



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kia Tutuki - strive to your potential

CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA



STRATEGIC AND ANNUAL PLAN 2020 - 2022

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 2020 - 2022, directly reflects the voice of our community, whānau, staff and tamariki.

Staff and children were asked for their feedback in relation to our Strategic Plan in 2019 through various surveys. Their feedback has helped shape and inform the vision and direction of our school, which will be detailed in our Annual Plans. Our whānau were asked for their feedback through informal means of communication, eg: learning conferences, picnics, talking with them at school and school events. Their feedback indicated that our school was progressing favourably, that their children were happy and well supported at Central Normal. Feedback also suggested continuing providing opportunities for our children. We will formally survey our community in 2020 as a mid-point review of our Strategic Plan.

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: 2020 - 2022

<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: 2020 - 2022 (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
		Allocation of a Fixed Term Unit for the facilitation of Second Language Learning and Theory to improve kaiako teaching of Māori.	2020 - 2021

		Te Arawaru Strategic Plan, outlining the vision of Te Arawaru, the implementation of Tikanga Māori and the pathway of learning te reo in a bilingual and immersion setting.	2020 - 2021																
		Further develop and grow relationships with Rangitāne Iwi	2020 - 2022																
		Lift the use of Te Reo across Te Arawaru. Implement an assessment tool to measure this	2020 - 2022																
		Interrogate student achievement data, monitor progress and achievement	2020 - 2022																
		Seek and retain a highly competent Kapa Haka tutor	2020 - 2022																
		Work with RTLB Maori Liaison to support our tamariki from a Te Ao Māori perspective.	2020 - 2021																
2. To ensure all learners are supported to strive towards their own personal excellence.	NAG 1: Curriculum NAG 2: Strategic Planning NAG 4: Finance/Property	<table border="1"> <thead> <tr> <th data-bbox="869 810 1736 874">Strategy</th> <th data-bbox="1736 810 2123 874">Timeframe</th> </tr> </thead> <tbody> <tr> <td data-bbox="869 874 1736 946">Mathematics PLD with Dinah Harvey</td> <td data-bbox="1736 874 2123 946">2020</td> </tr> <tr> <td data-bbox="869 946 1736 1050">Pāngarau and Te Marautanga o Aotearoa PLD with Ros Bartosh</td> <td data-bbox="1736 946 2123 1050">2020 - 2021</td> </tr> <tr> <td data-bbox="869 1050 1736 1114">Literacy PLD with Liz Kane</td> <td data-bbox="1736 1050 2123 1114">2020 - 2021</td> </tr> <tr> <td data-bbox="869 1114 1736 1217">Mathematics Support Teacher (MST) to work with identified learners to raise achievement (in relation to our Targets)</td> <td data-bbox="1736 1114 2123 1217">2020 - 2021</td> </tr> <tr> <td data-bbox="869 1217 1736 1281">Increase access of digital devices across the school</td> <td data-bbox="1736 1217 2123 1281">2020 - 2021</td> </tr> <tr> <td data-bbox="869 1281 1736 1385">Interrogate student achievement data, monitor progress and achievement</td> <td data-bbox="1736 1281 2123 1385">2020 - 2022</td> </tr> <tr> <td data-bbox="869 1385 1736 1489">Strengthening school wide Targets to specifically identify the names and numbers of children who require support</td> <td data-bbox="1736 1385 2123 1489">2020 - 2022</td> </tr> </tbody> </table>	Strategy	Timeframe	Mathematics PLD with Dinah Harvey	2020	Pāngarau and Te Marautanga o Aotearoa PLD with Ros Bartosh	2020 - 2021	Literacy PLD with Liz Kane	2020 - 2021	Mathematics Support Teacher (MST) to work with identified learners to raise achievement (in relation to our Targets)	2020 - 2021	Increase access of digital devices across the school	2020 - 2021	Interrogate student achievement data, monitor progress and achievement	2020 - 2022	Strengthening school wide Targets to specifically identify the names and numbers of children who require support	2020 - 2022	
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		and/or acceleration.													
		To implement leadership and extension programmes to provide further opportunities for our learners	2020 - 2022												
		Engage with and involve a range of specialists and services to support our tamariki (eg: SLT, OT, Ed. Psych., RTLB, Health Practitioners, CAFs)	2020 - 2022												
		Social Socks programme to support children's emotional, social and pastoral wellbeing	2020												
		Circle Time to support children's emotional, social and pastoral wellbeing	2020 - 2021												
		Contracted Specialists to guide specific programmes for our ORS children.	2020 - 2022												
		Seek, provide and sustain sporting opportunities for our children	2020 - 2022												
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.	NAG 1: Curriculum NAG 2: Strategic Planning NAG 3: Personnel NAG 4: Finance/Property NAG 5 : Health & Safety	<table border="1"> <thead> <tr> <th data-bbox="855 858 1736 970">Strategy</th> <th data-bbox="1736 858 2123 970">Timeframe</th> </tr> </thead> <tbody> <tr> <td data-bbox="855 970 1736 1074">Manawatū Leadership Coaching and Mentoring with Carol Lynch</td> <td data-bbox="1736 970 2123 1074">2020 - 2022</td> </tr> <tr> <td data-bbox="855 1074 1736 1177">Seek and provide the highest quality learning and professional development to support our pouako.</td> <td data-bbox="1736 1074 2123 1177">2020 - 2022</td> </tr> <tr> <td data-bbox="855 1177 1736 1281">PCT Programmes to grow our provisionally registered teachers (Elly and Mentor Teachers)</td> <td data-bbox="1736 1177 2123 1281">2020 - 2021</td> </tr> <tr> <td data-bbox="855 1281 1736 1385">School visits by each team for learning, reflection and growth</td> <td data-bbox="1736 1281 2123 1385">2020</td> </tr> <tr> <td data-bbox="855 1385 1736 1457">Regular internal self review and evaluation</td> <td data-bbox="1736 1385 2123 1457">2020 - 2022</td> </tr> </tbody> </table>	Strategy	Timeframe	Manawatū Leadership Coaching and Mentoring with Carol Lynch	2020 - 2022	Seek and provide the highest quality learning and professional development to support our pouako.	2020 - 2022	PCT Programmes to grow our provisionally registered teachers (Elly and Mentor Teachers)	2020 - 2021	School visits by each team for learning, reflection and growth	2020	Regular internal self review and evaluation	2020 - 2022	
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		Seek opportunities to increase community participation and engagement (eg: School Picnics, Grandparents Day, Movie Nights, Parent Information sessions, Bangers and Maths)	2020 - 2022
		Survey the community, staff and children on wellbeing and support provided from the school	2020 -2022
		Evaluating the outcomes of quality, effective Specialists in respect of our ORS children. Working with the external review team of the Specialists Service Standards.	2020 - 2022
		Seek increased EOTC experiences, utilising funding from the government donation scheme	2020
		Volunteer School Chaplain to work alongside children providing emotional and pastoral support. Chaplain to also be available for staff	2020 - 2022
		Inclusion, diversity and cultural responsiveness will permeate programmes and decision making.	2020 - 2022

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, culturally rich and inclusive school environment, where wellbeing is supported 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 and pouako.</p>		
<p><u>Theory for Improvement</u></p> <p>Last year, in response to Engagement Survey Information and Behaviour data, we planned a deliberate and specific focus on student wellbeing for 2019. A range of plans and programmes were implemented to support our tamariki with their emotional, social and pastoral wellbeing.</p> <p>The Board of Trustees and the staff wish to sustain an unrelenting focus on student wellbeing and the provision of programmes and initiatives that seek to improve students social, emotional and pastoral wellbeing. While student achievement is important, the current priority at our school is the pastoral care and support of our tamariki. For varying reasons, many of our children arrive at school unprepared and not in a state of readiness for learning. Deliberate and planned actions, support mechanisms and programmes are required to support our children to engage positively and successfully in their learning and with their peers.</p> <p>End of year Student Engagement Survey information showed that we had made positive progress with the development of a positive and inclusive culture, which supported improved student wellbeing. Further results from the Engagement Survey showed that more children now enjoyed coming to school and liked learning.</p> <p>While notable shifts were achieved, we still aim to seek further improvement and development with our children's experiences at school and their pastoral care. Children identified programmes and ideas that we could implement, which would further add to improved school experiences and wellbeing.</p>					

Survey information showed us that while a positive shift had been achieved with 'Do you like coming to school?', we still have 39% (99) children who said that coming to school was Ok or they don't like coming. Again, while improvement was shown with 'Do you feel safe at school?', we still have 22% (56) children who replied that they don't feel safe at school.

In the comments section, where children were asked what they liked LEAST about our school, the greatest response (42 children) was Bullying/Being Bullied. This was corroborated with the indicator 'What can we do to make CNS better?', where the greatest response (20 children) was Bully Free. What we don't know from the information is the frequency or the children's understanding of bullying. We have systems and plans in place to address bullying when we are informed, however, this has shown us that we need to delve deeper into this area to understand our children's thinking and experiences.

The Board of Trustees are also very committed to supporting staff wellbeing. The Board is aware of the significant time and energy the staff put into supporting our tamariki - but what is happening to support our staff? The Board aims to work through this area this year and to gather some baseline data and information from the staff to inform future strategies/plans.

Aspiration:

To have a positive and inclusive school culture, where every child and kaiako feels valued, supported and wanting to come to school.

Annual Targets:

- To have a positive percentage shift in the number of children who either Like or Love coming to school.
- To have a positive percentage shift in the number of children who feel safe at school.
- To decrease the number of feedback comments highlighting bullying as an issue.

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Citizenship Who are our children? Where are they from? How do they present at school each day? Why?</p>	Term 1 and ongoing	All staff	-	<ul style="list-style-type: none"> - Teachers spending quality time understanding and knowing our children - Staff making connections with whānau and building relationships - Deliberate and planned activities to support the culture of building and enhancing relationships - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Improved classroom and school culture - Children feeling comfortable with who they are
<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 - Evaluative Report to Board of Trustees (at completion of programme) - 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

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Circle Time Circle Time social development strategy to support our senior children develop social and communication skills</p>	Term 1 - Term 4	Jess	RTLB 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 - Evaluative Report to Board of Trustees - 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 4	Elly, Kerry and Jess	-	<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 who require support - Deliberate teaching - Evaluation of teaching - Monitoring of progress of children

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Dispositions for Learning Unpacking the dispositions for learning and deliberate teaching of the values.</p>	Term 1 - Term 4	All Staff	-	<ul style="list-style-type: none"> - Deliberate planning to include the Dispositions into schoolwide planning. - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Unpacking of Dispositions - Evidence of Dispositions in classrooms - Student voice contributing towards understanding of Dispositions - Celebration of children who demonstrate the school dispositions
<p>Personalised Learning Learning that is better related to students interests and passions</p>	Term 1 - Term 4	Manawatū Team	-	<ul style="list-style-type: none"> - Regular korero with children to identify their interests/passions to inform the teaching and learning - Planning will show student voice (planning collected termly) 	<ul style="list-style-type: none"> - Children having greater choice with their learning - Teaching and learning programmes reflective of children's interests - Passion Projects
<p>Play Based Learning Play Based Learning, where children are taught to share, communicate, take turns and develop patience.</p>	Term 1 - Term 4	Elly, Catherine, Matt	Curriculum Budgets	<ul style="list-style-type: none"> - Regular review of programme at Wharite and Manawatū Team Meetings 	<ul style="list-style-type: none"> - Deliberate teaching of social skills - Children demonstrating taught skills

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Staff Wellbeing Supporting the wellbeing of staff and value of their contributions and mahi for our school</p>	Term 1 - Term 4	Manawatū Team	Curriculum Budgets	<ul style="list-style-type: none"> - Gathering initial anecdotal information from staff about wellbeing and how they are supported - Responding to wellbeing information of how staff can be supported and professionally challenged in their mahi. - Actively responding to “pressure points” to minimise burn out, eg: utilising staff meetings when needed, providing release to support with assessments, giving staff time for their own personal development. - Workshop with staff what wellbeing is - starts with yourself. - Providing catered morning tea/lunches in recognition of staff value - Staff Social Club. <p>Developing the culture of the staff</p>	<ul style="list-style-type: none"> - Staff voice feeding into the culture of the school. - Responding to staff voice - End of Year staff survey to evaluate progress made. - A culture where everyone feels valued and included
<p>Sport Providing our children with physical opportunities to support their hauora.</p>	Term 1 - Term 4	All staff	-	<ul style="list-style-type: none"> - Planning to show teaching of physical education skills (planning collected termly) - Development of yearly overview showing specific sport and PE skills to be taught 	<ul style="list-style-type: none"> - Increased activity during the day - Children participating in sporting activities - A range of equipment used to engage children - Deliberate teaching of skills

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Leadership Creating further leadership opportunities for our senior children	Term 2 - Term 4	Manawatū Team	-	<ul style="list-style-type: none"> - Regular, timetabled sessions with Assistant Principal and/or Deputy Principal for coaching/mentoring - Student voice to review programmes 	<ul style="list-style-type: none"> - 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
Whanau Time Strengthening relationships across our school, between Kura Auraki and Te Arawaru	Term 1 - Term 4	All staff	-	<ul style="list-style-type: none"> - Deliberate and planned Whanau Time each week. - Student voice to inform activities and events that Whanau Groups can do - Regular review and discussion at Team and Manawatū Meetings. 	<ul style="list-style-type: none"> - Children and teachers engaged in quality and fun events/experiences - Strengthened relationships between children in Kura Auraki and Te Arawaru. - Children interacting with others from different classes.
School Chaplain "Friend of the School" to support our tamariki.	Term 1 - Term 4	Regan	Volunteer	<ul style="list-style-type: none"> - Weekly sessions, where the Chaplain works alongside children - Evaluative review of progress and impact of the Chaplain 	<ul style="list-style-type: none"> - Chaplain working alongside identified children to support their pastoral care - Improved hauora of children who can share and talk with another trusted adult.
Academies Planned programmes related to student interest	Term 1 - Term 3	Jess	Curriculum Budgets	<ul style="list-style-type: none"> - Timetabled sessions in Mātanginui for academies, based on student interest - Children participating in an academy of their choice - Review and discussion at Mātanginui Team Meetings 	<ul style="list-style-type: none"> - Implementation of programme - Student interest and engagement with their learning

ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND 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, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued and strengthened.

Annual Goal:

For every learner to make progress in their academic, sporting, cultural, behavioural and/or developmental learning, reflective of **their** capability

Theory for Improvement

Whaia Kia Tutuki - Strive to your potential, is the vision of our school, which encourages every child to do the best **they** can, reflective of their capability and individuality. While student achievement in academia is a core component of school, we also recognise and value our children's progress and achievement in sport, culture, development and/or behaviour. This strongly relates to our Wellbeing Annual Goal.

Kura Auraki:

In relation to academic achievement, End of Year 2019 data showed us that our Year 5 children in Reading, Writing and Mathematics could be much improved. They were the lowest achieving cohort across all three curriculum areas. End of Year data also showed us that our Year 2 children in Reading and Year 1 children in Writing required a targeted focus.

End of Year data (Kura Auraki) 2019	Reading	Writing	Mathematics
Year 5	42% At/Above	43% At/Above	34% At/Above
Year 2	38% At/Above	-	-
Year 1	-	42% At/Above	-

The achievement between Māori and New Zealand European did not show significant disparity, however, we have strong aim for

Māori achievement to be improved and accelerated.

End of Year data (Kura Auraki) 2019	Reading	Writing	Mathematics
Māori	48% At/Above	50% At/Above	54% At/Above
New Zealand European	57% At/Above	56% At/Above	61% At/Above

Te Arawaru:

End of Year 2019 data reflected our transition to teaching from Te Marautanga o Aotearoa and our tamariki learning mostly in Te Reo Māori. While many of our tamariki achieved well based on their Time in Immersion, Time in Kura data showed us which cohorts of children required further support and acceleration. The data also highlighted our need to develop a Te Arawaru Strategy and the development and implementation of second language learning theory, to promote the learning and use of Te Reo Maori. While the development of these initiatives will support all our tamariki in Te Arawaru, we will prioritise our Targets to focus on our 2020 Year 4 and Year 5 cohorts.

End of Year data (Te Arawaru) 2019	Pānui	Tuhituhi	Pāngarau
Year 3	23% Manawa Ora/Toa (At/Above)	8% Manawa Ora/Toa (At/Above)	46% Manawa Ora/Toa (At/Above)
Year 4	17% Manawa Ora/Toa (At/Above)	17% Manawa Ora/Toa (At/Above)	25% Manawa Ora/Toa (At/Above)

Pastoral Support:

Across our school, we have a number of children who are identified to receive pastoral support. Presenting factors that contribute towards identification, which include: poor social interaction skills, disengaging with learning and walking out of class, impulsive tendencies which can lead to physical or verbal outbursts, heightened/stressed cognitive functioning. Many of these children achieve lower than their expected curriculum attainment. Supporting these children to improve their pastoral and emotional wellbeing is fundamental to their development and learning. Therefore, while these children may not show accelerated academic progress, they may show accelerated pastoral progress.

Inclusion and Diversity

At Central Normal School, we are incredibly proud to be a Fund Holder School for our Ongoing Resourcing Scheme (ORS) tamariki. We have an incredibly strong belief and ethos with inclusive education, where all ORS children are mainstreamed into their age appropriate classes, in conjunction with special programmes as appropriate. Accordingly, ORS children are fully included and supported to be active, contributing members of their classes, alongside their peers. This adds value to the culture of our school where there is a positive and strong reciprocal relationship across tamariki and pouako. Our inclusive, holistic and child-centered approach ensures the personal development and growth of each child, fully affirmed and supported by whānau.

Aspiration:

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

To value and recognise the pastoral progress of some of our learners, which will support their wellbeing and positively impact their learning.

To value and recognise the developmental and/or academic progress of our ORS children, reflective of their respective IEP goals.

Annual Targets:**Kura Auraki:**

- Year 6: To accelerate our Year 6 learners achievement in Reading, Writing and Mathematics to reflect positive progress and a percentage shift in comparison to 2019.
- Year 3: To accelerate our Year 3 learners achievement in Reading to reflect positive progress and a percentage shift in comparison to 2019.
- Year 2: To accelerate our Year 2 learners achievement in Writing to reflect positive progress and a percentage shift in comparison to 2019.
- Māori: For Māori to be achieving equitably in comparison to New Zealand European achievement.

Te Arawaru:

- Year 4: To accelerate our Year 4 learners achievement in Pānui, Tuhituhi and Pāngarau to reflect positive progress and a percentage shift in comparison to 2019.
- Year 5: To accelerate our Year 5 learners achievement in Pānui, Tuhituhi and Pāngarau to reflect positive progress and a percentage shift in comparison to 2019.

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 (Māharahara 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, Elly and Bridget	\$18,000	<ul style="list-style-type: none"> - Curriculum Expectation OTJ of progress and achievement to be 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

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Intervention Groups Targeted support to accelerate learning progress of identified children</p>	Term 1 - Term 3	Elly, Kerry and Jess	Teacher Salaries	<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 - Evaluative Review of programmes 	<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
<p>Ros Bartosh Staff development for Te Arawaru with teaching Pāngarau and from Te Marautanga o Aotearoa (TMOA)</p>	Term 1 - Term 4	Regan and Mahi	-	<ul style="list-style-type: none"> - Deeper understanding, planning and implementation of TMOA. - Regular review of programmes - Pāngarau data presented to the Board Mid and End of Year - Completed PLD Delivery Plan 	<ul style="list-style-type: none"> - Pedagogical development in teaching Pāngarau. - Programmes reflected of Te Ao Māori - Increased use of te reo Māori with Pāngarau programmes

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Pastoral Programmes and Support Supporting our tamariki to be the best they can</p>	Term 1 - Term 4	All staff, Jess	RTL Bulk Grant (TAs) MOE Funding	<ul style="list-style-type: none"> - Identified children receiving support/pastoral interventions - Regular review and monitoring of children and effectiveness of programmes - Evaluative Review of programmes to ascertain value added 	<ul style="list-style-type: none"> - Improved resilience and wellbeing of our tamariki - Children able to better regulate their emotions - Decreasing behaviour incidents
<p>Te Arawaru Development and Oral Language Deliberate and planned pathway of learning in Te Arawaru. Increased use of Te Reo Māori for our tamariki.</p>	Term 1 - Term 4	Regan, Mahi, Unit Holder	Teacher Salaries	<ul style="list-style-type: none"> - Development of a Te Arawaru Strategy - Application of Second Language Learning theory and principles - Overview of the progression of learning and teaching in Te Arawaru 	<ul style="list-style-type: none"> - Specific teaching of Te Reo Māori to increase proficiency. - Kaiako better placed to teach Te Reo Māori - Completed Progression of Learning in Te Arawaru, reflective of Reo Rua/Rumaki setting.
<p>Mathematics Support Teacher (MST) MST to support the acceleration of mathematics learning for our tamariki.</p>	Term 1 - Term 4	Elly and Bridget	MOE Funding	<ul style="list-style-type: none"> - Identified children working with MST teacher. - Data to be presented to the Board termly - Curriculum Expectation OTJ of progress and achievement to be reported Mid and End of Year - Evaluative review of impact of MST 	<ul style="list-style-type: none"> - Identified children receiving targeted learning support. - MST teacher upskilling and developing their pedagogical knowledge and understanding. - Use of mini GLOSS and GLOSS for assessment and next steps - Monitoring and Tracking of children.

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
ORS Children Personalised academic, pastoral, social and physical programmes for our ORS children	Term 1 - Term 4	Kerry and Tararua Team	ORS Funding	<ul style="list-style-type: none"> - IEPs for every ORS child - Tracking and monitoring of outcomes in relation to goals - Evaluation of outcomes provided by the Specialists. 	<ul style="list-style-type: none"> - Developmental growth in relation to IEP goals - Progress with Specialist support