

# Winchester School Te Kura o Te Haonui

## Improvement Plan: 2022-2024

### VISION STATEMENT:

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

## Ngā Uara - Our Values

**Kotahitanga**

Working together

**Te Tuakiritanga**

Identity

**Manaakitanga**

Care and Respect

**Māuitanga**

Creativity, Innovation, Fun

**Whanaungatanga**

Relationships

**Te Puāwaitanga**

Personal Growth

## Our 4 Cs:



## 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, Dispositions 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 leadership vision 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

<b>Te Tiriti o Waitangi</b> Winchester School Te Kura o Te Haonui recognises te Tiriti as the founding document of Aotearoa New Zealand.	<b>Tangatawhenuatanga</b> 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 hāpori Māori in the flourishing of a tikanga-centred culture underpinning the success of all students and families.	<b>Rangatiratanga</b> 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.
<b>For our students this means:</b> <ul style="list-style-type: none"> <li>- Valuing their own and others' culture and heritage.</li> <li>- Learning Te Reo &amp; Tikanga Māori.</li> </ul>	<b>For our staff this means:</b> <ul style="list-style-type: none"> <li>- Understanding basic Tikanga Māori and having high expectations for all learners/ākonga.</li> <li>- Confidently using Te Reo Māori and waiata.</li> <li>- Teaching in a culturally responsive way.</li> </ul>	<b>For our community this means:</b> <ul style="list-style-type: none"> <li>- Consultation regarding achievement and curriculum as part of the development of the strategic plan each year. (Hui whānau, Fono)</li> <li>- Contributing to learning and to the school through their diversity and rich cultural knowledge.</li> </ul>
<b>The Board of Trustees will respond to any request for instruction in Te Reo Māori by:</b> <ul style="list-style-type: none"> <li>- advising the parent of the current level of Te Reo and Tikanga Māori available at Winchester School Te Kura o Te Haonui</li> <li>- offering to explore possibilities for extending the current provision, including:</li> <li>- 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</li> </ul>		
<i>Supporting policies: Te Tiriti o Waitangi, Curriculum and Student Achievement, Māori Educational Success</i>		

## 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.

## WINCHESTER SCHOOL TE KURA O TE HAONUI CONTEXT

### School Organisation and Structures

Winchester School Te Kura o Te Hāonui has a roll of 350-380 students and operates 16 classes in three teams; Kōwhai, Rimu and Kauri, each led by an experienced team leader.

Our New Entrant block of three classes operates as a flexible learning environment with the three 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 other team leaders. Our staff also has an ESOL educators, Literacy Support Teacher, multiple teacher aides, 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.

In 2021 a tomokanga was designed, carved and placed in our central courtyard to recognise mana-whenua Rangitāne, our teaching teams and the natural environment that surrounds our Kura.

## WHĀNAU AND COMMUNITY CONSULTATION - VALUING WHĀNAU VOICE

<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>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 Consultation

2018 - Through online surveys - Behaviour Management review, Special Education review, Reporting to Parents, Health and Sexuality Education review.

Māori community consultation at Hui Whānau following a performance from the school kapa haka group. The Board reviewed the Charter following community consultation, to develop the new Strategic Plan. The next major Strategic Plan review will be in 2021.

2019 - Māori community consulted through dialogue at Kapa Haka performance.

2021 - Completion of Ngā Uara consultation with kanohi ki te kanohi hui whānau. Consultation with Rangitāne for a dual name of Kura - Te Kura o Te Haonui. Rongohia te hau - community consultation survey.

2022 - Sandpit year exploration of using ngā uara / our values, Exploring Aotearoa New Zealand Histories contexts through Creatives in Schools. Rongohia te hau - community consultation survey.

## Student Engagement

Winchester School Te Kura o Te Haonui student attendance is 75% across the year. Any absences are promptly followed up by office staff each morning and 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.

Our Inquiry curriculum has 6 Big Ideas - Identity & Relationships, Technology & Innovation; Noticing, Thinking & Wondering; Environment & Sustainability; Community & Citizenship; and Communication & Connections. 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.

## Te Oro Karaka Kāhui Ako

We are one of 24 schools in the Te Oro Karaka Kāhui Ako which was approved as a Community of Learning in 2017. Our achievement challenge was approved in late 2018. We have worked with Vision Education in 2018 and 2019. From 2020 we are working with Te Āwhaeonui as the PLD provider. Visit [www.karaka.org.nz](http://www.karaka.org.nz) Our current focus is to implement cultural and relational pedagogies in classrooms.

## SPECIAL EDUCATION - ONGOING RESOURCING SCHEME (ORS)

Winchester Te Kura o Te Haonui has 7 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

ERO Evaluation Indicator 1:  
Stewardship

ERO Evaluation Indicator 2:  
Leadership

<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	<u>National Education Learning Priorities (4):</u> Future of learning and work	<u>National Education Learning Priorities (5):</u> World class inclusive public education
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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 hāpori 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: 2022 - 2024

<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

## Strategic Goal 1: AOTEAROTANGA Ākonga will experience a curriculum that promotes tikanga Māori/ te reo Māori/Mātauranga Māori and has high aspirations for every learner/ākonga.

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> CR & RP Te Tuakiritanga - Identity Whānaungatanga - Relationships Structured Literacy DMIC	<b>Core Term 1 Actions</b> (and who is responsible)		<b>Review</b>		<b>Progress</b>
	Develop competence in Te Reo and Tikanga Māori for all staff and students. (Nic & Paula)				Underway ▾
	Teach Aotearoa NZ Histories and mana whenua Rangitāne histories and stories in learning. (Kate & Paula)				Underway ▾
	Ensure every learner/ākonga gains sound foundation skills. (Kate, Maree & Laureen)				Almost Achieved ▾
	Develop confidence and competence in Science teaching. (Nic, Kate, Jolanda Science Sabbatical)				Not started ▾

## Strategic Goal 2: NGĀ UARA - Ākonga/Learners will maximise their individual potential by learning how to learn in an environment that promotes ngā uara.

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> CR & RP  Trauma / Restorative Practice	<b>Core Term 1 Actions</b> (and who is responsible)		<b>Review</b>		<b>Progress</b>
	Embed Ngā Uara through Learning to Learn. (Laureen)				Underway ▾
	Implement culturally responsive practices (Whakawhanaungatanga, Kotahitanga, Whakapapa, Ako, Wananga, Kaupapa) to support learners/ākonga. (Kate, Amanda and Paula)				Underway ▾

## Strategic Goal 3: TE KANORAUTANGA - Ākonga will be connected to their community and we will have an active school, parent and community partnership.

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> CR & RP  Kotahitanga  Māuitanga  Right Choice	<b>Core Term 1 Actions</b> (and who is responsible)		<b>Review</b>		<b>Progress</b>
	Increase our engagement with, and participation in, the local community. (Nic & Laureen)				Underway ▾
	Keep parents and caregivers well informed about their child's progress & strengths, and of our teaching and learning processes. (Kate)				Underway ▾
	Regularly meet with Māori and Pasifika families to meet learner/ākonga needs. (Nic, Kate, Maree)				Underway ▾



## Strategic Goal 4: TE TANGATA - Ākonga/Learners will have a school environment that is barrier-free.

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> CR & RP Pause Breathe Smile Zones of Regulation Learning to Learn	<b>Core Term 1 Actions</b> (and who is responsible)		<b>Review</b>		<b>Progress</b>
	Implement strategies that support learner/ākonga Hauora/Well Being. (Deena)				Underway ▾
	All learners/ākonga receive appropriate levels of support to maximise learning. (Kate, Maree)				Underway ▾
	Provide a learning environment that caters to all learners' needs. (Kate, Maree)				Underway ▾

# ANNUAL SECTION 2023

## Student Achievement

*Percentages of groups of learners working within expected NZ Curriculum levels at the end of 2020:*

	READING	WRITING	MATHEMATICS
<b>All students</b>	88%	82%	92%
<b>NZE</b>	90%	85%	93%
<b>Māori</b>	86%	75%	88%
<b>Pasifika</b>	85%	80%	87%
<b>Male</b>	83%	70%	90%
<b>Female</b>	93%	93%	94%

*Percentages of groups of learners working within expected NZ Curriculum levels at the end of 2021:*

	READING	WRITING	MATHEMATICS
<b>All students</b>	86%	81%	91%
<b>NZE</b>	89%	86%	94%
<b>Māori</b>	79%	64%	86%
<b>Pasifika</b>	93%	86%	86%
<b>Male</b>	79%	74%	88%
<b>Female</b>	92%	88%	94%

*Percentages of groups of learners working within expected NZ Curriculum levels at the end of 2022:*

	READING	WRITING	MATHEMATICS
<b>All students</b>	84%	74%	89%
<b>NZE</b>	90%	78%	92%
<b>Māori</b>	71%	55%	81%
<b>Pasifika</b>	75%	71%	82%
<b>Male</b>	82%	67%	89%
<b>Female</b>	86%	80%	87%

## STUDENT ACHIEVEMENT TARGETS

<p><b>READING BASELINE DATA - Analysis of the school-wide data at the end of 2022 showed...</b></p> <ul style="list-style-type: none"> <li>84% of all students are achieving at the expected levels, but Māori students, Pasifika students and male students are achieving lower than this.</li> </ul>	<p><b>TARGETS - By the end of 2023, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"> <li>Māori (71% in 2022)</li> <li>Pasifika (75% in 2022)</li> <li>Male (82% in 2022)</li> </ul>
<p><b>WRITING BASELINE DATA: Analysis of the school-wide data at the end of 2022 showed...</b></p> <ul style="list-style-type: none"> <li>74% of all learners are achieving at the expected levels, but Māori students, Pasifika students and male students are achieving lower than this.</li> </ul>	<p><b>TARGETS - We are not currently actively resourcing writing targets in 2022 or 2023. This will become a monitoring area which we will continue to monitor.</b></p>
<p><b>MATHEMATICS BASELINE DATA Analysis of the school-wide data at the end of 2022 showed...</b></p> <ul style="list-style-type: none"> <li>89% of all learners are achieving at the expected levels, but Māori students, Pasifika students are achieving lower than this. Male students have risen in achievement from the end of year 2021 data.</li> </ul>	<p><b>TARGETS - By the end of 2023, we aim to have at least 90% achieving at the expected NZC level for the following groups:</b></p> <ul style="list-style-type: none"> <li>Māori (81% in 2022)</li> <li>Pasifika (82% in 2022)</li> <li>Male (89% in 2022)</li> </ul>
<p><b>ATTENDANCE AND ENGAGEMENT BASELINE DATA Analysis of the school-wide data at the end of 2022 showed...</b></p> <ul style="list-style-type: none"> <li>Average attendance in term 2 of 2022 (86.8%) was lower than in the same term of 2021 (91.8%).</li> <li>Year 1 had the lowest percentage of students attending regularly, with 35.7% of students attending this often.</li> <li>The Pacific ethnic group had the lowest percentage of students attending regularly, with 27.3% of students attending this often.</li> </ul>	<p><b>TARGETS - By the end of 2023, we aim to have at least 90% attendance :</b></p> <ul style="list-style-type: none"> <li>target learners' attendance improved by 20% e.g. from 62% absent to 42% absent.</li> <li>target learners' attendance improved by 10% e.g. from 70% absent to 60% absent.</li> </ul>

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

ERO Evaluation Indicator 1:  
Stewardship

ERO Evaluation Indicator 2:  
Leadership

ERO Evaluation Indicator 3:  
Educationally powerful  
connections and relationships

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

ERO Evaluation Indicator 5:  
Professional capability and  
collective capacity

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

### **Strategic Goals:**

1. **AOTEAROTANGA:** Ākonga/Learners will experience a curriculum that promotes tikanga Māori/ te reo Māori/Mātauranga Māori and has high aspirations for every learner/ākonga.
2. **NGĀ UARA** Ākonga/Learners will maximise their individual potential by learning how to learn in an environment that promotes ngā uara.
3. **TE KANORAUTANGA** Ākonga/Learners will be connected to their community and we will have an active school, parent and community partnership.
4. **TE TANGATA** Ākonga/Learners will have a school environment that is barrier-free (equity).

### **Annual Goal:**

To create a hapori (community) that upholds and supports the social, emotional and physical wellbeing of ākonga, where their identity is embraced and nurtured.  
To improve attendance and engagement across our hapori.

### **Theory for Improvement**

The Government has developed an Attendance and Engagement Strategy to tackle the ongoing decline in regular attendance and engagement in schools, based on what we have heard through Kōrero Mātauranga and the Education and Workforce Select Committee Inquiry into school attendance.

As a leadership team, we went through our attendance data to look for patterns and trends. We discovered that our current Year 1s were a group of learners who we might be able to target due to their low attendance rates across the cohort.

Therefore, it is very deliberate that our first Annual Goal is focused on how we might improve the attendance of our Year 2s in 2023 so that there is improvement on social and emotional development, wellbeing and engagement of our tamariki?

There is a range of reasons why these learners have low attendance:  
Health issues with during Covid-19

Some who have not had enough food for lunches  
No breakfast  
Poverty  
Parents who cannot drive  
Transient children

For this year group, it has become apparent that their introduction to school and early learning centers have been interrupted by lockdowns and Covid-19. The message of “Stay home if you are sick” has been drummed in really well with these learners and their whānau. Staying at home has become normal for these learners. The Year 1s are not disengaged from learning at school but they are “At Risk” at becoming disengaged if we do not do something about it.

### **What have we tried?**

Teachers and staff have tried to be in contact. Through ETAP we are able to track attendance data. As a leadership and teaching team we have started to regularly track and discuss our learners with low attendance.

#### Formal Face-to-face:

- Learning Conferences
- Hui Whānau
- Principal has referred attendance through Daniel Edwards the attendance officer
- One family we have engaged with Family Group Conferences and the ROCK ON program and Police Liaison officer, Lucy.

#### Informal:

Seesaw, Facebook, Emails, Texts and phone calls. The principal has done some home visits.

### **What might we try?**

To begin answering this question, let's start with what we know: Our school believes in establishing strong relationships with our learners and whānau. This is evident in our School Uara: Whanaungatanga. We believe that these relationships are the basis of all learning.

We also know that Play is extremely important to our learners. This is seen in our uara Māuitanga. We know that play and creativity engages our learners and builds self-esteem.

What we intend to do is employ someone who is able to build effective positive relationships, who can support whānau by getting alongside them to come up with strategies to assist their learners to come to school. They would work alongside the teacher, the learner and the whānau to co-design some play ideas to engage the learners at school.

#### Walking Bus to school:

We have partnered with the [Pascal Street Community Trust](#) who operate a Play and Homework Container on Tuesdays and Wednesdays at the Crewe Crescent Park. They are in a position to work alongside us to support us with the attendance and engagement targets. In our conversations, they have noticed a growing number of students not attending school. Chloe, the main organiser of the container, has agreed to work with us. She knows all of the children and their whānau and will be an asset to build on the positive relationships.

#### Creating a Home Room/Wairua Space:

Our Year 2 Hub is situated next to an empty classroom that we would like to explore making it available as a Home or transition space. This would be a space that we would use to transition late students, feed them, and get them ready to start their day in class.

#### **Aspiration:**

To have a school culture, where our values / ngā uara lead our actions ensuring every ākonga / learner feels valued and that they are supported to get what they need (equity).

#### **Annual Targets:**

- To create an environment where children and staff want to arrive to school / work early and want to leave late
- To work with whānau to get their children to school
- To create a curriculum where our ākonga see themselves and are active participants in their learning
- To use Wellbeing @ School survey to monitor student
- Re-writing of Right Choice in student speak that uses the language of the values
- Creating a Wairua space, to meet the emotional, social and safety needs of our most vulnerable learners

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Employ a Community Liaise Teacher Aide	Throughout the year	Nic	\$14,000	- target learners attending school	- target learners' attendance improved by 20% e.g. from

				<ul style="list-style-type: none"> <li>- improved relationships with whānau and school</li> <li>-</li> </ul>	62% absent to 42% absent. target learners' attendance improved by 10% e.g. from 70% absent to 60% absent
Create a Home Room / Wairua Space	Throughout the year	Maree	\$6000	<ul style="list-style-type: none"> <li>- late learners have a place to go for breakfast and transition to class</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga having a space to calm before engaging in learning</li> <li>- Having a warm welcoming space to reset</li> <li>- Alternative place to go when heightened</li> </ul>
Play First, Eat Second	Term 2	Nic	-	<ul style="list-style-type: none"> <li>- waste less food.</li> <li>- consume more food and nutrients.</li> <li>- behave better on the playground, in the cafeteria, and in the classroom.</li> <li>- eat at a more leisurely pace because the the classroom is more relaxed.</li> <li>- are more ready to learn upon returning to the classroom immediately after lunch, so less instructional time is lost.</li> <li>- perform better in the classroom because of increased nutrient intake and focused attention.</li> </ul>	<ul style="list-style-type: none"> <li>- waste less food.</li> <li>- consume more food and nutrients.</li> <li>- behave better on the playground, in the cafeteria, and in the classroom.</li> <li>- eat at a more leisurely pace because the the classroom is more relaxed.</li> <li>- are more ready to learn upon returning to the classroom immediately after lunch, so less instructional time is lost.</li> <li>- perform better in the classroom because of increased nutrient intake and focused attention.</li> </ul>

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Employ a Fixed-Management Unit holder for Te Reo	Throughout the year	Nic / Paula	FTMU \$2,500 Staffing Release	- 1:1 coaching with staff to develop goals - Develop a <a href="#">Te Reo Action Plan</a> for the year	- Every teacher has a Te Reo Goal - Te Reo Māori confidence across the kura in
<b>Te Reo Māori</b> Deliberate use and growth of Te Reo Māori	Throughout the year	All	MOE Funded	- All kaiako and kaiawhina deliberately embedding Te Reo into everyday language - Te Reo is normalised across the kura - Communication to whānau increasingly in Reo	- Te Reo Māori flourishing across the kura - Leading the community with using Te Reo -
<b>Whānaungatanga</b> Meeting and Greeting whānau and tamariki at the gates (am and pm)	Mondays and Fridays	Nic, Kate & Maree	-	- Leaders stationed at each gate morning and afternoon greeting whānau and tamariki	- Connections with whānau - Positive start to the day for our tamariki - Setting school culture
<b>Opportunities</b> Continually seek a range of wide and varied opportunities for our tamariki	Throughout the year	Kahikatea Team	\$2,500	- Team Leaders seek a range of opportunities and/or experiences for their Team - Tamariki enjoying a range of experiences - Different sporting opportunities introduced to match children's interests	- Enjoyment from our tamariki - Hauora prominent - "buckets being filled" - Tamariki engaged and doing their best - Confident, Creative, Connected, Communicators



Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<b>Soft Starts - Whanaungatanga</b> Soft starts are an opportunity to engage in social activities e.g. games, sports etc. to support our tamariki starting the day positive.	At least once a week throughout the year	Team Leaders	Team Budgets	<ul style="list-style-type: none"> <li>- Regular review and evaluation of Soft Starts at Team Meetings</li> <li>- Termly review and evaluation of Soft Starts at Kahikatea meetings</li> <li>- Evaluative Report to Board of Trustees</li> <li>- Wellbeing @ School Engagement Survey (End of Year)</li> </ul>	<ul style="list-style-type: none"> <li>- Continuation of programme schoolwide</li> <li>- At least once weekly facilitation Y2 - Y6</li> <li>- Deliberate teacher check ins</li> <li>- Participation of children and staff</li> <li>- Use of strategies from children</li> </ul>
<b>Hauora / Wellbeing</b> Employ a Fixed-Management Unit holder for Hauora	Throughout the year	Nic / Deena	FTMU \$2,000 Staffing Release	<ul style="list-style-type: none"> <li>- To embed Hauora within our school</li> <li>- Develop a Hauora Action Plan with the school</li> <li>- Gather student data about Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>- All ākonga are supported to feel good and do well</li> <li>-All ākonga are thriving</li> </ul>
<b>Ngā Uara / Our Values</b> Explicit unpacking and understanding of ngā uara/our values to create a clear understanding at all levels of the school.	Throughout the year	Laureen	-	<ul style="list-style-type: none"> <li>- Explicit planning and implementation of our Values</li> <li>- Values to permeate the culture of the kura</li> <li>- Deliberate modelling and teaching of Values</li> <li>- Creating a resource hub for teachers to teach content</li> <li>- Well-being @ School Survey (End of Year)</li> </ul>	<ul style="list-style-type: none"> <li>- Values to permeate the culture of the kura</li> <li>- Unpacking of Values in akomanga</li> <li>- Evidence of Values in akomanga</li> <li>- Celebration of tamariki who demonstrate the school values</li> </ul>

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<b>Ngā Uara / Our Values</b> Employ a Fixed-Management Unit holder for Ngā Uara	Throughout the year	Nic/Laureen	FTMU \$2,000 Staffing Release	<ul style="list-style-type: none"> <li>- Explicit planning and implementation of our Values</li> <li>- Deliberate modelling and teaching of Values</li> <li>- Creating a resource hub for teachers to teach content</li> <li>- Well-being @ School Survey (End of Year)</li> </ul>	<ul style="list-style-type: none"> <li>- all ākonga and community know what it looks like, sounds like and feels like for each value.</li> <li>- Values to permeate the culture of the kura</li> </ul>
<b>Kai for kids</b> Breakfast Club and Lunches	Throughout the year	Nicky, PTA, Community Liaison	PTA Donations	<ul style="list-style-type: none"> <li>- Breakfast Club for those tamariki who need it</li> <li>- PTA utilised to support tamariki and whānau - remove as many barriers as possible</li> <li>- school lunch available to those who need it</li> </ul>	<ul style="list-style-type: none"> <li>- Settled children ready to learn</li> <li>- Tamariki able to focus and engage with their learning</li> <li>- Attendance at school as barriers being reduced</li> </ul>
<b>Kapa Haka</b> Valuing the importance of Kapa Haka	Throughout the year	Nic, Paula, Aliza	\$1000	<ul style="list-style-type: none"> <li>- Regular and ongoing Kapa Haka sessions</li> <li>- Mana is strengthened</li> </ul>	<ul style="list-style-type: none"> <li>- Tamariki proud to be in Kapa Haka and to perform</li> <li>- Te Ao Māori strengthened</li> <li>- Māori achieving and succeeding as Māori</li> </ul>
<b>Right Choice Recognition Days</b>	Termly	Team Leaders	\$3000	<ul style="list-style-type: none"> <li>- Recognising positive behaviour in class, teams and schoolwide</li> <li>- celebrating together</li> </ul>	<ul style="list-style-type: none"> <li>- Kaiako and tamariki having fun together</li> <li>- Increased sense of hauora</li> <li>- Increased sense of community and belonging.</li> </ul>

<b>Kaimahi Wellbeing</b>  <b>Social Club</b>  <b>Interaction Time</b>	Throughout the year	Deena Kahikatea Team	-	<ul style="list-style-type: none"> <li>- Supporting and maintaining the wellbeing and hauora of our team</li> <li>- Staff Start of year meal out together - whānaungatanga among staff</li> <li>- Actively responding to “pressure points” to minimise burn out, eg: utilising staff meetings when needed, providing release to support with assessments, giving staff time for their own personal development.</li> <li>- Providing catered morning tea/lunches in recognition of staff value</li> </ul>	<ul style="list-style-type: none"> <li>- The school has a strong sense of hauora</li> <li>- Staff feel valued</li> <li>- Staff survey about what is going well and what could be further developed</li> </ul>
<b>School Orientation for New Parents</b> Streamlining the school visits so that new parents can meet with the leadership team to go through important information.	Throughout the year	Kate	-	<ul style="list-style-type: none"> <li>- Parents are informed of systems</li> <li>- Less questions on social media</li> <li>- Whanaungatanga of parents and leadership team</li> </ul>	<ul style="list-style-type: none"> <li>- Confident parents and children attending school with the latest information</li> <li>- Good relationships with parents and school.</li> </ul>

## ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT

ERO Evaluation Indicator 1:  
Stewardship

ERO Evaluation Indicator 2:  
Leadership

ERO Evaluation Indicator 3:  
Educationally powerful  
connections and relationships

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

ERO Evaluation Indicator 5:  
Professional capability and  
collective capacity

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

### **Strategic Goals:**

1. AOTEAROTANGA: Ākonga/Learners will experience a curriculum that promotes tikanga Māori/ te reo Māori/Mātauranga Māori and has high aspirations for every learner/ākonga.
2. NGĀ UARA Ākonga/Learners will maximise their individual potential by learning how to learn in an environment that promotes ngā uara.
3. TE KANORAUTANGA Ākonga/Learners will be connected to their community and we will have an active school, parent and community partnership.
4. TE TANGATA Ākonga/Learners will have a school environment that is barrier-free (equity).

### **Annual Goal:**

For every learner to make progress in their academic, sporting, cultural, behavioural and/or developmental learning, reflective of **their** capability

### **Theory for Improvement**

He kura maioha, He kura manahau, He kura whakamana tamariki - A welcoming, dynamic environment fostering creativity and life-long learning is the vision of our school, which encourages warm and demanding relationships as a basis for learning, reflective of their capability and individuality. As referenced above, we invest into the pastoral wellbeing of our tamariki, because only when a child feels safe, secure and valued - will they learn.

Over successive years, we have spent considerable time and resourcing to grow and embed the pedagogical practice of our kaiako in the key areas of Literacy and Mathematics. This has been mostly implemented alongside a global pandemic and the resulting impact and disruption from this.

From the onset of the application of our school wide pedagogical approach in Literacy and Mathematics, we have seen positive shifts and gains in our achievement.

However, the end of 2022 data showed a slight decrease across all three domains of Reading, Writing and Mathematics.

	2019	2020	2021	2022	
Reading	87%	88%	86%	84%	Slight decrease of 2% with the number of children At/Above in Reading between 2021/2022
Writing	79%	82%	81%	74%	Decrease of 7% with the number of children At/Above in Writing between 2021/2022
Maths	94%	92%	91%	89%	Slight decrease of 2% with the number of children At/Above in Maths between 2021/2022

While not significant decreases, it did pose some wonderings based on what we know:

- Impact of the global pandemic and the ongoing ramifications from this in 2022
- Attendance throughout the course of the year, especially in Terms 1 and 2, has had an impact
- Terms 3 and 4 saw significant teacher and staff absence, resulting in multiple classes being sent home.

While we made deliberate intent to target ākonga Māori last year through learning support, to reduce the disparity between Māori and New Zealand European, end of 2022 data showed that disparity was still evident:

	NZE	Māori	Pasifika	
Reading	90%	71%	75%	Disparity of 19% between NZE and Māori, Disparity of 15% between NZE and Pasifika
Writing	78%	55%	71%	Disparity of 23% between NZE and Māori, Disparity of 7% between NZE and Pasifika
Maths	92%	81%	82%	Disparity of 11% between NZE and Māori, Disparity of 10% between NZE and Pasifika

Further review and reflection at the end of last year, also saw us pose and wonder the following:

- 2022 was the first year in 3 years that tamariki had been at school for a full four terms (albeit still disrupted with Red/Orange level settings for part of the year). Were tamariki (and kaiako) fatigued from a full 4 term year?
- While we have strong pedagogy in place, we were unable to gain momentum due to the ongoing disruption and impact of absences and hybrid learning.

### **Writing**

In relation to academic achievement, End of Year 2022 data showed that Writing was disproportionately lower than Reading and Mathematics.

Our 2022 Māori were the lowest achieving cohort in Writing. We are also aware that we are into our second year of Mathematics professional Learning (DMIC) and Structure Literacy. We cannot do everything! I have made the decision to address the writing disparity at a Team level - using staff meetings and Leadership coaching sessions to support leaders to facilitate writing and specifically writing engagement in teams.

We also want to ensure we stop the Year 2 dip in Reading and Mathematics and have made this a priority for 2023. Our 0.6 Learning support teacher will be in the Year 2 space, Kōwhai-nui to co-teach with the team. We do not want to target support by withdrawing ākonga from their classroom space. We are therefore investigating what learning support looks like within the ākomanga space.

One of our key priorities is to reduce the disparity between Māori and New Zealand European. While this has always been a priority, the attendance data shows that there is a significant gap and we aim to address this issue through the Attendance and Engagement Strategy plan from the MOE.

	NZE	Māori	Pasifika	
T3 Attendance	75%	58%	50%	Disparity of 17% between NZE and Māori, Disparity of 25% between NZE and Pasifika

### **Mathematics:**

Our 2022 Years 5 had the greatest number of students achieving well-below and below in Mathematics. These will be the Year 6 students in 2023.

### **Reading**

Our 2022 Years 4 and 5 had the greatest number of students achieving well-below and below in Reading. These will be the Kauri Team students in 2023.

### **Aspiration:**

To accelerate the academic progress of our target children in Year 2 and other Tier 2 /3 Learning support to increase the number of children meeting or exceeding the expected curriculum level.

To explore learning support in mathematics in the Kauri Team, using acceleration as a vehicle to pre-expose Mathematics content with learners before they do it in their class lesson.

To target reading through Structure Literacy.

To value and recognise the pastoral progress of some of our learners, which will support their wellbeing and positively impact their learning.

To value and recognise the developmental and/or academic progress of our ORS children, reflective of their respective IEP goals.

### Annual Targets:

Writing	To have a positive percentage shift and increase in engagement in Writing
Mathematics	To have a positive percentage shift and increase in Year 6 Maths
Reading	To have a positive percentage shift and increase in Kauri Team Reading by targeting below and well-below learners with Structured Literacy.
Māori	To have a positive percentage shift between Māori and NZE achievement data so that Māori achieve comparably with New Zealand European
Attendance and Engagement	target learners' attendance improved by 20% e.g. from 62% absent to 42% absent. target learners' attendance improved by 10% e.g. from 70% absent to 60% absent.

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<b>Structured Literacy (SL) Reading</b> Sustaining our Structured Literacy approach	Throughout the year	Kate, Team Leaders, Aliza, Millie	0.6 Tier3 0.2 Tier2	- All classes incorporating our Structured Literacy approach and philosophy - Use of SL tools and assessment practices to inform teaching and learning	- Deliberate teaching of SL strategies and approaches - Children's reading and writing showing improvement through SL practices
<b>Intervention Groups - Writing</b> Focusing on writing engagement through teams	Throughout the year	Kate Team Leaders	Carol Lynch Facilitation	- All classes operate writing learning with learners at the centre.	- Teachers planning for deliberate writing activities that engage their learners - Shared experiences
<b>Intervention Groups - Maths</b> Intervention groups to support targeted children with acceleration of learning	Throughout the year	Nic Sophie Kate	\$12,000 MST	- Alignment of Intervention Groups with Strategic Plan Targets - Regular review and evaluation of Intervention Groups at Learning Support meetings - Termly review of programmes - Data to be presented to the Board	- Identification of tamariki who require support - Deliberate teaching - Evaluation of teaching - Monitoring of progress of children - Evaluative Review of Programmes
<b>Mathematics - DMIC</b> Growing our knowledge and practice in assessment and maintaining our mathematics pedagogy	Throughout the year	Laureen, Kate	MOE funded	- All classes implementing our mathematics pedagogy - Rich task, authentic learning - Talk moves to engage children from the outset	- Deliberate teaching of Mathematics - Tamariki engaged in their learning - A range of resources used to teach children - Achievement progress



					- improved outcomes in DMIC surveys
Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<b>Library - Reading</b> Ensuring Librarian is in the library when classes visit  Restructure the Librarian's Job Description and hours so that she is available during class visits and also after school until 4pm.	Throughout the year	Nic, Rebecca	\$25, 000	- in 2022, classes who visited the library were more likely to read more books - engagement in reading leads to high achievement in reading	- children developing a love for books and reading - teachers and adults modelling reading - whānau using the library in the afternoon
<b>Te Ahu o Te Reo</b> Immersion Te Reo learning to improve the reo capability and fluency of all kaiako	Terms 1 and 2	Nic	MOE funded	- Engagement in Reo Workshops - Kaiako using new learning in classes - Informative and Evaluative Review presented to the Board - Completed PLD delivery	- Increased use of Reo by both kaiako and tamariki - Confidence of kaiako to speak reo regularly
Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<b>Jugyou Kenkyuu</b> Teacher Growth through collaborative planning	Term 2 & 3	Nic	\$15,000	- Cohesive understanding of collaborative planning - maintain DMIC pedagogy - co-write anticipations with teachers - Mathematics lessons are	- Increased understanding about launching DMIC tasks - Increased skills and awareness to anticipate answers of children -increased listening abilities

				engaging and desirable to look at for learners	to structure the share back tasks.
<b>Rangitāne</b> Iwi partnership with Rangitāne - Marae Experience	Throughout the year	Nic	\$1,500	- Seek continued cooperation and engagement with Rangitāne	- Kura visiting local areas related to our tikanga and whakapapa - Local Curriculum development in relation to AONZ

<b>School Board endorsement:</b>	Ratified at Board Meeting: 6 December 2021, updated 13th March 2023.
<b>Presiding member name and signature:</b>	
<b>Submission date to Ministry of Education:</b>	This Strategic Plan will be submitted by 1st March each year.

# WINCHESTER SCHOOL TE KURA O TE HAONUI - ANALYSIS OF VARIANCE 2023

## STRATEGIC AIM:

- Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.
- To have a school culture, where our values / ngā uara lead our actions ensuring every ākonga / learner feels valued and that they are supported to get what they need (equity).
- To accelerate the academic progress of our target children in Year 2 and other Tier 2 /3 Learning support to increase the number of children meeting or exceeding the expected curriculum level.

Curriculum focus:	Reading	Writing	Mathematics	Attendance & Engagement
Targets:	By the end of 2021, we aim to have at least 90% achieving at the expected NZC level for the following groups:			
<b>Baseline data: 2021</b>	<ul style="list-style-type: none"> <li>• Māori 79%</li> <li>• Pasifika 93%</li> <li>• Male 79%</li> </ul>	<ul style="list-style-type: none"> <li>• Māori 64%</li> <li>• Pasifika 86%</li> <li>• Male 74%</li> </ul>	<ul style="list-style-type: none"> <li>• Māori 86%</li> <li>• Pasifika 86%</li> <li>• Male 88%</li> </ul>	<ul style="list-style-type: none"> <li>• Average attendance in term 2 of <b>2022</b> (86.8%) Year 1 had the lowest percentage of students attending regularly, with 35.7% of students attending this often.</li> <li>• The Pacific ethnic group had the lowest percentage of students attending regularly, with 27.3% of students attending this often.</li> </ul>
<b>OUTCOMES What happened? 2022</b>	<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>REASONS FOR THE VARIANCE Why did it happen?</b>	The variations in Māori and boys achievement data can be explained by high nonattendance rates (Covid). Structured Literacy can account for the benefit of males.	The variations in achievement data for learners can be explained by Writing not being a PD focus for us, non attendance and Covid.	The variations in achievement data for learners can be explained by Mathematics is our current PD and we are teaching in a different way but assessing in the old way.	No data here yet.

<b>EVALUATION</b> <b>What are our immediate next steps?</b>	Increasing attendance and engagement for those learners. Review of Learning Support Program	Increasing attendance and engagement for those learners. Internal writing engagement chats with teams, attendance project.	Our Mathematics PD focus this year is assessment..	Apply to MOE for Attendance and Engagement project
<b>PLANNING FOR NEXT YEAR 2023</b>	Embedding the Structured Literacy approach to our kura. Implementing the attendance and engagement plan. Employed Tier 3 and 2 Learning Support. Targeted support for teachers to implement.	Engagement practices in writing, moderation in Teams.	Include using rich task assessment data from DMIC tasks. Ensuring that PAT data is well analysed and that Item reports help inform long term planning. Moderating Rich Tasks assessment practice. Strengths based assessment.	Employ a Learning Coach to create a walking bus to school, set up a wairua space to set kids up in the morning ready for learning.
	<b>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.</b> <b>Building Formative Assessment Practices in JK</b> <b>Play first and eat second.</b>			