

# STANLEY BAY SCHOOL



## **Strategic Plan**

2019 – 2021

*Those who do their best do well  
Ko era e mau te wehi ka hari te ora*

---

## Vision Statement

Growing confident, creative, curious learners who are connected to the community and wider world

---

## Our Values

We value learners who demonstrate:

Respect

Resilience

Integrity

---

## Our Graduate Profile

This means that when students leave Stanley Bay they are:

### **Confident (Kaikorero)**

Positive in their own identity and are reflective, resilient learners who are motivated to excel. They are confident in their abilities, which enable them to take risks and be innovators.

### **Creative (Auahatanga)**

Able to create something from personal feelings and experiences to reflect who they are and their place in the world. They are able to express themselves openly and without judgement.

### **Critical Thinkers (whaiwhakaaro)**

Critical thinkers who make informed decisions. They are active seekers, users and creators of knowledge.

### **Connected (Nga hononga)**

Effective communicators who are able to relate well to others. They are digitally literate and can effectively use a range of communication tools to participate in a wide range of life experiences, which connect them to their community, to their environment and to the world.

---

---

# Stanley Bay Learner Profile

Stanley Bay learners are...

- **Questioners** – They develop their natural curiosity, build knowledge, acquire skills and are independent in their learning
- **Persistent** – They give their best, keep trying and never shy away from a challenge
- **Risk Takers** – They take risks with their learning, enjoy challenge and approach unfamiliar situations with enthusiasm and courage
- **Reflective** – They give thoughtful consideration to their own learning and experience. They seek feedback and are able to assess their own strengths and limitations
- **Inclusive** – They show empathy, compassion and respect to the needs of others, understand the value in the cultures of others and themselves and are committed to giving back
- **Engaged and Motivated** – They understand the importance of intellectual, emotional and physical well-being, they strive to find the fun in all areas of learning and are able to laugh at themselves
- **Honorable** – They lead their own learning, taking responsibility for their own actions and progress, they act with integrity and honesty, working diligently on their own or as part of a team.

---

**‘Whaiwhia te kete matauranga hei orange mo tatou’**  
*Fill the baskets of knowledge for the sake of our wellbeing*

# Guide to our Charter

## **Part One: Who We Are (Ko wai matou)**

This section provides background information about the school, what we believe and what we value.

---

## **Part Two: Plan on a Page (Ta matou whakamahere)**

This plan is a summary of the strategic goals from 2019 to 2021.

---

## **Part Three: What's Happening Now? (Nga kaupapa o te wa)**

This section explains what is happening in 2019 and the strategic objectives we have set.

Targets have been developed to ensure we identify priority students. The actions show how we will support them to accelerate achievement.

# Part One: Who We Are (ko wai matou)

## Background information about the school

Stanley Bay is a high performing co-educational school situated in Devonport on Auckland's North Shore. The school was built in 1909 and consisted of six classrooms, a further eight classrooms have been added over time and the facilities modernised to provide a future focused learning environment.

The school population reflects the local community, with many students being the third generation to attend the school. The ethnic make up is as follows:

NZ Maori	3% (8/241)	NZ European	75% (182/241)
Pasifika	2% (4/241)	Other	12% (29/241)
Asian	8% (19/241)		

## What we stand for:

- Inclusion
- Collaboration (Kahui Ako)
- Connections

### Inclusion

We want all students to experience success regardless of their gender, ethnicity, skills or abilities. We recognise New Zealand's bicultural heritage, and value the unique position of Maori in New Zealand society.

Our programmes are delivered to ensure that Maori students achieve success as Maori. The school acknowledges the unique position of Maori through the provision of Te Reo and Tikanga Maori and employs a fluent speaker of Maori to provide whole school instruction in Te Reo and kapa haka. School occasions observe tikanga and the kaupapa of the school and community.

Improved outcomes for Maori will come about through integrating elements of student identity, language and culture into the curriculum and school culture. The school ensures that all perspectives are in accordance with the views of iwi kainga and tangata whenua and recognise that Te Reo and tikanga are taonga.

Partnerships with parents, whanau, hapu, iwi and the community will retain high expectations and support Maori to achieve success as Maori. District hui have established a community perspective to support Maori. Stanley Bay School recognises that Tapuika (Te Arawa), Tauranga Moana/Maataatua iwi have an interest, participate and contribute to the education of our children.

## **Collaboration**

The Devonport Community of Learning (Kahui Ako) is a government initiative that commenced in 2016. Nine schools from primary to high school joined together with the purpose of collaboratively raising achievement for students in our local area and sharing expertise in teaching practice. Kahui Ako is a strong community and has worked closely and is now in a unique position to build learner focused relationships to collaboratively and collectively grow a culture of inquiry, which will result in;

- A common language of learning.
- Leadership and teaching pedagogies that are effective for engaging and accelerating the learning of all students with a focus on Maori, Pasifika and boys.
- Improved well-being /hauora of all learners and staff.
- Community goals that shape school priorities.
- Effective system wide collaboration.
- Effective transition between schools.

Further information can be found on the [Kahui Ako website](#).

## **Connections**

In a globally connected world, we need to prepare our learners to not only take advantage of all that this offers but encourage them to question, investigate and act as global citizens. We support and encourage our learners to become locally and globally connected and see it as an important part of their educational future. Through a powerful emphasis on inquiry learning students have the opportunity to explore themes of global significance and develop their own world view.

## **What we value:**

- Student Agency
- Teacher Agency
- Community Agency

### **Student Agency**

Students take an active role in the educational direction of the school. Stanley Bay provides opportunities to build leadership capacity, challenge them in their learning and encourage students to take responsibility to lead their own learning. This is student agency.

### **Teacher Agency**

Teachers have high expectations of the students and themselves. They foster a love of learning and are committed to personal growth.

They are encouraged to take responsible risks and innovate in their practice. Collaboration brings diverse thinkers together to engage in critical and often challenging conversations, which shifts thinking and inspires growth. This is teacher agency.

**Community Agency**

Developing partnerships with parents, whanau and community that focus on learning. This goes beyond simple relationships between teachers, leaders and family to a position of shared professional accountability in a spirit of reciprocity.

At Stanley Bay we want parents to be actively involved in their child's learning and believe that by working in partnership we will achieve the best possible outcomes for their child. This is community agency.

# Part Two

---

Our 'Plan on a Page'  
(Ta matou whakamahere)

## Part Two: Our 'Plan on a Page' (2019 – 2021)

	2019	2020	2021	Aspirational Goal
Goal 1: Student Agency	All akonga understand that assessment and evaluation is used to improve their learning	All akonga use their knowledge of assessment and evaluation is used to improve their learning	All akonga have the skills, knowledge and dispositions to effectively use assessment and evaluation to confidently reflect and plan to improve their learning now and in the future	All akonga achieve exceptional educational success
Goal 2: Teacher Agency	Teachers collaboratively develop and effectively deliver a future-focused curriculum	Teachers collaboratively develop and effectively deliver a future-focused curriculum to engage learners in contexts that are relevant and meaningful	Teachers and students collaboratively develop a future-focused curriculum that is personalised, motivating and engaging	Highly skilled teachers who are equipped to lead personalized learning that is future focused and has strong foundation in literacy and maths
Goal 3: Community Agency	Parents, community and whanau to understand and develop student-led learning	Parents, teachers and students work collaboratively to understand and develop student-led learning	Parents and teachers support students to lead their own learning.	Strong learning focused relationships connect students, teachers, parents, whanau and community

# Goal 1: Student Agency

---

*Strategic Goal: We want... all akonga understand that assessment and evaluation is used to improve their learning*

	2019	2020	2021
1.1 Reading	Teachers and students work collaboratively to understand and use the	Teachers and students work collaboratively to use Literacy Progression Framework to explain and reflect on their reading	Teachers and students work collaboratively to use Literacy Progression Framework to explain and reflect on their reading
1.2 Writing	Teachers and students using and understanding the Literacy Progression Framework to accelerate achievement in writing (PACT)	Teachers and students work collaboratively to use Literacy Progression Framework to explain and reflect on their writing	Teachers and students work collaboratively to use Literacy Progression Framework to explain and reflect on their writing
1.3 Maths	Teachers and students understand how computational thinking can be used to solve mathematical problems	Teachers and students work collaboratively to use computational thinking to solve mathematical problems in authentic contexts	Students independently identify authentic contexts in which to use computational thinking to solve problems in authentic contexts

*So that.... all akonga achieve exceptional educational success*

## Goal 2: Teacher Agency

---

*Strategic Goal: We want... teachers collaboratively develop and effectively deliver a future-focused curriculum*

	2019	2020	2021
2.1 Inquire	Teachers use the Spiral of Inquiry as a reflective tool to inquire into future focused pedagogy	Teachers use their learning from the Spiral of Inquiry to take action to engage learners in authentic contexts	Teachers use the Spiral of Inquiry to identify highly effective strategies to personalise learning
2.2 Coach	Teachers using GROWTH Coaching strategies to reflect on and take action to improve their practice	Teachers use GROWTH coaching strategies to work collaboratively to implement effective and innovative teaching strategies	Teachers seamlessly use GROWTH coaching strategies to guide professional conversations into highly effective practice
2.3 Integrate	Teachers develop a shared understanding of the SBS integrated curriculum	Teachers work collaboratively to use an integrated approach to engage and motivate students	Teachers lead learning that is personalized and future focused with a strong foundation in literacy and mathematics

*So that ....highly skilled teachers are equipped to lead personalized learning that is future focused and has strong foundation in literacy and maths*

## Goal 3: Community Agency

---

*Strategic Goal: We want... parents, community and whanau to understand and develop student-led learning*

	2019	2020	2021
3.1 Student	Students take an active role in sharing their learning with parents	Students work collaboratively with teacher and parents to set goals and identify next steps	Students are confident and capable of working collaboratively with teacher and parents to lead their own learning
3.2 Teacher	Teachers create opportunities to support students in sharing their learning with parents	Teachers play a lead role in supporting students to set goals and identify their next learning steps	Teachers are confident in developing strong learning partnerships between school and home
3.3 Parent/whanau	Parents understand the elements of an effective learning focused relationship	Parents value and support learning focused relationships	Parents are actively involved in creating and maintaining learning focused relationships

*So that... strong learning partnerships connect students, teachers, parents, whanau and community*

# Part Three

---

What's Happening Now?  
(Nga kaupapa o te wa)

Our Annual Plan

# Goal 1: Student Agency

*Annual Goal: We want... all akonga understand that assessment and evaluation is used to improve their learning*

	<b>Annual Objective</b> <i>We will see...</i>	<b>Rationale</b> <i>Why is it important...</i>	<b>Expected outcome</b> <i>So that...</i>
1.1 Reading	Teachers and students work collaboratively to understand and use the Literacy Learning Framework	<ul style="list-style-type: none"> <li>Teachers and students have a shared understanding of their achievement in reading</li> <li>Students can lead their own learning. This means that they can identify strengths, challenges and next steps in reading</li> <li>Consistency and moderation of school wide assessment data in reading</li> </ul>	<ul style="list-style-type: none"> <li>Reading achievement of all students is accelerated</li> <li>School wide reading data is a reliable and robust reflection of student achievement</li> </ul>
1.2 Writing	Teachers and students using and understanding the Literacy Progression Framework to accelerate achievement in writing (PACT)	<ul style="list-style-type: none"> <li>Teachers and students have a shared understanding of their achievement in writing</li> <li>Students can lead their own learning. This means that they can identify strengths, challenges and next steps in reading</li> <li>Consistency and moderation of school wide assessment data in writing</li> </ul>	<ul style="list-style-type: none"> <li>Writing achievement of all students is accelerated</li> <li>Students can lead their own learning</li> <li>School wide writing data is a reliable and robust reflection of student achievement</li> </ul>
1.3 Mathematics	Teachers and students understand how computational thinking can be used to solve mathematical problems	<ul style="list-style-type: none"> <li>Students can thrive and learn in a digital world</li> <li>Students are creators and not just users of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>Maths achievement of all students is accelerated</li> <li>Students have a bolstered understanding of the world around them</li> </ul>

## Goal 2: Teacher Agency

---

*Annual Goal: We want... teachers collaboratively develop and effectively deliver a future-focused curriculum*

	<b>Annual Objective</b> <i>We will see...</i>	<b>Rationale</b> <i>Why is it important...</i>	<b>Expected outcome</b> <i>So that...</i>
2.1 Inquire	Teachers use the Spiral of Inquiry as a reflective tool to inquire into future focused pedagogy	<ul style="list-style-type: none"> <li>There is a collaborative approach to teaching which ensures every teacher is continuously seeking improvement.</li> </ul>	<ul style="list-style-type: none"> <li>There is a focus on school improvement by building teacher capacity and capability to improve student outcomes.</li> </ul>
2.2 Coach	Teachers using GROWTH Coaching strategies to reflect on and take action to improve their practice	<ul style="list-style-type: none"> <li>Learning is highly engaging, relevant and purposeful.</li> </ul>	<ul style="list-style-type: none"> <li>Students have the skills, knowledge and dispositions for learning now and in the future</li> </ul>
2.3 Create	Teachers develop a shared understanding of the SBS integrated curriculum	<ul style="list-style-type: none"> <li>Teachers are collaborative learners who feel confident to take risks and innovate</li> </ul>	<ul style="list-style-type: none"> <li>The school culture encourages/supports teachers to take risks and be innovative</li> </ul>

## Goal 3: Community Agency

---

*Annual Goal: We want... parents, community and whanau to understand and develop student-led learning*

	<b>Annual Objective</b> <i>We will see...</i>	<b>Rationale</b> <i>Why is it important...</i>	<b>Expected outcome</b> <i>So that...</i>
3.1 Lead/visible	Students take an active role in sharing their learning with parents	<ul style="list-style-type: none"> <li>• Student have ownership of their learning and know themselves as a learner</li> </ul>	<ul style="list-style-type: none"> <li>• Students are equipped to lead their own learning</li> </ul>
3.2 Develop	Teachers create opportunities to support students in sharing their learning with parents	<ul style="list-style-type: none"> <li>• When teachers broker active engagement and participation, effective partnerships are created</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are equipped to facilitate learning that is authentic and relevant</li> </ul>
3.3 Engage	Parents understand the elements of an effective learning focused relationship	<ul style="list-style-type: none"> <li>• Reciprocal learning and teaching (Ako) is fundamental to developing connections that work</li> </ul>	<ul style="list-style-type: none"> <li>• Parents recognise and understand the importance of students leading their own learning</li> <li>• Parents who are fully informed about their child's progress and achievement</li> </ul>



# Goal 1: Student Agency

Annual Goal: We want... all akonga understand that a range of data and evidence is used to inform learning

Annual Objective <i>What will we see?</i>	2018 Baseline Data <i>Where are we now?</i>	2019 Target <i>What are we aiming for?</i>	2019 Action <i>What will we do?</i>
<p><b>1.1. Reading</b></p> <p>Teachers and students work collaboratively to understand and use the Literacy Learning Framework</p>	<p>NZC expectations;</p> <ul style="list-style-type: none"> <li>Below 7% (15)</li> <li>At 41% (87)</li> <li>Above 51% (108)</li> </ul> <p>Priority Students</p> <p><i>Maori</i></p> <ul style="list-style-type: none"> <li>Above 100% (3)</li> </ul> <p><i>Pasifika</i></p> <ul style="list-style-type: none"> <li>At 100% (1)</li> </ul>	<p>NZC expectations;</p> <ul style="list-style-type: none"> <li>Below 5% (11)</li> <li>At 35% (74)</li> <li>Above 60% (126)</li> </ul> <p>Priority Students</p> <p><i>Maori</i></p> <ul style="list-style-type: none"> <li>Above 100% (3)</li> </ul> <p><i>Pasifika</i></p> <ul style="list-style-type: none"> <li>Above 100% (1)</li> </ul> <p><b>Measure of Success</b> <i>How will we know?</i></p> <ul style="list-style-type: none"> <li>EY NZC Level Data</li> </ul>	<ul style="list-style-type: none"> <li>Regular learning opportunities for teachers to inquire into the LLF</li> <li>Teachers participate in regular moderation of assessment data in reading</li> <li>Priority and target learners are visible in the staffroom and office to create a collective responsibility for learners.</li> <li>Teachers are able to effectively administer and analyse Running Records</li> <li>Learning progressions are visible in all classes</li> <li>Team meeting focus priority and target student student achievement in reading</li> <li>Students are able to articulate their learning needs, successes and next steps in reading</li> <li>Teachers are able to effectively analyse e-asttle and PAT data to inform teaching and learning</li> </ul>
<p><b>1.2 Writing</b></p> <p>Teachers and students using and understanding the Literacy Learning Framework to accelerate achievement in writing (PACT)</p>	<p>NZC expectations;</p> <ul style="list-style-type: none"> <li>Below 12% (25)</li> <li>At 62% (133)</li> <li>Above 25% (52)</li> </ul> <p>Priority Students</p> <p><i>Maori</i></p> <ul style="list-style-type: none"> <li>At 67% (2)</li> <li>Above 33% (1)</li> </ul> <p><i>Pasifika</i></p> <ul style="list-style-type: none"> <li>Below 100% (1)</li> </ul> <p>Target Students</p> <ul style="list-style-type: none"> <li>Of the students who are above expected NZC level 33% are male and 67% are female</li> </ul>	<p>NZC expectations;</p> <ul style="list-style-type: none"> <li>Below 5% (11)</li> <li>At 60% (126)</li> <li>Above 35% (74)</li> </ul> <p>Priority Students</p> <p><i>Maori</i></p> <ul style="list-style-type: none"> <li>Above 100% (3)</li> </ul> <p><i>Pasifika</i></p> <ul style="list-style-type: none"> <li>At 100% (1)</li> </ul> <p>Target Students</p> <ul style="list-style-type: none"> <li>Of the students who are above expected NZC level 50% are male and 50% are female.</li> </ul> <p><b>Measure of Success</b> <i>How will we know?</i></p> <ul style="list-style-type: none"> <li>EY NZC Level Data</li> </ul>	<ul style="list-style-type: none"> <li>Regular learning opportunities for teachers to inquire into the LLF</li> <li>Teachers participate in regular moderation of assessment data in writing</li> <li>Priority and target learners are visible in the staffroom and office to create a collective responsibility for learners.</li> <li>Learning progressions are visible in all classes</li> <li>Team meeting focus on student achievement</li> <li>All teachers are able to effectively analyse e-asttle writing data</li> <li>All teachers are able to identify multiple sources of evidence that can be used to make an overall judgement about writing</li> <li>Students can articulate their learning, successes and next steps in writing</li> </ul>

<p><b>1.3 Mathematics</b></p> <p>Teachers and students understand how computational thinking can be used to solve mathematical problems</p>	<p>NZC expectations;</p> <ul style="list-style-type: none"> <li>Below 15% (31)</li> <li>At 42% (88)</li> <li>Above 43% (91)</li> </ul> <p>Priority Students</p> <p><i>Maori</i></p> <ul style="list-style-type: none"> <li>Above 100% (3)</li> </ul> <p><i>Pasifika</i></p> <ul style="list-style-type: none"> <li>At 100% (1)</li> </ul>	<p>NZC expectations;</p> <ul style="list-style-type: none"> <li>Below 10% (21)</li> <li>At 40% (88)</li> <li>Above 50% (110)</li> </ul> <p>Priority Students</p> <p><i>Maori</i></p> <ul style="list-style-type: none"> <li>Above 100% (3)</li> </ul> <p><i>Pasifika</i></p> <ul style="list-style-type: none"> <li>Above 100% (1)</li> </ul> <p><b>Measure of Success</b></p> <p><i>How will we know?</i></p> <ul style="list-style-type: none"> <li>EY NZC Level Data</li> <li>Otago Problem Solving (introduce in 2019)</li> </ul>	<ul style="list-style-type: none"> <li>Regular learning opportunities for teachers to ‘unpack’ computational thinking. Through the Digital PLD Hours provide</li> <li>Teachers and students using assessment rubrics to identify strengths, challenges and next steps computational thinking</li> <li>Teachers collaboratively develop /use rubrics to measure achievement in problem solving/computational thinking</li> <li>SBS Computational Thinking rubrics are used by teachers to plan next steps in learning problem solving</li> <li>SBS Computational Thinking rubrics are used by students to articulate their learning needs, successes and next steps</li> <li>SBS Computational Thinking is purposefully planned for and evident in teacher planning</li> <li>SBS Computational Thinking rubric (Visible learning progression) is in all classes</li> </ul>
---	---	---	---

# Goal 2: Teacher Agency

Annual Goal: We want...learning that is future focused and has a strong foundation in literacy and numeracy

Annual Objective <i>What will we see?</i>	2018 Baseline Data <i>Where are we now?</i>	2019 Target <i>What are we aiming for?</i>	2019 Action / indicator of progress <i>What will we do?</i>
<p><b>2.1 Inquire</b></p> <p>Teachers use the Spiral of Inquiry as a reflective tool to inquire into future focused pedagogy</p>	<p>83% (10/12) teachers are using the Spiral of Inquiry</p>	<p>100% of teachers are using the Spiral of Inquiry of which 83% of teachers are 'taking action' as a result of new learning.</p> <p><b>Measure of Success</b> <i>How will we know?</i></p> <ul style="list-style-type: none"> <li>Teacher Practice Survey</li> <li>Teacher Capability Matrix</li> </ul>	<ul style="list-style-type: none"> <li>Spirals of Inquiry are seamlessly linked to teachers performance appraisal</li> <li>Teachers are confident to 'take action' to improve their practice as a result of their inquiry</li> <li>Student voice is used as a source of evidence in Spiral of Inquiry</li> <li>Teachers participate in 'Ignition Talks' to identify priority and target student to form the focus of their inquiry</li> <li>Teachers participate in twice termly 'Activator Groups' to focus on their Spiral of Inquiry: identify critical success factors, evaluate progress and report to the community</li> </ul>
<p><b>2.2 Coach</b></p> <p>Teachers using GROWTH Coaching strategies to reflect on and take action to improve their practice</p>	<p>Coaching Competency Rubric: Emerging 1/11 Developing 1/11 Effective 9/11 Highly effective 0/11</p>	<p>Coaching Competency Rubric: Emerging 0/11 Developing 0/11 Effective 2/11 Highly effective 9/11</p> <p><b>Measure of Success</b> <i>How will we know?</i></p> <ul style="list-style-type: none"> <li>Coaching Competency Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Teachers participate in professional learning to acquire the skills and knowledge to use the GROWTH coaching model</li> <li>Teachers, as coaching partners, focus on collective improvement of teacher practice</li> <li>Teachers use the GROWTH coaching strategies to explore why and how new innovative practices can be more effective than others</li> <li>GROWTH Coaching partners work collaboratively to reflect on new ways of doing things</li> <li>Teachers plan authentic digital outcomes</li> <li>Establish and trial Personal Interest Program (PIP)</li> </ul>
<p><b>2.3 Create</b></p> <p>Teachers develop a shared understanding of the SBS integrated curriculum</p>	<p>The SBS integrated curriculum is being developed in 2019 therefore 0% (11/11) teachers have an understanding of the SBS integrated curriculum.</p>	<p>100% (11/11) teachers will have a shared understanding of the SBS integrated curriculum</p> <p><b>Measure of Success</b> <i>How will we know?</i> SBS Integrated model</p> <ul style="list-style-type: none"> <li>Visible in classes</li> <li>Visible in planning and assessment docs</li> </ul>	<p>Collaboratively develop a SBS model of integrated learning including:</p> <ul style="list-style-type: none"> <li>Learner profile</li> <li>ILE Pedagogy</li> <li>Digital Curriculum</li> <li>Maker Space</li> <li>Inquiry</li> <li>Teachers have a shared understanding of the SBS integrated learning pedagogy</li> <li>Teachers plan for authentic integration of curriculum areas</li> <li>Digital literacies are integrated into the curriculum and evidenced in teacher planning and assessment</li> <li>Teachers understand how learning environments support an integrated curriculum</li> <li>Teachers understand why best learning happens through experiencing and doing</li> </ul>

# Goal 3: Community Agency

Annual Goal: We want... Students, teachers and parents understand that learning partnerships support the best possible outcomes for students

Annual Objective <i>What will we see?</i>	2018 Baseline Data <i>Where are we now?</i>	2019 Target <i>What are we aiming for?</i>	2019 Action / indicator of progress <i>What will we do?</i>
3.1 Lead Students take an active role in sharing their learning with parents	85% of parents and students attended 3 Way Conferences	100% of parents and students attended 3 Way Conferences  <b>Measure of Success</b> <i>How will we know?</i> <ul style="list-style-type: none"> <li>School Interview Report</li> <li>Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Students to set specific and challenging goals in reading, writing and maths</li> <li>Students to set goals from the Learner Profile</li> <li>MY and EY reports show evidence of goals and reflection of progress towards them</li> <li>Students can talk about their learning including strengths, challenges and next steps</li> <li>Students can use data and evidence to inform their learning decisions</li> <li>Students are able to lead the Three Way Conferences</li> <li>Increased opportunities for students leadership across the school eg. School council, sports leaders</li> <li>Learner profile is visible eg. Behaviour management, awards</li> <li>Learner profiles are promoted through awards</li> </ul>
3.2 Develop Teachers create opportunities to support students in sharing their learning with parent	Teachers provide ad hoc opportunities to share learning with parents	Teachers provide parents with at least 2 opportunities to engage/share in learning  <b>Measure of Success</b> <i>How will we know?</i> <ul style="list-style-type: none"> <li>Teacher Survey</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly sharing learning with parents (outside of formal reporting times)</li> <li>Teachers use data and evidence, including student voice, to plan individualised learning experiences</li> <li>Provide regular opportunities for students to set goals and reflect upon their progress</li> <li>Teachers plan for a range of opportunities for parents to engage in learning eg. Open afternoon, one on one meetings, email, sharing of learning events</li> <li>Communication about learning is consistent across the school</li> </ul>
3.3 Engage Parents understand the elements of an effective learning focused relationship	3 Way Conference parent survey:  Parents have a mixed understanding of the effectiveness and purpose of 3 Way Conferences	The majority of parents have an understanding of the purpose and value the effectiveness of 3 Way Conferences  <b>Measure of Success</b> <i>How will we know?</i> <ul style="list-style-type: none"> <li>Community survey</li> <li>3 Way Conference parent survey</li> </ul>	<ul style="list-style-type: none"> <li>Provide parent information evenings about student led learning</li> <li>Review and develop current home learning practices</li> <li>Provide a range of opportunities for parents to engage in learning</li> <li>Teachers feel increasingly supported by parents</li> <li>Students feel that parents value their educational goals</li> </ul>



