

# Kaitao Intermediate



## Annual Planning and Reporting 2023

## Ongoing analysis of progress and analysis of variance

*Considering the goals and actions we have identified in this document, what have we achieved at each of these times and what further actions do we need to take to ensure that our goals are met?*

	Term 1	Term 2	Term 3	Term 4 - next steps
<b>Writing</b>	<p>Professional Development:</p> <ul style="list-style-type: none"> <li>e-Asttle moderation - shared practice</li> <li>E-asttle moderation - top, mid, bottom (x2)</li> <li>Differentiated Learning - Intro</li> <li>Hero Reporting</li> </ul> <p>Programmes:</p> <ul style="list-style-type: none"> <li>Differentiated Learning Programme - Literacy</li> <li>Writing SkillsGrab! Tutoring - Loss of Learning funding</li> </ul> <p>Further Action:</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> <li>Curriculum Refresh - CoL ToD</li> <li>Education Perfect - site intro</li> <li>In-house Literacy PD sessions (x2)</li> <li>In-house Hero Work Samples - sharing/reflection/professional discussions (x4)</li> </ul> <p>Programmes:</p> <ul style="list-style-type: none"> <li>Differentiated Learning Programme - Literacy</li> <li>Writing SkillsGrab! Tutoring - Loss of Learning funding</li> <li>ESoL classes begin W3, T2</li> </ul> <p>Further Action:</p> <ul style="list-style-type: none"> <li>Develop Curriculum Team leaders' capability to better support the design and implementation of literacy</li> <li>T3 - Revisit the concept of 'teaching at Level 4'. Embed pedagogical understanding. Back up with research</li> </ul>		
<b>Reading</b>	<p>Professional Development:</p> <ul style="list-style-type: none"> <li>Differentiated Learning - Intro</li> <li>Hero Reporting</li> </ul> <p>Programmes:</p> <ul style="list-style-type: none"> <li>Differentiated Learning Programme - Literacy</li> </ul> <p>Further Action:</p> <ul style="list-style-type: none"> <li>Develop Curriculum Team leaders capability to better support the design and implementation of literacy</li> </ul>	<p>Professional Development:</p> <ul style="list-style-type: none"> <li>Curriculum Refresh - CoL ToD</li> <li>Education Perfect - site intro</li> <li>In house Hero Work Samples - sharing/reflection/professional discussions (x4)</li> </ul> <p>Programmes:</p> <ul style="list-style-type: none"> <li>Differentiated Learning - extended to include Bricks Programme - Literacy</li> <li>Writing SkillsGrab! Tutoring - Loss of Learning funding</li> <li>ESoL classes begin W3, T2</li> </ul> <p>Further Action:</p> <ul style="list-style-type: none"> <li>Develop Curriculum Team leaders capability to better support the design and implementation of literacy</li> <li>T3 - Revisit the concept of</li> </ul>		

		'teaching at Level 4'. Embed pedagogical understanding. Back up with research		
<b>Mathematics</b>	Professional Development: <ul style="list-style-type: none"> <li>Hero Reporting</li> </ul> Programmes: <ul style="list-style-type: none"> <li></li> </ul> Further Action: <ul style="list-style-type: none"> <li>T2 - In-house Maths PD Sessions (x2) - low floor high ceiling strategies</li> </ul>	Professional Development: <ul style="list-style-type: none"> <li>In house Maths PD sessions (x2)</li> <li>Education Perfect - site intro</li> <li>Code Avengers - site intro</li> <li>In house Hero Work Samples - sharing/reflection/professional discussions (x4)</li> </ul> Programmes: <ul style="list-style-type: none"> <li>Maths SkillsGrab! Tutoring - Loss of Learning funding</li> </ul> Further Action: <ul style="list-style-type: none"> <li>Develop Curriculum Team leaders' capability to better support the design and implementation of literacy</li> <li>T3 - Revisit the concept of 'teaching at Level 4'. Embed pedagogical understanding. Back up with research</li> </ul>		
<b>Goals carried forward from 2022 - Hauora</b>	Due to budget and time constraints, we have elected to discontinue Kohiko mai. 20 students were enrolled in one chance for the term.  PC4L rollout has progressed well with all classes having click-card displays up. Teachers have been added to the click programme and have been nominated for clicks by students.  Mana Ake reset run during callback day.			
<b>Enhancing educational outcomes for Māori</b>				

## Embedding the Principles of Te Tiriti Ō Waitangi

	Term 1	Term 2	Term 3	Term 4
<p><b>Partnership</b></p> <p>Enhance Cultural Identity Integrate Ngāti Whakaue history, traditions, and language into the curriculum to foster cultural pride and understanding.</p> <p>Promote Collaboration Involve Ngāti Whakaue whānau, hapū, and iwi in decision-making processes, fostering open communication and shared responsibility.</p> <p>Improve Educational Outcomes Implement targeted strategies to address Ngāti Whakaue students' needs, improving academic outcomes and reducing disparities.</p> <p>Encourage Community Engagement Create opportunities for students to engage in local service projects, events, and initiatives, nurturing social responsibility and active citizenship.</p>	<p>Began reo Māori lessons across all classes utilising Richard and Tamati as teaching experts.</p> <p>Assessed all teacher reo capacity on teacher callback days.</p> <p>Personalised PLD for teachers based on levels of reo proficiency.</p> <p>Development of programme teaching local mōteatea.</p> <p>Tūrangawaewae unit of work being used to develop student sense of belonging and identity.</p> <p>Developed a feedback survey for all whānau to contribute to localised curriculum design - to go out in Term 2.</p>			

<p><b>Protection</b></p> <p>Safeguard Cultural Heritage Preserve and promote Ngāti Whakaue cultural heritage by protecting taonga, such as wahi tapu (sacred sites) and traditional knowledge, within the school context.</p> <p>Foster Inclusive Environment Create a safe and inclusive learning environment that respects and celebrates the unique cultural values, beliefs, and customs of Ngāti Whakaue students.</p> <p>Enhance Wellbeing and Support Provide comprehensive support systems to address the physical, emotional, and mental wellbeing of Ngāti Whakaue students, ensuring their protection and growth.</p> <p>Strengthen Advocacy and Representation Empower Ngāti Whakaue students and their families to advocate for their rights and interests, fostering a sense of agency and self-determination.</p>	<p>Explicit teaching of pūrakau specific to Te Arawa and Ngāti Whakaue ie. Hinemoa Tūtānekai.</p> <p>Development of Noho Marae frontloading - whakapapa. Ōwhata Marae - Hinemoa and Tūtānekai</p> <p>Differentiated learning funded by Ngāti Whakaue provided for students.</p> <p>FISA framework prioritises Māori achievement.</p>			
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<p><b>Participation</b></p> <p>Encourage Active Involvement Promote active participation of Ngāti Whakaue students in academic, extracurricular, and cultural activities, nurturing well-rounded individuals.</p> <p>Empower Student Voice Foster a student-centered learning environment where Ngāti Whakaue students feel confident to express their ideas, opinions, and aspirations.</p> <p>Enhance Family and Community Engagement Involve Ngāti Whakaue whānau and community members in school events and activities, fostering a sense of connection and belonging.</p> <p>Develop Leadership Skills Provide opportunities for Ngāti Whakaue students to develop and practice leadership skills, preparing them for future roles in their community and beyond.</p>	<p>Development of Enviro team - open to all students. Cleanup of Ngongotaha (Wahi Tapu).</p> <p>Head students selected - both Ngāti Whakaue. Strong representation of Whakaue within student leader body.</p>			
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## Enhancing educational outcomes for Māori

Based on eAsTTle Norms

	Time 1 Māori	Time 1 Non-Māori	Disparity	Goal	Time 2 Māori	Time 2 Non-Māori	Disparity
<b>Writing</b>	12.4%	17.5%	5.1%				
<b>Reading</b>	28.5%	41.4%	12.9%				
<b>Maths</b>	15.1%	30.5%	15.4%				

**Outcome and next steps:**

## Enhancing educational outcomes for Māori - Rumaki

	Level 2	Early Level 3	Level 3
<b>Tuhituhi</b>	12 students in Rumaki are working within Early Level 2 and Level 2 in writing.	11 students in Rumaki are working within Early Level 3 in tuhituhi	1 student in Rumaki is working within Level 3 in tuhituhi
<b>Pānui</b>	15 students in Rumaki are working within Early Level 2 and Level 2 in pānui.	3 students in Rumaki are working within Early Level 3 in pānui.	6 students in Rumaki are working within Level 3 in pānui.
<b>Pāngarau</b>	13 students in Rumaki are working within Early Level 2 and Level 2 in pāngarau.	10 students in Rumaki are working within Early Level 3 in pāngarau.	1 student in Rumaki is working within Level 3 in pāngarau.
<b>Progress goals</b>			
<b>Outcomes Tuhituhi</b>			
<b>Outcomes Pānui</b>			
<b>Outcomes Pāngarau</b>			

## Goals and actions carried forward from 2022

Reading	Writing	Mathematics	Hauora
<ul style="list-style-type: none"> <li>● Apple education continued with 1:1 device ratio for whole school</li> <li>● New data-gathering methods for consistency throughout the year</li> <li>● Moderation of OTJs with focus on teacher justification</li> <li>● Fisa 2023 targeting writing, supported by Taki Roberts</li> <li>● Protected learning time allocated for reading</li> <li>● Loss of learning tutoring offered from Terms 2-4</li> <li>● Designated Rumaki and Bilingual spaces with focus on Māori language</li> <li>● Independent assessment and reporting for Māori in rumaki spaces</li> </ul>	<ul style="list-style-type: none"> <li>● Apple education continued, whole school using 1:1 Apple devices</li> <li>● New data-gathering methods for year-round consistency</li> <li>● Moderation of OTJs, teachers challenged on justifications</li> <li>● Fisa 2023 focusing on writing, supported by Taki Roberts</li> <li>● FISA student focus expanded to low-mid-high range</li> <li>● Protected learning time allocated for writing</li> <li>● Loss of learning tutoring available in Terms 1-4</li> <li>● Designated Rumaki and Bilingual spaces emphasizing Māori language</li> <li>● Independent assessment and reporting for Māori in rumaki spaces</li> </ul>	<ul style="list-style-type: none"> <li>● Apple education continued, whole school using 1:1 Apple devices</li> <li>● New data-gathering methods for year-round consistency</li> <li>● Moderation of OTJs, teachers challenged on justifications</li> <li>● Regular PLD from mathematics leader</li> <li>● Resources allocated for place value knowledge and financial literacy</li> <li>● Protected learning time for mathematics</li> <li>● Loss of learning tutoring available in Terms 2 and 3</li> <li>● Designated Rumaki and Bilingual spaces emphasizing Māori language</li> <li>● Independent assessment and reporting for Māori in rumaki spaces</li> </ul>	<p><b>PC4L progress:</b></p> <ul style="list-style-type: none"> <li>● Redesigned reward system and behavior flow charts</li> <li>● Regular team meetings for accountability</li> <li>● 2023 next steps:</li> <li>● Meetings twice a term for reviewing data</li> <li>● Implement values in assembly</li> <li>● Focus on active supervision in playground</li> <li>● Develop lesson plans for values</li> </ul> <p><b>Mana Ake progress:</b></p> <ul style="list-style-type: none"> <li>● - Steady progress in 2022</li> <li>● - Dedicated space in classrooms</li> <li>● - Need for more PD and increased use</li> </ul> <p><b>2023 next steps:</b></p> <ul style="list-style-type: none"> <li>● Continual PD from Angeline</li> <li>● Implement tuku iho and learning plans</li> <li>● Increase staff and student use</li> </ul> <p><b>Kohiko Mai progress:</b></p> <ul style="list-style-type: none"> <li>● Increased student engagement</li> <li>● Positive attendance and engagement outcomes</li> <li>● No change in program structure, increase student numbers</li> </ul> <p><b>One Chance progress:</b></p> <ul style="list-style-type: none"> <li>● Worked with 30 students in 2022</li> <li>● Increased engagement and self-esteem</li> <li>● Plan to work with more students in 2023</li> </ul> <p><b>School environment</b></p> <ul style="list-style-type: none"> <li>● Encourage shared ownership of school grounds</li> <li>● Enhance orchard and garden area for community benefit</li> <li>● Establish multi-purpose outdoor classroom</li> </ul> <p><b>Transition support:</b></p> <ul style="list-style-type: none"> <li>● Utilize Learning Support Register</li> <li>● Update Transition form for social/behavioral needs</li> <li>● WSL to collaborate with other schools</li> <li>● Improve teacher capacity for reliable assessments</li> </ul>

## Teaching moves for Writing based on levels

Below level 3	Level 3	Level 4	Above Level 4
<p>1. <b>Developing Ideas:</b> Encourage students to brainstorm and explore various topics, fostering creativity and critical thinking at Level 2.</p> <p>2. <b>Organisation and Structure:</b> Guide students in creating logical outlines with a clear beginning, middle, and end, ensuring coherence and flow in their writing.</p> <p>3. <b>Language Features:</b> Teach Level 2 students to incorporate descriptive language and basic figurative elements, such as similes and metaphors, to make their writing more engaging.</p> <p>4. <b>Vocabulary:</b> Introduce new words and phrases relevant to Level 2 topics, encouraging students to use them accurately and confidently in their writing.</p> <p>5. <b>Spelling:</b> Focus on correct spelling of high-frequency and regularly-used words, building a strong foundation for Level 2 students' written work.</p> <p>6. <b>Sentence Structure:</b> Help students construct simple and compound sentences, using appropriate punctuation, to develop clarity and variety in their writing.</p> <p>7. <b>Punctuation:</b> Teach Level 2 students the proper use of punctuation marks, such as full stops, commas, apostrophes, and question marks, to enhance readability and accurately convey their intended meaning in writing.</p>	<p>1. <b>Idea Generation and Development:</b> Encourage pupils to explore diverse topics, refine their ideas, and use supporting details to create a compelling narrative or argument.</p> <p>2. <b>Organisation, Structure, and Cohesion:</b> Guide pupils in organising their writing effectively, using cohesive devices (e.g., transition words, pronouns) to link sentences and paragraphs, and ensuring their work follows a logical structure.</p> <p>3. <b>Language Features and Style:</b> Teach Level 3 pupils to incorporate a wider range of figurative language, such as metaphors, similes, personification, and alliteration, while adapting their writing style to suit various genres and purposes.</p> <p>4. <b>Advanced Vocabulary:</b> Expand pupils' vocabulary by introducing more sophisticated words and phrases, encouraging them to use these terms accurately and confidently in their writing.</p> <p>5. <b>Spelling and Word Accuracy:</b> Strengthen spelling skills, focusing on increasingly complex and subject-specific vocabulary, while ensuring correct word usage and homophone distinction in their written work.</p> <p>6. <b>Complex Sentence Structure and Variety:</b> Help pupils create a mix of simple, compound, and complex sentences, using varied sentence openers and conjunctions to enhance the flow and richness of their writing.</p> <p>7. <b>Punctuation and Grammar:</b> Teach Level 3 pupils the proper use of advanced punctuation marks, such as colons, semicolons, and quotation marks, as well as refining their grammar skills, including subject-verb agreement, tense consistency, and appropriate noun and pronoun usage.</p>	<p>1. <b>Idea Generation and Critical Thinking:</b> Encourage pupils to investigate complex topics, analyse multiple perspectives, and develop well-supported arguments or narratives.</p> <p>2. <b>Organisation, Structure, and Coherence:</b> Guide pupils in creating sophisticated organisational structures, incorporating elements like headings, subheadings, and bullet points, and using advanced cohesive devices for improved clarity and coherence.</p> <p>3. <b>Language Features, Style, and Tone:</b> Teach Level 4 pupils to master various literary devices and techniques, such as symbolism, irony, and imagery, while adapting their writing style and tone to effectively convey their purpose and engage their target audience.</p> <p>4. <b>Rich Vocabulary and Word Choice:</b> Expand pupils' vocabulary by introducing nuanced, subject-specific, and figurative language, and fostering their ability to select precise words and phrases that convey meaning and evoke emotions.</p> <p>5. <b>Spelling, Word Accuracy, and Etymology:</b> Enhance pupils' spelling proficiency with a focus on complex and technical vocabulary, reinforce correct word usage, and develop an understanding of word origins and meanings to improve their writing skills.</p> <p>6. <b>Advanced Sentence Structure and Variety:</b> Encourage pupils to craft diverse and sophisticated sentences, using techniques such as parallelism, subordination, and varying sentence length, to create a dynamic and engaging writing style.</p> <p>7. <b>Punctuation, Grammar, and Clarity:</b> Teach Level 4 pupils the appropriate use of a full range of punctuation marks and grammar conventions, such as ellipses, dashes, and passive voice, while refining their skills to produce clear, concise, and polished written work.</p>	<p>1. <b>Idea Exploration and Analysis:</b> Encourage pupils to investigate complex topics, critically evaluate perspectives, and create well-reasoned arguments or narratives with solid evidence.</p> <p>2. <b>Advanced Organisation and Structure:</b> Guide pupils in using sophisticated organisational structures, incorporating smooth transitions, and ensuring coherence throughout their writing.</p> <p>3. <b>Refined Language Features and Style:</b> Teach pupils to effectively utilise advanced literary devices, while adapting their writing style and tone to suit various genres, purposes, and audiences.</p> <p>4. <b>Sophisticated Vocabulary:</b> Expand pupils' vocabulary with nuanced, subject-specific, and abstract language, and cultivate their ability to choose precise and impactful words.</p> <p>5. <b>Mastery of Spelling and Etymology:</b> Foster pupils' spelling proficiency with complex vocabulary, and deepen their understanding of word origins and meanings to enrich their writing skills.</p> <p>6. <b>Complex Sentence Structure and Variety:</b> Encourage pupils to construct intricate and diverse sentences, using engaging rhetorical strategies for a sophisticated writing style.</p> <p>7. <b>Punctuation, Grammar, and Clarity:</b> Teach pupils the appropriate use of advanced punctuation marks and grammar conventions, while refining their skills to produce precise, concise, and polished written work.</p>

## Teaching moves for Reading based on levels

Below Level 3	Level 3	Level 4	Above Level 4
<ol style="list-style-type: none"> <li>1. Enhance decoding skills, focusing on multisyllabic words and more complex phonics.</li> <li>2. Build reading fluency and expression.</li> <li>3. Recognise main ideas and supporting details in texts.</li> <li>4. Learn basic comprehension strategies: making predictions, asking questions, and summarising.</li> <li>5. Expand vocabulary by understanding the meaning of new words in context.</li> <li>6. Read a variety of simple texts: stories, non-fiction, and age-appropriate media.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refine decoding skills, focusing on subject-specific and technical vocabulary.</li> <li>2. Improve reading fluency and expression, considering punctuation and dialogue.</li> <li>3. Understand and infer meaning from texts, identifying themes, main ideas, and supporting details.</li> <li>4. Apply comprehension strategies: visualising, making connections, inferring, and synthesising.</li> <li>5. Further expand vocabulary by learning new words, phrases, and idiomatic expressions.</li> <li>6. Read diverse texts with increased complexity: narratives, informative texts, and varied media.</li> </ol>	<ol style="list-style-type: none"> <li>1. Master decoding skills and strategies for complex and unfamiliar vocabulary.</li> <li>2. Achieve advanced reading fluency, expression, and intonation.</li> <li>3. Analyse texts critically, examining structure, themes, and perspectives.</li> <li>4. Use advanced comprehension strategies: questioning the author, evaluating, and analysing.</li> <li>5. Develop a sophisticated vocabulary, understanding abstract and figurative language.</li> <li>6. Read complex texts from various genres, time periods, and cultural perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exhibit exceptional reading fluency, expression, and intonation.</li> <li>2. Engage in deep textual analysis, comparing and contrasting multiple texts.</li> <li>3. Employ a range of comprehension strategies, adapting to different text types and purposes.</li> <li>4. Use rich, nuanced vocabulary and figurative language to interpret complex texts.</li> <li>5. Read and critically evaluate a wide range of challenging and diverse texts, including primary sources and academic articles.</li> </ol>

## Teaching moves for Mathematics based on levels

Level 2	Level 3	Level 4	Level 5
<ol style="list-style-type: none"> <li>1. Develop basic numeracy skills, including addition, subtraction, multiplication, and division.</li> <li>2. Interpret and create simple graphs, tables, and charts to represent data.</li> <li>3. Understand basic units of measurement and apply these to length, weight, capacity, and time.</li> <li>4. Identify and describe basic geometric shapes and their properties.</li> <li>5. Learn the basic concepts of financial literacy, including earning, spending, and saving.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhance numeracy skills by working with fractions, decimals, and percentages.</li> <li>2. Analyse and interpret data using measures of central tendency (mean, median, mode) and range.</li> <li>3. Estimate and calculate measurements in various contexts, including area and volume.</li> <li>4. Understand and apply properties of angles, parallel and perpendicular lines, and symmetry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refine numeracy skills by solving problems involving ratio, proportion, and rates.</li> <li>2. Investigate bivariate data and understand concepts of correlation and causation.</li> <li>3. Solve problems involving measurement conversion, scale, and rates.</li> <li>4. Investigate properties of polygons, circles, and transformations.</li> <li>5. Investigate concepts of simple and compound interest, loans, and investments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Master numeracy skills by working with complex operations and algebraic expressions.</li> <li>2. Apply statistical methods to make inferences and evaluate data from surveys and experiments.</li> <li>3. Master the use of different measurement systems and explore relationships between units.</li> <li>4. Explore advanced geometry topics, such as similarity, congruence, and coordinate geometry.</li> <li>5. Analyse financial risks, insurance, and long-term financial planning.</li> </ol>

	5. Develop skills in budgeting, understanding income and expenses, and making wise spending decisions.		
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**Progress Goals - Core curriculum.**

	<b>More than one year below expectation</b>	<b>One year Below expectation</b>	<b>At expectation</b>	<b>Above expectation</b>
<b>Reading</b>	81 (32%)	65 (26%)	57 (22%)	45 (18%)
<b>Writing</b>	114 (47%)	60 (24%)	46 (19%)	21 (8%)
<b>Maths</b>	84 (34%)	67 (27%)	63 (25%)	35 (14%)
<b>Goals</b>	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students within this band will make a minimum of 2 OTJ sublevel shifts over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.
<b>Outcome - Reading</b>				
<b>Outcome - Writing</b>				
<b>Outcome - Maths</b>				
<b>Next steps Reading</b>				
<b>Next steps Writing</b>				
<b>Next steps Maths</b>				

## Writing - NELP specific actions and goals

Nelp Goal	Below Early Level 3	Early Level 3 / Level 3	Level 3 / Level 4	Level 5+
<b>Learners at the centre</b>	Provide targeted one-on-one or small group support from a specialist teacher or tutor. Use a strengths-based approach to identify and build on areas of strength. Use engaging and culturally relevant texts to encourage interest and motivation.	Use a range of strategies to scaffold learning, including graphic organizers, sentence starters, and peer support. Encourage self-reflection and goal-setting to build ownership of learning. Provide opportunities for students to work collaboratively to build social and emotional skills.	Use formative assessment to identify areas of strength and areas for growth. Provide feedback that is specific, timely, and actionable. Encourage students to take risks and experiment with language. Use a variety of text types and genres to build a range of writing skills.	Encourage independent inquiry and self-directed learning. Provide opportunities for students to explore complex ideas and express themselves creatively. Provide opportunities for peer feedback and critique. Encourage students to connect their writing to real-world contexts and purposes.
<b>Barrier-free access</b>	Provide accessible texts and resources, including audio and visual supports. Use assistive technology, such as speech-to-text software, to support writing. Provide a range of options for students to express themselves, including drawing, diagramming, and using multimedia. Use Universal Design for Learning principles to create a welcoming and inclusive learning environment.	Use a variety of formats and modes to deliver instruction, including visual aids, demonstration, and modelling. Provide clear instructions and expectations. Use plain language and avoid jargon. Provide opportunities for students to work in different settings and with different partners.	Provide a range of resources and supports to meet individual needs, such as dictionaries, glossaries, and thesauruses. Use a variety of formats and media to engage students, including digital tools and online platforms. Provide opportunities for students to work at their own pace and level. Encourage self-directed learning and independent inquiry.	Provide opportunities for students to pursue their interests and passions through writing. Encourage risk-taking and experimentation with form and style. Use challenging and thought-provoking texts and prompts to spark creativity. Encourage students to set their own goals and track their progress.
<b>Quality teaching and leadership</b>	Use evidence-based instructional practices, such as explicit teaching, modeling, and feedback. Use data to inform teaching and adjust instruction as needed. Provide ongoing professional development and support for teachers. Create a culture of collaboration and inquiry.	Use inquiry-based approaches to teaching and learning, such as project-based learning or problem-based learning. Encourage students to take ownership of their learning and make connections between writing and other subjects. Use data to monitor progress and adjust instruction. Provide ongoing professional development and support for teachers.	Use a range of instructional strategies, such as cooperative learning, inquiry-based learning, and explicit teaching. Use data to inform teaching and adjust instruction as needed. Provide ongoing professional development and support for teachers. Foster a culture of high expectations and continuous improvement.	Use student-centred approaches to teaching and learning, such as self-directed learning or personalized learning. Encourage creativity and innovation in teaching and learning. Use data to inform teaching and adjust instruction as needed. Provide ongoing professional development and support for teachers. Foster a culture of risk-taking and experimentation.
<b>Future of learning and work</b>	Incorporate digital tools and technologies to support writing, such as online writing tools, digital storytelling, and collaborative writing platforms. Provide opportunities for students to engage with authentic audiences and real-world contexts. Teach students how to create and curate digital content responsibly and ethically. Encourage the development of critical thinking and problem-solving skills.	Provide opportunities for students to work collaboratively, using tools such as Google Docs or other collaborative writing platforms. Incorporate multimedia and digital tools to enhance writing, such as videos, podcasts, and infographics. Provide opportunities for students to learn about emerging technologies and how they can be used for writing. Encourage the development of creativity and innovation skills.	Use digital tools and technologies to enhance writing instruction and provide targeted feedback. Provide opportunities for students to engage in online writing communities and peer review. Encourage the development of digital literacy skills, such as how to evaluate online sources and avoid plagiarism. Incorporate emerging technologies into writing instruction.	Provide opportunities for students to explore emerging technologies and how they can be used for writing, such as artificial intelligence, machine learning, and natural language processing. Encourage the development of entrepreneurial and future-focused skills, such as adaptability, flexibility, and resilience. Incorporate real-world contexts and challenges into writing instruction, such as sustainability or social justice issues.
<b>World class inclusive public education</b>	Use a strengths-based approach to identify and build on areas of strength. Provide targeted one-on-one or small group support from a specialist teacher or tutor. Use culturally responsive pedagogy to build connections with students' cultures, languages, and identities. Provide opportunities for students to share their experiences and perspectives.	Use a variety of strategies to scaffold learning, including graphic organizers, sentence starters, and peer support. Encourage self-reflection and goal-setting to build ownership of learning. Use a culturally responsive approach to teaching and learning, incorporating diverse perspectives and cultural practices. Provide opportunities for students to learn about and respect different cultures and backgrounds.	Use formative assessment to identify areas of strength and areas for growth. Provide feedback that is specific, timely, and actionable. Use a variety of text types and genres to build a range of writing skills. Incorporate diverse perspectives and cultural practices into writing instruction. Provide opportunities for students to learn about and respect different cultures and backgrounds.	Encourage independent inquiry and self-directed learning. Provide opportunities for students to explore complex ideas and express themselves creatively. Provide opportunities for peer feedback and critique. Encourage students to connect their writing to real-world contexts and purposes. Use a global perspective to teach writing, incorporating diverse perspectives and cultural practices from around the world. Provide opportunities for

				students to learn about and respect different cultures and backgrounds.
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## Reading - NELP specific actions and goals

Nelp Goal	Below Early Level 3	Early Level 3 / Level 3	Level 3 / Level 4	Level 5+
<b>Learners at the centre</b>	Use formative assessment to identify individual strengths and weaknesses in writing, and set personalized learning goals with students. Provide opportunities for students to choose topics and writing genres that interest them. Incorporate student voice and choice in writing tasks. Encourage students to reflect on their learning and provide feedback on teaching practices.	Provide additional support and resources to students who require it, such as targeted interventions or assistive technologies. Ensure that all students have equal access to writing materials and resources, regardless of their socioeconomic status. Foster a sense of belonging in the classroom by creating a safe and inclusive environment where all students feel valued and respected. Encourage students to take ownership of their learning and advocate for their needs.	Provide a range of writing tasks and genres that challenge and extend students' writing abilities. Use inquiry-based approaches to foster students' curiosity and deepen their understanding of writing conventions and techniques. Provide opportunities for student-led learning, collaboration, and peer feedback. Encourage students to take responsibility for their learning and develop a growth mindset.	Provide extension tasks and opportunities for students to apply their writing skills to real-world contexts and purposes. Foster students' creativity and innovation by encouraging them to experiment with different writing styles and genres. Use project-based learning approaches to provide authentic and meaningful writing experiences. Encourage students to take leadership roles in the classroom and mentor their peers.
<b>Barrier-free access</b>	Use a multi-sensory approach to teach writing, incorporating visual aids, manipulatives, and real-life examples. Provide clear and concise instructions for writing tasks, and scaffold learning by breaking down complex tasks into smaller steps. Use assistive technologies to support students with learning difficulties, such as text-to-speech software or speech-to-text software.	Ensure that all students have access to the same resources and materials, regardless of their individual needs. Provide extra time and support for students who require it, such as those with English as a second language or those with learning difficulties. Provide written and oral instructions for writing tasks to cater to different learning styles. Use inclusive language and materials that reflect the diversity of the student population.	Use a variety of teaching methods and strategies to cater to different learning styles and abilities. Encourage peer feedback and collaboration to support students in their learning. Use digital technologies to provide multiple means of representation and engagement, such as videos or interactive whiteboards. Provide opportunities for students to develop their writing skills in different contexts, such as creative writing, persuasive writing, or research-based writing.	Use challenging and complex writing tasks to extend students' writing abilities and cater to their individual strengths and interests. Provide opportunities for students to explore different writing styles and genres, and to experiment with different techniques and conventions. Use differentiated instruction to provide support and challenge for all students. Use technology to provide multiple means of expression, such as blogs or digital storytelling.
<b>Quality teaching and leadership</b>	Provide targeted professional development for teachers to improve their knowledge and skills in teaching writing to students who are 2+ years below expectations. Encourage collaboration between teachers and support them with resources and teaching strategies to cater to the individual needs of these learners. Use evidence-based teaching strategies and methods to improve student outcomes. Provide opportunities for teachers to reflect on their teaching practices and use data to inform their decision making.	Provide regular feedback and coaching for teachers to improve their teaching practices for students who are 1 year below expectations. Encourage the use of differentiated instruction to provide support and challenge for these learners. Foster a culture of continuous improvement by providing opportunities for teachers to observe and learn from each other's teaching practices. Use data to inform teaching practices and student progress.	Use a variety of teaching methods and strategies to cater to different learning styles and abilities for learners at expectation. Encourage peer feedback and collaboration to support students in their learning. Provide opportunities for teachers to engage in ongoing professional development to improve their teaching practices. Use technology to provide multiple means of representation and engagement, such as videos or interactive whiteboards. Provide opportunities for students to develop their writing skills in different contexts, such as creative writing, persuasive writing, or research-based writing.	Provide extension tasks and opportunities for students to apply their writing skills to real-world contexts and purposes for learners who are 1 year or more above expectations. Foster students' creativity and innovation by encouraging them to experiment with different writing styles and genres. Use project-based learning approaches to provide authentic and meaningful writing experiences. Encourage students to take leadership roles in the classroom and mentor their peers. Provide regular feedback and coaching for teachers to improve their teaching practices for high-achieving students.
<b>Future of learning and work</b>	Use technology to provide students who are 2+ years below expectations with multiple means of representation and engagement, such as videos or interactive whiteboards. Provide opportunities for students to develop their writing skills in different contexts, such as creative writing, persuasive writing, or research-based writing. Encourage the use of	Use digital technologies to provide multiple means of expression, such as blogs or digital storytelling, for students who are 1 year below expectations. Foster students' creativity and innovation by encouraging them to experiment with different writing styles and genres that are relevant to the future of work. Use project-based learning approaches to provide	Use technology to provide multiple means of representation and engagement for learners at expectation, such as videos or interactive whiteboards. Encourage the use of digital technologies to provide multiple means of expression, such as blogs or digital storytelling. Provide opportunities for students to develop their digital literacy skills. Use	Use technology to provide students who are 1 year or more above expectations with opportunities to explore advanced writing techniques and conventions. Foster students' creativity and innovation by encouraging them to experiment with different writing styles and genres that are relevant to the future of work. Use project-based learning approaches to

	assistive technologies to support these learners. Provide opportunities for students to explore different writing styles and genres that are relevant to the future of work.	authentic and meaningful writing experiences. Provide opportunities for students to develop their digital literacy skills.	project-based learning approaches to provide authentic and meaningful writing experiences that are relevant to the future of work.	provide authentic and meaningful writing experiences that challenge and extend students' writing abilities.
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Mathematics - NELP specific actions and goals				
Nelp Goal	Below Early Level 3	Early Level 3 / Level 3	Level 3 / Level 4	Level 5+
Learners at the centre	Use formative assessment to identify individual strengths and weaknesses in mathematics, and set personalized learning goals with students. Provide opportunities for students to choose topics and activities that interest them. Incorporate student voice and choice in problem-solving tasks. Encourage students to reflect on their learning and provide feedback on teaching practices. Use manipulatives and concrete materials to help students understand mathematical concepts.	Provide additional support and resources to students who require it, such as targeted interventions or assistive technologies. Ensure that all students have equal access to mathematics materials and resources, regardless of their socioeconomic status. Foster a sense of belonging in the classroom by creating a safe and inclusive environment where all students feel valued and respected. Encourage students to take ownership of their learning and advocate for their needs. Use manipulatives and visual aids to scaffold learning and help students make connections between mathematical concepts.	Provide a range of problem-solving tasks that challenge and extend students' mathematical abilities. Use inquiry-based approaches to foster students' curiosity and deepen their understanding of mathematical concepts and strategies. Provide opportunities for student-led learning, collaboration, and peer feedback. Encourage students to take responsibility for their learning and develop a growth mindset. Use manipulatives and visual aids to support students in making connections between mathematical concepts and applying them in different contexts.	Provide extension tasks and opportunities for students to apply their mathematical skills to real-world contexts and purposes. Foster students' creativity and innovation by encouraging them to experiment with different problem-solving strategies and approaches. Use project-based learning approaches to provide authentic and meaningful mathematical experiences. Encourage students to take leadership roles in the classroom and mentor their peers. Use manipulatives and visual aids to support students in making connections between complex mathematical concepts and applying them in different contexts.
Barrier-free access	Use a multi-sensory approach to teach mathematics, incorporating visual aids, manipulatives, and real-life examples, for students who are 2+ years below expectations. Provide clear and concise instructions for problem-solving tasks, and scaffold learning by breaking down complex tasks into smaller steps. Use assistive technologies to support students with learning difficulties, such as text-to-speech software or speech-to-text software. Provide opportunities for students to engage in physical activities that support their understanding of mathematical concepts. Ensure that all students have access to the same resources and materials, regardless of their individual needs.	Provide extra time and support for students who require it, such as those with English as a second language or those with learning difficulties, for students who are 1 year below expectations. Provide written and oral instructions for problem-solving tasks to cater to different learning styles. Use inclusive language and materials that reflect the diversity of the student population. Use manipulatives and visual aids to scaffold learning and support students in making connections between mathematical concepts. Ensure that all students have access to the same resources and materials, regardless of their individual needs.	Use a variety of teaching methods and strategies to cater to different learning styles and abilities for learners at expectation. Encourage peer feedback and collaboration to support students in their learning. Use digital technologies to provide multiple means of representation and engagement, such as interactive whiteboards or virtual manipulatives. Provide opportunities for students to develop their mathematical literacy skills, such as how to interpret and evaluate data. Use manipulatives and visual aids to support students in making connections between mathematical concepts and applying them in different contexts. Ensure that all students have access to the same resources and materials, regardless of their individual needs.	Provide extension tasks and opportunities for students to apply their mathematical skills to real-world contexts and purposes for students who are 1 year or more above expectations. Foster students' creativity and innovation by encouraging them to experiment with different problem-solving strategies and approaches. Use project-based learning approaches to provide authentic and meaningful mathematical experiences. Encourage students to take leadership roles in the classroom and mentor their peers. Use manipulatives and visual aids to support students in making connections between complex mathematical concepts and applying them in different contexts. Ensure that all students have access to the same resources and materials, regardless of their individual needs.
Quality teaching and leadership	Provide targeted professional development for teachers to improve their knowledge and skills in teaching mathematics to students who are 2+ years below expectations. Encourage collaboration between teachers and support them with resources and teaching strategies to cater to the individual needs of these learners. Use evidence-based teaching strategies and methods to improve student outcomes. Provide opportunities for teachers to	Provide regular feedback and coaching for teachers to improve their teaching practices for students who are 1 year below expectations. Encourage the use of differentiated instruction to provide support and challenge for these learners. Foster a culture of continuous improvement by providing opportunities for teachers to observe and learn from each other's teaching practices. Use data to inform teaching practices and student progress.	Use a variety of teaching methods and strategies to cater to different learning styles and abilities for learners at expectation. Encourage peer feedback and collaboration to support students in their learning. Provide opportunities for teachers to engage in ongoing professional development to improve their teaching practices. Use technology to provide multiple means of representation and engagement, such as interactive whiteboards or	Provide extension tasks and opportunities for students to apply their mathematical skills to real-world contexts and purposes for learners who are 1 year or more above expectations. Foster students' creativity and innovation by encouraging them to experiment with different problem-solving strategies and approaches. Use project-based learning approaches to provide authentic and meaningful mathematical experiences. Encourage

	reflect on their teaching practices and use data to inform their decision making.		virtual manipulatives. Use data to inform teaching practices and student progress.	students to take leadership roles in the classroom and mentor their peers. Provide regular feedback and coaching for teachers to improve their teaching practices for high-achieving students. Use data to inform teaching practices and student progress.
<b>Future of learning and work</b>	Use technology to provide students who are 2+ years below expectations with multiple means of representation and engagement, such as videos or virtual manipulatives. Provide opportunities for students to develop their mathematical skills in different contexts, such as problem-solving tasks that are relevant to the future of work. Encourage the use of assistive technologies to support these learners. Provide opportunities for students to explore different problem-solving strategies and approaches that are relevant to the future of work.	Use digital technologies to provide multiple means of expression, such as online quizzes or interactive games, for students who are 1 year below expectations. Foster students' creativity and innovation by encouraging them to experiment with different problem-solving strategies and approaches that are relevant to the future of work. Use project-based learning approaches to provide authentic and meaningful mathematical experiences. Provide opportunities for students to develop their digital literacy skills.	Use technology to provide multiple means of representation and engagement for learners at expectation, such as interactive whiteboards or virtual manipulatives. Encourage the use of digital technologies to provide multiple means of expression, such as online quizzes or interactive games. Provide opportunities for students to develop their digital literacy skills. Use project-based learning approaches to provide authentic and meaningful mathematical experiences that are relevant to the future of work.	Use technology to provide students who are 1 year or more above expectations with opportunities to explore advanced mathematical techniques and concepts. Foster students' creativity and innovation by encouraging them to experiment with different problem-solving strategies and approaches that are relevant to the future of work. Use project-based learning approaches to provide authentic and meaningful mathematical experiences that are relevant to the future of work. Encourage students to think critically and apply their mathematical skills to solve real-world problems.
<b>World-class inclusive public education</b>	Provide a safe and inclusive learning environment that promotes diversity and celebrates the strengths and experiences of all learners, including those who are 2+ years below expectations. Foster a culture of respect and belonging by promoting positive relationships between students and teachers. Provide opportunities for students to develop their social and emotional competencies. Ensure that all students have access to the same resources and materials, regardless of their individual needs. Use inclusive language and materials that reflect the diversity of the student population. Provide opportunities for students to share their cultural backgrounds and experiences.	Provide targeted support and resources for students who are 1 year below expectations, such as additional tutoring or mentoring. Ensure that all students have access to the same resources and materials, regardless of their individual needs. Foster a culture of respect and belonging by promoting positive relationships between students and teachers. Provide opportunities for students to develop their social and emotional competencies. Celebrate the strengths and experiences of all learners. Use inclusive language and materials that reflect the diversity of the student population. Provide opportunities for students to share their cultural backgrounds and experiences.	Ensure that all students have access to the same resources and materials, regardless of their individual needs, for learners at expectation. Foster a culture of respect and belonging by promoting positive relationships between students and teachers. Provide opportunities for students to develop their social and emotional competencies. Celebrate the strengths and experiences of all learners. Use inclusive language and materials that reflect the diversity of the student population. Ensure that students' cultural backgrounds and identities are reflected in the curriculum and classroom materials. Provide opportunities for students to share their cultural backgrounds and experiences.	Encourage students to take leadership roles in the classroom and mentor their peers for learners who are 1 year or more above expectations. Provide opportunities for students to develop their social and emotional competencies, including empathy and communication skills. Celebrate the strengths and experiences of all learners. Foster a culture of respect and belonging by promoting positive relationships between students and teachers. Use inclusive language and materials that reflect the diversity of the student population. Ensure that students' cultural backgrounds and identities are reflected in the curriculum and classroom materials. Provide opportunities for students to share their cultural backgrounds and experiences. Encourage students to engage in service learning and community outreach projects that promote equity and social justice.