

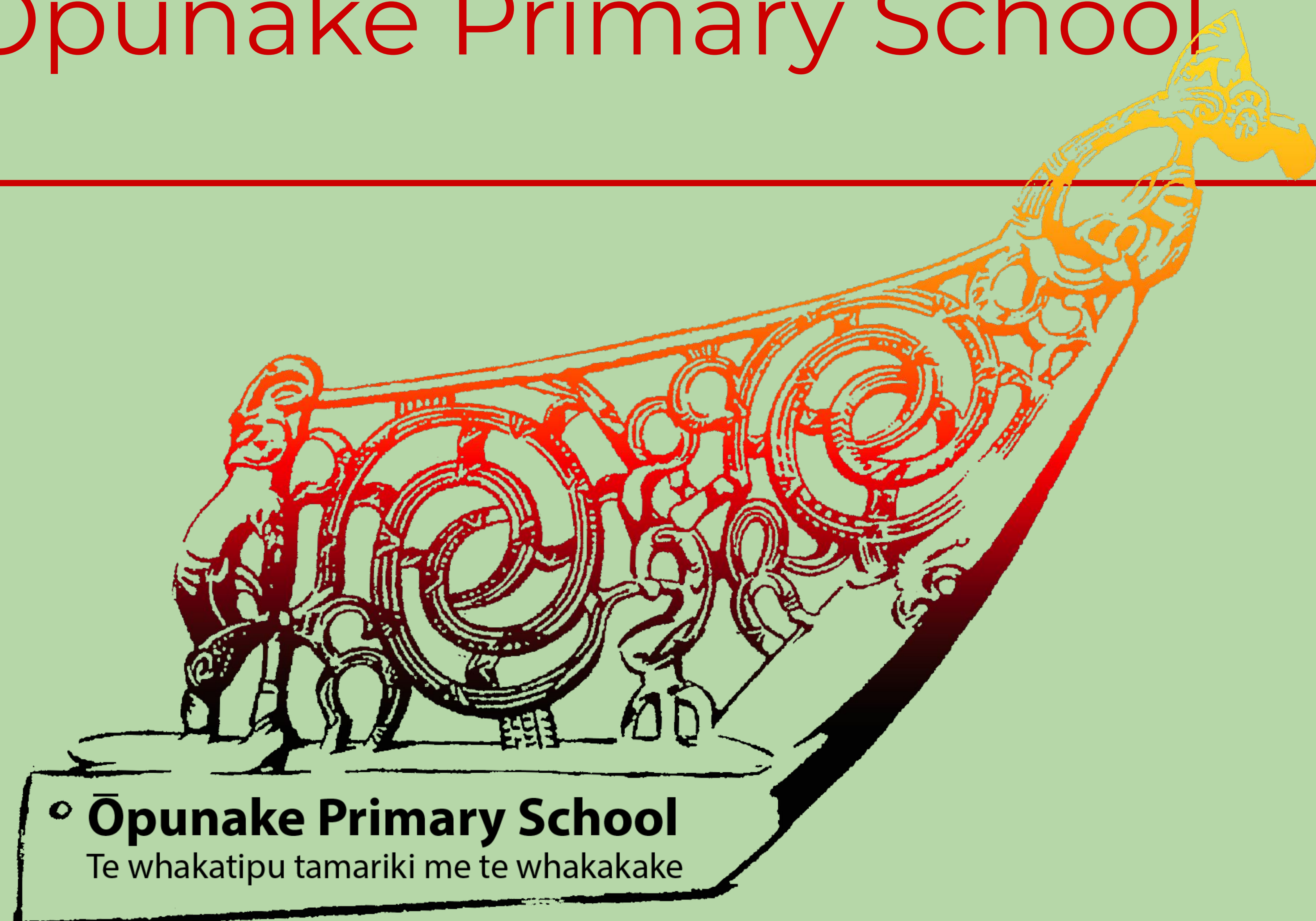
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# Charter and Strategic Direction

## **2023-2026**

# Opunake Primary School

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# 2023-2026 OPUNAKE PRIMARY STRATEGIC DIRECTION

## OUR VISION

EDUCATE TO INNOVATE

## LEARNING AND ASSESSMENT

**A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau, to achieve excellence.**

- Promote and encourage personalisation of learning through pedagogical practices that meet the individual and collective needs of learners.
- Develop a local curriculum that is responsive to the needs, identities, culture, interests, strengths and aspirations of learners and their whanau
- To scaffold learners to engage with knowledge, skills and competencies so that they can go on to be confident, and connected life long learners, with digital fluency
- To promote valid and relevant assessment practices, which use a range of formative and summative tools and strategies, which enable the learner and their whanau to engage with the learning process.

## PARTNERSHIPS

**A culture where learning partnerships are promoted to encourage proactive learning, whanau as partners in learning, and community support for the school, and our learners.**

- To promote learning partnerships which value what students and their whanau bring to the learning
- To build partnerships which promote and value both local and global learning
  - To respect the principles of The Treaty of Waitangi
  - To be guided by documents like Ka Hikitia
- To promote a culture which supports whanau involvement in learning and well being
  - To value the resources within our local community

## EQUITY

**All teacher to develop an understanding of current research and pedagogies that support equitable learning opportunities for all learners**

- Continually strive to improve teacher capacity to develop a range of strategies and learning tasks to promote equity and excellence
- Identify learners and groups of learners who require additional support and resources to achieve
- Differentiate the curriculum to meet the needs of all learners
  - Strengthen partnerships with parents and whanau

## OUR VALUES

### PRIDE

- PERSEVERANCE
- RESPECT
- INITIATIVE
- DIGLENCE
- EMPATHY

## WELL BEING

**Develop a culture which supports and respects the well being of learners in a safe and caring learning and working environment**

- Continue to strengthen our ability to provide an inclusive school environment which supports learners
- To promote a culture where students are active and have opportunities for physical activity
  - To develop a culture where student voice and agency is valued and PRIDE team feedback is used to amplify student voice and agency
- To provide equitable access to digital learning tools to promote strong levels of digital fluency
- Participate in the Awhi mai Awhi Atu "Helping our Tamariki Thrive" Project

2023-2026

Educate to Innovate

## MOTIVATION AND ENGAGEMENT

**A culture that develops high levels of learning and motivation for all learners through developing a school climate which ....**

- Increases learner self efficacy and motivation through thoughtful interactions (this would include teachers interactions with learners and designing the classroom environments to maximise learning and teaching)
- Creates a class and school culture of fairness, order, safety, clear rules and boundaries
- High teacher expectation of learner academic and learning performance
  - Ownership of learning by the student (agency)
    - Promotes authentic learning
    - Provides choice
- Views learning through a cultural lens and acknowledges what the students bring to the learning
  - Actively promotes engagement and participation with understanding
- Supports and actively values digital fluency and equitable access to the curriculum.

## STEWARDSHIP

**A Board of Trustee and principal who develop a culture which practises ethical decision making, and social, economic and environmental sustainability**

EXIT OUTCOMES - What we want for our graduates

### DISPOSITIONS

P.R.I.D.E

LEADERSHIP

RESILIENCE

COLLABORATIVE  
INNOVATIVE

NUMERATE &  
LITERATE

COMMUNICATION

### SKILLS

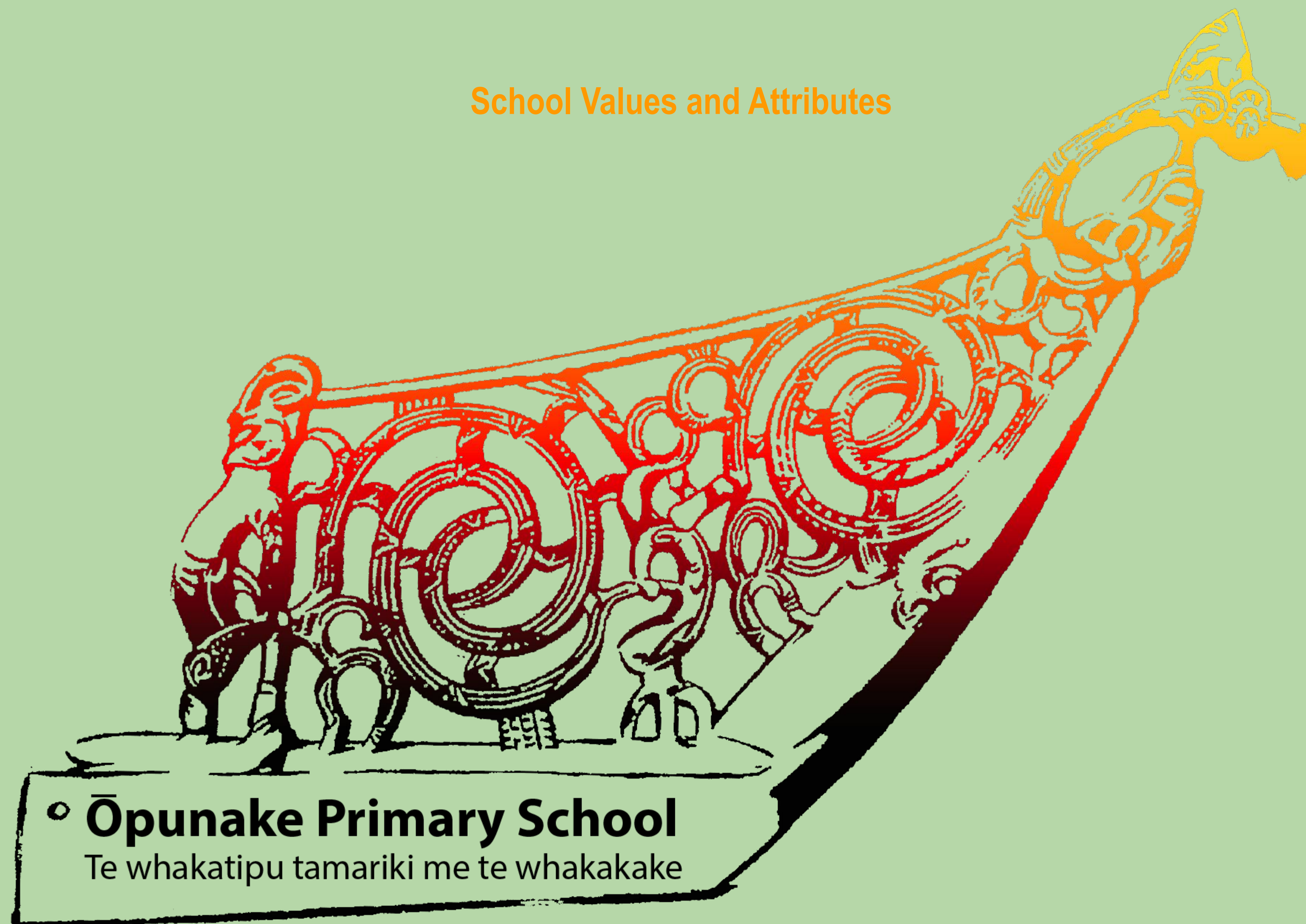
DIGITAL  
FLUENCY

COMPUTATIONAL  
THINKERS

Vision

Educate to Innovate

School Values and Attributes



Growing children with PRIDE (Perseverance, Respect, Initiative, Diligence, Empathy)

# Opunake Primary School

## Our School and Community

Our learners are in a time of incredible change. At this school we believe it is important that we are preparing our learners to cope in a rapidly evolving global society. Our learners do need to be literate and numerate, and we need to be developing a holistic approach to learning and teaching. A leading authority on creativity and innovation, believes that “finding one’s passion changes everything.” We believe schools need to play an important role in helping students find “their passion.”

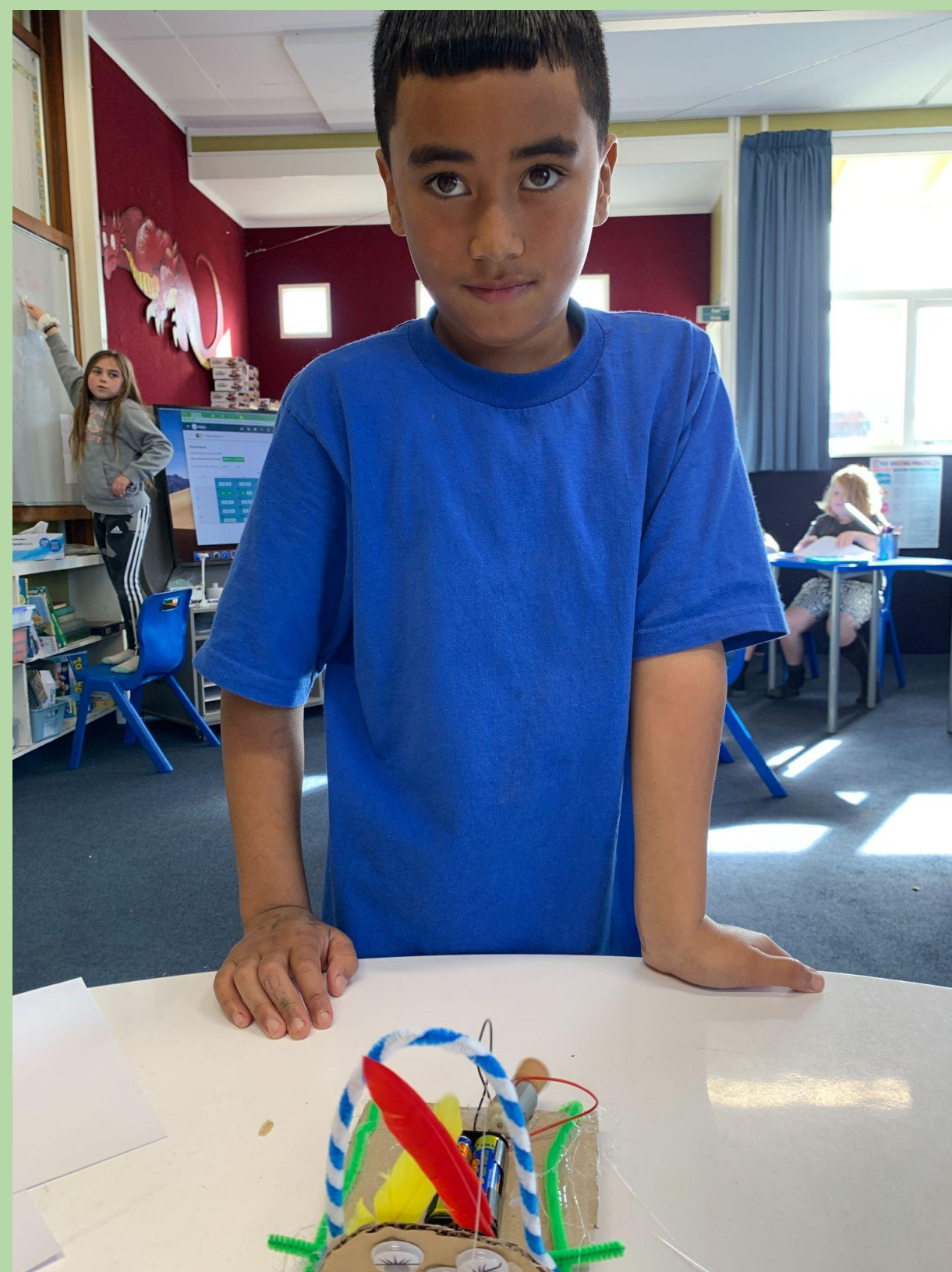
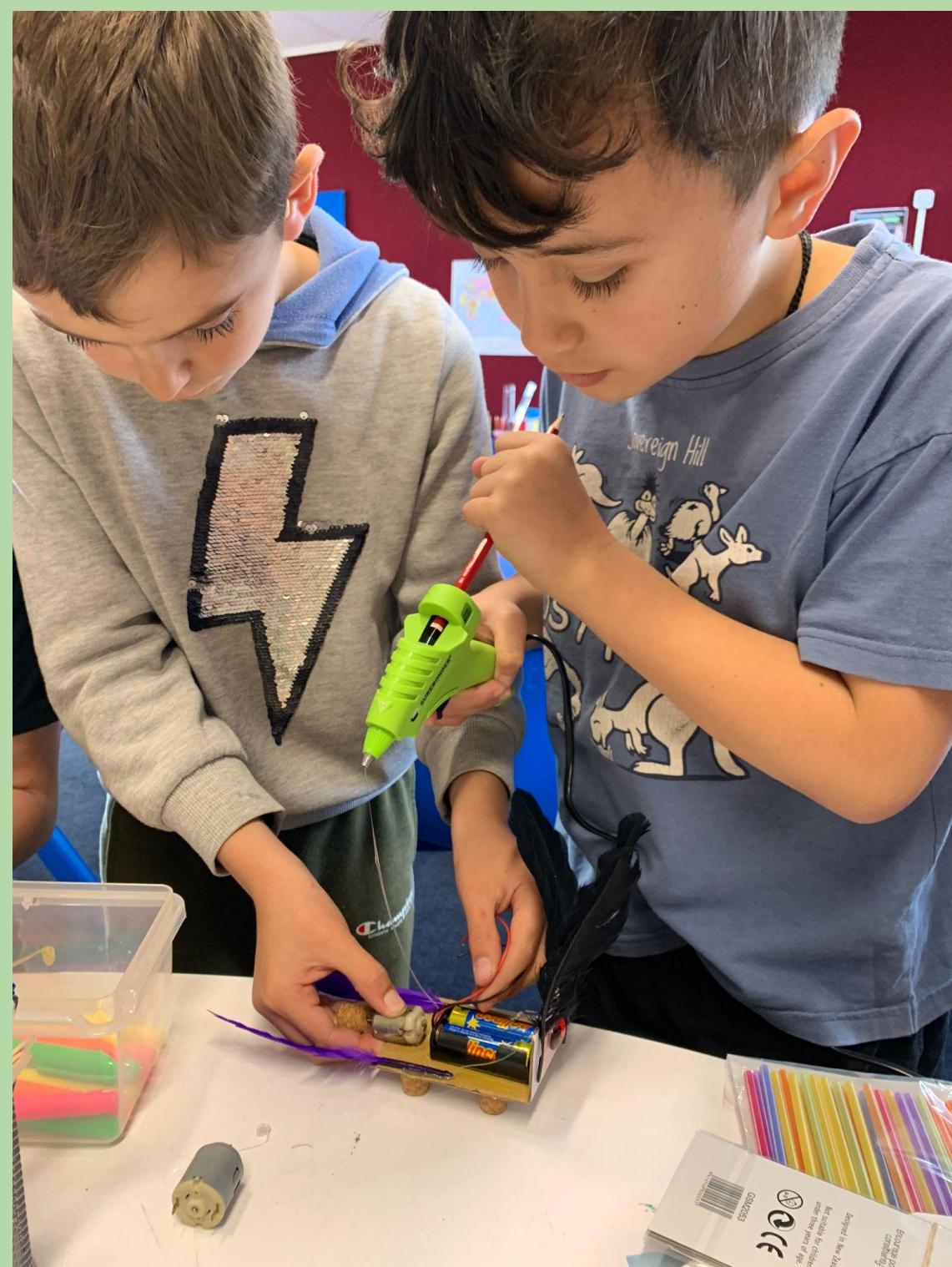
Through the development of Learning Partnerships, Pedagogical Practices, Learning Environments and Leveraging Digital we aim to motivate and engage our learners. We aspire to create equitable learning environments, where our learners have greater learner agency.

Our school, through an integrated (inquiry/problem approach) to learning, takes our learners on a journey of exploration and discovery. We are proud of the fact that our learners explore many curriculum themes and issues in an innovative “hands on” way. We hold many open days to share this learning with parents and whanau. In recent years the school is developing Learning Through Play and Learning Through STEM to increase agency.

Parents and Whanau, have expressed a strong desire for the learners at Opunake Primary, to develop a range of skills and attributes. Learners participating in Physical Education, and The Arts is highly valued in our school.

Implementing Digital Learning and Computer Science effectively, has also become an integral part of our school vision. The school is rapidly moving towards integrating digital technologies to develop digital literacy in an authentic context. Leveraging digital effectively, is viewed as an important way of supporting and accelerating learners.

**The school is now an Apple Distinguished School.**



## Core Teaching Belief

- I can learn • I can succeed • I can create • I can think
- I can manage myself • I am empowered



“Live as if you were to die tomorrow. Learn as if you were to live forever”

*Mahatma Gandhi*

# Our Philosophy

*To make learning meaningful, memorable, relevant, and purposeful.*

*“Tell me and I forget, teach me and I may remember, involve me and I learn”*

*Benjamin Franklin”*



# 21st Century Skills and Dispositions

● *Collaboration and innovation* ● *Creativity and imagination* ● *Computational thinking* ● *Digital Fluency* ● *Flexibility and adaptability* ● *Global and cultural awareness* ● *Communication* ● *Leadership* ● *P.R.I.D.E* ● *Resilience*

## Strategic Aim

1. A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau to achieve excellence.
2. A culture that develops high levels of learning and motivation for all learners through developing a school climate which promotes learning.
3. All teachers to develop an understanding of current research and pedagogies that support equitable learning opportunities for all learners.
4. Develop a culture which supports and respects the well being of learners in a safe and caring learning and working environment.
5. A culture where learning partnerships are promoted to encourage proactive learning; whanau as partners in learning, and community support for the school, and our learners.
6. A Board of Trustee and principal who develop a culture which practises ethical decision making, and social, economic and environmental sustainability.

# Cultural Diversity

*Unuhia te rito o te harakekekei hea te komako e ko?  
Whakatairangitia, rere ki uta,  
rere ki tai  
ki mai koe ki ahau  
He aha te mea nui o te ao?  
Maku e ki atu...  
He tangata, he tangata, he tangata...*

*If you pluck the central shoot from the flax bush  
Where will the bellbird/tui sing?  
It will fly aimlessly about,  
It will fly inland, it will fly to the sea you ask me*

*What is of most value in this world? and I will tell you  
It is people, it is people, it is people...*



## Cultural Diversity

Cultures within the school are valued, accepted. Learners from different cultures enhance the cultural richness of our school. The school celebrates cultural diversity through classroom activities, festivals or special events, open days and assemblies. We will also continue to work with our Māori community within an authentic context, and continue to be involved in everyday activities that happen within our community.

Staff members will ensure that learners and whanau from all cultures are treated with respect and dignity. Information and parent meetings ensure parents from other cultures are provided with clear understandings about our school and learning.

Any parent requests to provide instruction in Te Reo Māori (Māori Language) for full time students will be given full and careful consideration by the Board of Trustees with regard to personnel with the appropriate skills and qualifications and the overall school financial position. Alternative arrangements could also be negotiated with local Kura providing Te Reo Māori.

Consultation with our Māori community occurs through a variety of methods, both informally and through regular whanau interactions, (kanohi ki te kanohi). In consultation with the Māori community, we will continue to provide opportunities for learners to attend Kapahaka classes. The school will also continue to promote Te Reo with particular focus in Māori language. Teachers remain committed to ongoing professional development. Opunake Primary is committed to incorporating Tikanga Māori into the school curriculum.

Classrooms and school celebrations will reflect Māori culture through signage, waiata, greetings, haka and protocols. Our integrated adapted curriculum will include components of Tikanga Māori as appropriate to the topic and the class level.

Our programmes and experiences currently include:

- Te Reo for all learners within the classroom, this is part of whole school kapahaka and in classrooms during kapahaka time.
- Utilising the skills and knowledge of whanau and the community.
- Progress of Maori learners is tracked while they attend Opunake Primary School.
- Kapahaka instruction occurs every Friday with strong support from staff and students. The kapahaka group perform at powhiri, special assemblies and the annual Puanga Cultural Festival. The group also represent the school on the Marae and by request of our kaumatua.
- Teacher planning portals

Through the school's policies, procedures and plans, the school recognises the cultural diversity within our school and the unique position of Maori Tikanga.

The Ka Hikitia resource will be utilised to support the promotion of Māori learner achievement through the building of relationships with whanau and iwi.



# **CONSULTATION and COLLABORATION WITH PARENTS/CAREGIVERS/COMMUNITY TEACHERS AND STUDENTS 2022**

The Board of Trustees evaluated our partnerships with community, whanau and agencies during 2022, to maintain ongoing meaningful dialogue. This will continue in 2023.

## **Summary 2022**

### **1. Questionnaires and reviews: 2022**

- Board Assurance audits and self evaluation 2022
- School review tools for staff, leadership team and board 2022 ongoing
- Reporting to the Board and Board Annual Audits 2022
- Curriculum reviews and data analysis
- Learning Portal Planning review (Teachers and parents) 2022
- Teaching and learning in-class observations based on 2022
- Term 2 and Term 3 open days for whanau
- Kanohi ki te kanohi (ongoing)

### **2. Newsletters (ongoing)**

### **3. Goal Setting Interviews and Student Led Conferences Terms 3 : 2022**

### **4. Written Reports for Years 1 to 8 twice per year. Follow up interviews arranged as required by individual parents and whanau.**

### **5. "Seesaw" digital portfolio to supplement written reports (ongoing) and encourage ongoing parents whanau feedback and comments**

### **6. School website, and Facebook. Parents are able to comment. (ongoing)**

### **7. HERO**

### **8. Pre enrolment interviews**

### **9. Well Being Survey**

### **10. Two full reports sent to Taranaki Iwi [Taranaki Iwi report: April 2022](#) and [Iwi Report: Term 3 2022](#)**

Opunake Primary will provide an updated Charter and Annual Plan to the Ministry of Education by 31st March 2023. The Charter will include Annual Targets for Improvement and the Analysis of Variance from the previous year. Targets will be based on

- Analysis of school wide data
- Information gathered through self- review
- School priorities
- School Partnership initiatives
- School ongoing assessment

# Curriculum at Opunake Primary: Key Points

- Authentic project based learning.
- A broad school curriculum based on the New Zealand Curriculum.
- Problem /Inquiry based approaches are used widely when applicable.
- High expectation with a high level of cognitive demand.
- Digital fluency an integral part of school based curriculum.
- Computer science taught across all levels of the school.
- STEM taught effectively in an authentic context.
- A strong grounding in numeracy and literacy.
- Formative assessment practice.
- Teaching will be based on a sound knowledge of students and be responsive to their needs.
- Student voice will be a powerful driver.
- Maori achieving as Maori and Te Ao Maori valued.
- Learning will be interesting and engaging.
- Creativity and innovation encouraged and highly valued.
- Students will be active participants in learning.
- Working co-operatively is strongly encouraged and supported. (Tuakana/teina model)
- Learning will be relevant
- In flip used when appropriate
- We develop students with a growth mindset “To briefly sum up the findings: Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a **growth mindset**. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts).
- Computational thinking will be taught

# Annually Updated Section

**2023**

**Strategic Goal:** A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau, to achieve excellence.

**Annual Goal:** To improve students engagement, self efficacy and attendance by developing and implementing a local and (place based) curriculum that integrates, Aotearoa New Zealand Histories to promote a deeper understanding of the unique social, cultural, and environmental contexts of New Zealand.

Initiative	Action	Measures of Success	Resources
<p><b>Actively develop an inclusive culture that values a place based curriculum to strengthen local curriculum content, to improve learning opportunities and progress for ALL students.</b></p>	<p>Teacher Focus:</p> <ul style="list-style-type: none"> <li>● PLD to focus on unpacking The New Zealand Histories Curriculum</li> <li>● Use UTB to help develop an understanding of New Zealand History Curriculum, through a digital fluency context</li> <li>● Research and work with Iwi and RTM to find out the local stories and local landmarks</li> <li>● Use RTM to develop an shared understanding of what “good partnerships look like”</li> <li>● Teachers assess and build their knowledge of reo me ōna tikanga Māori through the Te Reo Tuatahi Programme</li> <li>● Develop culturally competent teachers using RTM,UTB and school based PLD</li> <li>● Develop a place based responsive curriculum that includes authentic links to National and International contexts, and implement through an integrated approach.</li> </ul> <p>Student Focus:</p> <ul style="list-style-type: none"> <li>● Class programmes reflect the local curriculum and student voice</li> <li>● Te Reo programme in each class</li> <li>● Introduce students to the New Zealand Histories Curriculum.</li> <li>● Use student and whanau knowledge to build a greater understanding of local tikanga.</li> <li>● Encourage a growing awareness of language, identity and culture through units of teaching.</li> <li>● Students are provided with opportunities to explore their lives in relation to local, national and international contexts.</li> <li>● Students provided with opportunities to share their learning with whanau</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers are demonstrating a greater understanding of New Zealand Histories in their planning and teaching</li> <li>● Students demonstrating a greater understanding of New Zealand history, tikanga, and culture</li> <li>● All teachers have completed one on one coaching with UTB and have received ongoing mentoring and support. Growth Cycle completed.</li> <li>● BOT, teachers and whanau have an understanding of “our place “ and help the school to co develop our understanding.</li> <li>● Whanau working with school to further develop our local identity</li> <li>● Parents and whanau supporting the school and students with learning and various events</li> <li>● Teachers using a greater level of Te Reo in class to promote greater equity</li> <li>● Students actively participating in Te Reo Tuatahi Programme</li> <li>● Improved learning achievement and progress for ALL students</li> <li>● Improved self efficacy and Well Being as evidenced in well being surveys.</li> <li>● Local Place Based resources are collated into the local curriculum plan</li> </ul>	<ul style="list-style-type: none"> <li>● Aotearoa History Show</li> <li>● Niho Taniwha as a resource for PLD</li> <li>● Well Being Survey</li> <li>● Te Reo Tuatahi Programme @\$10.00 per student.</li> <li>● Resource Teacher of Maori</li> </ul>
	<ul style="list-style-type: none"> <li>● Coaching and mentoring with Kelly Kenyon from UTB</li> <li>● Unpack the Treaty of Waitangi Professional Standard</li> <li>● Each teacher develops goals for their Growth Cycle based on their self identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers are actively participating in UTB professional development through observation and modelling of good practice.</li> <li>● Teacher co construct and define clear expectations around Treaty and Professional Standards. (What does this mean for us in our school?)</li> </ul>	<p>100 hours UTB PLD Funding</p>
<p><b>Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs</b></p>	<ul style="list-style-type: none"> <li>● Promote good attendance through a range of strategies</li> <li>● Provide robust intervention programmes to support learners (SENCO)</li> <li>● SENCO to further develop and build good communication with parents and whanau to accelerate learning</li> <li>● SENCO and principal train teacher aides to implement effective intervention programmes</li> <li>● SENCO regularly evaluates interventions and makes changes based on evaluation and data.</li> <li>● Students have opportunities to work in different ways across the school including Tuakana/Teina</li> <li>● Strengthen PB4L by completing refresher programme</li> <li>● Equitable practices implemented, sustained and practised in the school using effective pedagogy.</li> <li>● Ensure financial support provided when required e.g purchase of stationery etc</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance coordinator is fully utilised. Improved attendance.</li> <li>● SENCO keeps and updates progress on students.</li> <li>● SENCO evaluate programmes and gathers information on effectiveness</li> <li>● Interviews, surveys and classroom observations show that students are engaged and motivated.</li> <li>● Reduced stand downs and suspensions.</li> <li>● PB4L systems and procedures evident in all classrooms.</li> <li>● Equitable access to technologies, health care and wellbeing are evident.</li> </ul>	<p>SENCO salary .4</p> <p>PB4L Budget \$2000</p> <p>MOE PB4L Budget \$5000</p> <p>HERO</p>
<p><b>Develop coherent pathways for learning using Hero</b></p>	<ul style="list-style-type: none"> <li>● Use Hero to collate learning and well-being data</li> <li>● SENCO to use portal to track priority learner progress</li> </ul>	<ul style="list-style-type: none"> <li>● By the end of the year teachers will be entering data into HERO</li> <li>● Teachers using data effectively to accelerate progress for priority students</li> </ul>	<p>Class Evaluation Document</p> <p>School Evaluation Document</p> <p>SENCO database</p>

**Strategic Goal:** A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau, to achieve excellence.

**Annual Goal:** To further promote digital fluency and competency, to ignite the creativity, motivation and engagement.

Initiative	Action	Measures of Success	Resourcing
Work with other Apple Distinguished Schools to create a challenging and stimulating learning environment within our school.	<ul style="list-style-type: none"> <li>Focussed planned PLD for teachers</li> <li>Two teachers to train to become Apple Coaches</li> <li>Use flexible tools (like ipads, laser cutter, robotics ,coding etc) that flex imaginations. Spark student engagement with new ways to learn.</li> <li>Students are taught to use key apps for learning and creativity.</li> <li>Students are provided with opportunities to share their learning with whanau, through various online platforms.</li> <li>SAMR model implemented to enhance learning experiences for students.</li> <li>Digital fluency is integrated into day to day learning programmes and planning</li> <li>Programme will reflect culturally responsive practice e.g integration of Aotearoa History</li> <li>Further explore the use of AR and VR</li> <li>Selected teachers will complete Apple Coaching Programme.</li> <li>To continue to establish partnerships with other schools to provide ongoing professional learning opportunities for teachers on pedagogical practices used by ADS</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students confident in the use of digital devices and apps, as evidenced in the classroom.</li> <li>Student work reflects their progress and achievement in digital fluency. Measured through formative assessment and samples of work, and open day displays and modelling.</li> <li>Students using devices appropriately.</li> <li>Students creating their own content as per SAMR model</li> <li>Work is shared with parents and whanau through open days, Seesaw, Facebook, HERO, and school web page.</li> <li>Students see themselves and their culture reflected in digital content, in a non stereotypical manner e.g use of our own imagery, and content as opposed to solely web images.</li> <li>Teachers review digital content to ensure it culturally appropriate and reflects our school, whanau and values.</li> </ul>	<p>PLD with UTB</p> <p>PLD with Apple NZ</p> <p>Minecraft "Use Ngā Motu (The Islands) and learn about the indigenous language, culture and people of Aotearoa (New Zealand).</p> <p>Maori medium games and AR <a href="#">Te reo Maori Digital Tools TKI</a></p> <p>Purchase VR headset</p>
<p>Improve our understanding of and approaches to...</p> <ul style="list-style-type: none"> <li>digital capabilities – being digitally adept and innovative; able to confidently choose and use digital tools to learn, create, and share</li> <li>digital principles – demonstrating values when working digitally; being an ethical, respectful, and responsible digital citizen</li> <li>digital literacies – being discerning and critical; able to locate, understand, organise, evaluate, and adapt digital content.</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li>Students will be provided with multiple opportunities to hone their digital capabilities through ....</li> </ul> <ol style="list-style-type: none"> <li>Quality planning and preparation. Teachers working collaboratively</li> <li>Equitable access to resources</li> <li>Competent teachers supported by quality PLD</li> <li>Innovative integrated learning opportunities (James Beane model) team planned units</li> <li>Student agency (using their skills and expertise to co construct their learning)</li> <li>Developing student understanding of being a responsible digital citizen through kids online programme</li> <li>STEAM Programme Year 6,7,8</li> </ol>	<ul style="list-style-type: none"> <li>Teachers co plan and support one another where appropriate</li> <li>Board of Trustee continue to purchase resources to support all students.</li> <li>PLD programme in place and evaluated.</li> <li>Evidence of teachers using digital literacy in the classroom through observation and Growth Cycle.</li> <li>Student voice both formal and informal</li> <li>Fewer incidence of inappropriate digital usage.</li> <li>Fewer issues of misuse of social media reported.</li> <li>STEAM programme completed and work shared with whanau.</li> <li>Student feedback on programme.</li> <li>Students motivated and engaged as observed through classroom observations, student work, assessment, and whanau engagement.</li> <li>Students creating original content at an age appropriate level.</li> </ul>	<p>Our Kids on Line Informed and empowered Year 1 to 8 programmes</p> <p><a href="#">Kids online</a></p>
Work with UTB to refine STEM Programme	<ul style="list-style-type: none"> <li>Review STEM Curriculum</li> <li>PLD for Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Work completed with UTB</li> <li>MOE report of progress completed with support from UTB</li> </ul>	
To continue to provide equitable access to devices for learning	<ul style="list-style-type: none"> <li>Purchase new ipads and pencils for Year 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Purchases completed</li> </ul>	Apply for TSB funding
To design and print our own media posters	<ul style="list-style-type: none"> <li>Purchase a <b>EPSON</b> SureColor S40600 - 64" Printer</li> <li>To teach students media design</li> </ul>	<ul style="list-style-type: none"> <li>Purchase completed</li> <li>School able to produce our own digital material</li> </ul>	Apply for TSB Grant
Promote use of Apple Leaner Centre	<ul style="list-style-type: none"> <li>PLD for teachers on Apple Learner Centre</li> <li>Introduce the concepts of digital badges for students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have fully participated in all PLD opportunities</li> <li>Students working towards digital badges can explain their progress</li> </ul>	Apple PLD programme both face to face and online.
Promote digital responsibility with our parents and whanau	<p><a href="https://our-kids-online.teachable.com/p/informed-empowered-years1-8">https://our-kids-online.teachable.com/p/informed-empowered-years1-8</a></p>	<ul style="list-style-type: none"> <li>Parents have access to Cyber safety material</li> <li>Web page updated to promote digital safety.</li> </ul>	Updated school web page

**Strategic Goal:** A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau, to achieve excellence.

**Annual Goal: To focus on student progress and achievement in mathematics**

Initiative	Action	Measures of Success	Resourcing
Further develop school maths to reflect curriculum refresh in Mathematics.	<ul style="list-style-type: none"> <li>Explore the key ideas in the draft mathematics curriculum</li> <li>Through PLD develop and progress teacher pedagogy around a progression approach to the curriculum</li> <li>Further develop pedagogy in using rich mathematical learning tasks which are, when possible culturally appropriate.</li> <li>Begin to refresh our own local based maths curriculum to reflect the National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Through PLD teachers unpack the draft mathematics curriculum and can discuss implications for our students and their teaching.</li> <li>Teachers understand the difference between a progression and outcome focussed curriculum.</li> <li>Appropriate changes are being made to school maths curriculum.</li> </ul>	PLD Budget  <a href="#">Maths Draft Curriculum 2023</a>
Continue to utilise BES for PLD	<ul style="list-style-type: none"> <li>Teachers will unpack BES as part of PLD and use the strategies as prompts when completing class evaluation and planning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have completed PLD and show some evidence in their day to day practise. Ideas and strategies will be shared back during PLD discussions.</li> <li>Improved student progress</li> </ul>	<a href="#">BES Mathematics</a>
Teachers work smarter, not harder, through the use of evidence for continuous improvement.	<ul style="list-style-type: none"> <li>Teachers use class evaluations and planning to target students and priority objectives.</li> <li>Using data effectively to improve both progress and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Target priorities identified.</li> <li>Priority students are regularly monitored through formative assessment</li> <li>Improved student progress and achievement for all students with a particular focus on priority students.</li> </ul>	
Each class develops rules for talking about maths in the classroom based on the BES, as well as using random selection tools.	<p>How do we kōrero in our classroom? Make these actions explicit</p> <p>We make sure that we discuss things together as a whānau. We listen carefully and actively to each other. That means:</p> <ul style="list-style-type: none"> <li>We ask everyone to take a turn at explaining their thinking first.</li> <li>We think about what other questions we need to ask to understand what they are explaining</li> <li>We ask questions politely as someone is explaining their thinking; we wait until they have completed their explanation.</li> <li>We ask for reasons why. We use 'what' and 'why' questions.</li> <li>We make sure that we are prepared to change our minds.</li> <li>We think carefully about what they have explained before we speak or question.</li> <li>We work as a whānau to reach agreement. We respect other people's ideas. We don't just use our own.</li> <li>We make sure that everyone in the group is asked and supported to talk.</li> <li>We all take responsibility for the explanation.</li> <li>We expect challenges and enjoy explaining mathematically why we might agree or disagree.</li> <li>We think about all the different ways before a decision is made about the group's strategy solution. We make sure that as we 'maths argue', we use "I think ... because ... but why ..." or we use "If you say that, then ..."</li> </ul>	<ul style="list-style-type: none"> <li>Rich mathematical tasks are evident in planning and classroom observation</li> <li>Random selection tools evident in the classroom</li> <li>Less teacher talk evident during observation</li> <li>Classroom posters reflect this practise</li> <li>Improved student progress</li> <li>Student voice is apparent in classroom observations</li> </ul>	<a href="#">BES Mathematics</a>
Further develop our strategies for 'Mixed Ability grouping' as well as rich tasks with low floor and high ceiling.	<ul style="list-style-type: none"> <li>Teachers to use a flexible grouping model and cater to individual differences within this model. This should include the construction of small, heterogeneous, collaborative groups that work together to solve open-ended group-worthy tasks. Consequently, there should be a multiple ways in which students can contribute and in which their contributions can be valued.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of using a range of rich tasks such as those of Raj Shah Jon Orr and Kyle Pearce</li> </ul>	<a href="#">Dr Raj Shah</a> <a href="https://makemathmoments.com/">https://makemathmoments.com/</a> <a href="https://mrorr-isageek.com/">https://mrorr-isageek.com/</a> <a href="https://tapintoteenminds.com/">https://tapintoteenminds.com/</a>
Use the school based local curriculum to source "rich tasks"	<ul style="list-style-type: none"> <li>Teachers will use the school based local curriculum.</li> <li>Students have access to rich tasks which promote thinking and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Use of school based curriculum evident in planning.</li> </ul>	

# Maths Target 2023

**Strategic Goal:** A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau, to achieve excellence.

**Annual Goal:** To focus on student progress and achievement in mathematics

**Target 2023:**

To accelerate progress and achievement Year 6 (with an emphasis on Year 6 boys progress) and Year 7 (2023) target students (as identified in class evaluation documents).

We have identified 8 students who are making well below expected progress. These students are named in class maths evaluation documents. These students will need ongoing monitoring, and explicit teaching.

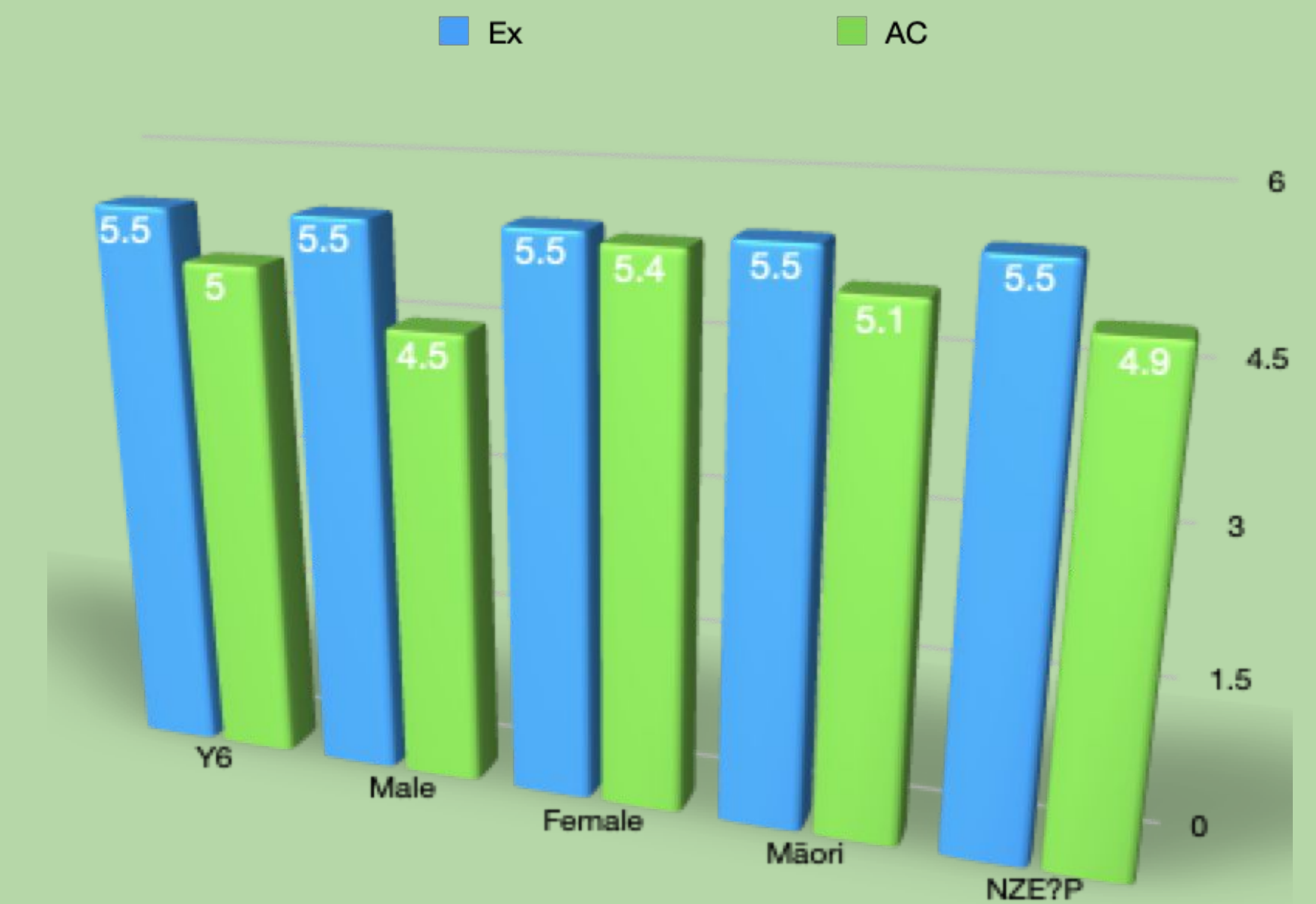
**Actions: Low Progress**

1. Teachers need to meet with students making lower than expected progress one on one to discern any issues that are impacting on their progress.
2. These students need regular touch points with their classroom teacher to ensure that any barriers to learning are identified and dealt with quickly.
3. Teachers need to track these students regularly through formative assessment and be cognisant of any misconceptions that students may be developing.

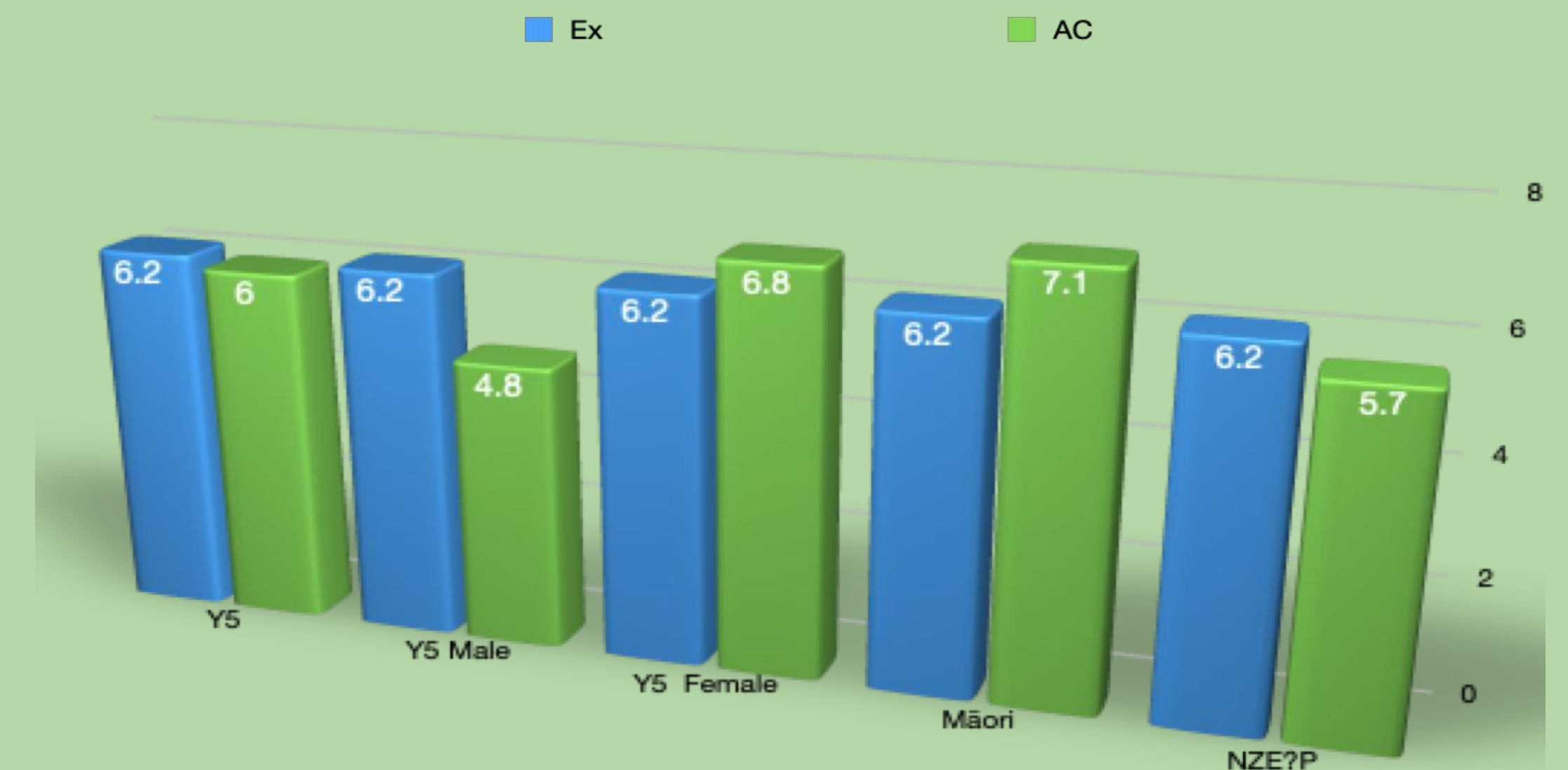
**Actions: Year 6 and 7 students (2023)**

1. Identify priority students, establish priority objectives, formulate evidence-based interventions and specify targets for these students (through the classroom evaluation document).
2. Teachers will complete an interview with these students individually to identify their needs and any issues that are presenting barriers to their learning.
3. Discuss plans and goals for these students with their whanau.
4. Teachers will touch base with these regularly to monitor any misconceptions.
5. These students need explicit daily teaching.
6. Data collected against priority objectives to be monitored regularly and teachers will follow up on students making lower than expected progress.
7. SENCO to meet with teachers to discuss ongoing needs or concerns.

**Y6 PATM Progress Mar-Nov 22 Expected v Actual**



**Y5 PATM Progress Mar-Nov 22 Expected v Actual**



**Strategic Goal:** A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau, to achieve excellence.

**Annual Goal:** To focus on student achievement in reading and writing

Initiative	Action	Measures of Success	Resourcing
<p><b>Continue to implement a structured and coherent reading and writing programme</b></p>  <p>The diagram illustrates the components of structured literacy. On the left, 'Evidence-based elements' includes Phonics, Sound-Symbol, Spelling, and Syntax. In the middle, 'Evidence-based teaching principles' includes Systematic &amp; Cumulative, Explicit, and Diagnostic. An equals sign points to 'Effective reading instruction' which combines all these elements.</p>	<ul style="list-style-type: none"> <li>• Junior school to participate in Best Start Structured Literacy programme and professional development.</li> <li>• Teach phonemic awareness, phonemes, fluency vocabulary and comprehension strategies</li> <li>• Structured reading in every class, including Year 7 and 8</li> <li>• Teacher PLD to support implementation of structured reading. Sheena Cameron online PLD</li> <li>• Murray Gadd Literacy used for PLD</li> <li>• Students taught 'The Code'</li> <li>• Students exposed to a range of texts and opportunities to read</li> <li>• Guided reading is part of every classes daily reading programme.</li> <li>• Structured daily writing programme based on Murray Gadd Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Improved progress and achievement (summative assessment)</li> <li>• Target groups monitored regularly</li> <li>• Daily guided reading observed in classrooms.</li> <li>• Anecdotal evidence of student engagement and motivation.</li> <li>• SENCO assessment data</li> <li>• Reading Evaluation Document</li> <li>• Improved achievement and progress in writing</li> </ul>	<p>Resource Teacher of Literacy</p> <p><a href="#">Structured Literacy</a></p> <p><a href="#">Sheena Cameron Guided Reading</a></p> <p>Cost \$2000 for two sessions.</p>
<p><b>To improve reading progress and achievement.</b></p>	<ul style="list-style-type: none"> <li>• Implement a comprehensive structured reading programme that incorporates phonemic awareness, comprehension strategies, and vocabulary building, as well as independent and guided reading daily.</li> <li>• Targeted support for priority students within the classroom.</li> <li>• Foster a love of reading by providing students with a range of books and strategies e.g audio books, graphic novels, including technology where appropriate to engage learners.</li> <li>• Engage with whanau through strategies such as home reading, seesaw, HERO three way conferences</li> <li>• Regularly tracking student progress through both formative and summative assessment and adjusting teaching and learning to meet current needs.</li> <li>• Ensure parents and whanau are made aware of exactly where their children are at and any issues are raised and a plan put in place to support the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved progress and achievement (Summative Assessment)</li> <li>• Evidence of daily reading in classroom and in teacher planning</li> <li>• Class evaluation document</li> <li>• Running Records</li> <li>• Parents and whanau feedback</li> <li>• Reporting</li> <li>• Seesaw formative samples of work</li> <li>• IEP's</li> </ul>	
<p><b>Implement Learning support programme to enhance reading achievement for target learners.</b></p>	<ul style="list-style-type: none"> <li>• Class programmes across the school reflect the school focus on ensuring differentiation and accelerating learning for all students.</li> <li>• Progress data and evaluation in March and November for reading, for all students</li> <li>• Priority students are tracked, through the evaluation document and SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Class evaluation documents</li> <li>• SENCO notes and IEP</li> </ul>	
<p><b>Ongoing evaluation of special reading programmes</b></p>	<ul style="list-style-type: none"> <li>• Teachers regularly evaluate the robustness of reading programme</li> <li>• SENCO monitors priority students</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Document</li> <li>• SENCO Docs</li> <li>• Surveys T.A, Teachers, students</li> </ul>	



# Reading Target 2023

**Strategic Goal:** A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau, to achieve excellence.

**Annual Goal:** To focus on student achievement in reading and writing

**Target:**

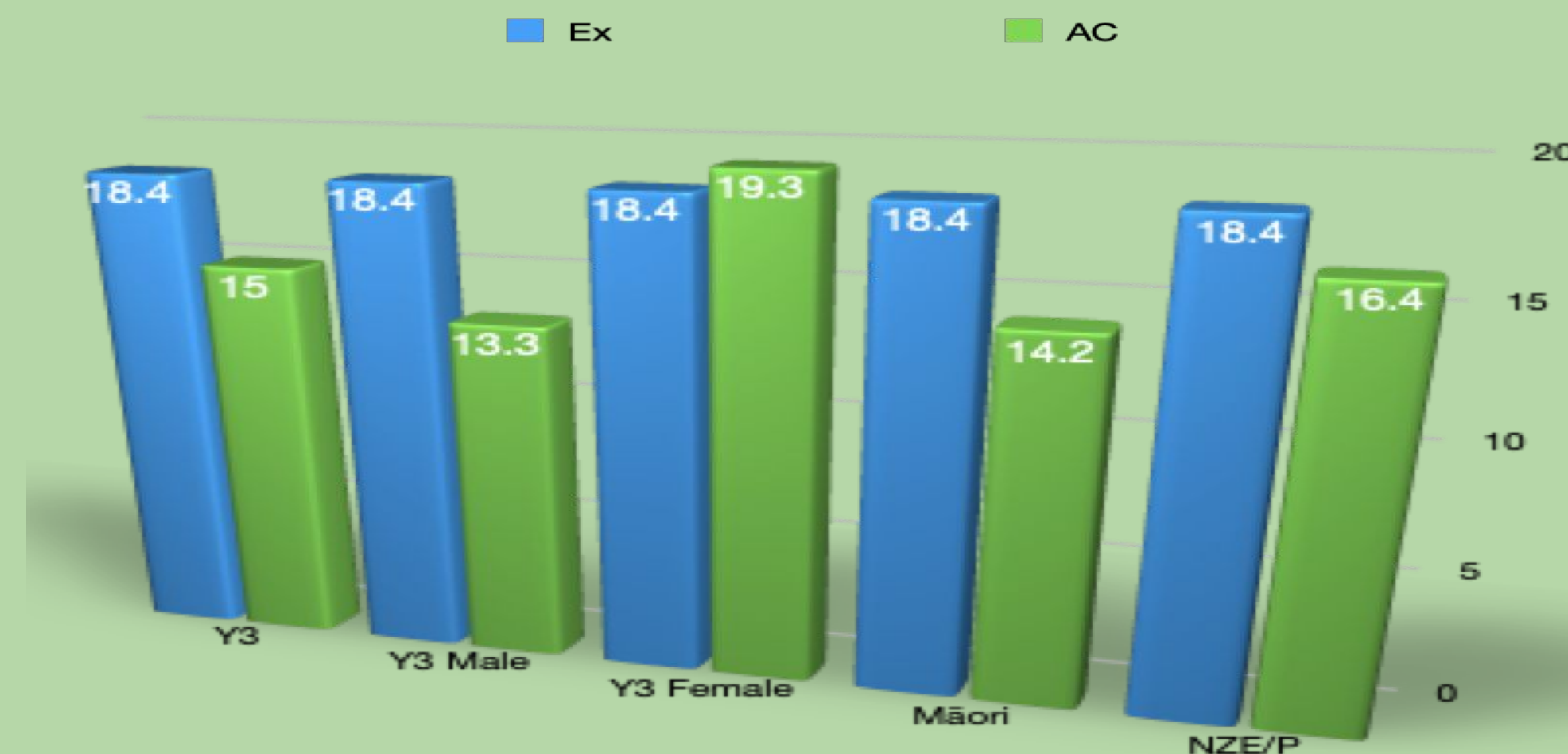
- To accelerate progress and achievement of Year 4 (2023) boys
- To accelerate progress of identified students who made less than expected progress and therefore achievement in 2023

**Action:**

1. Identify priority students, establish priority objectives, formulate evidence-based interventions and specify targets for these students (Through the classroom evaluation document).
2. Teachers should complete a running record and a one on one interview with these students early in the first term.
3. Teachers will focus on improving self efficacy and resilience as well as learning.
4. Discuss plans and goals for these students with their whanau.
5. Evaluate the effectiveness of interventions and reset targets throughout the school year.
6. Principal /SENCO will meet regularly with current teachers to discuss these students and their current progress levels, once per term.
7. Set up a priority learning plan for these students.
8. Teachers to track these students regularly throughout the year and discuss progress with SENCO
9. If required additional learning assistance will be established for these students and SENCO will monitor their progress.

## Baseline Data 2022

Y3 STAR Progress Mar-Nov 22 Expected v Actual



**Strategic Goal: Develop a culture which supports and respects the well being of learners in a safe and caring learning and working environment**

**Annual Goal: To champion student well being, self efficacy and resilience**

Initiative	Action	Measures of Success	Resourcing
<p><b>To continue to build a culture of well being, self efficacy and resilience</b></p>	<ul style="list-style-type: none"> <li>• Create a team which includes BOT, counsellors, whanau, students and teachers to work towards improving student well being through a range of consistent strategies based on good practice and evidence.</li> <li>• Develop a comprehensive plan of action that align systems with the school values and vision as well as being culturally responsive. (This will complement PB4L initiatives)</li> <li>• Well being survey as part of assessment cycle at the beginning and end of the year.</li> <li>• Principal and BOT will continue to promote the schools focus of being caring and culturally inclusive with a focus of equitable outcomes for learners and academic success for all.</li> <li>• Students' successes are shared widely (e.g.in assemblies, staff meetings, newsletters).</li> <li>• Students have a voice in development of class norms</li> <li>• Male teacher aide to be employed to support boys learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students outcomes are aligned with our school values. Students are confident in THEIR identity, are developing greater resilience .</li> <li>• Students are socially and emotionally competent.</li> <li>• Staff and students treat each other respectfully, and classroom norms are co designed and evident in the classroom.</li> <li>• Staff and students have a strong sense of belonging.</li> <li>• Staff share a strong collective vision</li> <li>• HERO wellbeing and behaviour notes track students</li> <li>• Student voice through survey</li> <li>• Whanau engagement evidenced through school events and shared dialogue</li> <li>• A combination of measures such as observation, performance against a task, one to one discussion etc used to collect anecdotal evidence of well-being</li> <li>• Improved attendance</li> </ul>	<p>Survey</p>
<p><b>To participate in PB4L Refresher Programme</b></p>	<ul style="list-style-type: none"> <li>• Actively address student behaviours such as harassment, violence, bullying, and cyber-bullying.</li> <li>• Review school-wide guidelines that help us recognise and address student behaviour incidents of differing severity.</li> <li>• School-wide behaviour management policies and procedures that is easy for our school community to understand. These are shared on school website.</li> <li>• Behaviour management policies or procedures are applied consistently and fairly to all students. Significant behaviour is discussed as part of Monday morning pastoral care meeting.</li> <li>• Use HERO to effectively record behaviour and pastoral care data</li> <li>• We actively address staff workplace harassment and bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues are dealt with fairly and quickly</li> <li>• Teachers have entered data onto HERO</li> <li>• Pastoral care minutes are kept and reviewed</li> <li>• Cyber bullying programmes have been implemented and students have a channel for making complaints.</li> <li>• Policies are on the school web page.</li> <li>• Using digital tools to promote and enhance well being.</li> </ul>	<p>PB4L Refresher Programme School Docs</p>
<p><b>Use Arahanga and Blue Couch Counselling Programmes to support students</b></p>	<ul style="list-style-type: none"> <li>• Arahunga will be employed to deliver <i>As discussed Arahunga could provide up to 0.6 specialist teacher support.</i></li> <li>• <i>Our teachers would work at a tier 1 level of support including;</i> <ul style="list-style-type: none"> <li>• <i>Weekly connection with identified students</i></li> <li>• <i>triage of students needs and referral to relevant agencies</i></li> <li>• <i>additional supports and resources for class teachers</i></li> <li>• <i>reporting to management team</i></li> </ul> </li> <li>• <i>Our teachers would utilise a range of approaches including;</i> <ul style="list-style-type: none"> <li>• <i>check and connect</i></li> <li>• <i>coaching and mentoring</i></li> <li>• <i>Restorative practices</i></li> <li>• <i>Solution focussed approach</i></li> <li>• <i>mindfulness - (Emma Woodward)</i></li> <li>• <i>PERMA (Martin Seligman) - Positive Psychology</i></li> <li>• <i>additional visual aids and classroom supports that opportunities for improved engagement</i></li> <li>• <i>Trauma informed practice (Zeigler and Wallace)</i></li> <li>• <i>Provision for additional learning support</i></li> </ul> </li> <li>• Blue Couch Counselling will be used for more complex student support.</li> </ul>	<ul style="list-style-type: none"> <li>• We have effective support systems for students with special learning needs.</li> <li>• We select new approaches or programmes based on student data and needs.</li> <li>• We have effective systems for referring students with behavioural concerns (if necessary).</li> <li>• We provide extra support for students who are the target of bullying or harassment (e.g., counselling).</li> <li>• We offer effective support and programmes for students with social or behavioural needs (e.g., anger management).</li> </ul>	

**Strategic Goal: Develop a culture which supports and respects the well being of learners in a safe and caring learning and working environment**

**Annual Goal: To further promote a culturally responsive approach to learning and teaching**

Initiative	Action	Measures of Success	Resourcing
<p><b>Continue to implement a culturally responsive pedagogy</b></p>	<ul style="list-style-type: none"> <li>• Work on creating classrooms that are welcoming where teaching is based on creating a culture of care.</li> <li>• Teacher will value students strengths and what students have to offer in the classroom through various techniques like integrated curriculum,co-construction, active,problem based and holistic, culturally responsive assessment techniques</li> <li>• Respectful relationships are prioritised between teacher and student, student and student, teacher and whanau.</li> <li>• Teacher draw on students diverse culture to make the curriculum meaningful and to help students engage with the curriculum.</li> <li>• Further develop place based curriculum using local sources</li> </ul>	<p>Improved progress and achievement</p> <p>Improved attendance (Attendance Matters )</p> <p>Improved well being and self efficacy as moderated through Self Efficacy student survey and interview.</p> <p>Monitor a cohort of 12 students across the school from Year 4 to 8. The cohort group will be configured with an above, below and average students from each year level.</p>	<p>Culture Counts: Russell Bishop and Ted Glynn</p>
<p><b>Use culturally appropriate strategies to raise students progress and achievement</b></p>	<ul style="list-style-type: none"> <li>• Teachers must view ALL students as learners ( reject deficit theory )</li> <li>• Focus on Maori student achievement using both formative and summative assessment strategies</li> <li>• Agentic: Teachers provide opportunities for students to express agency or control of their own learning</li> <li>• Teachers use the Deliberate Acts of Teaching to promote student learning and achievement.</li> <li>• Teachers use culturally responsive strategies like.....</li> </ul> <ol style="list-style-type: none"> <li>1. Activating students' prior knowledge. ...</li> <li>2. Making learning contextual. ...</li> <li>3. Encouraging students to leverage their cultural capital. ...</li> <li>4. Considering classroom setup. ...</li> <li>5. Building relationships.</li> <li>6. Include elements of popular culture e.g various forms of technology, music, movies etc</li> </ol>	<p>Students have a voice in their learning</p> <p>Students are able to initiate ideas and discuss interests to help them express real world understanding and experiences. (Self efficacy)</p> <p>Open days for students to showcase learning</p>	<p>TKi website</p>
<p><b>To incorporate aspects of curriculum that enhance Te Ao Maori</b></p>	<ul style="list-style-type: none"> <li>• Teach New Zealand (Aotearoa) Histories Curriculum</li> <li>• Continue to promote mixed ability grouping particularly in mathematics</li> <li>• Use random selection techniques to eliminate unconscious bias.</li> <li>• Be aware of 'status" Kotahitanga in the classroom...this can be a barrier to equity.</li> <li>• Teachers take the role of " activator of learning"</li> <li>• Teachers and school leaders look for opportunities to further develop relationships with students and whanau</li> <li>• Regular use of Te Reo and tikanga in the classroom.</li> <li>• Use digital fluency to promote and enhance equitable learning opportunities.</li> <li>• Actively promote and practise Whānaungatanga (sense of belonging), Manaakitanga (respect) Whakatutukitanga, (working continually to strive for excellence), Kotahitanga (working together),</li> </ul>	<p>Improved students achievement and progress.</p> <p>Improved behaviour</p> <p>Improved attendance (Education Counts)</p> <p>Improved students self efficacy survey</p> <p>Cohort Monitoring</p>	<p>PLD with UTB</p> <p>PLD with Apple NZ</p> <p>Minecraft "Use Ngā Motu (The Islands) and learn about the indigenous language, culture and people of Aotearoa (New Zealand).</p> <p>Maori medium games and AR <a href="#">Te reo Maori Digital Tools TKI</a></p>

**Board of Trustee Other Priorities for 2023**

Initiative	Resourcing
Employ a part Sports Coordinator	\$15000
Purchase devices and Apple pencils for Year 7 and 8	\$40,000
School Camps	\$20,000
Paint School Pool	\$3000
Classroom Upgrades	5YA Funding
Exterior cladding replacement	5YA
New senior playground	Combined BOT (\$20,000)and Home and School Funding. Apply for TSB Capital Grant