



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

2023 - 2026

Taitoko School 2023 – 2026 Strategic Intentions

Mission Statement	To meet the Educational Needs of Taitoko School's Community by Striving For Individual Excellence in all curriculum areas, in a safe and caring learning environment
Vision	Cultural, Creative, Connected Learners, Striving for Excellence
Values	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Whakaute - Respect whānaungatanga</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: Consultation with our Māori whānau 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 Te Tiriti o Waitangi has a unique place in New Zealand's history

Taitoko School Strategic Plan 2023 – 2026

LEARNING GOAL: to maximise individual potential through the development of 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 NZC¹ as evidenced by achievement in the NZC levels and differentiated learning programmes, target groups, and samples of student work. Collaborative working environments maximised under each Hub. The school is under the Community of Learners Kahui Ako to meet the community achievement challenges.

2022: Implement the use of e-AsTTle for writing to continue with consistency of accurate teacher judgements
 Ongoing review and continual development of the School’s Curriculum and the wider Kahui Ako.
 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
 Manaaikalani 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.
 Māori Achieving Success as Māori-Māori Achievement Challenge professional development

		2020 <i>Goal</i>	2020 <i>Actual</i>	2021 <i>Goal</i>	2021 <i>Actual</i>	2022 <i>Goal</i>	2022 <i>Actual</i>	2023 <i>Goal</i>	2023 <i>Actual</i>
Well Below and Below	Maths		25%		22%		30%		
	Writing		20%		24%		37%		
	Reading		21%		18%		24%		
At and Above	Maths	85%	75%	80%	78%	85%	70%		
	Writing	80%	80%	85%	76%	85%	63%		
	Reading	80%	79%	85%	82%	85%	76%		

¹ NZC: NZ Curriculum

Taitoko School Strategic Plan 2023

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

Improving Student Learning and Achievement

Curriculum Goals:

Continual development of the Taitoko Curriculum.

- 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.**
- **Manaikalani**

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
- Professional Development with MOE
- **Continual development of assessment processes and practices.**
- Hubs/collaboration discussions

Literacy Goals:

Enhance teacher capability through mentoring/coaching. Teacher Inquiry, leadership and Hub discussions. Part of the Kahui Ako.
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. The

Developing a Quality Learning Environment

Clear Expectations:

Target a group of year 5 students across school until year 8. This will ensure progress is made to meet the curriculum and students' progress.
Achievement challenges discussed and addressed through explicit acts of teaching. Teachers evaluate at the end of the term, to see what worked and what next. This way allows for student voice and supports our Taitoko Curriculum.

Teachers and students' capable digital citizens.
Maths: Leader observations for best practice.
Maths leader to work with the leadership team to critically analyse data. Teacher observations and feedback.
PAT tool used to identify next learning steps for students.
Professional Development.

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.

Education for Sustainability

Sustainability Goals

- whānautanga-family: 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:

10y-5y Administration

Human Resources:

- Professional Growth Cycle
- Health and safety procedures
- Safety drills
- Reading Recovery Teacher
- Staff wellBeing -Covid
- Trauma Informed Practice - LSC PD and ongoing support
- Attendance - students

Finance:

- Annual budget

<p>Reading Recovery teacher will work alongside teachers to support these students and be involved in the early literacy program. PAT assessment tool for reading whole school. Implementation of the Better Start to Literacy Programme.</p> <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: Manaaiakalani</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/ Māori Achieving Success as Māori</u> Across School Teacher (AST) will support cultural understanding regarding iwi and Māori student engagement in learning and lead the team to further their understanding of Tikanga Māori.</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>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 the PAT tool to support the next learning steps. Implementation of the Better Start Literacy Programme in Years 0-3 with an across school partnership through the LSC network.</p> <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>Leaders to implement change through their research inquiry. (Carol Lynch Ed Consultants) Continue with research digging down into digital tools. Teachers across school in Maanaiakalani professional development. Goal for all teachers to be trained.</p> <p>Implement Te Reo into classrooms. Noho's to be organised. Investigate further support for Te Reo and Kapa Haka. Focus on whānaungatanga 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>	<ul style="list-style-type: none"> - Meeting accounting and reporting requirements - Ed Services <p><u>Whānau Hui</u></p> <ul style="list-style-type: none"> - Fono that will support our Taitoko School whānau, working in the COL - AST – whānau engagement. <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 2023
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>Manaiaikalani The main goal is to accelerate learning outcomes for our students in a digital environment by building digital awareness and capabilities for students and teachers.</p> <p>Reading/Writing: Working within Kahui Ako for assessment. Levers of change. WST 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. Better Start to Literacy training and implementation in Years 0-3</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. 5 Teachers Manaiaikalani trained. Training continues down through the staff</p> <p>Leader walkthroughs in classrooms. Hub, Staff meeting minutes and PD summaries. Hub Inquiries to establish professional goals. Analyse reading and writing. Moderation Meetings, using the Eastle tool to Identify learning goals for students not ‘at’ curriculum level and move</p>	<p>Evaluation Curriculum: Ongoing review at the end of each term before deciding on planning for the following term.</p> <p>Teacher understanding of the digital curriculum and able to use digital tools effectively to engage students in their learning.</p> <p>Observation discussion records will show target student goal setting, identifies teachers deliberate acts of teaching and feedback for targeted students (year 5 group)</p> <p>Focus on writing and accelerating progress. 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>more students from 'at' to 'above' curriculum level. Teacher Aide expectations and planning.</p> <p>Ongoing reflections and discussions to evaluate the impact of year 5 student progress.</p> <p>External Agency Support (includes PD) Easstle 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 1 and Term 4, for years 4 – 8 Comprehension worksheets with students above Gold Level. Easstle writing assessment to track all students 'well below or below' curriculum for writing and set goals. Moderation Meetings for writing. Terms 1, 2 and 4, using the e-AsTTle..</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 to support 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: Whānau 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>Observations of teachers, feedback and goal setting. Supported by Maanaikalani Analyse assessment data PAT and gloss/JAM.</p> <p>Hub discussions/staff meetings Principal and maths leader involved in professional development to support the school's math capability.</p> <p>Whānau/Student Feedback Noho to be organised. Kapa Haka. School wide mini shows for whānau to have a voice. Share ideas.</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.</p> <p>Evidence of whānau collaboration to support student achievement. Record on E-tap or meeting minutes. Planning to incorporate whānau/ 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
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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. Writing moderation meetings using e-AsTTle. Maths focus is to identify Deliberate Acts of Teaching to raise achievement. Professional Development Kahui Ako - school wide.</p>
Target:	<p>Data shows a slight decline in 2022- which likely 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 e-AsTTle tool was implemented for consistency of judgements with moderation occurring across the Kahui Ako.</p> <p>Our target was to have 80% of students working ‘At’ or ‘Above’ the expected curriculum level.</p>
Baseline Data:	<p>Writing (Boys) There are 109 boys, of these 54 students are ‘At’ and 23 ‘Above’ the expected curriculum level. 27 boys are ‘Below’ and 5 are ‘Well Below’</p> <p>Writing (Girls) There are 88 girls, of these 50 students are ‘At’ and 23 ‘Above’ the expected curriculum level. 14 girls are ‘Below’ and 1 girl is ‘Well Below’.</p> <p>School wide 104 students are ‘At’ and 46 ‘Above’ the expected 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 was 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>Set Learning Goals for each student (what specific learning the student needed to reach their achievement target?) Used the PAT and e-AsTTle tool to inform teaching.</p> <p>Discussed and analysed the progress of these students regularly at Hub and Staff Meetings.</p> <p>Professional discussions with teachers and observations of teachers to inform next steps.</p> <p>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 2022 an agreed set of expectations for teaching literacy would be implemented for consistency.</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 in the number of students moving from 'At' to 'Above' the expected curriculum level.</p> <p>59 students are working either 'Below' or 'Well Below' the expected curriculum level.</p> <p>Of these students: 2 are ORS funded. A significant number of these students present with moderate learning needs; the majority of this group receive funding and extra support within class.</p> <p>We noticed a drop in the percentage of students achieving at the expected curriculum level when comparing the midpoint of the year with the end of year. This was due to students not attending school for a full year automatically placed "At" the expected curriculum level at the midyear point. The total number of these students was 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 to ensure good practice.</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 look at spelling words within the writing, rather than just teach essential words, without linking to the writing process.</p> <p>Covid has impacted attendance in some cases.</p> <p>Best Start Literacy to be implemented 2023 to further support oral language</p>	<p>Junior teachers agreed that there was an increase in oral language with some students who were reluctant to communicate, now sharing their learning journey. BSLA is being implemented in 2023 which has been shown to further support this development.</p> <p>Set an achievement target using e-AsTTle for each student (what curriculum level-sub level does the student need to reach by the end of 2023) 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 the literacy team as a critical friend Reading Recovery teacher and RTLit and BSLA Facilitator.. Reading Recovery students tracked.</p> <p>To identify every student at the beginning of 2023 who were not working at the appropriate curriculum level, looking at data collated on Etap. Select Targeted students.</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 PAT Tool to inform teaching and e-AsTTle as part of Maanaiaklani. Hub discussions will evidence collaboration 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 whānau in the school community, seeking their voice.

Analyse data and feedback regularly given.

Our vision is to “be intentional teachers which includes collecting data and information and analysing it. It's an important piece of the puzzle for the team to use, to decide next learning steps for our students.”

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.

The Senior Management Team and Learning Support Coordinator will track priority students in 2023 - attendance, engagement and academic progress.

Better Start Literacy Approach will be implemented Years 0-3 with the Learning Support Coordinator facilitating under training and four teachers training through the University of Canterbury and funded through the Ministry of Education.