



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whakaia Tutuki - strive to your potential

CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA



STRATEGIC AND ANNUAL PLAN 2019 - 2021

OUR VISION





Whaia Kia Tutuki

Strive to your potential

OUR VALUES

 <p>Whanaungatanga</p>	 <p>Hauora</p>	 <p>Kaitiakitanga</p>	 <p>Mana</p>	 <p>Manaakitanga</p>
<p>building relationships empathy belonging</p>	<p>wellbeing physical mental spiritual whānau</p>	<p>responsibility, caring for, looking after: people places land culture language</p>	<p>respect pride leadership empowerment integrity</p>	<p>inclusion diversity resilience celebrating uniqueness</p>

DISPOSITIONS FOR LEARNING

 <p>Growth Mindset</p>	 <p>Communication</p>	 <p>Creativity</p>	 <p>Citizenship</p>
<p>problem solving risk taking resilience critical thinking learning from mistakes</p>	<p>mobile and adaptive active listening sharing and responding</p>	<p>curiosity innovation inquiring mind</p>	<p>respecting ideas working with others collaboration thinking and acting beyond yourself</p>

PRINCIPLES

The Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa are the foundations for curriculum decision making. The principles put the students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Central to both the New Zealand Curriculum and Te Marautanga o Aotearoa is The Treaty of Waitangi/Te Tiriti o Waitangi.

In our decision making, our school and Board of Trustees will be guided by the principles of the Treaty of Waitangi, the New Zealand Curriculum and Te Marautanga o Aotearoa.

KO TĀTOU TĒNEI - THIS IS WHO WE ARE

Central Normal School is a unique and multifaceted school in the heart of the Palmerston North Central Business District.

Central Normal School has the proud history of being the first school to be established in Palmerston North. Our Māori name, Te Kura Tuatahi o Papaioea, The First School of Palmerston North, reflects this proud heritage. Central Normal School has been on its current site since 1922 and still has the original brick fence pillars that were built at that time.



Central is a Normal School, which comes from the French phrase, 'L'Ecole Normale', which means to model/teach. As a Normal School, we have a close relationship with Massey University, where we regularly host graduate trainee teachers to support them with their teacher training and development.

Central Normal School is a fund holder school for the provision of specialist services for our ORS students. We have a large team of dedicated teachers, support staff and specialists (ie: Speech Language Therapists and Occupational Therapist) who work alongside our ORS funded students. As per our philosophy and vision, all our children are mainstreamed and work alongside their peers in the classrooms, as much as possible.

Central Normal School also provides bilingual education within our bilingual team - Te Arawaru.

TIKANGA AND TE REO MĀORI

At Central Normal School we honour Te Tiriti o Waitangi and acknowledge and value Aotearoa/New Zealand's cultural diversity. We also acknowledge the unique position of Māori as tangata whenua and Rangitāne as mana whenua of our school. Our school embraces the vision of Ka Hikitia of 'Maori enjoying and achieving education success as Māori'.

Central Normal School/Te Kura Tuatahi o Papaioea has a strong commitment and passion for bicultural education. One of our teaching Teams, Te Arawaru, consists of six classes for bilingual education. Four of these classes are Rumaki classes, offering Level 1 instruction and two of these classes are Reo Rua, offering Level 2 instruction. Te Arawaru programmes are planned and taught from the Māori Curriculum document - Te Marautanga o Aotearoa.

Te Arawaru provides a strong cultural sense and identity for our Māori learners and whanau, which is shared and integrated across the whole school. A Tikanga/Te Reo Kaiako has been employed to teach tikanga and te reo across Kura Auraki. Kapa Haka is a very important part of our school, with our school offering four Kapa Haka groups for children to belong to.

Our four teaching teams of, Matanginui, Maharahara, Wharite and Te Arawaru, were names gifted to our school by Rangitāne, and as such, are a taonga for our school. The Senior Leadership Team is named Manawatū, in respect of the river that runs through our city.

Central Normal School/Te Kura Tuatahi o Papaioea has also entered into a Memorandum of Understanding with Rangitāne, where we were gifted the taonga of local legends relating to Papaioea. This is incredibly special for our school and allows us to teach these legends to our children with the blessing and support of Rangitāne.



Manawatū



Wharite



Maharahara



Matanginui



Te Arawaru

SPECIAL EDUCATION

Central Normal School/Te Kura Tuatahi o Papaioea is a specialist service provider school for our Ongoing Resourcing Scheme (ORS) children. To ensure our ORS children achieve with equity and excellence, we have a strong philosophy of inclusive practice, where all our ORS children are in age appropriate classes, where they work alongside their peers, with the appropriate support. All ORS children have their own Individual Education Plans, which identifies their core goals and areas of learning.

WHĀNAU AND COMMUNITY CONSULTATION

ERO Evaluation Indicator 1:
Stewardship

ERO Evaluation Indicator 2:
Leadership

ERO Evaluation Indicator 3:
Educationally powerful connections and relationships

ERO Evaluation Indicator 4:
Responsive curriculum, effective teaching and opportunity to learn

Central Normal School/Te Kura Tuatahi o Papaioea is committed to ensuring the values, aspirations and voice of the community and whānau form the basis of decision making and strategic direction.

Extensive Community Consultation was undertaken in Term 3 2018, to seek the community's input and voice into the review of the Charter and our strategic direction. Similarly, Whānau Hui were held in Term 3 2018, to seek the input and voice of our Māori community for the strategic direction and continuing development of Te Arawaru.

Staff and tamariki were asked for their valued input into the review of our Charter and the future direction of our school.

The Board of Trustees collated and synthesised all the information and published the draft information for community feedback.

The Strategic and Annual Plan 2019 - 2021, directly reflects the voice of our community, whānau, staff and tamariki.

BOARD POLICIES AND PROCEDURES

ERO Evaluation Indicator 1:
Stewardship

ERO Evaluation Indicator 2:
Leadership

The Central Normal School Board of Trustees will meet all its required obligations of the:

- National Education Goals
- National Administration Guidelines
- Education Act
- 5 Year Agreement and 10 Year Property Plans
- and other such requirements as put forward by the Ministry of Education.

Central Normal School/Te Kura Tuatahi o Papaioea policies and procedures can be accessed [here](#).

STRATEGIC PLAN: 2019 - 2021

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
<u>Cultural Responsive Framework:</u> Te Tiriti o Waitangi	<u>Cultural Responsive Framework:</u> Ka Hikitia	<u>Cultural Responsive Framework:</u> Tataiako	<u>Cultural Responsive Framework:</u> Hautū	<u>Cultural Responsive Framework:</u> Rangitāne/Manawatū Reo	<u>Cultural Responsive Framework:</u> Kaupapa of Central Normal

Strategic Goals	Related NAGs	Core Strategies for Achieving Goals: 2019 - 2021 (actions include, but are not limited to...)	
1. To ensure Māori achieve educational success and excellence as Māori where Tikanga is highly valued.	NAG 1: Curriculum NAG 2: Strategic Planning NAG 4: Finance/Property	Strategy	Timeframe
		Increase Level 1 Te Reo classes in Te Arawaru	2019
		Sole teaching, learning and assessment from Te Marautanga o Aotearoa (in Te Arawaru)	2019

		<table border="1"> <tr> <td data-bbox="855 76 1736 159">Emphasise and value on Kapa Haka to reach the Nationals</td> <td data-bbox="1736 76 2128 159">2020</td> </tr> <tr> <td data-bbox="855 159 1736 226">Employ Te Reo/Tikanga Kaiako in Kura Auraki</td> <td data-bbox="1736 159 2128 226">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="855 226 1736 293">Develop Block 5 into Whare Wānanga</td> <td data-bbox="1736 226 2128 293">2019</td> </tr> <tr> <td data-bbox="855 293 1736 360">Te Tiriti o Waitangi course for all staff</td> <td data-bbox="1736 293 2128 360">2019, 2021</td> </tr> <tr> <td data-bbox="855 360 1736 461">Collaboration in the Teacher Led Innovation Fund (TLIF) to forge stronger relationships with Rangitane Iwi</td> <td data-bbox="1736 360 2128 461">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="855 461 1736 561">Interrogate student achievement data, monitor progress and achievement</td> <td data-bbox="1736 461 2128 561">2019, 2020, 2021</td> </tr> </table>	Emphasise and value on Kapa Haka to reach the Nationals	2020	Employ Te Reo/Tikanga Kaiako in Kura Auraki	2019, 2020, 2021	Develop Block 5 into Whare Wānanga	2019	Te Tiriti o Waitangi course for all staff	2019, 2021	Collaboration in the Teacher Led Innovation Fund (TLIF) to forge stronger relationships with Rangitane Iwi	2019, 2020, 2021	Interrogate student achievement data, monitor progress and achievement	2019, 2020, 2021					
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<p>3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.</p>	<p>NAG 1: Curriculum NAG 2: Strategic Planning NAG 3: Personnel NAG 4: Finance/Property NAG 5 : Health & Safety</p>	<table border="1"> <thead> <tr> <th data-bbox="869 121 1738 185">Strategy</th> <th data-bbox="1738 121 2128 185">Timeframe</th> </tr> </thead> <tbody> <tr> <td data-bbox="869 185 1738 248">Leadership coaching and mentoring (edLead Consulting)</td> <td data-bbox="1738 185 2128 248">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="869 248 1738 312">Internal coaching and mentoring (Deputy Principal)</td> <td data-bbox="1738 248 2128 312">2019, 2020</td> </tr> <tr> <td data-bbox="869 312 1738 376">Development of Middle Leadership</td> <td data-bbox="1738 312 2128 376">2020, 2021</td> </tr> <tr> <td data-bbox="869 376 1738 440">Teaching as Inquiry Leadership Development</td> <td data-bbox="1738 376 2128 440">2019, 2020</td> </tr> <tr> <td data-bbox="869 440 1738 504">Board of Trustees training</td> <td data-bbox="1738 440 2128 504">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="869 504 1738 568">Internal and regular evaluation and self review</td> <td data-bbox="1738 504 2128 568">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="869 568 1738 632">Implement scheduled projects under 5YA and 10YPP</td> <td data-bbox="1738 568 2128 632">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="869 632 1738 695">Development of Block 13 to include outdoor play zone</td> <td data-bbox="1738 632 2128 695">2019</td> </tr> <tr> <td data-bbox="869 695 1738 759">Community review of school charter</td> <td data-bbox="1738 695 2128 759">2020, 2021</td> </tr> <tr> <td data-bbox="869 759 1738 823">Develop a Fitness and/or Bike Track</td> <td data-bbox="1738 759 2128 823">2019</td> </tr> <tr> <td data-bbox="869 823 1738 887">Establish and develop a Turf area</td> <td data-bbox="1738 823 2128 887">2020</td> </tr> <tr> <td data-bbox="869 887 1738 951">Update murals across the school</td> <td data-bbox="1738 887 2128 951">2019, 2020</td> </tr> </tbody> </table>	Strategy	Timeframe	Leadership coaching and mentoring (edLead Consulting)	2019, 2020, 2021	Internal coaching and mentoring (Deputy Principal)	2019, 2020	Development of Middle Leadership	2020, 2021	Teaching as Inquiry Leadership Development	2019, 2020	Board of Trustees training	2019, 2020, 2021	Internal and regular evaluation and self review	2019, 2020, 2021	Implement scheduled projects under 5YA and 10YPP	2019, 2020, 2021	Development of Block 13 to include outdoor play zone	2019	Community review of school charter	2020, 2021	Develop a Fitness and/or Bike Track	2019	Establish and develop a Turf area	2020	Update murals across the school	2019, 2020
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<p>4. To develop a safe, inclusive school environment and culture where wellbeing and community partnerships are valued and strengthened.</p>	<p>NAG 2: Strategic Planning NAG 3: Personnel NAG 4: Finance/Property NAG 5: Health & Safety</p>	<table border="1"> <thead> <tr> <th data-bbox="869 1088 1738 1152">Strategy</th> <th data-bbox="1738 1088 2128 1152">Timeframe</th> </tr> </thead> <tbody> <tr> <td data-bbox="869 1152 1738 1248">Unpacking and application of the school values and dispositions for learning</td> <td data-bbox="1738 1152 2128 1248">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="869 1248 1738 1343">Parent workshops with 'how you can help your child at home'</td> <td data-bbox="1738 1248 2128 1343">2019, 2020, 2021</td> </tr> <tr> <td data-bbox="869 1343 1738 1487">Seek opportunities to increase community participation and engagement (eg: School picnics, Drive in movies, Grandparents Day)</td> <td data-bbox="1738 1343 2128 1487">2019, 2020, 2021</td> </tr> </tbody> </table>	Strategy	Timeframe	Unpacking and application of the school values and dispositions for learning	2019, 2020, 2021	Parent workshops with 'how you can help your child at home'	2019, 2020, 2021	Seek opportunities to increase community participation and engagement (eg: School picnics, Drive in movies, Grandparents Day)	2019, 2020, 2021																		
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		Parent volunteers to help with programmes	2019, 2020, 2021
		Facilitation and evaluation of social development programmes to support wellbeing and emotional regulation	2019
		Support work with Kotahitanga Cluster to understand and implement the Digital Technologies Curriculum	2019, 2020
		Work towards Special Service Provider Schools (SSS) review	2019

ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
<p><u>Strategic Goals:</u></p> <ol style="list-style-type: none"> 1. To ensure Māori achieve educational success and cultural excellence as Māori where Tikanga is highly valued. 2. To ensure all learners are supported to strive towards their own personal excellence. 3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment. 4. To develop a safe, inclusive school environment and culture where wellbeing and community partnerships are valued and strengthened. 			<p><u>Annual Goal:</u></p> <p>To improve the social, emotional and physical wellbeing of our tamariki.</p>		
<p><u>Theory for Improvement</u></p> <p>From Term 2 2018, our school recorded a significant number of stand downs, in response to either unsafe, negative or complex behaviours. Alongside this, there were a significant number of lower level Reflections (over 100) recorded.</p>					

Term 2: 21 Stand Downs, 1 Suspension/Exclusion	Term 3: 5 Stand Downs, 1 Suspension	Term 4: 8 Stand Downs	<u>Total</u> : 34 Stand Downs
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Severe, complex and/or challenging behaviours often stem from a variety of factors, which can include: low self-esteem, inability to manage impulsivities, historical physical or emotional abuse, hunger, unawareness of other alternatives to negative behaviour and/or poor communication skills.

There is a raft of evidence which states that if children are not in a safe state of emotional wellbeing, then they are not in a position to learn. If children are not in a positive state of emotional wellbeing or are unable to regulate themselves, this can then lead to negative behaviours, which impacts on other children, either in the classroom or in the playground. Supporting children to regulate their emotional and physical wellbeing, to positively interact with their peers and to learn critical social skills, will lead to children who are in a stable position and readiness to learn. We aim for every children to feel safe, supported and happy in our school. During our Community and Whānau consultation, while many families reported that achievement is important, many also commented that their goal for their child is to learn: respect, social skills, resilience, how to get on with others, socially appropriate behaviours, communication, tolerance and/or humility. Many of these sentiments were shared by staff.

Engagement Survey information gained from Term 2 2018 and again in Term 4 2018, showed lower than expected outcomes for: I feel safe at school, I am treated fairly and have the same opportunities as others, I know what to do when I have a problem and I can ask for help when I need it.

Engagement Survey information also showed that the largest response to 'I look forward to school each day' was Sometimes (43%). We aim to significantly change this response, where children feel excited and willing to be at school to undertake their learning. We aim to improve classroom programmes and curriculum delivery to bring the curriculum alive for the children.

Aspiration:

Our ultimate goal is to have no Stand Downs and/or Suspensions in 2019.

Annual Targets:

- To significantly reduce the number of Stand Downs (and Reflections) by half.
- To improve the attitude and engagement of our children with their classroom programmes from Sometimes to Mostly/Nearly Always.

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Social Socks Social development programme in junior and middle classes. Programme aims to support children's social and emotional development and supports the school's values.</p>	Term 1	Regan, Elly, Jess	Externally Funded	<ul style="list-style-type: none"> - Regular review and evaluation of Social Socks programme at Team Meetings - Regular review and evaluation of Social Socks programmes at Manawatū meetings - Behaviour Report to Board of Trustees (Mid Year and End of Year) - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Implementation of programme - Staff participation and learning of new strategies - Participation of children and staff - Deliberate teaching of social skills- Use of strategies from children - Exit surveys from children indicate improved relationships - Evaluative review of programme
<p>Circle Time Circle Time social development strategy to support our senior children develop social and communication skills</p>	Term 1 - Term 4	Jess	RTL B funded	<ul style="list-style-type: none"> - Regular review and evaluation of Circle Time programme at Team Meetings - Regular review and evaluation of Circle Time programmes at Manawatū meetings - Behaviour Report to Board of Trustees (Mid Year and End of Year) - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Implementation of programme - Staff participation and learning of new strategies - Deliberate teaching of social skills - Participation of children and staff - Use of strategies from children - Exit surveys from children - Evaluative review of programme
<p>Intervention Groups Intervention groups to support targeted children with development of social skills</p>	Term 1 - Term 3	Elly and Jess	-	<ul style="list-style-type: none"> - Regular review and evaluation of Intervention Groups at Manawatū meetings - Weekly review of 	<ul style="list-style-type: none"> - Identification of children who require support - Deliberate teaching - Evaluation of teaching - Monitoring of progress of

				programmes - Monitoring of progress each term - Entry and Exit surveys gathering student voice	children
Play Based Learning Play Based Learning, where children are taught to share, communicate, take turns and develop patience.	Term 1 - Term 4	Elly, Catherine	Curriculum Budgets	- Regular review of programme at Wharite Team Meetings	- Deliberate teaching of social skills - Children demonstrating taught skills
School Values Unpacking the school values and deliberate teaching of the values.	Term 1 - Term 4	All Staff	-	- Fortnightly celebrations of children who demonstrate the Values - Student Engagement Survey (End of Year)	- Unpacking of Values - Evidence of Values in classrooms - Student voice contributing towards understanding of Values - Celebration of children who demonstrate the school values
Dispositions for Learning Unpacking the dispositions for learning and deliberate teaching of the values.	Term 1 - Term 4	All Staff	-	- Fortnightly celebrations of children who demonstrate the Values - Student Engagement Survey (End of Year)	- Unpacking of Dispositions - Evidence of Dispositions in classrooms - Student voice contributing towards understanding of Dispositions - Celebration of children who demonstrate the school dispositions
Personalised Learning Learning that is better related to students interests and passions	Term 1 - Term 4	Manawatū Team	-	- Regular korero with children to identify their interests/passions to inform the teaching and learning - Planning will show student	- Children having greater choice with their learning - Teaching and learning programmes reflective of children's interests

				voice (planning collected termly)	- Passion Projects
Mobile Devices Implementation of 1:1 iPad in Years 5-6	Term 1	Regan	\$66,000	- Mobile Device Use Survey - gathering student voice (review and evaluation), Mid and End of Year	- Children in Year 5/6 receiving a digital device - Creative learning using iPads - Increased engagement in learning
Sport Providing our children with physical opportunities to support their hauora.	Term 1 - Term 4	All staff	-	- Planning to show teaching of physical education skills (planning collected termly) - Development of yearly overview showing specific sport and PE skills to be taught	- Increased activity during the day - Children participating in sporting activities - A range of equipment used to engage children - Deliberate teaching of skills
Leadership Creating leadership opportunities for our senior children	Term 2 - Term 4	Manawatū Team	-	- Regular, timetabled sessions with Assistant Principal and/or Deputy Principal for coaching/mentoring - Student voice to review programmes	- Purposeful leadership opportunities developed for our Year 5/6s - Enhanced mana and self-esteem from leaders - Children helping around the school in their various roles

ANNUAL IMPROVEMENT PLAN: STUDENT ACHIEVEMENT

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
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Strategic Goals:

1. To ensure Māori achieve educational success and cultural excellence as Māori where Tikanga is highly valued.
2. To ensure all learners are supported to strive towards their own personal excellence.
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.
4. To develop a safe, inclusive school environment and culture where wellbeing and community partnerships are valued and strengthened.

Annual Goal:

To accelerate the progress of our target (priority) children to increase the number of children meeting or exceeding the expected curriculum level.

Theory for Improvement

Student achievement is one of the core businesses of a school. We aim for every child to demonstrate our school vision and strive to their potential to do the best they can.

End of year data for 2018, showed that our overall achievement in Reading, Writing and Mathematics, could be much improved. In particular, Māori in Kura Auraki achieved disproportionate to New Zealand European in Reading with 71/149 (47%) At or Above the National Standard, compared to 78/114 (68%) New Zealand European who were At or Above the National Standard.

Similarly, Māori achieved disproportionate to New Zealand European in Mathematics, with 98/144 (66%) of Māori achieving At or Above the National Standard, compared to 86/114 (75%) New Zealand European who were At or Above the National Standard.

Aspiration:

Our ultimate goal is for all Māori learners who are below the expected curriculum level, to make accelerated progress to be at the expected curriculum level by the end of the year.

Annual Targets:

- To accelerate the progress of Māori in Kura Auraki to have at least 70% of Māori At or Above the expected curriculum level in

Reading (this is a shift of at least 30 children)

- To accelerate the progress of Māori in Kura Auraki to have at least 75% of Māori At or Above the expected curriculum level in Mathematics (this is a shift of at least 12 children)

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Liz Kane Staff development and implementation of deliberate and systematic teaching of The Code</p>	Term 1 - Term 4	Regan and Elly (Wharite Team)	\$9,200	<ul style="list-style-type: none"> - Use of Phonological Screening Assessment (PSA) Tool to measure baseline data and progress termly - Data to be presented to the Board termly - Curriculum Expectation OTJ of progress and achievement to be reported Mid and End of Year 	<ul style="list-style-type: none"> - Deliberate teaching of The Code - Children's improvement of letter/sound recognition (as evidenced by PSA) - Children's writing showing improvement through increased attempts at unknown letters/words
<p>Dinah Harvey Staff development and changing pedagogical programmes in Mathematics.</p>	Term 1 - Term 4	Regan and Elly	\$19,250	<ul style="list-style-type: none"> - Curriculum Expectation OTJ of progress and achievement to be reported Mid and End of Year - PAT Maths progress and achievement to be collected and reported Mid and End of Year - Mini Gloss to be collected termly 	<ul style="list-style-type: none"> - Implementation of Rich Tasks and increased use of materials. - Changing mathematical programmes reflective of research - Increased use of mixed ability grouping - Use of mini GLOSS and GLOSS for assessment and next steps - Monitoring and Tracking of targeted children - Increased student engagement, through improved programmes

<p>Teaching as Inquiry Focused inquiry into teachers practice to improve pedagogy, teaching and students learning</p>	<p>Term 1 - Term 4</p>	<p>Elly, TAI Leaders</p>	<p>-</p>	<ul style="list-style-type: none"> - TAI Leaders established - PLC Groups formulated - TAI Plans developed with clear goals, strategies and overview - Twice termly PLC meetings to review progress and development - TAI Presentation to share findings 	<ul style="list-style-type: none"> - TAI Leaders - PLC Groups - New approaches/ strategies employed
<p>Innes Kennard Staff PLD and implementation of creative and effective use of iPads, to improve learning and teaching and student engagement</p>	<p>Term 1 - Term 3</p>	<p>Regan, Jess and Year 5/6 Teachers</p>	<p>\$3,000</p>	<ul style="list-style-type: none"> - Student Engagement survey (End of Year) 	<ul style="list-style-type: none"> - iPads being used for creating learning content - Staff effectively integrating mobile devices into the day to day classroom programme - Purchasing of apps which encourage creative use, rather than gaming
<p>Intervention Groups Targeted support to accelerate learning progress of identified children</p>	<p>Term 1 - Term 3</p>	<p>Elly and Jess</p>	<p>Teacher Salaries</p>	<ul style="list-style-type: none"> Regular review and evaluation of Intervention Groups at Manawatū meetings - Weekly review of programmes - Monitoring of progress each term - Entry and Exit surveys gathering student voice 	<ul style="list-style-type: none"> - Identification of children whose learning requires support and acceleration - Deliberate teaching of priority groups - Progress of achievement tracked and recorded - Variance towards school-wide targets