



Winchester School Te Kura o Te Haonui

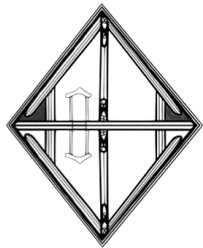
Improvement Plan: 2024-2025

VISION STATEMENT:

*A welcoming, dynamic environment fostering creativity and lifelong learning.
He kura maioha, he kura manahau, he kura whakamana tamariki.*

Ngā Uara - Our Values

Kotahitanga
Working together



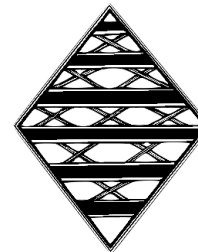
Manaakitanga
Care and Respect



Whanaungatanga
Relationships



Te Tuakiritanga
Identity



Te Puāwaitanga
Personal Growth



Māuitanga
Creativity, Innovation, Fun



Our Drivers of Learning

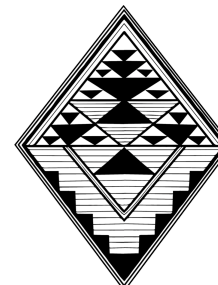
Taiohi māia
Confident



Taiohi auaha
Creative



Taiohi takitini
Connected



Taiohi atamai
Communicating



NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

At our kura, we exemplify and value these five objectives, which are implicit throughout our Vision, Values, Drivers of Learning and Annual Plans.

The Vision of the NELPS **Whakamua te pae tata kia tina - Take hold of your potential till it becomes a reality**, mirrors our vision *He kura maioha, he kura manahau, he kura whakamana tamariki* and our school's values to encourage all ākonga to grow, do the best they can to reach their goals.

The NELPS also align with our Strategic Goals and demonstrate how we are giving effect to the five key objectives.

At Winchester Te Kura o Te Haonui we;

- place every learner at the centre of their learning, with open and trusting relationships with whānau
- remove every barrier possible to ensure all our learners have equity and excellence
- Invest in time and resourcing to build the skill, capacity and expertise of our teachers and leaders
- make learning meaningful and relevant to the tamariki of our kura and community
- endeavour to deliver a rich and engaging curriculum that is responsive and flexible to our learners and priorities.

Cultural Diversity and Inclusion

Te Tiriti o Waitangi

Winchester School Te Kura o Te Haonui recognises te Tiriti as the founding document of Aotearoa New Zealand.

Tangatawhenuatanga

Winchester School Te Kura o Te Haonui recognises the special place of Rangitāne as mana whenua in the Manawatū and the place of other whānau and hapori Māori in the flourishing of a tikanga-centred culture underpinning the success of all students and families.

Rangatiratanga

Winchester School Te Kura o Te Haonui recognises the importance of partnering with mana whenua Rangitāne and other whānau Māori and their contribution to other learners/ākonga and their families.

For our students this means:

- Valuing their own and others' culture and heritage.
- Learning Te Reo & Tikanga Māori.

For our staff this means:

- Understanding basic Tikanga Māori and having high expectations for all learners/ākonga.
- Confidently using Te Reo Māori and waiata.
- Teaching in a culturally responsive way.

For our community this means:

- Consultation regarding achievement and curriculum as part of the development of the strategic plan each year. (Hui whānau, Fono)
- Contributing to learning and to the school through their diversity and rich cultural knowledge.

The Board of Trustees will respond to any request for instruction in Te Reo Māori by:

- advising the parent of the current level of Te Reo and Tikanga Māori available at Winchester School Te Kura o Te Haonui
- offering to explore possibilities for extending the current provision, including:
- dual enrolment with Te Kura (The Correspondence School), consulting a Resource Teacher of Māori, consulting with another school which is able to provide a higher level of Te Reo Māori and Tikanga Māori or, advising parents where the nearest school is that provides a higher level of instruction in Te Reo Māori and Tikanga Māori

Supporting policies: Te Tiriti o Waitangi, Curriculum and Student Achievement, Māori Educational Success

Te Tangata / Barrier Free Access

Winchester School Te Kura o Te Haonui values every learner/ākonga and is committed to creating a safe environment free from racism, discrimination and bullying. Inclusion relates to Presence, Participation and Achievement as key aspects for success for all students, in particular, those with special education needs. These special education needs might be for students who have difficulty accessing the curriculum at their respective age/stage and also for those who might exceed expectations.

Our Goal: Winchester School Te Kura o Te Haonui has high expectations and provides a safe and welcoming environment for all students, regardless of their ability, socioeconomic status or family background. We believe that each child has the right to be safe and to learn in an environment where they are respected and develop a strong sense of self-worth.

Supporting policies: Learning Support, Recognition of Cultural Diversity, Bullying, Inclusive Education, Māori Educational Success

WINCHESTER SCHOOL TE KURA O TE HAONUI CONTEXT

School Organisation and Structures

Winchester School Te Kura o Te Hāonui has a roll of 350-380 students and operates 15 classes in three teams; Kōwhai, Rimu and Kauri, each led by an experienced team leader. Our Kōwhai team operates as two pods of flexible learning environments. One with the three teachers working in collaboration and one with two teachers working in collaboration. All other classes are independent learning spaces.

Our leadership team, Kahikatea, consists of the Principal, two Deputy Principals (DP SENCO and DP Leader of Learning) and three team leaders. Our staff also has an ESOL educator, Literacy Support Teacher, multiple teacher aides (known as Learning Coaches), an office manager, a bursar, a librarian/resource manager and a caretaker.

Our school buildings and grounds are well maintained. The school was repainted in 2018. We have a well-resourced library, turf area, pool, large field and playground and a special feature is the guinea pigs and chickens within the eco-nected centre.

WHĀNAU AND COMMUNITY ENGAGEMENT - VALUING WHĀNAU VOICE

<u>FRO Evaluation Indicator 1:</u> Stewardship	<u>FRO Evaluation Indicator 2:</u> Leadership	<u>FRO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>FRO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn
<u>National Education Learning Priorities (1):</u> Learners at the Centre	<u>National Education Learning Priorities (2):</u> Barrier Free Access	<u>National Education Learning Priorities (3):</u> Quality Teaching and Leadership	

Review of Charter and Community Engagement

- Hui Whānau
- Pasifika Fono / Talanoa
- Crewe Crescent BBQ
- Community Open Day
- Surveys - Student, Whānau and Staff
- Right Choice Recognition Days

Student Engagement

Winchester School Te Kura o Te Haonui student attendance is 91.14% across the year. Teachers develop close working relationships with families. We learn what is important to students and their whānau at school entry and Kōrero Mai (Meet the teacher), and at Learning Conferences which are held at mid-year.

Digital Technologies are currently delivered through modules so that every student receives specialist teaching which incorporates coding, robotics and the design of digital outcomes. All students have opportunities to develop self-management skills as they progress through our school. During 2024-25 we will be using science as a professional learning to engage our learners with hands-on learning experiences.

Te Oro Karaka Kāhui Ako

OUR WHĀRIKI: Our Achievement Challenge model is a whāriki - a woven mat. Weavers use whenu - the vertical threads and aho - the horizontal threads to create the whāriki. The whāriki of our Achievement Challenge has three whenu and five aho.

OUR WHENU: The three whenu are the areas our collaborative research and discussion have identified as the most important for our students and teachers; well-being, effective teaching and learning, and innovation. While each of the whenu is an important area and could easily stand alone, we see that the strength of the model is in the interdependency of each strand of the whāriki - both the whenu and the aho.

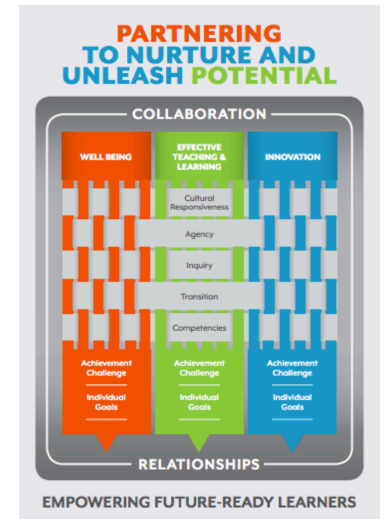
OUR ACHIEVEMENT CHALLENGES

- Hauora/Wellbeing: Just imagine if all our students were resilient, had high attendance and transitions between schools were strong
- Effective Teaching and Learning: Just imagine if all teachers provided personalised learning experiences, had strong collaboration, and had a relentless focus on quality teaching and learning.
- Innovation: Just imagine if innovation was collaborative, shared, met the needs of our learners, and that teachers and students had time to be innovative.

OUR AHO

- Te Aho Tuatahi - Culturally Responsive Practice: Just imagine if tangata whenua were directly involved in the schooling of their tamariki, that all teachers had a strong focus on mohio, and that all teachers and students learned to speak te reo.
- Te Aho Tuarua - Developing Learner Agency: Just imagine if all students took responsibility for their learning and all students were involved with designing their learning pathways.
- Te Aho Tuatoru - Teaching as Inquiry: Just imagine if every teacher was using TAI to explore their practise, and changes in student achievement were the result of reflective practise and inquiry by all teachers.
- Te Aho Tuawha - Transition: Just imagine if all learners move smoothly through education settings and information sharing was beneficial to learning.
- Te Aho Tuarima - Competencies: Just imagine if all of our teachers have a shared understanding of what competencies entail, and all students confidently display the competencies.

Visit www.karaka.org.nz to learn more about Te Oro Karaka.



SPECIAL EDUCATION - ONGOING RESOURCING SCHEME (ORS)

Winchester Te Kura o Te Haonui has 5 ākonga who are part of Ongoing Resourcing Scheme (ORS).

In relation to the National Education Learning Priorities objectives, we strongly adhere to *Learners at the Centre* and *Barrier Free Access* for our ORS children. Our ORS children are fully supported to grow and develop in their own way and are mainstreamed and included in their age appropriate classes. We endeavour to remove as many barriers as possible for our ORS tamariki, so that they can develop and achieve their full potential. Our inclusive, holistic and child-centred approach ensures the personal development and growth of each child, fully affirmed and supported by whānau.

To ensure our ORS children achieve with equity and excellence, all ORS children have their own Individual Education Plans, which identifies their core goals and areas of learning. Through their IEPs, our ORS children have access to specialist service providers, such as Occupational Therapists and Speech Language Therapists, to meet their respective needs. Sensory Audits are also undertaken on our ORS children, whereby we can accommodate their sensorial requirements.

BOARD POLICIES AND PROCEDURES

FRO Evaluation Indicator 1:
Stewardship

FRO Evaluation Indicator 2:
Leadership

National Education Learning Priorities (1):
Learners at the Centre

National Education Learning Priorities (2):
Barrier Free Access

National Education Learning Priorities (3):
Quality Teaching and Leadership

National Education Learning Priorities (4):
Future of learning and work

National Education Learning Priorities (5):
World class inclusive public education

The Winchester Te Kura o Te Haonui Board will meet all its required obligations of the:

- National Education and Learning Priorities (NELPS)
- The Education and Training Act 2020
- 5 Year Agreement and 10 Year Property Plans
- and other such requirements as put forward by the Ministry of Education.

Particular reference is made to Section 127 of the Education and Training Act, which outlines the primary objectives of Boards governing schools. Section 127 is woven throughout our Strategic Plan.

Winchester Te Kura o Te Haonui policies and procedures can be accessed [here](#).

This Strategic Plan is also supported by the following documentation:

2023 Budget

5YA Property Plan

10 Year Property Plan

Winchester Curriculum

Professional Growth Cycle

The Winchester Te Kura o Te Haonui also has a strategic governance/operational set of values alongside a learners/ākonga values framework. Combined, these build on the excellent work already completed and add mana and position for Winchester Te Kura o Te Haonui as a lead school in the sector.

Ngā Uara Governance and Management are:

- Te Tiriti o Waitangi (The Treaty of Waitangi): Winchester School recognises te Tiriti as the founding document of Aotearoa New Zealand.
- Aotearoatanga (Nationhood): Winchester School promotes tikanga Māori and te reo Māori and will contribute to a tolerant, culturally diverse plurilingual society where citizens are comfortable walking between the many communities of Aotearoa New Zealand.
- Tangatawhenuatanga (Indigeneity): The School recognises the indigeneity and special place of Rangitāne as mana whenua in the Manawatū – Papaioea (Palmerston North) and the place of other whānau and hapori Māori in the flourishing of a tikanga-centred culture underpinning the success of all students and families.
- Rangatiratanga (Partnership with Māori): The School recognises the importance of partnering with mana whenua Rangitāne and other whānau Māori and their contribution to other learners/ākonga and their families.
- Te Kanorautanga (Diversity): Winchester School values all learners/ākonga and whānau/families from diverse cultural communities.
- Te Tangata: Winchester School values every learner/ākonga and is committed to creating a safe environment free from racism, discrimination, and bullying.

STRATEGIC PLAN: 2024 - 2025					
<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
<u>Cultural Responsive Framework:</u> Te Tiriti o Waitangi	<u>Cultural Responsive Framework:</u> Ka Hikitia	<u>Cultural Responsive Framework:</u> Tataiako	<u>Cultural Responsive Framework:</u> Hautū	<u>Cultural Responsive Framework:</u> Rangitāne/Manawatū Reo	<u>Cultural Responsive Framework:</u> Kaupapa of Central Normal
Vision: To create an inclusive and innovative learning community where every student is empowered to excel to reach their potential, while embracing diversity, equity, and a lifelong love for learning.					

Strategic Goal 1: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses:	Core Actions (and who is responsible)		Ongoing Actions		Progress
	Foster a love for learning among all ākonga. (Kate and Team Leaders)				Not started ▾
SeeSaw and Reporting	Further develop high quality and engaging class teaching and learning in literacy and mathematics. (Kate, Deena and Team Leaders)				Not started ▾
Structured Literacy and Mathematics	Further develop our school values by preparing our children to become well-rounded individuals who can effectively navigate academic, social and emotional challenges, prioritising well-being, how to manage emotions, navigating life situations, and develop a strong sense of belonging. (Nic and Deena)				Not started ▾
Hauora: Ngā uara, Zones of Regulation, Restorative	Develop clear and real time assessment practices with ākonga and their whānau that include next steps for learning. (Nic and Kate)				Not started ▾

Strategic Goal 2: Further develop an inclusive and diverse learning culture that respects, acknowledges and celebrates differences

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses:	Core Actions (and who is responsible)		Review		Progress
Te Tuakiritanga	Differentiate learning that inspires and challenges each ākonga, to reach their potential and empower all ākonga to		•		Not started ▾

<p>Bi-cultural at the center, multi cultural trajectory</p> <p>CR & RP</p> <p>Hui Whānau and Talanoa</p> <p>Whānau engagement</p>	take pride in their heritage, language, and identity.		
	Embed Culturally Responsive & Relational Pedagogy across the school, supporting staff to identify unconscious bias to achieve equitable outcomes for all.	•	Not started ▾
	Develop innovative ways for teaching teams to engage with whānau		Not started ▾
	Establish a genuine partnership with the Pasifika community to co-design strategies that address their unique needs and aspirations.		Not started ▾

Strategic Goal 3: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses:	Core Actions (and who is responsible)		Review		Progress
	Make decisions collaboratively involving those impacted by the decisions (ākongā, kaiako, whānau and iwi) through shared decision-making processes		•		Not started ▾
	Value, celebrate and grow Te Reo Māori, tikanga, and kawa across school systems, teaching and learning, working towards equal representation		•		Not started ▾
	Support Māori students to excel as Māori, granting them a voice and choices in their learning, allowing self-determination and equal opportunities		•		Not started ▾
	Further develop Māori perspectives, opinions, and voices in all aspects of our learning community				Not started ▾

Strategic Goal 4: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori

Related NELPS	Objective 1:	Objective 2:	Objective 3:	Objective 4:	Objective 5:
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(key NELPS highlighted)	Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of Learning and Work	World class inclusive public education
Annual Focuses:	Core Actions (and who is responsible)		Review		Progress
	Instill the love of learning by creating an environment where questioning, wondering, and making connections are explicitly taught		•		Not started ▾
	Develop dispositions like curiosity, confidence, critical thinking, growth mindset, resilience, seeking critique (feedback and feedforward) in both students and staff		•		Not started ▾
	Students engage in hands-on science activities and experience learning through exploration		•		Not started ▾
	Develop active engagement in a wide range of science-related activities that stimulate curiosity and encourage students to make connections across various scientific concepts				Not started ▾

ANNUAL SECTION 2024

Student Achievement

	READING			WRITING			MATHEMATICS		
	2023	2022	2021	2023	2022	2021	2023	2022	2021
All students	85.4%	84%	86%	79.9%	74%	81%	90.1%	89%	91%
NZE	87.5%	90%	89%	83%	78%	86%	92.5%	92%	94%
Māori	77.4%	71%	79%	62.2%	55%	64%	79.3%	81%	86%
Pasifika	94.1%	75%	93%	88.3%	71%	86%	94.2%	82%	86%
Male	84.2%	82%	79%	76.3%	67%	72%	93.3%	89%	88%
Female	86.6%	86%	92%	83.1%	80%	88%	87.1%	87%	94%

STUDENT ACHIEVEMENT TARGETS

WINCHESTER SCHOOL TE KURA O TE HAONUI - STATEMENT OF VARIANCE 2023

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

Curriculum focus:	Reading	Writing	Mathematics	Attendance & Engagement
Targets:	By the end of 2023, we aim to have at least 90% achieving at the expected NZC level for the following groups:			
Baseline data: 2022	<ul style="list-style-type: none"> Māori learners = 71% Pasifika learners = 75% Male learners = 82% 	<ul style="list-style-type: none"> Māori learners = 55% Pasifika learners = 71% Male learners = 67% 	<ul style="list-style-type: none"> Māori learners = 81% Pasifika learners = 82% Male learners = 89% 	<ul style="list-style-type: none"> Māori = 85.28% present Pasifika = 75.94% present Male = 89.12% present
OUTCOMES What happened? 2023	<ul style="list-style-type: none"> Māori learners = 77.4% Pasifika learners = 94.1% Male learners = 84.2% 	<ul style="list-style-type: none"> Māori learners = 62.2% Pasifika learners = 88.3% Male learners = 76.3% 	<ul style="list-style-type: none"> Māori learners = 79.3% Pasifika learners = 94.2% Male learners = 93.3% 	<ul style="list-style-type: none"> Māori learners = 88.3% Pasifika learners = 89.54% Male learners = 89.96%
REASONS FOR THE VARIANCE Why did it happen?	The variations in Māori and boys achievement data can be explained by Structured Literacy and targeted Learning Support	The variations in achievement data for learners can be explained by regular attendance.	The variations in achievement data for learners can be explained by DMIC	Walking bus innovation Regional Response Fund Increased engagement with whānau
EVALUATION What are our immediate next steps?	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan
PLANNING FOR NEXT YEAR 2024	Align structured literacy with the new curriculum Aligning assessment to match teaching Smaller targeted support for Tier 3 and 2 Learning Support Targeted support for teachers to implement.	Align structured literacy with the new curriculum Aligning assessment to match teaching Engagement practices in writing through Science, Moderation practices in Teams. Engage in PD with Chris Braid Engage in moderation development in writing across the Kāhui Ako.	Embedding rich task assessment data and moderation from DMIC tasks. PAT data is well analysed and that Item reports help inform long term planning. Strengths based assessment.	Continue walking bus to school, continue wairua space to set kids up in the morning ready for learning. Ongoing engagement with Crewe Crescent community
<p>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 develop a shared understanding and coherence in the area of wellbeing and belonging.

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

We believe that if our staff have a shared understanding across the school.:

- happy ākonga will learn and thrive. This applies to kaiako and staff also.
- relationships are central to understanding and success.
- Ākonga need their basic needs met, e.g food and safety.
- explicitly teaching the skills to navigate social and emotional situations is essential to empower each learner to excel.
- every learner should have the opportunity to express their culture and identity which is celebrated and respected.
- our uara underpin and help guide our decisions.

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?

Learnies: (stuff that we need to guide / learn about, support our learners to learn).

- A shared understanding of
 - Restorative practices
 - Belonging - Te Tuakiritanga
 - Māori and Pasifika achieving success as Māori and Pasifika
 - What's good for Māori is good for all
 - Zones of Regulation
 - Ngā uara
 - Continual Whānau engagement
 - Communication

Doies: (Stuff that we just do)

- Community events
- Information events
- Celebrating cultures and diversity
- Student responsibilities in class and school
- Basic needs met - safety

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Developing a shared understanding of Restorative Practice	Term 1	Nic and Paula	Staff Meeting	<ul style="list-style-type: none"> ● Reduction in Behavioral Incidents ● Positive Interpersonal Relationships ● Cultural Responsiveness and Inclusion ● Student Engagement and Learning ● Student Engagement and Learning ● Calm and Supportive School Environment ● Consistent Implementation of Restorative Practices ● Feedback and Stakeholder Satisfaction 	<ul style="list-style-type: none"> ● Reduction in disruptive behaviors in classrooms and common areas. ● Improvement in trust and communication within the school community. ● Enhanced inclusion of diverse perspectives and backgrounds in decision-making processes. ● Enhancement in student motivation and willingness to take ownership of their learning. ● Growth in students' ability to resolve conflicts peacefully and collaboratively. ● Promotion of a sense of belonging and well-being across the school community. ● Ongoing professional development and training for staff to maintain best practices. ● Increase in stakeholder satisfaction with the

					school's approach to discipline and conflict resolution.
Developing a shared understanding of bullying	Term 1	Leadership Classroom Teachers	Team Meeting	<ul style="list-style-type: none"> ● Strong Leadership Support ● Positive School and Classroom Climate ● Gathering and Analysing Data ● Student Leadership, Agency, and Voice ● Effective and Supportive Policies ● Involvement of Parents, Carers, and Whānau ● School-Wide Professional Learning and Development ● Universal Approach ● Targeted Approach 	<ul style="list-style-type: none"> ● Establishment of a leadership team dedicated to addressing bullying prevention and response ● Promotion of core values such as respect, empathy, and inclusivity throughout the school community ● Use of data to inform decision-making and tailor prevention strategies to specific needs ● Encouragement of student-led initiatives and peer support programs ● Regular review and updating of policies based on feedback and evolving needs ● Establishment of open lines of communication between school and home regarding bullying incidents and interventions ● Training on conflict resolution, social-emotional learning, and restorative practices ● Implementation of whole-school approaches that promote well-being and positive behavior ● Early identification and intervention for students at risk of bullying or experiencing bullying behaviors
Developing a shared understanding of what Māori achieving success as Māori is and the statement What's good for Māori is good for all	Term 2	Leadership / Kāhui Ako WSTs	Call back day 2 Bespoke Hours through KA	<ul style="list-style-type: none"> ● Valuing Identity, Language, and Culture ● Empowering Students to Set Goals ● Engaging and Rewarding Teaching and Learning ● Acquiring Skills, Knowledge, and Qualifications ● Culturally Responsive Teaching Practices ● Community Engagement and Partnerships 	<ul style="list-style-type: none"> ● Integration of Māori perspectives, language, and culture into the curriculum across all subject areas ● Opportunities for students to participate in goal-setting processes and reflect on their progress ● Recognition and celebration of Māori student achievements and contributions within the school community ● Monitoring of Māori student achievement data to ensure equitable outcomes and address any disparities ● Professional development for teachers to enhance their cultural competency and understanding of Māori pedagogies ● Promotion of cultural events, language revitalization efforts, and community initiatives

					that strengthen connections between the school and the wider Māori community
Developing a shared understanding of Well-being and Zones of Regulation	Term 3	Deena / Leadership	Staff Meetings	<ul style="list-style-type: none"> ● Emotional Regulation ● Self-Awareness ● Social Skills Development ● Well-being and Resilience ● Teacher Knowledge and Implementation ● Parent and Community Engagement ● Data and Evaluation 	<ul style="list-style-type: none"> ● Increased ability among students to identify and label their emotions accurately using the Zones of Regulation framework ● Enhanced self-awareness among students regarding their emotional states and triggers that may lead to dysregulation ● Implementation of conflict resolution strategies and problem-solving skills to address interpersonal challenges constructively ● Integration of well-being practices into daily routines, such as mindfulness exercises, gratitude activities, or physical movement breaks ● Collaboration among staff members to share best practices, troubleshoot challenges, and support one another in fostering student well-being ● Engagement of parents and caregivers in understanding and reinforcing the concepts of emotional regulation and well-being at home ● Use of data to monitor progress, identify areas for improvement, and adjust interventions or supports as needed to better meet the needs of students
Developing a shared understanding of identity and belonging	Term 3	Deena / Paula / WST	TODs		

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. 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 Maturanga Māori

Aspiration:

Every ākonga is empowered to excel to reach their potential.

Annual Goal:

To develop a shared understanding of formative assessment practices among staff in Science, Literacy and Mathematics.

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

We believe that if our staff have a shared understanding of clear and real time assessment practices in Science, Literacy and Mathematics it will improve ākonga progress and achievement:

- Explicit teaching
- 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:

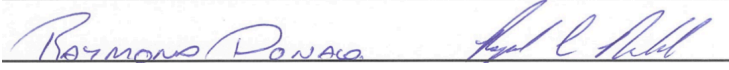
- School Wide Assessment Systems: Formative Assessment: co-construction, success criteria and explicit teaching, goal setting
- New Curriculum: Understand, know, do
- Seesaw: used as an ongoing tool to connect whānau with learning progress and achievement
- Science: Develop confidence and competence with our kaiako
- Learning progressions: Literacy, Maths, Te Reo

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Science: Developing a shared understanding of Mātauranga Māori and Science	Term 1	Jolanda WST Paula	Staff Meeting	<ul style="list-style-type: none"> ● Curriculum Integration ● Cultural Responsiveness ● Community Engagement ● Student Empowerment ● Teacher Professional Development ● Assessment and Evaluation 	<ul style="list-style-type: none"> ● Development of learning resources and materials that reflect the interconnectedness between Mātauranga Māori and scientific concepts, fostering a holistic understanding of the natural world ● Recognition and validation of Māori students' cultural identities, values, and ways of knowing within the science classroom environment ● Collaboration with local iwi, hapū, and Māori community members to co-design and co-deliver science education initiatives that integrate Mātauranga Māori ● Provision of opportunities for students to explore and apply Mātauranga Māori concepts in scientific inquiry projects, fostering a sense of ownership and pride in their cultural heritage ● Provision of professional development

					<p>opportunities for teachers to deepen their understanding of Mātauranga Māori and its integration with science education</p> <ul style="list-style-type: none"> ● Use of culturally responsive assessment tools and practices that honor Māori students' ways of demonstrating understanding and proficiency in science
<p>Science: Developing a shared understanding of using the science capabilities “Gathering and Interpreting Data” and “Using Evidence”</p>	<p>Term 2</p>	<p>Jolanda Kate</p>	<p>Staff Meetings</p>	<ul style="list-style-type: none"> ● Integration into Curriculum and Instruction ● Pedagogical Practices ● Assessment and Feedback ● Professional Learning Communities ● Student Outcomes 	<ul style="list-style-type: none"> ● Development of lesson plans and learning activities that explicitly address the science capabilities related to gathering and interpreting data and using evidence ● Use of scaffolding techniques to support students in developing their data literacy skills, including formulating research questions, designing experiments, and drawing evidence-based conclusions ● Encouragement of critical thinking and metacognitive reflection among students as they analyse and evaluate the reliability and validity of data sources and evidence ● Use of formative assessment strategies, such as peer review and self-assessment, to support students in monitoring their own progress and identifying areas for growth ● Engagement in peer observation, lesson study, or instructional coaching processes to promote reflective practice and the sharing of effective teaching strategies for developing students' data literacy skills ● Analysis of student work samples and artifacts to assess the quality of students' data interpretation, analysis, and use of evidence to support scientific claims
<p>Science: Increasing Ākonga engagement in writing</p>	<p>Term 3</p>	<p>Kate / Team Leaders</p>	<p>Team Meetings</p>	<ul style="list-style-type: none"> ● Increased Motivation and Interest ● Improved Writing Proficiency ● Cultural Connection and Identity Development ● Authentic Contexts for Writing 	<ul style="list-style-type: none"> ● Increased enthusiasm and curiosity among students towards writing tasks that incorporate ● Enhancement of students' writing skills, including vocabulary usage, sentence structure, coherence, and organization, as evidenced by

				<ul style="list-style-type: none"> ● Interdisciplinary Connections ● Teacher and Peer Feedback ● Student Agency and Ownership 	<ul style="list-style-type: none"> ● improved writing samples ● Incorporation of traditional storytelling formats, such as pūrākau (Māori legends), whakapapa (genealogy), and waiata (songs), to convey scientific concepts and indigenous knowledge ● Engagement in authentic writing tasks that reflect real-world applications of scientific inquiry and Mātauranga Māori, such as composing reports, proposals, or narratives related to environmental stewardship or community-based projects ● Integration of writing across multiple disciplines, including science, language arts, social studies, and cultural studies ● Provision of constructive feedback from teachers and peers on students' writing, with a focus on both content accuracy and clarity of expression in conveying scientific concepts and Māori perspectives ● Empowerment of students to take ownership of their writing process and content choices, allowing for autonomy in selecting topics, conducting research, and crafting narratives that reflect their personal interests and cultural backgrounds.
Mathematics: Pulling together mathematics learning and assessment	T 1 -2	Deena	FTMU Curriculum Meeting	<ul style="list-style-type: none"> ● Curation of all of our mathematics resources into one place ● Maths No Problem Y2 	<ul style="list-style-type: none"> ● An easy to follow, clear scope and sequence of mathematics drivers, tasks and assessments ● Exploring the foundation Curriculum in Y2-3
Literacy: embedding Structured Literacy across the school	T1-4	Kate	Nil	<ul style="list-style-type: none"> ● Teacher confidence in using assessment sheets in the code ● Increased connections with writing and science 	<ul style="list-style-type: none"> ● Formative Assessment within Writing
Think Tank: Curriculum Teams	T 1 - 4			<ul style="list-style-type: none"> ● Curriculum Think Tanks within our strategic plan started: Literacy, Mathematics, Science and Te Reo Māori 	<ul style="list-style-type: none"> ● Teachers create the building blocks for school wide systems and processes for us all to use across the school.
Local Curriculum development	T 1 - 4	Team Leaders Kāhui Ako	Nil	<ul style="list-style-type: none"> ● Rangitāne Symposium Teacher Only Day ● Rangitāne Tū, Rangitāe Ora (Nic) 	<ul style="list-style-type: none"> ● Integration of Rangitāne perspectives, values, and knowledge into the school curriculum

				<ul style="list-style-type: none"> • Creatives in Schools (Sophie) 	<p>across different subject areas, reflecting a deep understanding and appreciation of local indigenous culture and history.</p> <ul style="list-style-type: none"> • Active involvement of Rangitāne Iwi members, including elders, cultural advisors, and knowledge holders, in the co-design and co-delivery of professional development sessions during Teacher Only days, ensuring that local perspectives and priorities are reflected in curriculum planning and implementation
Teacher Only Days	T3	All Staff	\$1500	<ul style="list-style-type: none"> • School Visits to drive thinking, create dissonance for our Strategic Goals 	<ul style="list-style-type: none"> • Exposure to diverse educational environments, student populations, and cultural contexts during school visits, fostering cultural competence, empathy, and appreciation for the strengths and challenges of different communities and demographics. • Identification of promising practices, successful interventions, and innovative programs observed during school visits that have the potential to address specific challenges or areas for improvement within the visiting school community.

School Board endorsement:	Ratified at Board Meeting: 12 February 2024.
Presiding member name and signature:	
Submission date to Ministry of Education:	This Strategic Plan will be submitted by 1st March each year.