

**Toko School Annual Plan and
Learning Target
2020 SECTION 3**

Action	Link to Strategic Plan	Expected Outcome	Who	Outcome and Analysis
STEWARDSHIP				
Goal 1: To review school policies in line with the Policy Review Overview.				
<p>1.1 Chairpersons of the BoT sub committees will monitor the overview and include in ongoing sub committee review process.</p> <p>a. Term 1: National Administration Guideline (NAG) 6: Legislation</p> <p>b. Term 2: National Administration Guideline (NAG) 4: Property</p> <p>c. Term 3: National Administration Guideline (NAG) 3: Personnel</p> <p>d. Term 4: National Administration Guideline (NAG) 1: Curriculum - Learning & Teaching</p>	 <p><i>To work with the community to share and seek collaboration.</i></p> <p><i>Effective communication supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.</i></p>	To keep within review guidelines.	BOT Principal	All school reviews have been carried out.
1.2 To ensure timely, targeted development opportunities are available to the elected Board of Trustees.		BoT members are given the opportunity to learn more about their role as BoT members	BOT Principal	This occurred via Board of Trustees meetings.
Goal 2: To implement the 10 Year Property Plan as per agreement with the Ministry of Education				

2.1 To develop a 5 Year Property Plan.	 <p><i>Maintain a collegial, hard working, attractive and organised environment.</i></p>	To complete projects as identified.	BoT Principal	To date we have completed the School Evaluation of Physical Environment (SEPE) in preparation for our 10 YA. A project has been allocated to SIP. School locks have been upgraded across the school.
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EDUCATIONALLY POWERFUL CONNECTIONS & RELATIONSHIPS

*Te Kahui Ako o Taranaki Mohoao - Achievement Challenge - Strengthening cultural understanding and partnerships with parents and community.
Te Kahui Ako o Taranaki Mohoao - Achievement Challenge - Enhancing learning by strengthening networks that constantly foster the development of well-being.*

Goal 3: To engage the community in collaborations to enrich opportunities for students to become confident, connected, actively involved lifelong learners. Re word??

3.1 To further develop our schools culturally responsive practice	 <p><i>Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p>	<p>To continue to increase our schools awareness of what tangata whenua means and to continue working and developing our Culturally Responsive Practice Plan.</p> <p>To continue to find ways of engaging and consulting with our local iwi and whanau.</p> <p>To further develop our kapa-haka and to put our knowledge of Powhiri into a real context.</p>	Principal Staff	All children are greeted everyday in Te Reo as well as reciting toko school pepeha, school karakia and karakia kai. We undertook our first school powhiri at the beginning of the year to welcome new students and new teachers. This will occur again next year. Matua Clive was employed again to teach kapa-haka across the whole of the school as well as to work with our kapa-haka group of 30 children to perform at Puanga Festival. Performance poi were purchased and a parent assisted the girls from the kapa-haka group to make practice poi, in the traditional way. At staff meetings we are beginning to say our karakia, sing our Kahui-Ako song and now
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				sharing our pepeha. Investigated what our local Maori place names mean and how to pronounce these correctly. This was shared with the community. Puanga was put on hold because of COVID-19.
3.2 To identify and draw on community resources to enhance student learning opportunities, achievement and wellbeing..			Principal Staff	We have had whanau involved in our kapa-haka group, assisting the girls with the poi, making practice poi and working out the school's kapa-haka uniform. We have had parent help providing assistance for children who need it. Parents have been involved in coaching students in various sports teams, calf and lamb day, and triathlons. Regular items in newsletters were sent home in regards to how they could help at home with oral language and understanding the learning pit type activities and discussions.

RESPONSIVE CURRICULUM, EFFECTIVE TEACHING & OPPORTUNITY TO LEARN

Te Kahui Ako o Taranaki Mohoao - Achievement Challenge - Enhancing Learner Agency Through a Localised Curriculum

Goal 4: To continue to implement and revise the Toko School Curriculum Framework.

4.1 To empower children to be active participants in their learning.	<p><i>Give feedback and feedforward based on learning goals</i></p> 	<p>Children will increase their agency by understanding and using the recently developed shared language - (eg Skills, and Steps to Success) in their learning.</p> <p>Children will know and understand what the eight skills of writing are.</p> <p>Target: Year 2 and 5 children and Teachers</p>	Principal Staff	<p>At our school, Agency is about having responsibility, power, ownership and control over yourself and to use our Toko School Learning Stars to create a productive and happy life. We use quality teaching practices and a step by step differentiated model to implement Learner Agency (medals). Children are tracked using a Learning Proficiencies matrix. This year across the school we had 17 target children and 12 out of 17 (71%)</p>
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	<p><i>Teach strategies for self monitoring including: time management, setting learning goals, monitoring learning goals</i></p>	<p>will continue to understand and be clear about what they are to learn; how and why they are going to learn it, and how they will know when they have been successful.</p>	<p>have moved 1 or more agency stages on the learning proficiencies matrix.</p> <p>As part of our whole school inquiry, we have two cohorts of children that we are tracking over the next four years. In 2020 these are our Year two and five children. Year 2: 5 out of 17 children, (29%) have moved one agency stage. Year 5: 6 out of 15 children (40%) have moved one agency stage. Factors that have contributed to these shifts include:</p> <ul style="list-style-type: none"> ● Focusing on the learning progressions and next steps ● Analysing assessment/examples of learning with the children and their next steps, ● Teachers being very explicit as part of their everyday practice using the following four questions - -<i>What are you learning?</i> -<i>How are you learning that?</i> -<i>Why are you learning that?</i> -<i>How do you know if you are being successful?</i> ● Expecting children to say in more detail their learning goals and showing this in a range of contexts. ● Goal books and children having their goals referred to constantly ● Understanding their progressions of learning - and how they help them. <p>Bek Galloway (Leading Learning) has been in to work alongside teachers and in</p>
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				<p>particular how to stimulate children in their writing programme and to provide clarity. We chose writing, because we felt that this curriculum area required some refocusing with the children. We have participated in writing moderation meetings where staff collaborated together to analyse a variety of writing samples and are now working on using these samples of writing, so children can see good examples of what writing looks like at a range of different levels This work will continue into 2021. Teachers have been very explicit about what makes good writing and have focused children's attention/goals around the "family of eight". This has meant children have been able to more narrowly focus on specific writing goals. This goal fits into our overarching goal of <i>How do we move target children from being passive to actively engaged learners?</i></p> <p>Students have been involved in the revamped step by step differentiated model to implement Learner Agency. Meetings with Ben Laybourn (Evaluation Associates) about how we share children's learning, Learning Skills and Steps to Success on Seesaw to parents/whanau has been an ongoing focus and will continue into 2021.</p>
<p>4.2 To implement the Digital Technologies Curriculum within classes and across the school.</p>		<p>To actively participate in teacher professional development and learning and implement within the classroom.</p>	<p>Technology Curriculum Leader Staff</p>	<p>The professional development programme for digital technologies had 6 months to run with Donna Davis from Sharpe Kinnane and was disrupted right from the</p>

			<p>beginning by the Covid lockdown. The focus then changed to remote learning and the upskilling teachers needed in this area. Donna worked remotely with teachers to support and guide them through this new way of working. Once we returned to school Donna worked with the junior team to support them to implement the digital curriculum in their classes. She worked with staff and small groups of children and showed how some apps could be integrated into the learning programme. The contract with Sharpe Kinnane ended at the end of term 2.</p>
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<p>4.3 To engage learners to identify and describe what's actually important for them and what contributes to their success as learners.</p>		<p>Students will have the chance to share in decision making to encourage both relevance and ownership in their learning</p>	<p>We try to use children's voice in many of the activities or goals that are set. This means that children and teachers unpack assessments together, so children are able to see their next steps/goals. Children can pick and choose (alongside the teacher) the activities that they would like to work on, that is relevant to their goals. The wording of the step by step differentiated model i.e. (medals) has become quite cumbersome, so children have been involved in resetting the wording of the medals that we will implement in 2021.</p> <p>During the year children have been asked to share what they would like their teacher to do to help them learn better. Below is a summary:</p> <ul style="list-style-type: none"> ● Feedback from the teacher in a quicker time frame. ● Continue to help me unpack my goals and the steps to success ● Knowing what tasks are important for me to help me achieve my goals. ● Be clearer when explaining new thinking. ● Understanding the Steps to Success to achieve my goal. <p>This year as Kahului Ako we all agreed to use the Me and My School Survey, NZCER with all children from Year 4 - 8. This tool measures aspects of student engagement with learning:</p> <ul style="list-style-type: none"> ● Behavioural : participation, positive conduct, persistence, & involvement
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				<ul style="list-style-type: none"> ● Affective/Emotional : teachers, peers, learning, & school – how they feel ● Cognitive: taking risks, learning challenges, self regulating learning. <p>Because this is a new tool, we have not had enough time in Term 4 to fully unpack the information and what this might mean for teachers and learners. This will be an ongoing focus in 2021.</p>
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PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITY

Te Kahui Ako o Taranaki Mohoao - Supporting Strategy - Through Collaborative Leadership
Aspiration: Effective capable leaders collaborate within and across schools to lift practice and build capability

Goal 5: To lead collaborative inquiry processes and challenging professional learning opportunities that align with our schools vision, Learning Star capabilities, goals and targets.

5.1 To build collective capacity to do evaluation and inquiry for sustained improvement.	Ensure a variety of tools and resources are used to support the learning programme. Adaptive teachers engage in ongoing inquiry with the aim of building knowledge	Teachers and leaders will embed the inquiry process in their daily, strategic and overall practice, designing, implementing, and moderating assessments and making authentic, evidence based decisions through the lens of their impact on learners.	Principal Staff	Associate Principals undertook Practice Analysis Conversations with the staff (a way of observing teaching in the classes). Ben helped teachers to formulate the lesson and goal that was made. Ben also worked with Associate Principals to teach teachers how to unpack the observation and children's feedback to help co-create next steps in moving forward. Reflective meetings were held with all teachers. Teachers found that the feedback from the children was very valuable (what we think we teach, and what is received can be two different things). At the end of year PAC, the teachers set questions alongside the Associate Principals to ask children to provide feedback on individual teacher
5.2 To embed professional learning through observing and analysing practice focussed on a specific goal.		Associate Principals to strengthen/deepen professional dialogue via Practice Analysis Conversations (PAC)	Principal Staff	



Internal and external expertise is selected to build capacity in evaluation and inquiry.

inquiry goals. Thus far, it has been very valuable.

Inquiry meetings were held every fortnight and much of this work was the understanding around writing moderation across the school. End of year Growth Coaching meetings were held with the Principal focussed on what teachers have achieved this year in their inquiry and their next steps.

Teachers are required to complete an Inquiry Framework which summarises aspects of their inquiry and the impact on target students and their learning. This document supports the professional coaching cycle and has direct links to our whole school inquiry. The Leadership, teacher and student capability matrix all contribute to information that is collected and used to support our schools learning journey.

**EVALUATION, INQUIRY & KNOWLEDGE BUILDING FOR IMPROVEMENT & INNOVATION
LEADERSHIP FOR EQUITY & EXCELLENCE**

Te Kahui Ako o Taranaki Mohoao - Supporting Strategy - Through Collective Responsibility: Aspiration: We work together to achieve desired outcomes.

Goal 6: To participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities.

<p>6.1 To actively participate in the Central Taranaki Community of Learning.</p>	 <p><i>Effective communication and collaboration supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.</i></p>	<p>To ensure our BOT, Staff and Community are kept up to date with the Achievement Challenges of the Kahui Ako and how this relates to actions for our Toko School learners.</p>	<p>Principal Staff</p>	<p>Our school participated in our annual Te Kahui Ako o Taranaki Mohoao Teacher Only Day in March working alongside teachers from ECE and Secondary. We have worked closely with Bek Galloway (Leading Learning) and Ben Laybourn (Evaluation Associates) to assist with our whole school inquiry - <i>How do we move target children from being passive to actively engaged learners?</i></p> <p>They have been critical friends to our Associate Principals and have worked with all staff to assist with differentiating the classroom programme and to look at school wide expectations focused on children's learning behaviours.</p> <p>Through participation in Culturally Responsive workshops with Kathe Tawhiwhirangi (Core Education) this network has assisted us to meet the goals of our culturally responsive action plan which has been focussed on Tangata Whenaungatanga (Identity).</p> <p>The partnership between our primary and secondary schools focused on transitions between Year 8 and Year 9 has really strengthened this year. Interviews with families at our school and extra transition days for identified children have been positive outcomes for 2020. Oral Language kim to add</p>
<p>6.2 To participate in Professional Learning Communities</p>		<p>Principal and Associate Principals will work on developing leadership and</p>	<p>Principal Deputy</p>	<p>Both Associate Principals have participated in an AP/DP Professional</p>

		<p>collaboration with practical application in the classroom and team level via a professional learning group.</p>	<p>Principal</p>	<p>Development Group. The purpose of this AP/DP group is to create a professional development group for APs and DP. This is for a couple of purposes</p> <ol style="list-style-type: none"> 1. To form a local network of AP/DPs for professional discussion on leadership. 2. Make sense of the AP/DP position in the Kahui Ako. 3. Enable discussion and learning about effective leadership and change management. 4. To develop the inquiry around the achievement challenges in the Kahui Ako. 5. To be responsive to the needs created from the participants. <p>Membership of a Principals' Professional Learning Group (PLG) 2020 The PLG provides PLD that:</p> <ul style="list-style-type: none"> ● Gives opportunity for Principals from different schools/regions to come together ● Recognises individual contexts ● Develops collaboration and sharing of practice ● Promotes reflection and higher level thinking ● Is challenging & robust <p>The PLG sessions involve:</p> <ul style="list-style-type: none"> ● Study and reflection of a selected professional text ● Discussion on topical issues ● Progress reports on individual leadership inquiry/developmental leadership goal
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				<ul style="list-style-type: none">• Collaborative problem solving• Celebration of individual successes
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