

**Toko School Annual Plan
and Learning Target
2015 SECTION 3**

Goal 1: To review school policies in line with the Policy Review Overview and to ensure a smooth transition for the newly elected Board of Trustees.

- Objectives:
- 1.1 Chairpersons of the BoT sub committees will monitor the overview and include in ongoing sub committee review process.
 - a. Term 1: National Administration Guideline (NAG) 5: Health & Safety
 - b. Term 2: National Administration Guideline (NAG) 2,7,8: Self Review
 - c. Term 3: National Administration Guideline (NAG) 4: Finance
 - d. Term 4: National Administration Guideline (NAG) 1: Curriculum - Learning & Teaching
 - 1.2 To ensure timely, targeted development opportunities are available to the elected Board of Trustees.

Goal 2: To implement the 5 Year Property Plan as per agreement with the Ministry of Education

- Objectives:
- 2.1 To carry out planned projects listed for 2015 in the 10 Year Property Plan.
 - 2.2 To carry out Roll Growth Classroom Project

Goal 3: To build on the positive relationships already developed with our school whanau.

- Objectives:
- 3.1 Continue to familiarise staff with Ministry of education resources - Ka Hikitia 2013 – 2017.
 - 3.2 To use a variety of ways to engage parents/whanau regularly and involve them in students learning
 - 3.3 To survey all children in Term 2: *Enjoying the Playground: Feeling Safe at Our School.*

Goal 4: To continue to support and further develop teachers integration of Information Technologies into their classroom practice to enhance student learning and student engagement.

- Objectives:
- 4.1 To continue with Whiteboard Wednesdays and develop further ICT learning communities across our school and with our NITS cluster schools.
 - 4.2 To undertake a review of our schools approach to Digital Citizenship.
 - 4.3 That each class maintains a regularly updated web presence via a blog
 - 4.4 To ensure our website remains current.
 - 4.5 That all staff have a specific PD goal for e.learning included in their personal development plan.

Goal 5: To continue to implement, revise and review the Toko School Curriculum Framework

- Objective:
- 5.1 To continue to Implement the Enviro Schools Memorandum of Agreement.
 - 5.2 To review the Technology section of the Toko School Curriculum Framework.
 - 5.3 To participate in the Kiwi Sport Get Set GO Fundamental Skills Programme

Goal 6: To continue to refine school wide assessment practices

- Objectives:
- 6.1 To further develop teachers' reflective and evaluative practices by highlighting the link between teacher pedagogy and student learning through the use of teacher reflective action – *Teaching as Inquiry.*
 - 6.2 To evaluate the impact of initiatives and programmes on outcomes for students.
 - 6.3 To continue to develop e.portfolios for reporting, sharing and showcasing individual and collective e.learning across the school.(4.6)

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6.4 Align worthwhile, useful, valid assessment with national expectations.

Goal 7: To ensure success in Mathematics, with a clear focus on Numeracy at Year 1 – 4 and widening the focus to include other Math strands from Years 5- 8.

Objectives:



- 7.1 To support students learning in Mathematics through classroom talk.
- 7.2 To enhance student learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data.
- 7.3 To administer NZCER Math's Test too Years 3-8 in Term 4 2015. The data will be used to inform targets and "next steps" teaching.

Goal 8: To ensure success in Literacy and Oracy for all our children through supporting reflective practice.

Objectives:

- 8.1 To embed student voice in the writing process.
- 8.2 To enhance student learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data.
- 8.3 To sustain and build on the shared understandings developed in 2014 of what quality writing is across the curriculum and what teachers need to do to help children achieve this, by ensuring written language is moderated across the school in relation to national standards
- 8.4 To continue to enter into the New Zealand Speech Board Competition – Years 3 – 8.



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ACTION	LINK TO STRATEGIC PLAN	EXPECTED OUTCOME	WHO	OUTCOME / ANALYSIS
<p>Goal 1: To review school policies in line with the Policy Review Overview and to ensure a smooth transition for the newly elected Board of Trustees.</p>				
<p>1.1 Chairpersons of the BoT sub committees will monitor the overview and include in ongoing sub committee review process.</p> <p>a. Term 1: National Administration Guideline (NAG) 5: Health & Safety</p> <p>b. Term 2: National Administration Guideline (NAG) 2.7.8: Self Review</p> <p>c. Term 3: National Administration Guideline (NAG) 4: Finance</p> <p>d. Term 4: National Administration Guideline (NAG) 1: Curriculum - Learning & Teaching</p>	 <p><i>Board, Principal and or teachers regularly review current methods, programs and beliefs.</i></p>	<p>To keep within review guidelines.</p>	<p>BoT Principal</p>	<p>All school reviews of NAG's have been carried out.</p>
<p>1.2 To ensure timely, targeted development opportunities are available to the elected Board of Trustees.</p>		<p>BoT members are given the opportunity to learn more about their role as BoT members</p>	<p>BOT Principal</p>	<p>'The Chairs' SPOILT BRAT' Sharing Policies to Improve Learning for Trustees. Bot Raising Awareness Time. This has been introduced to the agenda each month. Two members attended a Health & Safety Workshop Kelvin Squire spoke to our BOT about the future of Boards. An Induction pack for new Board Members was created.</p>
<p>Goal 2: To implement the 5 Year Property Plan as per agreement with the Ministry of Education</p>				
<p>2.1 To carry out planned projects listed in the 2015 in the 10 Year Property Plan.</p>	 <p><i>Maintain a collegial, hardworking attractive and organised</i></p>	<p>To complete projects as identified.</p>	<p>BoT Principal</p>	<p>All projects completed.</p>

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	<i>environment</i>			
2.2 To carry out Roll Growth classroom project.		To complete project	BOT Principal	Completed – however defects to be corrected.

**Goal 3:
To build on the positive relationships already developed with our school whanau.**

3.1	Continue to familiarise staff with Ministry of Education resources - Ka Hikitia 2013 - 2017	 <p><i>Invite parents into school regularly to share children's achievement and progress, concerns and success</i></p>  <p><i>Include Maori perspectives to enrich learning where possible.</i></p>	To ensure that the SENCO maintains a register of our Maori students and meets with classroom teachers regularly to monitor progress.	Principal/ Megan/ Deputy Principal	Currently at Toko School there are 12 children (5 families) identified as Maori on the schools Maori Register. The school SENCO meets with each classroom teacher four times a year at the mid term-Week 5/6 point. During these meeting each teacher reports on any relevant testing the child may have had in the areas of reading, writing and maths and tracks their progress overtime. The SENCO also records how each child is tracking along socially, culturally and on their behaviour making anecdotal notes which are kept in the Maori Register folder. Senior students identified as Maori from Year 5 to 8 individually complete a survey about how they feel about their schooling experience in all aspects. This allows for student voice to be heard and shared. Following all of the above tracking. Discussions about any support programmes are discussed and put into place if required or needed as a result.
3.2	To use a variety of ways to engage parents/whanau regularly and involve them in students learning.		Parents feel informed about their children's learning and have many opportunities to take part in what their children are doing at school.	Principal Deputy Principal	Each teacher with a child on a learning support programme is required to meet with the student's parents prior to the programme commencing to discuss purpose and the content of the programme for their child. The SENCO has made up home packs to support each programme and to assist the parents at home to academically support their child. Teacher packs have also been created to strengthen understanding for all teachers of the content of the programmes the child in their class are involved in. On completion of the programme the teacher again meets with



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				<p>the parent to discuss the programme, progress made and next learning steps. The school SENCO oversees and tracks this process.</p> <p>Our school is in its second year following the Mutukaroa initiative. All parents have attended all meetings and the feedback surveys from parents have been very positive. Small, achievable goals are set with the parents and they feel empowered to assist their children at home with their learning. A summary of the programme thus far has been presented to the staff and BOT.</p>
<p>3.4 To survey all children in Term 2: <i>Enjoying the Playground: Feeling Safe at Our School.</i></p>		<p>Principal to carry out the survey administered annually. Target: 100% of children will Feel Safe at Toko School.</p>	<p>Principal</p>	<p>The purpose of this survey is to hear student voice when it came to feeling safe in our school/playground. The survey was administered and collated by the Principal during Week 9 – 10 of Term 2. This year the children completed the survey using google forms in google docs.</p> <p>Summary: < 100% of children felt happy < 100% of children feel safe</p> <p>Recommendations: Our results are very affirming! This affirms the success of programmes previously implemented: Kia Kaha, Per Mediation, Quality Circle Time</p> <ol style="list-style-type: none"> 1. All individual class teachers to take the time to meet with and where necessary explore further individual student responses; and 2. To add the survey findings to a staff meeting agenda and discuss the results. 3. Review our schools peer mediation programme. 4. Continue with Kia Kaha every second year. 5. Classes to continue planning for Quality Circle Time on a regular basis.

Goal 4:

To continue to support and further develop teachers integration of Information Technologies into their classroom practice to enhance student learning and student engagement.


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<p>4.1 To continue with Whiteboard Wednesdays and develop further ICT learning communities across our school and with our NITS cluster schools.</p>	 <p>Ensure a variety of tools are used to support the learning programme.</p>	<p>Teachers will feel confident using the interactive whiteboard/netbooks and ipads as a tool in their classrooms. Children will be hands on with this technology as well.</p>	<p>Staff</p>	<p>These meetings have given staff the opportunity to share some of their learning, to have any issues talked through and to see new technology in action. Each teacher has also shared some of their learning from the U.Learn Conference and have talked about what changes they will make now, what changes they will make soon and what changes they will implement at the beginning of next year.</p>
<p>4.2 To undertake a review of our schools approach to Digital Citizenship</p>	 <p>Ensure children leave Toko School with a strength in the use and application of ICT</p>	<p>Teachers will plan to include Digital Citizenship within their programme</p>	<p>Staff</p>	<p>As a staff we have worked through Steps 1 and 2 of the Net Safe Kit for schools. All policies and procedures have been updated to reflect Digital Citizenship not Cyber Safety. These updates will be shared with the students at the beginning of the new school year and new copies sent home to families. Steps 3 – 5 will be a focus in 2017.</p>
<p>4.3 That each class maintains a regularly updated web presence via a blog.</p>		<p>Each class will provide e.learning via their class page along with current information about teaching and learning occurring in the classroom.</p>	<p>Megan Sasha Staff</p>	<p>All classes have class blogs up and running with differing amounts of information and learning on them according to where staff are at on their eLearning journey.</p>
<p>4.4 To ensure our website and Facebook page remains current.</p>		<p>Our school community and beyond will use the website and Facebook as a reference point for school related matters.</p>	<p>Principal</p>	<p>Our Facebook page and Website are current and up to date. They are used regularly by our immediate and wider community.</p>
<p>4.5 That all staff have a specific PD goal for e.learning included in their personal development plan.</p>		<p>All staff will have an individual professional development goal related to e.learning in their classrooms.</p>	<p>Principal Staff</p>	<p>All staff have ongoing goals focused on e.learning. In The term 3 school holidays all staff attended the U.Learn conference in Auckland. As a result staff have been asked to: <i>I would like everyone to make a plan around where to from here. This could be a page created in your inquiry. I would like everyone to: Make some reflective notes from your workshops. As a result of U.Learn decide: What am I going to do now? What am I going to do later in the term? What am I going to think about and plan for in 2016.</i></p>

**Goal 5:
To continue to implement, revise and review the Toko School Curriculum Framework**




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<p>5.1 To continue to Implement the Enviro Schools Memorandum of Agreement.</p>	<p align="center"><i>Provide environment</i></p>  <p align="center"><i>al education Get our children fit and active through sport and physical activity.</i></p>	<p>To implement both the intent of the memorandum and our action plan.</p>	<p>Maree Staff</p>	<p>This year the school received a Silver Enviro level recognition. This is a direct reflection of the schools commitment and practice in the Enviro schools programme. The Criteria is quite strict around the Silver recognition and the children, staff, board and Enviro educators were all involved in the discussions around us receiving this recognition. All classes have chosen specific areas to work on as seen in the enviro action plan.</p> <p>The children ran a successful stall at the country fair and took pride in selling and making money from their efforts. There was also a stall at the gate for The Garden Festival and this was sold out of produce. All classes contributed. Room 3 organised collecting items for sale and Room 5 did the banking.</p> <p>A bank has been established and Year 7 & 8 have taken this on as their class project. The idea is that the children will see where the money goes and where the money is coming from. All items for the enviro side of the school will be coming out of the bank and all money raised will go into the enviro bank.</p> <p>Arts in the Environment, has been the overarching theme for the year and as the year has gone along there have been additions made to the school. The big arts elective was in term 3 and all teachers and helpers made something to go on display in the environment. The Arts in the Environment plan has the details. All artworks will be up and around the school by the time of the school concert. This is also based around Arts in the Environment and after the concert there will be an opportunity for the children to take the parents and grandparents on a tour.</p>
<p>5.2 To review the Technology section of the Toko School Curriculum Framework.</p>		<p>Review current practice and update as required after consultation with staff and community.</p>	<p>Staff</p>	<p>This has been reviewed and changes and updates have been made to the document.</p>
<p>5.3 To participate in the Kiwi Sport Get Set GO Fundamental Skills Programme</p>		<p>To participate in the teacher development programme</p>	<p>Principal Deputy Principal</p>	<p>Kiwi Sport Get Set Go! Fundamental Skills Programme is in the third year of running at Toko School and this took place in Term 1 2015. The programme continued to be based</p>

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			<p>around professional development for teachers to enhance their knowledge, skill base and expertise when teaching fundamental ball skills at Year 1-4 and game awareness and evasion skills at Years 5-8 within the physical education programme.</p> <p>This professional development was excellent and has resulted in improved awareness of effective physical education lessons and how to incorporate physical education in cross curricular scenarios as well as upskilling all teachers to improve their skill set of teaching physical education concepts.</p> <p>Kiwi Sport Get Set Go! Fundamental Skills Programme also provided the school with extensive resources to continue and sustain the programme. Teachers ran a weekly sports rotation to teach all different classes and levels the different games and skills they had learnt. This was very successful.</p>
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**Goal 6:
To continue to refine school wide assessment practices**

<p>6.1 To further develop teachers' reflective and evaluative practices by highlighting the link between teacher pedagogy and student learning through the use of teacher reflective action – <i>Teaching as Inquiry</i>.</p>	 <p><i>Ensure teachers are supported to meet the learning needs of the Toko Learning Star</i></p>	<p>Teachers will develop a Teaching as Inquiry goal. This goal can be curriculum specific or cross curricula. Teachers will share their journey at fortnightly meetings over the year.</p>	<p>Staff</p> <p>This is ongoing. Evaluations of Mutukaroa and intervention programmes have been presented to the staff and BOT. All intervention programmes offered through school continue to be monitored and shared with parents at the pre/early intervention stage and then again at the post intervention stage. These meetings are held between the parents and classroom teachers of the children involved. At the pre/early intervention stage the meeting is focused on why this programme was chose for their child and what it involved at school and how they can support and help at home. The post intervention meeting involves the anaylsis of the data and success of the intervention for the child. This information is shared and discussed with the parents along with the child's next learning steps in their area of need.</p> <p>In 2015 the RTLit (Resource Teacher of Learning) introduced the 'Train the Brain' intervention into Toko School. She trained up a teacher aide, a classroom teacher and</p>
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				<p>SENCO in the programme. This programme was based around visualising and developing brain growth capacity. 2 of the 4 students who were involved in this programme moved from 'below' to 'at' the standard in reading. 2 of the 4 students left Toko School before the programme was completed. This successful intervention will continue in 2016.</p> <p>2015 also saw the introduction of Fast forward programme which ran for Term 2 & 3 and involved 10 students. The programme focused on wiring brain patterns and training the brain to identify detail and patterns through a range of different layered tasks as well as improving and developing concentration levels. The growth in the learners from this intervention was noticeable across the board. This initiative will run again in 2016 if funding is approved.</p>
6.2	To evaluate the impact of initiatives and programmes on outcomes for students.	To review how we evaluate school programmes and initiatives.	Principal Deputy Principal	This is ongoing. Evaluations of Mutukaroa and intervention programmes have been presented to the staff and BOT.
6.3	To develop e.portfolios for reporting, sharing and showcasing individual and collective e.learning across the school.	Staff and students will create e.portfolios to share the learning journey.	Staff / students	All students from Year 4 – 8 have individual blogs where their learning journey is recorded. Parents are informed instantly if they are subscribed to their child's blog. Blog entries include clear learning goals and comments from family, friends and peers is encouraged. Less work will be in portfolios in 2016 as or students engage in the blog as a way to record their learning journey.
6.4	Align worthwhile, useful, valid assessment with national expectations.	Teachers will bring together all assessment data to form an OTJ about where children sit within	Staff	<p>In 2015 there was 47 OTJ reviews take place over all Year levels. Between the period of February – November 2015.</p> <p>Year 1-4 – 27 OTJ Reviews took place throughout the year.</p> <p>Reading 8 OTJ Reviews took place.</p> <p>In Reading 5 students moved from 'at' to 'above' the standard. 1 student moved from 'below' to 'at' the standard. 1 students moved from 'above' to 'at' the standard and 1 student moved from 'at' to 'below' the standard.</p> <p>Writing 13 OTJ Reviews took place.</p> <p>In Writing 2 students moved from 'at' to 'above' the standard. 2 students moved from 'below' to 'at' the standard. 1 student moved</p>

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				<p>from 'well below' to 'below' the standard. 5 students moved from 'above' to 'at' the standard and 3 student moved from 'at' to 'below' the standard.</p> <p>In Maths 6 OTJ Reviews took place In maths 1 students moved from 'at' to 'above' the standard. 1 students moved from 'well below' to 'below' the standard and 4 students moved from 'above' to 'at' the standard.</p> <p>Year 5-8 20 OTJ Reviews took place throughout the year. In Reading 9 OTJ Review took place. In Reading 8 student moved from 'at' to 'above'. 1 student moved from 'below' to 'at' the standard.</p> <p>In Writing 6 OTJ Reviews took place. In Writing 2 students moved from 'at' to 'above' the standard. 2 students moved from 'below' to 'at' the standard. 1 student moved from 'above' to 'at' the standard. 1 student moved from 'at' to 'below' the standard.</p> <p>In Maths 5 OTJ Reviews took place. In Maths 2 students moved from 'at' to 'below' the standard. 1 students moved from 'below' to 'at' the standard. 2 students moved from 'below' to 'well below' the standard.</p> <p>Overall: 30 of these OTJ reviews reflected positive shifts through the National Standards.</p>
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Goal 7:

To ensure success in Mathematics, with a clear focus on Numeracy at Year 1 – 4 and widening the focus to include other Math strands from Years 5- 8.

7.1 To support students learning in Mathematics through classroom talk.	 Focus on what is	To participate in Talk Moves professional development with Raewyn Gainsford, Cognition. Target: To record children engaged in maths talk before, during and after the Talk Moves Professional Development to identify shifts in student engagement.	Sue Staff	Talk Moves was introduced in all classrooms across the school. During Maths lessons, it was used, particularly in the areas of Problem Solving and was found to be very effective. Question cards were then used, after this, encouraging children to ask questions of others. Children were recorded before and after the programme determine
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	<p><i>most important within the primary school: that is children's success in literacy, numeracy, oratory and inquiry.</i></p>			<p>progress, and all teachers felt the program was beneficial. This was backed up by data in all teacher's inquiry documents regarding their target children. Professional Development with Raewyn Gainsford, in particular her modelling of the Talk Moves programme was beneficial. A planning sheet for problem solving was also introduced in to planning, for deeper thinking, and to identify and plan ahead for misconceptions that children might make.</p>
<p>7.2 To enhance student learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data.</p>		<p>Selected groups of students will be monitored and learning progress tracked and reviewed. Maths Target: Year 4: To move 3 children from below the standard to at the standard Year 5: To move 1 child from below the standard to at the standard. Year 8: To move 1 child from below the standard to at the standard.</p>	<p>Sue Staff</p>	<p>National Standards Overall Teacher Judgements at the end of 2015: Mathematics: 87% of students achieving at our above. Year 4 maths target children 1 of the 3 students have moved from below the standard to at the standard in mathematics. 1 student left Toko School. Year 5 maths target children 1 of the 1 student hasn't moved any standard levels for mathematics. Specialised support workers and programmes have been used to support these students in their learning. Year 7 maths target children 1 of the 1 student hasn't moved any standard levels for mathematics. Specialised support workers and programmes have been used to support these students in their learning. Year 8 maths target children 1 of the 1 student have moved from below the standard to at the standard in mathematics. Target: 2 of 6 students across the levels moved from below the standard to at the standard in mathematics in 2015. 1 left Toko School.</p>
<p>7.3 To administer NZCER Math's Test to Years 4-8 in Term 4 2011. The data will be used to inform targets and "next steps" teaching.</p>		<p>Data from this assessment will be used to inform next steps teaching and to assist in developing an OTJ.</p>	<p>Maree Shannon Sasha</p>	<p>Clear information about next steps comes from these tests and what areas need to be covered assists in planning for next year. Results data is printed and given to all teachers for discussion and reflection. The data is also presented to the board for them to discuss and for Principal to give feedback.</p>

Goal 8:
To ensure success in Literacy and Oracy for all our children through supporting reflective practice.



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<p>8.1 To embed student voice in the writing process.</p>	<p style="text-align: center;"><i>Focus on what is most important within the primary school: that is children's success in literacy, numeracy, oratory and inquiry.</i></p>	<p>Students will successfully use the Toko School Writing progressions to articulate their learning and plan next steps.</p>	<p>Deputy Principal Staff</p>	<p>Professional learning meetings are continued to be held around the e-asttle writing assessment and how to use it. Toko School Learning Progressions are continuing to be used more effectively in writing. These are school wide and are being placed in students books so they can identify and work towards next step learning in writing.</p> <p>Each classroom teacher analyses the children in their class from their baseline data and set achievement target/goals for to meet throughout the year based on the learning progressions. These learning progressions also allow the student to self monitor their progress and provide more ownership over their learning.</p> <p>The continual use of i.pads, Google Drive and student blogs to prompt, engage and extend learning for students has contributed to the success the students have been experiencing in the subject area.</p> <p>Year 7 & 8 collaboratively share writing goals and next steps feedback with the schools involved in the NITS cluster eg, Ngaere, Inglewood and Stratford through the use of class and individual student blogs. This initiative has been all centred around writing and writing progress.</p> <p>Whole school moderation took place in Term 3 2015 involving Eastern Districts School teachers encouraging collaborative practice over the school region.</p> <p>Significant levels of achievement and progress has been shown throughout the year due to this continual rigorous process.</p>
<p>8.2 To enhance student learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data.</p>		<p>Selected groups of students will be monitored and learning progress tracked and reviewed.</p> <p>Writing Target:</p> <p>Year 3: To move 1 child from below the standard to at the standard</p> <p>Year 4: To move 3 children from below the standard to at the standard.</p> <p>Year 6: To move 1 child from below the standard to at the standard.</p> <p>Year 8: To move 1 child from below</p>		<p>Deputy Principal Staff</p>

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		<p>the standard to at the standard.</p> <p>Reading Target: Year 2: To move 1 child from below the standard to at the standard Year 4: To move 1 child from below the standard to at the standard Year 6: To move 1 child from below the standard to at the standard.</p>		<p>students has moved one standard level in writing. 1 of the 4 students left Toko School. 1 of the 4 students haven't moved any standard levels in 2015. Those below the standard. Specialised support workers and programmes have been used to support these students in their learning.</p> <p>Year 6 writing target group 1 of 1 student have moved from below the standard to at the standard.</p> <p>Year 8 writing target group 1 of 1 student have moved from below the standard to at the standard.</p> <p>Target: 4 of 7 students across the levels moved from below the standard to at the standard in writing in 2015. 1 left Toko School in July.</p>
<p>8.3 To sustain and build on the shared understandings developed in 2014 of what quality writing is across the curriculum and what teachers need to do to help children achieve this, by ensuring written language is moderated across the school in relation to national standards</p>		<p>Teachers will feel confident moderating student work across the school and will share views based from an informed knowledge base.</p>	<p>Deputy Principal Staff</p>	<p>Building on the past 4 years extensive professional development the Literacy Leader continues to lead and offer professional development, support and new practice where needed.</p> <p>Whole school writing moderation continued to take place in Term 3 2015 where each teacher moderated pieces of writing from levels 1 to level 5 offering feedback and confirming classroom teachers judgement. This also involved teachers from the Eastern District Cluster of schools. Empowering collaboration and communities of schools coming together to share practice.</p> <p>Literacy Leader held in house e.asttle workshops. Focus on strengthening the knowledge of the teachers in moderation and the tools to moderate e.asttle and the writing exemplars.</p> <p>The ongoing ICT inquiry professional development focusing on using Ipads, Google Drive and Blogs both classroom and student blogs to prompt, engagement and extend learning in writing has aided in developing this shared understanding of the writing process.</p> <p>Working extensively towards a shared understanding with the teachers has ensured overtime less variation between moderation levels. This will continue to be developed overtime.</p>

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8.4 To continue to enter into the New Zealand Speech Board Competition – Years 3 – 8.		All children will participate in the Speech Board Competition with success.	Staff Year 3 - 8	Our children continue to perform well in this. The ongoing benefits of this experience is obvious across the curriculum and beyond school. The results are as following: Distinction 54% Highly Commended 34% Commended 10% Pass 1%
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