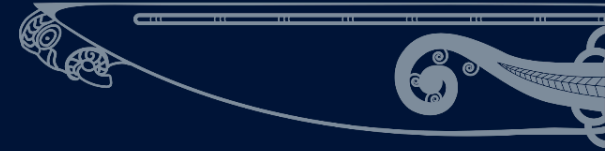




WINCHESTER SCHOOL

TE KURA O TE HAONUI



A welcoming environment fostering creativity and life long learning.

He kura maioha, he kura manahau, he kura whakamana tamariki.

ANNUAL SECTION 2025

Summary of the Plan

In 2025, Winchester School Te Kura o Te Haonui will build upon the successes of 2024, focusing on key areas aligned with government priorities. We will continue to implement structured teaching approaches for literacy and mathematics, emphasising evidence-based instruction. We will also enhance our assessment and reporting practices, ensuring consistent monitoring of student progress and achievement, and improving data literacy among staff to drive informed decision-making.

A key focus will be on developing a knowledge-rich curriculum grounded in the science of learning, while also strengthening learning support for students with additional needs. To address attendance, we will build on our 2024 initiatives, such as the walking bus and Wairua space, to further improve student attendance. Additionally, we will continue to prioritise Te Reo Māori, aiming for 36 minutes of immersion per day, and embed cultural responsiveness throughout our teaching and learning. These actions will contribute to creating an inclusive and equitable learning environment where every student is empowered to excel.

Where we are Currently:

Currently, Winchester School Te Kura o Te Haonui has seen positive trends in student achievement across reading, writing, and mathematics. In 2023, we aimed for 90% of students to be at the expected NZC level. While we saw increases in achievement for Pasifika and male learners, Māori learners did not reach the 90% target in reading or mathematics, and fell short in writing as well.

To address this, in 2024, we focused on structured literacy, targeted learning support, and embedding rich assessment data and moderation. These strategies have contributed to improved achievement across all groups in 2024. We will continue these initiatives and align them with the new curriculum and further refine our assessment practices. We will also focus on smaller, targeted support for Tier 2 and 3 Learning Support and provide targeted support for teachers to implement these strategies effectively.

Links to Te Tiriti o Waitangi

| | Article 1: Kāwanatanga (Governance) + Sovereignty | Article 2: Tino Rangatiratanga (Independence) + Full, exclusive and undisturbed possessions (Taonga) | Article 3: Ngā tikanga katoa rite tahi (all the rights and customs) + Rights & privileges | Article 4: Te Ritenga Māori Māori customs |
|-------------------------------------|--|--|--|---|
| What we are already doing... | <p>Communication: Face-face, emails, phone, website, facebook, seesaw, library website, newsletter, assemblies, Mihi whakatau, poroaki, school events (PTA, formal, informal), Hui whānau, iwi liaise. Meet the teacher (exploring the whanau aspirations for the tamariki.) Using Māori & English in communication. Focusing on: Connecting, recognising uniqueness/strengths, partnering with whānau, listening, adapting to our whānau needs.</p> | <p>Hats - choice Dual Name / Tomokanga Fixed Management Units: Te Reo, Values/Ngā uara embedded, iconography around the school Kapa Haka: valuing that time. Te Ngāhere: teaching our learners about the medicinal properties. Seeing, hearing and feeling that you can be safe to be who you are at our kura. Mihi Whakatau school waiata - Mauria mai</p> | <p>Including spaces: respectful spaces. Whānau using our spaces - Library open after school Accessibility Wairua Space Walking school bus in the morning. Learning support Food - community donation box/Kindo for lunches and breakfasts. Using data to make decisions for the library and to address our issues. Work through Science on Mātauranga Māori</p> | <p>Hauora? Te Whare Tapa Wha (Normalising Māori atua) Looking at Māori rongoa/medicine in science. Additionally, the relevance of matauranga māori. CRE Acknowledging other culturally significant days eg: Diwali Providing halal food Display of children who receive value rewards in newsletter and Seesaw Classroom and team tikanga/treaties</p> |
| | <p>Treaty re-enactment (Kōwhai) Mihi Whakatau Korero mai: connecting with whānau. Hui whānau Tuakana Teina Class Treaty Surveys asking for whānau opinions & acting on these. Dual name ECE connections & transitions Clear direction - share vision Kaitiaki Te Ngāhere</p> | <p>Treaty re-enactment (Kōwhai) Class Treaty Pepeha Trips to places of significance to Manawhenua (Eel protection, Te marae o hine, Karaka Grove) Tomokanga Daily Te Reo in classrooms Learning conferences Tuakana Teina (whanau buddies) Te reo in newsletters/fb posts Te Reo PD (Ata rawea)</p> | <p>Treaty re-enactment (Kōwhai) Class Treaty Mihi Whakatau Mixed ability grouping Restorative justice Soft starts Learning coaches + support Hui whanau Kapa haka during school time CR & RP PD DMIC approach for Maths teaching Maori achievement analysed + support given. All academic results are analysed and tracked.</p> | <p>Treaty re-enactment (Kōwhai) Matariki events Class Treaty Voyage Journey Maori stories (Pūrākau) Karakia / Waiata Pepeha Te reo in newsletters/fb posts Marae visits with pepeha Classroom displays Kupu</p> |

| | | | | |
|---|---|--|--|--|
| | <p>Ngā uara development Experts helping with Kapa Haka Consulting iwi Listening to whānau & acting on whānau voice: using Rongohia to hau survey data.</p> | <p>Student Choice Students bringing taonga to Korero mai Te ope kura Start learning experiences with thinking about each learners cultural toolkit.</p> | <p>Attendance & Engagement data is tracked and analysed (School, leadership & BOT) Right choice programme Barrier free access Cultural Time: Pasifika, Junior Waiata & Te Ope Kura every week.</p> | <p>Tikanga Creatives in schools Consultation with Maori community - through Rongohia te hau Matariki celebration / learning each year</p> |
| <p>What we would like to do...</p> | <p>Te Puna Reo Patai: How are Māori whanau represented and part of school governance?</p> | <p>School waiata for us to waiata when we are manuhiri Learning of karakia gifted to us last year from Anaru (MAC) Being explicit with uara kura in everyday life and lessons</p> | <p>(Parents & librarians roasted on) Parent courses (Sport Manawatu coaching sessions at school) Rongoa garden (Porrit School or Hastings Girls garden)</p> | <p>Whakatauki in notices/newsletter/community HERO feed. (Needs someone to do this consistently to keep momentum) Pae kōrero</p> |
| | <p>Progression throughout the school of what we teach. How do we partner authentically (follow on from hui whānau? Is there an outcome?) Establishing and continuing to nurture Rangitāne relationships. Vision for each child to know about our Tomokanga story. (Could this build into Marie's role?) Link with Rangitane to see how we can give back to the iwi?</p> | <p>Increased use/variation of te reo in classrooms. (Te Puna Reo) More student choice in our classrooms (feedback from student surveys) Teaching of Te Tiriti and Aotearoa New Zealand History Development of our taonga of the 'awa' to become a key learning resource where our learners know about it and how it links to our kura, past, present and future.</p> | <p>School wide Kapa Haka</p> | <p>Progression of pepeha throughout our school. Festival of cultures Link with Rangitane to see how we can give back to the iwi?</p> |

This plan includes information on teaching and learning strategies. It emphasises supporting students to progress and achieve, with a particular focus on literacy (reading and writing), mathematics, and Te Reo Māori (pānui and tuhituhi). It also addresses the needs of students whose needs have not yet been well met.

Student Achievement

| | READING | | | WRITING | | | MATHEMATICS | | |
|--------------|---------|-------|------|---------|-------|------|-------------|-------|------|
| | 2024 | 2023 | 2022 | 2024 | 2023 | 2022 | 2024 | 2023 | 2022 |
| All students | 90.4% | 85.4% | 84% | 83% | 79.9% | 74% | 90.9% | 90.1% | 89% |
| NZE | 91.4% | 87.5% | 90% | 84.3% | 83% | 78% | 91% | 92.5% | 92% |
| Māori | 85.2% | 77.4% | 71% | 68.5% | 62.2% | 55% | 90.8% | 79.3% | 81% |
| Pasifika | 92.8% | 94.1% | 75% | 92.8% | 88.3% | 71% | 85.7% | 94.2% | 82% |
| Male | 90.1% | 84.2% | 82% | 77.5% | 76.3% | 67% | 94.5% | 93.3% | 89% |
| Female | 90.7% | 86.6% | 86% | 88.4% | 83.1% | 80% | 87.4% | 87.1% | 87% |

STUDENT ACHIEVEMENT TARGETS

WINCHESTER SCHOOL TE KURA O TE HAONUI - ANALYSIS OF VARIANCE 2024

STRATEGIC AIM: Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.

| Curriculum focus: | Science | Writing | Te Reo | Attendance & Engagement |
|------------------------|--|--|---|---|
| Targets: | By the end of 2024, the goal is to have increased teacher confidence in using assessment sheets in the code, with an increase in connections between writing and science, an increased use of formative assessment within writing, and an increased teacher confidence in general. | | | |
| Baseline data: 2023 | Draw a scientist <ul style="list-style-type: none"> White mad scientist | <ul style="list-style-type: none"> All learners = 79.9% Māori learners = 62.2% Pasifika learners = 88.3% Male learners = 76.3% | To increase the amount of time Ākonga spend in Te Reo Māori Immersion: Less than 10 minutes per day. | R I M C <ul style="list-style-type: none"> 2023-1 75% 13% 6% 5% 2023-2 70% 18% 6% 6% 2023-3 61% 24% 10% 5% 2023-4 70% 19% 6% 5% |

| | | | | |
|--|---|---|--|--|
| <p>OUTCOMES What happened? 2024</p> | <p>Draw a scientist</p> <ul style="list-style-type: none"> Drawings reflect self and their own culture | <ul style="list-style-type: none"> All learners = 83% Māori learners = 68.5% Pasifika learners = 92.8% Male learners = 77.5% | <p>All classes are engaged in Te Reo Māori for at least 10 - 20 minutes per day.</p> <p>Teacher Confidence</p> | <p>R I M C</p> <ul style="list-style-type: none"> 2024-1 76% 15% 5% 3% 2024-2 67% 20% 8% 5% 2024-3 63% 24% 8% 6% 2024-4 70% 20% 4% 6% |
| <p>REASONS FOR THE VARIANCE Why did it happen?</p> | <p>School wide focus that we are all scientists, children actively engaged in science learning.</p> | <p>The improvements can be attributed to</p> <ul style="list-style-type: none"> Engagement through science Professional Development Professional Growth Cycle Kāhui Ako Using writing matrix | <p>Explicit systems begun by Leadership:</p> <ul style="list-style-type: none"> Morning Karakia | <p>Very small variances between 2023 and 2024 Normal variance We know there is lots of sickness in Terms 2 & 3</p> |
| <p>EVALUATION What are our immediate next steps?</p> | <p>Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan</p> | <p>Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan</p> | <p>Sign up for Te Puna Reo</p> | <p>Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan</p> |
| <p>PLANNING FOR NEXT YEAR 2025</p> | <p>Reporting to the BOT Planning a science event for community Induct new staff with science learning Engage in a whole school inquiry about the Manawatū river</p> | <p>Getting formative assessment going Using the new curriculum and indicators in HERO Ongoing aligning assessment to match teaching and moderation Engagement practices in writing through Science.</p> | <p>Te Puna Reo 36 minutes per day. Pae Kōrero End of day routine</p> | <p>Engage with whānau from moderate and chronic attendance Set goals Early intervention strategies using STAR resources Chronic attendance is below 5% Regular attendance is 75%</p> |
| <p style="text-align: center;">Students need to know what it is they need to work on - one goal at a time. Building on our strong relational foundations and moving into relationships for learning. Building Formative Assessment</p> | | | | |

ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT

ERO Evaluation Indicator 1:
Stewardship

ERO Evaluation Indicator 2:
Leadership

ERO Evaluation Indicator 3:
Educationally powerful
connections and relationships

ERO Evaluation Indicator 4:
Responsive curriculum, effective
teaching and opportunity to learn

ERO Evaluation Indicator 5:
Professional capability and
collective capacity

ERO Evaluation Indicator 6:
Evaluation, inquiry and knowledge
building for improvement and
innovation

Strategic Goals:

1. Aotearoatanga: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth
2. Te Kanorautanga: Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences
3. Te Tiriti o Waitangi: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning
4. Rangatiratanga: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori.

Aspiration:

At the end of two years, what do we want to aspire to? What will it look like when we get there?

To enhance/grow well-rounded individuals, prioritising identity, belonging and well-being.

Annual Goal: To strengthen ākonga identity, belonging, and well-being through the integration of Science, Mātauranga Māori, Ngā Uara, and Te Reo Māori

Theory for Improvement: How will we improve? What do we believe about improving social development, well-being and engagement?

A strong, empowering teaching and assessment framework, created by our staff, will improve ākonga progress and achievement.

- Integrating Science, Mātauranga Māori, and Ngā Uara will make learning more relevant and boost ākonga identity and belonging.
- Te Reo Māori instruction will strengthen cultural connections and well-being.
- Engaging whānau and iwi will create a strong support system for ākonga.
- Ākonga sharing their culture will create an inclusive and welcoming environment.
- Assessing and celebrating well-being will reinforce positive behaviors.
- Providing staff training on culturally responsive teaching will improve implementation.
- Using data on attendance and well-being will help us better support ākonga.
- Integrating Te Tiriti o Waitangi principles will support equity and partnership.

Annual Targets: *Break it into chunks, what steps do we need to take to meet the aspirations of our strategic goals? Connected to the aspiration, how will we know when we are halfway there?*

- Establishing a strong foundation curriculum (Phase 1)
- Embedding Science, Mātauranga Māori & Ngā Uara (values)
- Enabling Te Reo Māori

| Planned Actions | Timing | Responsibility | Resourcing | How will we measure success? | Te Tiriti link |
|--|---------|---------------------|---|--|---------------------------|
| Embedding Science, Mātauranga Māori & Ngā Uara | T2-4 | Jolanda / Kāhikatea | Leadership ASL/ Coaching / \$6000 / CRT / Staff Meetings Staff Only Day | <ul style="list-style-type: none"> ● Kaiako confidence in teaching the science curriculum and Mātauranga Māori through the science survey ● Kaiako and Ākonga use the language and skill of Science Capabilities in their learning on See Saw and draw a scientist survey ● Integrating the story of Whangai Mokopuna through science learning - ākonga knowing and retelling the importance of looking after our environment ● Ākonga wellbeing surveys twice a year will indicate a strong sense of well-being, belonging and identity. ● Relationship with iwi will flourish through reciprocal relationships ● Whānau Māori participating and engaging with the learning journey | Article 3: Ngā Taonga |
| Enabling Te Reo Māori | T1 - 4 | Paula / Kahikatea | Te Puna Reo \$5000 | <ul style="list-style-type: none"> ● Whānau Māori participating and engaging with the learning journey through positive relationships at hui whānau ● We will conduct a Reo Māori audit to use as baseline data. ● We will increase the amount of time in Te Reo immersion from 15 minutes to 25 minutes per day in Terms 1 and 2 through Pae Kōrero ● We will increase the amount of time in Te Reo Immersion from 25 minutes to 36 minutes in Terms 3 and 4 through end of day reflections and karakia | Article 3: Ngā Taonga |
| Attendance & Engagement | T 2 - 3 | Nic | \$12 000 | <ul style="list-style-type: none"> ● We engage with whānau from moderate and chronic attendance and set goals together of how to improve attendance and partner with incentives ● The school knows and understands the narrative around attendance ● Implement early intervention strategies to identify and address potential barriers to regular attendance for all ākonga. | Article 1: Kawanatanga |

ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT

ERO Evaluation Indicator 1:
Stewardship

ERO Evaluation Indicator 2:
Leadership

ERO Evaluation Indicator 3:
Educationally powerful
connections and relationships

ERO Evaluation Indicator 4:
Responsive curriculum, effective
teaching and opportunity to
learn

ERO Evaluation Indicator 5:
Professional capability and
collective capacity

ERO Evaluation Indicator 6:
Evaluation, inquiry and
knowledge building for
improvement and innovation

Strategic Goals:

1. Aotearoa tangā: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth
2. Te Kanorautangā: Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences
3. Te Tiriti o Waitangi: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning
4. Rangatiratangā: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori

Aspiration:

Every ākongā is empowered to excel to reach their potential.

Annual Goal:

To create a strong framework for teaching and assessment that empowers ākongā

Theory for Improvement: How will we improve? What do we believe about improving student progress and achievement?

A strong, empowering teaching and assessment framework, created by our staff, will improve ākongā progress and achievement.

- The Science of Learning
- Explicit teaching and learning the new curriculum
- Knowing our learners and what they need in order to differentiate learning and assessment design (equity)
- Knowing our drivers of learning - Winchester Teacher (Connected, Confident, Creative and Communicate)
- Partnering with our learners and their whānau
- Motivation & Engagement - learning through authentic real world contexts

- Learning has a purpose Know why I'm learning, what I'm learning and how I'm learning and Knowing myself as a learner
- Time to master learning goals
- Clear school wide learning progressions
- Clear assessment procedures
- Coherence and consistency between classes/year groups
- Curriculum integration
- Writing linked to Science
- OECD 7 Principles of learning tool
- The 8 Basics of Motivation Tool

Annual Targets: *Break it into chunks, what steps do we need to take to meet the aspirations of our strategic goals? Connected to the aspiration, how will we know when we are halfway there?*

- Establishing a strong foundation curriculum (Phase 1)
- Embedding Science, Matauranga Māori & Ngā Uara (values)
- Enabling Te Reo Māori

| Planned Actions | Timing | Responsibility | Resourcing | How will we measure success? | Te Tiriti link |
|---|--------|--------------------|------------------------|--|---------------------------|
| Establishing a strong foundation curriculum (Phase 1) | T1-4 | WSTs and Kāhikatea | CRT Literacy PLD | <ul style="list-style-type: none"> ● Teacher confidence and competence in teaching and assessing in Literacy and mathematics through observations and surveys ● Positive shift from 20 and 40 and end of year 2 & 3 data - Literacy assessment ● Positive shift from 20 and 40 week data assessments in Mathematics ● Māori students excel as Māori, granting them a voice and choices in their learning and allowing Tino Rangatira / self-determination. | Article 1: Kawanatanga |

| | | | | | |
|--|---|---------------------------|------------|---|---|
| <p>Mini Inquiry with Observations</p> | <p>T 2-3 In Response to RTH Feedback and Feedforward Teachers set goals in T1</p> | <p>All teaching staff</p> | <p>CRT</p> | <ul style="list-style-type: none"> ● Positive shift in achievement for learners who are at and wanting to be above ● Positive shift in achievement for ākonga Māori in engagement and writing ● Positive teacher growth through a system of Critical Buddies ● Goals are visible around Science and Writing | <p>Article 2: Tino Rangatiratanga</p> |
| <p>HERO and Seesaw driving learning and assessment</p> | <p>T1-4</p> | <p>Kate and all staff</p> | | <ul style="list-style-type: none"> ● Leadership developing systems and structures for teachers to use and follow ● Communicate with wider community ● Teacher confidence in using Seesaw and HERO for effect ● Increase in whānau engagement | <p>Article 1: Kawanatanga</p> |