FREEMANS BAY SCHOOL

Whānau Ata Rumaki Reo
English Pathway

Engage, Empower, Enrich.

**Freemans Bay School Charter
Strategic and Annual Plan
2018 – 2021**

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Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Whānau Ata Rumaki Reo

WHĀNAU ATA

Ko te reo me ōna tikanga te kaupapa whakahaere o Whānau Ata nō reira me ū, me mau, me mārō hoki ai e te Kaiako ki te kaupapa. Whakarauoratia e te Kaiako tō tātou reo Māori.

MĀ TE KAIAKO E

Kia Whakamana atu

…whāngai atu i te reo kia hāpai te oranga ā-tinana, ā-wairua, ā-hinengaro, ā-whatumanawa o te ākonga ka tū rangatira ki tōna ao Māori, ki tōna whānau, ki ōna hapū, ki ōna iwi.

Kia Hiwa atu

…whakatauira atu i te reo Māori kia eke te ākonga ki taumata ake.

… āwhina i te ākonga kia tū tangata ai i te ao Maori me te ao whānui

Kia Whakahaumako atu

… mōhio ki ngā wawata o te whānau me te ākonga kia tūhono ai ki ngā akoranga katoa

NGA UARA, NGA WAIARO

Kia Whanake ai ngā Uara o te Ākonga ake
- Kia tū pakari i te ngākau pono, te ngākau mahaki, me te rangimarie
- Kia aroha atu ki ōna hoa, ki te whānau katoa o te kura.
- Kia hiahia ki te uru ki te katoa o ngā mahi akoako o te kura, ahakoa whakaputa whakaaro, pānui, whakarongo rānei.

Kia Mōhio te Ākonga ki:
- te manaaki, te tiaki manuhiri
- tōna ake tuakiri, tōna tūrangawaewae
- tōna whakapapa, ngā hononga, ngā waka, me ngā iwi
- te mahi tahi rātou ko ōna hoa, ko ngā rōpū

Ngā Uara o te Ao Māori
- kia mātau ki ngā uara o tōna whānau, o tōna hapū, o tōna iwi
- kia poipoia e ngā whānau rātou ko ngā Kaiako

Mārama ki ngā Uara o te Ao Whānui
- kia aro ki te tangata ahakoa ko wai ahakoa kei hea, ahakoa pēhea rānei tōna āhua
    kia māhaki ki ngā mana, ngā wairua o ia tangata, o ia whānau, me ō rātou ake uara, waiaro hoki ahakoa he rerekē ki ōna ake.

RARAUNGA TUHITUHI

Planned Actions for Lifting Achievement in Whānau Ata Tuhituhi

- Teacher release time to visit other schools to observe literacy practice in MLE's
- Develop a reo programme to accelerate access to Te Marautanga
- Making clear links between pānui to kōrero, kōrero to tuhituhi and pānui to tuhituhi.
- Development of home learning bond for the targeted tamariki.
- Facilitating workshops for parents so they are able to support tamariki at home.
- Promote home reading for all tamariki during whānau hui.
- Designed ILE with whānau input
- Regular ILE meets with whānau
- Encouraging whānau to speak Māori to their tamariki regardless of where they are
- Staffing. - Teacher who is fluent as well as good teaching practice
- Insist on the employment of a RTLB within this cluster to support within Inner-city Rūmaki
- Use MFF to obtain necessary PLD support for Kaiako in 2019
- Use of MFF to employ a / some Kaiāwhina for 2019

Whānau Ata data for 2018

3/51	59%	Manawa Taki	Need a modified programme
14 /51	27%	Manawa Āki	Working towards
26/51	51%	Manawa Ora	Achieving expectations
8/51	15%	Manawa Toa	Exceeding expectations

English Pathway

OUR VISION STATEMENT

Create a stimulating, inclusive learning environment which empowers, engages and enriches learners to prepare them for their future world.

OUR PRINCIPLES		
Empower learners to be collaborative, critical thinkers and problem-solvers. (Learning how to Learn)	**Engage** learners through active involvement and powerful learning partnerships.	**Enrich** learners through personalising learning, inquiry and a wide curriculum.

ENGLISH PATHWAY VALUES

Respect - Tumanako
- We will respect each other, ourselves and the environment
- We know how to speak and act respectfully
- We are courteous and polite
- We will be responsible for our own things
- We will be responsible for the school environment

Honesty - Whakapono
- We are honest
- We can be trusted
- We strive to be fair and just

Friendship – Tiaki Pai / Aroha
- We will encourage and work collaboratively with others
- We will be kind and caring towards others
- We know how to behave in a conflict situation
- We will listen carefully to what others have to say.
- We will value the skills, talents and efforts of other people

Reaching for Success
- We are motivated to learn and try new ways of doing things
- We will strive to do our best
- We will have a "can do" attitude
- We are passionate about learning

Celebrating Diversity
- Celebrate our unique and rich diversity of cultures
- We will be tolerant and appreciative of other cultures
- We will respect each other's ideas, needs

WRITING DATA

Planned Actions for Lifting Achievement in English Pathway writing

Kāhui Ako writing workstream

Some of the Across School Leaders within the Kāhui Ako o Waitematā are leading workstreams to:

- Lead moderation across schools using the present writing progressions
- Develop across schools writing progressions
- Develop common language around writing

Male Students:

In 2019 we will continue to monitor identified male students through the target groups for literacy. Personalising learning and student agency will continue to be our school-wide focus in 2019, with student engagement at the center of this practice.

Year 4 Students:

The Year 4 student data suggests that in 2019 this group, who will be Year 5, will need to continue to be closely monitored. We will need to look closely at the 24 Asian students who are below so that we can support them to make accelerated progress.

New Students:

The 2018 reading data shows that many students who are new to Freemans Bay School achieve below our school expectation. Therefore, in 2019 we will review the systems that we have to support students when they arrive to our school. This may include identifying early on where students are at and what support we can put in place for them.

Cohort data for 2019 Year 6s

2018	35/46	76%	At or Above	11/46	24%	Below or Well Below
2017	30/46	65%	At or Above	16/46	34%	Below or Well Below

Priority Student Data

2018	35/58	60%	At or Above
2017	26/44	59%	At or Above

**It is important to note that this data is not comparing the same students from one year to the next. Our priority students show patterns of high transience.*

MĀORI DIMENSION AND CULTURAL DIVERSITY

How does Freemans Bay School policies and practices reflect New Zealand's cultural diversity and the unique position of the Māori culture?

New Zealand's Cultural Diversity	**The unique position of Māori Culture**
All cultures within the school will be valued and accepted. We will create welcoming, caring and creative learning environments that treat everyone with respect and dignity. We will actively work towards maximizing the potential of each student.	Freemans Bay communities are committed to honoring Te Tiriti o Waitangi and understand the implication in all that we do, with the promise to take best possible care of each other.

We will establish good relationships with students and their whānau and respect their individual needs and cultural backgrounds.

How does Freemans Bay School ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it?

Māori Immersion caters for whānau who request full immersion education

It is an expectation that te reo me ōna tikanga is incorporated in all planning, learning, teaching.

It is an expectation that te reo me ōna tikanga become a natural part of learning and teaching within our school.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum?

- Tikanga Māori is valued by all. It will become a normalised way of being.
- He aha te hau is recognised as the school waiata that acknowledges mana whenua. All staff and students will sing with correct pronunciation and respect.
- Te Reo Māori is used within teaching and learning; greetings in the morning, waiata, local stories
- All staff and students will say their pepeha according to their level.
- Māori values are evident in all learning spaces; manaaki, ako, tūmanako,
- Māori histories, including local histories, are acknowledged and told to students
- Te Tiriti o Waitangi is explicitly taught and honoured.
- Significant Māori cultural events are celebrated.

What steps will be taken to discover the views and concerns of the school's Māori community?

- Ka Hikitia school leader works with staff to promote Māori.
- The school will consult with the Māori community through regular hui and pānui.
- Open door policy for Māori community
- Teachers regularly engage with whānau through both formal and informal meetings
- Teachers create an individualised plan for each priority learner
- Priority learners are regularly discussed at team meetings
- The Priority team specifically focus on the needs of priority learners across the school.

WHĀNAU AND COMMUNITY ENGAGEMENT

What steps will be taken to discover engage whānau?

- When new families start, they have an interview and tour with a member of the Leadership Team.
- Each year starts with Three-Way Conferences to build learning relationships
- Twice a year students attend Student learning conferences with their whānau to celebrate the progress they have made in their learning
- Before 5 years olds start school, they attend pre-school visits to strengthen relationships
- Termly meetings focused on Assessment and Reporting practices
- Each whānau has celebrates their learning with the community through our website
- Teachers regularly engage with whānau through both formal and informal meetings
- Open door policy for the community
- Meet regularly with whānau
- Our Parent group are focused on establishing a strong sense of community and organise an event once a term

OUR CORE STRATEGIES FOR IMPROVEMENT

Theory of Improvement:	**Systems and processes:**
▶ Personalising Learning/ Student Agency ▶ Assessment for Learning ▶ Incorporating Te Ao Māori ▶ Student agency and Wellbeing	▶ Unpack and develop collaborative practice ▶ Teaching and Learning in ILE ▶ Utilise the EDuCANZ standards to drive student agency and achievement through teaching as inquiry and coaching. ▶ Developing digital curriculums and inquiry

OUR STRATEGIC DIRECTION, AREAS OF FOCUS AND PRIORITY PROJECTS 2018 - 2021			
Strategic Area	Area of Focus	Strategic Goals	Core Strategies for achieving goals 2018 -2021
Growing school leader and teacher effectiveness in Innovative Learning Environments	Collaboration in Innovative Learning Environments	Develop initiatives that will implement and embed collaboration skill sets for all and that our ways of working will reflect principles of rangatiratanga, kotahitanga and manaakitanga.	Through inquiry we will explore and develop positive collaborative innovative learning environments that will empowering all akonga/learners to reach their highest potential through high-quality teaching and leadership.

We will strengthen our ways of working to ensure a culture of integrity, fairness, honesty, highly ethical and trustworthy. |
| | Wellbeing Hauora | Develop initiatives that support the wellbeing of our learners so that our environment is one that is caring, collaborative and inclusive where our akonga/learners are valued. | Teachers collectively and individually use inquiry process to review and implement researched strategies to improve Ako/learner wellbeing.

Develop sustainable systems so that ako/learner attendance improves. |
| **Growing teacher effectiveness to personalise learning and develop student agency** | Personalising Learning and Student Agency | Teachers will develop teaching and learning programs that personalise learning and develop student agency so that students are engaged and motivated to learn and are successful. | Teachers collectively and individually use inquiry process to build their capacity to personalise learning to develop student agency in our learners.

Build a common understanding about what is meant by "personalising learning" and "student agency" and what that looks like in practice. |
| | Digital Technologies Hangarau Matihiko | Implement and embed Digital Technologies in meaningful and relevant ways so that we equip our children and young people to participate, create, and thrive in this fast-evolving digital world. | Teachers collectively and individually participate in professional learning sessions and use the inquiry process to review and implement researched strategies around Digital Technologies, Computational Thinking and Computer Science to build teachers confidence and competence.

DT teacher working alongside teachers. Teachers will be supported to implement Digital Technologies | Hangarau Matihiko into teaching and learning. |
Success for All in our Dual Curriculum Pathways - The New Zealand Curriculum and Te Marautanga o Aotearoa	Kōrero in Māori Immersion	Accelerated curriculum shift for all target ako/learners in korero.	Teachers collectively and individually use inquiry process to review and implement researched strategies to accelerate learning in to develop korero with identified learners in Whānau Ata.
		Accelerated curriculum shift for all target ako/learners in tuhituhi.	Teachers collectively and individually use inquiry process to review and implement researched strategies to accelerate learning to develop tuhituhi with target learners in Whānau Ata.
	Writing in the New Zealand Curriculum	Teachers will design relevant and targeted programs that accelerate ako/learners in writing so that they engage across the curriculum with increasing independence.	Teachers collectively and individually use inquiry process to review and implement researched strategies to accelerate learning to develop written language with target learners.

OUR CHARTER (includes 7 Organisational Management Goals) 2018 - 2021			
Strategic Area	**Area of Focus**	**Strategic Goals**	**Core Strategies for achieving goals 2018 -2021**
School Organisation and Structures	Develop and implement a design strategy that reflects Freemans Bay School vision.	• Building Names • Signage and wayfinding • Sports uniforms • Website	• Process of school design of indoor and outdoor spaces will include principles of rangatiratanga, kotahitanga and maanakitanga. • The Freemans Bay School design strategy will develop stakeholders understanding and identification of the school vision.
	Develop strategies and processes to streamline visitors to Freemans Bay School ensuring that visitor experiences are relevant, efficient and responsive.	• Key roles established and defined • Relevant modules created • Booking system with key dates created • Partnerships explored and agreed upon • Financial side of visits clarified • Calendar of visit days created	• Efficient systems are implemented to meet visitor demand.
Property and Finance	Design and develop purposeful indoor and outdoor spaces that reflect our learning vision, cultures and values.	• Music Suite • Library Archives • Shade areas • Play areas • Bike track • PE storage	• Implemented design of indoor and outdoor spaces impacts positively on staff and Ako/learners wellbeing.
	Complete the next cycle 5YA & 10 YP planning.	• 5YA • 10YP	• Develop and implement the cyclical plans with an annual review.
	Explore options to meet property provision to meet growing demand in Whānau Ata and English medium pathways	• Explore a range of options • Decide on a way forward • Investigate support from Ministry of Education	• Planned options to meet future growth are explored and implemented
Personnel	Implement a confidential Employment Assistance Programme for staff in access for counselling.	Contract options explored signed and if necessary implemented	• EAP is utilized when needed and staff have confidence in confidentiality of the system
Legislative Requirements	The Board of Trustees and school staff will meet all legislative requirements.		

Improvement Plan for Collaboration

He waka eke noa
A journey on which all are invited to embrace

"Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose". (Fullan and Quin, 2016)

Team Members: Sandy, Amandine, Maryam, Adele, Annette, Suz, Kathleen, Chander

"All collaborative groups need healthy systems, protocols and processes. Timperley and Parr often refer to aspects of these as 'Organisational Capability'. As you move towards new ways of learning and working, it is inevitable that old systems and processes will not be suitable and will need reviewing and changing too. We can't keep adding more to our systems, without taking some things away or adapting the ways we work to making room for the new." CORE Collaboration Framework 2017

Strategic Goal

To provide healthy systems, protocols and processes that support collaborative groups of teachers to make a difference all Ako/ learners to be engaged in their learning.

Annual Goals	Indicator of Achievement *The focus is on <u>student outcomes</u>.*
1. Teams of teachers working in ILE are given time and space for collaboration to happen	• Time is provided both formally and informally to build and foster collaboration.
2. Teams of teachers review and enact ways of working in ILE to strengthen effective collaborative practice.	• A school wide system of agreed protocols is developed and enacted. • Teams of teachers implement protocols and collaborative practice to thrives
3. Teachers are supported to improve their capacity to address and resolve conflict through collaborative dialogue - "sense-making"	• Teachers are supported in building capacity to manage conflict / dissonance / professional conversations to address issues / differences

Current State – Where are we now?

Current State Review		Current State - Evidence
Our best practice - what's going well	*Concerns - barriers and blockers*	*How do you know where we are at? How will we know that what we are doing is making a difference?*
• Understanding the school vision • Shared Learning - TAI • Joint work / daily problem solving / clarity about how the work of the team will impact on Ako / learners • Team development of effective systems / co – teaching • Professional Development – Mary Anne Murphy	• Lack of time • Wide range of learners that we need to cater for • Relationships	• Feedback from staff / workshop charts

Key Improvement Strategies						
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?						

Annual Goal			Indicator of Achievement			
			The focus is on student outcomes.			
Teams of teachers working in ILE are given time and space for collaboration to happen			• Weekly classroom release time is organised in teams • At each CRT meeting each week, student agency is reviewed with agreed actions for improvement note			

Connect to Annual Goal	Specific Actions *What needs to be done*	Intended Outcome	Who is involved	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps
1	• Weekly classroom release is organised in learning zones providing staffing of 3 specialist teachers.	Teachers are supported by given time to meet	All staff	Collaboration meeting	Senior Leadership team organize the staffing and time-table	Week 2	Review how this is working in week 6 of term 1 and make agreed changes
	• Student agency is reviewed at each CRT meeting Specifically: • Which students are not engaged in their learning • What strategies are in place to engage these students? • Are the strategies working? • What are the learners saying about their learning? • What are their interests, strengths, background that can be utilized to hook their engagement? • What does their whānau say? • If not – what will be done differently over the next week?	Learning behavior of at-risk students is closely reviewed and discussed at each CRT meeting with a view to try different strategies to engage these students – this action is recorded in team minutes	Teams	Collaboration meeting	Teachers in teams led by team leaders	Ongoing Commencing Term 1 – week 2	Senior Leadership team check in with team leaders and teachers on how this is making a difference to support engagement for all learners.

Key Improvement Strategies	
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?	
Annual Goal	Indicator of Achievement - *The focus is on student outcomes.*
Teams of teachers review and enact ways of working in ILE to strengthen effective collaborative practice.	• A school wide system of agreed protocols is developed • Teams of teachers agree to their protocols • Teams of teachers revisit their team protocols each term • Areas of team improvement are identified as part of the protocol review each term

Connect to Annual Goal	Specific Actions *What needs to be done*	Intended Outcome	Who is involved	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps
2	• That the principal reviews the current protocols and re-create an agreed school set of protocols – sends to TL and teachers	Mates agreement created.	SLT LT Teachers		Principal	Week 1	Team reflection time is built into team agendas & processes to check that protocols and agreements are adhered to
	• Team Protocols discussed and agreed to. • Areas for team improvement identified		Teams	CRT meetings	Teachers in teams led by team leaders	Week 2	

All Key Improvement Strategies							
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?							

Annual Goal	Indicator of Achievement *The focus is on student outcomes.*
Teachers are supported to improve their capacity to address and resolve conflict through collaborative dialogue - "sense-making"	Teachers are supported in Building capacity to manage conflict / dissonance / professional conversations to address issues / differences

Connect to Annual Goal	Specific Actions *What needs to be done*	Intended Outcome	Who is involved	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps
3	A rubric is developed to inform individual and team effectiveness to stimulate conversations around conflict	Behaviours that support management of conflict are explicit and enacted by leadership team and teachers Areas for individual and team improvement identified	All		Led by principal	Staff workshops 25th February	Team reflection time is built into team agendas & processes to check that identified areas are improving
	Workshop on Sensemaking		All		Led by outside facilitator – maybe Gaye Greenwood	Staff workshop 11 March	

End of Year Review – where did we end up?							

Improvement Plan for Writing

Team Members: Bridget, Jo, Larissa and Lisa

Strategic Goal

Teachers will design relevant and targeted programs that accelerate ako/learners in writing so that they engage across the curriculum with increasing independence.

Annual Goals	Indicator of Achievement *The focus is on student outcomes.*
1. To improve teacher pedagogical knowledge and practice	• Teachers engage in Professional learning opportunities • Teachers can identify the areas they need to further develop • Teachers have a plan of how to achieve their next steps
2. Teachers are planning for and implementing good writing practices so that students are engaged and motivated to learn and are successful.	• Authentic learning experiences. • Integration of writing throughout the curriculum • Students are clear about what they are learning and what they can do to improve their learning.
3. Each term Priority students achieve a minimum of 1 Must Do and 1 Can Do	• Teachers have clear tracking processes in place to monitor, analyse and share student achievement • All priority students make progress each term Priority students can talk about their achievements and next steps with their teachers, peers and whānau

Current State – Where are we now?

Current State Review		Current State - Evidence
Our best practice - what's going well	*Concerns - barriers and blockers*	*How do you know where we are at? How will we know that what we are doing is making a difference?*
Learning conversations Planning for targeted teaching Flexibility to select genre Tools to engage, enhance and support teaching Engagement	Lack of time Teacher knowledge Authentic Wide range of learners that we need to cater for Sharing good practice	<u>Padlet – Our best practice, what is going well</u> <u>Padlet – Concerns and barriers/blockers</u>

Key Improvement Strategies							
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?							

Annual Goal				Indicator of Achievement *The focus is on student outcomes.*			
To improve teacher pedagogical knowledge and practice				• Teachers engage in Professional learning opportunities • Teachers can identify the areas they need to further develop • Teachers have a plan of how to achieve their next steps			

Connect to Annual Goal	Specific Actions *What needs to be done*	Intended Outcome	Who is involved	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps
1	Teachers use the writing rubric to establish their needs	• Teachers establish their needs to focus and improve their practice.	All staff		Writing Team	TOD	
	Teachers attend relevant writing workshops	• Build teachers confidence and knowledge • Provide opportunities for the writing team to strengthen and share their knowledge • Further strengthen experts within the school	Writing team		Writing Team	One per term	

Key Improvement Strategies							
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?							

Annual Goal				Indicator of Achievement *The focus is on student outcomes.*			
Teachers are planning for and implementing good writing practices so that students are engaged and motivated to learn and are successful.				• Authentic learning experiences. • Integration of writing throughout the curriculum • Students are clear about what they are learning and what they can do to improve their learning.			

Connect to Annual Goal	Specific Actions *What needs to be done*	Intended Outcome	Who is involved	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps
2	Teachers nominate themselves as experts who other teachers can observe and critique so that teachers can view good writing practices.	• Sharing good practice across the school • Teachers are able to use this new learning as	All teachers	Release for teachers to observe	Writing team	Termly	

	part of their own practice • Strengthen content knowledge through discussion					
All teachers are observed by a peer and a member of the literacy team who can support the analysis of the observation	• Teachers receive feedback on their own practice with encourages reflection and changes to practice • Teachers observe new and different writing practices • Strengthen pedagogy content knowledge		Release for teachers to observe	Minimum of once during the year		

Key Improvement Strategies	
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?	
Annual Goal	**Indicator of Achievement** *The focus is on student outcomes.*
Each term Priority students achieve a minimum of 1 Must Do and 1 Can Do	• Teachers have clear tracking processes in place to monitor, analyse and share student achievement • All priority students make progress each term • Priority students can talk about their achievements and next steps with their teachers, peers and whānau

Connect to Annual Goal	Specific Actions *What needs to be done*	Intended Outcome	Who is involved	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps
3	Teachers meet with Priority students each day	• Relationships with priority students are strengthened • Teachers closely monitor progress and achievement	All teachers		Team Leaders Leadership Team	Each day	
	Teachers reflect on the progress of priority students and discuss next steps with the Learning Zone	• Teachers share practice, successes and new learning • Collective responsibility for all priority learners	All teachers			Weekly as a part of CRT discussions	

		• Increased awareness of those at-risk priority learners					
	Teachers review priority student data	• Increased reflection, discussion and sharing of strategies and practice • Increased awareness of progress and achievement	All teachers		Team Leaders Leadership Team	At the end of each term	

End of Year Review – where did we end up?

Improvement Plan for Personalised Learning and Student Agency

Team Members: Bron, Bridget, Chander, Rebecca and Larissa

Strategic Goal

Teachers will develop teaching and learning programs that personalise learning and develop student agency so that students are engaged and motivated to learn and are successful.
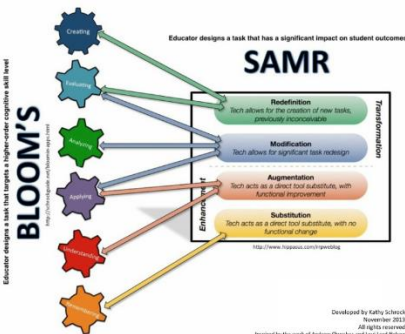
Annual Goals	Indicator of Achievement *The focus is on <u>student outcomes</u>.*
Teachers are planning for and implementing deep learning opportunities so that student are engaged in creative and critical thinking.	- Consistently in planning – meets the school expectations - Authentic learning / community linked/interest-based learning focus - Learning Experiences are incorporated some aspects of higher order thinking/deep thinking - Learning experiences are integrated around the key theme/ Authentic learning / community linked – links to relevant curriculum areas. - Students are engaged in creative and critical thinking. - Students learning needs being met
Teachers are planning for and implementing personalised learning opportunities so that student are engaged and motivated to learn and are successful.	- Students have learning opportunities that are linked to their learning needs, interests and/ or styles. - Students have some control or say in their learning / have a interest in shaping what happens in their learning.

Current State – Where are we now?

Current State Review		Current State - Evidence
Our best practice - what's going well	*Concerns - barriers and blockers*	*How do you know where we are at? How will we know that what we are doing is making a difference?*
We are providing increased opportunities: - for student choice - To make learning authentic - To make learning student centred. - Use of Inquiry to scaffold learning - Collaboration	We need to provide more opportunities for: - Higher-Order Thinking - Clear planning guidelines - Integrated learning Opportunities – not just reading, writing and maths - All students to have opportunities to succeed - Stronger home-school connections - Teachers to plan together	Padlet – PL Concerns and Barriers/ Blockers Padlet PL – Our Best Practice – What is going Well

Annual Goal				Indicator of Achievement *The focus is on student outcomes.*			
Teachers are planning for and implementing personalised learning opportunities so that student are engaged and motivated to learn and are successful.				- Students have learning opportunities that are linked to their learning needs, interests and/ or styles. - Students have some control or say in their learning / have an interest in shaping what happens in their learning.			
Specific Actions *What needs to be done*	**Intended Outcome**	**Who is involved?**	**Funding and Resourcing needed**	**Responsibility - Who**	**When**	**Termly Reflection/ Next Steps**	
Teachers can focus on Personalising Learning for TAI: - Assess against Personalising Learning Rubric - Observations - Discussion with Coach - Establish a Goal - Link to professional Standards / Appraisal - Follow Teaching as Inquiry Process or Spiral of Inquiry 	- Students have learning opportunities that are linked to their learning needs, interests and/ or styles. - Students have some control or say in their learning / have a interest in shaping what happens in their learning. - Students to have opportunities to be creators of content, work collaboratively on projects, problem solve, design and develop digital outcomes and use computational thinking	Teachers who choose this as their TAI	Linked to TAI time	PL Leader	Ongoing		
1 week of Drop in workshops (must attend one) per term Writing/ Student Agency/Personalising learning/ Korero/ Digital technology/Maths/ Reading/ Priority Students	Build teachers confidence and knowledge	PL Team		PL Leader	Each Term		

Attend ULearn to learn about how other schools are personalizing learning and be inspired	• Build teachers confidence and knowledge • Share new learning with Staff. • Motivate and inspire staff. • Connect with the education community	PL Team	$900 per teacher – ULearn, fuel and accommodation	PL Leader	Sep Holidays	

Key Improvement Strategies
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Annual Goal	Indicator of Achievement
	The focus is on student outcomes.
Teachers are planning for and implementing deep learning opportunities so that student are engaged in creative and critical thinking.	• Consistency in planning – meets the school expectations • Authentic learning / community linked/interest-based learning focus • Learning Experiences are incorporated some aspects of higher order thinking/deep thinking • Learning experiences are integrated around the key theme/ Authentic learning / community linked – links to relevant curriculum areas. • Students are engaged in creative and critical thinking. • Students learning needs being met

Specific Actions *What needs to be done*	Intended Outcome	Who is involved?	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps
• Bron and Bridget to review the planning formats teams are using in each whanau • Design school-wide templates for Learning Pathways Planning	• Have a good understanding of where we are at	Bridget and Bron	Time	Bridget and Bron	Term 1 19 – Term 1	
• Share school-wide templates with PL Team and ask for feedback • Share school-wide templates with Leadership Teams and ask for feedback • Share school-wide templates with Teachers (at CRT) (Link to 2-year Curriculum Overview)	• Receive feedback on templates and make modifications where required • The "achieving" proficiency level.	Bridget and Bron	Time	Bridget and Bron	Term 1 19 – Phase 2	
Articulate and share weekly planning minimum expectations in a document • Shared with PL Team • Shared with Leadership Team	• Use the planning expectations document. • Clear links to curriculum	PL and SA team Leadership Team Teachers		Bridget and Bron	Term 1 19 – Phase 2	

• Shared with teachers	• Seeing it in the classroom • Planning meets school minimum expectations					
Each term: • Teams to think about their focus for next term before CRT day – linked to curriculum • Teams to share in staffroom for ideas from other teachers • Bron or Bridget to attend to CRT day to co-lead planning with the Team Leader	• Deeper thought prior to CRT day • Increased collaboration and sharing across the school	All Teams Bron/Bridge	Frameworks to show higher order thinking	Bridget	Week 8 Term 1 Week 8 Term 2 Week 8 Term 3 Week 8 Term 4	
Each Term, PL and SA team: • Review team plans • Looks for highlights and next steps • Modify as needed	• Check for consistency • Share best practice • Refine the process	PL and SA team	Time to meet End Term 1 for modifications term 2 plans	Bridget	Week 9 Term 1 Week 9 Term 2 Week 9 Term 3 Week 9 Term 4	
Team Leaders to review weekly planning – link back to Learning Pathways Plan	• Greater reflection, discussion and sharing of planning	Team Leaders		Bridget	Each Term	
Develop formats and processes for: • 5-Min Walkthrough -scanning • Observations - deep	• Increased reflection and growth for teachers • Clarity around what is expectations	Bridget		Bridget	Term 1	
Each term, team Leaders to do in-class observation focus on learning: • 5-Min Walkthrough - Scanning • Observations - deep	• Teachers receive feedback from team leaders in order to improve. • To maintain authentic learning.	Team leaders		Bridget	Each Term	

Specific Actions *What needs to be done*	Intended Outcome	Who is involved?	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps

• Review this Improvement Plan:
    • What worked well?
    • What didn't work well?
    • Where to next
	• Review and plan for 2020
	• Data has been used to inform next steps.
	• Improvement Plan is updated for 2019.
	• Improvement Plan for 2020 has been started
		• PL and SA team	• Time to meet	Bridget	Term 4, Week 5 Release for ½ day TBC	

PL Links:

Routines: https://www.thepltoolbox.com/routines.html   Self-awareness: https://www.thepltoolbox.com/selfawareness.html

Opportunities: https://www.thepltoolbox.com/opportunitiesforinput.html   Experiences https://www.thepltoolbox.com/variedlearningexperiences.html

End of Year Review – where did we end up?

Improvement Plan for Digital Technology

Team Members: Adele, Shelley, Fiona and Bron

Strategic Goal

Strategic Goal: Implement and embed Digital Technologies in meaningful and relevant ways so that we equip our children and young people to participate, create, and thrive in this fast-evolving digital world.

Rationale

Technology is changing fast and our education system needs to grow and adapt with it. We are changing how we equip our children and young people to participate, create, and thrive in this fast-evolving digital world.

Annual Goals	Indicator of Achievement *The focus is on <u>student outcomes</u>.*
1. Design and implement a school-wide Digital Citizenship program (2-year goal).	• Our digital citizenship-related activities are on-going, age-appropriate and authentic. • We have mapped digital skills, capabilities and online contexts across curriculum programmes. wherever technology is used for learning. • Our staff access and use digital citizenship resources available online. • Our students understand where to get online safety support and advice. • We maintain a supportive and effective learning environment.).
2. Staff to be confident and knowledgeable in using/ integrating Digital Technologies, Computational Thinking and Computer Science into teaching and learning.	• Teachers have incorporated some aspects of Digital Technologies, Computational Thinking and Computer Science in teaching and learning at the at higher level of SAMR/ Blooms Taxonomy. • "DT and HM Teacher Group" are supporting teachers. • DT and HM Facilitators working with teachers

Current State – Where are we now?

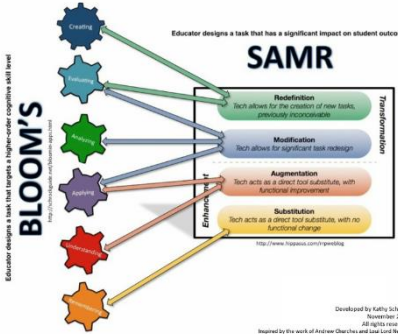| Current State Review		Current State - Evidence
Our best practice - what's going well	***Concerns - barriers and blockers***	*How do you know where we are at?* *How will we know that what we are doing is making a difference?*
• Use of assistive technology to support students with additional needs • Digital Citizenship Agreement and link to behaviour plan • Well-resourced • Use of digital technology to support teaching and learning – mainly at substitution level • Use of MLJ for Reporting and Assessment • DT and HM Teacher group (English Pathway) and Whanau Ata have started implementing the DT and HM Curriculum. • Microsoft Showcase School • https://padlet.com/brone/gdv4x5usrtoj	• Decline in innovation around use of digital technology in the teaching and learning due to focus on collaboration, separate TAI, moving buildings and time for managing students • Mostly designing learning at low SAMR level/ support low level thinking • Teachers don't have the devices that we need to teach the way they want for effective teaching and learning eg ipads/tablets in juniors, 1-1- devices in seniors • Some teachers need a more 'targeted' approach to PL. • Not linked to the TAI • https://padlet.com/brone/k4eegoware91	• Observations • Feedback from teacher reps on DT team • Netsafe Safe Guard Review – May 2018 compared to Netsafe Safeguard Review – Dec 2018 • Netsafe Plan Nov 2018 • Assess self against Rubric and/or Kia Takatū ā-Matihiko - the National Digital Readiness programme

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?						
Annual Goal			**Indicator of Achievement** *The focus is on student outcomes.*			
Design and implement a school-wide Digital Citizenship program (2-year goal).			• Our digital citizenship-related activities are on-going, age-appropriate and authentic. • We have mapped digital skills, capabilities and online contexts across curriculum programmes. wherever technology is used for learning. • Our staff access and use digital citizenship resources available online. • Our students understand where to get online safety support and advice. • We maintain a supportive and effective learning environment.			
Specific Actions *What needs to be done*	**Intended Outcome**	**Who is involved?**	**Funding and Resourcing needed**	**Responsibility - Who**	**When**	**Termly Reflection/ Next Steps**
Create a student team to lead online safety initiatives and support peers Mid-year student review of Digital Citizenship by student team Meet regularly in assembly time	• Our online safety and digital citizenship activities start with students' current skills/experience/knowledge, invite collaboration and offer learning opportunities to apply key competencies as they develop. • Students are actively partners in planning, developing and reviewing digital citizenship	ELearning/ DT leader Student reps from classes	Time allowed for meeting – prefer Assembly so little impact on class learning time	ELearning/ DT leader	Ongoing	
Develop a series of lessons to teach Digital Citizenship through collaborative and inclusive approaches. - using student and parent feedback to create.	• Our digital citizenship-related activities are on-going, age-appropriate and authentic. • We have mapped digital skills, capabilities and online contexts across curriculum programmes. wherever technology is used for learning. • Students and teachers to take advantage of 'teachable moments' in the curriculum related to digital challenges and current issues. • Our staff access and use digital citizenship resources available online. • Our students understand where to get online safety support and advice. • We maintain a supportive and effective learning environment.	ELearning/ DT leader to lead DT team to feedback and review	Time	ELearning/ DT leader	Ongoing	

	• Provide students with opportunities to participate in initiatives that promote positive use of digital technology.					
Parent and teacher's workshops about Digital Citizenship - Netsafe	• Communicate with parents and whānau and community to explain why and how we safely use digital technology. • Ensure families know who to contact at the school with queries about technology use. • Survey/engage with the community to identify how • Students and their whānau experience digital technology. (Netsafe survey for community available)	ELearning/ DT leader DT team Parents and whānau	• Session Facilitation $350 (2hours) • Presentation $210 (1 hour) • NetSafe OR DIY For Free	ELearning/ DT leader to lead DT team to support		

Annual Goal	**Indicator of Achievement** *The focus is on student outcomes.*
Staff to be confident and knowledgeable around Digital Technologies, Computational Thinking and Computer Science.	• Teachers have incorporated some aspects of Digital Technologies, Computational Thinking and Computer Science in teaching and learning at the at higher level of SAMR/ Blooms Taxonomy. • "DT and HM Teacher Group" are supporting teachers. • DT and HM Facilitators working with teachers

Specific Actions *What needs to be done*	**Intended Outcome**	**Who is involved?**	**Funding and Resourcing needed**	**Responsibility - Who**	**When**	**Termly Reflection/ Next Steps**

Teachers can focus on Digital Technology for TAI:
 	
• Assess self against Rubric and/or Kia Takatū ā-Matihiko - the National Digital Readiness programme
  o Observations
• Discussion with Coach
  o Establish a Goal
  o Link to professional Standards / Appraisal
	• Learning and teaching is facilitated or supported through the appropriate use of ICT's
	• ICT is explicitly planned, integrated into curriculum and taught across all curriculum areas.
		Teachers who choose this as an area of focus.	Linked to TAI time	eLearning/ DT Leader	Ongoing	

• Follow Teaching as Inquiry Process or Spiral of Inquiry	• Students to have opportunities to be creators of content, work collaboratively on projects, problem solve, design and develop digital outcomes and use computational thinking • Use of ICT is at the at higher level of SAMR/ Blooms Taxonomy. • Students are effective users of technology.					
Ensure that teachers have the digital tools needed to effectively ensure that learning and teaching are at higher level of SAMR/ Blooms Taxonomy. • One to One for seniors • Mix for Middles • Ipads for Juniors • ??? For Ata		All teachers	TBA	eLearning/ DT Leader Principal	Jan 2019	
Digital Curriculum Team to share DC/HM knowledge with staff	• Teachers are confident and knowledgeable around Digital Curriculum • Students to have opportunities to design and develop digital outcomes and use computational thinking.	Whole staff DC Team	TOD day 1 Staff Meeting per term Release time for support – in class and out of class 1 ½ days per week across Mainstream and Whānau Ata.	DT Team	TOD Throughout the year	
Start a shared resource bank for lessons and plans linked to all outcomes for the DC	• Aspects of Digital Technologies, Computational Thinking and Computer Science in teaching and learning at the at higher level of	Staff		DT team to set up Contributors	Started for TO Day, Contributions over the year.	

	SAMR/ Blooms Taxonomy will be part of teaching and learning.					
Share effective strategies at regular Digital Technology Workshops – Voluntary	• Teachers are confident and knowledgeable around Digital Curriculum • Students to have opportunities to design and develop digital outcomes and use computational thinking. • Aspects of Digital Technologies, Computational Thinking and Computer Science in teaching and learning at the at higher level of SAMR/ Blooms Taxonomy will be part of teaching and learning.	DT group and staff Outside facilitators		DT team	All year	Survey for teachers – topics for support and interest Create/delegate schedule
Digital Technology Sway is maintained and regularly updated. Teachers to be reminded that the sway exists Teachers attending free learning opportunities Utilise and share free professional learning opportunities, relevant articles, videos and websites.	• Utilise and share free professional learning opportunities, relevant articles, videos and websites.	DT group Contributing staff		DT Team	All year	Continue updating and publicising.

Dt team to be a part of the Kia Takatū-ā-Matihiko - Digital Leaders	• Develop leadership capabilities within DT/DC teams. • Connect with the education community.	DT team	DC team release allocation		all year	
Attend ULearn to learn about Digital Technology Curriculum	• Build teachers confidence and knowledge around Digital Technologies. • Share new learning with Staff. • Motivate and inspire staff. • Connect with the education community.	Teacher DT Group	Tickets - $600pp Accommodation $600 Petrol	DT team	September school holiday 2019	

Specific Actions *What needs to be done*	Intended Outcome	Who is involved?	Funding and Resourcing needed	Responsibility - Who	When	Termly Reflection/ Next Steps

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  o What worked well?
  o What didn't work well?
  o Where to next
	• Review and plan for 2020
	• Data has been used to inform next steps.
	• Improvement Plan is updated for 2019.
	• Improvement Plan for 2019 has been started
					Term 4, Week 5	

End of Year Review – where did we end up?

DT Resourcing Summary: *How much money and time have you allocated this within your budget?*

Teacher Release Days:
- Release time for support – in class and out of class - 1 ½ days per week across Mainstream and Whānau Ata – 15 days per Term – 60 days per year - $18 000 (@$300 per day)
- Improvement Plan Review – 1 day x 4 teachers @$300 per day = $1200

ULearn Conference Rotorua
- 10 teachers (DT Team and the DT and HM Teacher Lead Team - @$700 each = $7000
- Accommodation – 3 nights x 2 suites at $200 per night = $1200

- Food - $500
- Petrol - $200

Centrally Funded MOE PLD:
- 2 Facilitators – run Staff meetings and work with staff as needed
- No cost

Professional Learning:
- TOD day for HandsOn Digital Technology Workshops run by DT and HM Teacher Team
- 1 Staff Meeting per term run by MOE PLD Facilitators and by DT and HM Teacher Team