



# East Taieri School



School Charter  
Strategic and Annual Plan for  
**East Taieri School**  
**EMPOWER, INSPIRE, CARE**  
2021 - 2023

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	26 February 2021

East Taieri School 2021 - 2023  
Introductory Section - Strategic Intentions

**EMPOWER, INSPIRE, CARE**

**Note: Consideration has been given to the proposed National Education and Learning Priorities in the preparation of this Charter.**

**Mission Statement**

To work together in a positive, supportive environment, providing excellence in teaching and learning, where all people are respected and skills for life are developed.

**Vision**



# Values

## OUR VALUES

Respect Responsibility Resilience  
Kindness Personal Best

Our Learner Qualities

# LEARNER QUALITIES

Thinkers

Self-Managers

Communicators

Collaborative

Resilient

OUR SCHOOL'S CURRICULUM PRINCIPLES

## **EMPOWER, INSPIRE, CARE**

Curriculum practice throughout East Taieri School is underpinned by and consistent with the New Zealand Curriculum.

<b>NZ Curriculum</b>	<b>What this looks like at East Taieri</b>
<p><b><u>HIGH EXPECTATIONS</u></b> The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances</p>	<ul style="list-style-type: none"><li>▪ Collaborative teaching</li><li>▪ Positive relationships. Hauora - caring for the whole child</li><li>▪ Expectations suitably pitched and understood by learners</li><li>▪ Programmes stimulating, providing challenge and support</li><li>▪ Learners engaged, motivated and encouraged to achieve their personal best</li><li>▪ Learning intentions shared and understood by students</li><li>▪ Success criteria developed with learners</li><li>▪ Quality feedback helps increases learners' awareness of strengths and areas for development</li><li>▪ Reflective teachers</li><li>▪ Agentic learners</li><li>▪ Student voice evident</li><li>▪ Teachers empowering students to take responsibility for their learning, taking it further</li><li>▪ Passion projects, DIP Time, Daily 5, Super 6</li><li>▪ Learning pathways with goals</li><li>▪ Emotional Regulation (Trauma informed)</li></ul>
<p><b><u>LEARNING TO LEARN</u></b> The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>	<ul style="list-style-type: none"><li>▪ Learner Agency</li><li>▪ Learner Qualities</li><li>▪ Children articulate process and progress of their learning</li><li>▪ Children are aware of their strengths and areas for development</li><li>▪ Children encouraged to reflect on their learning – eg: talk about being in the learning zone (Juniors)</li><li>▪ Learners refer to learning pathways</li><li>▪ Quality feedback helps learners understand next steps</li><li>▪ Visible success criteria</li><li>▪ Children reflect on Learner Qualities and Values</li><li>▪ Teachers modelling reflective practice</li><li>▪ Learning pathways and goals</li><li>▪ Play is the Way</li><li>▪ Developing Mathematical Inquiry Communities (Maths)</li></ul>
<p><b><u>TREATY OF WAITANGI</u></b> The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p>	<ul style="list-style-type: none"><li>▪ Learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand (performances, Marae visits, powhiri)</li><li>▪ Tikanga Māori and Te Reo are valued and integrated</li><li>▪ All learners participate in regular Mahi Tahī sessions, performing mihi, waiata, etc</li><li>▪ Kapa Haka has high profile within the school</li><li>▪ Celebrating Māori as Māori</li><li>▪ Daily karakia, waiata</li><li>▪ Regular sessions with Resource Teacher of Māori</li></ul>

<p><b><u>CULTURAL DIVERSITY</u></b>  <b>The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.</b></p>	<ul style="list-style-type: none"> <li>▪ Respect and consideration is shown for cultural diversity and differences</li> <li>▪ Learners encouraged to respect and value other cultures/differences</li> <li>▪ All cultures within school are visibly celebrated</li> <li>▪ Values and the ‘Play is the Way’ has a high profile across the school</li> </ul>
<p><b><u>INCLUSION</u></b>  <b>The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</b></p>	<ul style="list-style-type: none"> <li>▪ All children, whanau and staff are valued and respected</li> <li>▪ Variety of groupings</li> <li>▪ Children encourage and support others’ learning</li> <li>▪ Individual strengths/talents recognised and valued</li> <li>▪ Learning needs addressed in a variety of ways, both in school and externally - TA, RTLB, LSC, ChatBus, OT students, specialist teachers, resources</li> <li>▪ Wide range of extra-curricular activities - Kiwiana, Sports Academy, Kapa Haka, Choir, orchestra, Buddy Classes, Tirohanga Days, camps,etc</li> <li>▪ Teachers model Values</li> </ul>
<p><b><u>COHERENCE</u></b>  <b>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</b></p>	<ul style="list-style-type: none"> <li>▪ Curriculum is integrated - planned and delivered in ways that make natural connections across values, learner qualities, learning areas and knowledge</li> <li>▪ Children develop the ability to recognise that skills, processes and knowledge can be used across a range of areas</li> <li>▪ Programmes are developed that utilise community strengths</li> <li>▪ Whole school inquiries undertaken</li> <li>▪ Students provided with range of extracurricular activities</li> <li>▪ Enviroschools, Enviro club</li> <li>▪ Student Council</li> <li>▪ Experts - artists, scientists, dentist - links to community and real world</li> </ul>
<p><b><u>FUTURE FOCUS</u></b>  <b>The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</b></p>	<ul style="list-style-type: none"> <li>▪ Interpersonal skills, creativity, problem solving developed</li> <li>▪ Where relevant, children consider the implications in the future for themselves, others and the world in which they live</li> <li>▪ Our Inquiry Big Question is related to implications for the future</li> <li>▪ Children are encouraged to make strong decisions and consider the implications of these</li> <li>▪ Integration of IT is seamless</li> <li>▪ Leadership roles are fostered</li> <li>▪ Global awareness</li> <li>▪ Enviroschools, Enviro club</li> </ul>
<p><b><u>COMMUNITY ENGAGEMENT</u></b>  <b>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</b></p>	<ul style="list-style-type: none"> <li>▪ The school seeks relevant opportunities in which to involve families and our community</li> <li>▪ Teachers encourage children to talk about their culture, families and outside interests</li> <li>▪ There is a strong sense of the Home/School partnership</li> <li>▪ Support for families</li> <li>▪ Grandparents’/Mother’s/Father’s/Special Person Days</li> <li>▪ Parent Tutor Reading</li> <li>▪ Family BBQs</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Information evenings - art exhibition etc</li> <li>▪ Positive relationship between East Taieri Preschool and School</li> <li>▪ Transition to school parent sessions</li> <li>▪ Community consultation</li> <li>▪ Multiple forms of consultation with community</li> <li>▪ Assemblies</li> <li>▪ Cultural Assemblies</li> </ul>
<b>Māori Dimensions and Cultural Diversity</b>	<b>Ethnic Composition</b>  Pakeha                    84% Māori                      10% Pacific                     2% Other Ethnicities    4%
<b>Student Engagement</b>	‘The school’s curriculum is highly effective in empowering learning and promoting students’ belief in themselves as learners. Students learn in a caring and inclusive environment where they contribute to the organisation and design of their learning programmes. They are provided with an extensive range of rich opportunities to participate in a broad, localised curriculum, with real-life experiences. The school demonstrates a strong commitment to implementing bicultural learning experiences. Māori students are very well supported to achieve success as Māori in an environment where their culture is valued.’ ERO 2018

**Students' Learning**  
**EMPOWER, INSPIRE, CARE**

**Baseline Data or School Context**

***Reading OTJ time series, 'At' or 'Above' - based on National Standards data -  
NOW using ETS Curriculum Expectations***

2017 - EY		2018 - EY		2019 - EY		2020 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
109 (126)	87%	124 (140)	89%	133 (156)	85%	121 (156)	78%	<b>Girls</b>
95 (133)	71%	123 (149)	83%	131 (159)	83%	123 (158)	78%	<b>Boys</b>
19 (23)	83%	25 (29)	86%	30 (35)	86%	30 (36)	83%	<b>Māori</b>
3 (3)	100%	4 (4)	100%	5 (5)	100%	5 (5)	100%	<b>Pasifika</b>
8 (8)	100%	7 (7)	100%	8 (8)	100%	7 (11)	64%	<b>Asian</b>
169 (220)	77%	210 (249)	84%	219 (262)	84%	198 (260)	77%	<b>European</b>
26 (48)	<b>54%</b>	22 (36)	<b>61%</b>	32 (51)	<b>63%</b>	27 (52)	<b>52%</b>	<b>Year 1</b>
24 (35)	<b>69%</b>	48 (56)	<b>86%</b>	34 (40)	<b>85%</b>	32 (52)	<b>62%</b>	<b>Year 2</b>
33 (40)	<b>83%</b>	44 (50)	<b>88%</b>	43 (54)	<b>80%</b>	35 (41)	<b>85%</b>	<b>Year 3</b>
60 (64)	<b>94%</b>	53 (55)	<b>94%</b>	46 (52)	<b>88%</b>	48 (56)	<b>86%</b>	<b>Year 4</b>
26 (31)	<b>84%</b>	56 (63)	<b>89%</b>	53 (58)	<b>91%</b>	44 (52)	<b>84%</b>	<b>Year 5</b>
35 (41)	<b>85%</b>	23 (29)	<b>79%</b>	56 (60)	<b>93%</b>	57 (60)	<b>95%</b>	<b>Year 6</b>
204 (259)	<b>78%</b>	246 (289)	<b>85%</b>	<b>264 (315)</b>	<b>84%</b>	<b>243 (313)</b>	<b>78%</b>	<b>All Students</b>



**Writing OTJ time series, 'At' or 'Above' - based on National Standards data - NOW using ETS Curriculum Expectations**

2017		2018 - EY		2019 - EY		2020 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
103 (126)	82%	120 (140)	86%	133 (156)	85%	120 (156)	77%	Girls
86 (132)	65%	97 (149)	65%	109 (159)	69%	97 (158)	61%	Boys
18 (23)	78%	23 (29)	79%	29 (35)	83%	25 (36)	74%	Māori
3 (3)	100%	3 (4)	75%	3 (5)	60%	4 (5)	80%	Pasifika
7 (8)	88%	7 (7)	100%	7 (8)	88%	7 (11)	64%	Asian
156 (219)	71%	184 (249)	74%	200 (262)	76%	175 (260)	68%	European
28 (47)	60%	20 (36)	56%	30 (51)	59%	27 (52)	52%	Year 1
23 (35)	66%	41 (56)	73%	33 (40)	83%	30 (52)	58%	Year 2
28 (40)	70%	38 (50)	76%	39 (54)	72%	30 (41)	73%	Year 3
51 (64)	80%	40 (55)	73%	43 (52)	83%	39 (56)	70%	Year 4
24 (31)	77%	56 (63)	89%	42 (58)	72%	41 (52)	79%	Year 5
35 (41)	85%	23 (29)	79%	54 (60)	90%	50 (60)	84%	Year 6
189 (258)	73%	218 (289)	75%	242 (315)	77%	217 (313)	69%	All Students

**Maths OTJ time series, 'At' or 'Above' - based on National Standards data - NOW using ETS Curriculum Expectations**

2017 - EY		2018 - EY		2019 - EY		2020 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
99 (126)	79%	104 (140)	74%	118 (156)	76%	109 (156)	70%	Girls
103 (126)	77%	114 (149)	77%	124 (159)	78%	129 (158)	82%	Boys
19 (23)	83%	23 (29)	79%	30 (35)	86%	31 (36)	86%	Māori
2 (3)	67%	3 (4)	75%	4 (5)	75%	5 (5)	100%	Pasifika
7 (8)	88%	7 (7)	100%	8 (8)	100%	8 (11)	73%	Asian
170 (220)	77%	185 (249)	74%	195 (262)	74%	195 (260)	75%	European
40 (48)	80%	31 (36)	86%	37 (51)	73%	38 (52)	73%	Year 1
23 (35)	66%	42 (56)	75%	36 (40)	90%	36 (52)	69%	Year 2
29 (40)	73%	36 (50)	72%	35 (54)	65%	34 (41)	83%	Year 3
48 (64)	75%	40 (55)	73%	42 (52)	81%	44 (56)	79%	Year 4
29 (31)	94%	47 (63)	75%	42 (58)	72%	43 (52)	83%	Year 5
33 (41)	80%	21 (29)	72%	48 (60)	80%	44 (60)	73%	Year 6
202 (259)	78%	217 (289)	75%	240 (315)	76%	239 (313)	77%	All Students

**Strategic Section**  
**EMPOWER, INSPIRE, CARE**

**Strategic Plan 2021 – 2023**  
**School Goals**

**EMPOWER, INSPIRE, CARE**

- Empower ourselves and others to create a pathway to personal success
- Inspire ourselves and others to be creative, learn collaboratively, problem solve and communicate effectively
- Care for ourselves, each other and the environment

**GOAL 1 - LEARNER AGENCY**

To enhance student achievement by continuing to develop learner agency across the school.

**GOAL 2 - COLLABORATIVE TEACHING**

To enhance student achievement and teacher practice by strengthening collaborative teaching across the school.

**GOAL 3 - LITERACY**

To enhance student achievement and teacher practice in Literacy across the school.

**GOAL 4 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)**

To enhance student achievement and teacher practice in mathematics by continuing to strengthen the teaching of maths throughout the school.

**GOAL 5 - DIGITAL CURRICULUM**

To enhance the digital competencies of our students and teachers by continuing to implement the Digital Curriculum across the school.

**GOAL 6 - HAUORA**

To further develop the personal and social capabilities of our students by teachers becoming trauma informed, continuing to embed 'Play is the Way' philosophy across the school and enhance emotional regulation and well-being.

# Annual School Improvement Plan

## EMPOWER, INSPIRE, CARE

Improvement Plan - Domain: Learning	
<p><b>Strategic Goal:</b> <b><u>GOAL 1 - LEARNER AGENCY</u></b> To enhance student achievement by continuing to develop learner agency across the school.</p>	<p><b>Annual Goal:</b> To continue developing learner agency across the school with a focus on implementing 'East Taieri Learner Qualities' and strengthening our Inquiry Model. Parents/whanau will have an understanding of learner agency and learner qualities and the impact they have on student achievement.</p>
<p><b>Baseline data and Annual Target:</b> Students are aware of our Learner Qualities and are beginning to articulate what it is to be:</p> <ul style="list-style-type: none"> <li>- A thinker</li> <li>- A self-manager</li> <li>- A communicator</li> <li>- A collaborator</li> <li>- Resilient</li> </ul> <p>Our annual target is for students to be able to demonstrate our Learner Qualities.</p>	
<p><b>Key Improvement Strategies:</b></p> <ul style="list-style-type: none"> <li>- Learner qualities evident in planning and teaching</li> <li>- Increase students' familiarity of learner qualities</li> <li>- Staff given professional readings</li> <li>- Integration of Learner Qualities through DMIC and other curriculum areas</li> <li>- Conduct Survey mid year to gauge students' understanding of our Learner Qualities</li> </ul>	
<p><b>Resourcing:</b> Janine (Senior Dean) to be given release time to plan, monitor, assess and oversee, as well as upskill staff. Middle &amp; Junior Deans to provide support for their teams through readings and discussion.</p>	

Improvement Plan - Domain: Learning	
<p><b>Strategic Goal:</b> <b><u>GOAL 2 - COLLABORATIVE TEACHING</u></b> To enhance student achievement and teacher practice by strengthening collaborative teaching across the school.</p>	<p><b>Annual Goal:</b> Collaborative teaching will be evident across the school. Parents/whanau will have an understanding of collaborative teaching and the impact it has on student achievement.</p>
<p><b>Baseline data and Annual Target:</b></p> <p><b>Baseline Data:</b></p> <ul style="list-style-type: none"> <li>- Survey of parents/whanau/students to be completed at start of year</li> </ul> <p><b>Annual Target:</b></p> <ul style="list-style-type: none"> <li>- To have everyone teaching collaboratively across the school, impacting positively on teaching and learning.</li> <li>- Parents will have an understanding of collaborative teaching and the positive outcomes for students.</li> </ul>	

- All staff will have a deeper understanding of different models of collaborative teaching and the impact on student achievement.
- Student/teacher/community voice will be used to strengthen collaborative teaching across the school.

**Key Improvement Strategies:**

Staff will continue to strengthen their knowledge of collaborative teaching and the impact that it has on student achievement through readings, discussion and PLD.  
Parents will be more informed regarding collaborative teaching.

**Resourcing:**

N/A

**Improvement Plan - Domain: Learning**

**Strategic Goal:**

**GOAL 3 - LITERACY**

To enhance student achievement and teacher practice in Literacy across the school.

**Annual Goal:**

To improve the achievement of literacy across the school, focusing on boys' writing and oral language, particularly Junior School oral language.

**Target 1: Boys' Writing - To raise student achievement and teacher practice in Writing throughout the school, with a particular focus on accelerating the progress of the boys who are underachieving.**

**Target 2: Oral Language - To raise student achievement and teacher practice in Oral Language throughout the school, with a particular focus on accelerating the progress of students in the Junior School.**

**Baseline Data**

Student Achievement data from 2020 shows that:

- 61% of our boys are achieving At or Above East Taieri Curriculum Expectations in Writing.
- Because of Covid we were unable to implement the strategies and intervention programmes that were planned for 2020.
- During Lockdown Writing was the area that parents and teachers found the most challenging.

Concern regarding Oral Language skills:

- An increasingly high percentage of New Entrants are starting school with limited oral language capabilities/skills.

**Key Improvement Strategies:**

**Writing:**

- Feb 2021: Teachers confirm level of student achievement (using 2020 achievement data and 2021 samples).
- In collaborative teaching teams, teachers plan and implement inspiring writing programmes, targeting boys who are underachieving in Writing.
- Literacy Team attend PLD sessions and share recommended teaching strategies with teachers.

- The successful ALL model is to be continued this year - with targeted groups in each collaborative teaching space. Literacy Leader to monitor, and lead moderations with staff.
- Comparative data collected at end of year.
- Teacher content knowledge will be strengthened through regular staff PLD sessions.

**Oral Language:**

- Feb 2021: Dean of Junior School to assess all children in Junior School to gain an overview of oral language capabilities.
- Data will be analysed and information shared with teachers.
- Professional Development sessions taken by Dean of Junior School targeting main areas of concern.
- Teachers will strengthen the integration of oral language across the curriculum.
- Teacher content knowledge will be strengthened through regular staff PLD sessions.

**Resourcing:**

Lead Teacher for Literacy to be given release time to plan, monitor, assess and oversee, as well as upskill staff.

Junior Dean to be given release time to plan, monitor, assess and oversee, as well as upskill staff.

**Improvement Plan - Domain: Learning**

**Strategic Goal:**

**GOAL 4 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)**

To enhance student achievement and teacher practice in mathematics by continuing to strengthen the teaching of maths throughout the school.

**Annual Goal:**

To improve the problem solving skills of our learners  
To develop an increase in student voice and agency, enhanced mathematical dispositions and a greater value of mathematics within home and cultural contexts.

To improve teacher knowledge/assessment of the mathematics curriculum.

**Target 3: To raise student achievement in Maths throughout the school, with a particular focus on accelerating the progress of students who are underachieving.**

**Baseline data and Annual Target:**

Student Achievement data from 2020 shows that:

- 77% of our students are achieving At or Above East Taieri Curriculum Expectations in Maths.
- The use of PAT scaled scores is a valuable nationally normed tool used to analyse the achievement of mathematics in Years 3-6 students.
- The school has continued its involvement in DMIC PLD, with several visits from facilitators throughout the year, which staff have found very beneficial.
- Staff are becoming more confident teaching Maths with the DMIC approach, however increasing content knowledge appears to be the biggest challenge.

**Target 1: To raise student achievement in Maths throughout the school, with a particular focus on accelerating the progress of students who are underachieving.**

**Key Improvement Strategies:**

- Teachers continuing to develop their understanding of DMIC
- Teachers continuing to develop their content knowledge and understanding of mathematical concepts and the Mathematics Curriculum

- Teachers continuing to work collaboratively to create rich/group worthy problems and challenges for their learners
- Professional Development with mentors from Massey University
- Sharing of ideas in teams/staff meetings
- Teachers discussing, unpacking and refining assessment techniques and practices
- Maths team analysing data to help support their teams

**Resourcing:**

Lead Teacher for Maths will be allocated release time to plan, monitor, assess and oversee, as well as upskill staff and liaise with DMIC facilitators and Admin team.

**Improvement Plan - Domain: Learning**

**Strategic Goal:**

**GOAL 5 - DIGITAL CURRICULUM**

To enhance the digital competencies of our students and teachers by continuing to implement the Digital Curriculum across the school.

**Annual Goal:**

All staff will be familiar with, and demonstrating knowledge of the DT curriculum in planning and teaching.

**Baseline data and Annual Target:**

Data from 2020 end-of-year survey shows range of knowledge of and confidence in implementation of the Digital Curriculum

We have some understanding of the DT curriculum, an awareness of the indicators and have been involved in some professional learning.

**Key Improvement Strategies:**

- Professional learning
- Strengthening integration of DT across the curriculum
- Sharing examples
- Purchasing of devices
- Lead Teacher to run Staff Meetings on how to use newly purchased devices within classroom programmes
- School specific resource developed
- Google site for DT developed

**Resourcing:**

Lead Teacher for DT will be allocated release time to plan, monitor, assess and oversee, as well as upskill staff.

**Improvement Plan - Domain: Learning**

**Strategic Goal:**

**GOAL 6 - HAUORA**

To further develop the personal and social capabilities of our students, by teachers becoming trauma informed, continuing to embed 'Play is the Way' philosophy across the school and enhancing emotional regulation and well-being.

**Annual Goal:**

'Play is the Way' philosophy will enhance personal and social capabilities that reflect our Values and Vision, as will deeper understanding by teachers of emotional regulation strategies and trauma informed practice.

**Baseline data and Annual Target:**

'Play is the Way' has been implemented across the school, to support the well-being and enhance the personal and social capabilities of our students and this will continue.

We have been involved in professional learning in 'Play is the Way,' emotional regulation, trauma informed practice, and mindfulness.

We have engaged ReThink Therapy specialists and OT students to work with target groups of children.

**Annual Target:**

We want our children to have a greater understanding of, and be able to identify their personal and social capabilities.

We want to see children demonstrating our values.

Classes will be regularly playing 'Play is the Way' games.

We want to upskill teacher practice and understanding of neurodiverse learners.

**Key Improvement Strategies:**

- 'Play is the Way' Lead Teacher will provide readings and programme guidelines for staff
- Classes will be regularly playing 'Play is the Way' games
- Continuing with staff/team meetings and implementation of PITW, emotional regulation, trauma informed practice, mindfulness and teacher well-being
- Specialist teachers working with target groups across the school

**Resourcing:**

Release time for specialist teachers to work with targeted groups

OT students (funded through ReThink Therapy)

\$500 for Play is the Way resources and equipment

Funding for ChatBus (2 days per week)

## Improvement Plan for a Learning Area

### School Strategic Learning Goals:

#### GOAL 1 - LEARNER AGENCY

To enhance student achievement by continuing to develop learner agency across the school.

#### GOAL 2 - COLLABORATIVE TEACHING

To enhance student achievement by strengthening collaborative teaching across the school.

#### GOAL 3 - LITERACY

To enhance student achievement in Literacy across the school, essential for all forms of communication and learning, ensuring students can access the curriculum.

#### GOAL 4 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)

To enhance student achievement in mathematics by further developing the DMIC model of teaching maths throughout the school.

#### GOAL 5 - DIGITAL CURRICULUM

To enhance the digital competencies of our students by continuing to implement the Digital Curriculum across the school.

#### GOAL 6 - PLAY IS THE WAY

To further develop the personal and social capabilities of our students by embedding 'Play is the Way' philosophy across the school.

### Annual Goal

Teachers and whanau will be working in partnership, developing plans together, identifying needs and creating solutions.

All classes will be following the school wide Te Reo Māori me Ōna Tikanga programme developed for East Taieri, in consultation with Lauana Thomas - Otago Resource Teacher of Māori.

**Target 4: To achieve strong student outcomes for our Māori learners**

### Baseline data

The school's self-review has confirmed that 83% (30/36) of Māori earners are achieving at or above East Taieri Curriculum Expectations for Reading, 74% (25/36) for Writing and 86% (31/36) for Maths.

2020 Data:

Reading: 6 out of 36 students achieving below expected level of achievement

Writing: 11 out of 36 students achieving below expected level of achievement

Maths: 5 out of 36 students achieving below expected level of achievement

### Key Improvement Strategies

- Feb 2020: Teachers confirm level of student achievement (using 2019 achievement data and 2020 samples)
- Enhancing Maori students' identity, language and culture through access to high quality teaching, following the implementation of Te Reo Māori me Ōna Tikanga programme developed for East Taieri
- In class and out-of-class support
- Tracking of 'the whole child'
- Engaging with aspirations of the Māori community, by using evidence and action to build policies and practices that support Māori students to enjoy and achieve education success as Maori
- Comparative data collected at end of year

### Resourcing:

SENCO/LSC support

Funding release teachers for Kapa Haka

Funding for support programmes

Applications made to external providers of support programmes

Funding for ReThink Therapy and ChatBus



## Other 2021 Key Improvement Strategies to Achieve Strategic Vision

### Property (summarised from property plan)

1. Transform existing staffroom into a Junior classroom to enhance collaborative teaching across the Junior School and further develop learner agency
2. Prioritise recommendations from 5YPP

### Finance - Providing extra resourcing to ensure equitable access to the curriculum

1. Continue support for extra Teacher Assistant hours
2. Support to enable Junior Dean to become Walking SENCO/Dean
3. Support for specialist teachers to be released to take targeted groups focusing on developing emotional regulation skills
4. Support for continuation of Literacy Intervention programme for 2021
5. Support for Gifted & Talented programme to be implemented across the school
6. Support for Chat Bus - to cater for the well-being of students

### Personnel - Providing opportunities for professional development aligned with our strategic goals

1. Provide support (up to \$500) for staff wishing to undertake tertiary study
2. Provide support for all staff - (teaching/non-teaching) to undertake professional learning

### Community Engagement

1. Parent/Whanau surveys re knowledge pertaining to strategic goals
2. Whanau Hui consultation evenings led by with Lauana Thomas - Resource Teacher of Maori
3. Introduce parent community to School Docs
4. Parent Information Evenings
5. Parent/ Teacher Interviews
6. Parental Involvement in school programmes and events