

East Taieri School



School Charter Strategic and Annual Plan for East Taieri School

EMPOWER, INSPIRE, CARE

2019 - 2021

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

East Taieri School 2019 - 2021

Introductory Section - Strategic Intentions

EMPOWER, INSPIRE, CARE

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	 <p>Empower ourselves and others to create a pathway to personal success.</p> <p>Inspire ourselves and others to be creative, learn collaboratively, problem solve and communicate effectively.</p> <p>Care for ourselves, each other and the environment.</p> <p>As we learn and grow together</p>

Values



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

HIGH EXPECTATIONS
The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of

- Collaborative teaching
- Positive relationships. Hauora - caring for the whole child
- Expectations suitably pitched and understood by learners
- Programmes stimulating, providing challenge and support
- Learners engaged, motivated and encouraged to achieve their personal best

<p>their individual circumstances</p>	<ul style="list-style-type: none"> ▪ Learning intentions shared and understood by students ▪ Success criteria developed with learners ▪ Quality feedback helps increases learners’ awareness of strengths and areas for development ▪ Reflective teachers ▪ Agentic learners ▪ Student voice evident ▪ Teachers empowering students to take responsibility for their learning, taking it further ▪ Passion projects, DIP Time, Daily 5, Super 6, ▪ Learning pathways with goals
<p><u>LEARNING TO LEARN</u> 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"> ▪ Learner Agency ▪ Children articulate process and progress of their learning ▪ Children are aware of their strengths and areas for development ▪ Children encouraged to reflect on their learning – eg: talk about being in the learning zone (Juniors) ▪ Learners refer to learning pathways ▪ Quality feedback helps learners understand next steps ▪ Visible success criteria ▪ Children reflect on Key Competencies and Values ▪ Teachers modelling reflective practice ▪ Learning pathways and goals
<p><u>TREATY OF WAITANGI</u> 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"> ▪ Learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand (performances, Marae visits, powhiri) ▪ Tikanga Maori and Te Reo are valued and integrated ▪ All learners participate in regular Whanau Hui sessions, performing mihi, waiata, etc ▪ Kapa Haka has high profile within the school ▪ Celebrating Maori as Maori
<p><u>CULTURAL DIVERSITY</u> 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"> ▪ Respect and consideration is shown for cultural diversity and differences ▪ Learners encouraged to respect and value other cultures/differences ▪ All cultures within school are visibly celebrated ▪ Values programme high profile across the school
<p><u>INCLUSION</u> The curriculum is non-sexist, non-racist, and non-discriminatory;</p>	<ul style="list-style-type: none"> ▪ All children, whanau and staff valued and respected ▪ Variety of groupings ▪ Children encourage and support others’ learning ▪ Individual strengths/talents recognised and valued

<p>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"> ▪ Learning needs addressed in a variety of ways, both in school and externally - TA, RTLB, specialist teachers, resources ▪ Wide range of extra-curricula activities - Kiwiana, Sports Academy, Kapa Haka, Choir, ensemble, Buddy Classes, Tirohanga Days, camps, etc ▪ Teachers model Values 								
<p><u>COHERENCE</u> 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"> ▪ Curriculum is integrated - planned and delivered in ways that make natural connections across values, key competencies, learning areas and knowledge ▪ Children develop the ability to recognise that skills, processes and knowledge can be used across a range of areas ▪ Programmes are developed that utilise community strengths ▪ Whole school inquiries undertaken ▪ Students provided with range of extra-curricula activities ▪ Enviroschools, Enviro club ▪ Student Council ▪ Experts - artists, scientists, dentist - links to community and real world 								
<p><u>FUTURE FOCUS</u> 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"> ▪ Interpersonal skills, creativity, problem solving developed ▪ Where relevant, children consider the implications in the future for themselves, others and the world in which they live ▪ Our Inquiry Big Question is related to implications for the future ▪ Children are encouraged to make strong decisions and consider the implications of these ▪ Integration of IT seamless ▪ Leadership roles are fostered ▪ Global awareness 								
<p><u>COMMUNITY ENGAGEMENT</u> The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</p>	<ul style="list-style-type: none"> ▪ The school seeks relevant opportunities in which to involve families and our community ▪ Teachers encourage children to talk about their culture, families and outside interests ▪ There is a strong sense of the Home/School partnership ▪ Support for families ▪ Grandparents' Day ▪ Parent Tutor Reading ▪ Family BBQs ▪ Information evenings - maths evening, art exhibition etc ▪ Positive relationship between East Taieri Preschool and School ▪ Community consultation 								
<p>Māori Dimensions and Cultural Diversity</p>	<p>Ethnic Composition</p> <table border="0"> <tr> <td>Maori</td> <td>10%</td> </tr> <tr> <td>Pakeha</td> <td>80%</td> </tr> <tr> <td>Pacific</td> <td>2%</td> </tr> <tr> <td>Other Ethnicities</td> <td>8%</td> </tr> </table>	Maori	10%	Pakeha	80%	Pacific	2%	Other Ethnicities	8%
Maori	10%								
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Other Ethnicities	8%								

Student Engagement	Attendance for 2018: 93.45% '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. Maori students are very well supported to achieve success as Maori in an environment where their culture is valued.' ERO 2018
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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**

2016 - EY		2017 - EY		2018 - MID YEAR		2018 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
105 (122)	86%	109 (126)	87%	127 (142)	89%	124 (140)	89%	Girls
122 (155)	78%	95 (133)	71%	113 (151)	75%	123 (149)	83%	Boys
19 (24)	79%	19 (23)	83%	28 (32)	88%	25 (29)	86%	Maori
3 (4)	75%	3 (3)	100%	3 (4)	75%	4 (4)	100%	Pasifika
6 (6)	86%	8 (8)	100%	6 (6)	100%	7 (7)	100%	Asian
194 (237)	82%	169 (220)	77%	200 (248)	81%	210 (249)	84%	European
34 (49)	69%	26 (48)	54%	24 (38)	63%	22 (36)	61%	Year 1
46 (55)	84%	24 (35)	69%	42 (56)	75%	48 (56)	86%	Year 2
51 (61)	84%	33 (40)	83%	44 (51)	86%	44 (50)	88%	Year 3
24 (31)	77%	60 (64)	94%	51 (54)	94%	53 (55)	94%	Year 4
37 (42)	88%	26 (31)	84%	56 (64)	88%	56 (63)	89%	Year 5
35 (39)	90%	35 (41)	85%	23 (30)	77%	23 (29)	79%	Year 6
231 (277)	82%	204 (259)	78%	240 (293)	81%	246 (289)	85%	All Students

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

2016		2017		2018 - MID YEAR		2018 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
104 (122)	85%	103 (126)	82%	113 (142)	80%	120 (140)	86%	Girls
107 (155)	70%	86 (132)	65%	87 (151)	58%	97 (149)	65%	Boys
16 (24)	67%	18 (23)	78%	22 (32)	69%	23 (29)	79%	Maori
3 (4)	75%	3 (3)	100%	2 (4)	50%	3 (4)	75%	Pasifika
5 (6)	83%	7 (8)	88%	7 (7)	100%	7 (7)	100%	Asian
182 (237)	77%	156 (219)	71%	167 (248)	67%	184 (249)	74%	European
30 (49)	61%	28 (47)	60%	23 (38)	60%	20 (36)	56%	Year 1
42 (55)	76%	23 (35)	66%	30 (56)	54%	41 (56)	73%	Year 2
47 (61)	77%	28 (40)	70%	35 (51)	69%	38 (50)	76%	Year 3
27 (31)	87%	51 (64)	80%	37 (54)	68%	40 (55)	73%	Year 4
35 (42)	83%	24 (31)	77%	48 (64)	75%	56 (63)	89%	Year 5
30 (39)	77%	35 (41)	85%	22 (30)	73%	23 (29)	79%	Year 6
211 (277)	77%	189 (258)	73%	195 (293)	67%	218 (289)	75%	All Students

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

2016		2017		2018 - MID YEAR		2018 - END YEAR		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
96 (122)	79%	99 (126)	79%	109 (142)	77%	104 (140)	74%	Girls
125 (55)	81%	103 (126)	77%	114 (151)	75%	114 (149)	77%	Boys
19 (24)	82%	19 (23)	83%	27 (32)	84%	23 (29)	79%	Maori
3 (4)	75%	2 (3)	67%	3 (4)	75%	3 (4)	75%	Pasifika
6 (6)	100%	7 (8)	88%	7 (7)	100%	7 (7)	100%	Asian
189 (237)	80%	170 (220)	77%	184 (248)	74%	185 (249)	74%	European
42 (49)	86%	40 (48)	80%	34 (38)	89%	31 (36)	86%	Year 1
48 (55)	87%	23 (35)	66%	36 (56)	64%	42 (56)	75%	Year 2
44 (61)	72%	29 (40)	73%	37 (51)	73%	36 (50)	72%	Year 3
24 (31)	77%	48 (64)	75%	42 (54)	78%	40 (55)	73%	Year 4
31 (42)	74%	29 (31)	94%	48 (64)	75%	47 (63)	75%	Year 5
32 (39)	82%	33 (41)	80%	26 (30)	87%	21 (29)	72%	Year 6
221 (277)	80%	202 (259)	78%	223 (293)	76%	217 (289)	75%	All Students

Strategic Section

EMPOWER, INSPIRE, CARE

Strategic Plan 2019 – 2021

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 developing learner agency across the school.

GOAL 2 - COLLABORATIVE TEACHING

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

GOAL 3 - DIGITAL CURRICULUM

To enhance the digital competencies of our students by implementing the Digital Curriculum across the school.

GOAL 4 - PLAY IS THE WAY

To further develop the emotional intelligence of our students by embedding 'Play is the Way' philosophy across the school.

GOAL 5 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)

To enhance student achievement in mathematics by introducing a new model of teaching maths throughout the school.

Annual School Improvement Plan

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Improvement Plan - Domain: Learning			
Strategic Goal: GOAL 1 - LEARNER AGENCY To enhance student achievement by continuing developing learner agency across the school.		Annual Goal: To introduce 'East Taieri Learner Qualities' across the school. Parents/whanau will have an understanding of learner agency and the impact it has on student achievement.	
Baseline data and Annual Target: <i>Where do we want to be at the end of 2019?</i> Students will be able to articulate what it is to be: <ul style="list-style-type: none"> - A thinker - A self-manager - A communicator - A collaborator - Resilient Initial Survey with selection of students asking what skills students think that they need in order to be a successful learner. Survey will be redone at the end of Term 4.			
Key Improvement Strategies:			
When:	What (examples):	Who:	Indicators of Progress:
Term 1	<ul style="list-style-type: none"> - Staff maintain knowledge - Upskilling new teachers - Leadership Team to visit 3 North Island schools well known for their successful collaborative teaching and learner agency 	Janine Principal & Deans	By the end of term staff/students will be familiar with our learner qualities Principal & Deans will have a deeper understanding of different approaches to developing learner agency and the impact on student achievement.
Term 2/3	Consolidation of above		By the end of term 2/3 students will be beginning to articulate learner qualities. Learner qualities will be evident in planning and teaching.
Term 4	Survey redone		By the end of term 4 students will be starting to demonstrate their knowledge of learner qualities.
Monitoring: <i>How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?</i>			
Resourcing: <i>How much money and time is needed? Who will help us?</i> Janine (Senior Dean) to be given release time to plan, monitor, assess and oversee, as well as upskill staff. Middle & Junior Deans to provide support for their teams through readings and discussion.			

Improvement Plan - Domain: Learning

<p>Strategic Goal: GOAL 2 - COLLABORATIVE TEACHING To enhance student achievement by strengthening collaborative teaching across the school.</p>	<p>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.</p>
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<p>Baseline data and Annual Target:</p> <p>Baseline Data:</p> <ul style="list-style-type: none"> - New staff unfamiliar with collaborative teaching. - Recent survey of parents demonstrated that their knowledge and understanding of collaborative teaching was limited. <p>Annual Target:</p> <ul style="list-style-type: none"> - To have everyone teaching collaboratively across the school by the end of 2019, impacting positively on teaching and learning. - Parents will have an understanding of collaborative teaching and the positive outcomes for students. - Leadership Team will have a deeper understanding of different models of collaborative teaching and the impact on student achievement.

Key Improvement Strategies:

When:	What (examples):	Who:	Indicators of Progress:
Terms 1, 2, 3	<ul style="list-style-type: none"> - New staff will be given readings, have discussions and be able to observe collaborative teaching. - By the end of term 2 parents will have been given information on collaborative teaching. 	Janine	<p>New staff will have increased knowledge of collaborative teaching.</p> <p>Parents will be more informed regarding collaborative teaching.</p>
	<ul style="list-style-type: none"> - A random sample of parents will be interviewed regarding their understanding of collaborative teaching and the impact it has on student achievement. - Leadership Team to visit 3 North Island schools well known for their successful collaborative teaching and learner agency 	<p>Deans/class teachers</p> <p>Principal & Deans</p>	<p>By the end of term 4 teachers will be teaching collaboratively which will have a positive impact on student achievement.</p> <p>Principal & Deans will have a deeper understanding of different models of collaborative teaching and the impact on student achievement.</p>

Monitoring: *How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?*

Resourcing: Money put aside from TLIF funding to be used to cover expenses of Leadership Team’s visit to schools in the North Island.

Improvement Plan - Domain: Learning

<p>Strategic Goal: GOAL 3 - DIGITAL CURRICULUM To enhance the digital competencies of our students by implementing the Digital Curriculum across the school.</p>	<p>Annual Goal: Continued upskilling of teachers and integration of digital technology curriculum into classroom programmes.</p>
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<p>Baseline data and Annual Target:</p> <p>Data from initial 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. We have new staff and a change in DT leadership.</p> <p>Annual Target:</p> <p>All staff will be familiar with and demonstrating knowledge of the DT curriculum in planning and teaching.</p>

Key Improvement Strategies:

When:	What (examples):	Who:	Indicators of Progress:
Term 1	Professional learning	Mel	By the end of term 1, leaders will provide professional learning opportunities for staff to continuing developing their understanding of digital technology.
Term 2/3	Some implementation Sharing examples	Classroom teachers	By the end of term 3, teachers will be more confident when implementing a range of digital technologies in their classrooms. Leaders will provide opportunities for teachers to share their learning experiences with each other.
Term 4	Redo survey Purchasing of devices School specific resource developed Google site for DT developed	Mel	By the end of term 4, DT leader will have ensured that the staff survey is completed, data analysed and trends/issues identified. New devices purchased across the school. Google site to be developed. School resource developed.

Monitoring: *How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?*

Resourcing:
 We have 40 MOE funded hours for PLD
 Lead Teacher for DT will be allocated release time as required

Improvement Plan - Domain: Learning

Strategic Goal:

GOAL 4 - PLAY IS THE WAY

To further develop the emotional intelligence of our students by embedding 'Play is the Way' philosophy across the school.

Annual Goal:

Play is the Way philosophy will be evident across the school.

Baseline data and Annual Target:

Emotional intelligence survey to be administered February.

Play is the Way survey to be administered February.

We have an introductory understanding of Play is the Way philosophy.

We have been involved in professional learning.

We have new staff.

Annual Target:

We want our children to have a greater understanding of, and be able to identify their emotions and those of others.

We want to see children demonstrating our values.

Staff will be upskilled.

Classes will be regularly playing Play is the Way games.

Key Improvement Strategies:

When:	What (examples):	Who:	Indicators of Progress:
Term 1	<ul style="list-style-type: none"> - Surveys completed - Teacher only day introduction - Playing Play is the Way games - Have set up a Play is the Way team 	Lisa & Natalie	By the end of term 1 surveys will be completed and all classes will be participating in at least 3 Play is the Way sessions per week. Play is the Way team will have met.
Terms 2/3	<ul style="list-style-type: none"> - Attend professional learning session. - Continuing with staff/team meetings and implementation. 		End of term 2, all equipment purchased, sorted and labelled. End of term 3, increasing knowledge and understanding evident.
Term 4	<ul style="list-style-type: none"> - Continuing with staff/team meetings and implementation - Redo surveys 		By the end of term 4 PITW philosophy will be evident across the school. Redo survey, analyse data and identify trends/issues.

Monitoring: *How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?*

Resourcing:

\$1800 for mentoring sessions with staff plus relieving costs.

\$240 for each of our new teachers to attend the introductory day

\$500 for Play is the Way resources and equipment

Improvement Plan - Domain: Learning

Strategic Goal:

GOAL 5 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)

To enhance student achievement in mathematics by introducing a new model of teaching 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.

Baseline data and Annual Target:

Student Achievement data from 2018 shows that:

- 75% of our students at At or Above East Taieri Curriculum Expectations in Maths.
- The school's self-review has confirmed that teachers are unhappy with maths achievement results across the school and the passivity of students during Maths - that the teaching of Maths has been too focused on number knowledge and strategy, not enough time given to problem solving and strand Maths. The focus needs to be to look at the student as a mathematician.

Annual Target:

85% of our students will be achieving At or Above East Taieri Curriculum Expectations for Maths

Key Improvement Strategies:

When:	What (examples):	Who:	Indicators of Progress:
Term 1	<ul style="list-style-type: none"> - Professional Development with Kelly from Massey University - In class mentoring - Maths and Leadership Team meeting with Shona McRae 	Teachers	By the end of term 1 we will have a better understanding of the DMIC philosophy. We will have met with Shona and developed rich learning problems. In class mentoring and observations by Maths Lead Teacher will have begun.
Term 2/3	<ul style="list-style-type: none"> - Teachers continuing to develop their understanding of DMIC - Teachers implementing rich tasks - Sharing of ideas in teams/staff meetings 	Teachers	By the end of term 3 DMIC will be beginning to be evident in classrooms. Teachers and teams will be more confident at writing rich problems. Ideas will be shared in staff meetings. Talk moves will be evident in classrooms. Improved group/team/whanau collaboration within classes. Kelly will come back to work with the school in a mentoring capacity in terms 2 and 3.
Term 4	<ul style="list-style-type: none"> - Analyse the achievement data based on Curriculum Expectations and the maths PAT assessment 	Leadership Team	By the end of term 4 we will see an improvement in mathematical achievement and attitude towards maths. Mathematical dispositions of learners will be more evident.

Monitoring: *How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?*

Resourcing: MOE funded PLD for DMIC through Massey University

Improvement Plan for a Learning Area

School Strategic Learning Goal:
GOAL 5 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)

To enhance student achievement in mathematics by introducing a new model of teaching maths throughout the school.

School Annual Learning Target:

Target 1 ~ To raise the level of achievement of Maths throughout the school from 75% at or above East Taieri curriculum expectations (end of 2018) to 85% at or above (end of 2019)

Baseline data and Target

The school's self-review has confirmed that maths achievement results across the school are lower than expectations and the passivity of students during Maths is of concern. Maths has been too focused on number knowledge and strategy and not enough time has been given to problem solving and strand Maths. The focus is on an increase in student voice and agency, increased pro-social skills, enhanced mathematical dispositions and the valuing of the mathematics within the home and cultural context.

2018 data:

75% of students achieving at or above East Taieri Curriculum Expectations

Key Improvement Strategies

- Feb 2019: Teachers confirm level of student achievement (using 2018 achievement data and 2019 samples).
- Feb 2019: Teachers involved in DMIC PLD and begin trialling this new problem solving approach to teaching Maths
- Comparative data collected at end of year.

When	What	Who	Indicators of Progress
			<i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Feb 2019	<ul style="list-style-type: none"> - Teachers confirm level of student achievement (using 2018 achievement data and 2019 samples). - Teachers involved in DMIC PLD and begin trialling this new problem solving approach to teaching Maths 	<p>Principal Deans Maths Team Classroom Teachers</p> <p>Maths Team Classroom Teachers</p>	<p>By the end of term 1 teachers will have a better understanding of the DMIC philosophy. We will have met with Shona and developed rich learning problems. In class mentoring and observations by Maths Lead Teacher will have begun.</p> <p>By the end of term 1 learners will be developing collaborative skills, and better articulation of their learning and problem solving strategies.</p>

Monitoring: *How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.*

Resourcing: MOE funded PLD

Improvement Plan for a Learning Area

School Strategic Learning Goal:

GOAL 1 - LEARNER AGENCY

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

GOAL 2 - COLLABORATIVE TEACHING

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

School Annual Learning Target:

Target 2 - Boys' writing - To raise the level of achievement of boys' writing across the school from 65% at or above East Taieri Curriculum Expectations (end of 2018) to 75% at or above (end of 2019)

Baseline data and Target

The school's self-review has confirmed that 65% of boys are achieving at or above East Taieri Curriculum Expectations for Writing compared with 86% of girls. This is a major concern and raising boys' writing achievement will be a major focus for 2019.

Target - To raise the level of achievement of boys' writing across the school from 65% at or above to 75% at or above (end of 2019)

Key Improvement Strategies

- Feb 2019: Teachers confirm level of student achievement (using 2018 achievement data and 2019 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.
- Comparative data collected at end of year.

When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Feb 2019	<ul style="list-style-type: none"> - Teachers confirm level of student achievement (using 2018 achievement data and 2019 samples) 	Sarah O - Literacy Lead Teachers Principal Deans Classroom Teachers	By the end of term 1, teachers will have identified their target group and begun collecting baseline data. Sarah O will provide PLD on Boys' writing in staff meetings. ALL (Accelerating Literacy Learning) support groups will be running in classes. Teachers to engage in readings and discussions about improving Boy's writing. Teachers to informally survey their boys about writing - e.g. opinions, struggles, likes etc By the end of term 1, boys will begin to articulate their opinions about writing. Teachers will begin to use this information in their planning.

Monitoring: *How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.*

Resourcing:

Funding for PLD
Release Time for Literacy Leader

Improvement Plan for a Learning Area

School Strategic Learning Goal:

GOAL 4 - PLAY IS THE WAY

To further develop the emotional intelligence of our students by embedding 'Play is the Way' philosophy across the school.

School Annual Learning Target:

Target 3 - Emotional Intelligence - To enhance the emotional intelligence - (Social Competencies) of our students.

Baseline data and Target

'Play is the Way' has been introduced across the school to support the well-being and enhance the emotional intelligence of our students.

We have been involved in professional learning.

We have new staff.

Target:

Emotional Intelligence - To enhance the emotional intelligence - (Social Competencies) of our students.

Key Improvement Strategies:

- Across school data - (Emotional Intelligence survey & Play is the Way survey) will be collated - (qualitative with quantitative data taken from a sample of students during Term 1) to provide baseline data which will be analysed and discussed as a staff
- Lead 'Play is the Way' teacher will provide readings and programme guidelines for staff
- Classes will be regularly playing 'Play is the Way' games
- All staff will be involved in a mentoring day with Wilson McCaskill
- New staff will attend an introductory PLD 'Play is the Way' session with Wilson McCaskill

When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Feb 2019	<ul style="list-style-type: none"> - Emotional intelligence surveys completed by 5 children per class - Play is the Way survey completed by all children 	Lisa & Natalie Classroom Teachers	By the end of term 1: <ul style="list-style-type: none"> - Surveys will be completed - All classes will be participating in at least 3 Play is the Way sessions per week - Play is the Way team will have met regularly - New staff have been introduced to Play is the Way

	<ul style="list-style-type: none"> - Teacher only day introduction to Play is the Way - Playing Play is the Way games in regular time slots across the school - Have set up a Play is the Way team who meet regularly and provide support and PLD for staff 		<p>By the end of term 1, learners will be beginning to use the Play is the Way language, aiming to articulate the 'golden rule'.</p> <p>There will be a noticeable increase in the use of manners by children.</p> <p>Children will be developing an awareness of their own emotions.</p>
			<p>By the end of Term 4:</p> <ul style="list-style-type: none"> - Children will have a greater understanding of and be able to identify their emotions and those of others. - will be demonstrating our values. - Staff will be upskilled. - will be regularly playing Play is the Way games.
<p>Monitoring: <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i></p>			
<p>Resourcing: <i>How much money and time is needed? Who will help us?</i> Refer Goal 4</p>			

Other 2019 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)	Short Report	Finance	Short Report
<p>Complete refurbishment of senior block to enhance collaborative teaching and Further develop learner agency. (5YA funding)</p> <p>Install glass sliding doors between Rooms 7 and 8 to enhance collaborative teaching. (BOT funded)</p>		<p>The Board of Trustees provides extra resourcing to ensure equitable access to the curriculum.</p>	
Personnel	Short Report	Community Engagement	Short Report
<p>Providing opportunities for professional development aligned with our strategic goals</p> <p>Providing induction and opportunities for professional development for newly elected BOT members</p>		<p>Parent/Whanau surveys re knowledge pertaining to strategic goals.</p> <p>Parent Information Evenings Parent/ Teacher Interviews</p> <p>Parental Involvement in school programmes and events.</p>	