



St Joseph's School

TE KURA O HATO HOHEPA PAPANUI

EMPOWERING STUDENTS TO BECOME CONFIDENT, MOTIVATED LEARNERS, LIVING GOSPEL VALUES.



CHARTER 2019

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Introductory Section - Special Catholic Character

St. Joseph's is a state integrated school - a school with a Special Catholic Character. The special character of our school is founded on our patron St. Joseph and the Gospel values from which flows the educational philosophy of Catherine McAuley as gifted to us by the Sisters of Mercy.

Catholic Character Goal

We aim to prepare our children for life by providing an education within a caring environment where everybody shares and lives the values, teachings and traditions of the Catholic Church. Following in the footsteps of Catherine McAuley, and in the tradition of Mercy, we seek to realize the potential of every member of our school community and to answer the Gospel call to make a difference in the world, with humility as befitting a school that bears St Joseph's name.



These influences are made manifest in an education committed to the following objectives:

- A. Fostering a faith that is integral to each member of the school community**
- B. Fostering a respect for the high value placed on education**
- C. Fostering the social and emotional development of all members of the community**
- D. Foster a faith community that actively contributes to the common good.**

An education at St. Joseph's School is committed to:

A. Fostering a faith that is integral to each member of the school community.

- The school recognizes the Gospel values of love (aroha), respect (tapu), honesty (pono), integrity (pono), trust (whakawhirinaki), forgiveness (muru), service (ratonga), compassion (aroha), faith (whakapono), and social justice (tika) as displayed by the living witness of Catherine McAuley in the Mercy tradition and by St Joseph. These values underpin the day-to-day activities at St Joseph's School and are supported in concrete ways through prayer and witness.
- Within the total education programme, the school provides opportunities for celebrating the Eucharist and other Sacraments.
- The school fully supports the religious education curriculum to assist students to develop and deepen a relationship with God, and to be living witnesses to the truth of the gospel of Jesus Christ as members of the Catholic Church, always recognizing that this depends on each child's free faith response
- The school is a witnessing faith community that encourages students and their families to make their own personal commitment to Jesus Christ and become more deeply united with the parish family that gathers on Sunday for the Eucharist.

B. Fostering a respect for the high value placed on education

- The school empowers all members of the community to develop a lifelong love of learning and encourages the creative use of imagination.
- The school bases its curriculum on the needs of its students, current research, on-going evaluation and relevant, manageable assessment practices.
- The school fosters a knowledge of, and respect for, the values of Maori, the Treaty of Waitangi, and to recognize the unique place of Maori as tangata whenua.
- The school acknowledges that the staff is our prime resource and that their needs for ongoing professional development.
- The school will appoint teaching and non-teaching staff who are committed to upholding and reflecting through their teaching and conduct the Catholic Special Character of the school.
- The school is committed to acting in accordance with the New Zealand Curriculum, the National Education and Administration Guidelines, the school's Integration Agreement, relevant Collective Employment Contracts and other legislation.
- School policies and practices are established and reviewed in the light of Christian principles and with the rights and responsibilities of the Catholic Bishop of Christchurch, as owner of the school premises, as provided for in our Integration Agreement.

C. Fostering the social and emotional development of all members of the community

- The school provides programmes and opportunities that enable students to become actively involved in the wider community, allowing them to grow in confidence to take their place in society as responsible, caring Christians.
- The school provides the knowledge and skills needed for students to act on social problems and injustice within their sphere of influence.
- The school maintains a safe environment to ensure the safety of any member of the school community on school property.
- All members of the community are encouraged to recognise that each person has his/her own particular gifts given by God and to share these gifts with the whole community
- The school provides the opportunity for the development of leadership qualities at all levels and encourages the growth of self-discipline in all community members.
- Members of the community recognise they are made in the image of God and will recognise the sacred dignity of each person so that they develop the knowledge, skills, attitudes and motivation to make informed decisions and to act in ways that contribute to their personal well-being and that of the common good.
- The school encourages each student to discover and use to the utmost his or her God-given talents.
- All members of the community are encouraged to develop a sound approach to competition, learning to win with humility and lose with grace, while always giving of their best.
- All members of the community will develop constructive teamwork skills by respecting and valuing the contribution of each team member.

D. Foster a faith community that actively contributes to the common good.

- The school acknowledges that it is part of the St Joseph's Parish and works in Union with the Parish Community.
- The school fosters an effective partnership between school and home to ensure successful educational outcomes are achieved for its students.
- The school recognises parents are first teachers.
- Parents are encouraged to play an active role in their child's learning.
- The board ensure that the community are regularly consulted and kept informed with regard to the school's mission and vision

Recognition of Cultural Diversity

In recognition of our school's special character we are also aware that our Catholic Faith has a cultural dimension. This is manifested in the school in a variety of ways eg. The Sign of the Cross in Maori, School Masses, and the large bilingual content in our Religious Education Curriculum.

We cater for a number of cultures by celebrating cultural difference as appropriate.

We respect the special position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we provide instruction in tikanga (culture) and te reo Māori for students.

We currently foster Māori culture through:

- teaching te reo Māori to an elementary level (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation of place names)
- singing waiata (Māori songs) in assembly, liturgies and classroom music time.
- using resources in the curriculum (especially Religious Education, reading, maths, science, social studies, art, music and phys. ed) which recognise New Zealand's dual cultural heritage
- integrating Māori through all curriculum areas where appropriate
- visits to marae
- giving children the opportunity to participate and perform in the school's kapa haka group
- bilingual signs throughout the classrooms and school
- inviting specialists to work with our students

If a whānau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:

- further explanation of existing programmes
- extension of the existing programmes if and as appropriate
- combining with a neighbouring school for parts of the day/programme
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's classroom
- exploring other schools which may offer programmes closer to their expectations
- using community expertise (people and places) to help with any of the above.

We also celebrate and value a variety of cultures by recognising cultural difference as appropriate, for example:

- integration of cultural perspectives throughout unit studies across all levels

- convening parent support groups and meetings
- accessing cultural advisors, cultural dance/food festivals
- classroom programmes incorporating different greetings
- celebrating school liturgies and Masses to recognise our cultural differences

Improve Educational Outcomes for Māori Students

The board and staff consult annually with members of our Māori community. We have developed a common understanding of the unique position of Māori in New Zealand society. In doing so we have promoted the value of te reo and tikanga Māori with all students. We are developing strategies to enhance achievement of Māori students.

The school is able to track the achievement of all Māori students individually. As a group they are expected to achieve in line with their peers.

ST JOSEPH'S SCHOOL PAPANUI: STRATEGIC PLAN 2019-2021

GOAL A: Fostering a faith that is integral to each member of the school community.

Outcome	NAG	2019	2020	2021
All members of the community are provided the opportunity to celebrate the Eucharist and participate in faith events.	7 7 7	<input type="checkbox"/> Strengthen the link between school life and Sunday Mass <input type="checkbox"/> Support sacramental programmes <input type="checkbox"/> Investigate a school service programme	<input type="checkbox"/> Promote alter service <input type="checkbox"/> Link parish and school communication tools so that the community can easily access parish information <input type="checkbox"/> Review the schools charism and virtues	<input type="checkbox"/> Develop physical representations of the schools charism and virtues
All members of the community can support students' faith development.	7 3 7	<input type="checkbox"/> Special Character Review – Catholic Witness <input type="checkbox"/> Uncertified teachers complete foundation courses <input type="checkbox"/> Work with the Atrium to provide preschool catechesis for children under the age of 5	<input type="checkbox"/> Special Character Review - Encounter with Christ <input type="checkbox"/> Uncertified teachers will work towards a diploma in Religious Education <input type="checkbox"/> Work with the parish youth team to connect adolescents with the church.	<input type="checkbox"/> Special Character Review - Growth in Knowledge <input type="checkbox"/> Uncertified teachers will work towards a diploma in Religious Education
The physical environment reflects the school's special Catholic character.	4	<input type="checkbox"/> Work with the parish and diocese to ensure any adjacent diocesan buildings are integrated with the school	<input type="checkbox"/> Develop a prayer/reflection garden <input type="checkbox"/> Incorporate images and saint from different cultures (Philippines)	<input type="checkbox"/> Work with neighbouring Catholic Colleges to integrate special character within the physical environment

GOAL B: Fostering a respect for the high value placed on education.

Outcome	NAG	2019	2020	2021
The school provides a purposeful authentic curriculum that develops deep learning.	1 1	<input type="checkbox"/> Revise the Integrated Studies programme so it focuses contextualising Catholic themes <input type="checkbox"/> Use Solo taxonomy to measure student learning of Integrated Studies, Re and PE.	<input type="checkbox"/> Revise the RE programme so it enacts the philosophy of the bridging document. Enhance the concept of a "Catholic Lens" <input type="checkbox"/> Use staff and community feedback to review the school's mission, vision, virtues	<input type="checkbox"/> Review the school's Arts and Physical Education/Health Curriculum <input type="checkbox"/> Look at examples of contextualised learning and consider how this could be strengthened at SJS
The school consistently provides high quality teaching practice throughout the school	1 1 1	<input type="checkbox"/> Establish consistent teaching philosophy that identifies concepts of effective teaching <input type="checkbox"/> Enhance the capacity to use the SMS to make planning and assessment more efficient. <input type="checkbox"/> Establish consistent philosophy regarding digital	<input type="checkbox"/> Investigate synergising integrated studies with the RE Programme. <input type="checkbox"/> Implement BYOD programme <input type="checkbox"/> Develop school-wide homework expectations	<input type="checkbox"/> Review technology provision. consider a possible change to Marian College <input type="checkbox"/> Maintain an achievement threshold of 85% for Writing

		<ul style="list-style-type: none"> learning <input type="checkbox"/> Maintain an achievement threshold of 85% for Writing <input type="checkbox"/> Maintain an achievement threshold of 90% for reading and Mathematics 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain an achievement threshold of 85% for Writing <input type="checkbox"/> Maintain an achievement threshold of 90% for reading and Mathematics 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain an achievement threshold of 90% for reading and Mathematics
Students are provided the opportunity to develop their unique and diverse potential.	1 1 4	<ul style="list-style-type: none"> <input type="checkbox"/> Review the organisation of out of school clubs 	<ul style="list-style-type: none"> <input type="checkbox"/> Work with the Diocese to identify space requirements for extracurricular activity <input type="checkbox"/> Review how ICT is used to enhance learning <input type="checkbox"/> Improve the school ability to use VR, 	<ul style="list-style-type: none"> <input type="checkbox"/> Work with neighbouring catholic secondary schools to share expertise and facilities

GOAL C: Fostering the social and emotional development all members of the community.

Outcome	NAG	2019	2020	2021
The gospel virtues are reflected in the interactions of all members of the community	3 3 3	<ul style="list-style-type: none"> <input type="checkbox"/> Appoint a Wellbeing Activator to promote staff well being <input type="checkbox"/> Implement a staff well-being programme <input type="checkbox"/> Provided the Leadership Team with support to strengthen the collegial environment 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure the virtues delivery approach to is contextualised in the life of the school <input type="checkbox"/> Plan school events that put into action the schools virtues <input type="checkbox"/> Promote and strengthen the school-wide professional expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> The Marian and St Joseph's pastoral teams investigate how the schools vision and values can be synergised. <input type="checkbox"/> Regular opportunities are provided for St Joseph's and Marian students to collaborative.
The school uses positive behaviour strategies to develop an environment that reflects the gospel virtues.	1 1 1	<ul style="list-style-type: none"> <input type="checkbox"/> Review the school behaviour programme against the school virtues and positive behaviour practices. <input type="checkbox"/> Tracked, recorded and evaluated student behaviour <input type="checkbox"/> Monitor student well being 	<ul style="list-style-type: none"> <input type="checkbox"/> Publicly promote the school behaviour programme <input type="checkbox"/> Investigate a student mediation programme 	
The school provides an environment where all members of the community feel they belong, valued and accepted.	1 1 1	<ul style="list-style-type: none"> <input type="checkbox"/> Review the school's philosophy relating to classroom organisation and transition <input type="checkbox"/> Provide opportunities for teachers to lead <input type="checkbox"/> Investigate how teaching teams can strengthen collaborative practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the school's vertical integration strategies <input type="checkbox"/> Develop school-wide collaboration expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Review Units and teacher leadership approach <input type="checkbox"/> Work with the parish to utilize the skills and talents of senior member of the community within the school.

GOAL D: Foster a faith community that actively contributes to the common good.

Outcome	NAG	2019	2020	2021
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<p>The school and parish work together as one faith community.</p>	<p>7 7</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with the parish to identify possibilities for combined school and parish events <input type="checkbox"/> Working with the Pastoral Worker to link parents with the parish. 	<ul style="list-style-type: none"> <input type="checkbox"/> The parish and school will work together to support the diocesan future plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> The parish and school work together to provide community outreach opportunities that provide students with an opportunity to lead.
<p>The school will provide a quality learning environment by working in partnership with parents and families.</p>	<p>2 2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Give Us Five Campaign is launched to identify how parent can contribute to school/parish. <input type="checkbox"/> PTA continue to support school priority areas. <input type="checkbox"/> Induct new Trustees following elections 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop consist school-wide expectations relating to teacher/family communication <input type="checkbox"/> Pilot a Parent Education programme <input type="checkbox"/> Complete triennial community survey 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete triennial consultation with cultural groups with the school community (Maori, Filipino, Pacifica, Asia)

<p>NAG 1 – CURRICULUM</p> <ul style="list-style-type: none"> ● Develop common formative assessment expectations ● Digitise the schools assessment programme on the SMS ● Develop the schools online reporting capabilities ● Nurture a collaborative approach to teaching ● Develop a collective teaching philosophy by identifying key teacher competencies ● Use accelerated strategies to improve achievement ● Sustain Teaching as Inquiry ● Revise the Integrated Studies programme so that it focuses contextualising Catholic themes ● Use Solo taxonomy to measure student contextualised learning of Integrated Studies, Re and PE. ● Establish consistent philosophy and practices regarding digital learning and the use of digital devices ● Review the organisation of out of school clubs ● Improve the school ability to use VR, <p>STUDENT ACHIEVEMENT TARGETS</p> <p>Reading - 6% increase in the proportion of Year 5 students achieving at or above expectations for Reading.</p> <p>Writing – 6% increase in the proportion of Year 7 students achieving at or above expectation in Writing</p> <p>Mathematics - 6% increase in the proportion of Year 4 and 5 students achieving at or above expectation in Mathematics</p>	<p>NAG 7 - CATHOLIC SPECIAL CHARACTER</p> <ul style="list-style-type: none"> ● Review (Christian Witness Dimension) ● Continue with class Mass on Sunday ● Coordinate priest visit with class Mass ● Work collaboratively with Pastoral worker ● Support sacramental programmes ● Investigate a school service programme ● Work with the Atrium to provide preschool catechesis ● Work with the parish and diocese to ensure the new church is physically integrated with the school ● Uncertified teachers complete foundation courses ● Support teacher complete RE qualification 	<p>NAG 3 - PERSONNEL</p> <ul style="list-style-type: none"> ● Enhance the Staff Appraisal Programme ● Follow EEO principles ● Establish teacher-led curriculum leadership team ● Appoint a Staff Wellbeing co-ordinator and initiate Wellbeing programme ● Professional Development - Effective Teaching, collaboration and evidence based practice ● Leadership will work with Tony Burkin on collaboration
<p>NAG 4a - RESOURCING AND PROPERTY</p> <ul style="list-style-type: none"> ● Monthly meetings to monitor income and expenditure ● Apply for Community Grants to supplement school funding ● BOT funding of 0.20 Reading Recovery ● BOT teacher funding of 0.8 ● Review 10 year property plan in response to Bishop announcement ● Property checks each term ● Investigate possibility of shared facilities with parish and neighbouring catholic schools <p>Improve the school ability to use VR,</p>	<p>NAG 5 - HEALTH AND SAFETY</p> <ul style="list-style-type: none"> ● Hazard checks, evacuation Drill Practices ● H&S Committee Meetings ● Refine Food Safety Procedures ● Monitor student wellbeing - Me & My School Survey. ● Review the school behaviour programme against the virtues and positive behaviour practices. ● Tracked, recorded and evaluated student behaviour ● Review the school’s philosophy relating to classroom organisation and transition <p>NAG 6 - REGULATION AND LEGISLATION</p> <ul style="list-style-type: none"> ● International Student Review ● Review enrolment policy and scheme 	<p>NAG 2 - SELF MANAGEMENT</p> <ul style="list-style-type: none"> ● Review Policy & Procedure documentation according to BOT review schedule (SchoolDocs) ● Review Charter/Strategic Plan - With specific focus on the school's mission, vision and values. ● Review <i>Christian Witness</i> dimension of the Special Character Review Programme ● Report to school community and MOE on Student Achievement Targets ● Reporting to Parents –relating to school expectations ● Student led conferences ● Consultation – Health (Sexuality) ● Induct new BOT trustees ● Board communicate with the community twice a term in the newsletter. ● Work collaboratively with the parish and diocese re future plans. ● Liaise with the BOT of neighbour Catholic secondary schools. <p>Parent education evening: Assessment, Anxiety</p>

**ST JOSEPH’S SCHOOL PAPANUI
ANNUAL PLAN 2018**



SPECIAL CHARACTER ACTION PLAN 2019



Catholic Focus: Dimension 3 - Te Whakaatu Karaitiana - Christian Witness | **Review Dates:** November 2019

Aim: To develop a community where all members integrate their faith and their life in the spirit of hope- filled Christian Witness (p.5 CSCRD).

Performance Scan: The school completed a Special Character review in 2018 that focused on Religious Education. This was a dimension of the old Review Schedule . The review confirmed there were aspects of the school's current RE Curriculum that could be enhanced. These aspects related to:

- Leadership
- The content and delivery of the RE Curriculum
- Engaging parents in the RE programme

Because the initial review information was superseded by the new review programme the areas for development for Religious Education objectives have been listed down under the Emerging Findings sections on the Action Plan 2019.

The Special Character Committee completed a second review at the start of 2019 that focused on the Christian Witness dimension of the new Special Character Review Programme. This review identified four areas for development These areas include:

- What you identified as an area of need from Appendix 1
- Relevant evidence from data gathering? (surveys etc.)
- Indicators not met from your previous **internal evaluation of this area**
- Recommendations made in your most recent **Catholic Special Character External Review Report** in this area

Student Achievement Statement:

1. All students will deepen their understanding of God (solo taxonomy)
2. Students will learn two traditional prayers listed on the prayer schedule for their year level.

Dimension 3 - Christian Witness

Specific Objectives:	Tasks:	Leader	Timeframe	Progress
The culture of the school demonstrates warm relationships at all levels, friendly communication, active listening, and a sense that all treat each other with respect	1. Staff Wellbeing Activator is appointed to coordinate a wellbeing programme	Principal	January	
	2. Ongoing monitor of staff wellbeing	Well Being Activator	March - ongoing	
	3. Tony Burkin leadership mentoring on professional relationships and honest communication	Principal	February	
	4. Staff Communication Protocol is developed, understood and followed.	Principal	July	
	5. Catholic Communication messages to parents are included in the newsletter and parent workshops	DRS	July - ongoing	
	6. Robert Piera bullying programme is reintroduced to the Senior School	Principal	May	
	7. Mana Ake - Resilience skills are taught to students. Parent	Principal	August	

	workshops are provided to parents.			
Ensure the symbols, display and artwork and the physical environment around our school show that the school is catholic	<ol style="list-style-type: none"> 1. Collaboration with the diocese and neighbouring Catholic secondary schools to develop an environment that includes symbols reflecting Catholic community. (grotto, church location, art work in hall, art-work in church). 2. Photo are included in the newsletter that shows Catholic symbols 3. Finish the mosaics outside Mercy 4. Work collaboratively with the parish to develop community garden 	Principal DRS Principal Principal	June July - Ongoing July March	
Emerging Issues (Religious Education)				
Leadership - Provide coordinated leadership	<ol style="list-style-type: none"> 1. The principal and DRS meet regularly to discuss issues relating to RE and Special Character 2. Monitor progress against the Special Character Action Plan. 3. RE is regularly scheduled as a Professional Development opportunity (Once a Term) 4. Invite CEO in to finish introduction of Bridging Document 	Principal DRS Principal DRS	February and ongoing Term 3 and 4 March March	
RE Curriculum - Deliver an integrated RE curriculum that provides connected learning experiences	<ol style="list-style-type: none"> 1. RE is integrated into all aspects of the school's curriculum. 2. Assessment practices integrates Solo-taxonomy to encourages deep self-assessment. 3. Scheduled times for DRS to appraise at teachers practice 4. Review the schools sexuality education programme. Use appropriate resources to enhance the old St Joseph's programme. Investigate the reintroduction of Loving for life. 	DRS DRS DRS Principal	September July March July	
Community - Engage parents in the spiritual life of the school	<ol style="list-style-type: none"> 1. Invite parents to class Mass on Friday morning at the parish centre. 	DRS	March	
Business as Usual				
Celebrating Tradition	<ol style="list-style-type: none"> 1. Mercy Day 2. St Joseph's Day 	DRS DRS	September March	

Virtues (Social Justice)	1. Social Justice Week 2. Caritas 3. Solidarity Day	DRS DRS DRS	September March March	
Teacher Capability	1. Having Life to the Full (Sexuality Education) 2. RE501 Religious Education Today 3. RE502 Spiritually for Teachers 4. Th501 What Catholic Believe 5. SC501 Understanding the Old Testament	Int Leader DRS DRS AJ AJ	Dates to be confirmed by the CCEO	
Planning and Reporting	1. Annual Plan 2. Term progress report term 2 3. Term progress report term 3 4. Attestation 5. Annual Report 6. Policy Review	Committee DRS DRS Committee DRS Committee	Term 1 Term 2 Term 3 Term 2 Term 4 Term 3	

Special Character Schedule

Date	Term 1	Term 2	Term 3	Term 4
Special Character Committee	Establish Special Character Action plan and Achievement Targets	Complete Special Character Attestation	Review Special Character Action Plan update Special Character Policy Review	Review Special Character Action Plan and Character Write Annual Report Statement
Director of Religious Studies	Proposed student improvement target	Special Character Report - against the action plan	Special Character Report - against the action plan	Annual report statement draft
	Proposed Special Character Action Plan	Attestation Draft		
Events	Mihi Whakatau / Waitangi Day St Joseph's Day Reconciliation Stations of the Cross Teachers Commissioning Mass	Catholic Schools Day Ascension Filipino Independence Day First Holy Communion	Social Justice Week Mercy Day	Forming Faith Grandparents Day Reconciliation End of Year Mass Year 8 retreat

IGNITE TEAM ACTION PLAN 2019



Principal: Aaron Richards	Team: Karen Burt, Angela Gilligan, Mathew McGuire, Jacque Culling, Sally Ward
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Environmental Scan:
 Education is constantly evolving and changing. We need to be responsive to change and commitment to ongoing improvement which will enhance learning. The process needs to support and strengthen the capacity of teachers as well as develop a shared vision relating to teaching and learning at St Joseph's School. The role of the Ignite Team as a teacher-led group is to coordinate school improvement. The Ignite Team have considered areas for improvement and established the following goals:

- Increase awareness of current education pedagogy and best practice
- Nurture a culture of innovation that responds to the needs of our learners
- Develop a shared vision for teaching and learning at St Joseph's School
- Establish the prominence of the New Zealand Curriculum as our Core document for teaching and learning
- Cement commitment and accountability for the consistent implementation of school policies, procedures, and change
- Place student learning at the heart of all discussion and decision making
- Provide teachers with the data and information they need to make good decisions about student's learning by continuing to enhance the assessment and reporting processes
- A commitment to ongoing Professional Development to engage teams of teachers to focus on the needs of the learners

Initiatives	Action	Responsibility	Time Frame	Resourcing
<p>Developing a Shared Learning Philosophy To have a clear understanding of what quality teaching and learning (effective pedagogy) looks, sounds and feels like for our school</p>	<ul style="list-style-type: none"> • What makes a successful school? • What are our beliefs about quality teaching and learning? <p>(Analyse the information gathered, which provides the starting point for next steps)</p> <p>Thoughts for further Staff Meetings:</p> <ul style="list-style-type: none"> • Look at the New Zealand Curriculum Principles - Learning to Learn, Coherence, High Expectations, inclusion, Cultural Diversity, Community Engagement, Future Focus, Treaty of Waitangi (activities based around the curriculum principles with the intention of understanding what they mean and how they underpin everything we do - implications for our practice, the implication for our setting 	<p>Teachers - Professional Learning Groups Principal Ignite Team Leader Ignite Team</p> <p>Ignite Team Teachers: readings / research / report back</p>	<p>Term 2, Staff Meeting 1</p> <p>Staff Meeting 2/3</p> <p>Staff Meeting 4</p>	

	<ul style="list-style-type: none"> • Which of the NZC Principles do we feel that we are teaching well or need improvement of at our school? Example: Future Focus Self Review Question: How well does planning for teaching and learning contexts in the school and classroom identify and integrate a range of complex future-focussed concepts? What do we understand to future focus principle to mean and how does this understanding inform curriculum in our school? Are there appropriate opportunities for staff and learners to examine and debate emerging issues/opportunities in their local and wider community environment? The significant future-focused issues in the NZC are citizenship, enterprise, globalization, and sustainability. In what ways are these considered in our school curriculum? Consider; My Practice / School-wide practice • Key Competencies - Thinking, Using symbols, Language and Texts, Managing Self, Relating to Others, Participating and Contributing Examine the competencies and define what they are What do these mean for us as teachers? How are we currently using them in our everyday curriculum? • Virtues / Values Are our virtues easily known by everyone; staff, learners and parents? Do they have real meaning, as to what is held important to our school? Are they part of our 'everyday' curriculum and do they clearly articulate the key points that we hold important? Do they reflect expectations held in our community? <p>Questions: How does our SJS vision relate to the key Competencies and Principles? As a staff how do we embody our School Vision? How do we teach the SJS vision? What is most important for our learners to KNOW? What is most important for our learners to be able to DO? What kind of person do we want our learners to BE? Susan Drake's 1995: 'Know, Do, Be' model</p>	Ignite Team Teachers: readings / research / report back		
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<p>Learner Inquiry To implement the schoolwide student inquiry model I.L.E.A.R.N. in the learning spaces to engage learners and promote learner achievement.</p>	<ul style="list-style-type: none"> ● Review and enhance the I.L.E.A.R.N. Inquiry Model ● To support teachers in the use of the model to engage students in learning ● To monitor the consistent use of the I.L.E.A.R.N inquiry model in learning spaces ● To incorporate feedback for parents in the school reporting format 	<p>Ignite Team / Teachers Ignite Team Team Leader Ignite Team</p>		
<p>Formative Assessment Effectively use data to inform planning and programmes in order to meet the specific needs of all learners, and strengthen student voice in learning. Reporting to Parents - review formats and timetable for reporting to parents, refine school systems to incorporate suggestions received and in consultation with MOE requirements.</p>	<ul style="list-style-type: none"> ● Ensure consistent use of LI/SC in learning spaces - 'every child/ every lesson/everyday' ● Feedback and feedforward provided regularly that is specific and meaningful to the learner ● Teach learners how to access, interpret and use assessment evidence ● Engage learners as owners of their own learning ● Teachers to be using data from the SMS to inform planning and record learner information ● Workshops for teachers to become more familiar with the SMS in order to load, find, analyse and use data ● Teams to have data focused discussions when planning for and tracking student achievement ● Investigate other examples of progress and achievement reporting to parents ● Implement anniversary reporting for Years 1-3 ● Review Assembly processes and systems to ensure that the entering of data is efficient and populates directly to the format. ● Align OTJ's with Curriculum Levels ● Record guidelines for teachers in regards to requirements ● Develop and Implement Rubrics for Reading, Writing and Mathematics Curriculum Levels 1-5 ● Develop Assessment Capable Learners Profile for Year 1 - 8 ● Formalise the analysis of assessment data to inform 	<p>Team Leaders Teachers Teachers Teachers Assembly trainer Team Leaders Senior Management Teachers Y1-3 Ignite Team Senior Management Ignite Team Senior Management Senior Management Ignite Team Team Leaders Teachers Ignite Team Senior Leaders Senior Management Ignite Team Senior Management Senior Leaders Ignite Team Teachers</p>		

	<p>continuous improvement efforts at the learner and school-wide level</p> <ul style="list-style-type: none"> ● Review and revise common authentic assessments annually to reflect current research-based practices in each content area ● Implement the Me and My School survey, analyse results, compare with the previous survey 	<p>Senior Management Senior Leaders Ignite Team Teachers Principal Ignite Team Leader</p>		
Teacher Capability	<ul style="list-style-type: none"> ● Create a culture in which students and teachers can be equipped to learn, receive and give feedback ● Develop a learner-focused culture where the teacher sees themselves as a learner ● Use collaborative problem solving and professional learning to improve the professional capability to impact on the learning and achievement of all learners ● The professionalism of pedagogy is derived from solid and growing research and theory base ● Providing variation of spaces/areas to promote learner choice 			
<p>Professional Development Plan To ensure that professional development learning is targeted to support student achievement and staff development goals.</p>	<ul style="list-style-type: none"> ● A PD plan to be developed and records kept of all PD ● All PD opportunities undertaken are followed up with written feedback which is made available via a document to all staff ● Investigate the models of accountability around the embedding and sustaining of professional learning in the school ● Ensure professional learning is linked to teacher development ● Team leaders to have PD to upskill in how to facilitate data-driven discussions ● Team Leaders to participate in leadership training to upskill in their roles as 'Leaders of Learning' for their teams ● Ignite Team to participate in professional learning opportunities as appropriate and available 	<p>Principal Senior Management Ignite Team Senior Management Team Leaders Ignite Team</p>		
<p>Teacher Inquiry / Teacher Development To continue to develop and refine a</p>	<ul style="list-style-type: none"> ● All teachers to plan, implement and report on a personal teacher development inquiry ● Senior leaders to upskill in coaching/mentoring conversations to support personal development 	<p>Teachers Senior Leaders</p>		

model of teacher inquiry to support professional learning and strengthen the school-wide teacher development model.				
Systems Review and implement the teachers manual or procedural folder. Review and implement the SJS curriculum, ensuring that there is consistent delivery across the school.	<ul style="list-style-type: none"> ● Check that all teachers have a current copy of the 2018 Curriculum ● Ignite Teams / Learning Teams / to add detail to the existing manuals ● Teachers will use the documents to provide direction in preparing their annual and term overviews. 	Deputy Principal Ignite Team Teachers Teachers		
Community Consultation Provide a range of different models for consulting and educating the community, ensure that there is a timetable for consultation.	<ul style="list-style-type: none"> ● Investigate consultation processed from other schools ● Look for new and innovative ways to consult with members of the school community ● Develop a timetable for consultation that addresses the desire to consult widely but authentically ● Redefine and set expectations for 'Meet the Teaching Team' ● Establish Termly Team newsletters ● New Innovative ideas shared in the newsletter, website ● Termly Team Focus in the newsletter ● Webpage expectations defined 	Ignite Team Senior Leaders Ignite Team Senior Leaders Ignite Team Ignite Team Team Leaders / Teachers Senior Leaders		
S.O.L.O. Learning Model To implement S.O.L.O. in the learning spaces to engage learners and promote learner	<ul style="list-style-type: none"> ● Develop the use of S.O.L.O. as a model of learning for SJS ● To support teachers in the use of the model to engage students in learning ● Use SOLO as a way of providing effective feedback and feedforward ● To monitor the consistent use of the S.O.L.O. model of learning in the learning spaces 	Ignite Tea Ignite Team Team Leaders Ignite Team DRS		

achievement	<ul style="list-style-type: none"> ● To incorporate S.O.L.O. as part of the reporting process ● To develop S.O.L.O. examples for 1 RE strand per term ● To develop S.O.L.O. examples for Health and Physical Education and concept topics ● To communicate and inform parents about aspects of S.O.L.O. via the newsletters and parent evening information night 	<p>Ignite Team / Teachers</p> <p>Ignite Team</p>		
<p>Cultural Competency To initiate and strengthen relationships with Pasifika and Maori whanau to increase their participation in the school.</p>	<ul style="list-style-type: none"> ● Raise the profile of Maori and Pasifika culture in our school - signage, art, language, stories, events, and performance groups ● Meet with parents/whanau in a range of different ways to determine their expectations of the school and their children. ● Continue to develop relationships with local iwi through regular meetings ● The curriculum will be grounded in the authentic concerns of all the communities that are present at SJS ● All teachers and other school staff will work collaboratively as a community to take responsibility for all students' learning and achievement ● Research 'culturally responsive' teaching - What does it look like? What does it sound like? Is there a shared understanding? 	<p>All Staff</p> <p>Leadership Team Ignite Team Leadership Team Ignite team</p> <p>Leadership Team Ignite Team</p> <p>Teachers</p>		
<p>E-Learning Make use of a range of ICT in an authentic and relevant way to support and engage learners (teachers and students)</p>	<ul style="list-style-type: none"> ● Move to a cloud-based solution for file storage (google drive) for all teaching requirements ● Use google docs / Gmail for our Year 5 - 8 learners ● Have a programme to teach explicitly the safety practices required to manage a google account ● Develop a Digital Citizenship Student User Agreement ● Show teachers how to collaborate and feedback to learners via google docs environment ● Increase the number of devices available in learning teams for students to use in learning ● Strengthen the purposeful use of Studyladder/Lexia to engage learners and improve student achievement ● Develop a system for sharing professional readings/ research with all staff 	<p>Principal Digital Technology Leaders Teachers Year 5 - 8 Digital Technology Leaders Digital Technology Leaders Digital Technology Teachers</p> <p>SENCO and Teachers</p> <p>Mat/Angela</p>		

Targets for Raising Student Achievement in MATHEMATICS - 2019



Strategic Aim	That all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand Curriculum.
Achievement threshold	90% achievement threshold for Mathematics

Baseline data:

The analysis of school-wide data at the end of 2018 showed that 84% of our students achieved the expected level for Mathematics and 16% of our students did not achieve the expected level (3% of students were well below while 13% were below.) 29% of our students achieved above the expected level for Mathematics. We have made steady gains over time with 74.6% in 2012, 78.9% in 2013, 75% in 2014, 82% in 2015, 86% in 2016 and 87% in 2017. Our goal for 2018 was to achieve 90% at and above the expected level. Unfortunately, we dropped back to 84%.

Our boys achieved 86% in Mathematics. Looking at the gender comparison, the boys (86%) achieved 3% higher than the girls. In 2017 the boys achieved 1% lower than the girls in Mathematics.

Our girls achieved 83% in Mathematics. There was a reduction in girls achievement from 88% in 2017 to 83% in 2018.

91% of our Māori students achieved the expected level for Mathematics.

50% of our Pasifika students achieved the expected level which is 12% higher than in 2017 when Pasifika students achieved 38%.

70% of our Asian students achieved the expected level which is 14% lower than in 2017 when 84% of Asian students achieved at the expected level.

88% of NZ European students achieved the standard which is the same result as for 2017.

Target cohorts

Year 4 students: 79% of students achieved the expected level for Mathematics.

Year 5 students: 75% of students achieved the expected level for Mathematics.

2018 Results	Well below	Below	At	Above
Year 4	0%	21%	61%	18%
Year 5	8%	17%	52%	23%

2019 Annual Targets:

- 6% increase in the proportion of Year 4 students achieving at or above expectation in Mathematics.
- 6% increase in the proportion of Year 5 students achieving at or above expectation in Mathematics.

It is expected that all target students will be working in a learning environment where effective teaching strategies are used to accelerate achievement. This includes but is not limited to:

- Developing a clear understanding of effective teaching and learning
- Differentiated learning opportunities
- Targeting learning through explicit acts of teaching
- 'Front loading' students with information to increase confidence and risk taking
- Nurturing student engagement by providing quality feedback and next learning steps to learners.

Action Plan Year 4

What	Who	When	Indicators of progress
Utilize the strengths of the teachers across the team to support these learners	Target teacher Team leader Team leader Team leader Principal	Ongoing Ongoing Ongoing Ongoing According to appraisal timetable	<ul style="list-style-type: none"> • Student achievement is regularly monitored and recorded • Student achievement is regularly discussed at team meetings • Grouping organisation is changed to meet the needs of learners • Work as a team to provide an effective teacher to student ratios for • Observational feedback (group management) is provided to the teachers as part of the inquiry process
Engage the parents and provide some support for the learners at home	Team Leader Teacher of target learners	Week 3 Week 7 Week 7 Week 2 and 9 Ongoing	<ul style="list-style-type: none"> • External advice is sort • Mathematics Resources are provided to parents • Parent workshop (target) • Mathematics ideas included in the team newsletter. Encourage parents to participate in classroom learning
Provide literacy support for those learners that have English as a second language	ESOL Teacher Teacher of Target learners	Term 1 Ongoing Term 2	<ul style="list-style-type: none"> • Develop an understanding of prior knowledge. • Teacher to discuss vocabulary focus with ESOL teacher so that it can be reinforced • ESOL teacher to provide the team with PD
Modelling and promoting the use of the appropriate language and equipment	Team leader / Principal	Week 2 / Term 2	<ul style="list-style-type: none"> • Identification and purchase of mathematical equipment
Provide teacher professional development <ul style="list-style-type: none"> • Using authentic mathematics experiences to solve problems. • Engaging students with English as a Second language. 	Team leader Cultural Competency Leader Team Leader	Ongoing Term 2 Ongoing	<ul style="list-style-type: none"> • The team will complete research on effective maths teaching approaches • Advice and research will be discussed • Team to visit St Francis or West Rolleston to observe authentic learning approach. • Revisit the rubric to ensure vocab is consistently used.
Use a range of teaching approaches to accelerate achievement <ul style="list-style-type: none"> • Multileveled groups. 	Teachers Team Leader Team Leader Principal	Ongoing Term 2 Term 2 Term 2	<ul style="list-style-type: none"> • All teachers will be required to document their teaching approaches • Pilot using multilevel grouping for strand mathematics. • De-emphasis the use of exercise books and worksheets. • Purchase and make available a range of mathematical equipment •

ACTION PLAN for 2019 - Year 5

What	Who	When	Indicators of progress
Utilize the strengths of the teachers across the team to support these learners	Target teacher Team leader Team leader Team leader Principal	Ongoing Ongoing Ongoing Ongoing According to appraisal timetable	<ul style="list-style-type: none"> • Student achievement is regularly monitored and recorded • Student achievement is regularly discussed at team meetings. Outcomes are recorded • Targeted students are grouped into a class with reduced numbers and with an experienced teacher. • Teacher Aide will help with ORS funded student twice a week. • Teacher aide to assist in the classroom 4x a week. • Observational feedback is provided to the teachers as part of the inquiry process
Engage the parents and provide some support for the learners at home	Team Leader Teacher of target learners	Week 3 Week 7	<ul style="list-style-type: none"> • Mathematics Resources are provided to parents so that students can practice basic facts at home. • Parent workshop (target) - Coordinate with Junior Middle
Provide literacy support for those learners that have English as a second language	ESOL Teacher Teacher of Target learners	Term 1 Ongoing Term 2	<ul style="list-style-type: none"> • Mathematics vocabulary will be a focus for development. • Target teacher will send home mathematical vocabulary booklets for students to use throughout the year alongside of their weekly Homebase learning sheets. • Target teacher to seen unit plan to ESOL teacher so that ESOL teacher can also focus on mathematical vocabulary
Modelling and promoting the use of the appropriate language and equipment	Team leader / Principal	Week 2 / Term 2	<ul style="list-style-type: none"> • Identification and purchase of mathematical equipment
Provide teacher professional development	Team leader	Ongoing	<ul style="list-style-type: none"> • Target teacher to observe Ignite Team leader
Use a range of teaching approaches to accelerate achievement Students	Target Teacher	Ongoing	<ul style="list-style-type: none"> • Pilot extension students as teachers to work with target students. Teacher in charge of extension to organize. Monday - Thursday roster. • Explore reciprocal mathematics • Purchase a make available a range of mathematical equipment

Targets for Raising Student Achievement in WRITING - 2019



Strategic Aim	That all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the expected level.													
Achievement Threshold	85% achievement threshold for Writing													
<p>Baseline data: The analysis of school wide data at the end of 2018 showed that 83% of our students achieved the expected level for Writing while 17% of our students did not achieve the expected level (2% of students were well below while 15% were below.) There was an increase of 4%, from 79% in 2016 to 83% in 2017 and in 2018 we achieved the same as the year before. 19% of our students achieved above the expected level for Writing. We have made steady gains over time; 72.2% in 2012, 73.8% in 2013, 76% in 2014, 79% in 2015, 79.9% in 2016, 83% in 2017 and 83% in 2018. We are 2% short of our school wide target.</p> <p>Our boys achieved 78% in Writing which is 1% higher than the year before (77% in 2107). Looking at the gender comparison, the boys (78%) achieved 10% less than the girls (88%). The gender discrepancy of 10% is 4% less than last year. Gender discrepancy overtime: 20% in 2015, 8% in 2016, 14% in 2017 and 10% in 2018.</p> <p>Our girls achieved 88% in Writing which is 2% less than last year (90% in 2017).</p> <p>91% of our Māori students achieved the expected level for Writing which is 3% higher (88% in 2017). 50% of our Pasifika students achieved the expected level which is 12% higher (38% in 2017). 74% of our Asian students achieved the expected level which is 8% lower (82% in 2017). 85% NZ European students achieved the expected level which is 2% higher (83% in 2017)</p> <table border="1" data-bbox="1565 959 2130 1075"> <thead> <tr> <th>2018</th> <th>Well below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>2%</td> <td>28%</td> <td>64%</td> <td>6%</td> </tr> </tbody> </table> <p>The cohort of concern: Year 7: 30% not achieving the expected level for Writing.</p> <p>2019 Annual Target:</p> <ul style="list-style-type: none"> 6% increase in the proportion of Year 7 students achieving at or above expectation in Writing. 					2018	Well below	Below	At	Above	Year 7	2%	28%	64%	6%
2018	Well below	Below	At	Above										
Year 7	2%	28%	64%	6%										

Action Plan

What	Who	When	Task
Identify target students by analysing end of 2018 data.	DPS	Feb	Targets children identified

Use writing Rubric to analysis writing and a more detailed understanding areas of strength and areas of development	Team leader	Term 1	Detailed in sight of areas needing attention.
Survey learners at the beginning of the year to gain an insight into their attitude towards writing in general.	Team leader	Term 1	Student voice collected and analysed.
Collect a writing sample and moderate using the writing rubric	Teachers	Term 1	Samples moderated and results analysed.
Seek external assistance and advise	SENCO	Term 1	Contact made
Develop possible teaching and learning strategies that can be used.	Teachers, Team leader	Term 1	RTLb meeting
observe learners to gain a better understanding of what strategies to use.	Teachers	Term 1	RTLb observe, record, reflect and share findings.
Provide support for teachers to conduct an inquiry into writing and develop this inquiry so that it will add to their pedagogical knowledge.	RTLb Team leader	Term 2	Inquiry developing through the spiral phases.
Engage students with a range of writing models, resources, sources, prompts that are age appropriate and engaging.	RTLb Teachers	Term 2	Teaching and learning is engaging.
Administer PAT: Punctuation and Grammar to gain a better understanding of the potential barriers.	Teachers	Term 2	Results entered on NZCER marking and reports analysed.
Use the Writing rubric for self-assessment and goal setting	Teachers Students	Ongoing	Writing rubric used for goal setting.
Review strategies that are successful.	Team leader	Term 3	Reflecting on successful strategies
Moderate and make an overall teacher judgement.	Teachers	Term 4	OTJ made
DP collect data, analyse and write an analysis of variance.	DP/Principal	Term 4	AoV completed
Report to BOT	DP/Principal	Term 4	Achievement report delivered

Targets for Raising Student Achievement in READING - 2019



Strategic Aim:	That all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand Curriculum.			
Achievement Threshold:	90% achievement threshold for Reading			
Baseline data:				
<p>The analysis of school wide data at the end of 2018 showed that 85% of our students achieved the expected level for Reading and 15% of our students did not achieve the expected level; this is 5% less than the year before (90% achieved the expected level in 2017). 2018 2% of students were well below while 14% were below the expected level. 35% of our students achieved above the expected level for Reading which is 6% less than the previous year (2017 41% achieve above the expected level). We have made steady gains over time (85.1% in 2012, 81.7% in 2013, 84% in 2014, 88% in 2015, 87% in 2016 and 90% in 2018). There was a decrease of 5% in 2018 (90% in 2017 and 85% in 2018).</p> <p>Our boys achieved 84% in Reading. The boys improved from 86% in 2016 to 89% in 2017 which totals an increase of 3%. In 2018 there was a decrease of 5% (89% in 2017 to 84% in 2018). Looking at the gender comparison, the boys (84%) achieved 1% less than the girls (85%). The gender discrepancy of 1% is minor and of no concern.</p> <p>Our girls achieved 85% in Reading. The girls improved 3% in Reading in 2017 (88% in 2016 and 91% in 2017) but in 2018 there was a decrease of 6% (91% in 2017 to 85% in 2018)</p> <p>86% of our Māori students achieved the expected level for Reading. This is 8% less than the year before (94% in 2017). 50% of our Pasifika students achieved the expected level which is 25% less than 2017 (75% in 2017). 69% of our Asian students achieved the expected level which shows a decrease of 15% (84% in 2017). 89% NZ European students achieved the expected level which shows a decrease of 2% (91% in 2017).</p>				
The cohort of concern:				
Year 5 students: 21% of students in this cohort is not achieving the expected level for Reading.				
2019 Annual Target:				
<ul style="list-style-type: none"> • 6% increase in the proportion of Year 5 students achieving at or above expectations for Reading. 				

2018	Well below	Below	At	Above
Year 5	2%	19%	42%	38%

ACTION PLAN

Teaching practice will have a positive impact upon student achievement. Teachers need to continually develop their knowledge of:

- The theoretical and research base regarding teaching, learning and the process of becoming literate, including the ways in which oral and visual language underpin the development of reading
- A range of reading strategies and processes, and the knowledge and awareness, that learners need to acquire as they advance in their reading
- A range of instruction strategies and their effective use.
- Each student's individual profile of learning and the implications of this for instruction

- Patterns of progress for learners as they advance in Reading
- Each students language and literacy practice outside school as well as inside the classroom
- Engaging learners with the text
- Set expectations for student clarity, shared with caregivers and teachers
- Reflect upon expectations.

What	Who	When	Indicators of progress
Group children in reading using formative assessment information	Class teacher	Term 1 Ongoing Term 2 Term 2	<ul style="list-style-type: none"> • Students achievement is regularly monitored and recorded • Student achievement information is regularly discussed at team meetings • Work as a team to provide effective teacher to student ratios for target children • One on one volunteer readers to help with mileage and vocabulary.
Professional Development for Teachers:	Reading Recovery Teachers and Team Leader	Term 1 week 7	<ul style="list-style-type: none"> • The Reading Recovery teacher will provide PD on running records. Particular attention of MSV and analysing gaps in reading behaviour
Provide literacy support for those learners that have English as a second language	ESOL Teacher and Target Teacher	On-going	<ul style="list-style-type: none"> • Assessment information and reading objectives are shared with the ESOL teacher
Teachers to plan collaboratively and share resources as they pilot reading exchange	teachers	Term 2 and ongoing	<ul style="list-style-type: none"> • Teachers plan reading collaboratively • Targeted students are grouped into a class with reduced numbers • Teachers aid to assist in classroom 4 x weekly.
Teachers to monitor progress of target children	Teachers	Term 2 and ongoing	<ul style="list-style-type: none"> • Student achievement is regularly monitored and recorded via tracking sheet • Student achievement is regularly discussed at team meetings
Promoting use of vocabulary / language equipment	Team leaders	Term 2	<ul style="list-style-type: none"> • Vocabulary and Language equipment is purchased
Use a range of teaching approaches to accelerate achievement	Teacher	ongoing	<ul style="list-style-type: none"> • 7 = strategies are incorporated into team programme • Opportunities are provided for children to front load with literacy skills and knowledge • Lexia is used to reinforce literacy skills at home