



Vision

“Focused Foundations and Faith for the Future”.

Mission Statement

“To provide a caring Catholic environment where Tamariki rights and individual needs are always considered, independence and confidence are fostered and children are challenged to produce their best efforts.”



Values

Love / Aroha
Service / Ratonga
Co-operation / Mahi-Tahi
Resilience / Manawaroa

Community:

St John Bosco School is part of the coastal suburb Fitzroy located in New Plymouth.

Children are drawn equally from Fitzroy, Merrilands, Pukekura and Bell Block. 18% of whom identify as Maori, 4% who identify as Pasifika, 62% as New Zealand European and 8% Asian and 8% other ethnic origin.

Our school community exists within the Roman Catholic Community of the Diocese of Palmerston North and acknowledges Cardinal John Dew as the administrator.

St John Bosco School is a Roman Catholic School for boys and girls from Y0 – Y6 offering education with a special character.

St John Bosco is a U4 State Integrated school, which has a Decile 8 rating. In 2022, the school will be staffed at 13.89 teachers to cater for 260 pupils with a maximum roll of 275. The Board has set aside funding to maintain 12 effective classrooms. The school is situated in the heart of Fitzroy, a beautiful suburban beach community. Families living within New Plymouth and Bell Block populate the school.

The school is situated alongside the Parish Church Our Lady Help of Christians as a part of the Ngamotu Combined Parish.

Core Teaching Beliefs

1. Foundation learning and pono in place.
2. Balanced social and emotional lifelong learners.
3. Teachers are seen as coaches and value shared leadership.
4. Powerful learning experiences and environments.
5. Striving for excellence.



Strategic Aims

1. Our Tamariki will experience a values based Catholic environment within an inclusive, health promoting hapori whānui.
2. All Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
3. To strengthen and enhance whanau & community engagement.
4. Through shared agency our Tamariki /staff will be supported in their ako through focused use of resources and opportunity to follow talents and meet targets.
5. Innovation will be seen as a key tool in the teaching and learning process for Tamariki and teachers.

Community Partnerships...A variety of partnerships are valued and encouraged. These include:

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| Community Group | Maori Community - Iwi |
| Green Guardians | Community Experts NPDC |
| Taranaki Gifted Community | Health Promoting Schools TDHB |
| Life Education Trust | Parish |
| Parent involvement in support roles in junior classrooms | Coaching and support for sports teams |
| School assemblies | Let's Go Active Schools |
| Linkage with ECE & High Schools | Palmerston North Diocese |
| Maori Achievement Collaborative | Sport Taranaki |

Bicultural Focus

We recognise and support the bicultural composition of the School honouring Principles of The Treaty of Waitangi.



Recognising St John Bosco's Catholic Character

St John Bosco Primary School in Fitzroy, New Plymouth was established in 1942 as a Primary School by the Sisters of the Mission.

We are a state-integrated school with a Catholic special character. This allows the school to operate as a Ministry of Education directed school for curriculum and teaching resources, whilst keeping the school grounds, buildings and maintenance under care and ownership of the Palmerston North Catholic Diocese.

St John Bosco is recognised as our school's Patron Saint following his efforts worldwide in establishing a catholic education for underprivileged children.

St John Bosco shares a site and a community with Our Lady Help of Christians. This is the Fitzroy arm of the Catholic Parish of New Plymouth. The school utilise both the physical and community Church to celebrate its catholic character. The physical church building is used for school masses, assemblies, and larger school gatherings. Students are involved in attending and ministering during weekly masses. St John Bosco teaching staff are instrumental in providing sacramental programs for the Fitzroy parish. OLHC parishioners are regularly assisting within the school to teach Religious Education themes and practices.

The shared community of both St John Bosco school and Our Lady Help of Christians parish is immensely significant in aiming to develop a vibrant, thriving Catholic church.

Under the State-Integration Act, St John Bosco employs a majority of 'Tagged' teachers who have met certain criteria to teach as recognised catholic teachers within the school. The school also follows the protocols set down around teaching a proportion of "Preference" (95%) and "Non-preference" (5%) students. This preference relates to the pupils involvement in the Catholic church, and each case is assessed by the Parish priest or an appointed representative of our Bishop's Office..

The school is seen to embrace its special Catholic character in the daily actions of the school, including daily class prayer; Catholic images, themes and symbols on display throughout the school; school values being taught directly from gospel values and the pastoral care the school performs for its community.

St John Bosco is proud of and committed to its Catholic character, and continues to strive to provide its pupils with an exceptional education embracing the spirit and support of the Lord our God.



Recognising New Zealand's Cultural Diversity:

St John Bosco School recognises the importance of New Zealand's bicultural diversity and the unique position of Maori culture. In doing so we acknowledge the unique position of Māori as tangata whenua. St John Bosco School will provide opportunities that support its students' in te reo and tikanga Māori. (Education Standards Act 2001)

At St John Bosco School we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', *"students who are expected to succeed are more likely to succeed. Ka Hikitia Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Maori students."* Ka Hikitia, Pg 38.

Achievement of Maori students is regularly reported to the Board and we will continue to have a relentless focus on raising Maori achievement. We will continue to have the acceleration of Māori achievement as a key priority area.

From our Whanau Hui, we have devised clear goals that we aim to achieve to further strengthen the partnership between school and our Māori community. A key conduit to achieving these goals is the establishment and continuation of our Whanau Hui group, who meet to discuss what is important for Māori and how we can further progress the learning of their tamariki. To raise the prominence of Māori in our school and to grow the capacity, understanding and application of Tikanga and Te Reo in our school, we will immerse the children in Tikanga. Alongside this, we aim to grow our school Kapa Haka group, to be a proud representation of our Māori learners.

The board demonstrates its recognition of New Zealand's cultural diversity through:

- The integration of te reo o nga tikanga Maori in class as and when appropriate
- To grow the use of, and correct pronunciation of Te Reo throughout our school.
- To engage and involve our whānau through hui and community events
- To consult with whānau was part of our regular self review
- To continue to grow and celebrate our Kapa Haka group
- To have a school kaumatua / Kuia and links with local Iwi and Hapu who can assist us with Tikanga and our understanding
- Reflecting the unique place of Maori within our policy documentation and curriculum statements through Ka hikitia, TeTataiako & Kotahitanga
- The continuing development of policies and practices that reflect New Zealand's bicultural uniqueness.
- Providing all students with experiences and understandings in cultural traditions, language and local history
- Biannual visits by students to the local Marae
- The development of a long term plan for the incorporation of Te Reo and Tikanga Maori



Consultation:

In developing the charter/updated charter for St John Bosco School the board has consulted with the school community through / by:

- Providing the documentation of the charter/ annual plan for parents and seeking comment or feedback.
- As a component of the board's self review cycle and charter development.



How the board will respond to a request for instruction in Te Reo Maori:

The board will respond to any request for instruction in Te Reo Maori by:

- Advising the parent of the current level of Te Reo and Tikanga Maori available at the school
- Offering to explore possibilities for extending the current provision including:
 - Dual enrolment with The Correspondence School
 - Consulting with the School Adviser Maori
 - Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori
- Advising parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori

Procedural information:

St John Bosco School cycle of reporting for 2022 shall be

February 2022 - Board ratification of the 2021 variance report and copy sent to the Ministry of Education.

February 2022 - Charter Ratified at Board Meeting.

March 2022 - Updated charter, annual plan, and student achievement targets copied to the Ministry of Education.

May 2022 - Annual report presented at board AGM copies sent to the Ministry of Education.

December 2022 - Draft 2022 variance & annual report prepared.

Learners with Special Needs / Inclusion:

The St John Bosco Board will ensure that learners with special learning needs are supported in their learning so they can participate fully in the life of the school and community while making progress in relation to the NZC and National Standards.

The Board will ensure that learners with special learning needs are supported by:

- Developing policies and procedures that support inclusive Catholic school practices
- Welcoming learners with diverse learning potential
- Providing IEPs where required
- Celebrating variety of learning abilities
- Including learners in RE & NZC learning contexts
- Expecting students to make progress towards appropriate RE & National Standard levels
- Dual enrolment at Te Aho o Te Kura Pounamu (Correspondence) or Northern Health School.
- Providing opportunity for learners to fully participate in school & Parish activities.
- Extending the progress of learners with special learning abilities including gifted and talented.

Inclusion:

The Board will develop an inclusive school culture that:

- Is welcoming of all learners
- Ensures the school has a collaborative, respectful ethos
- Fully engages all learners in our RE & NZC programmes
- Expects high achievement from all learners.
- Respects, supports and celebrates the identity, language and culture of Maori, Pasifika and other ethnicities.
- Ensures buildings, grounds and facilities are physically accessible for all.
- Learners are emotionally safe and free from bullying.
- Ensures transitions are effectively implemented and monitored.

Our School

- St John Bosco will be an obviously Catholic school seen to be practising the values of Christ, a welcoming, inclusive school where people want to be, through service, prayer, mission, faith and hope.
- Will reflect a partnership with Iwi and Hapu where Maori will achieve success as Maori.
- A sense of belonging, pride, optimism and empowerment will prevail.
- Tamariki and their whanau will together stand tall, comfortably at ease with who they are.
- People will be excited, open, self confident and working together.
- There will be an atmosphere of willingness to trust, share, support and encourage each other.
- Emotional and social abilities will be learned and practised.
- Together we will transform our school into a powerful learning environment.
- Our frame of reference will be non-traditional, as all learning will be people oriented.
- The children will be loved, appreciated and celebrated as they grow to be the very best person they can.

National Education and Learning Priorities that underpin our strategic planning:

Learners at the Centre: Learners with their whānau are at the centre of education

- Wellbeing is fundamentally entwined with learning.
- Every learner/ākonga and their family and whānau should be free from all forms of bullying, racism and harassment.
- The voice of learners/ākonga, whānau, families and their communities should be sought out and listened to.
- Make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs.
- Include family and whānau as partners central to the learning and achievement of every learner/ākonga.
- The learning environment recognises the learners as its core participants, encourages their active engagement, and develops in them an understanding of their own activity as learners.
- Can learners articulate their learning, the why and the how?
- Can they manage their own learning times and set specific learning goals?

Barrier Free Access: Great education opportunities and outcomes are within reach for every learner.

- Education must be available to, and delivered for, all. Barriers that stop learners/ākonga from fully participating in education, including financial and physical barriers, need to be reduced, so all learners/ākonga have access to equitable opportunities and outcomes.
- Have high expectations for every learner/ākonga 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/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of the early learning service or school.

Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau

- We need diverse, highly skilled and motivated teachers/kaiako to adopt the practices that make the most positive difference for learners/ākonga.
- Quality leadership must be developed at all levels of the system to lead positive change, and enhance quality day-to-day learning.
- Grow their 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 life of the place of learning.

Future Learning and work : Learning that is relevant to the lives of New Zealanders today and throughout their lives.

- Learners/ākonga need access to education that enables them to meet the changing opportunities and challenges of the future of work. Citizenship, pathways to employment, and lifelong learning are important parts of this.
- For Māori learners, this means acquiring the skills to participate in te ao Māori, New Zealand society and the global context.
- Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and our history.

World class inclusive public education: New Zealand education is trusted and sustainable.

Annual Planning 2022-2024

Strategic Goal 1: Our Tamariki will experience a values based Catholic environment within an inclusive, health promoting hapori whānui.

Strategies	Expected Outcomes
<ul style="list-style-type: none"> ● Working with our community and Iwi, creating a Catholic Community- Te iwi Whanui Katorika ● Development of high quality Religious Education programmes. Te Whakaakoranga Whakapono ● Pastoral Care to be at the forefront of all we do: Manaakitanga ● Students: To continue restorative justice, focus on the classroom and the whole school behaviour plan. 	<ul style="list-style-type: none"> ● Special character to be evident in all classroom programmes. ● Support and guidance used from experts outside of school. ● Our School reflects the nature of our Church. ● Our Catholic community celebrates sacraments and assists the Parish and school in preparation. ● Our community will embrace those who are disadvantaged. ● We are helping to form Christ in the lives of others. ● The progression from encounter, to growth in knowledge to Christian witness to be evident within children, staff and families. ● All staff will work towards certification. Staff confidence to rise.

<ul style="list-style-type: none"> ● Statutory Compliance: To include Catholic Character components in school policies when reviewed. ● Ensure our place is safe, inclusive and free of any form of bullying. ● School Gospel Values will be reflected, taught and lived in all we do. 	<ul style="list-style-type: none"> ● Staff spend time together reflecting on our Theological focuses allowing knowledge and skill to improve. ● Needs and resources are being catered for. ● Community is informed of children's knowledge. ● Parents are receiving reports that emphasise our special character. ● Pedagogy and Teaching Methods are improving ● Proprietor's reps receive strand-meeting reports no later than 1 month after strand finishes. ● The RE programme is well resourced. ● To provide support for families in times of need. ● To provide service opportunities for children. ● Moral goodness is a strong foundation. ● Catholic values are nurtured and practised so we live by them. ● Health programme to reflect Catholic Special Character. ● Have processes in place to promptly address and resolve any concerns, worries. ● A culture where diversity is valued and all learners and members are safe and valued. ● We will create the conditions for 'well' people. ● We will give students a purpose and create future habits. ● Learners and staff will be supported to make the connection between our learning, actions and the catholic world.
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Specific Actions

Strategic Goal 1: Our Tamariki will experience a values based Catholic environment within an inclusive, health promoting hapori whānui.

<p>Provide opportunities for values and agency that leads to autonomy for both children and teachers to be in control of their actions. Focus on systems to ensure personal growth, mastery of learning environments where children will feel safe, included and organised.</p>	<p>Gospel Values to be linked to Tikanga Maori. Whare Tapa Wha - redefine Whare Tapa Wha to articulate what this looks like at St John Bosco.</p>	<p>Staff to work towards completing higher qualifications in Religious Education Diploma papers. Work towards staff having qualifications to be future Catholic School Leaders. Paper to be completed in 2021 and staff to take part in Living Life to the Fullest.</p>
<p>Staff to attend any P.N.C.E.O PLD courses made available helping to ensure SJB is a place to encounter the living God and certification is achieved.</p>	<p>In consultation with P.N.C.E.O create a guiding ten-year property maintenance plan for BOT to follow.</p>	<p>Enhance and digitise our school charism through developing stronger links with the Mission Sisters. Create units of work and digital resource for our Charism, holy days, Catholic celebrations and strands that can be used in each class. As a result a Religious Education Hub will be created.</p>
<p>Review Policy and ensure our Special Character is reflected in all policies. Review of strand assessment, what and when we are assessing. Review of how this is reported to Whanau.</p>	<p>Work towards implementation of the new Religious Education curriculum. Focus on Year 1 & 2 and consider Year 3-6.</p>	<p>Identify how we can link Living Life to the full into all areas of learning - 3 year cycle, student goals.</p>

<p>Complete Sexuality curriculum delivery plan. Sexuality Health doc review, Staff PD and consult community</p>	<p>Teacher wellbeing, staff refresh on Pause, Breathe, Smile. Wellbeing survey for students, parents, teachers.</p>	<p>Enhance wellbeing, attentiveness and “I can” kids through</p> <ul style="list-style-type: none"> - increased opportunity to be active - Physical Education, Movement, Fitness - Increased opportunity to be reflective - mindfulness, meditation, yoga, growth mindset, circle time, resilience.
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Annual Planning 2022-2024

Strategic Goal 2: All Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.

Strategies	Expected Outcomes
<ul style="list-style-type: none"> ● Ensure that every learner gains sound foundational skills in literacy and numeracy. ● Implementation of Teacher as Inquiry ● Teachers practice is responsive to students’ needs to promote deeper learning and specific outcomes. ● Lead teachers will provide professional leadership to enhance teaching and learning programmes in literacy, numeracy and inquiry learning. ● Graduate profile integrated in all aspects of school life to enhance engagement and achievement. ● A collaborative approach to teaching and learning is evident. ● Implement authentic student agency to enhance engagement and achievement. ● Strategic reduction of cognitive load. ● A whole school localised curriculum is implemented for inquiry learning and integrated into other curriculum areas where possible. 	<ul style="list-style-type: none"> ● All learners will have ongoing opportunities to develop key capabilities in communication, problem solving, critical thinking and interpersonal skills. ● Teaching methods and approaches changed and modified to meet the needs of the child including using specialist teachers or agencies. ● Greater student focus and achievement in learning. ● Learning accelerated as progress is monitored vigorously. ● Students’ efforts are more fully acknowledged. ● Coherent school-wide teaching and assessment practices towards literacy, Numeracy and the wider curriculum. ● Variety of resources identified as good practice models to use. ● Students are aware of what they need to achieve to improve the quality of their learning outcomes and are being engaged in the learning process. ● Teachers are up-skilled on a personal needs level. Feedback given to them is personalised and meaningful.. ● More effective use of information communication technology ● Higher levels of movement over a year due to focused learning environments. ● Staff to articulate and understand the purpose and the principles of teaching as inquiry ● Staff will be able to plan an inquiry based around a curriculum area in their collaborative environments, and identify effective teaching practices which improve student learning. ● Staff will participate as reflective practitioners within a professional learning community. ● Staff will reflect critically on their own practice based on understandings of effective pedagogy and will undertake professional reading. ● Staff ● Lead teachers will facilitate staff meetings. ● Staff will observe each other and have professional conversations about steps they have taken.

<ul style="list-style-type: none"> Priority learners are identified early, monitored termly and supported, including regular communication with whanau. 	<ul style="list-style-type: none"> Students are aware of the necessary dispositions to be a successful SJB student. Teachers understand that the graduate profile underpins all that we do. Teachers will develop an understanding of authentic collaboration. Teachers will have more time to discuss our priority learners. Student performance in higher order thinking tasks is improved because of greater automaticity in foundational skills (handwriting, basic facts, spelling, etc).
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Specific Actions

Strategic Goal 2: All Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.

Based on our newly created 3 year inquiry learning cycle, resources are reviewed and new / relevant resources are purchased to deliver inquiry learning.	Through the use of goals and next steps on HERO. HERO goals will include learning links / flipped resources to support teaching and learning in our Inquiry Learning Curriculum.	Bex Langton contracted to advise on localised curriculum and to aid in the review of documentation, the consulting of our community and to template a 3year cycle for inquiry.
Work alongside and consider the NZ Curriculum refresh alongside our curriculum areas, hubs and progressions. Potential refresh of curriculum delivery statements.	Localised Curriculum leads to unpack, develop and collate learning progressions for each term's inquiry. These will be loaded to HERO and will be developed over the next two years. This will lead to live reporting and students providing evidence against our progressions on HERO.	Lane Clark pedagogy to continue to direct our inquiry learning methodology alongside the 3 year cycle created inline with our localised curriculum.
Continue to implement / refine our graduate profile that underpins all aspects of school life and to enhance engagement and achievement.		Teachers released 2 days per term to forward map resources and planning according to our three year inquiry cycle. Year 1 cycle is complete. We now need to map out the next two years of the cycle.

Annual Planning 2022-2024

Strategic Goal 3: To strengthen and enhance whanau & community engagement.	
Strategies	Expected Outcomes
<ul style="list-style-type: none"> Seek advice from our Maori community on how best to include tikanga Maori in values, practices and organisational culture. 	<ul style="list-style-type: none"> Have high aspirations for every learner and support each child through partnering with their whanau. <ul style="list-style-type: none"> Programmes are designed and delivered to ensure that they are responsive to the needs of the child and sustain their identity and culture. Te reo Maori and tikanga will be meaningfully incorporated into everyday life of our school.

<ul style="list-style-type: none"> ● Use development opportunities for teachers to build their knowledge, capability and skills in te reo Maori and tikanga Maori. ● Identify and respond to learners strengths and needs and whanau aspirations. ● Build relations with whanau and collaborate with our community to ensure educational and institution success. ● Community consultation inclusive of all parties related to the school will be used to enhance our expected outcomes ● Staff, Students and Whanau to work collaboratively to raise student achievement. ● Use data and knowledge of tamariki will be collected to effectively inform teaching ● High expectations to be used to effectively enhance student outcomes and help students set learning goals. 	<ul style="list-style-type: none"> ● Families are well informed about students' learning and their learning goals. Greater student focus and achievement in learning. ● Greater parent knowledge and understanding which supports the school focus. ● Parents are receiving reports that emphasise our special character and key areas of learning. ● Quality communication and relations across our school community and local neighbourhood. ● Early identification of issues, patterns emerging in children’s achievement. ● Students’ efforts and successes are more fully acknowledged. ● Greater links between home and school due to common knowledge of expectations will lift achievement and participation. ● Engagement and communication with the community will highlight and underpin the qualities, skills and values that our community aspire our Tamariki to leave St. John Bosco with. ● School relationships strengthened across the age groups. ● Methods of communication between, school, home, teacher, child, parent will be used effectively. ● Community feedback and communication is timely and relevant. ● Feedback gained from a wider field of our school community. ● Parent / school knowledge and expectations will be more aligned with each others’ perspectives.
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Specific Actions

Strategic Goal 3: To strengthen and enhance whanau & community engagement.

<p>Create an “Evidence of Growth” cycle linked to Te Ahu o te Reo Maori, creating a pathway for Kaiako at SJB.</p>	<p>The community will be consulted to construct a 3 year cycle of concepts for inquiry learning and to review our localised curriculum.</p>	<p>Whanau Hui - held annually - to create a shared vision and plan. Damon Ritai to assist. Whanau</p>
<p>Continue to enhance ways of creating stronger learning conversation relationships with Whanau in real time.</p>	<p>Maori Achievement Cluster PLD. Use of Damon Ritai as an expert who can help us create stronger links with Iwi & Hapu.</p>	<p>Consult Maori whanau in relation to their aspirations for tamariki, Also Te Atiawa, Ngati Te Whiti, Ngati Tawhirikura.</p>
<p>Consult further in relation to student well being - mindfulness, resilience and spirituality.</p>	<p>Through support of Damon Ritai and Wananganga specific Reo & Tikanga links to our values, mission, names and school documentation will be created.</p>	<p>Cultural Landscape refined for our Kura and in line with Parihaka Mai Ai Project. “Our Local Story”</p>

Annual Planning 2022-2024

Strategic Goal 4: Through shared agency our Tamariki /staff will be supported in their ako through focused use of resources and opportunities to follow talents and meet targets.

Strategies	Expected Outcomes
<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for kaiako to strengthen capabilities. Develop teacher confidence and competence to modify teaching to meet the needs of diverse learners. Expect kaiako to build a deeper understanding of their learners to better understand their stories, cultures and be culturally responsive. Teacher Inquiry processes and systems ensure student and teacher needs are being fostered to lift the achievement of our learners. Continue to develop a localised school curriculum that reflects the needs of our school community linking with our Catholic values and beliefs. Implement authentic student agency to enhance engagement and achievement. Develop Ten Year Property Plans/School Budgets that use resources to meet our immediate needs and goals. 	<ul style="list-style-type: none"> Teaching, leadership and learning support capability across our school will be strengthened. Staff participate as reflective practitioners in PLG group, undertaking professional reading and reflecting on practice. A shared three year cycle unlocks inquiry learning. Our local curriculum will be brought alive through best practice inquiry learning. Budgets are well resourced allowing the curriculum to be unlocked and explored. Teachers and students will refer to the Graduate Profile regularly. Teachers will have a clear understanding of future focused teaching and learning. Student led Initiatives/Events and ownership of the school environment will be evident. Staff are well versed in a shared understanding of student agency (learning intentions, success criteria, next step, choice) at SJB. School property is maintained to the highest possible standards. Maintenance follows a regular cycle. Hazards are removed from the school environment. School has a clear vision for future focused learning environments.

Specific Actions

Strategic Goal 4: Through shared agency our Tamariki /staff will be supported in their ako through focused use of resources and opportunities to follow talents and meet targets.

Professional readings and discussions linked to our PLD - Structured Literacy.	Christine Braid will guide all staff to unlock the theory and practical concepts around writing in line with our structured literacy sequence.	Teaching as Inquiry to be lead by Management - Focus on priority/target learners and support accelerated learning
Management will work alongside Christine Braid to incorporate key learnings into our systems for assessment, planning and resourcing in literacy and the impact of this intervention on our priority learners will be tracked and reviewed.	Alongside Christine Braid staff will begin to consider a scope and sequence aligned with structured literacy in our spelling and handwriting programmes.	PLD Teaching as Inquiry established in school by leaders. Focusing on writing , with a particular focus on grammar and spelling, and application across the curriculum to reduce cognitive load and the impact of this intervention will be correlated with a rise in writing performance.

Staff to monitor and analyse our SJB beginning, mid and end of year analysis data sheets. Asking what does this show? What does this mean? What are we going to do?		

Annual Planning 2022-2024

Strategic Goal 5: Innovation will be seen as a key tool in the teaching and learning process for Tamariki and teachers.

Strategies	Expected Outcomes
<ul style="list-style-type: none"> ● Teachers will use innovative pedagogy to develop effective learning environments for all students. ● Student outcomes are improved through the appropriate use of digital technologies to support learning and digital citizenship. ● School leaders will lead the integration of innovation and digital learning capability. ● Nga whakapiringatanga – teachers are able to create a secure, well-managed learning environment. ● Best practice is highlighted and disseminated. ● Assessment data will be used to design innovative classroom structures and practices. 	<ul style="list-style-type: none"> ● Student centred planning & learning with focused, measurable goals. ● Every child will have a personally appropriate level of ICT planned into their programme. ● Hero/Seesaw portfolio work emphasises reflection and responsiveness to goals in all subjects. ● Effective learning that is child centred, activity based and experiential. ● Teachers will be informed by the learning and engagement needs of students. ● Teachers will acknowledge themselves as learners and take responsibility for furthering their own professional learning and use of technologies through the use of appropriate frameworks, teacher inquiry and professional networks. ● Each term teachers reflect on & record on their innovations & make a judgement about impact on learning. Next steps are formulated. ● A record of effective practices is kept in order to make recommendations that may be adopted across the school ● Each team summarises & presents their findings to an agreed audience at the end of the year. ● Deeper thinking promoted from students. ● Strong cross curricula and ICT integration. ● Foundations of innovations are built on each year. ● Students will use their knowledge and skill in literacy and numeracy to work across the curriculum. ● Access to a wider variety of information, knowledge and expertise will increase through effective use of technology. ● All classes implement a form of chill time or passion projects into their programme. ● School wide documents stored in a systematic way with easy access anywhere, any time. ● Increased pedagogical knowledge from a leadership aspect.

Specific Actions

Strategic Goal 5: Innovation will be seen as a key tool in the teaching and learning process for Tamariki and teachers.

Review all curriculum documentation to align with our current practice.	Digital Fluency PLD to be entered and pilot collaborative tools that enhance a digital relationship within and across the school.	
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Continue to develop the shared drives, school hubs / sites and the SJB Curriculum Landscape for all school resources	Staff take part in visiting schools of excellence and innovation	Develop, alongside our 3 year curriculum cycle, a matching skills matrix on HERO.
A school based Inquiry Learning PLD. Follow our PLD plan and each Change meeting focuses on an aspect of the overview.	Implementation of and school documentation created to integrate Digital Technology Curriculum.	Teachers to inquire into effective modern teaching practices & their impact on student learning.

Student Achievement Annual Target 2022 Literacy Action Plan

Local Goal	Strategic Goal: In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.		
Target Area	Phonological awareness.		
Target Groups	<p>Reading: We have 36 identified priority learners in the area of Reading for 2022. Of this group 17 are boys, 19 are girls and 4 identify as Maori. 4 will be Year 6 in 2022. 7 will be Year 5 in 2022. 3 will be Year 4 in 2022. 13 will be Year 3 in 2022 and 9 will be in Year 2.</p> <p>Writing: We have 20 identified priority learners in the area of writing for 2022. Of this group 13 are boys, 7 are girls and 4 identify as Maori. 7 will be Year 6 in 2022. 4 will be Year 5 in 2022. 9 will be Year 4 in 2022.</p>		
Annual Target / Aspiration	To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Literacy.	Target Outcome	
Historical Position	<p>Writing: Overall at the end of the 2021 year we have 24 (10%) of our students working towards their expected curriculum level in writing. 198 (72%) are working at their expected curriculum level and 52 (18%) are working beyond their expected level. Overall 90% of our students are working at or beyond their expected level.</p> <p>Our girls mirror our school wide picture. 8 (6%) of our girls are working towards their expected curriculum level in writing. 113 (77%) are working at their expected curriculum level in writing. 25 (17%) of our girls are working beyond their expected curriculum level in writing. Overall we have 94% of our girls working at or beyond their expected curriculum level in writing.</p> <p>Our boys are slightly below our girls. Although there is variance it is not a significant variance. Our data shows 16 (13%) of our boys are working towards their expected</p>		

curriculum level in writing. 85 (67%) are working at their expected curriculum level in writing. 27 (21%) of our boys are working beyond their expected curriculum level in writing. Overall we have 88% of our boys working at or beyond their expected curriculum level in writing. Our Year 3 and Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in writing.

Our data shows 6 (13%) of our Maori are working towards their expected curriculum level in writing. 33 (73%) are working at their expected curriculum level in writing. 6 (13%) of our Maori are working beyond their expected curriculum level in writing. Over all 86% of our students are working at or beyond their expected level.

Our data shows 2 (7%) of our Asian students are working towards their expected curriculum level in writing. 20 (67%) are working at their expected curriculum level in writing. 8 (26%) of our Asian students are working beyond their expected curriculum level in writing. Overall 93% are working at or beyond their expected level.

Our data shows 16 (9%) of our NZE are working towards their expected curriculum level in writing. 135 (72%) are working at their expected curriculum level in writing. 37 (19%) of our NZE are working beyond their expected curriculum level in writing. Overall 91% of our NZE children are working at or beyond their expected level. Our Year 3 cohort is an outlier with higher numbers of students working towards their expected curriculum level in writing.

Reading:

Overall at the end of year we have 40 (15%) of our students working towards their expected curriculum level in Reading. 157 (59%) are working at their expected curriculum level and 73 (27%) are working beyond their expected level. Overall 85% of our students are working at or beyond their expected level.

Our Year 1, 2 and 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in Reading. The year 2 cohort are the children who began their schooling in and around our Covid lock down. We are tracking this group as they missed a good 10 weeks initially. These children have received extra small group teaching in Terms 1,2, 3 & 4 this year. This small group teaching has been led by our Literacy Lead Teachers. We are seeing great progress. They are still slightly below but getting closer to being at expectation.

Our girls mirror our school wide picture. 21 (15%) of our girls are working towards their expected curriculum level in writing. 80 (57%) are working at their expected curriculum level in reading. 40 (29%) of our girls are working beyond their expected curriculum level in reading. Overall we have 86% of our girls working at or beyond their expected curriculum level in reading. Our Year 2 and Year 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.

Our data shows 19 (15%) of our boys are working towards their expected curriculum level in Reading. 77 (60%) are working at their expected curriculum level in reading. 33 (26%) of our boys are working beyond their expected curriculum level in reading. Overall we have 86% of our boys working at or beyond their expected curriculum level in reading. Our Year 1 & 2 cohorts are outliers with a higher number of students 6 working towards their expected curriculum level in reading.

Our data shows 6 (14%) of our Maori are working towards their expected curriculum level in reading. 29 (65%) are working within their expected curriculum level in reading. 10 (23%) of our Maori are working beyond their expected curriculum level in reading. Overall we have 88% of our Maori working within or beyond their expected curriculum level in reading.

Our data shows 21(4%) of our Asian children are working towards their expected curriculum level in reading. 17 (63%) are working within their expected curriculum level in reading. 9 (34%) of our Asian children are working beyond their expected curriculum level in reading. Overall we have 96% of our Asian children working within or beyond their expected curriculum level in reading.

Our NZE Students have 85% working at or beyond their expected curriculum level. Our data shows 31 (17%) of our NZE are working towards their expected curriculum level in reading. 105 (57%) are working within their expected curriculum level in reading. 51 (28%) of our NZE are working beyond their expected curriculum level in reading.

LITERACY IMPROVEMENT PLAN Reading / Writing / Spelling / Handwriting

WHOLE SCHOOL OVERVIEW

APPROACH	<p>It has been identified within our school setting that teachers need to be better equipped with the knowledge and teaching methods to consider what happens in the brain as children learn to read, write and spell. Teachers need knowledge about the complexity of the written code of English and how it can be taught.</p> <p>We need to examine the extensive research in the studies of the science of reading, writing and spelling. It's important that we become aware of the importance of ensuring children have had the chance to learn the connections between letter sounds and letter shapes and formation. We want to break down and understand how the brain processes letters in a word to build word knowledge or orthographic maps. We believe if we have the knowledge and resources for teaching the code explicitly and systematically, those children who are hard to move in relation to reading and writing outcomes will improve through the implementation of an explicit and systematic approach.</p> <p>A whole school focus on Structured Literacy will be used as an intervention and method of effective practice to accelerate, strengthen and broaden each learner's knowledge and understanding relating to phonological awareness. This will help and foster children's ability to decode and sound out words in the context of reading, writing and spelling.</p> <p>We need to consider that for the large majority of our children historical guided reading and writing approaches have provided a good scaffold for a majority of children to be successful. However for a small group of our learners such practice hasn't been as effective and has left gaps in learning. These children need other scaffolds, processes, progressions or codes in their learning to ensure they grasp the fundamentals of literacy. We need to consider how structured literacy can be interwoven into guided reading and structured writing sessions for these children.</p>
ASSESSMENT	<p>Children will be identified as target students through our school wide assessment procedures of progress made in reading and writing. Those children who are working towards their expected level in reading and writing in Years 2-6 will be identified as our target students. These children will undergo our Structured Literacy Screening tool. All new entrant children will undergo our Structured Literacy Screening tool on arrival to school. These assessments will be used as baseline data and will be administered again to map progress made.</p>

KEY IMPROVEMENT Actions / adoptions / STRATEGIES / new learning...

Key Area	WHAT WILL STAFF LEARN?	WHO WILL HELP?	HOW DO WE KNOW IF WE ARE SUCCESSFUL	MEASURABLE SCALE
<p>Staff PLD- Focusing on writing , with a particular focus on grammar and spelling, and application across the curriculum to reduce cognitive load and the impact of this intervention will be correlated with a rise in writing performance.</p>	<ul style="list-style-type: none"> - The science that guides structured literacy. - Christine Braid will guide all staff to unlock the theory and practical concepts around writing in line with our structured literacy sequence. 	<ul style="list-style-type: none"> - Christine Braid - Massey University. - Senior Management - Literacy Teachers 	<p>Staff feedback following our workshop.</p> <p>Staff engagement.</p> <p>Teachers will be able to identify and articulate the science of Structured Literacy.</p>	<ul style="list-style-type: none"> - Staff to provide 5 new learnings each PLD meeting - Staff to provide 3 actions they will consider as a part of their structured reading lesson each PLD meeting. - Target students will show accelerated progress of two sub-levels or more in writing. - Writing annotation used to engage growth in spelling e.g. long a sound ai, ay).
<p>Professional readings and discussions linked to our PLD - Structured Literacy.</p>	<ul style="list-style-type: none"> - Continued personal professional growth in the science of reading, writing and spelling. 	<ul style="list-style-type: none"> - Christine Braid - Massey University. - Principal 	<p>Research will be implemented into practice.</p> <p>Scope and sequence created to guide teachers.</p> <p>Resources created to support scope and sequence.</p>	<ul style="list-style-type: none"> - Alongside Christine Braid staff will begin to consider a scope and sequence aligned with structured literacy in our spelling and writing programmes. - Will be seen in planning and class observations.
<p>Modelling / Observations - what might structured literacy look like in our class?</p>	<ul style="list-style-type: none"> - The structure of how a structured literacy lesson might look, the resources we may need to prepare and have for each lesson. 	<ul style="list-style-type: none"> - Christine Braid - Massey University - Junior - Senior Literacy lead SJB. 	<p>Teachers will articulate clearly how they will integrate structured literacy into their literacy programmes for their target group or class (Juniors)</p> <p>Structured literacy will be visible and evident in reading programmes</p>	<ul style="list-style-type: none"> - Feedback and self review of modelling sessions.
<p>School Improvement plans to be lead by Management - Focus on priority/target learners and support accelerated learning</p>	<ul style="list-style-type: none"> - To continue working on best practice in structured literacy - Reading. - How the science of 	<ul style="list-style-type: none"> - Principal - Senior management - Lead Literacy Teachers - Christine Braid 	<p>Data collected over a year period will reflect accelerated progress in writing results.</p> <p>Improved writing and spelling seen in all other curriculum areas.</p>	<ul style="list-style-type: none"> - 5 year entry test analysis pre and post. - Target group test analysis pre and post. - Management will work alongside Christine Braid to incorporate key learnings into our systems for

	<p>writing and spelling will improve writing standards for target learners.</p> <ul style="list-style-type: none"> - To develop the scope and sequence for writing and spelling. 	<p>through end of year review</p>	<p>Students will learn to decode words (and have a better understanding of base words, roots, prefixes and suffixes) in an explicit and systematic manner.</p>	<p>assessment, planning and resourcing in literacy and the impact of this intervention on our priority learners will be tracked and reviewed.</p> <ul style="list-style-type: none"> - Staff to monitor and analyse our SJB beginning, mid and end of year analysis data sheets and Learner Profiles. Asking what does this show? What does this mean? What are we going to do?
Scope / progressions / Planning / Assessment	<ul style="list-style-type: none"> - Developing a progression of reading, spelling and grammar as we move through the levels. 	<ul style="list-style-type: none"> - Principal - Literacy Leads 	<p>Scope will be seen and visible in teachers planning.</p> <p>A target approach that uses structured literacy, with a focus on grammar and spelling, as a supplement to our reading and writing programme.</p>	<ul style="list-style-type: none"> - Accelerated progress seen in HERO goals achieved for target learners.
Resources	<ul style="list-style-type: none"> - Efficient lessons require resources that meet the need being taught. 	<ul style="list-style-type: none"> - Literacy Lead teachers. - Classroom teachers. 	<p>Resources are being used daily. Demand out stretches resources at hand.</p>	<ul style="list-style-type: none"> - Resources integrated into lessons - Resource kits created for teachers to use.

MONITORING	<p>Management meetings PLD days Reflections alongside our plan</p>
RESOURCING	<p>Christine Braid Massey University PLD Teacher Release Junior Book Resources / Middle Book Resources / Senior Book Resources Team meetings Staff Meetings</p>

REFLECTIONS 2022:

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Interim	
Final Data	
Analysis of Variance Discussion / Recommendations	

Student Achievement Annual Target 2022 - Numeracy Action Plan and Targets

Local Goal	Strategic Goal: In relation to the New Zealand Curriculum, all students inclusive of those with learning needs will experience quality teaching in written language through the engagement of challenging personalised learning programmes, where students are aware of their own learning goals and next steps.		
Target Area	Deeper understanding Number knowledge and Basic facts to reduce cognitive load.		
Target Groups	We have 45 identified priority learners in the area of maths for 2022. Of this group 17 are boys, 28 are girls and 8 identify as Maori. 10 will be Year 6 in 2022. 11 will be Year 5 in 2022. 10 will be Year 4 in 2022. 12 will be Year 3 in 2022 and 2 will be in Year 2.		
Annual Target / Aspiration	To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Maths. <i>We expect that all Priority & Targeted children will make significant & accelerated progress meaning 1 or more stage progress in all areas of maths.</i>		
Historical Position	At the end of 2021, we had 48 (18%) of our students working towards their expected curriculum level in maths. 177 (64%) are working at their expected curriculum level and 50 (18%) are working beyond their expected level. Overall 82% of our students are working at or beyond their expected level. Our Year 2,3,4 & 5 cohorts are an outlier with higher numbers of students working towards their expected curriculum level in maths.		

Our girls mirror our school wide picture. 29 (20%) of our girls are working towards their expected curriculum level in maths. 94 (64%) are working at their expected curriculum level in maths. 23 (16%) of our girls are working beyond their expected curriculum level in maths. Overall we have 80% of our girls working at or beyond their expected curriculum level in maths. Our Year 2,3 & 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in maths.

Our data shows 19 (15%) of our boys are working towards their expected curriculum level in maths. 83 (64%) are working at their expected curriculum level in maths. 27 (21%) of our boys are working beyond their expected curriculum level in math. Overall we have 85% of our boys working at or beyond their expected curriculum level in maths. Our Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in maths.

Our data shows 9 (20%) of our Maori are working towards their expected curriculum level in maths. 30 (67%) are working at their expected curriculum level in maths. 56(13%) of our Maori are working beyond their expected curriculum level in math. Overall we have 80% of our Maori working at or beyond their expected curriculum level in maths. Our Year 2 & 5 cohort are an outlier with higher numbers of students working towards their expected curriculum level in maths.

Our data shows 3 (10%) of our Asian students are working towards their expected curriculum level in maths. 20 (67%) are working at their expected curriculum level in maths. 7 (23%) of our Asian students are working beyond their expected curriculum level in maths. Overall we have 90% of our Asian students working at or beyond their expected curriculum level in maths.

Our NZE Students have 82% working at or beyond their expected curriculum level. This is lower than any of the cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 34 (18%) of our NZE are working towards their expected curriculum level in maths. 120 (63%) are working at their expected curriculum level in maths. 35(19%) of our NZE are working beyond their expected curriculum level in math. Overall we have 82% of our NZE working at or beyond their expected curriculum level in maths. Our Year 2,3 & 4 cohorts are an outlier with higher numbers of students working towards their expected curriculum level in maths.

We will have 45 priority learners to start in 2022. This number is higher than previous years but based on our progression based reporting and reduced face to face time at school due to Covid it can be cross referenced and linked strongly to less time at school to achieve goals and make progress.

NUMERACY IMPROVEMENT PLAN - Cognitive Load

WHOLE SCHOOL OVERVIEW

APPROACH

Mathematics and statistics enables students to develop abilities to think logically, strategically, creatively and critically. Mathematical knowledge and skills provide building blocks for success in many areas of life and work.

Many students are confronted by obstacles in relation to mathematics learning. These obstacles could be linked to number knowledge, understanding problem solving logic or knowledge of basic facts.

We know that caring classroom learning communities that are planned and focused on mathematical goals help develop students' mathematical identities and proficiencies.

Effective teachers who understand mathematical learning pathways and connections cater for wider needs in our classrooms and also provide students with opportunities to work both independently and collaboratively to make sense of ideas. We know that effective teachers plan mathematics learning experiences that enable students to build on their existing proficiencies and experiences. Effective teachers use a range of assessment practices to make students' thinking visible and to support students' learning. It is fundamental that this assessment and planning must be linked to school wide progressions or agreed outcomes. We know and understand that the tasks and examples they select influence how students come to view, develop, use and make sense of mathematics. The learning needs to be pitched at their next step learning meaning it is moment in time learning making it not too hard or not too easy. This means our students will not tune out, be disheartened but instead be highly engaged, successful learners.

This improvement plan seeks to strengthen mathematics knowledge and build teacher capability in the teaching and assessment of mathematics and statistics. As a result our student progress and achievement will be stronger and coherent.

Our mathematics professional learning and development will include:

- the development of teacher knowledge about the value and importance of linking learning at home with learning at school
- a focus on ensuring that all parents and whānau are supported to understand where their children are currently at in their learning, and what their next learning steps will be
- a focus on the importance of culturally responsive learning and teaching that values the cultures, identities, and languages of all learners and their parents, families, and whānau.
- whole-school staff meetings for the development of common, consistent curriculum messages, culturally responsive pedagogies, assessment and planning
- individual teacher and syndicate meetings to analyse student achievement data, attending particularly to students in need of accelerated progress and addressing issues of in-school variance of student achievement
- individual teacher meetings to set and review personal developmental goals
- classroom modelling, observation, and follow-up discussion
- syndicate and staff meetings to develop effective pedagogy, content knowledge, and programmes to accelerate learning
- leadership meetings for planning and reflection on the learning needs of the staff
- mentoring and coaching where and when needed.

ASSESSMENT

Children will be identified as target students through our school wide assessment procedures of progress made in maths. Those children who are working towards their expected level in maths in Years 2-6 will be identified as our target students. These children will undergo further strand assessment and have PAT test data analysed. All new entrant children will undergo our NUMPA Screening tool on arrival to school. These assessments will be used as baseline data and will be administered again to map progress made.

KEY IMPROVEMENT Actions / adoptions / STRATEGIES / new learning...

Key Area	WHAT WILL STAFF LEARN?	WHO WILL HELP?	HOW DO WE KNOW IF WE ARE SUCCESSFUL	MEASURABLE SCALE
SJB Analysis Sheets used to identify team areas of targeted teaching...	<ul style="list-style-type: none"> - Use of HERO to identify the targeted students. - Use of priority learner profiles to accelerate progress. - Use of either PAT or SJB excel analysis sheets. - Management Team (Matt) to identify specific goals to be addressed, and work alongside teams to develop an action plan to hit these goals. 	<ul style="list-style-type: none"> - Maths Leaders: Matthew Moorby, Lisa Haenga. - Team leaders through team meetings and analysis meetings. 	<ul style="list-style-type: none"> - Planning will show areas of weakness before teachers start planning math sequences for the unit. 	<ul style="list-style-type: none"> - PAT Math start and end of year testing and analysis. - SJB Analysis sheets showing individual progress.
Termly deliberate maintenance	<ul style="list-style-type: none"> - How to target the areas of weakness in daily maintenance. 	<ul style="list-style-type: none"> - All staff - Team leaders through team meetings, analysis meetings 	<ul style="list-style-type: none"> - Acceleration in knowledge and basic fact areas for target students. - Knowledge maintained across the year. 	
Review of teaching sequence	<ul style="list-style-type: none"> - Implement problem solving into units - Consider fractions following on from division - Analyse goal distribution across the different strands in order to inform planning and pace, to understand how many goals a child will need to click off to move them to being at expectations. - Staff meetings held to discuss and share accelerated practices through the year. 	<ul style="list-style-type: none"> - Management team. - Maths Leaders: Matthew Moorby, Lisa Haenga 	<ul style="list-style-type: none"> - Teaching sequence is in planning and is deliberately thought out based on data. 	<ul style="list-style-type: none"> - All areas of maths progressions being used by teachers on HERO. - Statistics, Geometry & Measurement data on HERO used as progress indicators.
Planning linked to school wide HERO goals.	<ul style="list-style-type: none"> - HERO goals not completed will guide what we teach during the unit. - HERO goals are used to push “independent” learning as part of the regular programme, and these would include the other strands (not just Number). 	<ul style="list-style-type: none"> - All Teachers 	<ul style="list-style-type: none"> - Planning is linked to goals - HERO goals having evidence placed alongside them by the children. 	<ul style="list-style-type: none"> - Mid Year and End of Year Math progress reports to the Board of Trustees.

Immersion of mathematical concept	<ul style="list-style-type: none"> - What is expected at each stage of the curriculum. - Teachers will be aware of the scope of math knowledge progress. - Agreed school Pre tests 	<ul style="list-style-type: none"> - Maths Leaders: Matthew Moorby, Lisa Haenga 	<ul style="list-style-type: none"> - Resource created that clearly shows what is expected at each stage of Add / Sub Mult / Div Prop / Ratios - Slides created that refresh and refocus minds of children 	
Basic facts underpin all math learning	<ul style="list-style-type: none"> - Number knowledge underpins math progress. - Progressions through mastering basic facts through 8 quick and Kung Fu math programs 	<ul style="list-style-type: none"> - Teachers Year 3-6 	<ul style="list-style-type: none"> - Tracking of Kung Fu basic facts shows more than expected progress. - Standardised testing when analysed will reflect deeper knowledge of basic facts. 	<ul style="list-style-type: none"> - PAT Math start and end of year testing and analysis. - SJB Analysis sheets showing individual progress.

MONITORING	<p>Management meetings PLD days Reflections alongside our plan</p>
RESOURCING	<p>Staff Meetings Teacher Only Day to unpack our understandings Lead teachers released to consider progressions</p>

REFLECTIONS 2022:

LOCALISED CURRICULUM IMPROVEMENT PLAN - INQUIRY

WHOLE SCHOOL OVERVIEW

APPROACH

Our local curriculum is unique and responsive to the priorities, preferences, and issues of our community and your people. It is important that all elements of *The New Zealand Curriculum* are considered and used as the framework in designing our local curriculum. This will enable and empower us to support the strengths of all our learners.

A localised curriculum is an ongoing process and ever changing pathway as we learn and understand more about our tamariki, their needs and aspirations. At the heart of our local curriculum design is the consideration and inclusion of what works for improving learning for all students. We understand that this is a journey and we will need to continue to challenge and evaluate our ideas, systems, and processes.

A local curriculum must enrich learning opportunities by ensuring coherence and continuity of progress for our learners, both over the years and across settings, preparing them for lifelong learning. There must be pathways and progressions that are based on skill, knowledge and the child as a learner. A local curriculum fundamentally must describe the most important learning your community believes is too important to leave to chance, and must specify what this learning looks like at critical points. Teachers in turn should use this description of the most important learning to design rich opportunities for students to develop their conceptual understandings, competencies, and skills.

We want to focus on four high impact practices, which have been taken from the Local Curriculum Design Toolkit

- Enable relationships for learning
- Strengthen collaborative inquiry
- Build coherent pathways
- Provide rich opportunities for learning

Our local curriculum must be a living breathing document - it will evolve and change alongside our learners and our community.

ASSESSMENT

KEY IMPROVEMENT Actions / adoptions / STRATEGIES / new learning...

Key Area	WHAT WILL STAFF LEARN?	WHO WILL HELP?	HOW DO WE KNOW IF WE ARE SUCCESSFUL	MEASURABLE SCALE
Staff PLD based on key curriculum areas and the 3 year inquiry cycle.	<ul style="list-style-type: none"> - Bex Langton contracted to advise on localised curriculum and to aid in the review of documentation, the consulting of our community and to forward map our thinking. - Work alongside and considering the NZ Curriculum Refresh in regards to our curriculum areas, hubs and progressions. Potential refresh of curriculum delivery statements. 	<ul style="list-style-type: none"> - Bex Langton - Inquiry lead team Cushla Young, Dee Luckin. 	<ul style="list-style-type: none"> - Rich inquiry taking part in classes. - Coverage of curriculum areas in reporting - High student engagement. 	<ul style="list-style-type: none"> - Curriculum Refresh is considered and reflected in our Curriculum Landscape. - Teachers use of hub resources in planning.
Unpacking what might be included in our Local curriculum	<ul style="list-style-type: none"> - Lane Clark pedagogy to continue to direct our inquiry learning methodology alongside the 3 year cycle created inline with our localised curriculum. - Teachers unpack the AO and skills being taught and deliver through immersion and learning centres. - Develop a shared understanding of skills based progressions. 	<ul style="list-style-type: none"> - Bex Langton inquiry lead team Cushla Young, Dee Luckin. - Crystal Smith 	<ul style="list-style-type: none"> - Increased teacher knowledge of skills required for all curriculum areas. - Children talking about and able to articulate about the skill being taught. 	<ul style="list-style-type: none"> - Planning for inquiry structured around the Lane Clark pedagogy. - Clear skill progressions taught and assessed on HERO. - Evidence of the skill visible in classrooms and across our school.
Engaging community tamariki, whanau and local groups	<ul style="list-style-type: none"> - Teachers to unpack, develop and collate learning progressions for each term's inquiry. These will be loaded to HERO and will be developed over the next two years. This will lead to live reporting and students providing evidence against our progressions on HERO. - Continue to implement / refine our graduate profile that underpins all aspects of school life and to enhance engagement and achievement. 	<ul style="list-style-type: none"> - Bex Langton inquiry lead team Cushla Young, Dee Luckin. 	<ul style="list-style-type: none"> - Through the use of goals and next steps on HERO. HERO goals will include learning links / flipped resources to support teaching and learning in our Inquiry Learning Curriculum. 	<ul style="list-style-type: none"> - Evidence tagged to skill progressions uploaded on HERO under Inquiry area. - Whanau, community and local groups involved in our classes, on occasion. - Programmes reflecting the vision of our hapu and whanau.

How will we deliver and resource the curriculum	<ul style="list-style-type: none"> - Teachers to contribute to the building and develop of localised curriculum hub - Teachers contribute to the building and development of a pool of localised curriculum resources that can be utilised. 	<ul style="list-style-type: none"> - Lead Teachers released 2 days per term to forward map resources and planning according to our three year inquiry cycle. Year 1 cycle is complete. We now need to map out the next two years of the cycle. 	<ul style="list-style-type: none"> - Through the use of goals and next steps on HERO. HERO goals will include learning links / flipped resources to support teaching and learning in our Inquiry Learning Curriculum. - Based on our 3 year inquiry cycle, resources are reviewed and new / relevant resources are purchased to deliver inquiry learning. 	<ul style="list-style-type: none"> - Hub resources are developed and used in classrooms.
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MONITORING	Management meetings PLD days Reflections alongside our plan
RESOURCING	Bex Langton Teacher Release Resource development days - frontloading of our next focuses.

REFLECTIONS 2022: