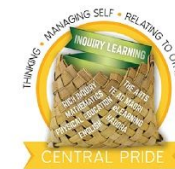


2018-2020 STRATEGIC PLAN

2018 ANNUAL PLAN

CENTRAL SCHOOL VISION TE KURA WAENGA O NGĀMOTU

An innovative learning community, striving for excellence



2018-2020 Strategy Goal 1 Developing Innovative Learning Environments to Raise Student Achievement



Strategy Outcomes:

1. Learner agency is a guiding principle of the Central School Curriculum.
2. Collaborative Learning and student inquiry is integral to the learning.
3. The principles of Universal Design for Learning are embedded.

UDL is a framework for inclusiveness:

- 1 Learners' interests challenge and motivate them
- 2 Learners are provided and choose various ways of learning
- 3 Learners are provided with and choose options to demonstrate their learning
4. Assessment principles inform learner agency and effective teaching practice.
5. Effective learning with technology removes barriers to learning.
6. A culturally responsive pedagogy is embedded in practice.
7. Staff are empowered to lead through networked leadership.

2018 Annual Goals

| Goal | Annual Outcomes |  Evidence | Resourcing | Review |  | |
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| To develop the principles of learner agency as integral to the Central School Curriculum through embedding Learning Focused Relationships and culturally responsive practices | <ul style="list-style-type: none"> • Most students are the originators of their learning and use the language of learning. • Most students can express what they are learning, and why, and how they know they have achieved. • Most students lead their learning and contribute to process and content of learning. • Most students choose how they will demonstrate their learning. • Teacher Inquiries explore learner focused relationships • All students lead their Student Achievement Conference | <p>Administer NZCER Inclusive Practices survey in March 2018 and in October 2018 then analyse and compare results</p> <p>Gather student voice and the supporting evidence to review the quality and level of Learner Agency.</p> <p>TAls presented to each other and feedback and feedforward gathered.</p> <p>Performance enhancement report -Nov</p> <p>Performance Enhancement final report</p> | <p>PLD</p> <p>Performance Enhancement (P.En)</p> <p>NZCER assessment budget</p> | JV | | |

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| | | Gather parent/whānau feedback on the Learner led conferences. Report to BOT. | | | | |
| To raise student achievement through using assessment to inform effective teaching practices. | <ul style="list-style-type: none"> The Learning Progressions Framework in reading are incorporated into formative assessment and self-directed learning. Teaching practices are driven by response to assessments. | <p>Analysis of Variance reports November</p> <p>Mid and end year student achievement reports compare data from normed assessments and 1:1 diagnostic assessments.</p> | PLD budget | JV/CS | | |
| To develop learner centred approaches to technology-enabled learning, and remove barriers to learning. | <ul style="list-style-type: none"> GAFE (Google Apps for Education) used to support, and enrich student learning. The 0.4 creativity project funding enhances the use of IT for developing creative learners. <i>Seesaw</i> app is used to enhance student agency, and make direct formative assessment links to home. Innovative use of iPads explores solutions to barriers for learning. | <p>Purchase of hardware with TSBCT grant.</p> <p>All class descriptions (March/July) focus on removing barriers through IT.</p> <p>IT Strategic and Annual report -November</p> <p>Creativity report November</p> <p>parent/whānau survey/voice on the introduction of <i>Seesaw</i> schoolwide.</p> | <p>TSBCT grant</p> <p>Creativity budget</p> <p>IT budget</p> <p>Assets budget</p> | JV/CS | | |
| To further develop student inquiries to integrate service learning. | <ul style="list-style-type: none"> Authentic learning contexts result in community service outcomes. To sustain the ALL principles in student inquiry. | <p><i>Seesaw</i> and newsletter provides evidence of service learning.</p> <p>Student Inquiry unit report November</p> | Management unit- S inquiry | HE | | |

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| To further explore collaborative teaching models through teaching as inquiry. | <ul style="list-style-type: none"> • Teacher inquiries incorporate collaborative team approaches. • Opportunities are provided for students to develop collaborative skills | <p>Presentation of teacher inquiries provides evidence of successful collaborative teaching models, and innovation.</p> <p>Performance enhancement report to BOT 2018</p> <p>PLD accountability report to MOE December</p> | PLD PEn | SLT | | |
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2018-2020 Strategy Goal 2 Grow Creative Learners

Creativity is the foundation for the NZC vision; Confident, connected, actively-involved lifelong learners.

Strategy Outcomes:

1. The Arts flourish as a context for all learning and student achievement.
2. The *Central Learner is Creative* profile, and the creative learning process, is integral to all learning.
3. All learners are motivated in multiple art forms and the use of IT.
4. Teachers are using a wide range of meaningful teaching strategies in the arts curriculum.

2018 Annual Goals

| Goal | Annual Outcomes | Evidence | Resourcing | Review |  |
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| <p>That the specialist teacher collaborates with the classroom teachers and teams to strengthen student achievement and student inquiry through an emphasis on the skills and attitudes of the creative learning process and the Arts.</p> | <ul style="list-style-type: none"> • The Arts is integrated into core learning areas, as a vehicle to deepen student learning and grow creative learners. • Learners use the <i>Creative Learner</i> profile to describe and assess their learning. • The school provides the opportunities outlined in the <i>Creative Learner</i> profile. • Teams plan, assess and evaluate the learning to ensure a wide variety of options for creativity and UDL. | <p>The <i>Creative Learner</i> profile is used in conferences and self assessment processes.</p> <p>Students can speak to their goals against the profile.</p> <p>Creativity Project report provides data to support these outcomes.</p> | <p>Mgmt unit- The Arts</p> <p>0.4 FTTE BOT funding for the Creativity Project</p> | <p>P. B-H</p> | |
| <p>All children have access to our music specialist teacher, Susan Lupton.</p> | <ul style="list-style-type: none"> • a rich music programme covering the 4 sound art strands. • A collaborative partnership with the music specialist and classroom teachers so that the goals of student inquiry and individual needs are met. • specialist groups support student talent. • PD for all teachers to extend learning into regular class programmes. | <p>The music programming is fair and equitable.</p> <p>The music programme is integral to student inquiry.</p> <p>Opportunities for students with gifts and talents are evaluated and data is recorded.</p> | <p>0.2 FTTE Music</p> <p>Man unit- The Arts</p> | <p>P. B-H</p> | |
| <p>All learners view and respond to a variety of P.I.S (Performers -in -school programme) performances.</p> | <ul style="list-style-type: none"> • When appropriate, specially selected learners will have the opportunity to participate in a workshop with the P.I.S or work in a group pre/post a performance eg: follow up learning/those motivated to further a skill/knowledge/idea | <p>Data to be gathered and an evaluation completed for each such opportunity.</p> | <p>Unit - The Arts</p> | <p>P. B-H</p> | |
| <p>Learners choose</p> | <ul style="list-style-type: none"> • Learners set goals and assess | | | <p>P. B-H</p> | |


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| appropriate art and creative forms to help explore inquiry ideas and present their learning innovatively. | <p>themselves according to the <u>Central Learner is Creative</u> profile.</p> <ul style="list-style-type: none"> • Teachers plan and integrate an arts component in every student inquiry. • Teachers provide creativity opportunities for children requiring differentiation such as G&T or priority learners • the mural project is continued • The IT opportunities are supported and PD provided. | <p>The Arts is evidenced in planning and practice.</p> <p>Student Inquiry is presented to whānau using the Arts and other creative forms.</p> | <p>Mngmnt units Student Inquiry and the Arts</p> <p>Budget: the Arts Budget: IT Budget: GaTE</p> <p>0.4 FTTE BOT funding for the Creativity Project</p> | | |
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2018-2020 Strategy Goal 3 Develop Community Partnerships

Strategy Outcomes:

1. The *Home, School and Student Triangle* is the foundation for effective learner agency and student achievement.
2. Respectful and effective communication occurs between home and school.
3. New students, their families and whānau transition to school safely and with manaakitanga.

2018 Annual Goals

| Goal | Annual Outcomes | Evidence | Resourcing | | Review |  |
|--|---|--|--|-----------------------------|--------|---|
| To further develop communication networks between home and school. | <ul style="list-style-type: none"> • Central School website updated. • Schoolwide trial of <i>Seesaw</i> as a tool that promotes effective learner agency through students sharing learning and formative assessment with whānau. | <p>Website is active.</p> <p>Webpage updated with home support ideas</p> | <p>Management units Performance enhancement IT grant</p> | <p>SLT Staff IT</p> | | |

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| | | All classrooms using <i>Seesaw</i> | | | | |
| To maximise parent engagement and to strengthen home/school learning partnerships by providing opportunities to actively support student learning and transition. | <ul style="list-style-type: none"> • Transition to school process multifaceted through New Entrant Parent information meeting, Wonderful Wednesdays and prearranged visits. • Early childhood connections strengthen transition. • 5 year 3 months assessments and New Entrant reports are shared with whānau • 6 year old assessments shared with whānau. • <i>Reading Together</i> initiative in place. • Parent education opportunities offered in Terms 2-4 around learner agency in the curriculum. • Principal leadership team to inquire into assessment schoolwide. | <p>Transition to school review- October 2018</p> <p>Administer Inclusive Practices survey in March 2018 and in October 2018 then analyse and compare results</p> <p>Report on assessment data gathering review and parent/whānau voice.</p> <p>Review of Reading Together Initiative</p> <p>TAI shared</p> | Teachers Principal leadership team | CS | | |
| To continue development of the Home, School and Student triangle to strengthen the triangle to raise student achievement. | <ul style="list-style-type: none"> • Report format adjusted to encourage learner agency and report progress in achievement. • Reporting to parents and whānau is inclusive and accessible. | <p>SAC review- June 2018</p> <p>Schoolwide <i>Seesaw</i> review.</p> | | SLT P.B-H | | |

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| | <ul style="list-style-type: none"> • Student voice evident in new reporting structure. • Learning is shared by students themselves, through Seesaw and at SACs. • Whānau of students involved in Creativity projects are included in the planning process and communicated with regularly throughout the learning process. | <p>See Goal 1.</p> <p>Student Achievement report forms reviewed.</p> | | | | |
| Home and School Committee partnership strengthened. | <ul style="list-style-type: none"> • Attendance at H&S by teacher representatives. • Increased manaakitanga for those parents and whānau who give of their time so willingly. | Home and School Committee more effective through a home/school team focus. | Manaakitanga budget to replace koha budget. | JO HE JG | | |

2017-2019 Strategy Goal 4 Raising Māori Achievement (also refer Hautū strategic plan)

Strategy Outcomes:

1. Ako

- Te Reo Māori is a critical component of the Central School Curriculum.
- Success for Māori students as Māori.

2. Wānanga

- Holistic monitoring of all Māori students continues and trends are analysed.
- There are effective learning interactions with learners, whānau and iwi.

3. Tangata Whenuatanga

- a. Understanding and living Te Ao Māori, Tikanga O Taranaki/Te Atiawa.
- b. The bicultural nature of Aotearoa is valued and lived.


4. Manaakitanga

- a. Whole school celebration of Matariki and Te Wiki o Te Reo Maori.
- b. Equity is practised for all Māori learners.
- c. Māori learners and their whānau have their sense of belonging honoured.

5. Whanaunatanga

- a. High expectations of student achievement for all Māori by Māori.
- b. Māori student identity is affirmed, celebrated and Te Reo Māori offered to all through Whānau group.

2018 Annual Goals

| Goal | Annual Outcomes | Evidence | Resourcing | Review |  |
|---|---|--|--|------------------|---|
| <p><i>Whanaungatanga - Ako</i> To encourage Māori students to actively take up leadership roles.</p> <p>Increased Te Reo Maori as a partnered learning experience of teacher and students.</p> | <ul style="list-style-type: none"> ● All tamariki Māori experience leadership roles in Te Ao Māori, and at the marae. ● The classroom and playground reflect the same cultural competencies as the Whānau group. ● Creativity Project is integral to the Whānau group programme. | <p>At least 4 performances, or and tuakana teina opportunities highlighting Māori student leadership. Taku Reo and Student voice regathered to evidence development from 2017.</p> <p>Creativity report.</p> | <p>Matua Peter hours</p> | <p>PF</p> | |
| <p><i>Wānanga - Manaakitanga</i> That Māori students learn as Māori, and are provided opportunities to lead their learning. Holistic monitoring of Māori students against the cultural competencies</p> | <ul style="list-style-type: none"> ● Māori students have a rich knowledge of te Ao Māori with specific focus on the team identities, local stories and the school graphic. ● The Whanau marae noho at Parihaka. | <p>Full participation by all Māori students in Whānau and kapahaka.</p> <p>Review report November</p> | <p>Matua Peter hours SLT and SMT units</p> <p>Creativity Project</p> | <p>PF JO</p> | |

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| <p>continues in preparation for it being embedded into eTap.</p> <p>Te Reo Māori is available for all Māori students.</p> | | | | | |
| <p><i>Manaakitanga - Ako</i> To provide regular classroom Te Reo for all classes. To implement classroom phrases for teacher and children to use during the day.</p> | <ul style="list-style-type: none"> Fortnightly class Te Reo lessons with Matua Pete with teachers empowered to maintain and extend the learning. Schoolwide document based on the curriculum to guide learning progression in Te Reo. | <p>Teachers and all tamariki use Te Reo for classroom instructions</p> <p>Document complete and in use.</p> | <p>Matua Pete hours</p> | <p>PF</p> | |
| <p><i>Tangata-whenuatanga</i> To further develop Whānau group 1. to share their learning and pass it on to classmates. 2. To understand te reo through increased immersion.</p> | <ul style="list-style-type: none"> An established philosophy for this learning is created in consultation with the wider whānau and kaumatua. | <p>A programme of learning delivered collaboratively by curriculum team. Taku Reo and Student voice regathered to evidence development from 2017.</p> <p>Each classroom and the playground is responsive to the principles of TOW and NZC.</p> | <p>Matua tutor hours AP hours allocation</p> <p>Creativity Project</p> | <p>PF</p> | |
| <p><i>Whanaunatanga-Wānanga</i> To further develop the governance goals of Hautū.</p> | <ul style="list-style-type: none"> Whānau surveyed, and Hautū document collaboratively completed and actioned with recommendations for next governance steps. To liaise with whānau, for our Māori tamariki to lead the marae noho. | <p>Hautū review cycle document</p> | <p>Manaakitanga budget</p> | <p>BOT</p> | |
| <p><i>Whanaunatanga and Ako</i> To accelerate Māori student</p> | <ul style="list-style-type: none"> The achievement gap for Māori learners in writing and reading is reduced. | <p>AOV EOY report</p> | <p>P.En</p> | <p>SLT PLD</p> | |


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| achievement in writing. | | | | | |
| <p><i>Wānanga</i> Renaming the Whānau nest and wider Māori whānau.</p> <p>Creating and performing a school waiata which encompasses our values and vision.</p> <p>To pursue the wishes of whānau in providing te reo Māori learning.</p> | <ul style="list-style-type: none"> Whānau is empowered to learn and grow their own reo and tikanga through language learning hui . Whānau Seesaw group established. Whole school learns the waiata | <p>A series of language workshops completed and feedback gathered.</p> <p>School waiata is sung schoolwide.</p> | Matua Peter hours | | |

Strategy Goal 5 Celebrate Diversity incorporating Nag 2: Priority Learning groups

Strategy Outcomes

1. Classroom and specialist programmes support students with learning English as a part of their curriculum.
2. There is a network of support for ELL families.
3. Equity and differentiation are paramount for students with exceptional education and learning needs.
4. The language, values and culture of Pasifika students is valued, affirmed and explored.

2018 Annual Goals

| Goal | Annual Outcomes | Evidence | Resourcing | Review |  |
|--|-----------------|----------|------------|--------|---|
| MULTICULTURAL AOTEAROA ENGLISH LANGUAGE LEARNERS | | | | | |

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| <p>ELL students have the opportunity to learn and use their home language at school.</p> <p>To provide support, network with, and strengthen communication with and amongst ELL families.</p> <p>To learn from ELL families and acknowledge their values, cultures and festivals.</p> | <ul style="list-style-type: none"> ● Language nest development continues ● Introduce Vietnamese language nest and explore Urdu language nest option. ● Access to first language learning is sanctioned as a part of the school programme. ● Communication with ELL families through agreed medium i.e. Seesaw ● Learning network for ELL families developed. ● The creativity project explores and acknowledges school cultures, arts and festivals. | <p>6-7 language nests in term 2/3</p> <p>Regularly timetabled ELL family events and soft data gathered at events.</p> <p>Monthly learning meeting structure adopted.</p> <p>Administer Inclusive Practices survey in March 2018 and in October 2018 then analyse and compare results</p> | <p>ELL budget</p> <p>Whānau</p> <p>Teacher, teacher aide time.</p> | | |
| <p>To continue to provide ELL programmes to support English language competency.</p> <p>To make effective and evidenced use of 0.2 FTTE allocation.</p> <p>Classroom programmes support English language competency.</p> | <ul style="list-style-type: none"> ● ELL students make progress within the ELLPs. ● Specialist ELL teacher and teacher aides deliver learning programmes that support ELL learners. ● Classroom teachers deliver planned oral language programmes that target CALPs (Cognitive Academic Language Proficiency). ● Learner agency and student inquiry is supported through explicit teaching of vocabulary. | <p>ELL folders - displaying tracked progress</p> <p>ELL end of year report</p> <p>ELL funding applications successful.</p> | <p>ELL budget</p> <p>0.2 FTTE ELL specialist teacher</p> <p>Teachers</p> | | |
| PASIFIKA | | | | | |
| <p>To consult with the Pasifika families on their aspirations for their children at Central School Te Kura Waenga O Ngāmotu, and what a culturally responsive curriculum may look like.</p> <p>To monitor the achievement of Pasifika students holistically.</p> | <ul style="list-style-type: none"> ● Pasifika aiga feel they belong at school so that they can actively participate in their child's learning. ● To establish a Pasifika specific monitoring programme that acknowledges Pasifika values. | <p>Soft data gathered from aiga as a result of consultation.</p> | | | |

STUDENTS WITH EXCEPTIONAL LEARNING NEEDS

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| <p>To support teachers in their classroom by providing differentiated programmes and resourcing effectively for students with learning preferences by allocating 0.6 FTTE SENCO.</p> | <ul style="list-style-type: none"> • Students have access to programmes that focus on social and emotional development to facilitate learning progress i.e. Circle of Friends, Active Recovery, Boot camp • Students have access to appropriate learning achievement programmes i.e HPP, Train the Brain, Learning about Print • To fund Rainbow Reading through TSB grant. • To trial Rainbow Reading in years 3-6 and to review its effectiveness in raising student achievement | <p>All support programmes tracked with monitoring documents</p> <p>Assessments completed by J.Noakes</p> <p>SENCO report November 2018</p> <p>TSBCT report November 2018</p> | <p>Teacher Aides</p> <p>ORS teachers</p> <p>Teachers</p> <p>SENCO</p> | | |
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STUDENTS WITH GIFTS AND TALENTS (GaTE)

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| <p>To continue the promotion and development of the <i>LikeMinds</i> programmes across the school.</p> | <ul style="list-style-type: none"> • <i>Like Minds</i> programme developed across teams. | | <p>SENCO hours</p> <p>GaTE budget</p> | | |
| <p>To promote and co-ordinate access for GaTE students to learn and achieve together, both within and outside the school.</p> | <ul style="list-style-type: none"> • Learners attend challenges, events and experiences. • Learners choose to learn together and collaborate in student inquiries. • Learners given opportunities through the Creativity project focus to extend learners critical thinking, making connections and problem-solving. | | <p>Mgmt Unit</p> <p>Creativity project</p> | | |