

Tinui School Charter



2019 CHARTER

Principal's endorsement: Richard Lennox

Board of Trustees Endorsement: Kylie Blyth

Submission date of the Ministry of Education: March 2019

Introductory Section

Tinui school was established in 1876 and is located 35 minutes east of Masterton. It is situated in a rural setting surrounded by sheep, beef farms and numerous forestry plantations. We started the 2019 school year with a roll of 33 students of which 15% are Maori, 85% NZ European. All students live locally in the Tinui, Matakona and Castlepoint areas. Students are offered quality teaching and learning programs which support them to develop as innovative and creative 21st Century Learners.

Currently Tinui School qualifies for staffing of 2.7. The Board employs a teacher aide for 13 hours per week to support teaching programs of our ORRS funded student and other students in the junior (Yr 0-3) and senior (Yr 4-8) classes. We also enjoy community support for our literacy program in the form of community members coming into school to be part of the Parent Reading Programme. We have a committed and passionate Board of Trustees, supportive parents, committed coaches and enjoy interaction with wider community.

The Tinui School School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter, which has been approved by the Board following consultation with the community and to take full account of the National Education Guidelines and all statutory obligations (NAG 6,7 & 8).

VISION

In a positive nurturing environment, which encompasses our community values, we aim to prepare individuals to have the necessary skills, learning strategies and attitudes, in order to take responsibility for their own learning and behaviour throughout their life. This means that they will be able to work independently, show initiative, reflect on their own learning and work within groups of varying ages and abilities. This will help them to learn to recognise and accept differences in others and celebrate these. They will value their environment and will interact with confidence in a variety of settings. Children at Tinui School will have the necessary resilience to be able to take risks and accept challenges throughout their life.

OUR MISSION STATEMENT

“Building on Beginnings”

OUR VALUES

RESPECT

Responsibility: students will make good decisions and be accountable for these.

Enthusiasm: we will enjoy meeting challenges in our learning.

Success: students reach their own individual potential and celebrate this. Success will be different for every person.

Participating with Pride: students are actively involved in all aspects of school life and take ownership of who they are and where they come from. (Their identity)

Excellence: students set high goals and strive to achieve them.

Caring: looking out for each other and the environment when we learn and play.

Togetherness: a close supportive relationship occurs between students, teachers, parents, staff, families, B.O.T and whanau.

Procedural Information

Annual Cycle

Tinui School will lodge a copy of the Charter and Strategic Plan with the Ministry of Education by 1st March 2019 and report on the achievements of the previous year.

Catering for Cultural Diversity

Tinui School acknowledges New Zealand's cultural diversity and the unique position of Maori culture (Education Standards Act 2001). This is demonstrated through;

- School Policy and curriculum delivery
- Consultation with the Maori families (Hui)

The Board will meet the request for instruction in and through Te Reo, to the best of its ability, dependent upon staffing and financial resources.

Consultation 2018

- Community consultation survey
- Pets Day

Supporting Documents

- Tinui School Budget 2019
- Tinui School Curriculum Delivery Plan
- Tinui School Self Review Plan
- Tinui School Policies and Procedures
- Student Achievement Reports based on overall teacher judgements (O.T.J's) for the 2018 student cohort.
- 2018 Analysis of Variance

Personnel, Finance and Property

Tinui School Board of Trustees will:

- Act as a good employer to teaching and non-teaching staff.
- Provide Professional Development opportunities for all staff members.
- Prepare a budget to monitor and control school expenditure.
- Allocate funds to meet the school's priorities so that student achievement is enhanced.
- Utilise the 5 year / 10 year property plan to ensure the school's facilities provide a safe, healthy learning environment.

ERO's Evaluation Indicators of a Successful School and Our School

<p>Principal</p> <ul style="list-style-type: none"> • Gives high quality leadership to the school • Supports, values and empowers others • Maintains effective communication between home and school • Ensures quality teaching and learning Monitors progress to ensure equitable outcomes for Maori learners 	<p>Policies and Procedures</p> <ul style="list-style-type: none"> • Are developed through consultation • Meet legislative requirements • Are clearly stated and understood • Are accessible to everyone • Are regularly reviewed 	<p>Parents</p> <ul style="list-style-type: none"> • Feel welcomed, included and well-informed • Encourage children in their schooling • Respect the professional judgment of the staff • Work in partnership with staff • Are supportive of the Board, staff and school.
<p>Students</p> <ul style="list-style-type: none"> • Take responsibility for their actions and learning • Are actively engaged in their learning • Achieve to their potential • Are respectful, considerate and confident learners • Are proud of their school • Feel safe and cared for • Are encouraged and challenged • Take pride in their achievements • Accept leadership opportunities 	<p>Teachers</p> <ul style="list-style-type: none"> • Focus on Literacy and Numeracy, while providing a balanced programme. • Use assessment to inform and review planning and teaching programmes • Are enthusiastic, and foster a love for learning • Plans individualised programmes based on need • Apply Teaching as Inquiry • Communicate the purpose of learning. • Receive appropriate support • Are committed to professional growth • Have high expectations • Demonstrate caring and supportive interpersonal skills • Provides needs based programmes • Work in partnership with parents 	<p>Board of Trustees</p> <ul style="list-style-type: none"> • Meets requirements of the NEGS and the NAGS • Is a good employer and stays well informed • Works alongside staff • Ensures all resources are effectively managed • Plans for the future • Consults effectively with the community
<p>Curriculum</p> <ul style="list-style-type: none"> • Balanced, high interest, challenging • Integrated themes link all learning areas • Reflect local contexts • Includes student voice • Literacy and Numeracy meets the needs of all children • Is regularly reviewed and updated • Fulfil national curriculum requirements 	<p>Support Staff</p> <ul style="list-style-type: none"> • Are supportive of the school and its aims, feel valued, and part of the team • Care for the students • Are positive and professional 	<p>Environment</p> <ul style="list-style-type: none"> • Is inviting and attractive • Supports learning programmes • Is safe and well maintained • Child centred, interactive • Children's work displayed and celebrated

Strategic Section

The Board has a three year Strategic Plan, which outlines the strategic direction of Tinui School. This document is reviewed annually.

The base of this plan is the goals and a sound vision and philosophy for the school.

Gathering information which can be used to meet the learning needs of our Maori students and raise achievement will be demonstrated by:-

Recognition of Cultural Diversity and Dual Cultural Heritage

The ethnic composition of our school is as follows:

NZ European	85%
Maori	15%

Te Ao Maori

The cultural diversity of New Zealand is recognised through every school curriculum plan which outlines cultural elements to be included within the class programme.

Learning opportunities in Tikanga Maori and Te Reo are provided in every classroom. All teachers are required to include Maori perspectives in curriculum planning wherever possible, and to introduce basic Te Reo Maori language into the classroom learning. Resources to support these requirements have been purchased. The Tinui School Board of Trustees will look to use both external and internal providers to provide professional development opportunities to the staff. As part of this commitment Tinui School will again participate in the “Ka Rewa” cultural resilience programme aimed at Maori taiohi in mainstream education in 2019 and beyond which has been developed by Te Hauora Rūnunga o Wairarapa.

Self Review Programme 2019 - 2020

Tinui School has a responsibility under the NAGs to review its performance and accountability documents. Self review plays an important part in the development and improvement of our school. See School Docs site for 3 Year and 1 Year review schedules.

TINUI SCHOOL AIMS

Aim 1: To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment.
(NAGS 1, 2 2A, 3,6)

Aim 2: To develop and empower well rounded and capable students who are confident and engaged lifelong learners through learning experiences both in and outside the classroom environment.
(NAGS 1,2,5)

Aim 3: To ensure a safe and caring optimal learning environment. (NAGS 3,4,5)

Aim 4: To develop a fully inclusive school culture where whanau and community partnerships are nurtured and strengthened through open honest and effective channels of communication.(NAGS 3,4,5)

New Zealand Curriculum - Key Competencies: Thinking, Using Language, Symbols and Text, Managing Self, Relating to Others, Participating and Contributing.

Tinui School Strategic Plan 2019 - 2020

Aim 1: To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment.

2019	2020
<ul style="list-style-type: none"> ● Leadership capacity is further developed ● Community of learning focus implemented ● Gifted and Talented review ● Support programmes for reading, writing and maths ● Embed student agency ● Science / Technology (STEM) Enviro embedded ● Appraisal review ● Further exploration and implementation of play-based learning ● Explore “Future leaders” programme ● Acceleration of learning support programmes for reading, writing and maths ● Target students identified and support programmes put in place. ● Students above expected curriculum levels receive extension. 	<ul style="list-style-type: none"> ● Review of leadership capacity ● Community of Learning review ● Support programmes for reading, writing and maths ● Review student agency ● Science initiative ● Maths and Literacy sustainability ● Review play-based learning. ● Further additions will be made.

Aim 2: To develop and empower well rounded and capable students who are confident and engaged lifelong learners through learning experiences both in and outside the classroom environment.

2019	2020
<ul style="list-style-type: none"> ● Embed Maori achieving as Maori - Ka Rewa ● Continue tracking and trapping and develop partnership with Tinui ANZAC Trust ● Beach Ed ● Major EOTC trips for Room 3 and Room 4 outside of Wairarapa ● Agrikids ● Develop Kapa haka ● Develop tracking and ● Strengthen Student voice - Year 8 leavers, maori students, well being. 	<ul style="list-style-type: none"> ● Maori achieving as Maori - Ka Rewa ● Performing arts Art Splash ● Review trapping and trapping ● EOTC Within Wairarapa ● Agrikids ● Sport / PE Review ● Review Kapa haka ● Beach Ed ● School Production ● Further additions will be made.

Aim 3: To ensure a safe and caring well maintained, up to date, teaching and learning environment.

2019	2020
<ul style="list-style-type: none"> ● Implement new 5 YA ● Policy review ● Explore use of library space ● Review student voice. ● Refurbish Room 2 and Library ● Gather student voice about our environment ● Cybersafety programmes. ● Enviro Projects. 	<ul style="list-style-type: none"> ● New 5 YA implemented ● Furniture purchase ● Policy review ● Health Consultation. ● Further additions will be made.

Aim 4: To develop a fully inclusive school culture where whanau and community partnerships are nurtured and strengthened.

2019

- Community consultation
- Whanau days
- EOTC review
- Parent education evening
- Maori consultation day / evenings
- MLP review.
- Continued explanation and implementation of Modern Learning Pedagogy (MLP)
- Community picnic
- Working bees with school families

2020

- Community consultation
- Whanau days
- Parent education evening
- Maori consultation day / evenings.
- Further additions will be made.

TINUI SCHOOL DRAFT ANNUAL PLAN 2019

Aim 1: To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment.				
Expected Outcomes	Action	Responsibility	Timeframe	Monitoring / Variance
Leadership capacity further developed	Leadership developed through PLGs and Professional learning opportunities are sought where applicable.	Richard	Ongoing	
Develop extension program for students who show they are working at a higher than expected level in any curriculum area.	Staff complete student identification. Appropriate program developed by staff.	Richard / Amanda / Emily	Ongoing	
Continue to Explore Student agency.	Visit schools to observe best practice.	Richard / Amanda / Emily	Ongoing	
Develop Inquiry Learning model (Carried over from 2018)	Review Inquiry Learning model.	Inquiry Learning Think Tank (Richard / Amanda / Emily)	Term 1	
Continue to Explore Play Based Learning in Room 3	Junior room (Year 1-3) teacher explore the effectiveness of play-based learning.	Emily / Sue Croft	(Ongoing)	
Student Levels of independence further developed.	Gather student voice around levels of independence and use this voice to re word and continue to develop. Introduce into Room 3	Richard / Amanda / Emily	Term 1 (Ongoing)	
STEM and Enviro learning embedded into Tinui curriculum.	STEM and Enviro woven into classroom programs. STEM Enviro days once a week. Effective utilisation of STEM equipment prize. Partnership with other schools and REAP developed to utilise the STEM prize won last year	Richard / Amanda / Emily	Term 1 (Ongoing)	
Acceleration of learning and Support programmes for reading, writing and maths	Teachers will identify at risk students and students who require acceleration and put in place programmes remedial or otherwise, and individualise learning as necessary. Target students monitored and reported on.	All teachers	Term 1 (On going)	

Aim 2: To develop and empower well rounded and capable students who are confident and engaged lifelong learners through learning experiences both in and outside the classroom environment.

Expected Outcomes	Action	Responsibility	Timeframe	Monitoring
Maori achieving as Maori - Ka Rewa	Participation in Ka Rewa program training. Implementation in classrooms.	Richard / Amanda	Term 1 Term 1 (ongoing)	
Performing Arts	Participation in Artsplash Masterton cultural festival	Richard / Amanda/ Emily	Term 2 / 3	
Re Introduce Kapa haka	Source appropriate resources to deliver Kapa haka to students on regular basis. Possibly VLN (Virtual Learning Network)	Richard	Term 1 - 4	
Marae Visit	Visit local Marae to develop understanding of Tikanga Maori and Maori perspectives as well as valuing valuing Maori learners. In association with Ka Rewa	Richard / Amanda/ Emily	Term 2	
Reintroduce tracking and tracking	Students run Tracking and program and train others in skills. Liaise with other school and enviro facilitator through i-naturalist and Nature Watch.	Richard	Term 1 (On going)	
Beach Ed	Whole school attend Beach Education program	Richard	Term 4 2019	
Agri Kids.	Continued participation in Agrikids competition. Support students in attending Regional competition and National competition if students qualify.	Richard / Amanda	Term 1-3	
EOTC Within Wairarapa	1 or 2 Day EOTC excursions will be organised that are relevant to learning in classroom. (Otago University beach research)	Emily Amanda Richard	Terms 1-4	
Mountain Camp Term 3 Mount Ruapehu	2 night 3 day excursion to Mt Ruapehu. Development of students through pushing students outside their comfort zone and challenging them physically. (Skiing)	Richard	Term 3	

Aim 3: To ensure a safe and caring well maintained, up to date, teaching and learning environment.

Expected Outcomes	Action	Responsibility	Timeframe	Monitoring
Continue to develop the library as a learning resource	Seek feedback from the staff and students about the library space. Act on the feedback	Richard / Sue	Term 1- 2	
Develop Room 2 and library as more user friendly teaching and learning environments	Refurbish of insides of library and Room 2 and research development of maker space in Room 2 (carried over from 2018)	Richard / Board	Term 1-2 in line with AMS funding conditions	
Sexuality Education	Source provider for sexuality education and deliver programme in 2019 and on	Richard	2019	
Cybersafety programmes	Regular Cyber Safety programmes will be explicitly taught. Concerns or queries will be discussed at staff meetings /BOT if required	Richard Richard / Emily	Term 1 Ongoing	
Health and Safety review.	Ongoing review of H and S policy and procedures.	Richard / BoT	Ongoing	
Enviro Projects	Continue development of Food forest on council playground site. Wetlands project continued.	Amanda	Ongoing	
RESPECT values	Continued development of inclusive school culture through explicit teaching of Tinui School RESPECT values	Richard Amanda Emily.	Ongoing	

Aim 4: To develop a fully inclusive school culture where whanau and community partnerships are nurtured and strengthened.

Expected Outcomes	Action	Responsibility	Timeframe	Monitoring
Community consultation and review:	Community consultation survey. Re writing of charter	Richard / Kylie BoT Term 1		
Whanau days School open days	The school will have an open day for all whanau where learning is shared terms 1 and 3 at Whanau / open day. One will be Pets Day.	Richard / Amanda / Emily	Ongoing	
Marae partnership established.	The school will re-establish its relationship with Homebush Marae or other appropriate Marae	Richard	Term 2 On going	
Maori consultation	Whanau Hui will take place. Maori students will be surveyed	Richard	Term 2	
Home School Communication	Continued development Appropriate and effective lines of communication will be developed between home and school. Development of school website. Most effective communication tools surveyed for parents. Early contact with parents of students at risk academically or behaviourally will be timely and teachers and staff will provide support and guidance as required	Richard All teaching Staff	Term 1 and on going	

Student Achievement Target 1 2019 - Reading

Overall aim: To accelerate the progress of all Year 1 – 8 learners in Reading.

Background data: EOY 2018

- 84% of all students are at or above expectation
- 82% of all girls are at or above expectation
- 86% of boys are at or above expectation
- 57% of Māori students are at or above expectation
- 25% of all students above expectation.

Specific target: In 2019 all Maori students will make accelerated progress and 70% of Maori students will be at or above their expected curriculum level by the end of 2019.

In 2019 all boys will make progress and those boys identified as not at or above their expected curriculum level will be targeted so 90% of all boys will be at or above their expected curriculum level by the end of 2018.

In 2019 all girls will make progress and 90% of all girls will be achieving at the expected curriculum level for their year at the end of 2019.

In 2019 50% of all students will be above their expected curriculum level by the end of 2018.

<p>Focus Area</p>	<p>Aim 1: To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment. (NAGS 1, 2,3,6)</p> <p>Aim 2 : To develop and empower well rounded and capable students who are confident and engaged lifelong learners through learning experiences both in and outside the classroom environment. (NAGS 1,2,5)</p>
<p>Baseline Data:</p>	<p>We have considered and discussed student progress and achievement data from the previous year. From the trends and patterns of the data we have identified we need to focus on student progress and achievement in reading. To achieve this we have developed targets and planned actions.</p> <p>Analysis of school wide data at the end of 2018 shows</p> <ul style="list-style-type: none"> ● 84% of all students are at or above expectation ● 82% of all girls are at or above expectation ● 86% of boys are at or above expectation ● 57% of Māori students are at or above expectation ● 25% of all students above expectation.

Aim	Expected Action	Timeframe	Responsibility	Budget
Students take ownership of learning in reading	Children will have a greater ownership of the text they choose. Students will have input into library purchases Purchasing high interest texts for all students.	Ongoing	Classroom Teachers Richard / Sue	\$500
Ongoing monitoring of student progress throughout the year	Structuring the staff meeting agenda to focus on student progress. More rigorous discussion and questioning around accelerated learning. Focus on acceleration of progress in reading. Teachers will discuss data and progress, examining what is working and what needs to happen next. Deliberate acts of teaching around, inference, evaluation and reorganisation reading comprehension skills. Identify areas of student need through analysis of testing when appropriate. Referrals to outside agencies for teacher support when appropriate.	Ongoing	Richard Classroom teachers	
Effective use of teacher aides to support priority learners	Teacher aides will be used to monitor the learning of priority students.	Ongoing	Richard / Emily	\$ 5,000
E Learning use is maximised.	Ensure e learning opportunities are carefully considered and support the learning. This will include the use of Google Classroom, Maths Buddy and See Saw. Continuation of flipped learning.	Ongoing	Richard Classroom teachers	Nil
Promote importance of reading at home Improve relationships with home ie Whānau Hui	Whanau days and contact with home regarding reading / achievement will be an integral part of this. Community events eg: Paper Plus evening	Regularly as required	Richard and classroom teachers.	
Improve resources	Purchasing of new resources at each colour band (variety of content) and discard old damaged stock.	Term 1	Richard / Emily	\$500

Student Achievement Target 2 2019 - Writing

Overall aim: To accelerate the progress of all Year 1 – 8 learners in Writing

Background data: EOY 2018

- 76% of all children are at or above expectation
- 42% of all Maori students are at or above expectation.
- 86% of boys are at or above expectation.
- 70% of girls are at or above expectation.
- 10 % of all students above expectation.

Specific target:

In 2019 all Maori students will make progress and at least 60% of all Maori students will be achieving at the expected curriculum level for their year at the end of 2019.

In 2019 all boys will make progress and at least 90% of all boys will be achieving at or above the expected curriculum level for their year at the end of 2019.

In 2019 all girls will make progress and at least 90% of all girls will be achieving at or above the expected curriculum level for their year at the end of 2019.

In 2019 all students will make progress and at least 90% of all students will be achieving at or above the expected curriculum level for their year at the end of 2019.

In 2019 all students will make progress and at least 25% of all students will be achieving above the expected curriculum level for their year at the end of 2019.

Focus Area	<p>Aim 1: To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment. (NAGS 1, 2, 3,6)</p> <p>Aim 2: To develop and empower well rounded and capable students who are confident and engaged lifelong learners through learning experiences both in and outside the classroom environment. (NAGS 1,2,5)</p>
Baseline Data:	<p>We have considered and discussed student progress and achievement data from the previous year. From the trends and patterns of the data we have identified we need to focus on student progress and achievement in writing.</p> <p>To achieve this we have developed targets and planned actions. School wide data at the end of 2018 shows</p> <ul style="list-style-type: none"> ● 76% of all children are at or above expectation ● 42% of all Maori students are at or above expectation. ● 86% of boys are at or above expectation. ● 70% of girls are at or above expectation. ● 10 % of all students above expectation.

Aim	Expected Action	Timeframe	Responsibility	Budget
Ensure the writing contexts are relevant to our Maori and male students.	Student voice will be collected. Teachers will reflect on practice and monitor progress. Use of Tinui School writing progressions.	Ongoing	Classroom teachers	\$600
Making the link between reading and written language.	Teachers will make explicit links between reading and writing as part of their everyday teaching and learning programmes.	Ongoing	Classroom Teachers	Nil
Monitoring of progress throughout the year	Structuring the staff meeting agenda so that there is a focus on student progress. More rigorous discussion and questioning around accelerated learning.	Ongoing	Richard Classroom teachers	Nil
Effective use of teacher aides to support priority learners	Sue working with the target students who are not moving through the Tinui School writing progressions	Ongoing	Richard	\$5,000
E Learning use is maximised.	Ensure e learning opportunities are carefully considered and support the learning intentions.	Ongoing	Richard Classroom teachers	\$500
Professional development	Professional development sought around the enhancing of student achievement especially maori learners. For all staff.	Term 1	Richard	\$1000

Student Achievement Target 3 2019 - Maths

Overall aim: To accelerate the progress of all Year 1 – 8 learners in Maths

Background data: EOY 2018

- 89% of all children are at or above expectation
- 71% of all Maori students are at or above expectation.
- 90% of boys are at or above expectation.
- 88% of girls are at or above expectation.
- 30% of all students above expectation.

Specific target:

In 2019 all Maori students will make progress and at least 80% of all Maori students will be achieving at or above the expected curriculum level for their year at the end of 2019.

In 2019 all boys will make progress and at least 95% of all boys will be achieving at or above the expected curriculum level for their year at the end of 2019.

In 2019 all girls will make progress and at least 95% of all girls will be achieving at or above the expected curriculum level for their year at the end of 2019.

In 2019 all students will make progress and at least 95% of all students will be achieving at the expected curriculum level for their year at the end of 2019.

In 2019 all students will make progress and at least 50% of all students will be achieving above the expected curriculum level for their year at the end of 2019.

Focus Area

Aim 1: To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment. (NAGS 1, 2 2A, 3,6)

Aim 2: To develop and empower well rounded and capable students who are confident and engaged lifelong learners through learning experiences both in and outside the classroom environment. (NAGS 1,2,5)

Baseline Data:

From the trends and patterns of the data we have identified that our students are achieving well however we need to continue to focus on student progress and achievement in maths. To achieve this we have developed targets and planned actions.

Analysis of school wide data at the end of 2018 shows

- 89% of all children are at or above expectation
- 71% of all Maori students are at or above expectation.
- 90% of boys are at or above expectation.
- 88% of girls are at or above expectation.
- 30% of all students above expectation.

Aim	Expected Action	Timeframe	Responsibility	Budget
Improve Teacher Practice	Revisiting the MOE “ Mathematics Standards”. Target the application of number through the strands - helping the students make connections. Flipping classroom using google classroom and maths buddy	Ongoing	Richard / Emily / Amanda	Maths buddy \$25 per student funded by PFC for 2019
Continuous monitoring of progress throughout the year	Structuring the staff meeting to focus on student progress. More rigorous discussion and questioning around accelerated learning. Use testing to identify target students who are both meeting and not meeting expected curriculum levels and implement individualised learning programmes for these students	Term 1 Ongoing	Richard Classroom teachers Richard	Nil
Effective use of teacher aides to support priority learners	The teacher aide ‘A’ Team working with the target students who are below and well below	Ongoing	Richard	\$10,000 approx
E Learning use is maximised.	Ensure e learning opportunities are carefully considered and support the learning needs of students. Ensure the learning is meaningful and students are able to articulate their learning.	Ongoing	Richard / Classroom teachers	\$500