



TAITOKO SCHOOL

Vision - Cultural, Creative, Connected Learners

Values - Striving for excellence, Respect everyone, Celebrate diversity.

I am safe, I am respectful, I am a learner.

Charter

Strategic and Annual Plan

2022 - 2025

Taitoko School 2022 – 2025 Strategic Intentions

Mission Statement	To meet the Educational Needs of Taitoko Schools Community by Striving For Individual Excellence in all curriculum areas, in a safe and caring learning environment
Vision	Cultural, Creative, Connected Learners
Values	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Whakaute - Respect Whanaungatanga</div> <div style="text-align: center;">Ako - Empathy</div> <div style="text-align: center;">Aroha - Love Manaakitanga</div> </div>
PB4L Principles	I am Safe - I am Respectful - I am a Learner
Māori Dimensions and Cultural Diversity	<p>Taitoko School’s Curriculum will recognise the unique position of Māori, the dual heritage of New Zealand, and New Zealand’s cultural diversity. The Board of Trustees will ensure the following takes place:</p> <p>Consultation with our Māori whanau on Charter development, where appropriate</p> <ul style="list-style-type: none"> • Will reflect the unique place of Māori within our policy documentation and curriculum statements to respect New Zealand’s cultural diversity. • Provide all students the opportunity to understand and experience cultural traditions, language, and history. • Staff and students will understand why the Tiriti o Waitangi has a unique place in New Zealand’s history

Taitoko School Strategic Plan 2022 – 2025

LEARNING GOAL: to maximise individual potential through developing a progressive and flexible school curriculum to meet our students' needs through real life learning experiences. Focus on raising student achievement in mathematics, writing, and reading.

Mathematic goal 80% at expected Curriculum Level

Reading goal 85% at expected Curriculum Level

Writing goal 85% at expected Curriculum Level

How: all students, including priority learners, will access the NZCⁱ as evidenced by achievement in the NZC levels and differentiated learning programs, target groups, and samples of student work. Collaborative working environments under each Hub. The school is under the Community of Learners Kahui Ako to meet the community achievement challenges.

2022: Continue to use the PaCT tool for writing to continue with consistency of accurate teacher judgements

Ongoing review and continual development of the School's Curriculum.

Leaders/teachers continue to use evaluation and inquiry to fully understand the impact of strategies and programmes to raise achievement.

Continue with the Implementation of Yolanda Soryl Literacy program across year 1 to 4

Manaakalani implemented in the school for digital awareness and capability.

Te reo Māori language and Tikanga will be a focus for all staff.

PB4L School wide behaviour management system and Breathe Pause Smile.

Maori Achieving Success as Maori-Maori Achievement Challenge professional development

		2018 Goal	2018 Actual	2019 Goal	2019 Actual	2020 Goal	2020 Actual	2021 Goal	2021 Actual	2022 Goal	2022 Actual	
Well Below and Below	Maths		26%		26%		25%		22%			
	Writing		25%		26%		20%		24%			
	Reading		28%		20%		21%		18%			
At and Above	Maths	70%	74%	85%	74%	85%	75%	80%	78%	85%		
	Writing	60%	67%	75%	74%	80%	80%	85%	76%	85%		
	Reading	60%	72%	85%	80%	80%	79%	85%	82%	85%		

Taitoko School Strategic Plan 2022

Poipoia te kākano kia puāwai: Nurture the seed and it will grow.

Improving Student Learning and Achievement	Developing a Quality Learning Environment	Education for Sustainability
<p><u>Curriculum Goals:</u> Continual development of the Taitoko Curriculum.</p> <ul style="list-style-type: none"> - The needs of the students influence curriculum delivery. - To evaluate learning programmes on an ongoing basis, including reflection on Teaching as Inquiry - Ongoing review and development of the school's curriculum. - Working collaboratively within the Kahui Ako. Look at levers for change. - Maanaiakalani <p><u>Math Goals:</u></p> <ul style="list-style-type: none"> - Students will be given the opportunity to be the best they can be, to meet the maths expectations and curriculum. - PAT assessment tool for maths - Continual development of assessment processes and practices. - Hubs/collaboration discussions <p><u>Literacy Goals:</u> Enhance teacher capability through mentoring/coaching. Teacher Inquiry, leadership and Hub discussions. Part of the Kahui Ako.</p> <p>Use assessment to critique teaching and learning, so that student learning is tracked and supported. All reading recovery and ex reading recovery students will be monitored. Reading Recovery teacher will work alongside teachers to support these students and involved in the early literacy program.</p> <p>PAT assessment tool for reading whole school. Continue with PaCT tool for writing.</p>	<p><u>Clear Expectations:</u> Year 8 leavers have a clear understanding of expectations for learning, required for success at college. Look at resourcing and whanau support, use surveys and meet and greet. Develop year 8 individual profile.</p> <p>Achievement challenges discussed and met through explicit acts of teaching.</p> <p>Teachers and students' capable digital citizens. Maths: Leader observations for best practice. Maths leader to work with leadership team to critically analyse data. Teacher observations and feedback. PAT tool used to identify next learning steps for students.</p> <p>Observations to better inform teachers of strategies for positive learning outcomes for all students. Analyse assessment data, to identify weaknesses, strengths, so that teacher practice improves. Build on teachers' knowledge to transfer to DATs. Integrate techniques (includes assessment) to practice. Priority learners identified and monitored by teachers, looking at the learner as an individual. Set learning goals with students not 'at curriculum level, looking for evidence of progress. Use PaCT tool signposts to support the next learning steps.</p>	<p><u>Sustainability Goals</u></p> <ul style="list-style-type: none"> - Whanautanga-family: total well-being <ul style="list-style-type: none"> o What can we do to support and improve staff and student wellbeing? - Place: <i>Enviro</i> School <ul style="list-style-type: none"> o Gardens for Food programmes o Fruit trees o Landscape o Developing Student Leaders <p><u>Property:</u> 10y-5y Administration/LSC office Modernised classrooms</p> <p><u>Human Resources:</u></p> <ul style="list-style-type: none"> - Professional Growth Cycle - Health and safety procedures - Safety drills - Reading Recovery Teacher - Staff well Being -Covid <p><u>Finance:</u></p> <ul style="list-style-type: none"> - Annual budget - Meeting accounting and reporting requirements - Ed Services <p><u>Whanau Hui</u></p> <ul style="list-style-type: none"> - Fono that will support our Taitoko School whanau, working in the COL - AST – Whanau engagement.

<p><u>Leadership:</u> Build capability of leadership team through professional readings and discussions with Appraiser and Professional Development</p> <p>Leaders/teachers use evaluation and inquiry to fully understand the impact of strategies and programmes in relation to achieving equity and excellence for all students.</p> <p><u>Digital Curriculum: Manaaiakilani</u> Build teachers awareness and pedagogy to support our students to use digital tools that engage them in their learning.</p> <ul style="list-style-type: none"> - Increase teachers' knowledge of the digital curriculum. - The main goal is to accelerate learning outcomes for our students in a digital environment. Creative skills through technology can help students to become better problem solvers, communicators and collaborators. <p><u>Cultural Responsiveness/ Maori Achieving Success as Maori</u> Across School Teacher (AST) will support cultural understanding regarding iwi and Maori student engagement in learning and lead the team to further their understanding of Tikanga Maori.</p> <p><u>PB4L Goals:</u></p> <ul style="list-style-type: none"> - To enhance student/teacher parent relationship - To continue to support students at school, using the PB4L management system to support positive behaviour. - To continue to recognise NZC cultural diversity, Māori. - Restorative Practice school wide Pause Breathe and Smile. 	<p><u>Leadership Capability:</u></p> <ul style="list-style-type: none"> - Teachers/students: promote the school value of Excellence. - Develop leaders understanding of 'Effective Leadership through Professional Development - Build on strengths/talents of all Taitoko School staff - Further development of professional capability for leaders and teachers <p>Principal and Deputy Principal completed Mindlab paper. Leaders to implement change through their research inquiry. Continue with research digging down into digital tools.</p> <p>Implement Te Reo into classrooms. Noho's to be organised. If appropriate under covid framework Investigate further support for Te Reo and Kapa Haka. Focus on Whanaungatanga and Manaakitanga.</p> <p><u>PB4L:</u></p> <ul style="list-style-type: none"> - Continue with our great caring culture, using PB4L. - Develop students as leaders <p>Staff to continue with Pause Breathe and smile techniques</p>	<p>Google classrooms and apps used to engage students in their learning.</p> <p>Confident learners and teachers using digital tools.</p> <p>Understanding of Tikanga</p> <p><u>PB4L:</u></p> <ul style="list-style-type: none"> - Engaged students. - Positive culture - Strive for Excellence
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Taitoko School Annual Plan 2022
Poipoia te kākano kia puāwai: Nurture the seed and it will grow.

<i>Improving Student Learning and Achievement</i>	<i>How will we gather evidence of progress</i>	<i>Evaluation Capability</i>	<i>Mid-Point Review Term Two</i>	<i>End Point Review Term Four</i>
<p>Actions Curriculum Goals: Ongoing Review and continual development of the School’s curriculum.</p> <p>Maanaiakalani The main goal is to accelerate learning outcomes for our students in a digital environment by building digital awareness and capabilities for student and teachers.</p> <p>Reading/Writing: Literacy Leader coaches and supports teachers to ‘dig deeper’ into student achievement, using ‘deliberate acts of teaching’. Working with COL. AST teacher to support all staff.</p> <p>Yolanda Soryl phonics programme implemented in Junior classrooms. Each day will begin and focus on the stages in the programme.</p>	<p>Outcomes Curriculum: At the end of the term, staff will evaluate the curriculum, looking at ways to further engage students/ in their learning.</p> <p>Digital Curriculum and teacher capability. Leadership team the team for learning. Transfer learning knowledge down to teacher practice.</p> <p>Leader and teacher work together to set goals to guide teacher observations, looking at the professional growth cycle. Leader walk throughs in classrooms. Hub, Staff meeting minutes and PD summaries. Hub Inquiries to establish professional goals. Analyse reading and writing.</p>	<p>Evaluation Curriculum: Ongoing review at the end of each term before deciding on planning for following term.</p> <p>Teacher understanding of the digital curriculum and use of digital tools to promote student learning</p> <p>Observation discussion records will show target student goal setting, identifies teachers deliberate acts of teaching and feedback for targeted students with writing.</p> <p>Focus on writing and accelerating progress.</p> <p>Improvement in oral language.</p>		

<p>Use assessment to critique teaching and learning, so that student learning is tracked and supported. All assessment data results entered on Etap, for tracking purposes and hub discussions.</p>	<p>Moderation Meetings, using the PaCT tool to Identify learning goals for students not 'at' curriculum level and move more students from 'at' to 'above' curriculum level. Teacher Aide expectations and planning.</p> <p>Assessment for each student will happen according to stage of progress in week 8 of term 1.</p> <p>Ongoing reflections and discussions to evaluate the impact of this.</p> <p>External Agency Support (includes PD) Pact tool for writing. Set student goals for writing. Reading; Analyse running records to gold level, across all year levels. This includes tracking and monitoring of Reading Recovery students present and past.</p> <p>PAT Reading: Comprehension in Term 2 and Term 4, for years 4 – 8</p> <p>Comprehension worksheets with students above Gold Level. PACT writing assessment to track all students 'well below or</p>	<p>To be evaluated and a schedule for assessment timelines put in place.</p> <p>Evidence of Oral language experiences.</p> <p>Observations and subsequent teacher/student coaching lead to: Student achievement at their curriculum level. Improved outcome for students.</p> <p>Evidence of targeted student discussions in hubs</p> <p>Students moving from 'below' the curriculum to 'at' the curriculum. Observations and feedback show evidence of deliberate acts of teaching and areas identified for improvement.</p>		
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<p>Maths: Leader and principal supports' teachers to identify deliberate acts teaching to raise achievement and show progress for all students. Look at goal setting for students not at curriculum level.</p> <p>Cultural Responsiveness: Whanau participation for their child's learning. Home, School Partnership. Connections with local Marae and iwi. Building partnerships</p> <p>Leadership Capability: Professional Development: Building Effective Leadership (Carol Lynch-Education Consultants)</p>	<p>below' curriculum for writing and set goals. Moderation Meetings for writing. Terms 2, 3, and 4, using the PACT tool. Observations of teachers, feedback and goal setting.</p> <p>Analyse assessment data PAT and gloss/JAM.</p> <p>Hub discussions/staff meetings</p> <p>Principal and maths leader involved in professional development to support school's math capability.</p> <p>Whanau/Student Feedback Noho's to be organised. School wide waiata and karakai</p> <p>Leadership: Leaders up to date with current leadership practices. Leaders involved in the analysis of data. Evidence of professional discussions linked to Strategic and Annual Plan. Evaluative practice.</p>	<p>Staff meeting with a maths focus. Principal and leader to do maths inquiry.</p> <p>Evidence of whanau collaboration to support student achievement. Record on E-tap or meeting minutes. Planning to incorporate whanau/ student feedback that is put into practice.</p> <p>Leadership: Building professional capability. Professional conversations SWIS analysis done on leaders, looking at what we do well and what we can improve on.</p>		
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Analysis of Variance Reporting

School Name:	Taitoko School	School Number:	3032
Strategic Aim:	Improve Student Learning and Achievement through Targeted Actions		
Annual Aim:	<p>Improve Student Learning and Achievement through Targeted Actions:</p> <p>Curriculum Development Reading/Writing focus on supporting teachers to 'dig deeper into raising achievement, Maths focus is to identify Deliberate Acts of Teaching to raise achievement. Kahui Ako -all teachers working with COL.</p>		
Target:	<p>Writing: The curriculum area of focus for 2021 was 'writing'. Data shows a slight decline in 2021- which contributed to Covid 19. It was agreed that a continual focus into writing practices across the school would continue to identify areas for improvement. The PaCT tool was implemented for consistency of judgements. Signposts within the aspects were used to inform teaching. Easstle for students years 1 to 3. Kahui Ako data gathering</p>		
Baseline Data:	<p>Writing (Boys)There are 109 boys, of these 54 students are 'At and 23 Above' curriculum level. 27 'Below' and 5 'Well Below' Writing (Girls)There are 88 girls, of these 50 students are 'At and 23 Above' curriculum level. 14 'Below' and 1 'Well Below'. School wide 104 students are 'At and 46 'Above' curriculum level.</p> <p>Writing we came out just under the goal, with 76% at and above the curriculum</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>With the aim of moving as many students as possible from the 'under-achieving band to the achieving bands, there is a need for teachers to:</p> <p>To be very clear about what expectations for each year level looked like for writing and to share those expectations with students, as appropriate to age and level.</p> <p>To identify every student at the beginning of 2020 who were not working at the appropriate curriculum level, looking at Etap data. Select Targeted students.</p> <p>Set Learning Goals for each student (what specific learning does the student need to reach their achievement target?) Use the PaCT tool signposts to inform teaching.</p> <p>To discuss and analyse the progress of these students regularly at Hub and Staff Meetings.</p> <p>Appraisal and observations of teachers to inform next steps. Supported professional discussions in place.</p>	<p>Writing:</p> <p>Across the school 150 students out of 197 students are either 'At or Above' the curriculum.</p> <p>There has been an increase with students moving from 'At to Above the curriculum.</p> <p>47 students are either 'Below or Well Below the curriculum. Of these group 2 students are Orr's funded and a significant group of these students with learning needs, of this group the majority receive funding and extra support within class.</p> <p>We noticed a drop in the percentage of students achieving curriculum level at midpoint of the year due to students who have not attended school for a year automatically placed "At 'curriculum level. The total number of these students were 14.</p>	<p>Targeted students were chosen from our data analysis carried out by the leaders. Data was also given to teachers to discuss and look at which students would be chosen to target. Teachers involved in regular data analysis discussions.</p> <p>Teacher Inquiry supported this with the Junior Hub looking at not teaching 'words in isolation to writing. The team started to reflect on students writing and looking at spelling words within the writing, rather than just teach essential words, without linking to the writing process.</p> <p>Reflection from professional reading-Deepen Teacher Inquiry supported the teachers to think about their teaching.</p> <p>All Junior teachers and the principal attended professional development for Yolanda Soryl early literacy development.</p>	<p>Both teachers agreed that there was an increase in oral language with some students who were reluctant to communicate, now sharing their learning journey.</p> <p>Our evaluation of the Junior literacy program showed evidence that there were variables in each year level. As a collaborative team it was decided that for 2021 an agreed set of expectations for teaching literacy would be implemented for consistency. The same alphabet cards and literacy program would be implemented. This has happened Set an achievement target using the PaCT tool for each student (what curriculum level-sub level does the student need to reach by the end of 2021) Set learning goals that are specific-deliberate acts of teaching. Yolanda Soryl Literacy programme to be implemented into the Junior School.</p> <p>Discuss and analyse the progress of these students regularly at weekly hub meetings.</p> <p>Continue to use knowledge of literacy team as a critical friend Reading Recovery teacher and RTLit. Reading Recovery students tracked.</p>

Planning for next year:

All students below the curriculum will be identified. Discussions with all teachers to look at each student and analyse what is missing, using the PaCt Tool signposts to inform teaching and EasTle as part of Maanaiaklani Hub discussions where evidence is collated to strengthen teacher capability and track student progress.

Each student will know their learning goals.

Teachers and students will have a clear expectation of what writing/reading and maths looks like for each curriculum level.

Include whanau in the school community, seeking their voice.

Analyse data and feedback regularly given.

Ex reading recovery students and present students will be tracked, this will form the basis for discussions around the learner.

Professional Growth Cycle in place to support teachers to be the best practitioners.