



CHARTER
Strategic and Annual Plan
2020 - 2022

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| Principal's endorsement | Signed copy on file |
| Board of Trustees' endorsement | Signed copy on file |
| Submission date to Ministry of Education | 25 February 2020 |

STRATEGIC INTENTIONS 2019 - 2022

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| Mission Statement | Learning. Contributing. Flourishing. |
| Our Vision | <p>Children learn to be:</p> <ul style="list-style-type: none"> • positive • communicators • participators • thinkers and doers. <p>To achieve our vision we provide:</p> <ul style="list-style-type: none"> • The best possible opportunities for everyone to learn, contribute and flourish. This occurs through: <ul style="list-style-type: none"> ○ effective leadership ○ growth mind-frame as a way of being ○ holistic approaches ○ inclusiveness ○ collective pursuit of effective pedagogy contributing to best practice. |
| Our Values | <p>Our values are underpinned by The Golden Rule of treating others the way you would like to be treated. The five Play Is The Way liferafts are indicative of these values in action.</p> <ul style="list-style-type: none"> • We respect and care for ourselves, our community and our environment. <i>It takes great strength to be sensible.</i> • We celebrate differences in each other. <i>Treat others as you would like them to treat you.</i> • We are kind, caring and helpful. <i>Treat others as you would like them to treat you.</i> • We are honest and fair. <i>Have reasons for the things you say and do.</i> • We ask questions and look to find answers. <i>Be brave – participate to progress.</i> • We are happy learning together. <i>Pursue your personal best no matter who you work with.</i> • We try our very best. <i>Pursue your personal best no matter who you work with.</i> |
| Māori Dimensions and Cultural Diversity | <ul style="list-style-type: none"> • We recognise and respect New Zealand’s cultural diversity and the unique place of Maori culture in the ways the school conducts its affairs. • We are responsive to the special qualities, needs and aspirations of people of all cultures within our community. • We provide instruction in tikanga Maori and te reo Maori for all students. • Māori students will enjoy success as Māori (refer to Kā Hikitia). • Children will reach their full potential with equitable outcomes for Māori and non-Māori (as consistent with Article 3 of the Treaty of Waitangi). • Engagement with the school’s Māori community is fostered through hui and informal gatherings. |

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| | <ul style="list-style-type: none"> • Through the Principal’s commitment to the Ōtepoti Māori Achievement Collaborative, staff will continue to strengthen educational success for Māori as Māori. • If a request is made that tamariki be taught in Te Reo Māori, the school will take all reasonable and practical steps in order to satisfy the request (e.g. consult local rūnaka and Resource Teacher of Māori, consider one day school option, such as Kā Puananī, and discuss with local kura kaupapa). |
| <p>Pasifika Learners Enjoying Success as Pasifika</p> | <ul style="list-style-type: none"> • We are developing effective, high quality pedagogies and are using <i>Tapasā</i> to further strengthen, build on and develop responsive pedagogies for Pacific learners that is linked to current theory, research and effective practices. • To support our Pacific learners and families, staff will consult with the regional Pasifika Education Coordinator, engage in professional reading, and refer to the Ministry’s <i>Pasifika Education Plan 2013-2017</i>. • We will be guided by <i>The Pasifika Success Compass</i>, which captures the essence of the <i>Pasifika Education Plan</i>, has values, domains and activities, and learners, parents, families and communities at the centre. • We will develop stronger partnerships with our growing Pasifika families and community. • We will improve the presence of Pacific cultures within our school. |

Vision for Māori Education

To provide an environment where:

- Māori students feel comfortable and their identity as Māori is acknowledged and upheld
- All students are exposed to authentic Māori language and customs of Kai Tahu
- Staff are encouraged and supported to increase their reo and kaupapa Māori journey
- Staff, students and parents can experience, practice and be exposed to reo and kaupapa Māori

In working towards the Vision for Māori Education the school and whānau have created goals to achieve.

Principal and Teaching Staff Goals

The school provides te reo Māori learning opportunities targeted to individual learner needs as outlined in Ka Hikitia – Accelerating Success.

With the support of professional development (internal and external), teaching staff will:

- Continue to increase vocabulary with an emphasis going forward on phrases, sentences, questions and answers.
- Improve pronunciation.
- Become confident to extend their reo in the school and classroom.

The school continues to provide the opportunity for students to participate in Kā Puananī.

Staff continue to use waiata, appropriate mihi for special events, and karakia for kai where appropriate. To have a welcome for new staff, whānau and students with the goal of being able to have a school mihi whakatau.

Te reo, tikaka (procedure/protocol), pūrakau (traditional stories including creation stories), waiata (song), kawa (marae protocol) of Kai Tahu is prioritised and upheld.

Student Goals

Students will continue to learn and use waiata and mihi for special events and are able to visit a marae.

On graduating from Tainui School, students will be exposed to the meaning of 300+ words, phrases and sentences in the classroom. They will be able to competently and confidently say their mihi and have knowledge of Kai Tahu pūrakau (stories), kawa (marae protocol) and waiata.

Whānau Roopu Goals

- Lead and manage Whānau Roopu hui at least once every term or when special circumstances are needed.
- Increase participation and attendance by whānau for Whānau Roopu meetings.

- Continue to work alongside Tainui School as a partner and supporter by providing support for reo, tikaka (customs) and kapahaka, supporting the school's connection with Kai Tahu.
- Assist with finding suitable staffing for te reo support programmes.
- Review this vision in 2020 and set new aspirations and goals for the following five years.

Kapahaka Goals

Students will be exposed to authentic kapahaka and the group(s) will be utilised for school events, Polyfest and important occasions.

Board of Trustees Goals

Ensure sufficient funds are budgeted for teaching, resources, Kā Puananī and kapa haka.

Provide sufficient support to the Principal and Whānau Roopu in achieving this vision.

Integrate karakia and tikanga Māori in Board meetings.

Ensure personal development is available to trustees so they become increasingly confident in building effective relationships and engagement with Māori learners, whānau and iwi by using the concepts of wānanga, manaakitanga, whanaungatanga, tangatawhenuatanga and ako.

STRATEGIC SECTION

STUDENT LEARNING

National Education and Learning Priorities

Objective Two: Barrier Free Access

- *Have high expectations for every learner and eliminate practices that limit access across the curriculum.*
- *Support successful transitions into, within, and from places of learning.*
- *Ensure financial and other barriers for learners and their whanau do not prevent equitable access to teaching, learning and participation in the life of the school.*

Objective Four: Future of Learning and Work

- *Ensure learning offered equips learners with an understanding of New Zealand's cultural identities and our history.*
- Provide children with stimulating learning experiences which challenge them to achieve their personal best and foster self-confidence, eagerness to learn, good work habits and abilities to work well with others.
- All children will be able to access the breadth of the New Zealand Curriculum as evidenced by progress and achievement in literacy and mathematics.
- Provide well planned programmes that extend and widen children's experiences, emphasise a good foundation in mathematics and literacy, and give balanced coverage to all curriculum learning areas.
- Recognise children's achievements and identify their learning needs through regular monitoring, recording and reporting of progress and by informing and involving parents when making decisions about children's learning needs and priorities.
- Use formative and summative assessment effectively to support improvement in student outcomes.

What will this look like when achieved and what will the impact be on our learners?

- Students make at least one year's progress in each of the curriculum learning areas during a school year.
- Teaching and learning practices will be increasingly transparent amongst teachers and to parents and whanau.
- Kaiako share robust information and data about the progress and achievement with students, parents and whanau using effective goal setting processes.
- Results of Wellbeing@School survey indicate programmes are enabling students to achieve personal bests.

STUDENT ENGAGEMENT

National Education and Learning Priorities

Objective One: Learners at the Centre

- *Make sure that every learner feels safe, appreciated and included for who they are are, including their identity, language, culture and learning needs.*
- *Include family and whanau as partners central to the learning and achievement of every learner.*

Student Voice

Enhance student voice and student agency in classes and throughout the school.

Attendance

Improve rates of attendance, particularly of students whose lateness and absences are cause for concern in terms of progress, achievement and wellbeing.

Attendance in 2019

- 90.92% present
- 5.02% absence due to medical, doctor, dental
- 1.79% absence due to holidays taken during term time
- 1.09% explained but unjustified absence
- 0.23% justified absence
- 0.11% stood down / suspended
- 0.06% truant
- 0.03% other

Lateness (arrived after 9:00 but before 9:15) in 2019: 0.75%

What will this look like when achieved and what will the impact be on our learners?

- Awhina Atū, our student council, is an avenue through which children's voices are shared, considered and responded to.
- Attendance data shows improved rates of presence, and reduced rates of unjustified absences and lateness.

STUDENT WELLBEING

National Education and Learning Priorities

Objective One: Learners at the Centre

- *Make sure that every learner feels safe, appreciated and included for who they are are, including their identity, language, culture and learning needs.*

Strengthen social and emotional learning to further promote student wellbeing.

What will this look like when achieved and what will the impact be on our learners?

- Analyses of Wellbeing@School survey indicate improvement in the wellbeing of all students as well as groups of students.

SCHOOL ORGANISATION AND STRUCTURES

National Education and Learning Priorities

Objective Three: Quality Teaching and Leadership

- *Grow our workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.*

Health and Safety

Provide a safe physical and emotional environment for students, promote healthy food and nutrition for students and comply in full with any legislation to ensure the safety of students and employees.

Personnel

Strengthen the outcomes of professional learning and development by continuing to embed the teaching as inquiry model and by building increased levels of reflective practice.

Property & Finance

Maintain and develop the school's buildings, facilities and environment so that they enhance the educational purpose of the school and are safe, healthy and attractive for children, staff and the community.

Finance

Plan, manage and use the school's funds to maximise benefits for our children's education.

What will this look like when achieved and what will the impact be on our learners?

- Adaptation and development of recreational areas meets the needs of our diverse learners.
- As students become more active, they develop greater resiliency and skills, resulting in fewer injuries.
- Waste free lunches become the norm.
- Collaborative and open teaching practices lead to shared understanding and learning focused conversations.
- Adapted pedagogical approaches are enabled through the development of teaching and learning environments.
- Increase savings once again to enable playground / outdoor environment upgrade to continue, following major playground redevelopment expenditure in 2019.

CLUSTERS OF PROFESSIONAL LEARNING

National Education and Learning Priorities

Objective One: Quality Teaching and Leadership

- *Grow our workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.*
- *Incorporate te reo Māori and tikanga Māori in the everyday place of learning.*

Objective Four: Future of Learning and Work

- *Ensure learning offered equips learners with an understanding of New Zealand's cultural identities and our history.*

Ōtākou S.T.E.A.M. Cluster

In 2019, we joined with eight other schools on the Otago Peninsula to explore STEAM education and collaborative learning. In this three-year project, we are exploring authentic local and global contexts through science, technology, engineering, the arts and mathematics.

South Dunedin Positive Education Cluster

Building resilience and wellbeing, with the vision of working together to build social and emotional wellbeing within our communities through developing positive relationships and connections.

Beachside Learning Support Cluster

- Design and implement systems and processes to support tamariki with identified academic, behavioural, emotional, physical, neuro-diverse, and social needs.
- Engage with a wide range of specialists and services to obtain the support kaiako and tumuaki need as they work to provide quality and inclusive teaching and learning practices.
- Create partnerships with parents and whānau so that each and every child thrives and reaches his or her potential.

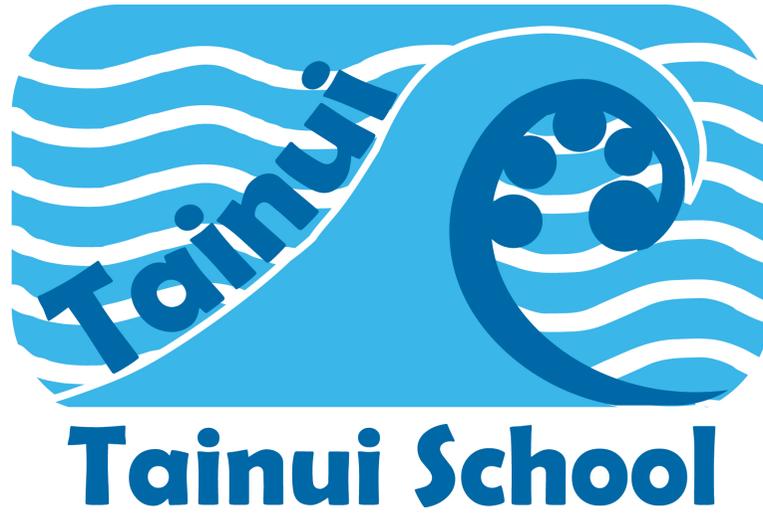
Ōtepoti Māori Achievement Collaborative

A professional learning and development pathway by principals for principals focused on changing education outcomes for Māori students. In all: 'Leaders helping leaders to become better leaders!' The underlying premise is that 'Schools won't change unless the principal does.' To this end the focus is on 'Changing the hearts and minds of principals' through a process of deep learning, mentoring, coaching, critical conscientization and collaboration. In this way the belief is that change will become sustainable and enduring and will impact on all members of a school community, staff, students, parents, whānau.

What will this look like when achieved and what will the impact be on our learners?

- S.T.E.A.M. Education is included in our curriculum delivery plans with content and contexts that are relevant to our community.
- Positive learning dispositions and relationships are clearly evident in all students and groups of students.
- Rates of stand downs and suspensions decrease.
- Streamlined and collaborative systems enable more effective and efficient access to supports needed by students, parents and whānau.
- Patterns and trends are identified and targeted support provided to teachers, support staff, students, parents and whānau.
- Whānau engagement in support processes increases.
- Wellbeing@School surveys indicate high levels of wellbeing for Māori tamariki.
- Progress and achievement rates of Māori tamariki are at least as high as for other groups of students.

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| <p style="text-align: center;">SELF-REVIEW</p> <p>Regular, planned review processes fostering a sustainable culture of professional reflection that is focused on student achievement and school improvement. It enables us to systematically find out about successes and challenges in teaching, learning, and school operations.</p> | <p>What will this look like when achieved and what will the impact be on our learners?</p> <ul style="list-style-type: none"> • Regular and robust cyclical improvements are embedded in practices. |
| <p style="text-align: center;">REVIEW OF CHARTER AND CONSULTATION</p> <p style="text-align: center;">National Education and Learning Priorities</p> <p style="text-align: center;">Objective Five: World Class Inclusive Public Education</p> <ul style="list-style-type: none"> ○ <i>Develop relationships with their local iwi and hapū and communities to align aspirations and strategic direction setting.</i> <p>Parents, whānau, staff, tamariki and trustees were involved in a range of activities during the latter part of 2016 both at home and at school that were designed to develop strategic goals. These have been adopted by the Board of Trustees and are reflected in this document. They are also presented as a succinct document (included below) that is readily accessible to all involved with our school.</p> <p>The Board of Trustees reviewed progress to date of the strategic goals throughout 2019 and will continue to do so.</p> <p>A review of our current strategic goals will take place throughout 2020.</p> | <p>What will this look like when achieved and what will the impact be on our learners?</p> <ul style="list-style-type: none"> • Updated charter to reflect current and future needs of our school community is drafted and published with input and feedback from: <ul style="list-style-type: none"> • Kaiako • Tamariki / Awhina Atu • Parents • Whanau • Board of Trustees • Whānau Rōpu |



ANNUAL GOALS 2020

STUDENT LEARNING

Grow eager and confident learners who are curious, reflective, creative, skillful and knowledgeable.

| Annual Goals | Core Strategies for Achieving Goals in 2020 |
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| <ul style="list-style-type: none"> • Strengthen literacy and mathematics skills • Encourage curiosity about the world. • Build understandings, skills and knowledge through learning in the arts, science, social sciences, sustainability, financial literacy, languages, technology, health and physical activity. • Think creatively, critically and reflectively. • Utilise strategies that build focused and effective learners. • Set challenging personal learning goals. • Apply new knowledge and solve problems. • Harness digital technologies when appropriate, to enhance learning, creating and sharing. • Provide opportunities for physical activity, including aquatics and water safety. • Respond to and use te reo and tikanga Māori. | <p><u>NEW STRATEGIES</u></p> <ul style="list-style-type: none"> • Investigate pedagogical approaches to the teaching of mathematics and utilise this to review our mathematics curriculum. • Develop Quality Circles for Learning to engage in professional discussion and reflection on the teaching of writing. • Use the ‘big idea’ of CHANGE and its key concepts to provide the foundation for curriculum planning, and meaningful integration. • Review effectiveness of strategies and interventions used to meet the needs of identified target students. • Explore student-led conferences as a more effective alternative to traditional parent-teacher interviews. <p><u>STRATEGIES TO CONTINUE AND BUILD UPON</u></p> <ul style="list-style-type: none"> • Set specific and measurable targets for improvement in literacy and mathematics progress and achievement. • Engage in the Ministry’s Accelerating Literacy Learning Programme for Students. • Engage in the Ministry’s Accelerating Learning in Mathematics Programme for Students. • Professional learning will focus on S.T.E.A.M. Education, including the Digital Technologies Curriculum, and the Ōtākou Cluster’s Innovative Learning Fund Project: Looking Local – Connecting Locally and Globally. • Implement ‘Building Connections Through Play and Physical Activity’ project (refer to Otago Community Trust’s Learning Impact \$ for \$ grant). • Support parents by holding seminars and workshops, particularly for parents of new entrants. • Use Play Is The Way games, life rafts and self-reflective language to support strategies for learning. • Promote ‘growth mindset’ responses. • Provide regular physical activity breaks. • Build transferable skills, knowledge and understandings in the Arts. • Select contexts for learning that are topical, relevant, authentic and purposeful. • Enrol in study courses offered by Te Wānanga o Aotearoa. • Employ literacy and mathematics support teachers. • All teachers strengthen learning of te reo and tikanga Māori. • Ensure all students participate in 10 swimming and water safe lessons. |

STUDENT ENGAGEMENT

Grow effective communicators and contributors who participate in society.

- Understand and uphold our school values, underpinned by The Golden Rule, and provide the platform for who we are.
- Take pride in being the best you can be.
- Confidently participate by collaborating with and relating to others.
- Demonstrate citizenship through tolerance, open-mindedness, inclusiveness and community-mindedness.
- Develop leadership skills.
- Communicate effectively in a variety of ways for a range of purposes.
- Adapt to change and be flexible.
- Care for environments.
- Respect our collective wisdom.

NEW STRATEGIES

- **Develop connections with our Pasifika families to strengthen the progress and achievement of their children.**
- **Build on students' oral language capabilities to enable increasing levels of agentic learning.**
- **Investigate Play Is The Way's 3Rs Method (Reflection, Repair, Restitution) to strengthen relationships, develop empathy and address bystander behaviour.**
- **Explore Play Is The Way's GPS (Growing Personally and Socially) as an extension of Circle Time to improve the personal and social capabilities of students.**

STRATEGIES TO CONTINUE AND BUILD UPON

- Play Is The Way life rafts are the behavioural indicators of our values.
- Provide Quality Circle Time as a whole-school approach to enhancing social awareness and social responsibility.
- Increase student voice through Awhina Atu (student council).
- Engage with an authentic audience for students' writing.
- Build leadership, citizenship and participation skills through PlayZone, QuietZone, Awhina Atu, buddy classes and Te Roto o Tainui.
- Learn with and alongside others via collaborative use of digital technologies.
- Build higher levels of engagement in science, technology, engineering, the arts and mathematics through S.T.E.A.M. Education.
- Strengthen the 'taking action' aspect of inquiry learning, including S.T.E.A.M. Education.
- Increase student self-reflection.
- Utilise Google Apps For Education and the Seesaw digital portfolio to build collaboration between teachers, students, parents and whānau.
- Reduce levels of unjustified absences by supporting parents and whānau.
- Reduce rates of lateness for those students whose regular arrival after 9:15 persists.

STUDENT WELLBEING

Grow confident and positive members of families, groups and communities.

- Belong and connect to others by developing relationships.
- Be content and relaxed in a range of settings.
- Develop independence as self-motivated, self-reliant, self-controlled and self-managing citizens.
- Build coping skills and resilience, and bravely take risks when meeting challenges.
- Know how to be healthy and safe.
- Express emotions confidently and appropriately.
- Use persistence, determination and patience.
- Thrive academically, socially, physically, emotionally and spiritually.
- Be knowledgeable and proud of our personal histories and cultural identities.

NEW STRATEGIES

- Explore the development of Pasifika Fono
- Consider restorative practices, using the Play Is The Way's 3Rs Method (Reflection, Repair, Restitution)
- Conduct the NZCER Wellbeing at School Survey, analyse results, and plan ahead accordingly.

STRATEGIES TO CONTINUE AND BUILD UPON

- Employ ChatBus counsellor to assist students to thrive and to strengthen overall mental health.
- Encourage greater participation in Whānau Roopu.
- Continue strong kapa haka tradition.
- Use Quality Circle Time to build social awareness and social responsibility.
- Use Tātaiako / cultural competencies when planning integrated units and when reviewing curriculum, progress and achievement.
- Include topics related to safety and health, including Keeping Ourselves Safe, Kia Kaha, and road safety programmes.
- Teach our local stories.
- Provide consistent approaches to Behaviour Education in all settings.
- Model and encourage growth mindset responses so that students respond to challenges, difficulties and errors rather than reacting with a fixed mindset.

SCHOOL ORGANISATION AND STRUCTURES

HEALTH AND SAFETY

- Ensure all policies, procedures and practices align with the Health and Safety at Work Act.
- Ensure all policies, procedures and practices align with the Vulnerable Children Act.

PERSONNEL

- Achieve positive working relationships throughout the school.
- Be good employers.
- Promote high levels of staff performance.
- Provide support for ongoing staff development.

PROPERTY

- Modernise classrooms and furnishings in line with 10 Year Property Plan and 5 Year Agreement.
- Continue implementation of projects related to our vision for the outdoor environment.
- Equip spaces with furniture, technologies and layouts that meet learners' needs.

- Provide health and safety induction for new staff members and University student teachers.
 - Employ Otago Maintenance (or similar business) to conduct annual inspections.
 - Caretaker, Principal and/or Board member carry out monthly inspections.
 - Health and Safety an item on every meeting agenda.
 - Monitor and check identity of new employees, including relieving teachers.
 - Monitor injury trends in order to ascertain prevention strategies.
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- Welcome and support new staff members.
 - Facilitate collaborative practices that lead to schoolwide shared understandings and learning focused conversations.
 - Teamwork and whole-school expectations made explicit.
 - Provide targeted professional learning.
 - Evidence of teachers' reflective practice is shared regularly with leaders through the provision of thought-provoking questions and times for professional discussion.
 - Teaching as inquiry is embedded in practice.
 - Reflect, collate & share evidence that the Education Council's Code & Standards are being met/exceeded.
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- Implement our new 5YA (2019 – 2024)
 - Upgrade classrooms – Rooms 12, 13 and 14.
 - Plan our Advanced Modernisation Scheme project – outdoor learning areas linked to classrooms in the main block.
 - Apply to Sustainability Contestable Fund in order to improve the thermal envelope of Rooms 12, 13 and 14 and to install solar panels.
 - Utilise furniture to achieve flexible learning.
 - Plan new playground markings to enhance usage of our enlarged court space.
 - Follow the cyclical maintenance schedule.

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| <p>FINANCE</p> <ul style="list-style-type: none">• Plan, manage and use the school's funds to maximise benefits for our children's education. | <ul style="list-style-type: none">• Follow the long term furniture purchase plan in line with 5YA ILE upgrades.• Follow the long term digital technologies purchase plan.• Invest funds to maximise returns.• Seek grants to support and enable implementation of programmes and projects.• Rebuild savings after major playground expenditure in 2019, to enable further improvements to outdoor and play areas. |
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Students' Learning in Reading – Improvement Plan Targets 2020

Strategic Goal: Strengthen literacy skills.

READING

Accelerate the progress of all students judged in 2019 as below and well below, and in particular the

- **14 below and 2 well below after one year at school**
- **10 below and 4 well below after two years at school**
- **9 below and 4 well below after three years at school**
- **11 below and 3 well below at end of Year 5.**

Students working well below expected levels will be monitored and assessed according to their Individual Education Plans.

We will do this by:

- Implementing a range of in-class and withdrawal support programmes that focus on collaborative planning, double-dipping and frontloading.
- Engaging with families in a variety of ways so they are empowered to support the progress of children e.g. invite parents to watch reading lessons.
- Holding parent education seminars for new entrant families.
- Utilising our SENCO and Learning Support Coordinators to implement intervention programmes for students and teaching staff.
- Purchasing and selecting texts that reflect the students' cultures, families, interests and backgrounds.
- Providing targeted staffing to address learner's needs.
- Providing the Reading Recovery programme (0.4 FTTE).
- Making referrals to Resource Teachers of Literacy.
- Building reading mileage and strategies using teacher aide support, buddy reading, and audiobooks.
- Providing 'take home' high interest reading packs for target students.
- Use the Rainbow Reading series for students needing further support, with teacher aide assistance.
- Utilising support programmes e.g. Reading Eggs, ReadTheory and EPIC Reading.
- Undertaking Teaching as Inquiry, such as Building Connections Through Play and Physical Activity in the Junior Team, and use of authentic and local contexts within an integrated STEAM education approach across the school.

| <u>2019 data for after one year</u> | <u>2019 data for after two years</u> | <u>2019 data for after three years</u> | <u>2019 data for end of Year 5</u> |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 6.7% above • 60.0% at • 28.9% below • 4.4% well below | <ul style="list-style-type: none"> • 40% above • 34.5% at • 18.2% below • 7.3% well below | <ul style="list-style-type: none"> • 43.4% above • 32.1% at • 17.0% below • 7.5% well below | <ul style="list-style-type: none"> • 24.0% above • 46.0% at • 24.0% below • 6.0% well below |

Indicators of progress: (a) All target students show accelerated progress (b) Robust assessment information available (c) All involved with target students will be clear about next learning steps (d) Analysis of progress conducted regularly with input and feedback from all those working with target students.

Students' Learning in Writing - Improvement Plan Targets 2020

Strategic Goal: Strengthen literacy skills.

WRITING

Accelerate the progress and achievement of all students achieving below and well below in 2019

- 13 below and 1 well below after one year at school
- 14 below and 4 well below after two years at school
- 14 below and 5 well below after three years at school
- 15 below and 1 well below at end of Year 4
- 12 below and 4 well below at end of Year 5

Students working well below expected levels will be monitored and assessed according to their Individual Education Plans.

We will do this by:

- Implementing Quality Circles for Teaching with a focus on the elements of the writing process.
- Using e-asTTle writing rubrics to guide schoolwide moderation.
- Using a wide range of approaches - language experience, shared writing, writing to tamariki, guided writing, collaborative writing, independent writing.
- Implementing the Accelerating Literacy Learning Programme for Students.
- Placing selected six year-old students in the Reading Recovery programme which also attends to aspects of writing (0.4 FTTE)
- Providing targeted staffing to address learner's needs.
- Building strategies and processes using teacher aide support and collaborative writing.
- Utilising our SENCO and Learning Support Coordinators to implement intervention programmes for students and teaching staff.
- Using iWordQ to support writers who are provided with assistive technology.
- Engaging with families in a variety of ways so they are empowered to support progress e.g. parent education seminars for new entrants.
- Using Google Apps For Education to enhance goal setting, self-assessment & engagement of parents/whānau.
- Attending relevant workshops and seminars that address barriers to literacy learning.
- Closely monitoring and reporting the progress rates of identified students.
- Making use of TKI site: Boys' Writing video clips in Success For Boys, and the [Inclusive Education](#) site.
- Undertaking Teaching as Inquiry: Building Connections Through Play and Physical Activity in the Junior Team.

| 2019 data: after one year | 2019 data: after two years | 2019 data: after three years | 2019 data: end of Year 4 | 2018 data: end of Year 5 |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 2.2% above • 66.7% at • 28.9% below • 2.2% well below | <ul style="list-style-type: none"> • 12.7% above • 54.5% at • 25.5% below • 7.3% well below | <ul style="list-style-type: none"> • 7.5% above • 56.6% at • 26.4% below • 9.4% well below | <ul style="list-style-type: none"> • 10.9% above • 54.3% at • 32.6% below • 2.2% well below | <ul style="list-style-type: none"> • 8.0% above • 60% at • 24.0% below • 8.0% well below |

Indicators of progress: (a) All target students show accelerated progress (b) Robust assessment information available (c) All involved with target students will be clear about next learning steps (d) Analysis of progress conducted regularly with input and feedback from all those working with target students.

Students' Learning in Mathematics - Improvement Plan Targets 2020

Strategic Goal: Strengthen mathematics skills.

MATHEMATICS

Accelerate the progress and achievement of all students achieving below and well below in 2019, and in particular the

- **13 below after two years at school**
- **15 below and 3 well below after three years at school**
- **13 below at end of Year 4**
- **10 below and 3 well below at end of Year 5**

Students working well below expected levels will be monitored and assessed according to their Individual Education Plans.

We will do this by:

- Inquiring into pedagogical approaches to the teaching of mathematics in order to develop programmes that are more equitable.
- Engage in the Ministry's Accelerating Learning in Mathematics Programme for Students.
- Employing a support teacher to strengthen aspects of numeracy that are preventing groups of identified students from making satisfactory progress.
- Engaging with parents and families so that they are informed of how our emerging programmes are working towards more equitable outcomes.
- Providing targeted staffing to address learner's needs.
- Building strategies and processes using teacher aide support.
- Developing schoolwide assessment tasks and engaging in schoolwide moderation.
- Ensuring mathematical concepts are strongly linked to everyday contexts.
- Closely monitoring and reporting the progress rates of identified students.
- Utilising e-Ako for students.
- Utilising e-Ako modules for teacher professional learning and development.
- Enhancing PLD by engaging in online modules that support teaching and learning.
- Review our mathematics curriculum delivery and assessment plan, with a focus on our emerging pedagogies.
- Engaging in 'Looking Local – Communicating Locally and Globally' STEAM education project, including accelerating the progress of girls in mathematics.

| 2019 data: after two years | 2019 data: after three years | 2019 data: end of Year 4 | 2019 data: end of Year 5 |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 7.3% above • 69.1% at • 23.6% below • 0.0% well below | <ul style="list-style-type: none"> • 15.1% above • 50.9% at • 28.3% below • 5.7% well below | <ul style="list-style-type: none"> • 17.4% above • 50.0% at • 32.6% below • 0.0% well below | <ul style="list-style-type: none"> • 12.0% above • 66.0% at • 14.0% below • 8.0% well below |

Indicators of progress: (a) All target students show accelerated progress (b) Robust assessment information available (c) All involved with target students will be clear about next learning steps (d) Analysis of progress conducted regularly with input and feedback from all those working with target students.

Māori Students' Learning - Improvement Plan Targets 2020

Strategic Goal: Strengthen literacy and numeracy skills of our Māori learners.

Accelerate the progress and achievement of all Māori students achieving below and well below in reading, writing and mathematics.

- **Reading:** accelerate the progress and achievement of all Māori students who in 2019 were below (13 students) and well below (3 students).
- **Writing:** accelerate the progress and achievement of all Māori students who in 2019 were below (15 students) and well below (3 students).
- **Mathematics:** accelerate the progress and achievement of all Māori students who in 2019 were below (5 students) and well below (3 students).

Students working well below expected levels will be monitored and assessed according to their Individual Education Plans.

We will do this by:

- Including Māori world view perspectives when planning programmes.
- Ensuring Te Ao Māori is visible and valued throughout the school.
- Te reo and tikanga Māori PLD for kaiako at fortnightly staff meetings.
- Embedding professional learning gained from belonging to the Ōtepoti Māori Achievement Collaborative.
- Ensure there is purposeful and relevant topic integration of language and concepts reflecting Te Ao, Te Reo and Tikanga Māori.
- Engaging with whānau in a variety of ways so that they are empowered to support the progress of tamariki, such as finding a communication means that best suits.
- Purposeful selection of texts and contexts that reflect students' cultures, interests, background and whānau.
- Providing targeted staffing to address learner's needs.
- Building strategies using teacher aide support.
- Close monitoring and reporting of the progress being made by each student.
- Ensuring Te Reo Māori is spoken, read and heard throughout the school day and throughout the school.
- Implementing the steps outlined in the Reading, Writing and Mathematics Improvement Plans (above).

| 2019 data: Reading | 2019 data: Writing | 2019 data: Mathematics |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 11.3% above • 73.6% at • 9.4% below • 5.7% well below | <ul style="list-style-type: none"> • 7.5% above • 58.5% at • 28.3% below • 5.7% well below | <ul style="list-style-type: none"> • 11.3% above • 73.6% at • 9.4% below • 5.7% well below |

Indicators of progress: (a) All target students show accelerated progress (b) Robust assessment information available (c) All involved with target students will be clear about next learning steps (d) Analysis of progress conducted regularly with input and feedback from all those working with target students.

Pasifika Students' Learning - Improvement Plan Targets 2020

Strategic Goal: Strengthen literacy and numeracy skills of our Pasifika learners.

Accelerate the progress and achievement of all Pasifika students achieving below and well below in reading, writing and mathematics.

- **Reading:** accelerate the progress and achievement of all Pasifika students who in 2019 were below (6 students) and well below (2 students).
- **Writing:** accelerate the progress and achievement of all Pasifika students who in 2019 were below (10 students) and well below (2 students).
- **Mathematics:** accelerate the progress and achievement of all Pasifika students who in 2019 were below (9 students).

Students working well below expected levels will be monitored and assessed according to their Individual Education Plans.

We will do this by:

- exploring ways in which we can become increasingly responsive to the cultures of our Pasifika community.
- making contact with advisors and/or experts to explore ways of creating meaningful links with our Pasifika community.
- creating opportunities for Pasifika communities to become more involved in our school, for example through Pasifika Fono.
- accessing, sharing and discussing professional readings and relevant resources.
- seeking out appropriate resources to support the learning and wellbeing of our Pasifika students.
- Beginning to plan options for making our physical and cultural environment more reflective of Pasifika cultures.

2019 data: Reading

- 4.8% above
- 47.6% at
- 47.6% below
- 0.0% well below

2019 data: Writing

- 0.0% above
- 38.1% at
- 47.6% below
- 14.3% well below

2019 data: Mathematics

- 4.8% above
- 47.6% at
- 47.6% below
- 0.0% well below

Indicators of progress: (a) All target students show accelerated progress (b) Robust assessment information available (c) All involved with target students will be clear about next learning steps (d) Analysis of progress conducted regularly with input and feedback from all those working with target students.

Improvement Plan: Pedagogical Approaches to Mathematics Teaching

| School Strategic Learning Goal Build students' capabilities as mathematicians. | | School Annual Learning Target Through deepening the understanding of teachers about evidence-based pedagogical approaches to the teaching of mathematics that have been shown to improve student engagement and achievement, we will provide rich mathematics learning opportunities for our students. | |
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| Learning Team Baseline data <ul style="list-style-type: none"> • 2019 Mathematics OTJs • JAM / GloSS assessment data for target students • Teacher observations of students' strategies used and learning behaviours • Students' self-assessments of self-efficacy and achievement • Anecdotal and narrative assessments from students and teachers. | | Specific Target How will the implementation of an inquiry based mathematics programme which focuses on student engagement in collaborative learning communities and equitable learning opportunities provided through heterogeneous grouping practices and mathematical learning experiences that nurture curiosity, risk taking and high cognitive demands, impact on student achievement and self-efficacy as learners of mathematics? A specific focus of the inquiry is the impact of pedagogical practices implemented on students identified as achieving below and those achieving above expected curriculum levels. | |
| Key Improvement Strategies Develop teacher expertise in the effective teaching of mathematics through professional learning experiences and collaboration across the teaching teams. | | | |
| When | What | Who | Indicators of Progress |
| Term 1 | <ul style="list-style-type: none"> • Identify target students in mathematics. • Teachers familiarize themselves with Effective Pedagogy in Mathematics as a guiding document on which to focus inquiry. • Readings and discussion re shifting mathematics teaching practices in staff and team meetings. Expertise is developed through a jigsaw approach where teachers share new learning with the wider team. • Collaborative planning of mathematics topic: counting collections. Planning to include focus on: big mathematical ideas, high quality rich learning tasks, opportunities for student engagement and collaboration, equitable teaching practices, | Leadership team Teachers | <ul style="list-style-type: none"> • Teacher voice: At least one entry in Reflections on Standards for Teaching Profession. • Assessment data moderated and discussed by the teaching team. • Teachers implementing evidence-based practices and evaluating their impact with colleagues. • Implementation of effective pedagogical practices described in literature. • Student voice |

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| | <ul style="list-style-type: none"> Schoolwide assessment data gathered from teacher judgements of students' responses to a rich mathematics task moderated against NZC elaborations. | | |
| Ongoing | <ul style="list-style-type: none"> Teachers identify further element of practice using Effective Pedagogy in Mathematics as guiding document on which to focus inquiry. Jigsaw approach: teachers share new learning with the team. Readings and discussion re shifting mathematics teaching practices. Collaborative planning of one mathematics topic per term. Planning to include focus on: big mathematical ideas, high quality rich learning tasks, opportunities for student engagement and collaboration, equitable teaching practices, Schoolwide assessment data gathered from teacher judgements of students' responses to a rich mathematics task moderated against NZC elaborations. Peer classroom observations with specific feedback related to inquiry. | Leadership team Teachers | <ul style="list-style-type: none"> Teacher voice: At least one further entry in Reflections on Standards for Teaching Profession. Assessment data moderated and discussed by the teaching team. Teachers implementing evidence-based practices and evaluating their impact with colleagues. Feedback from peers from classroom observations. Implementation of effective pedagogical practices described in literature. Student voice. |
| Term 4 | <ul style="list-style-type: none"> Collect assessment data for target group (JAM / GloSS) Survey students and teachers. | Leadership team Teachers | <ul style="list-style-type: none"> Assessment data moderated and discussed by the teaching team OTJs made by teachers Student voice |
| <p>Resourcing: Ensure all classrooms are resourced with equipment to deliver mathematics curriculum effectively. Participating in the Accelerating Learning in Mathematics programme for students. Employment of additional part-time teacher to support programmes and inquiry.</p> | | | |

Improvement Plan: Quality Circles for Teaching of Writing

| School Strategic Learning Goal Build students' capabilities as writers. | | Annual Learning Target Through deepening the understanding of teachers about evidence-based pedagogical approaches to the teaching of writing that have been shown to improve student engagement and achievement, we will provide rich learning opportunities for our students. | |
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| Baseline data <ul style="list-style-type: none"> • 2019 Writing OTJs • Assessment data for target students • e-asTTle survey of children's attitudes towards writing • e-asTTle writing sample scores in Term 1 2020 • Teacher observations of students' strategies used and learning behaviours • Self-assessments | | Specific Target How will the implementation of Quality Circles for Teaching which focuses on the six practices identified in the Ministry of Education's 'Effective Literacy Practice' impact on student progress, achievement and self-efficacy as writers? | |
| Key Improvement Strategies Develop teacher expertise in the effective teaching of writing through Quality Circles for Teaching and collaboration across the school. | | | |
| When | What | Who | Indicators of Progress |
| Term 1 | <ul style="list-style-type: none"> • Identify group of target students across school. • Collect attitudinal survey data from all students. • Teachers identify at least one element of practice using the two 'Effective Literacy Practice' books as guiding documents on which to focus inquiry. • Jigsaw approach: teachers share new learning with members of their circle and learning team. • Readings and discussion re shifting teaching practices. • Collaborative planning of writing topics. Planning to include focus on opportunities for student engagement and collaboration, equitable teaching practices, opportunities for authentic assessment. | Team Leaders Teachers | <ul style="list-style-type: none"> • Teacher voice: At least one entry in Reflections on Standards for Teaching Profession. • Assessment data moderated and discussed. • Teachers implementing evidence-based practices and evaluating their impact with colleagues. • Exploration of writing programmes that reflect effective literacy practice. • Student voice. |
| Ongoing | <ul style="list-style-type: none"> • Teachers identify further element of practice using 'Effective Literacy Practice' as guiding documents on which to focus inquiry. | Team leaders Teachers | <ul style="list-style-type: none"> • Teacher voice: At least one further entry in Reflections on Standards for Teaching Profession. |

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| | <ul style="list-style-type: none"> • Jigsaw approach: teachers share new learning with the team. • Readings and discussion re shifting teaching practices in writing. • Collaborative planning of writing topics. Planning to include focus on opportunities for student engagement and collaboration, equitable teaching practices, opportunities for authentic assessment. • Classroom observations with specific feedback from Quality Circle for Teaching peers. • Collect assessment data for target students each term in order to determine programme elements and interventions. | | <ul style="list-style-type: none"> • Assessment data for target students moderated and discussed each term. • Teachers implementing evidence-based practices and evaluating their impact with colleagues. • Feedback from peers from classroom observations. • Exploration of writing programmes that reflect effective literacy practice. • Student voice. |
| Term 4 | <ul style="list-style-type: none"> • Collect assessment data for target groups. • Collect attitudinal data from all students. • Review student progress and teaching practices. | <p>Team leaders Teachers</p> | <ul style="list-style-type: none"> • Assessment data moderated and discussed • Student voice |
| <p>Resourcing:</p> <ul style="list-style-type: none"> • Provide teachers with copies of the relevant 'Effective Literacy Practice' book. • Implement the 15 week Accelerating Literacy Learning programme for students. • Employment of additional part-time teachers to support writing programmes and inquiry: Kristin Arnold, Adrienne Tavendale, Carly Huuskes. • Purchase resources to support emerging practice. | | | |

Improvement Plan for Learning: Building Connections Through Play & Physical Activity

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| School Strategic Learning Goal Develop increasingly capable and engaged learners whose progress, achievement and Key Competencies builds following the introduction of learning through play in 2019. | | Annual Learning Target Continue to implement 'Building Connections Through Play and Physical Activity' project. | |
| Learning Team Baseline data <ul style="list-style-type: none"> • Oral language assessment- JOST, ROL when appropriate levels of oral language are not present. • Teacher observation and anecdotal notes of oral language for others. • Gross and fine motor assessment-observation. • JAM / GLoSS results • Play Is The Way observations • Teacher observation • Self-assessment | | Specific Targets <ul style="list-style-type: none"> • How will integrating specific, planned, play-based provocation and physical activities improve children's ability to engage / demonstrate the Key Competencies as well as increase their progress in literacy and numeracy? • Specifically focus on building Key Competencies in those children who are not yet making adequate progress. • Build oral language capabilities for learners through play and physical activity. | |
| Key Improvement Strategies Deliver targeted learning through play and physical activity learning programmes that increase engagement and skills across the New Zealand Curriculum. | | | |
| When | What | Who | Indicators of Progress |
| Term 1 | Key Competencies: How can we unpack these for children? Provide children with a range of activities that cover the Key Competencies in different ways. Utilise Play Is The Way Life Rafts to enrich understanding of the Key Competencies. Where are we on our journey so far?-Explore a range of provocations and observe/note how the children interact with these and demonstrate their play urges. | Teachers | 6 weeks at school checklist Self-assessment Peer assessment Key Competencies in action - Teacher observation |

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| | | | <p>Students practice the intent of Life Rafts in a variety of situations.</p> <p>JAM / GLoSS</p> <p>Initial assessment data for oral / visual / gross and fine motor</p> <p>Engagement in literacy/numeracy tasks</p> <p>Evidence from anecdotal comments which may include narrative assessments</p> |
| Ongoing | <p>Professional Development</p> <p>Sharing of provocations and how children interact with these.</p> <p>Ongoing resourcing of learning through planned play activities and provocations.</p> <p>Monitoring through observation, peer and individual narrative assessment.</p> | Teachers | <p>6 weeks at school checklist</p> <p>Self-assessment</p> <p>Peer assessment</p> <p>Key Competencies in action - Teacher observation</p> <p>Students practice the intent of Life Rafts in a variety of situations.</p> <p>JAM / GLoSS</p> <p>Comparison of initial assessment data for oral / visual / gross and fine motor</p> <p>Improvement in literacy/numeracy skills.</p> <p>Writing sample</p> |
| Term 4 | <p>Assessment of initial goals</p> <p>Develop next steps for Learning through play.</p> | Teachers | <p>6 weeks at school checklist</p> <p>Self-assessment</p> <p>Peer assessment</p> |

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| | | <p>Key Competencies in action - Teacher observation</p> <p>Students practice the intent of Life Rafts in a variety of situations.</p> <p>JAM / GLoSS</p> <p>Comparison of Initial assessment data for oral / visual / gross and fine motor</p> <p>Writing sample</p> <p>Evidence from anecdotal comments which may include narrative assessments</p> |
| <p>Monitoring: Teacher observation; TA observation; anecdotal evidence collected; formal and informal assessments completed at intervals.</p> | | |
| <p>Resourcing: SEG grant funding supports TA & specialist teacher time, OCT \$ for \$ grant for resources and professional development.</p> | | |

Improvement Plan for Assessment, Analysis and Evaluation

| School Strategic Learning Goal: Use formative and summative assessment effectively to support improvement in student outcomes. | | Annual Target Through deepening the understanding of teachers about evidence-based pedagogical approaches to assessment we will collect rich data to inform our reviews and programmes. | |
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| Baseline data <ul style="list-style-type: none"> • Current assessment schedule • Current and past assessment tasks and practices used to judge progress and achievement | | Specific Targets What quality mathematics assessment data will be collected to best inform us about student progress, engagement and teaching practice? What quality writing assessment data will be collected to best inform us about student progress, engagement and teaching practice? | |
| Key Improvement Strategies Develop improved assessment plans and practices to build increasingly robust, reliable and valid student achievement data. Ensure assessment of identified target students occurs regularly and at least once each term, to develop sound knowledge of next learning steps. | | | |
| When | What | Who | Indicators of Progress |
| Term 1 | <ul style="list-style-type: none"> • Review current assessment plans for target students. • List assessment tools currently in use, for the purpose of reviewing these. • Review current assessment plan and practices to identify areas of strength and weakness. • Collect moderated schoolwide data in relation to rich mathematics tasks, such as Counting Collections. • Develop understanding of how e-asTTle writing data can best inform teaching programmes and practices. | Team leaders Teachers | <ul style="list-style-type: none"> • Complete a schoolwide mathematics assessment that uses rich tasks. • Complete a schoolwide writing assessment that uses a rich task. |
| Term 4 | <ul style="list-style-type: none"> • Review moderation of writing. • Review moderation of mathematics. | Team leaders Teachers | <ul style="list-style-type: none"> • An updated assessment plan and schedule will be available. |
| Ongoing | <ul style="list-style-type: none"> • Develop knowledge of high quality assessment practices. • Develop a bank of schoolwide rich assessment tasks. | Team leaders Teachers | <ul style="list-style-type: none"> • Mathematics programmes will be increasingly based on evidence from our inquiry. |

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| | <ul style="list-style-type: none"> • Explore the use of assessment tools and consistency of implementation. | | <ul style="list-style-type: none"> • Writing programmes will be increasingly based on evidence from our inquiry. • Relevant and regular assessment information available for our target students. |
| <p>Resourcing:</p> <ul style="list-style-type: none"> • Time for Leadership Team collaboration. • Professional learning and development staff meetings. | | | |