2015, teacher professional learning and development will focus on: <ul style="list-style-type: none"> Participation in the cultural responsiveness programme. Continuing whole-staff engagement with Positive Learning for Behaviour (PB4L.) Teacher Inquiry as an appraisal focus for all teaching staff. 	Student Progress and Achievement In 2015, initiatives to enhance student progress and achievement will include: <ul style="list-style-type: none"> Student self-management of tracking. School wide assessment data collection to identify needs. Summary sheets for parents to track NCEA. Further development of systems to monitor student progress and achievement. Improved communication with parents to ensure that information on student progress and achievement is shared. Careers and pathways support 	Learning Environment In 2015, the following aspects of learning environment will be a focus: <ul style="list-style-type: none"> ICT infrastructure, hardware and software will meet the learning needs of students. The school will focus, through the five-year property plan, on creating modern learning environments throughout the school. Te Kūiti High School will continue to provide a safe, welcoming and inclusive learning environment for all students.

Student Achievement Targets



2015

Student Achievement Target for 2015

Strategic Goal	To further raise the achievement levels for all students.					
Student Achievement Target	At least 30% of standards gained at NCEA Level 3 will be achieved at Merit + At least 35% of standards gained at NCEA Levels 1 & 2 will be achieved at Merit +					
Historical	Merit Plus Achievement					
	Year 11		Year 12		Year 13	
	2014	28%	2014	31%	2014	17%
	2013	25.7%	2013	21.5%	2013	25%
	2012	15.3%	2012	21.6%	2012	41.5%
	2011	20.0%	2011	25.7%	2011	13.6%
2010	22.7%	2010	16.4%	2010	26.3%	
Year	2015					
Student Level	Year 11 (NCEA Level 1) , Year 12 (NCEA Level 2) & Year 13 (NCEA Level 3)					
Student Group	All Level 1, 2 & 3 Students.					
Curriculum	All					
Action Plan	<ul style="list-style-type: none"> • Departments targeting teaching achievement at merit or better. • Departments set clear milestones to support student learning in regards to formal assessments. • Early contact with home if concerns about achievement surface and student not meeting expectations. • School to sell the concept that higher education requires high standards in subject achievement. • Greater use of exemplars, so that students know what merit plus standards look like. • Supported by study skills seminar and tutorial support. Built in tutorial time at Levels 2 & 3. • Foster the goal of certificate endorsement:– <ul style="list-style-type: none"> (a) Pastoral level – set aside formal time to discuss certificate endorsement advantages (b) HOD/Dept. level – have discussions about where endorsement opportunities are and identify students who should aim for and achieve these. (c) Subject teachers to highlight assessment opportunities for certificate endorsement to individuals. 					

Student Achievement Target for 2015

Strategic Goal	To further raise the achievement for all students, meeting the particular challenges of educating Māori.
Student Achievement Target	The achievement rate for Māori students who have completed a full NCEA Level 1(80 credits or more) will be greater than 70%.
Historical	2014 52% 2013 54.3% 2012 46.2% 2011 28.3% 2010 23.8%
Year	2014
Student Level	Years 11 (NCEA Level 1)
Student Group	Māori Students at Level 1.
Curriculum	All
Action Plan	<ul style="list-style-type: none"> • SENCO / Data Analysis Committee to identify early the at risk Māori and students. • All departments increase understanding of effective teaching / learning practices for Māori students. • Hui with Māori and Pacifica parents to inform them of student progress and review the school Māori students achievement using the (ART) action plan. • Look for improvement in the way we relate to Māori students through our profession development programme. • Homework / Library Centre to be available in the lead into school exams and NCEA exams. • Tutorials to be available to students in Term 4 to help preparation for externals. • Connect Māori and Pacifica students to the opportunities offered through GATE, ICT and Careers / Gateway to increase their engagement in learning.

Student Achievement Target for 2015

Strategic Goal	To further raise the achievement of all students.	
Target	The attendance rate for the school will be 90% or better. Unjustified absences will be 3% or better. Daily teacher returns to be 100%. Lateness to be school to be less than 3%. Attendance at class to be closely monitored.	
Historical	2013 Overall 84.5% Unjustified 4.1% Teacher returns 80.0%	2014 Overall 85.3% Unjustified 4.6% Teacher returns 85.0%
Year	2015	
Student Level	All	
Curriculum Area	All	
Student Group	All	
Action Plan	<ul style="list-style-type: none"> • School communicates with home in regards to unexplained absence. • Use Kamar to build a consistent series of data for ongoing analysis and monitoring. • Identify risk areas after 6 weeks. Particularly recognition of students with learning difficulties that may impact on attendance. • Improve recording of attendance:- <ul style="list-style-type: none"> * Attendance recording system is clearly understood and implemented by all. * Daily teacher returns are on target. • Improve reporting of attendance:- <ul style="list-style-type: none"> * Daily reports are prepared by Attendance Officer and form teachers monitor attendance. * Weekly reports to Deans and term reports to Board of Trustees and Ministry of Education. * Deans refer to Integrated Attendance Service. • Review and improve systems for dealing with non-justified absenteeism:- <ul style="list-style-type: none"> * Deputy Principal and Attendance Officer to follow through with the implementation of systems for improving dealing with general absenteeism. These are to be implemented by year Level Managers, form teachers and subject teachers. • Review and improve system for dealing with chronic truants:- <ul style="list-style-type: none"> * Chronic truants are quickly and clearly identified. * Systems for dealing with chronic truants is implemented and maintained. * The number of chronic truants falls to 3% of the school roll. * Attendance Officer liaises with other agencies to bring about change, particularly the Truancy committee. • Curriculum alignment, appropriate Gateway, STAR courses, Trade Academies, Service Academy and links to Tertiary providers. • Maintain the schools emphasis on providing a range of engagement opportunities. • Focus on lateness and appropriate remedial actions. • Maintain high expectations of consistent classroom attendance. 	

Student Achievement Target for 2015

Strategic Goal	To further raise the achievement of year 9 students.
Target	The group of Year 9 students who are identified as being below or well below the expected curriculum level in reading and/or writing and/or mathematics will have made more than one year's progress.
Historical	Transition information, PAT Testing, Asstle Testing.
Year	2015
Student Level	Year 9 cohort
Curriculum Area	Literacy and Numeracy
Student Group	ALL
Action Plan	<ul style="list-style-type: none"> • To ensure relevant data is collected for all students in order to address any specific learning needs they may have. • To ensure that there is sufficient and reliable data to aid students in applications for services that may be available to them. • To monitor and strengthen cohort skills in literacy and numeracy through intervention. • Cohorts will be tested using PAT and AsTTle, for more specific testing using tools such as Gloss, Probe and Running Records. • Testing will be diagnostic, formative, summative as per year plan. • Use diagnostic AsTTle testing for shorter/regular specific curriculum strands so that targeted interventions occur. • Data analysis completed by committee managing data. They will identify students with specific needs and learning weaknesses of groups of students. • Interventions will include strategies to be used in classes as well as individual support. • Where required and available social support will be put in place.