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**Kowhai team 2014 goals and targets Improvement Plan**

**2014 Whole School Achievement Goals and Specific Targets for Cashmere Primary**

**Mathematics:**

**Strategic Goal 1:**

Maintain the high levels of maths achievement across the school:

**Target 1:**

Have 90% or more students across the school “at” or above the standard.

**Target 2:**

Have 90% of year 1, 2, 3 and 4’ students reach “at” or “above” the national standard for their time at school or class level in mathematics

**Target 3:**

Have Year 1 students reach end of stage 3 in numeracy after 40 weeks at school.

**Written language**

**Strategic Goal 2:**

Continue the improvement happening in Written Language since 2011

2013 results showed that Years 2, 3, 5 and 7 had below 80% achieving at or above the national standard.

**Target 4:**

Have 85% of all students “at” or “above” the national standard.

This is to be achieved by targeting the 2013 year groups who achieved below 80% achieving “at” or “above” i.e. years 3, 4, 6, and 8 2014 year groups and the continuation of the “ALL” intervention.

**High Ability Students**

**Strategic Goal 3**:

Identify and record these students and their strengths and communicate to team leaders and teachers the names, strength(s) of these students so that an appropriate, challenging and differentiated programme is put in place to meet their specific needs

**Target 5:**

Have 60% of identified high ability students (cluster 5 students) achieve “well above” in their particular area of strength in relation to reading and mathematics national standards.

**Target 6:**

Have the teachers of these children can demonstrate the evidence based differentiated programme and can track the progress towards the above target.

**Teacher Practice**

**Strategic Goal 4:**

That all classroom teachers demonstrate an understanding of and can articulate the pedagogy outlined in the charter

**Target 7:**

Differentiated explicit teaching programmes in literacy and mathematics operate in 100% of classrooms

**Target 8:**

That 100% of classroom teachers know the individual needs, strengths and next steps of their students and can demonstrate evidence based classroom planning and delivery to meet these.

**2014 Kowhai team Goals based on Whole school goals written above**

| **Team** | **What** | **When** | **Indicator of Progress** |
| --- | --- | --- | --- |
| **Kowhai Team**  **Years 2 - 4** | **Based on the 2011 - 2013 data the following 3 targets will be the focus for the Kowhai team.**  **This will be achieved through the (teaching and learning overview process) TLO process team PD, learning walks, coaching, mentoring and action research** | **By December 2014 with regular monitoring** |  |
|  | **Strategic Goal 1:**  **Maintain high levels of achievement in maths in year 3 and 4**  **Target**  **Have 86% of year 3’s be “at” or “above” the standard by 80 weeks or 120 weeks anniversary time at school.**  **Have 90% of year 4’s “at” or “above” the standard at end of year** | **↓** | **Regular maths lessons (5 days a week)**  **Differentiated group teaching**  **Targeted teaching to known needs from ongoing assessment e.g.: I can checklists**  **Specialised maths programmes for able chn in differentiated groups**  **Numeracy strategies visible i.e. modelling, groups, materials used and authentic context.**  **LI and success criteria**  **Specific feedback and feed forward especially within group teaching**  **Teacher refection and evaluation of strategies used (teaching as Inquiry)**  **Maths Buddy used in conjunction with whanau to support learning (feed-back given on next steps within *Maths Buddy* by the teacher to the parent and student** |
|  | **Strategic Goal 2**  **Improve written language achievement**  **Target:**  **Have 80% of year 3 and 4 students at or above” the national standard for their class level in writing or anniversary of time at school** | **↓** | **Written language and reading mileage**  **Focus on reading success**  **Guarded timetable**  **Integrated/ blended approach for able year 4’s i.e.: using reading and writing to learn across the curriculum**  **Being explicit and consistent about writing expectations (school posters)**  **Explicit targeted teaching of CPS learning indicators in groups**  **Modelling**  **LI and success criteria**  **Specific feedback and feed forward**  **Teacher refection and evaluation of strategies** |
|  | **Strategic Goal 4**  **All teachers in the Kowhai team demonstrate an understanding of and can articulate the pedagogy of 21st century learning**  **Target:**  **All teachers know the individual needs, strengths and next steps of their students and can demonstrate evidence based classroom planning and delivery to ensure children make progress, e.g. a student who is “at” SOY should be “at” or better at EOY** | **↓** | **Teachers know their children and have positive supportive relationships with them and whanau**  **Teachers know specifically the characteristics and uniqueness of all their students and understand their learning needs and this is reflected in planning and delivery**  **Teachers follow Kowhai team agreed to systems and routines.**  **Kowhai Team will develop a team pedagogy**  **These targets form each teachers appraisal and learning goals**  **Planning comes out of reflective and evidence based inquiry (teaching as Inquiry)** |