



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

2019 - 2022

Taitoko School 2019 – 2022

Introductory Section – Strategic Intentions

Mission Statement	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
Vision	Cultural, Creative, Connected Learners
Values	Striving for Excellence, Respect Everyone, and Celebrate Cultural Diversity
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 Treaty of Waitangi has a unique place in New Zealand’s history

Taitoko School Strategic Plan 2019 – 2022

<p>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.</p> <p>Mathematic goal 85% at expected Curriculum Level Reading goal 85% at expected Curriculum Level Writing goal 75% at expected Curriculum Level</p>
<p>How: all students, including priority learners, can 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 Taitoko Kahui</p>
<p>2017: Curriculum development – review and planning: Integration, Inquiry Community of Learning Review support for ESOLⁱⁱ Students</p>
<p>2018: Curriculum Development – Design School Curriculum Community of Learning-Taitoko Kahui Implementation of collaborative practice through Hubs</p>
<p>2019: Review and further development of assessment processes and practice Ongoing review and development of the school's curriculum. 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. Further development of professional capability for leaders and teachers PB4L School wide behaviour management system/Restorative Practice being implemented school wide.</p>

		2014	2015	2016 <i>Goal</i>	2016 <i>Actual</i>	2017 <i>Goal</i>	2017 <i>Actual</i>	2018 <i>Goal</i>	2018 <i>Actual</i>	2019 <i>Goal</i>	2019 <i>Actual</i>
Well Below and Below	Maths	67%	38%		43.9%		39%		26%		
	Writing	63%	48%		58.4%		56%		25%		
	Reading	58%	28%		50.0%		42%		28%		
At and Above	Maths	33%	62%	70%	56.0%	70%	60%	70%	74%	85%	
	Writing	37%	51%	60%	41.6%	60%	45%	60%	67%	75%	
	Reading	42%	58%	65%	49.1%	65%	57.7%	60%	72%	85%	

Taitoko School Strategic Plan 2019

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

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 bases, including reflection on Teaching as Inquiry
- PAT used as assessment tool schoolwide.
- **Ongoing review and development of the school's curriculum.**

Math Goals:

- 85% of students will be at or above curriculum expectation.
- ALiM professional development
- **Review and further development of assessment processes and practice**
- Further develop best practise for maths
- Hubs/collaboration

Literacy Goals:

- 85% of students will be at or above curriculum expectation for reading.
- 72% of students will be at or above curriculum expectation for writing.
- Further develop best practise models of literacy
- Hubs/collaboration
- Enhancing Teacher Capability, developing best literacy practise in teachers.
- Appropriate use of technologies and resources for learning
- Modification to the needs of individuals and groups of learners.

Developing a Quality Learning Environment

Clear Expectations:

- What a year 8 student leaving Taitoko School would have in their kete, to succeed in the world as a competent adult.
- Working in the COL space.
- Working alongside SAF.

For Literacy and Mathematics:

- Hub discussions that focus on the analysis of data. Teachers next steps-so what-what now
- Literacy leader/maths leader model excellent practice
- Maths leader and learning leader involved in implementing ALiM across the school.
- Students targeted to accelerate learning
- Leaders meet to discuss assessment practice.

Inquiry Learning:

- Increasing teacher knowledge / confidence, unpack Teacher Inquiry through the hubs and staff meetings

Cultural Responsiveness:

- Continue to support student/teacher understanding of Māori/Pasifika culture and language using whanau support.

Leadership Capability:

- Teachers/students: promote the school value of Excellence
- Develop leadership through the professional discussions on Best Evidence Synthesis at leadership meetings.
- Build on strengths/talents of all Taitoko School staff
- **Further development of professional capability for leaders and teachers**

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
- Programme: knowledge, research, and investigation
 - o What should the students learn about environmentally friendly human activities?

Property:

- Junior Playground
- Room 6 & 7 furniture upgrade

Human Resources:

- Performance management
- Health and safety procedures
- Safety drills
- Extra reading teacher to accelerate learning

Finance:

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

<p><u>Leadership:</u> Build capability of leadership team through professional readings and discussions of the B</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>ICT Goals:</u></p> <ul style="list-style-type: none"> - Increase teachers' knowledge of the digital curriculum. - Chrome books for all year 5 and 6's. Build digital capability <p><u>PB4L Goals:</u></p> <ul style="list-style-type: none"> - To enhance student/teacher parent relationship - Whanau Meeting - Fono - To continue to support students at school, using the PB4L management system to support positive behaviour. - To continue to recognise NZC cultural diversity, Māori, Pasifika, and all cultures through a Pasifika Education Plan and Maori enjoying Success As Maori - Taitoko Kau Community of Learning - Whanau involvement with targeted students, partnership between school and home - Restorative Practice school wide 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Evaluation cycle at the end of each term to evaluate impact on learning regarding the curriculum - Evaluate PAT assessment tool - Use Taitoko School Evaluation Rubric to decide on next steps. <p><u>PB4L:</u></p> <ul style="list-style-type: none"> - Incident Reporting 	<p><u>Whanau Hui</u></p> <ul style="list-style-type: none"> - Fono that both continue to support our Taitoko School whanau - In school and across school leaders, working in the COL <p><u>PB4L:</u></p> <ul style="list-style-type: none"> - Engaged students - Positive culture
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Taitoko School Annual Plan 2019

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

Improving Student Learning and Achievement	How will we gather evidence of progress	Evaluation Capability
<p>Actions</p> <p><u>Curriculum Goals:</u> Ongoing Review and continual development of the School's curriculum. Professional Development for teachers around understanding the curriculum.</p> <p><u>Math Goals:</u> <u>ALiM professional development to accelerate learning</u></p> <p><u>Literacy Goals:</u></p> <ul style="list-style-type: none"> - Students at year 3 – 4 will be targeted and monitored; looking at strategic acceleration for writing - Literacy Leader 1 day release a fortnight: observations to support and challenge teachers, looking at best practise - Reading: looking at curriculum levels - BOT funded teacher to accelerate learning - If a student is identified as a targeted student, whanau will be contacted to support the student's learning. 	<p>Outcomes</p> <p><u>Curriculum:</u> At the end of the term, staff will evaluate the curriculum, looking at ways to further engage students in their learning. Leaders support teachers understanding of the curriculum.</p> <p><u>Maths:</u> Maths leader to work with learning leader to implement ALiM across the school. Targeted students for ALiM will be targeted and tracked to evaluate progress. Targeted student tracking forms to monitor progress of students Leaders of ALiM will feedback to staff and meet with teachers as part of the teacher inquiry cycle to ensure further development of professional capability, with deliberate acts of teaching.</p> <p><u>Literacy:</u> Accelerated reading teacher works with classroom teachers, supporting strategies that work. Look at the literacy progressions. Hub discussions to build collaboration and best practice to accelerate student. Literacy analysis team meets fortnightly to look at the progress or lack of progress of targeted students Regular monitoring and tracking of students. Every 5 week and 10 weeks teams will meet to discuss progress of students, looking at accelerating targeted students. Letters to parents for targeted students.</p>	<p>Evaluation</p> <p><u>Curriculum:</u> Ongoing review at the end of each term before deciding on planning for following term. Evaluate assessment practices. PAT school wide Accelerated progress of students</p> <p><u>Maths:</u> Accelerated progress of students</p> <p><u>Literacy:</u> Accelerated progress of students Etap used as a tracking system Engaged students in their learning and accelerated learning Whanau visible in their child's learning. Targeted tracking forms kept Evidence of leadership through mentoring, coaching of teachers. Deliberate acts of teaching that supports accelerate learning. Whanau engaged in learning.</p>

<p><u>ICT Goals:</u></p> <ul style="list-style-type: none"> - Digital Curriculum explored and discussed Chrome books for all year 5 and 6 students. Robotics explored <p><u>PB4L Goals:</u></p> <ul style="list-style-type: none"> - Regular 1-a-term whanau meeting - Fono-wahine group meeting at school - Pacifica Education Plan - Maori Enjoying Educational Success As Maori - Taitoko Kahui Community of Learning - Engage whanau partnership with school, to support all targeted students' learning journey <p><u>Leadership Capability:</u></p> <ul style="list-style-type: none"> - Management meeting to discuss BES looking at best leadership practice - Appraisal System - Aligned with teacher inquiry - Leaders working with SAF - Building leadership understanding of evaluation 	<p><u>ICT:</u></p> <p>Year 7 – 8 chrome books. Harpara dashboard up and running. Robotics being used in the classrooms to support learning.</p> <p><u>PB4L:</u></p> <p>Support Pasifika community – use resources within the community to support our leaders. Pasifika Education Plan that meets the needs of all students.</p> <p>Plan that supports the learning of all Maori students, through the engagement of whanau</p> <p>Learning through the expertise of leaders in the COL</p> <p>Teachers keep a short record of parent/whanau meetings</p> <p>Teachers find out what interests and strengths the students have. Find out about culture and identity.</p> <p><u>Leadership:</u></p> <p>Teachers goals to accelerate learning as a focus for appraisal</p> <p>Evidence of professional discussions linked to Strategic and Annual Plan.</p> <p>Evaluative practice.</p>	<p><u>ICT:</u></p> <p>Student engaged in a digital classroom.</p> <p><u>PB4L:</u></p> <p>School wide PB4L.</p> <p>Student achieving success.</p> <p>Engaged parents.</p> <p><u>Leadership:</u></p> <p>Building professional capability</p> <p>Professional conversations</p>
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Analysis of Variance Reporting

School Name:	Taitoko School	School Number:	3032
Strategic Aim:	<p>Maths: A target was set to have 70% of students achieving 'at or above' curriculum expectation. Assessment data was used to inform teachers planning and teaching. Further development around what 'best practice' looks like was shared as both part of Staff meetings and Hub meetings. A focus on collaborative practice was strategically worked on through professional development and teacher discussions.</p> <p>Literacy: A target for reading was set at 60% and for writing 60%. Assessment data was used to inform planning and teaching. Professional Development was provided around teachers understanding of the Curriculum. Best practice for teaching both reading and writing continued to be worked on within both Staff and Hub meetings. Collaboration and learning conversations were a focus. Continued work as part of the COL.</p>		
Annual Aim:	<p>Evaluation of the curriculum was done to allow teachers to work on engaging students in their learning. Both curriculum leaders released to do observations and give feedback to teachers, looking at next steps to improve teaching. Students within the year 3 and 4 cohort were targeted and monitored. However after evaluating and analysing assessment information, the year 2 cohort was identified as needing acceleration in reading. BOT agreed to have targeted reading sessions set up to accelerate learning with a BOT funded teacher.</p> <p>ICT goals included all year 7 and 8 students engaged in digital learning. Robotic World was explored. PB4L continues as a focus to support positive behaviour.</p>		
Target:	<p>Reading target was 60%. Targeted students for reading were identified and an extra teacher employed to increase reading mileage and strategies for learners. At the end of term 4 data identified accelerated learning and the reading goal was 72% of learners at or above curriculum expectation.</p> <p>Writing. Students were targeted and monitored and the goal of 60 % was exceeded and the final data was 67% at or above curriculum level.</p> <p>Maths target was 70%. Targeted students for maths were identified and with the management team working with teachers, the final goal was exceeded, finishing with 74% at or above the curriculum.</p>		

Baseline Data:

Reading: Out of 219 students, 72 % of students are 'at or above' curriculum expectation. Males achieved better results than female students. Of the three ethnic groups within the school, Maori students achieved better overall.

Maths: Out of 219 students, 74% of students are 'at or above' curriculum expectation. Male students by 1% achieved better in maths. Of the three ethnic groups, Maori students achieved better overall.

Writing: Out of 219 students, 67% of students are 'at or above' curriculum expectation. Female students achieved better with writing. Of the three ethnic groups, Maori students achieved better overall.

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>After identifying that the cohort group of year 3 and 4's were not the main concern to accelerate learning, a literacy team was formed. The intentions of this team were to bring on board Literacy experts, including the Resource teacher of Literacy, reading recovery teacher, literacy leader and principal.</p> <p>All curriculum leaders were released to do observations and provide support and feedback to teachers. The purpose was to engage teachers in learning conversations that challenged them based on data.</p> <p>Teacher inquiry was focused on raising student achievement.</p> <p>Leaders met to discuss progress and further interventions.</p>	<p>Evidence was collated and discussed regarding the year 2 cohort that needed acceleration for reading. The literacy team looked at what strategies were missing for each student. This led to challenging professional conversations.</p> <p>Targeted students were selected. Another teacher to accelerate reading was bought on board. The focus area for this was the year 2's.</p> <p>ETap as a system provided a data base to keep track of achievement over time.</p> <p>Teacher observations provided a forum for Hub discussions, with a focus on learning conversations.</p> <p>Leaders met regularly and designed a tracking chart that was monitored. These tracking charts were the foundation of all learning conversations and worked very well for all staff, as a direct basis of evidence.</p>	<p>The data showed that girls achieved better in maths with 67% at curriculum expectation and 13% above expectation. 60% of both Pasifika and Maori students achieved at expectation, with 16% of Maori students above expectation compared to 8% of Pasifika students.</p> <p>54% of girls achieved at expectation in reading with 51% of boys' at expectation. 24% of girls were above and 17% of boys above expectation. It is interesting to note that Maori students achieved better overall with 55% achieving and 19% achieving above expectation. This was due to authentic contexts for teaching that engaged students in their learning.</p> <p>Writing data showed that girls achieved better with 66% achieving at expectation and 14% above expectation. It is also interesting to note that overall Pasifika students did better than other cohorts with 62% of students at expectation. A slightly higher percentage of Maori students achieved above expectation.</p>	<p>Questions to ask and answer are around 'how to engage boys in their learning? What would we change about our curriculum to engage whanau in their child's learning?</p> <p>Collaboration and learning conversations to support best practice. A school wide Hub discussion format has been created for all teams. This format has a focus on accelerating learning that will link to teacher inquiry.</p> <p>Etap now is being used for targeted student monitoring over a students' school years.</p> <p>Leaders will continue to meet and discuss student learning and targeted students.</p> <p>Teacher to be employed for targeted reading groups, with the focus on accelerating learning.</p> <p>Evaluation A continued focus will be, teachers meeting to look at the impact of the curriculum for each term. What worked and what didn't work.</p>

Planning for next year:

In all three areas of the curriculum, the goals were not only met but exceeded the target. However as a school the focus is on continuing to raise achievement. The Board of Trustees agreed to fund a teacher for 2 days a week to accelerate reading for a targeted group. The group chosen will follow on from 2018. Professional Development around assessment tools and how to make judgements using the curriculum was implemented through Andy McFarlane, Education Consultancy. Creating an effective tool to use to track targeted students has also been designed through our school wide system ETap. All areas identified in EROs' report have also been included in our Charter and annual plan. Also continuing to work with the SAF team of advisors. All targets were achieved however the BOT recognise that improving equitable outcomes for all students is essential.

ⁱ NZC: NZ Curriculum

ⁱⁱ ESOL: English for Speakers of Other Languages