



# Winchester School Te Kura o Te Haonui

## Improvement Plan: 2024-2025

### VISION STATEMENT:

*A welcoming 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 HAONU 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.

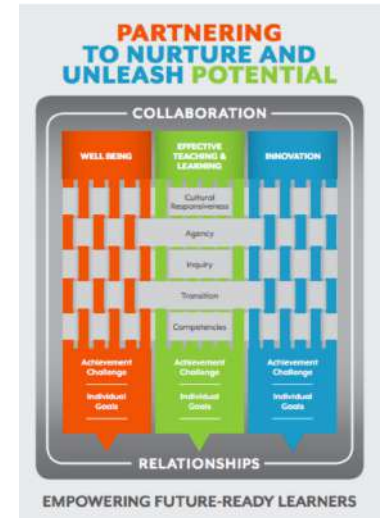
### OUR ACHIEVEMENT CHALLENGES

- 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](http://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
<b>Annual Focuses:</b>	<b>Core Actions</b> (and who is responsible)		<b>Ongoing Actions</b>		<b>Progress</b>
SeeSaw and Reporting	Foster a love for learning among all ākonga. (Kate and Team Leaders)		<ul style="list-style-type: none"> <li>Science hands on activities</li> <li>Interest based / Car competition</li> <li>Opportunities cultural, sporting</li> <li>Curriculum Teams</li> <li>Student choice and agency</li> <li>Seesaw ICT to drive learning / share learning</li> <li>Through whānau - taking them on the ride</li> <li>Feeling success through the explicit nature of teaching - mastery</li> </ul>		Achieved ▾
Structured Literacy and Mathematics	Further develop high quality and engaging class teaching and learning in literacy and mathematics. (Kate, Deena and Team Leaders)		<ul style="list-style-type: none"> <li>Curriculum Teams</li> <li>MNP / L / freeing up content knowledge space to focus on pedagogy</li> <li>ALL and ALim: Kate, Aliza, Paula and Ashleigh</li> <li>Collaboration and transparent information - teacher disposition to give things a go and have feedback</li> </ul>		Achieved ▾
Hauora: Ngā uara, Zones of Regulation, Restorative	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		<ul style="list-style-type: none"> <li>Uara on our hoodies</li> <li>Staff meeting on Restorative Practice</li> <li>Using the book "How do I feel"</li> <li>Posters made</li> </ul>		Achieved ▾

life situations, and develop a strong sense of belonging. (Nic and Deena)	<ul style="list-style-type: none"> <li>• Uara posters made and printed</li> <li>• Team break down of behaviours</li> </ul>	
Develop clear and real time assessment practices with ākonga and their whānau that include next steps for learning. (Nic and Kate)	<ul style="list-style-type: none"> <li>• Writing matrix</li> <li>• The co-design of Assessment = Success Stories</li> <li>• Looking at and changed what we are assessing 6mth and 12 mnth assessment with mathematics</li> <li>• Literacy and Mathematics knowledge assessments</li> </ul>	Achieved ▾

## 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
<b>Annual Focuses:</b>	<b>Core Actions</b> (and who is responsible)		<b>Review</b>		<b>Progress</b>
<b>Te Tuakiritanga</b>	Embed Culturally Responsive & Relational Pedagogy across the school, supporting staff to identify unconscious bias to achieve equitable outcomes for all.		<ul style="list-style-type: none"> <li>• Explore the Essential Pedagogies in Te Mataiao</li> </ul>		Almost Achieved ▾
<b>Bi-cultural at the center, multi cultural trajectory</b>	Develop innovative ways for teaching teams to engage with whānau		Literacy open night DigiFest Open Afternoon Pizza at Buxton		Achieved ▾
<b>CR &amp; RP</b>	Establish a genuine partnership with the Pasifika community to co-design strategies that address their unique needs and aspirations.		Talanoa in T2 Principal trip to Fiji: School of Transformation Pasifika Fusion Production: Te Ope Kura and Pasifika collab		Achieved ▾
<b>Hui Whānau and Talanoa</b>					
<b>Whānau engagement</b>					

## 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
<b>Annual Focuses:</b>	<b>Core Actions</b> (and who is responsible)		<b>Review</b>		<b>Progress</b>
	Make decisions collaboratively involving those impacted by		<ul style="list-style-type: none"> <li>• Talanoa, Whānau Hui</li> </ul>		Achieved ▾

the decisions (ākongā, kaiako, whānau and iwi) through shared decision-making processes (Nic)	<ul style="list-style-type: none"> <li>● Māori and Pasifika representation on the BOT</li> <li>● Engaging with Crewe Crescent Community</li> </ul>	
Value, celebrate and grow Te Reo Māori, tikanga, and kawa across school systems, teaching and learning, working towards equal representation	<ul style="list-style-type: none"> <li>● Genuine connections and other whānau to have contributions to our kura</li> <li>● Morning Karakia in Rimu and Kauri teams</li> <li>● Moving from teacher led to student led</li> <li>● Celebrate Matariki me nga Puanga as a whole school and invited whānau to come in to visit classrooms.</li> <li>● Whakatauki on the daily notices for classrooms to unpack.</li> </ul>	Achieved ▾
Support Māori students to excel as Māori, granting them a voice and choices in their learning, allowing self-determination and equal opportunities (Nic and Paula)	<ul style="list-style-type: none"> <li>● Staff shared understanding of MASAM</li> <li>● TOD Rangatāne symposium</li> <li>● He Whare Mātauranga</li> <li>● MAC Principal Conference in Waitangi</li> <li>● Rongohia te hau</li> </ul>	Achieved ▾
Further develop Māori perspectives, opinions, and voices in all aspects of our learning community	Kāhui Ako He Whare Matauranga networks Kauri trips to Te Rangimarie.	Achieved ▾

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

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
<b>Annual Focuses:</b>	<b>Core Actions</b> (and who is responsible)		<b>Review</b>		<b>Progress</b>
	Instill the love of learning by creating an environment where questioning, wondering, and making connections are explicitly taught		<ul style="list-style-type: none"> <li>● Children are excited and save up questions to ask me when I am in their class e.g. is there anything smaller than an atom?</li> <li>● Children using the language of What If?</li> <li>● Using their wonderings to solve/answer science questions they have</li> </ul>		Achieved ▾
	Develop dispositions like curiosity, confidence, critical thinking, growth mindset, resilience, seeking critique		<ul style="list-style-type: none"> <li>● Children gaining confidence with their writing because they have had hands on, explicit experiences to hang the</li> </ul>		Achieved ▾

(feedback and feedforward) in both students and staff	learning on <ul style="list-style-type: none"> <li>Teachers creating spaces that reinforce learning / exploration e.g. magnets</li> <li>Creating a culture of giving each other feedback and feedforward</li> </ul>	
Students engage in hands-on science activities and experience learning through exploration	<ul style="list-style-type: none"> <li>All teams and classes engage in hands-on science activities and experience learning through exploration</li> </ul>	Achieved ▾
Develop active engagement in a wide range of science-related activities that stimulate curiosity and encourage students to make connections across various scientific concepts	<ul style="list-style-type: none"> <li>Team planning days to explore Big Idea and significant questions that fits into the current curriculum refresh Understand, Know Do.</li> </ul>	Achieved ▾

## ANNUAL SECTION 2026

### Summary of the Plan

In 2026, Winchester School Te Kura o Te Haonui will deepen the implementation of the refreshed New Zealand Curriculum. We will move from "establishing" to "embedding" practices, with a specific lens on Science, Mātauranga Māori, and Neurodiversity.

- We will implement Phase 2 of the Curriculum, ensuring clear scope and sequences in core subjects to meet community expectations for academic rigour.
- We will expand our definition of success to include specific pathways for Gifted and Talented (GATE) students and purposeful Play-Based Learning in the junior school.
- We will continue to honour Te Tiriti o Waitangi, ensuring that our commitment to Tangatawhenuatanga enhances the learning of all students through a knowledge-rich local curriculum.

### Where we are Currently:

Currently, Winchester School Te Kura o Te Haonui is performing strongly. The 2025 ERO report confirms that "almost all learners meet or exceed the expected curriculum level" in Reading and Mathematics, with results being equitable for all groups.

- Successes: Our focus on Science in 2025 resulted in a massive shift in student perception, with 83% of learners now seeing themselves as scientists. Attendance is approaching the 80% regular attendance target.
- Challenges: While Writing achievement is good ("Most learners"), it lags behind Reading and Maths. Community consultation indicates a need to balance our strong cultural identity work with visible academic challenge and support for neurodiverse learners.
- Focus for 2026: To address this, 2026 will focus on "Phase 2" of the curriculum: deepening knowledge, refining assessment to be more specific (responding to requests for better reporting), and implementing a school-wide strategy for Neurodiversity and GATE.

## Links to Te Tiriti o Waitangi

	<b>Article 1:</b> Kāwanatanga (Governance) + Sovereignty	<b>Article 2:</b> Tino Rangatiratanga (Independence) + Full, exclusive and undisturbed possessions (Taonga)	<b>Article 3:</b> Ngā tikanga katoa rite tahi (all the rights and customs) + Rights & privileges	<b>Article 4:</b> Te Ritenga Māori Māori customs
What we are <b>already doing</b> ...	* Communication: Multiple channels (HERO, Facebook, Kanohi ki te kanohi, Formal and Informal.	* Pae Kōrero: Daily routine establishing identity and pride.	* Learning Support: 12 Learning Coaches funded by the Board.	* Ngā Uara: Values embedded in daily life and explicitly taught.
	* Connecting with whānau aspirations via "Kōrero mai".	* Kapa Haka: Valuing time during school hours (Te Ope Kura)	* Attendance: Targeted intervention for chronic absence.	* Karakia: Routine start/end of day and meetings.
	* Board Statement on Te Tiriti obligation regardless of legislative changes.	* Mātauranga Māori: Integrated into Science (e.g., Manawatū Awa study).	* Equitable Outcomes: ERO confirms equitable results in Reading/Maths	* Mihi Whakatau: Welcoming all new whānau. * Marae and Rangitāne relationship
What we would <b>like to do</b> ...	* Build a Te Ao Māori story at our kura and weave this through our policies and procedures. * Phase 2 Curriculum: Ensure "Back to Basics" is visible through a rigorous knowledge-rich curriculum.	* Student Agency: Students leading learning, setting goals and Pae Kōrero earlier in the year.	* Induct new staff into how we do things at our kura in regards to Te Ao Māori. * Neurodiversity: Specific focus on Gifted/Talented (GATE) and diverse neurotypes to ensure equity for all minds.	* Pae Kōrero - starting each day in each class with tikanga Māori. A new format which includes mihimihi and whakapi. * Te Reo Māori Integration: embed Te Reo Māori language learning in 30 minutes of the day.
	Kapa Haka happening in all rooms through Pae Kōrero - Te Ope Kura to be more performance focused. Junior Waiata - needs a name and also will continue.	* Mātauranga Māori to be connected and woven through. Engage and learn with Rangitāne.	* Play-Based Learning: Structured approach in Junior school to support transition and social regulation.	* Tikanga: Deepen understanding of why we do these practices (the 'science' behind the tikanga).

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 (of the new curriculum)

	READING			WRITING			MATHEMATICS		
	2025			2025			2025		
All students	80%			76.73%			89%		
NZE	81.04%			76.44%			84.49%		
Māori	69.64%			67.86%			83.92%		
Pasifika	75%			83.33%			83.34%		
Male	79.87%			72.95%			90.57%		
Female	80.51%			75.47%			86.79%		

STUDENT ACHIEVEMENT TARGETS

## WINCHESTER SCHOOL TE KURA O TE HAONUI - ANALYSIS OF VARIANCE 2025

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

Curriculum focus:	Science	Writing	Te Reo	Attendance & Engagement
<b>Targets:</b>	By the end of 2025, 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.			
<b>Baseline data: 2024</b>	Draw a scientist <ul style="list-style-type: none"> <li>Drawings reflect mad scientists and explosions.</li> </ul>	<ul style="list-style-type: none"> <li>All learners = 83%</li> <li>Māori learners = 68.5%</li> <li>Pasifika learners = 92.8%</li> <li>Male learners = 77.5%</li> </ul>	All classes are engaged in Te Reo Māori for at least 10 - 20 minutes per day. Teacher Confidence	R I M C <ul style="list-style-type: none"> <li>2024-1 76% 15% 5% 3%</li> <li>2024-2 67% 20% 8% 5%</li> <li>2024-3 63% 24% 8% 6%</li> <li>2024-4 70% 20% 4% 6%</li> </ul>

<p><b>OUTCOMES</b> What happened? 2025</p>	<p>Draw a scientist</p> <ul style="list-style-type: none"> <li>• Drawings reflect self and their own culture</li> </ul>	<ul style="list-style-type: none"> <li>• All learners = 83%</li> <li>• Māori learners = 68.5%</li> <li>• Pasifika learners = 92.8%</li> <li>• Male learners = 77.5%</li> </ul>	<p>Years 3-6 classes are engaged in Te Reo Māori for at least 36 minutes per day. Y0-2: 20 mins per day. Teacher Confidence</p>	<p>R I M C</p> <ul style="list-style-type: none"> <li>• 2025-1 76% 17% 2% 3%</li> <li>• 2025-2 69% 19% 6% 4%</li> <li>• 2025-3 69% 22% 3% 4%</li> <li>• 2025-4 74% 14% 6% 5%</li> </ul>
<p><b>REASONS FOR THE VARIANCE</b> 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"> <li>• Engagement through science</li> <li>• Professional Development</li> <li>• Professional Growth Cycle</li> <li>• Kāhui Ako</li> <li>• Using writing matrix</li> </ul>	<p>Explicit systems begun by Leadership:</p> <ul style="list-style-type: none"> <li>• Morning Karakia</li> <li>• Pae Korero</li> <li>• Phrase o te wiki</li> </ul>	<p>Small Positive shift in chronic attendance in terms 2-4. Medium Positive shift in moderate attendance in terms 1-4 Positive shift in Regular attendance T 1-4.</p>
<p><b>EVALUATION</b> 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>Te Reo Think Tank visits schools using Pae Korero to inform next steps. Release Day together as a team to plan 2026</p>	<p>Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan</p>
<p><b>PLANNING FOR NEXT YEAR</b> 2026</p>	<p>Reporting to the BOT Science curriculum team induct new staff with science learning Engage in a whole school science learning for 2 &amp; 3.</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>What's our why? Embed 36 minutes per day. Pae Kōrero - enrichment, extension of tikanga. 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;"><b>Students need to know what it is they need to work on - one goal at a time.</b> <b>Building on our strong relational foundations and moving into relationships for learning. Building Formative Assessment</b></p>			

## ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT

<p><u>ERO Evaluation Indicator 1:</u> Stewardship</p>	<p><u>ERO Evaluation Indicator 2:</u> Leadership</p>	<p><u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships</p>	<p><u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn</p>	<p><u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity</p>	<p><u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation</p>
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**Strategic Goals:**

1. Aotearoa tangata: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth
2. Te Kanorautangata: 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. Rangatiratangata: 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:**

Te Kanorautangata: Further develop an inclusive and diverse learning culture (Neurodiversity focus).

Māuitangata: Fostering curiosity and innovation (Play-based focus).

**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 ākongā progress and achievement.

- If we recognise and cater to Neurodiversity (including Giftedness), we prevent disengagement and behavioural issues in the classroom.
- If we enhance Play-Based Learning across the school, we build the social-emotional resilience and problem-solving skills parents are asking for.

**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?*

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Planned Actions	Timing	Responsibility	Resourcing	How will we measure success?	Te Tiriti link
Neurodiversity & GATE Strategy: Professional Development on neuro-affirming practice. Create a FTMU role in GATE Establish strong “Enrichment” practices for teachers. groups for high-ability students	T1-4	SENCO / Leadership / GATE	PLD Budget / CRT Release	<input type="checkbox"/> We will know who our learners and a relationship with their whānau <input type="checkbox"/> Create a GATE database <input type="checkbox"/> Survey data from neurodiverse whānau shows an increase in "My child's needs are met." <input type="checkbox"/> Reduction in playground incidents due to better regulation. <input type="checkbox"/> Learners Engagement in learning <input type="checkbox"/> Walk throughs <input type="checkbox"/> Positive teacher shift in survey <input type="checkbox"/> Use your WITS - explicit strategies taught for break times.	
Junior Play-Based Learning: Implement structured play pedagogy (learning through doing) to bridge ECE to School transition.	T1-3	Kōwhai Team Leaders	Resources Budget (Loose parts) Longworth Education \$2100	<input type="checkbox"/> Transition visits to ECE by classroom teachers <input type="checkbox"/> Junior student engagement data. <input type="checkbox"/> Teacher observation of oral language growth during play. <input type="checkbox"/> Tracking and analysing HERO data <input type="checkbox"/> Active teacher engagement vs free play <input type="checkbox"/> Increased engagement and less behaviour <input type="checkbox"/> Positive teacher shift in survey <input type="checkbox"/> Positive break times / interaction times. <input type="checkbox"/> Spotlight on positive play interactions (FB / HERO)	
Te Reo Māori Growth: Continue Pae Kōrero but shift focus to student leadership and independence of this routine. Houora.	T1-4	Māori Lead / All Staff	Staff Meetings	<input type="checkbox"/> Students using Te Reo Māori naturally in Maths/Science lessons (Observation). <input type="checkbox"/> Some classes use it without support. <input type="checkbox"/> Te Reo acknowledged in Principal Certificates <input type="checkbox"/> Positive teacher shift in survey <input type="checkbox"/> End of day routine <input type="checkbox"/> Explore Poutama Reo <input type="checkbox"/> Taku Reo NZCER test - Y4-6.	

## 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
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**Strategic Goals:**

1. Aotearoa tangata: 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:**

Every ākonga is empowered to excel to reach their potential.

**Annual Goal:**

Rangatiratanga: Fostering Critical and Curiosity thinking through Science and Mātauranga Māori.

Aspiration: Confidence in Core Curriculum (Phase 2 Implementation).

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

- Science of Learning: Moving to Phase 2 (Knowledge-rich) will provide the "deep learning" and critical thinking skills requested by the community.
- Integration: Teaching literacy, including writing, through knowledge rich contexts in order to reduce cognitive load and increase engagement (prior knowledge is crucial to comprehension). Source Natalie Wexler The Knowledge Gap - Beyond the Science of Reading.

**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?*

- By end of 2026, 70% of Māori learners will be at or above expected curriculum level in Writing (up from 68.5% in 2024)
- Establish a register and Individual Education Plans (IEPs) or Collaborative Action Plans and extension programs for identified Gifted/Talented students.

- By the end of 2026, students will demonstrate increased Science Capabilities (critique, investigate) rather than just participation.
- Regular attendance (attending 90%+) will reach 80%

Planned Actions	Timing	Responsibility	Resourcing	How will we measure success?	Te Tiriti link
Curriculum Phase 2 (Writing & Science): Develop and implement clear Scope and Sequence for Writing across the school (addressing ERO recommendation). Link writing instruction directly to Science inquiries.	T1-4	Lead Team / Kahikatea	PLD (Writing) / CRT	<input type="checkbox"/> Writing achievement data shows accelerated progress for Māori boys. <input type="checkbox"/> ERO return review notes completed scope and sequence.	
Science & Mātauranga Māori: School-wide inquiry based on local environmental challenges (Building on Manawatū Awa success). Focus on "Investigating" capability.	T2	Kate	Science Budget	<input type="checkbox"/> Students can explain how they know something (evidence-based thinking). <input type="checkbox"/> Community engagement in Science Expo.	
Assessment & Reporting Refinement: Review assessment tools to align with the new curriculum. Update reporting format to be clearer for parents on "where their child is at".	T2-4	Lead Team / Kahikatea	Staff Only Day	<input type="checkbox"/> Parent survey T4 2026 shows increased satisfaction with Reports.	

## 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

	<b>Article 1:</b> Kāwanatanga (Governance) + Sovereignty	<b>Article 2:</b> Tino Rangatiratanga (Independence) + Full, exclusive and undisturbed possessions (Taonga)	<b>Article 3:</b> Ngā tikanga katoa rite tahi (all the rights and customs) + Rights & privileges	<b>Article 4:</b> Te Ritenga Māori Māori customs
What we are <b>already doing...</b>	<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.)</p> <p>Using Māori &amp; English in communication.</p> <p>Focusing on: Connecting, recognising uniqueness/strengths, partnering with whānau, listening, adapting to our whānau needs.</p>	<p>Hats - choice</p> <p>Dual Name / Tomokanga</p> <p>Fixed Management Units: Te Reo, Values/Ngā uara embedded, iconography around the school</p> <p>Kapa Haka: valuing that time.</p> <p>Te Ngāhere: teaching our learners about the medicinal properties.</p> <p>Seeing, hearing and feeling that you can be safe to be who you are at our kura.</p> <p>Mihi Whakatau school waiata - Mauria mai</p>	<p>Including spaces: respectful spaces.</p> <p>Whānau using our spaces - Library open after school Accessibility</p> <p>Wairua Space</p> <p>Walking school bus in the morning.</p> <p>Learning support</p> <p>Food - community donation box/Kindo for lunches and breakfasts.</p> <p>Using data to make decisions for the library and to address our issues.</p> <p>Work through Science on Mātauranga Māori</p>	<p>Hauora? Te Whare Tapa Wha (Normalising Māori atua)</p> <p>Looking at Māori rongoa/medicine in science. Additionally, the relevance of matauranga māori.</p> <p>CRE Acknowledging other culturally significant days eg: Diwali</p> <p>Providing halal food</p> <p>Display of children who receive value rewards in newsletter and Seesaw Classroom and team tikanga/treaties</p>

	<p>Treaty re-enactment (Kōwhai)  Mihi Whakataū  Korero mai: connecting with whānau.  Hui whānau  Tuakana Teina  Class Treaty  Surveys asking for whānau opinions &amp; acting on these.  Dual name  ECE connections &amp; 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 (whānau buddies)  Te reo in newsletters/fb posts  Te Reo PD (Ata rawea)</p>	<p>Treaty re-enactment (Kōwhai)  Class Treaty  Mihi Whakataū  Mixed ability grouping  Restorative justice  Soft starts  Learning coaches + support  Hui whānau  Kapa haka during school time  CR &amp; 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 &amp; 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 &amp; Engagement data is tracked and analysed (School, leadership &amp; BOT)  Right choice programme  Barrier free access  Cultural Time: Pasifika, Junior Waiata &amp; 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 whānau 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 &amp; 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?)</p>	<p>Increased use/variation of te reo in classrooms. (Te Puna Reo)   More student choice in our classrooms (feedback from student surveys)</p>	<p>School wide Kapa Haka</p>	<p>Progression of pepeha throughout our school.   Festival of cultures   Link with Rangitane to see how we</p>

	<p>Establishing and continuing to nurture Rangitāne relationships. Vision for each child to know about our Tomokanga story. (Could this build into Marie's role?)</p> <p>Link with Rangitane to see how we can give back to the iwi?</p>	<p>Teaching of Te Tiriti and Aotearoa New Zealand History</p> <p>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>can give back to the iwi?</p>
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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
<b>Targets:</b>	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.			
<b>Baseline data: 2023</b>	Draw a scientist <ul style="list-style-type: none"> <li>White mad scientist</li> </ul>	<ul style="list-style-type: none"> <li>All learners = 79.9%</li> <li>Māori learners = 62.2%</li> <li>Pasifika learners = 88.3%</li> <li>Male learners = 76.3%</li> </ul>	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"> <li>2023-1 75% 13% 6% 5%</li> <li>2023-2 70% 18% 6% 6%</li> <li>2023-3 61% 24% 10% 5%</li> <li>2023-4 70% 19% 6% 5%</li> </ul>
<b>OUTCOMES What happened? 2024</b>	Draw a scientist <ul style="list-style-type: none"> <li>Drawings reflect self and their own culture</li> </ul>	<ul style="list-style-type: none"> <li>All learners = 83%</li> <li>Māori learners = 68.5%</li> <li>Pasifika learners = 92.8%</li> <li>Male learners = 77.5%</li> </ul>	All classes are engaged in Te Reo Māori for at least 10 - 20 minutes per day. Teacher Confidence	R I M C <ul style="list-style-type: none"> <li>2024-1 76% 15% 5% 3%</li> <li>2024-2 67% 20% 8% 5%</li> <li>2024-3 63% 24% 8% 6%</li> <li>2024-4 70% 20% 4% 6%</li> </ul>
<b>REASONS FOR THE VARIANCE Why did it happen?</b>	School wide focus that we are all scientists, children actively engaged in science learning.	The improvements can be attributed to <ul style="list-style-type: none"> <li>Engagement through science</li> <li>Professional Development</li> <li>Professional Growth Cycle</li> <li>Kāhui Ako</li> <li>Using writing matrix</li> </ul>	Explicit systems begun by Leadership: <ul style="list-style-type: none"> <li>Morning Karakia</li> </ul>	Very small variances between 2023 and 2024 Normal variance We know there is lots of sickness in Terms 2 & 3
<b>EVALUATION What are our immediate next steps?</b>	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	Sign up for Te Puna Reo	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan
<b>PLANNING FOR NEXT YEAR 2025</b>	Reporting to the BOT Planning a science event for community Induct new staff with science learning Engage in a whole school inquiry	Getting formative assessment going Using the new curriculum and indicators in HERO Ongoing aligning assessment to match teaching and moderation Engagement practices in writing	Te Puna Reo 36 minutes per day. Pae Kōrero End of day routine	Engage with whānau from moderate and chronic attendance Set goals Early intervention strategies using STAR resources Chronic attendance is below 5%

	about the Manawatū river	through Science.		Regular attendance is 75%
<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					
<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
<p><b><u>Strategic Goals:</u></b></p> <ol style="list-style-type: none"> <li><u>Aotearoatanga:</u> Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth</li> <li><u>Te Kanorautanga:</u> Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences</li> <li><u>Te Tiriti o Waitangi:</u> Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning</li> <li><u>Rangatiratanga:</u> Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Matauranga Māori.</li> </ol>			<p><b><u>Aspiration:</u></b></p> <p><i>At the end of two years, what do we want to aspire to? What will it look like when we get there?</i></p> <p>To enhance/grow well-rounded individuals, prioritising identity, belonging and well-being.</p>		
<p><b><u>Annual Goal:</u></b> To strengthen ākonga identity, belonging, and well-being through the</p>					

# 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"> <li>● Kaiako confidence in teaching the science curriculum and Mātauranga Māori through the science survey</li> <li>● Kaiako and Ākonga use the language and skill of Science Capabilities in their learning on See Saw and draw a scientist survey</li> <li>● Integrating the story of Whangai Mokopuna through science learning - ākonga knowing and retelling the importance of looking after our environment</li> <li>● Ākonga wellbeing surveys twice a year will indicate a strong sense of well-being, belonging and identity.</li> <li>● Relationship with iwi will flourish through reciprocal relationships</li> </ul>	Article 3: Ngā Taonga

				<ul style="list-style-type: none"> <li>Whānau Māori participating and engaging with the learning journey</li> </ul>	
Enabling Te Reo Māori	T1 - 4	Paula / Kahikatea	Te Puna Reo \$5000	<ul style="list-style-type: none"> <li>Whānau Māori participating and engaging with the learning journey through positive relationships at hui whānau</li> <li>We will conduct a Reo Māori audit to use as baseline data.</li> <li>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</li> <li>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</li> </ul>	Article 3: Ngā Taonga
Attendance & Engagement	T 2 - 3	Nic	\$12 000	<ul style="list-style-type: none"> <li>We engage with whānau from moderate and chronic attendance and set goals together of how to improve attendance and partner with incentives</li> <li>The school knows and understands the narrative around attendance</li> <li>Implement early intervention strategies to identify and address potential barriers to regular attendance for all ākonga.</li> </ul>	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
<p><b>Strategic Goals:</b></p> <ol style="list-style-type: none"> <li><u>Aotearoa</u>: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth</li> <li><u>Te Kanorautanga</u>: Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences</li> <li><u>Te Tiriti o Waitangi</u>: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning</li> <li><u>Rangatiratanga</u>: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori</li> </ol>			<p><b>Aspiration:</b></p> <p>Every ākonga is empowered to excel to reach their potential.</p>		
<p><b>Annual Goal:</b></p>					

# 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, Mātauranga Māori & Ngā Uara (values)
- Enabling Te Reo Māori

Planned Actions	Timing	Responsibility	Resourcing	How will we measure success?	Te Tiriti link
Establishing a	T1-4	WSTs and	CRT	<ul style="list-style-type: none"> <li>● Teacher confidence and competence in teaching and assessing in Literacy and mathematics through observations and surveys</li> </ul>	Article 1: Kawanatanga

strong foundation curriculum (Phase 1)		Kāhikatea	Literacy PLD	<ul style="list-style-type: none"> <li>• Positive shift from 20 and 40 and end of year 2 &amp; 3 data - Literacy assessment</li> <li>• Positive shift from 20 and 40 week data assessments in Mathematics</li> <li>• Māori students excel as Māori, granting them a voice and choices in their learning and allowing Tino Rangatira / self-determination.</li> </ul>	
Mini Inquiry with Observations	T 2-3 In Response to RTH Feedback and Feedforward Teachers set goals in T1	All teaching staff	CRT	<ul style="list-style-type: none"> <li>• Positive shift in achievement for learners who are at and wanting to be above</li> <li>• Positive shift in achievement for ākonga Māori in engagement and writing</li> <li>• Positive teacher growth through a system of Critical Buddies</li> <li>• Goals are visible around Science and Writing</li> </ul>	Article 2: Tino Rangatiratanga
HERO and Seesaw driving learning and assessment	T1-4	Kate and all staff		<ul style="list-style-type: none"> <li>• Leadership developing systems and structures for teachers to use and follow</li> <li>• Communicate with wider community</li> <li>• Teacher confidence in using Seesaw and HERO for effect</li> <li>• Increase in whānau engagement</li> </ul>	Article 1: Kawanatanga

# 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
<b>Targets:</b>	By the end of 2023, we aim to have at least 90% achieving at the expected NZC level for the following groups:			
<b>Baseline data:</b> 2022	<ul style="list-style-type: none"> <li>Māori learners = 71%</li> <li>Pasifika learners = 75%</li> <li>Male learners = 82%</li> </ul>	<ul style="list-style-type: none"> <li>Māori learners = 55%</li> <li>Pasifika learners = 71%</li> <li>Male learners = 67%</li> </ul>	<ul style="list-style-type: none"> <li>Māori learners = 81%</li> <li>Pasifika learners = 82%</li> <li>Male learners = 89%</li> </ul>	<ul style="list-style-type: none"> <li>Māori = 85.28% present</li> <li>Pasifika = 75.94% present</li> <li>Male = 89.12% present</li> </ul>
<b>OUTCOMES</b> What happened? 2023	<ul style="list-style-type: none"> <li>Māori learners = 77.4%</li> <li>Pasifika learners = 94.1%</li> <li>Male learners = 84.2%</li> </ul>	<ul style="list-style-type: none"> <li>Māori learners = 62.2%</li> <li>Pasifika learners = 88.3%</li> <li>Male learners = 76.3%</li> </ul>	<ul style="list-style-type: none"> <li>Māori learners = 79.3%</li> <li>Pasifika learners = 94.2%</li> <li>Male learners = 93.3%</li> </ul>	<ul style="list-style-type: none"> <li>Māori learners = 88.3%</li> <li>Pasifika learners = 89.54%</li> <li>Male learners = 89.96%</li> </ul>

Strategic and Annual Plan: 2024 - 2026

<b>REASONS FOR THE VARIANCE</b> 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
<b>EVALUATION</b> 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
<b>PLANNING FOR NEXT YEAR 2024</b>	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 through Science, Engagement practices in writing 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><b>Students need to know what it is they need to work on - one goal at a time.</b>  <b>Building on our strong relational foundations and moving into relationships for learning. Building Formative Assessment</b></p>			

## ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT

<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
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**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:**

*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?

Learnings: (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"> <li>● Reduction in Behavioral Incidents</li> <li>● Positive Interpersonal Relationships</li> <li>● Cultural Responsiveness and Inclusion</li> <li>● Student Engagement and Learning</li> <li>● Student Engagement and Learning</li> <li>● Calm and Supportive School Environment</li> <li>● Consistent Implementation of Restorative Practices</li> <li>● Feedback and Stakeholder Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>● Reduction in disruptive behaviors in classrooms and common areas.</li> <li>● Increased teacher confidence in dealing with complex behaviour issues</li> <li>● Improvement in trust and communication within the school community.</li> <li>● Enhanced inclusion of diverse perspectives and backgrounds in decision-making processes.</li> <li>● Enhancement in student motivation and willingness to take ownership of their learning.</li> <li>● Growth in students' ability to resolve conflicts peacefully and collaboratively.</li> <li>● Promotion of a sense of belonging and well-being across the school community.</li> <li>● Ongoing professional development and training for staff to maintain best practices.</li> <li>● Increase in stakeholder satisfaction with the school's approach to discipline and conflict resolution.</li> </ul>
Developing a shared understanding of bullying	Term 1	Leadership Classroom Teachers	Team Meeting	<ul style="list-style-type: none"> <li>● Strong Leadership Support</li> <li>● Positive School and Classroom Climate</li> <li>● Gathering and Analysing Data</li> <li>● Student Leadership, Agency, and Voice</li> </ul>	<ul style="list-style-type: none"> <li>● Establishment of a leadership team dedicated to addressing bullying prevention and response</li> <li>● Promotion of core values such as respect, empathy, and inclusivity throughout the school</li> </ul>

				<ul style="list-style-type: none"> <li>● Effective and Supportive Policies</li> <li>● Involvement of Parents, Carers, and Whānau</li> <li>● School-Wide Professional Learning and Development</li> <li>● Universal Approach</li> <li>● Targeted Approach</li> </ul>	<p>community</p> <ul style="list-style-type: none"> <li>● Use of data to inform decision-making and tailor prevention strategies to specific needs</li> <li>● Encouragement of student-led initiatives and peer support programs</li> <li>● Regular review and updating of policies based on feedback and evolving needs</li> <li>● Establishment of open lines of communication between school and home regarding bullying incidents and interventions</li> <li>● Training on conflict resolution, social-emotional learning, and restorative practices</li> <li>● Implementation of whole-school approaches that promote well-being and positive behavior</li> <li>● Early identification and intervention for students at risk of bullying or experiencing bullying behaviours</li> </ul>
<p>Developing a shared understanding of what Māori achieving success as Māori is and the statement What's good for Māori is good for all</p>	Term 2	Leadership / Kāhui Ako WSTs	Call back day 2 Bespoke Hours through KA	<ul style="list-style-type: none"> <li>● Valuing Identity, Language, and Culture</li> <li>● Empowering Students to Set Goals</li> <li>● Engaging and Rewarding Teaching and Learning</li> <li>● Acquiring Skills, Knowledge, and Qualifications</li> <li>● Culturally Responsive Teaching Practices</li> <li>● Community Engagement and Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● Integration of Māori perspectives, language, and culture into the curriculum across all subject areas</li> <li>● Opportunities for students to participate in goal-setting processes and reflect on their progress</li> <li>● Recognition and celebration of Māori student achievements and contributions within the school community</li> <li>● Monitoring of Māori student achievement data to ensure equitable outcomes and address any disparities</li> <li>● Professional development for teachers to enhance their cultural competency and understanding of Māori pedagogies</li> <li>● Promotion of cultural events, language revitalisation efforts, and community initiatives that strengthen connections between the school and the wider Māori community</li> </ul>
<p>Developing a shared understanding of Well-being and Zones of</p>	Term 3	Deena / Leadership	Staff Meetings	<ul style="list-style-type: none"> <li>● Emotional Regulation</li> <li>● Self-Awareness</li> <li>● Social Skills Development</li> <li>● Well-being and Resilience</li> </ul>	<ul style="list-style-type: none"> <li>● Increased ability among students to identify and label their emotions accurately using the Zones of Regulation framework</li> <li>● Enhanced self-awareness among students</li> </ul>

Regulation				<ul style="list-style-type: none"> <li>• Teacher Knowledge and Implementation</li> <li>• Parent and Community Engagement</li> <li>• Data and Evaluation</li> </ul>	<p>regarding their emotional states and triggers that may lead to dysregulation</p> <ul style="list-style-type: none"> <li>• Implementation of conflict resolution strategies and problem-solving skills to address interpersonal challenges constructively</li> <li>• Integration of well-being practices into daily routines, such as mindfulness exercises, gratitude activities, or physical movement breaks</li> <li>• Collaboration among staff members to share best practices, troubleshoot challenges, and support one another in fostering student well-being</li> <li>• Engagement of parents and caregivers in understanding and reinforcing the concepts of emotional regulation and well-being at home</li> <li>• Use of data to monitor progress, identify areas for improvement, and adjust interventions or supports as needed to better meet the needs of students</li> </ul>
Developing a shared understanding of identity and belonging	Term 3	Deena / Paula / WST	TODs	•	
Review and Evaluate	Term 4	WST / Kahikatea	Teacher release	<ul style="list-style-type: none"> <li>• Positive shift in Rongohia Te Hau observations and voice</li> <li>• Positive coaching chats</li> </ul>	<ul style="list-style-type: none"> <li>• Use of data to monitor progress, identify areas for improvement, and adjust interventions or supports as needed to better meet the needs of students</li> <li>•</li> </ul>

## ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT

<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
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**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:**

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"> <li>● Curriculum Integration</li> <li>● Cultural Responsiveness</li> <li>● Community Engagement</li> <li>● Student Empowerment</li> <li>● Teacher Professional Development</li> <li>● Assessment and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Development of learning resources and materials that reflect the interconnectedness between Mātauranga Māori and scientific concepts, fostering a holistic understanding of the natural world</li> <li>● Recognition and validation of Māori students' cultural identities, values, and ways of knowing within the science classroom environment</li> <li>● Collaboration with local iwi, hapū, and Māori community members to co-design and co-deliver science education initiatives that integrate Mātauranga Māori</li> <li>● 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</li> <li>● Provision of professional development opportunities for teachers to deepen their understanding of Mātauranga Māori and its integration with science education</li> <li>● Use of culturally responsive assessment tools and practices that honor Māori students' ways of demonstrating understanding and proficiency in science</li> </ul>
Science: Developing a shared understanding of using the science	Term 2	Jolanda Kate	Staff Meetings	<ul style="list-style-type: none"> <li>● Integration into Curriculum and Instruction</li> <li>● Pedagogical Practices</li> </ul>	<ul style="list-style-type: none"> <li>● Development of lesson plans and learning activities that explicitly address the science capabilities related to gathering and interpreting data and using evidence</li> </ul>

<p>capabilities “Gathering and Interpreting Data” and “Using Evidence”</p>				<ul style="list-style-type: none"> <li>● Assessment and Feedback</li> <li>● Professional Learning Communities</li> <li>● Student Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Use of scaffolding techniques to support students in developing their data literacy skills, including formulating research questions, designing experiments, and drawing evidence-based conclusions</li> <li>● Encouragement of critical thinking and metacognitive reflection among students as they analyse and evaluate the reliability and validity of data sources and evidence</li> <li>● 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</li> <li>● 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</li> <li>● Analysis of student work samples and artifacts to assess the quality of students' data interpretation, analysis, and use of evidence to support scientific claims</li> </ul>
<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"> <li>● Increased Motivation and Interest</li> <li>● Improved Writing Proficiency</li> <li>● Cultural Connection and Identity Development</li> <li>● Authentic Contexts for Writing</li> <li>● Interdisciplinary Connections</li> <li>● Teacher and Peer Feedback</li> <li>● Student Agency and Ownership</li> </ul>	<ul style="list-style-type: none"> <li>● Increased enthusiasm and curiosity among students towards writing tasks that incorporate</li> <li>● Enhancement of students' writing skills, including vocabulary usage, sentence structure, coherence, and organization, as evidenced by improved writing samples</li> <li>● Incorporation of traditional storytelling formats, such as pūrākau (Māori legends), whakapapa (genealogy), and waiata (songs), to convey scientific concepts and indigenous knowledge</li> <li>● 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</li> <li>● Integration of writing across multiple disciplines, including science, language arts, social studies, and cultural studies</li> <li>● 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</li> <li>● Empowerment of students to take ownership of their</li> </ul>

					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"> <li>● Curation of all of our mathematics resources into one place</li> <li>● Maths No Problem Y2</li> </ul>	<ul style="list-style-type: none"> <li>● An easy to follow, clear scope and sequence of mathematics drivers, tasks and assessments</li> <li>● Exploring the foundation Curriculum in Y2-3</li> </ul>
Literacy: embedding Structured Literacy across the school	T1-4	Kate	Nil	<ul style="list-style-type: none"> <li>● Teacher confidence in using assessment sheets in the code</li> <li>● Increased connections with writing and science</li> </ul>	<ul style="list-style-type: none"> <li>● Formative Assessment within Writing</li> </ul>
Think Tank: Curriculum Teams	T 1- 4			<ul style="list-style-type: none"> <li>● Curriculum Think Tanks within our strategic plan started: <a href="#">Literacy</a>, <a href="#">Mathematics</a>, <a href="#">Science</a> and <a href="#">Te Reo Māori</a></li> </ul>	<ul style="list-style-type: none"> <li>● Teachers create the building blocks for school wide systems and processes for us all to use across the school.</li> </ul>
Local Curriculum development	T 1 - 4	Team Leaders Kāhui Ako	Nil	<ul style="list-style-type: none"> <li>● Rangitāne Symposium Teacher Only Day</li> <li>● Rangitāne Tū, Rangitāe Ora (Nic)</li> <li>● Creatives in Schools (Sophie)</li> </ul>	<ul style="list-style-type: none"> <li>● Integration of Rangitāne perspectives, values, and knowledge into the school curriculum across different subject areas, reflecting a deep understanding and appreciation of local indigenous culture and history.</li> <li>● 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</li> </ul>
Teacher Only Days	T3	All Staff	\$4000	<ul style="list-style-type: none"> <li>● School Visits to drive thinking, create dissonance for our Strategic Goals</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>

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