Annual Plan 2022

TAWHAI SCHOOL
EMPOWERING OUR CHILDREN TO SUCCEED IN AN EVER CHANGING WORLD
Hei whakakaha i ngā tamariki kia whaimana i roto i tēnei ao huri noa

Strategic goal	1. Engage and empower the teachers to make the Tawhai School Curriculum thrive				
Initiative	Key Actions	Who	Resources	Time	Outcomes

1A:
 Implement the Tawhai School Curriculum
 	
Measures
Using the NPDL Teacher Self Assessment tool. Shifts from
	Teachers work collaboratively in curriculum teams to explore our whakatauki, He moana pukepuke e ekengia e te waka.
	Teachers will make connections with our local curriculum and ensure alignment.
	Teachers will co construct a presentation to share at our expo.
	
	This evening will be combined with the opening of our new canopy and school picnic (will not happen under Red light)
	  1. Plan
	  2. Prepare
		Curriculum leads
		Teachers
		Whanau
			Teacher preparation day https://maorihistory.tki.org.nz/en/
			
			Raffle prizes
			Student reps
			Feedback boxes
				Term 1 Week 1
				
				Week 3
					Teachers build confidence while revisiting the local curriculum documentation Parents will become familiar with aspects of our Local Curriculum.

"don't feel confident" to "very confident". Base T4 2020 Mid: T3 2021 End: T3 2022 (%Increase informed by baseline).	3. Share, school picnic				
	Ensure we have correct whakapapa connections documented and displayed. Make connections explicit when new whanau come into the school. Research iwi and present information for children and whanau. Build out from the whakapapa of our children and their whanau - explore our voyaging stories as a nation. Have local storytellers share our local history.				
	Principal will put together a presentation for parents that reflects what was shared at the expo. This will be made available on the website for parents to view.	Principal		Term 1	A user-friendly resource that parents can view that shares our 2022 journey.
	Provide opportunities for staff to collaborate and develop programmes that are engaging. Conversations will begin at team hui, but then be further explored to inform classroom planning when teachers meet with their hub buddy. Ensure support staff have a shared understanding of our overriding whakatauki and the main elements of the curriculum.	Team leaders Principal and DP	Team and staff meeting time	Term 1-4	Team meeting minutes will be an ongoing point of reference for teachers. Staff will be collaborative in planning and practice.
	Teaching Inquiry (a framework that teachers use to help them learn from their practice and build greater knowledge). 1. Review the professional growth cycle co-designed last year 2. Teachers reflect on 2021 inquiries and their learners to formulate their 2022 inquiry. This should also be based on an aspect of the Local Curriculum. 3. Meeting structures will allow for teachers to collaborate across	Principal Teachers Senior	TOD	Term 1 Week 3 Terms 1-4	Teachers have a framework for their teacher inquiries and professional growth is aligned to our Local Curriculum.

	levels 4. SLT to decide and pilot coaching model for teacher inquiries	Leader-ship Team			
1B: Design and deliver a professional development plan to build teacher practice Measures: Learning Conditions rubric SLT Base T3 2020 End T4 2021 - expectation would be one shift across the rubric.	An annual outline for PD is formulated to develop the key pedagogies reflected in our curriculum. Continued development of culturally sustaining practices includes: ● MAC ● Kura Ahurea ● Education Perfect to support confidence in Te Reo ● Matua Whaitiri's programmes Deep Learning pedagogies includes: ● Professional development in writing with Verity Short (Year's 4-6) ● Accelerated Learning in Literacy (MOE - Year's 2/3) ● Integrated inquiry support (internal - supported by NPDL lead teacher) ● Mathematics (internal- supported by Maths lead teacher) Restorative Practices/PB4L/Alert (some external and internal support by PB4L lead teacher). PCT workshops	Senior Leader-ship Team		Term 1 Week 2 T1 -4	Teachers will be provided with a PD framework for the year.
	Teachers engage in all Professional Development and teacher led staff meeting sessions. Lead Teachers engage in workshops/hui and facilitate the teacher led staff meetings.	Teachers SLT and lead teachers	Staff meeting time Release time PD costs Resources	Ongoing	Teacher capability and confidence in delivering our local curriculum will be enhanced.
1C: Build lead teacher capacity to review and continuously improve the curriculum Measures: How many "actions" have	Principal, Literacy leader and Maths leader will explore standardised assessment options for school targets to reflect more measurable and reliable evidence of progress. Assessments will be administered and 2022 learning targets will be set. Assessment schedules will be reviewed and aligned to meet required time frames. PACT to be explored - student achievement data will be tracked throughout the year.	Principal, DP	Time to meet in first week of term	Week 1/2 term 1	
	Curriculum teams ● Consider student voices in their discussions by liaising with Tu	Principal, DP	Staff meeting time	Term 1	Curriculum teams are working and action plans

| been completed by curriculum teams End T3 2021 and 2022 | Rangatira ropu.
● Formulate termly goals.
● Review goals at the end of each term.
● Draft budgets for the following year developed based on future needs/requirements.
● Provide individual support for teachers (linked to TAI).
● Collaborate across teams where appropriate | Curriculum Leaders | Review template
Budget template | | reviewed. |
| | BOT reviews will be presented reflecting Evaluation indicators
1. Schedule of curriculum reviews revised with BOT chair and shared with curriculum teams.
2. Evaluation indicators selected by the team.
3. Team presents a review to BOT according to schedule.
4. Curriculum teams share reviews at staff meetings. | Principal Presiding member Curriculum Leaders | Time Evaluation Indicators | Term 1-4 | BOT is informed of curriculum against evaluation indicators |

Strategic goal	2. Empower our children to flourish by taking risks and action in their learning				
Initiatives	Action	Who	Resources	Time	Outcomes
2A: Explore aspects of a wellbeing framework 2B: Create and pilot a wellbeing framework Measures: Research documentation collated by the SLT	The SLT will continue to work with our external coach and; ❖ action the next steps identified in the 2021 review ❖ unpack the self-belief aspect ❖ consider anything else (informed by surveys and parent consultation) ❖ have the framework ready to trial in term 2 ❖ Present our findings to the BOT	Senior Leader-Ship team	Scheduled time at SLT meetings Individual research time Coach/critical friend	Term 1 - Term 4	A wellbeing framework will be informed by research
	Continue to review the learner licence criteria and support teachers to implement this initiative. Collate number of children who have achieved their full learner licences.	DP and AP		Term 1-4	Teachers will have a clearer understanding of the criteria
	Analyse and review the Year 4 wellbeing survey results that was administered at the end of 2021. Redo survey in term 4 for comparison.	Teachers	NZCER survey	Term 1 Term 4	

Strategic goal	3. Nurture collaboration with whanau to enable active learning partnerships				
Initiatives	Key Actions	Who	Resources	Time	Outcomes
3A: Implement real time reporting based on learning goals Measures Base number of current stories linking to goals end of 2020 Mid 2021, End 2022 (%increase will be informed by baseline).	Teachers will be supported to write timely/ well communicated learning stories related to the learning goals set. Examples will be explored and moderated with staff at teacher only day. Teachers will identify and co-construct a must do, can do list of criteria. Parents will be supported to respond to the learning stories. Teachers will show parents during the first hui how to respond to learning stories. Review real time reporting schedule Ongoing moderation of teacher stories, provide models/exemplars.	AP Teachers SLT AP		TOD Term 1 Term 2,3,4	Parents will get relevant updates on their child's learning and develop a better understanding of real time reporting.
3B: Grow whanau as continuously active partners in learning conversations Measures Number of parent comments on Educa stories linked to goals, Base: T4 2020, Mid: T2 2021 End: T3 2022 (%Increase informed by baseline).	Our Connections Wall - ensure whānau correct whakapapa is reflected on our wall. At goal setting meeting/zoom teachers will clarify this. Empower parents to support their children by providing opportunities for them to learn about our programmes and how they can support their children at home. These opportunities will include: ● Reading Together ● Maths Together ● He Maori Ahau Overview of the Educa process is shared during the initial Mutukaroa learning conversation with AP, and teachers also share at initial goal setting interviews. Parents will be invited to attend learning conversations in Term 1 and 3 to co-construct learning goals. Review how many parents are commenting on the goal updates.	Teachers Principal AP Team leader Teachers Teachers AP	Learning Conversation time scheduled	Ongoing	Parents feel more confident about strategies, vocab etc. More parent comments will be made on Educa. Parents will feel confident to comment on the updates.

<table>
<tr><td colspan="2" style="background:#d8a0b8">Learning Targets 2022</td></tr>
<tr><td colspan="2">Maths</td></tr>
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Learning Targets 2022
Maths

Targets:
80% of our Year 3 students will be at or above the expected level in PAT Maths. To achieve this target 4 students will need to move from stanine 3 to 4 or above. As there are 10 children at stanine 4 (at risk of falling below) there will also be careful monitoring of these students and they will all need to remain at stanine 4 or above)

85% of our Year 5 students will be at or above the expected level in PAT Maths. The children working at stanine 4 (14 students will need to maintain stanine 4 or above to not fall below)

85% of our Maori students (Years 3-6) will be at stanine 4 or higher. 35% of Maori students are at stanine 4, they will maintain stanine 4 at the end of the year or increase stanine.

Background information (why we chose this target):
At the beginning of 2022, 74% of Year 3 students were At or Above the expected level in PAT Maths. (Stanine 4 or above)
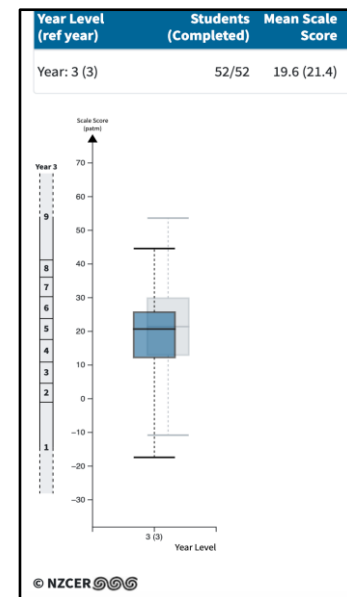
The year 3 group are sitting slightly below the national average and 45% are in stanines 1-4.
At the beginning of 2022, 30% of Year 5 students were "At risk" of falling below expected level (Stanine 4)

At the beginning of 2022, 35% of Maori students (Yrs. 3-6) were at stanine 4. They will need to be monitored closely to ensure they do not fall below.

PAT Mathematics helps teachers determine the level of achievement attained by their students in the knowledge, understanding and skills as described by the NZ Curriculum. It includes Number Knowledge, Number Strategies, Algebra, Geometry and Measurement and Statistics.
Average progress over a year would have a scale score of 9. Progress will be measured at the end of the year; the target children will have shifted stanines and have a scale score higher than 9 to show accelerated progress. The children at stanine 4 will need to have a scale score of 9 or higher to show they have maintained the expected level.

Year Level (ref year)	Students (Completed)	Mean Scale Score
Year: 3 (3)	52/52	19.6 (21.4)

© NZCER

		Key Improvement Strategies	
Term 1	**When?**	**Who?**	**Actions**
	Weeks 2-5	Maths leader teacher	Enter PAT Maths data into NZCER. Meet with NZCER to discuss scale score and expected progress vs accelerated progress.
	Week 7	Maths LT and Year 3 hub	Meet to identify target students and teaching strategies.
	Weeks 7 onwards	Year 3 teachers	Share and discuss planning at hub meetings. Ensure target children are getting small group instruction at least 3 times a week. Discuss activities for all students when they are not with the teacher to make sure they support their needs. AP to support teachers through modelling lessons and making sure appropriate resources are available.
	Week 8	Maths LT and staff	Identify target students (Yr 5 and Maori) and teaching strategies. Look at planning and teaching strategies. Ensure appropriate resources are available. Model lessons if needed.
	Week 11	Maths LT	Check in on classroom programmes and target students.
Term 2	Week 1	AP	Review the Term 1 targets
	Week 3	AP and hub teachers	AP to meet with staff with school targets to get an update on the target students. If no progress is made then new strategies and supports will be discussed.
	Week 5-8	AP	Maths together programme will be facilitated with target children's whānau.
	Weeks 2-10	Staff	Teachers to share and update on the Maths goal on Educa.
Term 3	Week 1	AP	Review the Term 2 targets.
	Week 3	Staff	New goals are set and shared with parents for maths.

Term 4	Weeks 1-10	Staff	All teachers continue to give extra support to target children and monitor progress. AP to meet with staff to check in on progress.
	Week 1	AP	Review Term 3 targets
	Weeks 1-10	Staff	All teachers continue to give extra support to target children and monitor progress. AP to meet with staff to check in on progress.
	Week 5-6	Staff/AP	PAT Maths is administered with all children Yrs 3-6
	Weeks 2-9	Staff	Goals are reported on Educa and shared with parents.
	Week 8-9	AP	PAT Maths data is entered onto NZCER site and then analysed to share with the BOT.

Literacy Targets

Targets:
78% of our Year 3 cohort will be achieving at or above the expected level in STAR at the end of the year.
For all 12 of our Year 3 'At Risk' students to retain a stanine 4 or above in STAR at the end of the year.

Background information (why we chose this target):
At the beginning of 2022, 63% of year 3's was working At or Above the expected level in STAR. A total of 20 students were Below (37%). To achieve the target of 78% 8 children will need to move from Below to At.
At the beginning of 2022, 22% of year 3's was identified as 'At Risk' in STAR. A total of 12 students were 'At Risk' (22%). Our target is to ensure all 12 students retain a stanine 4 or above in the end of the year STAR.

	Key Improvement Strategies		
Term 1	When?	Who?	Actions

	Week 3	Literacy LT Year 3-6 teachers	● Analyse STAR data and look at strengths and weaknesses. ● Identify 'At Risk' students in STAR.
	Week 5	Facilitator - ALL Lead Teachers Year 3 teachers	● ALL (Accelerated Literacy Learning) PLD for Year 3 teachers (2 March). ● Teachers focusing on, and implementing high impact teaching strategies.
	Week 6	Year 0-3 team	● Year 3 STAR data to be shared with Year 0-3 team for their input into recommendations.
	Week 7	Year 3 teachers Facilitator - ALL Lead Teachers	● ALL modelling sessions (15 March) to support teaching of effective acceleration practices.
	Week 10	Year 3 teachers Facilitator - ALL Lead Teachers	● ALL SIT (Supplementary Inquiry Team) meeting (4 April) to discuss and share student progress and next steps.
	Weeks 5-11	Year 3 teachers	● ALL teachers to support small groups of 4 students with additional explicit teaching (frontloading) for 2 cycles, 4-5 times per week. ● Classroom teaching to include group teaching, practice activities and opportunities to apply the knowledge.
Term 2	Week 2	DP / Principal	● Review Term1 actions.
	Weeks 2, 4, 6, 8,10	DP / Year 3 teachers	● SIT (Supplementary Inquiry Team) meeting to inquire into student progress and effective teacher practice.
	Week 8/9	All teachers	● Reporting to parents/whānau - teachers will be uploading a Reading and Writing Educa post by the end of Term 2.
	Weeks 1-10	Year 3 teachers DP	● ALL teachers to continue to support small groups of 4 students with additional explicit teaching (frontloading) for 2 cycles, 4-5 times per week. ● Ongoing support provided to teachers via modelling, resources, use of PaCT, etc. ● Monitoring of target students (Year 3 and 'At Risk' students).
Term 3	Week 2	DP / Principal	● Review Term 2 actions.
	Weeks 2, 4, 6, 8, 10	DP / Year 3 teachers	● SIT (Supplementary Inquiry Team) meeting to inquire into student progress and effective teacher practice.

	Week 5	Y3 Teachers	• ALL teachers begin second cycle of inquiry. • Focus on developing key competencies within the intervention. • Baseline data loaded onto PaCT for 2nd cycle students.
	Weeks 1-10	Year 3 teachers	• ALL teachers to continue to support small groups of 4 students with additional explicit teaching (frontloading) for 2 cycles, 4-5 times per week. • Ongoing support provided to teachers via modelling, resources, use of PaCT, etc. • Monitoring of target students (Year 3 and 'At Risk' students).
Term 4	Week 2	DP / Principal	• Review Term 3 actions.
	Weeks 2, 4, 6	DP / Year 3 teachers	• SIT (Supplementary Inquiry Team) meeting to inquire into student progress and effective teacher practice.
	Week 3	DP / Principal Year 3-6 teachers	• Analyse STAR data and compare progress of target students with Term 1 data.
	Week 5	Year 0-3	• Year 3 end of year STAR data to be shared with Year 0-3 team for their input into recommendations.
	Week 8	DP /Principal	• Written report to BOT.
	Week 8/9	All teachers	• Reporting to parents/whānau - teachers will be uploading a Reading and Writing Educa post by the end of Term 4.
	Weeks 1-8	Year 3 teachers	• ALL teachers to continue to support small groups of 4 students with additional explicit teaching (frontloading) for 2 cycles, 4-5 times per week.