



# 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

2020 - 2023

## Taitoko School 2020 – 2023 Strategic Intentions

<b>Mission Statement</b>	To meet the Educational Needs of our Taitoko School Community by fostering Individual Excellence in all curriculum areas, in a safe and caring learning environment
<b>Vision</b>	Cultural, Creative, Connected Learners
<b>Values</b>	Striving for Excellence, Respect Everyone, and Celebrate Cultural Diversity
<b>PB4L Principles</b>	I am Safe - I am Respectful - I am a Learner
<b>Māori Dimensions and Cultural Diversity</b>	<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"> <li>• Will reflect the unique place of Māori within our policy documentation and curriculum statements to respect New Zealand's cultural diversity</li> <li>• Provide all students the opportunity to understand and experience cultural traditions, language, and history</li> <li>• Staff and students will understand why the Treaty of Waitangi has a unique place in New Zealand's history</li> </ul>

## Taitoko School Strategic Plan 2020 – 2023

**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 85% at expected Curriculum Level

Reading goal 80% at expected Curriculum Level

Writing goal 80% at expected Curriculum Level

**How:** all students, including priority learners, can access the NZC 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

**2020:** Review and further development of assessment processes and practice using the Pact Tool  
 Ongoing review and development of the school's curriculum.  
 Leaders/teachers use evaluation and inquiry to fully understand the impact of strategies and programmes to raise achievement  
 Opportunities for all students to reach their potential.  
 Further development of professional capability for leaders and teachers  
 PB4L School wide behaviour management system/Restorative Practice being implemented school wide.

		<b>2018 Goal</b>	<b>2018 Actual</b>	<b>2019 Goal</b>	<b>2019 Actual</b>	<b>2020 Goal</b>	<b>2020 Actual</b>					
<b>Well Below and Below</b>	<b>Maths</b>		26%		26%							
	<b>Writing</b>		25%		26%							
	<b>Reading</b>		28%		20%							
<b>At and Above</b>	<b>Maths</b>	70%	74%	85%	74%	178/85%						
	<b>Writing</b>	60%	67%	75%	74%	168/80%						
	<b>Reading</b>	60%	72%	85%	80%	168/80%						

# Taitoko School Strategic Plan 2020

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

### Improving Student Learning and Achievement

#### Curriculum Goals:

Implement the Taitoko way

- 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.**

#### Math Goals:

- 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
- **Review and further development of assessment processes and practice**
- Hubs/collaboration discussions
- AliM to develop best practice

#### Literacy Goals:

Enhance teacher capability through mentoring/coaching. Teacher Inquiry, leadership feedback and Hub discussions.

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. PAT assessment tool for reading (professional development) whole school.

PaCT tool will be used for writing, looking at different aspects of the writing tool. (PaCT Tool professional development for the teaching team)

### Developing a Quality Learning Environment

#### Clear Expectations:

- Year 8 leavers have a clear understanding of expectations for learning, required for success at college. Look at resourcing and whanau support, use surveys to identify what parents want for their child/children.

#### Maths:

Maths leader to work with leadership team to critically analyse data. Teacher observations and feedback. Principal and maths leader to attend AliM professional development and develop a teacher inquiry that will be used to support teachers to identify DATs (deliberate acts of teaching) , that will support leaning.

#### Literacy

Literacy leader, to do observations. Analyse assessment data, to identify weaknesses, strengths, so that teacher practice improves, to support student learning. 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. Use assessment tools to support the next learning steps.

### Education for Sustainability

#### Sustainability Goals

- Kaitiakitanga: guardianship of our environment
- People: total well-being
  - o What can we do to support and improve staff and student wellbeing?
- Place: *Enviro* School
  - o Gardens for Food programmes
  - o Fruit trees
  - o Landscape
  - o Developing Student Leaders

#### Property:

- New Art Hub-
- Modernised classrooms
- Shade Areas

#### Human Resources:

- Performance management
- Health and safety procedures
- Safety drills
- Reading Recovery Teacher

#### Finance:

- Annual budget
- Meeting accounting and reporting requirements
- Ed Services

<p><u>Leadership:</u> Build capability of leadership team through professional readings and discussions with Appraiser and Professional Development</p> <p><b>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.</b></p> <p><u>ICT Goals:</u></p> <ul style="list-style-type: none"> <li>- Increase teachers' knowledge of the digital curriculum. Review and evaluate where we are at using the MOE tool. Decide on next steps and develop strategy plan</li> </ul> <p><u>PB4L Goals:</u></p> <ul style="list-style-type: none"> <li>- To enhance student/teacher parent relationship</li> <li>- Whanau Meetings</li> <li>- Fono</li> <li>- To continue to support students at school, using the PB4L management system to support positive behaviour.</li> <li>- To continue to recognise NZC cultural diversity, Māori, Pasifika, and all cultures through a Pasifika Education Plan and Maori enjoying Success as Maori</li> <li>- Taitoko Kahui Ako Community of Learning</li> <li>- Restorative Practice school wide</li> </ul>	<p><u>Leadership Capability:</u></p> <ul style="list-style-type: none"> <li>- Teachers/students: promote the school value of Excellence</li> <li>- Develop leaders understanding of 'Effective Leadership through Professional Development</li> <li>- Build on strengths/talents of all Taitoko School staff</li> <li>- Further development of professional capability for leaders and teachers</li> </ul> <p>- All students able to use digital tools to support learning</p> <p><u>PB4L:</u></p> <ul style="list-style-type: none"> <li>- Continue with our great caring culture, using PB4L.</li> <li>- <b>Develop students as leaders</b></li> </ul>	<p><u>Whanau Hui</u></p> <ul style="list-style-type: none"> <li>- Fono that both continue to support our Taitoko School whanau</li> <li>- In school and across school leaders, working in the COL</li> </ul> <p><u>PB4L:</u></p> <ul style="list-style-type: none"> <li>- Engaged students</li> <li>- Positive culture</li> </ul>
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**Taitoko School Annual Plan 2020**  
**Poipoia te kākano kia puāwai: Nurture the seed and it will grow**

<b>Improving Student Learning and Achievement</b>	<b>How will we gather evidence of progress</b>	<b>Evaluation Capability</b>	<b>Mid-Point Review Term Two</b>	<b>End Point Review Term Four</b>
<p><b>Actions</b>  <u>Curriculum Goals:</u>            Ongoing Review and continual development of the School's curriculum.</p> <p><b>Reading/Writing</b>            Literacy Leader coaches and supports teachers to 'dig deeper' into student achievement, using 'deliberate acts of teaching' (DATs).            Working with COL. The Literacy leader is the W.S.T            Writing Targeted</p>	<p><b>Outcomes</b>  <u>Curriculum:</u>            At the end of each term, staff will evaluate the curriculum, looking at ways to further engage students in their learning.</p> <p>Leader and teacher work together to set goals to guide teacher observations. Teacher observation feedback forms completed 3 points.            Leader does walk throughs in classrooms.            Hub, Staff meeting minutes and PD summaries.</p> <p>Teacher Inquiry/Writing Moderation Meetings.            Identify learning goals for students not 'at' curriculum level and also move more students from 'at' to 'above' curriculum level. (Writing)            Teacher Aide expectations and planning.</p>	<p><b>Evaluation</b>  <u>Curriculum:</u>            Ongoing review at the end of each term before deciding on planning for following term. Identify, Respond and Monitor.</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>Did we make a difference? If not, why not?            Identify, Respond, Monitor</p>		



<p><b>Maths:</b>  <b>Leader and principal supports teachers to identify ‘deliberate acts teaching’, to raise achievement and show students are making progress.</b>  <b>Look at goal setting for students not at curriculum level.</b></p> <p><b><u>Leadership Capability:</u></b>  <b>Professional Development: Building Effective Leadership (Carol Lynch-Education Consultants)</b></p>	<p>Observations of teachers, feedback and goal setting.</p> <p>Analyse assessment data PAT and gloss/JAM as necessary for any student not meeting curriculum level.</p> <p>Hub discussions/staff meetings</p> <p>ALIM- principal and maths leader involved in professional development and Alim Inquiry, to support DATs.</p> <p><b><u>Leadership:</u></b>  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>Planning to incorporate whanau/ student feedback that is put into practice.</p> <p>Observations and feedback show evidence of deliberate acts of teaching and areas identified for improvement.</p> <p>Staff meeting with a maths focus.  Principal and leader to do maths inquiry.</p> <p><b><u>Leadership:</u></b>  Building professional capability  Professional conversations  SWIS analysis done on leaders, looking at what we do well and what we can improve on, evaluate.</p>		
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# Analysis of Variance Reporting

<b>School Name:</b>	Taitoko School	<b>School Number:</b>	3032
<b>Strategic Aim:</b>	Improve Student Learning and Achievement through Targeted Actions		
<b>Annual Aim:</b>	<p>Improve Student Learning and Achievement through Targeted Actions:</p> <p>Curriculum Development – on going, building student ‘engagement’ in their learning.</p> <p>Writing: focus on supporting teachers to ‘dig deeper into raising achievement (Targeted)</p> <p>Maths focus is to identify Deliberate Acts of Teaching to raise achievement – AlIM PD</p> <p>Assessment – all students</p> <p>Kahui Ako -all teachers working with COL. Within School Teacher.</p> <p>Leadership – building leadership capability that effects change in practice.</p>		
<b>Target:</b>	<p>Writing: The curriculum area of focus for 2019 was ‘writing’. Data shows a steady improvement from 2018 to 2019. It was agreed that writing would be the targeted curriculum area. Focus on identified students not ‘at’ curriculum level, using ‘Identify, Respond and Monitor’.</p> <p>Clear system to identify these students using Etap that shows progress across year levels.</p> <p>Writing (Boys)There are 129 boys, of these 88 students are ‘At or Above’ curriculum level. 31 ‘Below’ and 6 ‘Well Below’</p> <p>Writing (Girls)There are 100 girls, of these 82 students are ‘At or Above’ curriculum level. 15 ‘Below’ and 3 ‘Well Below’.</p> <p>School wide 172 students are ‘At or ‘Above’ curriculum level.</p> <p>More students overall are in the ‘Below or Well Below’ achievement bands than are in the “Above band. Moving a greater proportion of students from the ‘At’ to the “Above’ achievement bands must be a priority for 2020.</p> <p>Year 3 &amp; 4 data shows significant improvement. Both teachers had a good understanding of ‘Deliberate Acts of Teaching’ that linked to improved outcomes.</p>		

## Baseline Data:

Writing (Boys) There are 129 boys, of these 88 students are 'At or Above' curriculum level. 31 'Below' and 6 'Well Below'

Writing (Girls) There are 100 girls, of these 82 students are 'At or Above' curriculum level. 15 'Below' and 3 'Well Below'.

School wide 172 students are 'At or 'Above' curriculum level.

More students overall are in the 'Below or Well Below' achievement bands than are in the "Above band. Moving a greater proportion of students from the 'At' to the "Above' achievement bands must be a priority for 2020.

<b>Actions</b> <i>What did we do?</i>	<b>Actions</b> <i>What did we do?</i>	<b>Actions</b> <i>What did we do?</i>	<b>Actions</b> <i>What did we do?</i>
<p>With the aim of moving as many students as possible from the 'under-achieving to the achieving bands, there is a need for teachers to:</p> <p>To be very clear about what expectations for each year level actually looked like for writing and to share these expectations with students, as appropriate to age and level.</p> <p>To identify every student at the beginning of the year who was not working at the appropriate curriculum level, looking at ETap data. Identify, Respond and Monitor.</p> <p>Set Learning Goals for each student (what specific learning does the student need to reach their achievement target?)</p> <p>To discuss and analyse the progress of these students regularly at Hub and Staff Meetings and Leadership Meetings.</p> <p>Junior Collaborative Inquiry</p>	<p>Writing:</p> <p>By the end of year 1: Above / At:100% (n=31/31)</p> <p>By the end of year 2: Above / At: 57% (n=9/16) Below / WB:44% (n=7/16)</p> <p>By the end of year 3: Above / At:84% (n=32/38) Below /WB: 16% (n=6/38)</p> <p>By the end of year 4: Above / At:52% (n=13/25) Below /WB:48%(n=12/25)</p> <p>By the end of year 5: Above / At:77% (n=26/34) Below /WB:24% (n=8/34)</p> <p>By the end of year 6: Above / At:65% (n=19/29) Below / WB:34% (n=10/29)</p> <p>By the end of year 7: Above / At: 71% (n=22/31) Below/WB: 29% (n=9/31)</p> <p>By the end of year 8: Above / At:73% (n=19/26) Below / WB:27% (n=7/26)</p> <p>Whole School: Above/At:74% (n=172/231) Below/WB:26% (n=59/231)</p> <p>Analysis and Evaluation using Identify, Respond and Monitor.</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.</p> <p>The Junior Hub decided on a collaborative inquiry, to build teacher capability.</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>Whare Maanaki- new entrants. The teacher showed that the School Entry Assessment for targeted students showed an increase in alphabet knowledge and CAPs and writing</p> <p>Year 2, teacher, noticed students using more adjectives in their writing which they shared with other students.</p> <p>The year 3 teacher noticed her targeted students made progress, due to deliberate acts of teaching.</p> <p>Continue to identify every year 2 to 8 student who are in the 'well below or below' bands for writing.</p> <p>Set an achievement target for each student (what curriculum level-sub level does the student need to reach by the end of 2020?)</p> <p>Set learning goals that are specific-deliberate acts of teaching. Identify, Respond and Monitor.</p> <p>Discuss and analyse the progress of these students regularly at weekly hub meetings.</p> <p>Continue to use knowledge of literacy team. Reading Recovery teacher and RTLit.</p> <p>Identified we needed a Reading Recovery Tracking system.</p>

### Planning for next year:

All students 'well below or below' the curriculum will be identified. Discussions with all teachers to look at each student and analyse what is missing, using the PaCt Tool and PAT for writing. Identify, Respond and Monitor.

Weekly hub discussions where evidence is collated to strengthen teacher capability and track student progress.

Goals set for each student learning discussed with them – goal setting.

Teachers and students will have a clear expectation of what 'writing' 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 monitored on tracking format. This will form the basis for discussions around the learner.

Play-Based Learning to support year 0 – 2 students with cognitive development, to support cognitive growth.