



# East Taieri School



School Charter  
Strategic and Annual Plan for  
**East Taieri School**  
**EMPOWER, INSPIRE, CARE**  
2022 - 2024

Principal's endorsement:	
Board of Trustees' endorsement:	 Karen Hanna - Board Chair
Submission date to Ministry of Education:	February 2022

East Taieri School 2022 - 2024  
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.

NZ Curriculum	What this looks like at East Taieri
<p><b><u>HIGH EXPECTATIONS</u></b>  <b>The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances</b></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>  <b>The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</b></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 an inquiry learning approach within balanced mathematical programme</li> </ul>
<p><b><u>TREATY OF WAITANGI</u></b>  <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.</b></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>

	<ul style="list-style-type: none"> <li>▪ Te Wairua o Opotea - The Spirit of Opotea - to increase our rangatahi's knowledge of te reo and tikanga Māori.</li> </ul>
<p><b><u>CULTURAL DIVERSITY</u></b> The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</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> 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.</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> 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.</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> The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</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> The curriculum has meaning for students, connects with their wider lives, and engages the support of their</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> </ul>

<p><b>families, whānau, and communities.</b></p>	<ul style="list-style-type: none"> <li>▪ Family BBQs</li> <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>								
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p><b>Ethnic Composition</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;">Pakeha</td> <td style="text-align: right;">85%</td> </tr> <tr> <td>Māori</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Pacific</td> <td style="text-align: right;">1%</td> </tr> <tr> <td>Other Ethnicities</td> <td style="text-align: right;">4%</td> </tr> </table>	Pakeha	85%	Māori	10%	Pacific	1%	Other Ethnicities	4%
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<p><b>Student Engagement</b></p>	<p>‘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</p>								

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

**Baseline Data/School Context**

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

2018 - EY		2019 - EY		2020 - END YEAR		2021 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
124 (140)	89%	133 (156)	85%	121 (156)	78%	120 (155)	77%	<b>Girls</b>
123 (149)	83%	131 (159)	83%	123 (158)	78%	115 (159)	72%	<b>Boys</b>
25 (29)	86%	30 (35)	86%	30 (36)	83%	27 (34)	79%	<b>Māori</b>
4 (4)	100%	5 (5)	100%	5 (5)	100%	3 (4)	75%	<b>Pasifika</b>
7 (7)	100%	8 (8)	100%	7 (11)	64%	10 (12)	83%	<b>Asian</b>
210 (249)	84%	219 (262)	84%	198 (260)	77%	196 (264)	74%	<b>European</b>
22 (36)	<b>61%</b>	32 (51)	<b>63%</b>	27 (52)	<b>52%</b>	37 (61)	<b>59%</b>	<b>Year 1</b>
48 (56)	<b>86%</b>	34 (40)	<b>85%</b>	32 (52)	<b>62%</b>	30 (54)	<b>56%</b>	<b>Year 2</b>
44 (50)	<b>88%</b>	43 (54)	<b>80%</b>	35 (41)	<b>85%</b>	40 (52)	<b>77%</b>	<b>Year 3</b>
53 (55)	<b>94%</b>	46 (52)	<b>88%</b>	48 (56)	<b>86%</b>	37 (40)	<b>93%</b>	<b>Year 4</b>
56 (63)	<b>89%</b>	53 (58)	<b>91%</b>	44 (52)	<b>84%</b>	45 (55)	<b>82%</b>	<b>Year 5</b>
23 (29)	<b>79%</b>	56 (60)	<b>93%</b>	57 (60)	<b>95%</b>	46 (52)	<b>88%</b>	<b>Year 6</b>
246 (289)	<b>85%</b>	<b>264 (315)</b>	<b>84%</b>	<b>243 (313)</b>	<b>78%</b>	<b>234 (314)</b>	<b>75%</b>	<b>All Students</b>



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

2018 - EY		2019 - EY		2020 - END YEAR		2021 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
120 (140)	86%	133 (156)	85%	120 (156)	77%	119 (155)	78%	Girls
97 (149)	65%	109 (159)	69%	97 (158)	61%	93 (159)	58%	Boys
23 (29)	79%	29 (35)	83%	25 (36)	74%	23 (34)	68%	Māori
3 (4)	75%	3 (5)	60%	4 (5)	80%	2 (4)	50%	Pasifika
7 (7)	100%	7 (8)	88%	7 (11)	64%	8 (12)	67%	Asian
184 (249)	74%	200 (262)	76%	175 (260)	68%	169 (264)	68%	European
20 (36)	56%	30 (51)	59%	27 (52)	52%	37 (61)	61%	Year 1
41 (56)	73%	33 (40)	83%	30 (52)	58%	27 (54)	50%	Year 2
38 (50)	76%	39 (54)	72%	30 (41)	73%	36 (52)	69%	Year 3
40 (55)	73%	43 (52)	83%	39 (56)	70%	30 (40)	75%	Year 4
56 (63)	89%	42 (58)	72%	41 (52)	79%	42 (55)	76%	Year 5
23 (29)	79%	54 (60)	90%	50 (60)	84%	40 (52)	77%	Year 6
218 (289)	75%	242 (315)	77%	217 (313)	69%	212 (314)	68%	All Students

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

2018 - EY		2019 - EY		2020 - END YEAR		2021 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
104 (140)	74%	118 (156)	76%	109 (156)	70%	120 (155)	72%	Girls
114 (149)	77%	124 (159)	78%	129 (158)	82%	114 (159)	73%	Boys
23 (29)	79%	30 (35)	86%	31 (36)	86%	27 (34)	79%	Māori
3 (4)	75%	4 (5)	75%	5 (5)	100%	3 (4)	75%	Pasifika
7 (7)	100%	8 (8)	100%	8 (11)	73%	10 (12)	83%	Asian
185 (249)	74%	195 (262)	74%	195 (260)	75%	189 (264)	72%	European
31 (36)	86%	37 (51)	73%	38 (52)	73%	43 (61)	70%	Year 1
42 (56)	75%	36 (40)	90%	36 (52)	69%	32 (54)	59%	Year 2
36 (50)	72%	35 (54)	65%	34 (41)	83%	35 (52)	67%	Year 3
40 (55)	73%	42 (52)	81%	44 (56)	79%	38 (40)	95%	Year 4
47 (63)	75%	42 (58)	72%	43 (52)	83%	39 (55)	71%	Year 5
21 (29)	72%	48 (60)	80%	44 (60)	73%	42 (52)	81%	Year 6
217 (289)	75%	240 (315)	76%	239 (313)	77%	229 (314)	73%	All Students

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

**Strategic Plan 2022 – 2024**  
**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 - HAUORA**

To continue enhancing the emotional well being of staff and students by embedding practices such as Play is The Way, Trauma Informed Approach, and teaching of our values and learner qualities.

**GOAL 2 - CURRICULUM/ASSESSMENT**

To review all areas of the curriculum and related assessment, to enhance teacher knowledge/practice and student achievement.

**GOAL 3 - LEARNER AGENCY**

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

**GOAL 4 - COLLABORATIVE TEACHING**

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

**GOAL 5 - LITERACY**

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

**GOAL 6 - DEVELOPING AN INQUIRY LEARNING APPROACH WITHIN A BALANCED MATHEMATICAL PROGRAMME**

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

**GOAL 7 - ENVIROSCHOOLS**

To embed the Enviroschools' guiding principles within our school culture and take action to sustain this.

**2022 Targets - school wide**

- **Target 1: To raise student achievement in Maths throughout the school, with a particular focus on accelerating the progress of students who are underachieving.**
- **Target 2: Writing - To raise student achievement in Writing throughout the school, with a particular focus on accelerating the progress of the boys who are underachieving.**
- **Target 3: To achieve strong student outcomes for our Māori learners**

# Annual School Improvement Plan

## EMPOWER, INSPIRE, CARE

*Note: Our Annual Plan, Goals and Targets may be significantly impacted by the effects of COVID during the year.*

Improvement Plan - Domain: Learning	
<p><b>Strategic Goal:</b> <b>GOAL 1 - HAUORA</b></p> <p>To continue enhancing the emotional well being of staff and students by embedding practices such as Play is The Way, Trauma Informed Approach, and teaching of our values and learner qualities.</p>	<p><b>Annual Goal:</b></p> <p>'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.</p>
<p><b>Baseline data and Annual Target:</b></p> <p>'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 a relationship with ReThink Therapy specialists and OT students to work with target groups of children.</p> <p><b>Annual Target:</b></p> <p>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 continue upskilling teacher practice and understanding of neurodiverse learners.</p>	
<p><b>Key Improvement Strategies:</b></p> <ul style="list-style-type: none"> <li>- 'Play is the Way' Lead Teacher will provide readings and programme guidelines for staff</li> <li>- Classes will be regularly playing 'Play is the Way' games</li> <li>- Continuing with staff/team meetings and implementation of PITW, emotional regulation, trauma informed practice, mindfulness and teacher well-being</li> <li>- Specialist teachers working with target groups across the school</li> </ul>	
<p><b>Resourcing:</b></p> <p>Release time for specialist teachers to work with targeted groups OT students (funded through ReThink Therapy) \$250 for maintaining Play is the Way resources and equipment</p>	

## Improvement Plan - Domain: Learning

### Strategic Goal:

#### **GOAL 2 - CURRICULUM/ASSESSMENT**

To review all areas of the curriculum and related assessment, to enhance teacher knowledge/practice and student achievement

### Annual Goal:

Review and refine our local curriculum.  
Further develop teacher assessment knowledge and practice.  
Introduce HERO as a tool for assessment and reporting.

### Baseline data and Annual Target:

Currently we are using a variety of tools to assess achievement (based on ET Curriculum Expectations) and reporting to parents twice a year in a written format (middle and end of year).

Following surveying staff on assessment practices we have identified that these tools are not giving us enough valuable information to inform our teaching.

Some teachers don't have a deep understanding of the purpose of assessment.

Our OTJs still tend to be based on National Standards, and we want to align our assessment with the curriculum refresh and show the phases of learning.

- We want our teachers to have a deeper understanding of assessment, its purpose, and to be using appropriate tools effectively
- Teachers need to know and understand the impact assessment has on their teaching and how to use this to improve their teaching to enhance student achievement
- Teachers are beginning to use HERO

### Key Improvement Strategies:

- PLD on HERO and assessment
- Staff given professional readings
- Working with Rob Proffitt-White on assessment
- Daily use of HERO for attendance, behavioural and reporting
- Moderation in writing, reading and maths
- Introduction to Phases of Learning, and the use of the Learning Progressions and Milestones

### Resourcing:

MOE allocated hours for assessment

A proportion of the PLD budget

Time allocation for the setup and training of HERO - Garth and Annette

## Improvement Plan - Domain: Learning

### Strategic Goal:

#### **GOAL 3 - LEARNER AGENCY**

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

### Annual Goal:

To revisit learner agency across the school with a focus on developing 'East Taieri Learner Qualities' and strengthening our Inquiry Model.  
Parents/whānau will have an understanding of learner agency and learner qualities and the impact they have on student achievement.

**Baseline data and Annual Target:**

Students are aware of our Learner Qualities and are beginning to articulate what it is to be:

- A thinker
- A self-manager
- A communicator
- A collaborator
- Resilient

Our annual target is for students to be able to demonstrate our Learner Qualities.

**Key Improvement Strategies:**

- Learner qualities evident in planning and teaching
- Increase students' familiarity of learner qualities
- Staff given professional readings
- Integration of Learner Qualities through all curriculum areas
- Conduct Survey mid year to gauge students' understanding of our Learner Qualities
- Use HERO as a tool to unpack and record the values and learner qualities to ensure consistency across the school

**Resourcing:**

Janine (Senior 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 - COLLABORATIVE TEACHING**

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

**Annual Goal:**

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.

**Baseline Data:**

- Survey of parents/whanau/students to be completed at start of year

**Annual Target:**

- To have everyone teaching collaboratively across the school, impacting positively on teaching and learning.
- Parents will have an understanding of collaborative teaching and the positive outcomes for students.

**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.
- Student/teacher/community voice will be used to strengthen collaborative teaching across the school.

**Resourcing:**

N/A



## Improvement Plan - Domain: Learning

### Strategic Goal:

#### **GOAL 5 - LITERACY**

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

### Annual Goal:

To review literacy across the school, focusing on writing and oral language, particularly Junior School oral language.

**Target 2: Writing - To raise student achievement in Writing throughout the school, with a particular focus on accelerating the progress of the boys who are underachieving.**

### Baseline Data

Student Achievement data from 2021 shows that:

- 58% of our boys are achieving At or Above East Taieri Curriculum Expectations in Writing.
- 78% of our girls 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 2021.
- During Lockdown Writing was the area that parents and teachers found the most challenging.
- The implementation of BSLA is having an impact on early literacy and is going to give us valuable data that we can use to track children longitudinally
- An increasingly high percentage of New Entrants are starting school with limited oral language capabilities/skills.

### Key Improvement Strategies:

#### Writing:

- Feb 2022: Teachers confirm level of student achievement (using 2021 achievement data and 2022 samples).
- In collaborative teaching teams, teachers plan and implement inspiring writing programmes.
- 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 the end of year.
- Teacher content knowledge will be strengthened through regular staff PLD sessions.

#### Oral Language:

- Feb 2022: Dean of Junior School to gain an overview of oral language capabilities.
- Data will be analysed and information shared with teachers.
- Professional Development sessions taken by the 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.
- BSLA will continue to be used in the Junior classes.

### 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 6 - DEVELOPING AN INQUIRY LEARNING APPROACH WITHIN A BALANCED MATHEMATICAL PROGRAMME**

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

### Baseline data:

Student Achievement data from 2021 shows that:

- 73% 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.
- Also very beneficial has been our work with Rob Proffitt-White (was a DMIC mentor - now works for a company called 'The Learner First' )to develop a deeper understanding of what a balanced Maths programme looks like
- Staff are becoming more confident teaching Maths through an inquiry approach, however increasing content knowledge appears to be the biggest challenge.

### Key Improvement Strategies:

- Teachers continuing to develop their understanding of the inquiry approach to maths
- 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 Rob Proffitt-White (The Learner First)
- 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 Rob.

A proportion of the PLD budget will be used for staff working with Rob.

## Improvement Plan - Domain: Learning

### Strategic Goal:

#### GOAL 7 - ENVIROSCHOOLS

To embed the Enviroschools' guiding principles within our school culture and take action to sustain this.

- Empowered students
- Learning for Sustainability
- Māori perspective
- Respect for diversity of people and cultures
- Acting as a sustainable community

### Annual Goal:

To raise the enviroschools profile this year, ensuring that our students are aware that the Enviroschools kaupapa is about creating a healthy, peaceful, sustainable world through learning and taking action together. Our kaupapa should guide all that we do and be embodied in the five guiding principles that underpin the whole Enviroschools journey.

### Baseline data:

We feel that the profile of Enviroschools is not high enough across the school. It appears to be that only the groups of students involved in Enviroschools activities have a good understanding of the Enviroschools kaupapa.

There is limited knowledge across the school of Enviroschools activities and projects.

Staff need to be seen to be modelling sustainability to our students.

Staff need to be more familiar with the 5 guiding principles, embedding them into teaching and learning.

### Key Improvement Strategies:

- Students involved in Enviroschools activities have opportunities to share their knowledge and Enviroschools kaupapa with the rest of the school.
- Increase awareness across the school of Enviroschools activities and projects.
- Staff to model sustainability to our students.
- Staff become more familiar with the 5 guiding principles, embedding them into teaching and learning. **Consider our own understanding of sustainability and how we can model it to our students this year.**
- **Look at how we wrap/store lunch - give students environmentally friendly options**
- **Try to reduce our photocopying, laminating, ensure lights, heatpumps are turned off when not needed**
- **Enjoy our environment, including the Wilderness area**
- Record photos and short videos of Environmental activities and projects and place in 2022 folder
- Highlight the 5 guiding principles: especially number 4 as we look at Health during Term 1

### Resourcing:

- From Grounds & Maintenance budget

## Improvement Plan for Raising Māori Achievement

### School Strategic Learning Goals:

#### GOAL 1 - HAUORA

To continue enhancing the emotional well being of staff and students by embedding practices such as Play is The Way, Trauma Informed Approach, and teaching of our values and learner qualities.

#### GOAL 2 - CURRICULUM/ASSESSMENT

To review all areas of the curriculum and related assessment, to enhance teacher knowledge/practice and student achievement.

#### GOAL 3 - LEARNER AGENCY

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

#### GOAL 4 - COLLABORATIVE TEACHING

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

#### GOAL 5 - LITERACY

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

#### GOAL 6 - DEVELOPING AN INQUIRY LEARNING APPROACH WITHIN A BALANCED MATHEMATICAL PROGRAMME

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

#### GOAL 7 - ENVIROSCHOOLS

To embed the Enviroschools' guiding principles within our school culture and take action to sustain this.

### 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 3: To achieve strong student outcomes for our Māori learners**

### Baseline data

The school's self-review has confirmed that 79% (27/34) of Māori learners are achieving at or above East Taieri Curriculum Expectations for Reading, 68% (23/34) for Writing and 79% (27/34) for Maths.

2021 Data:

Reading: 7 out of 34 students achieving below expected level of achievement

Writing: 11 out of 34 students achieving below expected level of achievement

Maths: 7 out of 34 students achieving below expected level of achievement

### Key Improvement Strategies

- Feb 2022: Teachers confirm level of student achievement (using 2021 achievement data and 2022 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' with comparative data collected at end of year
- 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 Māori
- Support Te Reo me ona Tikanga programme taken by Jess Thompson for our Māori students
- To enhance the identity and culture of our Māori students through the introduction of the Aotearoa/New Zealand histories curriculum
- Refining our local curriculum to reflect the unique identity of the Taieri

**Resourcing:** PLD and curriculum budgets

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 2022 Key Improvement Strategies to Achieve Strategic Vision

### Property (priorities summarised from property plan)

1. Reroof senior block and other areas of the school as outlined in recommendations from 5YPP
2. Revamp Middle School block to enhance collaborative teaching across the Middle School and further develop learner agency
3. Prioritise recommendations from 5YPP
4. Upgrade administration area
5. Revamp and upgrade SLT building - divide into two separate spaces
6. Enhance outdoor play areas using funds from 2021 Home & School fundraising activities

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

1. Continue support for Teacher Assistant hours for each pod
2. Support for intervention programmes in Literacy and Maths
3. Support for introduction of HERO - an online school management system & sharing platform that will reflect the curriculum, vision and values of East Taieri
4. Support for Gifted & Talented programme to be implemented across the school
5. Support for swimming programme across the school
6. Support for updating devices across the school to ensure that students have access to the latest apps and technology to enhance their learning

### 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. Engage parent community with School Docs
4. Parent Information Evenings
5. Parent/ Teacher Interviews
6. Parental Involvement in school programmes and events