

Nelson Park School Strategic Plan 2021 - 2023

“ In All Things Seek The Highest: Whaia ko te taumata”



The school logo is also an important visual message of our Vision.

The **Circle** symbolises the development of the whole child
Raupo and Pukeko is about understanding nature and environment.
The **Tree** reflects the growth of the child into adulthood
Books link the importance of knowledge and learning

Our Vision

**'Empowering learners for a diverse, ever-changing world'
'Whaia ko te taumata - In all things seeks the highest'**

Introductory Section

Mission Statement	<p>At Nelson Park School we focus on the development of the skills of learning and the acquisition of knowledge, along with meaningful participation in creative activities. We see the promotion of self-esteem and understanding of others as paramount to the personal development of independence, recognition of the rights of all, and effective involvement in society and the environment. Discovery Time provides an environment where students are given the opportunity to direct and take responsibility for their own learning. They are given the freedom to develop skills required for life-long learning. It provides opportunities for teachers to meet the cognitive, social-emotional and physical needs of children through flexible, activity-based experiences. We recognise that transition occurs and needs to be supported through all levels of the school and delivery of the curriculum. We believe that children come to school with valuable learning and experiences. We aim to recognise this prior learning and build on it to enable children to confidently and competently contribute and belong in the school environment. We recognise and celebrate the diversity, both cultural and social, that the children bring to the new learning environment. Our transition philosophy values and celebrates the importance of developing strong connections with whanau through providing a culture of respect and shared responsibility for all our children.</p>
Values and Beliefs	<p>Our Core Beliefs are lived out in the culture of our school. They are a reflection of the way we do things at Nelson Park School.</p> <ul style="list-style-type: none">➤ All children are supported to strive to reach their potential.➤ We create a community of curious, creative, communicative, collaborative and critical thinkers.➤ Our environment provides child-centred learning.➤ We find joy in learning through the wonder of play.➤ We celebrate diversity and difference in an inclusive school climate.➤ We have a strong value-centred culture, through PB4L and the PARK way
PB4L	<p>Nelson Park School believes in supporting engagement, participation, and learning. Te piko o te mahuri, tera te tupu o te rakau. The way a sapling is nurtured determines how strong it will grow as a tree. Our PB4L mantra is PARK, P for Participation, A for Achievement, R for Respect and K for Kindness and is about growing PARKWAY citizens. We have a common language for positive behavior for learning and have a school wide understanding. We promote the</p>

	<p>programme with weekly lessons, newsletters home, digital affirmations, assembly acknowledgements, Parkway tickets, whole school rewards, trips and treats.</p> <p>We are working within the Tier 2 framework. This programme has culturally responsive practices, supports caring relationships, has inclusive pedagogies, grows inquiry and problem solving and is the foundation of the NZ Curriculum. The programme supports transition for our students, our local intermediates are PB4L schools.</p>
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CURRENT SCHOOL DESCRIPTION

Nelson Park School is a contributing Primary School catering for Year 1 to Year 6 children. There are over 35 staff members including teachers, part-time teachers, office staff, teacher aides, part time librarian and full-time caretaker. The majority of the students are of European descent with approximately 25% being Maori and lesser numbers of other nationalities being represented. The school's community area could be described as Napier South, Napier City, Lower Hill, and Marewa. Mainly residential, with most houses being built between 1920 and 1950. The community is a balanced cross section of age groups. The range of socio-economic and ethnic groups in the community is wide. Nelson Park School is currently Decile 5.

The school enjoys a good relationship with the local community whose expectations and support of the school are encouraging. Following the 1931 earthquake, and subsequent demolition of the old school building occupied since 1914, the main classroom and administration block was built. Three other classroom blocks have since been added, giving 18 classrooms in total. A specially designed two-classroom unit for students with high needs was also built on site in 1988. Major redevelopment was completed on the main administration and classroom block in March 1998, which included the provision of a brand new, three level library. Two other classroom blocks have since been upgraded, and the school hall has been extended to cater for our growing roll. Following the placement of Room 8 linking to the hall, the Ministry of Education has deemed the school to be a "restricted building site" limited to existing classrooms. In 2016 a classroom block of three rooms was replaced by a Flexible Learning Space comprising three classroom spaces and one breakout space. Last year two classrooms were replaced by a modern modular building, and there was further modernisation in the junior area of the school. In 2021, we have plans to develop the court areas with new turf, and we are adding a new deck to the back of Rooms 12, 13 and 14.

'Schools Out' (a before and after school care programme) operates within the school grounds. Two kindergartens and several child care centres are nearby. Napier Intermediate School is close by and the majority of Nelson Park School pupils transition into that school. Secondary schooling is served by schools outside the immediate area, including Napier Girls, Napier Boys and William Colenso College.

We acknowledge and are continually developing the five Cultural Capabilities needed to accelerate student achievement: (Fullan) Cultural Responsiveness and Inclusiveness: The Board of Trustees recognises the bi-cultural nature of New Zealand's society, and the importance of the Treaty of Waitangi, and will ensure the delivery of Te Reo and Tikanga Maori at Nelson Park School in the following manner:

- Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the School Curriculum.
- Teachers are encouraged to have a daily Waiata.
- Maori Origin Stories incorporated into all areas of the curriculum

- **Social Science: When focusing on New Zealand's settings, value is placed on the heritage of the Tangata Whenua.**
- **Teaching resources available for classroom tuition from Years 1 to 6.**
- **Actively search out expertise in the community to enhance delivery of Te Reo and Tikanga.**
- **Annual consultation to determine community aspirations for Maori.**
- **Appointment of a staff member to develop Tikanga Maori and Te Reo programmes.**
- **ESOL programme operating.**
- **Knowledge and understanding of other cultures is enhanced through Social Science and other Curriculum programmes.**
- **Involvement of wider community in special cultural events.**
- **Cultural diversity reflected in governance roles.**

Educationally Powerful Connections with whanau and the wider community:

The aim of our Home School Partnership is to enhance learning relationships between our school and our community. We acknowledge and celebrate the pivotal role of family and aim to strengthen collaborative teaching and learning approaches between parents, children and teachers, whilst embracing cultural diversity. As a community of learners, we foster and develop positive community relationships between our school and our community. Intervention programmes for students at risk are supported by strong home-school partnerships, which involve parents and whanau in the child's programme, goals and learning targets. Students report to their parents twice a year on their learning, progress and achievement, sharing evidence of their learning from a range of sources. Parents/caregivers are also offered the opportunity to meet with teachers formally. Reporting to parents is carried out in written form twice a year. Reporting also occurs in community newsletters and the Board's annual report. Facebook is used to further enhance communication and celebrations with parents and whanau. All whanau are encouraged to download our school app 'Skoolloop'. All notices and events are posted regularly on the app. For class communication 'Seesaw' is used.

Instructional Capability

The improvement goals for learning in Mathematics and Literacy are reflected in our Strategic Goals and budget. Student progress is closely monitored by teachers and school leaders. Areas of need are addressed through learning programmes based on information from a range of sources. Students are identified and provided with teaching strategies to accelerate progress. Our aim is to provide meaningful and purposeful child-centred literacy programmes. Students develop the skills to become effective communicators within our world. They are given the opportunity to explore and develop literacy skills through deliberate acts of teaching in an integrated and rich learning environment. We believe Mathematics is a major influence in all aspects of our daily lives. Through an Inquiry approach into teaching practice and the impact on learning we aim to accelerate the progress made by students. Through Mathematics and Statistics children explore a range of thinking skills which develop knowledge and strategies. This supports them to explore mathematical ideas to solve problems and to think creatively, critically, strategically and logically.

Evaluative Capability:

Teachers use critical inquiry and problem-solving in professional practice and collaboratively inquire into the impacts of teaching practice on student learning and achievement. In this way we are responsive practitioners. Students progress is tracked and monitored on a regular basis in relation to curriculum progressions. The Board receives comprehensive student achievement data, allowing targets and budgeting to be directed to the identified areas of need.

Organisational Capability:

At Nelson Park School diversity and difference are acknowledged and celebrated in an inclusive school environment. The school has a collaborative team approach to supporting children with learning /social/emotional /physical barriers to progress and achievement. External support services (e.g. RTLB, RTLIT, MoE, Birthright, health nurse) are often sought. Identified students benefit from programmes that address their learning strengths and individual learning needs. We recognise, value and cater for the diverse abilities and needs through our special needs, accelerate, cultural and ESOL programmes. The Special Education Grant (SEG), is used to develop programmes for students with moderate special education needs. Students verified with high or very high needs receive Ongoing Resourcing (ORS). We have additional resources for learning support. They Special Education Advisors, Speech Language Therapist, Health Camp, Rotary Readers, NPS Community Readers and regular support from the Resource Teacher of Literacy and Resource Teacher of Learning and Behaviour (RTLB). Special provision is made for ESOL (English as a Second Language) students, dependent on funding received. We gather comprehensive assessment evidence on our students to inform future teaching and learning programme priorities. Learning is based on formative assessment as well as on standardized and diagnostic tools, as well as teacher observation/professional judgment and anecdotal evidence. Comprehensive records are maintained, which demonstrate student progress, over time. Areas of student or curriculum needs are identified, prioritized and planned for.

SCHOOL ORGANISATION AND STRUCTURE GOALS:

Health and Safety Regularly Review and minimise risks to staff and students.	Maintain hazards register Ensure a safe workplace environment Emergency evacuation procedure review Positive Behaviour for Learning Programme (PB4L)
Personnel To grow professional and leadership capability of teachers.	Maintain high quality staff/appointments Performance management through self review 'Good employer' provisions PLD opportunities related to strategic goals Professional Growth Cycle
School Finance and Property Operate within annual grants. Review progress in relation to Property Plan (2018-2023)	Prepare and allocate funds that reflect the school's priorities as set out in the charter and strategic plan Align financial goals with educational goals and priorities Ensure financial policies and procedures to safeguard finances are in place and functioning Audited annual accounts presented to the board Apply to trusts for grants

	<p>Block A ILE modernisation (stage 2) Deck on the back of rooms 12,13,14 Painting of admin block and hall Implement projects in 10 year property plan</p>
Administration	<p>Strategic plan and charter 2021 - 2023 Meet board legislative requirements. Monitor compliance procedures BOT governance training Maintain enrolment scheme Implement policy review (School Docs)</p>

Internal Review and Consultation 2021/2022/2023

	2021	2022	2023
Ongoing	Charter review, strategic planning, policy review, budget July/December, principal and staff appraisal, 10 year property plan		
Term 1	Charter and Strategic Plan 2021-2023 Graduate Profile LLP/MLP - school wide Nelson Park School's Local Curriculum (1st half of 2021) Assessment Overview (Data wall tracking and Discussions) Health and PE consultation - along with graduate profile consultation Professional Growth Cycle- staff consult	Community Consultation - Charter Reporting to Whanau Review Impact of MLP and LLP on Learner Agency Local Curriculum Doc Review Professional Growth Cycle - staff consult	Community Consultation - Charter LLP/MLP - school wide Professional Growth Cycle - staff consult Collaborative practice
Term 2	Teaching as Inquiry - collaborative inquiry NZCER Wellbeing survey (student) Written reports to whanau Mid year data review Including 2021 targets and school wide Data Wall tracking discussions	NZCER Wellbeing survey (student) Three way conferences and written reports to whanau Mid year data review Trends - (including attendance data) Data Wall tracking discussions	NZCER Wellbeing survey (student) Three way conferences and written reports to whanau Mid year data review Trends - (including attendance data) Data Wall tracking discussions
Term 3	PB4L team review Maori/Pasifika Consultation (DMIC) Data Wall tracking discussions	PB4L team review Maori Consultation Data Wall tracking discussions	PB4L team review Health consultation (school wide) Data Wall tracking discussions
Term 4	Data Wall tracking discussions End of Year Data Review (Reporting to the BoT and MoE)	Wellbeing survey (students and staff, in week 2) Data Wall tracking discussions End of Year Data Review (Reporting to the BoT and MoE)	Wellbeing survey (students and staff, in week 2) Data Wall tracking discussions End of Year Data Review (Reporting to the BoT and MoE)

‘Whaia ko te taumata - In all things seeks the highest’

	2021			2022			2023			
Goal 1: Responsive Curriculum - To develop a curriculum that is responsive to the cultures, needs, interests and aspirations of all ako.										
Curriculum Development	Community Consultation Local environment Graduate Profile		Nelson Park Curriculum development		Culturally responsive practice Tataiako		Collaborative practice		Local curriculum	STEAM pedagogy
Learning through Play	Learning through Play - collaboration within and across Kahui Ako				Embed key and consistent principles of Learning through Play school wide					
Progress and Achievement	Assessment schedule	Consistent implementation of Kahui Ako Mathematics Progressions		Student voice (Graduate profile)	Embed learning progressions in maths			Monitor LLP and MLPs		
Digital Technologies	Digital Technologies PLD with Digital Circus				Digital Technologies external Student voice					
DMIC	3rd year of mentoring(lesson study programme)				Embedding DMIC			Principles of DMIC across the curriculum		

	2021				2022				2023			
Goal 2: Hauora - To strengthen resilience and wellbeing for students and staff.												
Student Wellbeing	Student wellbeing survey (NZCER)		Student wellbeing outcomes (Massey)		Student wellbeing survey	Action Plan		Student wellbeing outcomes (Massey)	Student wellbeing survey	Action Plan		Student wellbeing outcomes (Massey)
Staff Wellbeing	Staff wellbeing (Massey)	Initiate Nelson Park wellbeing team	Investigate proven initiatives across schools	Staff wellbeing actions (Massey)		Action Plan		Staff wellbeing (Massey)		Action Plan		Staff wellbeing (Massey)
PB4L	PB4L Tier 2				Create a bank of resources around wellbeing for students, staff and whanau							

	2021		2022		2023	
Goal 3: Professional Capabilities - To grow professional capabilities and collective capacity within our school.						
Professional Learning and Development	Te reo and tikanga Maori (Fast Five) Digital fluency and Integration (Digital Circus) DMIC lesson study (3rd year) Development of Professional Growth Cycle		Embedding Digital integration and DMIC Te reo and tikanga Maori Professional Growth Cycle - staff led		Embedding Digital integration and DMIC Te reo and tikanga Maori	
Assessment Development	DMIC assessment Grow confidence in using mathematics learning progressions	Data Wall and discussion docs - consistency school wide	Self assess mathematical behaviours All students using the LLPs and MLPs confidently	Year 5/6 using- graduate profile		
Collective capacity	Developing Data walls	Team focus on target students Interventions recorded Impact	Team focus on target students Interventions recorded Impact	Cross pollinate across teams - data discussions		

	2021		2022		2023	
Goal 4: Learning Partnerships - To foster authentic learning partnerships with whanau and the wider community.						
Consultation	Charter consultation 2020-2022 Health and PE / Graduate profile Auditing the White Spaces - (continue)	Learning conversations Maori and Pasifika DMIC Wellbeing survey and actions Local Curriculum	Charter consultation 2020-2022 Learner Profiles		Charter consultation 2020-2022 Learner Profiles Local Curriculum	Wellbeing survey and actions
Events	Greet, Eat, Meet (GEM) Art Deco Picnic School Triathlon	Arts Celebration Whole school sporting events Celebration assemblies	Greet, Eat, Meet (GEM) Art Deco Picnic		Greet, Eat, Meet (GEM) Art Deco Picnic	
Wider Community	Kahui Ako all staff consults	Pasifika festival Kapa Haka festival	Pasifika festival	Kapa Haka festival	Pasifika festival	Kapa Haka festival



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Strategic Goals 2020 - 2022:	Core strategies to achieve these goals over the next three years:
<p>Goal 1 - Responsive Curriculum: To develop a curriculum that is responsive to the cultures, needs, interests and aspirations of all ako.</p>	<ul style="list-style-type: none"> • Investigate the needs, aspirations and interests of learners and their whanau • Maintain momentum in our learning through play pedagogy • Sharing a collective view of culturally responsive practice and how this looks at Nelson Park • Professional learning and action in digital technologies curriculum • Consultation and development of a Year 6 Graduate Profile • School wide internal review of our local curriculum so that it accurately reflects teaching and learning at Nelson Park School and our aspirations • Digital fluency to support learning • Links will be made between responsive teaching practice and learner impacts • Assessment schedule review - including practices in data wall discussions • Clear and consistent use of student voice to enhance opportunities for learning • Monitor and track student progress, achievement and interventions on a regular basis • Report to BoT in relation to achievement targets • Develop consistent use of LLPs and MLPs • Support students to be agentic learners in the Nelson Park Way • Provide all students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga
<p>Goal 2 - Hauora: To strengthen resilience and wellbeing for students and staff.</p>	<ul style="list-style-type: none"> • Yearly wellbeing survey for students to identify areas for future thought and planning around hauora - in particular belonging here at Nelson Park School. • Create a shared definition of what wellbeing at Nelson Park looks like • Actively plan for and implement ways to improve and promote wellbeing • Attendance at wellbeing in education conference • Promote healthy relationships and focus on continual improvement in PB4L (Tier 1 and Tier 2) • Create opportunities to be together in informal settings • Create a bank of resources to use around wellbeing • Ensure effective pastoral support systems are in place • Review our plan for opportunities for joining together for physical activity school wide • Ensuring plenty of opportunities for enjoyment and the sharing of talent in the arts
<p>Goal 3 - Professional capabilities:</p>	<ul style="list-style-type: none"> • Review all job descriptions • Develop effective practices around collaborative inquiry - using the Professional Growth Cycle • Provide opportunities to develop collective responsibility for students across our teams and within our school. Cross pollinate teams in PLGs, DMIC lesson study etc • Sustaining practice in DMIC (developing mathematical inquiring communities) • Ensure a thorough understanding of the curriculum levels and progressions

<p>To grow our professional capabilities and collective capacity within our school.</p>	<ul style="list-style-type: none"> ● Ensure full involvement in our Kahui AKo and provide teachers with as many opportunities to collaborate with teachers across our schools ● Join across school moderation events ● Within school teachers to have an increased role in leadership and development in their area during staff development
<p>Goal 4 - Learning Partnerships: To foster authentic learning partnerships with whanau, and the wider community.</p>	<ul style="list-style-type: none"> ● Effective and regular use of our school's app for timely sharing of information ● Use of SEESAW to share learning with whanau (class communication) ● Making the most out of the wide range of cultural opportunities such as choir, ukulele, bands, Kapa haka, dance etc ● Further development of whanau learning conversations - Te whare tapa wha model ● Community consultation and review ● Research and develop approaches for effective communication and consultation



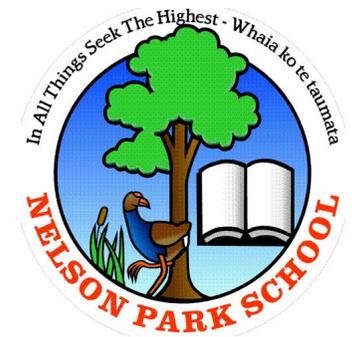
Goal 1 - Responsive Curriculum:

To develop a curriculum that is responsive to the cultures, needs, interests and aspirations of all ako.





Goal 2 - Hauora:
**To strengthen resilience and wellbeing for
students and staff.**





Goal 3 - Professional Capabilities:

To grow our professional capabilities and collective capacity within our school.





Goal 4 - Learning Partnerships:

**To foster authentic learning partnerships with whanau,
and the wider community.**



2021 Annual Plan linked to Strategic Goals

Strategic Goal 1 - Responsive Curriculum - To develop a curriculum that is responsive to the cultures, needs, interests and aspirations of all ako.

Annual Objectives	Key Actions/Strategies	Resources and Personnel	Time frame Monitoring who/when
Curriculum Development	Graduate Profile development Local environment Community consultation Local curriculum Student/ whanau voice	Access to people in the community to share knowledge of local area Whole staff engagement and buy in	TOD and Term 1 Graduate profile and community consult - all staff
Build staff confidence in Te Reo Maori	Fast 5 - Regular short bursts led by Fraser, Rachel and Tracy Wa waiata Develop a plan for continual individual and collective staff improvement in our use of Te Reo Maori	Regular time slots to meet	Fraser - Every morning for 5 minutes at 8am for 3 weeks each term
Continuing momentum in our learning through play pedagogy	Cross pollination opportunities amongst teams Collaboration with other schools in our Kahui Ako		A consistent focus Team leaders and senior leadership- ongoing
Digital Technologies	Whole school and individual PLD with Juliet Revel from Digital Circus. Targeted support across the school	Budget for resources in digital technologies	Janene to lead/coordinate
DMIC	Lesson study approach to build our ability to be self sustaining in maths All staff have two mentored sessions. All staff to be in a maths family to plan, teach and observe lessons throughout the year.	Teacher release Whole staff PLD	Tracy/Pip to lead
To use student voice to inform future planning	Collect sample of student voice around- <ul style="list-style-type: none"> - LLPs - DMIC 	Rose and SLT. Students from across the school	Rose to lead - end of Term 1
To develop consistent student tracking in literacy and maths	Data walls, with emphasis on team data discussions - and then across team data discussions	Whole staff Led by Rose and team leaders	Ongoing
Review assessment practices	Review assessment schedule and reporting timeframe	SLT	Term 1

Strategic Goal 2 - Hauora - To build well being and resilience for students and staff

Annual Objectives	Key Actions/Strategies	Resources and Personnel	Time frame Monitoring who/when
To gain an understanding of the wellbeing indicators for students	Wellbeing survey - NZCER wellbeing at school to be done in term 2. Review results and set a plan for improvement in one domain.	Pip to organise survey - years 3, 4, 5, 6.	Early Term 2 Whole staff to evaluate
Gain an understanding of best practice in schools	Attend the 'Wellbeing in Education' conference in Auckland in July	Travel and accommodation expenses	Team leaders
Develop a wellbeing plan for our school	Using learning from other schools at the conference, develop our own strategy around wellbeing for staff and students	\$200 for books/resources at the conference	Term 3 - SLT
Tier 2 school wide PB4L programme	Tier 2 team to present at staff meetings Clear understanding for all staff around expectations in regards to data entry Maintain PB4L Tier 1 - assemblies moved to Monday morning to get students and staff ready for the week ahead Ensure a range of ways to celebrate PB4L as a whole school.	All staff 2 x PB4L teams	Led by PB4L team
Effective pastoral support systems are in place	Review current systems for pastoral support	Budget for pastoral care	Lisa/Tam/Rachel A Term 2

Strategic Goal 3 - Professional Capabilities - To grow our professional capabilities and collective capacity across our school

Annual Objectives	Key Actions/Strategies	Resources and Personnel	Time frame Monitoring who/when
Develop a shared understanding of our aspirations for a Year 6 leaver.	Identify what knowledge, skills, social, emotional and cultural capabilities are important for our students to have the opportunity to develop during their six years at Nelson Park School. This will involve whanau consultation and engagement, student voice and staff voice.	Whole staff Students, Whanau, Community	Term 1 and beyond
Professional Development and Learning is relevant to staff and student needs	Te Reo and Tikanga Maori DMIC Digital Technologies Enable teachers to follow their own areas of passion and interests.	SLT	Throughout 2021
Leadership team has a clear understanding of roles and	Conduct a leadership review	SLT	Term 2

responsibilities			
Collective responsibility for all Nelson Park students, in particular understanding the needs of the students in our teams.	Regular data discussions. Focused on social, behavioural and learning needs	All staff	Scheduled discussions in tetam/staff meetings
Staff confidence in applying the principles of DMIC	Getting the most out of the DMIC mentors by being organised and prepared for their mentoring and lesson study sessions. Revisiting the research behind DMIC Develop a shared understanding in our school about the 'why' Establish the non-negotiables in teaching maths at Nelson Park Effective and positive leadership	Tracy SMT All staff	Term 1 and then ongoing
Staff have a clear understanding of the NZC and assess and plan programmes accordingly	Use the Literacy and Mathematics progressions to develop a clearer understanding of OTJs Clear interventions and open discussions on how to lift student achievement.	All staff	Ongoing

Strategic Goal 4 - Learning Partnerships - To develop authentic learning partnerships with whanau, and the wider community

Annual Objectives	Key Actions/Strategies	Resources and Personnel	Time frame Monitoring who/when
Regular and timely communication with the community regarding school events	Utilising the new school app to its full capacity - sports registration etc Having a number of people on staff who can put notices on the app Using facebook to celebrate daily life at Nelson Park School.	Free with advertising from parents. Training provided early 2020	SMT, Belinda, Wendy, Lisa, Tamra
SEESAW is used across the school as a tool for sharing learning with whanau	Provide upskilling for those who need it	Full access is \$6 per student. Some training may be required, and discussion about whether we need the full version.	All teaching staff Ongoing
Learning conversations are well prepared for and valuable for whanau	Provide opportunities for whanau to book in a time to meet with their child's teacher Consistency in the approach across the school Use as an opportunity to gather whanau voice	Whole staff	Term 1 and Term 3
Find successful approaches for engaging	Research and develop approaches that engage whanau and encourage	Ongoing	SLT

whanau and the wider community	participation and leadership in the school		
Community Consultation	Consultation around our school charter, DMIC, and our Nelson Park School local curriculum - including health and physical education.	Pip, office admin	Early Term 1 - charter Terms 2 and 3 school curriculum and DMIC

Improvement Plan for 2021 - Writing

Link to Strategic Goal:
1 (Responsive Curriculum)
3 (Professional Capabilities)

Teacher learning needs around the initiative/target:
Regular data discussions around interventions being used
Consistent use of LLPs

Background and baseline data

WRITING

In December, 2020, 78/384 (20%) of students were working below the expected level in writing. AT the beginning of 2021 we have 73 students who are working below the expected level in writing. We aim to accelerate the progress of all 73 students in 2021.

19% of Maori students were not achieving at the expected level in writing and 26% of males were not working at the expected level at the end of 2020.

Throughout 2021 we will work to accelerate the progress of these students through:

- Regular and consistent use of data walls to track progress and achievement
- Identifying successful interventions, sharing and continuous tracking
- Purpose based writing
- Learning through play as the motivator
- Whanau engagement
- Trial of vertical grouping
- Writing through science and the arts
- School wide consistent use of literacy learning progressions

Student Achievement Target: To accelerate the achievement of 73 students in writing from year 2 - 6.

WHEN	WHAT	WHO	INDICATORS OF PROGRESS
Jan	Review assessment schedule Initial data later in Term 1	Senior leadership team	More consistency across the school in how we gather and use data. Consistent use of the literacy learning progressions.
Feb (All year)	Use our data tracking in teams with a focus on interventions Formally discuss as part of regular team meetings	Pip/Rose/Janene/Trina	Robust discussions in team meetings, and then in SLT regarding identifying successful interventions.
Feb	Set up of consistent approach in student use of LLPs - share with whanau	Pip/Janene/ETap	All teaching staff understand how to track using ETap. The senior leadership team can easily access the data and information they need.

Feb	Trauma workshop and impact on learning - run by Claire Taylor	Clare Taylor Elaine Ainsley Whole staff	Increased understanding around children who have experienced severe trauma
March	Engaging with RTLit for full staff training	Rose	Successful PLD
All year	Build on consistency in use of LLPs	Rose and whole staff	Student voice Teacher voice Whanau voice Use of matrix
Early term 2	Organise visits to other schools - NZ Read aloud, To engage in authentic writing	Crystal (St Pats) Whole staff	Student voice Progress and achievement data
Term 2	Participate in write that essay workshops	Kiwi team	Progress and achievement data
All year	Meet the learning needs of identified students through a range of interventions. Used of PB4L Tier 2 team.	All staff PB4L Tier 2	Progress and achievement data
All year	Seeking opportunities for collaboration and sharing of effective practice		

Improvement Plan for 2021 - Mathematics

Link to Strategic Goal:

- 1 (Responsive Curriculum)
- 2 (Hauora)
- 3 (Professional Capabilities)
- 4 (Community partnerships)

Teacher learning needs around the initiative/target:

- Regular data discussions around interventions being used
- Consistent use of maths learning progressions school wide

Background and baseline data

Mathematics

In December 2020, 64/383 students (17%) of students were working below the expected level in mathematics. We aim to accelerate the progress of all 60 students in 2021. We aim to accelerate the learning of 20 Maori learners so that they are working within the expected level of the curriculum.

Throughout 2021 we will work to accelerate the progress of these students through:

- Regular and consistent use of data walls to track progress and achievement
- Identifying successful interventions, sharing and continuous tracking
- Using the mathematics learning progressions as a consistent tool for tracking and identifying next learning steps.
- Consistent use of the key principles of DMIC
- Using 'Lesson Study' to collaborate with teachers from other teams in the school
- Effective DMIC assessment procedures
- Whanau engagement

Student Achievement Target: To accelerate the achievement of 60 students in mathematics in Years 2 - 6.

WHEN	WHAT	WHO	INDICATORS OF PROGRESS
Feb	Developing the non-negotiables for us in planning around DMIC	Pip/Jen - all staff	Collaboration in DMIC across the teams Consistent approach to teaching DMIC across the whole school.
Feb/March	Professional Growth Cycle - develop as a staff with shared priority area in our standards for the teaching profession.		
All year	Unpacking the Maths learning progressions. Look at how other schools are using these not just as a planning tool but a tool to identify individual next learning steps.	Pip/Tracy and all staff	Student voice Teacher voice Whanau voice Use of matrix
End of term 2 and 4	Use teacher capability matrix for self review (to confirm)	Rose working with teachers	A shift right on the matrix

March	Work with the team from Massey to build confidence around maths assessment using the model of DMIC. Working throughout the year in 'maths families' across the school - lesson study. Focus on the whole picture in maths - shift the thinking to the maths learning progressions.	Senior leadership team	More collaboration across the school, not just in teams and opportunities to access the expertise from across our school.
Term 2	Participate fully in all PLD provided through the Kahui AKo around culturally responsive practice and student agency.	All staff	Progress and achievement data
Term 2	Whanau consultation - DMIC (as part of learning conversations)		Sharing of information and assist in future planning
All year	Meet the learning needs of identified students through a range of interventions.	All staff	Progress and achievement data
All year	Seeking opportunities for collaboration and sharing of effective practice		

Monitoring:

Data will be tracked termly in teams as part of regular team meetings. These will then be discussed with the leadership team, with the focus being around determining who requires acceleration, who is making accelerated progress, and identifying the successful interventions.

The leadership team will complete two observations of each teacher, as well as gather observational data, student and teacher voice.

Progress and achievement data will be monitored by the leadership team and presented to the BoT in Terms 2 and 4.

