


# East Taieri School



## School Charter Strategic and Annual Plan for East Taieri School **EMPOWER, INSPIRE, CARE** 2023 - 2024

Principal's endorsement:	
Board of Trustees' endorsement:	Jared Hayes
Submission date to Ministry of Education:	31 March 2023

**East Taieri School 2023 - 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**

**‘E ako ana, ā, e tipu tahi ana tātou’ - Learning and growing together.**



## Values





## Our Learner Qualities



## 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>

<b>families, whānau, and communities.</b>	<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>								
<b>Māori Dimensions and Cultural Diversity</b>	<p><b>Ethnic Composition</b></p> <table> <tr> <td>Pakeha</td><td>85%</td></tr> <tr> <td>Māori</td><td>10%</td></tr> <tr> <td>Pacific</td><td>1%</td></tr> <tr> <td>Other Ethnicities</td><td>4%</td></tr> </table>	Pakeha	85%	Māori	10%	Pacific	1%	Other Ethnicities	4%
Pakeha	85%								
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<b>Student Engagement</b>	<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 Most recent ERO Report)</p>								

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

**Baseline Data/School Context**

**READING**

2020 - END YEAR	2021 - MID YEAR	2021 - END YEAR	2022 - MID YEAR	2022 - END YEAR
243 (313) - 78%	202 (288) - 70%	234 (314) - 75%	224 (292) - 77%	228 (294) - 78%

**WRITING**

2020 - END YEAR	2021 - MID YEAR	2021 - END YEAR	2022 - MID YEAR	2022 - END YEAR
217 (313) - 69%	180 (288) - 63%	212 (314) - 68%	213 (292) - 73%	213 (294) - 72%

**MATHS**

2020 - END YEAR	2021 - MID YEAR	2021 - END YEAR	2022 - MID YEAR	2022 - END YEAR
239 (313) - 76%	192 (288) - 67%	229 (314) - 73%	<b><u>Number &amp; Algebra</u></b> 224 (292) - 77%	<b><u>Number &amp; Algebra</u></b> 218 (294) - 74%
			<b><u>Measurement</u></b> 249 (289) - 86%	<b><u>Measurement</u></b> 238 (286) - 83%
			<b><u>Geometry</u></b> 235 (285) - 82%	<b><u>Geometry</u></b> 242 (291) - 83%
			<b><u>Statistics &amp; Probability</u></b> 246 (292) - 84%	<b><u>Statistics &amp; Probability</u></b> 255 (294) - 87%



**Number / Algebra (MATHEMATICS) - OTJ DATA - EAST TAIERI  
SCHOOL - END YEAR - 2022**

	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL		WITHIN; PROFICIENT; WELL ABOVE		PERCENTAGES
ALL STUDENTS	14	62	177	36	5	294		218	ALL STUDENTS	74%
Girls	7	39	91	12	2	151		105	Girls	70%
Boys	7	23	86	24	3	143		113	Boys	79%
Maori	3	2	21	3	1	30		25	Maori	83%
Pasifika	1	1	1	1	0	4		2	Pasifika	50%
Asian / Indian	0	5	5	3	1	14		9	Asian / Indian	64%
NZ Pakeha / European / Other	10	54	150	29	3	246		182	NZ Pakeha / European / Other	74%
Year 1	0	16	26	6	0	48		32	Year 1	67%
Year 2	4	11	39	7	0	61		46	Year 2	75%
Year 3	3	11	26	5	0	45		31	Year 3	69%
Year 4	4	7	29	10	1	51		40	Year 4	78%
Year 5	0	4	25	3	4	36		32	Year 5	89%
Year 6	3	13	32	5	0	53		37	Year 6	70%
All Students	14	62	177	36	5	294		218	At/Above Students	74%

**Measurement (MATHEMATICS) - OTJ DATA - EAST TAIERI  
SCHOOL - END YEAR - 2022**

	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL		WITHIN; PROFICIENT; WELL ABOVE		PERCENTAGES
ALL STUDENT S	7	42	198	39	1	286		238	ALL STUDENTS	83%
Girls	5	22	102	16	1	146		119	Girls	82%
Boys	2	20	96	22	0	140		118	Boys	84%
Maori	2	3	22	3	0	30		25	Maori	83%
Pasifika	1	1	1	1	0	4		2	Pasifika	50%
Asian /	0	3	9	1	1	14		11	Asian /	79%

Indian								Indian	
NZ Pakeha / European / Other	5	33	168	32	0	228	200	NZ Pakeha / European / Other	88%
Year 1	0	8	37	3	0	48	40	Year 1	83%
Year 2	1	4	45	11	0	61	56	Year 2	92%
Year 3	1	7	31	6	0	45	37	Year 3	82%
Year 4	3	6	33	8	1	51	42	Year 4	82%
Year 5	1	3	27	5	0	36	32	Year 5	89%
Year 6	1	14	25	5	0	45	30	Year 6	67%
All Students	7	42	198	38	1	286	237	At/Above Students	83%

**Geometry (MATHEMATICS) - OTJ DATA - EAST TAIERI SCHOOL - MID YEAR - 2022**

	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL		WITHIN; PROFICIENT; WELL ABOVE		PERCENTAGES
ALL STUDENTS	12	38	205	36	1	292		242	ALL STUDENTS	83%
Girls	5	19	109	15	1	149		125	Girls	84%
Boys	7	19	96	21	0	143		117	Boys	82%
Maori	2	4	19	5	0	30		24	Maori	80%
Pasifika	0	3	0	1	0	4		1	Pasifika	25%
Asian / Indian	0	2	10	1	1	14		12	Asian / Indian	86%
NZ Pakeha / European / Other	10	29	176	29	0	241		205	NZ Pakeha / European / Other	85%
Year 1	0	6	39	3	0	48		42	Year 1	88%
Year 2	4	0	39	18	0	61		57	Year 2	93%
Year 3	0	4	37	3	0	44		40	Year 3	91%
Year 4	5	5	35	4	1	50		40	Year 4	80%
Year 5	1	4	26	5	0	36		31	Year 5	86%
Year 6	2	19	29	3	0	53		32	Year 6	60%
All Students	12	38	205	36	1	292		242	At/Above Students	83%

**Statistics & Probability (MATHEMATICS) - OTJ DATA - EAST  
TAIERI SCHOOL - MID YEAR - 2022**

	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL		WITHIN; PROFICIENT; WELL ABOVE		PERCENTAGES
ALL STUDENTS	4	35	230	24	1	294		255	ALL STUDENTS	87%
Girls	3	18	119	10	1	151		130	Girls	86%
Boys	1	17	111	14	0	143		125	Boys	87%
Maori	2	3	22	3	0	30		25	Maori	83%
Pasifika	0	3	0	1	0	4		1	Pasifika	25%
Asian / Indian	0	3	8	2	1	14		11	Asian / Indian	79%
NZ Pakeha / European / Other	1	28	198	19	0	246		217	NZ Pakeha / European / Other	88%
Year 1	0	6	38	4	0	48		42	Year 1	88%
Year 2	0	8	42	11	0	61		53	Year 2	87%
Year 3	1	5	39	0	0	45		39	Year 3	87%
Year 4	1	3	40	6	1	51		47	Year 4	92%
Year 5	0	0	36	0	0	36		36	Year 5	100%
Year 6	2	13	35	3	0	53		38	Year 6	72%
All Students	4	35	230	24	1	294		255	At/Above Students	87%

**WRITING - OTJ DATA - EAST TAIERI SCHOOL - END YEAR -  
2022**

	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL		WITHIN; PROFICIENT; WELL ABOVE		PERCENTAGES
ALL STUDENTS	12	69	189	24	0	294		213	ALL STUDENTS	72%
Girls	4	31	100	16	0	151		116	Girls	77%
Boys	8	38	89	8	0	143		97	Boys	68%
Maori	3	5	19	3	0	30		22	Maori	73%
Pasifika	1	1	2	0	0	4		2	Pasifika	50%
Asian / Indian	0	3	9	2	0	14		11	Asian / Indian	79%

NZ Pakeha / European / Other	8	60	159	19	0	246	178	NZ Pakeha / European / Other	72%
Year 1	0	16	29	3	0	48	32	Year 1	67%
Year 2	4	19	36	2	0	61	38	Year 2	62%
Year 3	3	11	29	2	0	45	31	Year 3	69%
Year 4	4	6	38	3	0	51	41	Year 4	80%
Year 5	0	4	22	10	0	36	32	Year 5	89%
Year 6	1	13	35	4	0	53	39	Year 6	74%
All Students	12	69	189	24	0	294	213	At/Above Students	72%

READING - OTJ DATA - EAST TAIERI SCHOOL - END YEAR - 2022									
	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL	WITHIN; PROFICIENT; WELL ABOVE		PERCENTAGES
ALL STUDENTS	5	61	163	62	3	294	228	ALL STUDENTS	78%
Girls	1	28	87	34	1	151	122	Girls	81%
Boys	4	33	66	28	2	143	96	Boys	67%
Maori	2	4	18	6	0	30	24	Maori	80%
Pasifika	0	2	2	0	0	4	2	Pasifika	50%
Asian / Indian	0	2	8	4	0	14	12	Asian / Indian	86%
NZ Pakeha / European / Other	3	52	135	53	3	246	191	NZ Pakeha / European / Other	78%
Year 1	0	19	24	5	0	48	29	Year 1	60%
Year 2	3	14	29	15	0	61	44	Year 2	72%
Year 3	0	10	29	6	0	45	35	Year 3	78%
Year 4	1	6	31	13	0	51	44	Year 4	86%
Year 5	0	2	21	10	3	36	34	Year 5	94%
Year 6	1	10	29	13	0	53	42	Year 6	79%
All Students	5	61	163	62	3	294	228	At/Above Students	78%





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

**Strategic Plan 2023 – 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 continue to develop our Local Curriculum.

To review areas of the curriculum and related assessment, following guidelines for the Curriculum Refresh, to enhance teacher knowledge/practice and student achievement.

**GOAL 3 - COLLABORATIVE TEACHING/LEARNER AGENCY**

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

**GOAL 4 - AOTEAROA NEW ZEALAND HISTORIES**

To implement Aotearoa New Zealand Histories, with a focus on strengthening opportunities to explore Mātauranga Māori in consultation with our Māori community.

**GOAL 5 - LITERACY**

To enhance student achievement and teacher practice in Literacy across the school continuing to develop BSLA knowledge and teacher practice.

**GOAL 6 - DEVELOPING A BALANCED MATHEMATICAL PROGRAMME**

To enhance student achievement and teacher practice in mathematics by continuing to strengthen the teaching of Maths throughout the school, following guidelines for the curriculum refresh.

**GOAL 7 - TE AO MĀORI**

To strengthen Te Reo, Tikanga Māori, and Te Ao Māori across the school.

**GOAL 8 - ENVIROSCHOOLS**

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

### **2023 Targets - school wide**

- **Target 1: To raise student achievement in Writing throughout the school, with a specific focus on accelerating the progress of boys to 70%**
- **Target 2: To raise student achievement in Maths throughout the school to 75%, with a particular focus on strengthening the areas of Number Knowledge & Algebra**
- **Target 3: To achieve strong student outcomes for our Māori learners to 80%**

# Annual School Improvement Plan

## **EMPOWER, INSPIRE, CARE**

Improvement Plan - Domain: Learning	
<b>Strategic Goal:</b> <b><u>GOAL 1 - HAUORA</u></b> 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.	<b>Annual Goal:</b> '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.
<b>Baseline data and Annual Target:</b>  '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.  <b>Annual Target:</b> 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, with a particular focus on developing resilience. Classes will be regularly playing 'Play is the Way' games. We want to continue upskilling teacher practice and understanding of neurodiverse learners.	
<b>Key Improvement Strategies:</b> <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>- Staff working with target groups across the school</li><li>- Staff PLD - Teacher wellness/stress management</li></ul>	
<b>Resourcing:</b> Release time for staff to work with targeted groups OT students (funded through ReThink Therapy) \$250 for maintaining Play is the Way resources and equipment	

Improvement Plan - Domain: Learning	
<b>Strategic Goal:</b> <b><u>GOAL 2 - CURRICULUM/ASSESSMENT</u></b> To continue to develop our Local Curriculum. To review areas of the curriculum and related assessment, following guidelines for the Curriculum Refresh, weaving Know, Understand, Do, throughout.	<b>Annual Goal:</b> Review and refine our local curriculum. Further develop teacher assessment knowledge and practice. Use HERO as a tool for assessment and reporting.
<b>Baseline data and Annual Target:</b>  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). Our OTJs are based on our East Taieri expectations which are aligned with the curriculum levels. <ul style="list-style-type: none"> <li>- We want our teachers to have a deeper understanding of assessment, its purpose, and to be using appropriate tools effectively</li> <li>- 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</li> <li>- Teachers are implementing HERO</li> </ul>	
<b>Key Improvement Strategies:</b> <ul style="list-style-type: none"> <li>- PLD on HERO and assessment</li> <li>- Staff given professional readings</li> <li>- Working with Rob Proffitt-White on assessment</li> <li>- Daily use of HERO for attendance, behavioural and reporting</li> <li>- Moderation in writing, reading and maths</li> <li>- Introduction to Phases of Learning, and the use of the Learning Progressions and Milestones</li> </ul>	
<b>Resourcing:</b> MOE allocated hours for assessment Applying for MOE hours to work with Impact ED on weaving Know, Understand, Do through our Local Curriculum as well as creating an East Taieri Graduate Profile. A proportion of the PLD budget Time allocation for HERO PLD	

Improvement Plan - Domain: Learning	
<b>Strategic Goal:</b> <b><u>GOAL 3 - COLLABORATIVE TEACHING &amp; LEARNER AGENCY</u></b> To enhance teacher knowledge and practice throughout the school by continuing to strengthen collaborative teaching and learner agency.	<b>Annual Goal:</b> Collaborative teaching, impacting positively on student achievement, will be evident across the school. 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 collaborative teaching, learner agency and learner qualities and the impact they have on student achievement.

**Baseline data and Annual Target:**

Feedback from parents on collaborative teaching

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 teachers to be teaching collaboratively across the school, impacting positively on teaching and learning and for students to be able to demonstrate our Learner Qualities.

**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.
- 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	
<b>Strategic Goal:</b> <b><u>GOAL 4 - IMPLEMENTATION OF AOTEAROA NZ HISTORIES</u></b> To implement Aotearoa New Zealand Histories with a focus on strengthening opportunities to explore Mātauranga Māori in consultation with our Māori community.	<b>Annual Goal:</b> For all staff to begin implementing the new Aotearoa New Zealand Histories Curriculum as part of school wide Inquiry process, focusing on topics with significant local context. We will introduce the Understand, Know and Do elements of the new curriculum and develop a school wide plan as part of our Local Curriculum.
<b>Baseline Data:</b> <ul style="list-style-type: none"> <li>- There is limited knowledge of NZ history among staff and children, particularly local history.</li> </ul> <b>Annual Target:</b> <ul style="list-style-type: none"> <li>- We will focus on an improved shared understanding of Te Tiriti o Waitangi and deep and meaningful learning about local history.</li> </ul>	
<b>Key Improvement Strategies:</b> <ul style="list-style-type: none"> <li>- Staff will strengthen their knowledge of Aotearoa NZ Histories through PLD, readings, planning together and utilising local knowledge</li> </ul>	
<b>Resourcing:</b> N/A	

**Strategic Goal:****GOAL 4 - IMPLEMENTATION OF AOTEAROA NZ HISTORIES**

To implement Aotearoa New Zealand Histories with a focus on strengthening opportunities to explore Mātauranga Māori in consultation with our Māori community.

**Annual Goal:**

For all staff to begin implementing the new Aotearoa New Zealand Histories Curriculum as part of school wide Inquiry process, focusing on topics with significant local context. We will introduce the Understand, Know and Do elements of the new curriculum and develop a school wide plan as part of our Local Curriculum.

**Baseline Data:**

- There is limited knowledge of NZ history among staff and children, particularly local history.

**Annual Target:**

- We will focus on an improved shared understanding of Te Tiriti o Waitangi and deep and meaningful learning about local history.

**Key Improvement Strategies:**

- Staff will strengthen their knowledge of Aotearoa NZ Histories through PLD, readings, planning together and utilising local knowledge

**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 1: Writing - Target 1: To raise student achievement in Writing throughout the school, with a specific focus on accelerating the progress of boys to 70%.**

### Baseline Data

Student Achievement data from 2022 shows that:

- 68% of our boys are achieving At or Above East Taieri Curriculum Expectations in Writing.
- 77% of our girls are achieving At or Above East Taieri Curriculum Expectations in Writing.
- 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 2023: Teachers confirm level of student achievement (using 2022 achievement data and 2023 samples).
- In collaborative teaching teams, teachers plan and implement inspiring writing programmes with a particular focus on planning for boys' 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 the end of year.
- Teacher content knowledge will be strengthened through regular staff PLD sessions.

#### **Oral Language:**

- 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 and introduced further up the school

### 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 time to plan, monitor, assess and oversee, as well as upskill staff.

### Improvement Plan - Domain: Learning

**Strategic Goal:****GOAL 6 - DEVELOPING A BALANCED MATHEMATICAL PROGRAMME**

To enhance student achievement and teacher practice in mathematics by continuing to strengthen the teaching of Maths throughout the school, following MOE guidelines for the Curriculum Refresh

**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 2: Target 2: To raise student achievement in Maths throughout the school to 75%, with a particular focus on strengthening the areas of Number Knowledge & Algebra**

**Baseline data:**

Student Achievement data from 2022 shows that:

- 82% of our students are achieving At or Above East Taieri Curriculum Expectations in Maths.
- 2022 data shows that students are not achieving as highly in number knowledge and algebra as in the Strand component of 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 PLD with Rob Proffitt-White which staff have found very beneficial. developing a deeper understanding of what a balanced Maths programme looks like

**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 - EMBRACING TE AO MĀORI**

To strengthen Te Reo, Tikanga Māori and Te Ao Māori across the school

**Annual Goal:**

Raise student achievement in Te Reo me Ōna Tikanga through integrating various aspects of Te Ao Māori in everyday school life for staff and students, progressing Te Reo Māori and its usage bilingually throughout the school..

<b>Baseline data:</b> <ul style="list-style-type: none"> <li>- Tikanga Māori and Te Reo are valued and integrated within our teaching and learning programmes</li> <li>- All learners participate in regular Mahi Tahi sessions with an extension group - Te Wairua o Opotea available for those Māori students keen to increase their knowledge of te reo and tikanga Māori.</li> <li>- Kapa Haka has a high profile within the school</li> <li>- All learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand - (performances, visits, powhiri, Mihi Whakataau)</li> <li>- The school has regular contact with our Resource Teacher of Māori</li> <li>- Our school is part of MAC - Māori Achievement Collaborative</li> <li>- We hold termly Hui Whanau so that whanau can share ideas of how we might better cater for their tamariki.</li> </ul>	
<b>Key Improvement Strategies:</b> <ul style="list-style-type: none"> <li>- Follow Annual Te Reo and Tikanga Māori Plan developed in conjunction with Lauana Thomas - Resource Teacher of Māori</li> <li>- Continue to strengthen positive Home School partnership through regular Hui Whanau</li> <li>- Strengthen knowledge and understanding of the Kai Tahu Matamata narrative, te reo Maori and tikanga of Kai Tahu, as well as the Kai Tahu dialect and tikaka (tikanga)</li> <li>- Introduce termly Mihi Whakataau. welcoming new students and staff.</li> <li>- Within each team, the teacher with strengths in Te Reo will lead the team in Te Reo, sharing skills, knowledge and resources with the team.</li> <li>- Develop a graduate profile for our Māori students</li> <li>- Further develop the Te Reo Extension group - Te Wairua o Opotea, opening it up to wider range of students throughout the school</li> <li>- Participation in MAC - Māori Achievement Collaborative</li> <li>- Two staff participating in Te Ahu o Te Reo Māori - Ministry funded Te Reo course</li> <li>- Continue to refine our local curriculum to reflect the unique identity of the Taieri</li> </ul>	
<b>Resourcing:</b> <ul style="list-style-type: none"> <li>- Release time for staff</li> </ul>	

Improvement Plan - Domain: Learning	
<b>Strategic Goal:</b> <b>GOAL 8 - ENVIROSCHOOLS</b> To embed the Enviroschools' guiding principles within our school culture and take action to sustain this. <ul style="list-style-type: none"> <li>- Empowered students</li> <li>- Learning for Sustainability</li> <li>- Māori perspective</li> <li>- Respect for diversity of people and cultures</li> <li>- Acting as a sustainable community</li> </ul>	<b>Annual Goal:</b> 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.

Kaitiaki Ropu becoming an active group

**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 2023 folder
- Highlight the 5 guiding principles: especially number 4 as we look at Health during Term 1
- Kaitiaki Rōpū's involvement throughout the school continues to gain a higher profile

**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 continue to develop our Local Curriculum.  
To review areas of the curriculum and related assessment, following guidelines for the Curriculum Refresh, to enhance teacher knowledge/practice and student achievement.

**GOAL 3 - COLLABORATIVE TEACHING/LEARNER AGENCY**

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

**GOAL 4 - AOTEAROA NEW ZEALAND HISTORIES**

To implement Aotearoa New Zealand Histories, with a focus on strengthening opportunities to explore

**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 focusing on Matauranga Māori**

<p>Mātauranga Māori in consultation with our Māori community.</p> <p><b>GOAL 5 - LITERACY</b></p> <p>To enhance student achievement and teacher practice in Literacy across the school continuing to develop BSLA knowledge and teacher practice.</p> <p><b>GOAL 6 - DEVELOPING A BALANCED MATHEMATICAL PROGRAMME</b></p> <p>To enhance student achievement and teacher practice in mathematics by continuing to strengthen the teaching of maths throughout the school, following guidelines for the curriculum refresh.</p> <p><b>GOAL 7 - TE AO MĀORI</b></p> <p>To strengthen Te Reo, Tikanga Māori, and Te Ao Māori across the school.</p> <p><b>GOAL 8 - ENVIROSCHOOLS</b></p> <p>To embed the Enviroschools' guiding principles within our school culture and take action to sustain this.</p>	
<p><b>Baseline data</b></p> <p>Te Wairua o Opotea programme has been a valued component of Te Reo me ona Tikanga</p> <p>The school's self-review has confirmed that 80% of Māori learners are achieving at or above East Taieri Curriculum Expectations for Reading, 73% for Writing and 83% for Number &amp; Algebra, 83% for Measurement and 80% for Geometry.</p>	
<p><b>Key Improvement Strategies</b></p> <ul style="list-style-type: none"> <li>• Feb 2023: Teachers confirm level of student achievement (using 2022 achievement data and 2023 samples)</li> <li>• 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</li> <li>• In class and out-of-class support</li> <li>• Tracking of 'the whole child' using our Graduate Profile</li> <li>• 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</li> <li>• To enhance the identity and culture of our Māori students through the introduction of the Aotearoa/New Zealand histories curriculum</li> <li>• Use component of our staffing allocation to fund teachers taking Te Reo me ona Tikanga programme for our Māori students</li> <li>• Continue to refine our local curriculum to reflect the unique identity of the Taieri</li> </ul>	
<p><b>Resourcing:</b> PLD and curriculum budgets</p> <p>SENCO/LSC support</p> <p>Funding release teachers for Kapa Haka &amp; Te Reo me ona Tikanga programme</p> <p>Funding for support programmes</p> <p>Applications made to external providers of support programmes</p> <p>Funding for ReThink Therapy and ChatBus</p>	

## Other 2023 Key Improvement Strategies to Achieve Strategic Vision

Property (priorities summarised from property plan)



1. Revamp Middle School block to enhance collaborative teaching across the Middle School and further develop learner agency
2. Prioritise recommendations from 5YPP
3. Develop bike track behind new carpark area
4. Enhance outdoor play areas using funds from 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 implementation 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
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