

2023 Annual School Improvement Plan Outcome and Analysis



Strategic Goal 1: Build Teacher Capability so all Toko School Learning Stars are achieving their potential.

Annual Improvement Goal:

Annual Improvement Target (Where do we want to be?):

To close the gap between children who are working towards their curriculum level and those that are working within or above their curriculum level. We need to look closely at how the children who are working towards their curriculum level choose to learn, gather student voice on how they think they are learning, and to look at our teaching strategies and how they can be adapted to meet the needs of these children.

To increase the number of children working within or above their curriculum level in Mathematics.

Baseline Data (Where are we now? What is the justification for this target?):

- Identify priority learners
- Me and My School Survey - to look for related trends
- Student voice + teacher voice
- Maths PAT, Numeracy Stage, OTJ Summary, JAM
- Learning Behaviour

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Priority Learner meetings twice per term.	Priority Learners Meeting (collaborative based inquiry focused on Priority Learners). Priority Learners	Sue - Maths Leader, staff	<ul style="list-style-type: none"> Mathematics Progress for Priority Learners

Priority learners are identified from the mid year data (taken from PAT, Numeracy Stage and OTJs) and shared with staff. The analysis of the data is also shared with staff and feedback is asked for.

We created this doc, to compare our OTJ's since 2019, to see what sort of impact COVID and agency had on our data. Although we had a blip in 2021, this year we have more children at and above than in 2019.

MID YEAR

6 out of 24 (25%) Maori tamariki are 'working towards' their curriculum level.

11 out of 41 (27%) Female tamariki are 'working towards' curriculum level.

4 out of 63 (6%) Male tamariki are 'working towards' curriculum level.

By Mid Year 12/14 children were at bronze or silver learning behaviours

11/14 Children have made expected or more than expected progress in their PAT's from Mid 2022 to Mid 2023. (78%) despite a change to Test that is harder to read.

We feel proud of this achievement and so as a staff we brainstormed all the things that we believe have made a positive impact. These are:

-Whole class teaching so everyone hears the answer, and buddy work, Sharing back to the group and everyone listening, strand stuff goes out with activities (Jun), Tasks are set out, and discussions around why the child chose that task (Jun), Real focus on the progressions (for both the teacher and the child). Getting children to know what they need to

know. Numbots, Maths Slide - children asking questions of their maths, homework sheet (Senior school), Move n Prove, Mathletics, Prototec, 50's club. Very boy heavy so they love competition (mid school), Black belt, homework sheet so parents and children are aware of all strands, Teaching to the needs - eg Hub (Snrs), Relating things to real world - Purposeful based problems (all), Target group at year 5/6 girls - children are enjoying it, Mutukaroa - conversations with parents around math expectations and resources are given out along with activities they can be doing at home, Teachers are making a more conscious attention to other strands, Teachers are paying careful attention to PAT results and are using this to set their long term maths plans and to assist children in setting goals from these PAT results

END YEAR

By the End of 2023 our data continued downward in a positive trend where fewer children are on the Priority List - 11 children (9% of the school roll).

4 out of 26 (15%) Maori tamariki are 'working towards' their curriculum level.

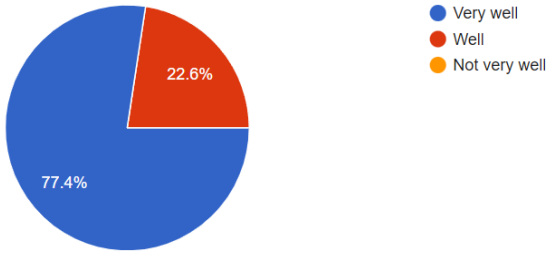
9 out of 46 (20%) Female tamariki are 'working towards' curriculum level.

2 out of 62 (3%) Male tamariki are 'working towards' curriculum level.

Three children have moved from Working Towards to now within and we have had one child new to our school added to the register.

	Practice Analysis Conversations PAC All staff will engage in this process to assist with next steps actions focused on Priority learners.	Sue - Maths Leader Staff	<ul style="list-style-type: none"> Students will be able to articulate what they are learning, the why and the how for their mathematics. Staff make changes to practice based on feedback and feed forward from peers.
Practice Analysis Conversations were implemented by Sasha and Sue. A meeting to discuss the focus of the conversation was had first. The focus was based on the teachers goal and the area of the Capability Matrix that it related to. Then a lesson was observed, with the purpose being to notice the teacher's practice relating to the pre-discussed focus. Some students were then met with and their voice collected. Staff then met individually with either Sasha or Sue and discussed how they thought the lesson had gone in terms of their practice around the identified focus. Staff were able to identify areas of their own practice that were going well and areas that they might be able to tweak. Staff are very experienced and competent, therefore the meeting was just a discussion led by the staff themselves and guided by Sasha or Sue.			
Ongoing throughout the year	Student Voice Surveys collected throughout the year. Shelley to collect feedback focused on boys engagement and learning.	Staff Shelley - Te Kahui Ako o Taranaki Mohoao WSL	<ul style="list-style-type: none"> Learners can articulate the learning behaviours they are focusing on to assist with their learning progress. Shelley to provide opportunities for staff and to develop curiosity/exploration tasks
Staff collected student voice from their target students and from the class as a whole. Questions around what a good learner does or what a good learner looks like were put to the children. Then they were asked to talk about whether they were good learners and what they did or didn't do. Teachers use this to guide their next steps in their teaching. Student data at mid year indicated that maori students and girls in maths is an area for development. Student Voice was collected from girls who were below in Maths. Student voice was also collected from girls who had made great achievements in maths or who were beyond in maths and the results were compared. Survey . It was interesting for teachers to look at results and they determined that the girls beyond were much more happy to get into the learning pit, and comfortable to practise more of the same, where as the below in maths girls disliked getting into the learning pit and felt stink that they had to practise more of the same.			
Beg/Mid/End Year	Teacher Voice Ongoing reflection via the Teacher Capability Matrix	Ben Laybourn - Evaluation Associates Bek Galloway - Leading Learning Sue - Maths Leader/Staff	<ul style="list-style-type: none"> Staff can articulate what part of the Learning Capability Framework they are focusing on and discuss what is working and why and next step actions.

		Shelley - Te Kahui Ako o Taranaki Mohoao WSL	
<p>Mid 2023 Teacher Only Day: Teachers spent some time discussing who their target child are, why and things that they were doing to help with the child become more agentic. They spent some time looking at the Capability Matrix to see where they had put themselves at the beginning of the year, then mid year - to decide on what they needed to focus on next, and wrote this in their Inquiry Framework Tool.</p> <p>Staff take turns, at a fortnightly meeting, to share their inquiry student and what they are doing in their own practice to help the student to make shifts. Teachers use the Learning Capability Matrix to help them decide their next steps/goal. Changes in practice are discussed as well as how these changes are impacting on the target student, and the class as a whole if appropriate. Staff are asked to identify the area of the Capability Matrix that their goal comes from and to explain why this particular area is the focus for them and their practice. These meetings are a great way to see what is happening in other classes and to build shared language and shared practice across the school. Brief notes are taken so we can track where we have been and our next steps.</p> <p>End 2023: Much discussion was had around our priority student results and looking at the PAT Maths results to determine what is working and what isn't.</p>			
Ongoing all year	<p>Professional Development</p> <p>Curriculum Refresh - Mathematics</p> <p>Engage with the Readiness Tool to review and identify next steps.</p> <p>Leadership - Maths leader to attend - to keep abreast of new developments in maths.</p>	<p>Ministry of Education</p> <p>Sasha</p> <p>Taranaki Maths Leadership</p> <p>Hui</p>	<ul style="list-style-type: none"> Schoolwide consistency and understanding of: <ul style="list-style-type: none"> student expectations at each curriculum level/progression.
<p>Term 2-3: Sasha attended Maths Leadership days in New Plymouth, around the Curriculum refresh. Contact has been made with Fiona Smale as to what we can do further to reduce the 50% of Maori and 79% of girls in the priority list.</p> <p>Student Teacher ran a basic fact maths group for the year 5/6- girls - Things trialled - material and visual prompts, Patterns, Timed exercises, Family of facts, Connections, Word problems</p>			
Ongoing all year	Moderation processes for OTJ's monitored.	Sue - Maths Leader Staff	<ul style="list-style-type: none"> Accurate analysis of student samples.
Term 2 and 4: Cleaning of the data - discussions with staff around their OTJ's - comparing PAT data and Numeracy stage.			
Term 1	Review of equipment and resources to effectively meet the maths needs.	Sue - Maths Leader Staff	<ul style="list-style-type: none"> Improve resources for staff and children to use.
From TO Day, after analysing data and needs, decided to purchase another dice kit for the senior school and more scales for the junior. This appears to be the only resources required in 2023 from teachers.			
Ongoing all year	Work with whanau around ways to support their tamariki's learning so that whanau are more confident in helping their tamariki and communicating with teachers, and teachers gain a	Staff	<ul style="list-style-type: none"> The reporting process will better support the child's learning needs. Whanau will build their commitment to their involvement with student learning.

	better understanding of their learners and use this knowledge to personalise their teaching programmes										
<p>MID</p> <p>Reporting to Parents - this continues to become more streamlined as this year everyone began reporting using only HERO. This has been a smooth transition for teachers and whanau. Teachers share learning posts throughout the year so parents can see where their child is at and what their next steps are. This is done in real time, so what parents are seeing is timely and relevant. Twice yearly graphs showing each child's progress in reading, writing and maths is shared with whanau. Mutukaroa meetings are held and resources are given to parents to help with the needs of their child. This is in all areas (eg a number chart, alphabet chart, mathematics expectations etc). Communication Notes home to parents have focused more on what we are doing in class in the 3 curriculum areas, and sometimes, ways they can help at home. Newsletters home also have ways they can help at home.</p> <p>New Entrant Pack: When students are about to start at our school as a New Entrant they are given a New Entrant Pack. This consists of a number chart to 20, and a number chart to 120, laminated handwriting sheets, dice and a pack of cards. These resources are put inside the child’s book bag.</p> <p>END: Parents appear to be happy with mutukaroa meetings and explanations of their child's learning. It has come to our attention that sometimes posts that are shared by students, if a photo is attached of evidence, it can be a little hard to read.</p> <p>Feedback from our most recent community survey.</p> <ul style="list-style-type: none">10. Toko School provides opportunities for me to play a supporting role in my child/ren's education.(e.g. parent help, sports events Mutukaroa Meetings and home learning etc). <p>100% of parents feel they play a supporting role in their children's education.</p> <div><p>31 responses</p><table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Very well</td><td>77.4%</td></tr><tr><td>Well</td><td>22.6%</td></tr><tr><td>Not very well</td><td>0%</td></tr></tbody></table></div> <p>RECOMMENDATIONS:</p> <ul style="list-style-type: none">To continue to invite parents regularly to share children’s achievement and progress, concerns and successes.To continue to keep parents informed about the school and how they can assist at home.To continue to share children's learning via HERO so whanau can celebrate their learning journey with them.				Response	Percentage	Very well	77.4%	Well	22.6%	Not very well	0%
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Mid Year End Year	Analyse mid and end of year data to inform progress and next steps.	Sue - Maths Leader Staff	<ul style="list-style-type: none">Accurate picture of progress and achievement.								
<p>Mid Year OTJ - 83% working within or beyond curriculum level in mathematic. Information based on the OTJ data (no children identified) can be found here.</p> <p>An analysis of the PAT can be found here</p> <p>End of Year OTJ - 91% working within or beyond curriculum level in mathematic. Information based on the OTJ data can be found here</p> <p>An analysis of the PAT can be found here</p>											
Monitoring:											

Our Goal: To increase the number of children working within or above their curriculum level in mathematic:

How we are tracking:

Mid 2021 = 66% Mid 2022 = 79% Mid 2023 = 86%

End 2021 = 68% End 2022 = 83% End 2023 = 90%

Resources:

Annual School Improvement Plan



Strategic Goal 1: Build Teacher Capability so all Toko School Learning Stars are achieving their potential.

Annual Goal:

Annual Improvement Target (Where do we want to be?):

To close the gap between children who are working towards their curriculum level and those that are working within or above their curriculum level. We need to look closely at how the children who are working towards their curriculum level choose to learn, gather student voice on how they think they are learning, and to look at our teaching strategies and how they can be adapted to meet the needs of these children.

To increase the number of children working within or above their curriculum level in Writing.

Baseline Data (Where are we now? What is the justification for this target?):

- Identify priority learners
- [Me and My School Survey](#) - to look for related trends
- Student voice + teacher voice
- [e.asTTle Writing](#), OTJ Summary
- Learning Behaviours
- Structured Literacy Junior assessments

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Priority Learner meetings twice per term.	Priority Learners Meeting (collaborative based inquiry focused on Priority Learners).	Sasha staff	<ul style="list-style-type: none">• Accelerated Writing Progress for Priority Learners.

Priority learners are identified from the mid year data (taken from e-asTTle and OTJs) and shared with staff. The analysis of the data is also shared with staff and feedback is asked for. This year is was great to see a pattern emerging of less and less junior children being priority writers.

At the end of 2019 12/19 (63%) of those children 'working towards' were in Year 1-4
 At the end of 2020 12/27 (44%) of those children 'working towards' were in Year 1-4
 At the end of 2021 7/30 (23%) of those children 'working towards' were in Year 1-4 (of these 7 children 5 did not have their beginning schooling at Toko)
 At the end of 2022 3/30 (10%) of those children 'working towards' were in Year 1-4 (of these 3 children 3 did not have their beginning schooling at Toko)
 Staff were quite surprised at the decreasing number of junior students coming through needing support. Staff felt this was largely due to Structured Literacy and children being able to hear sounds and recognise them. The junior teachers thought the tweaking of their writing programmes would have impacted positively as well.

At the end of 2023 our data showed the continued downward positive trend where fewer children are coming out of the juniors behind where they need to be. The end of year data showed that only 2 of the 16 children working towards the expected curriculum level were in Year 1-4 and one of those children was new to Toko within the last 6 months. overall our writing data showed that we had 30 students on our priority writing lists, this had lowered to 16 by the end of 2023. Teachers felt this change has to be directly related to Structured Literacy and the tweaking of the junior writing programme. If The Writer's Toolbox is taken up for PD in 2024, this will be another way of positively impacting on our writing data.

Ongoing all year	Professional Development Year 1 - 3 - ongoing Structured Literacy Workshops and webinars. Curriculum Refresh - English Engage with the Readiness Tool to review and identify next steps.	Tamara Dahm (Massey University) Te Kahui Ako o Taranaki Mohoao Sasha	<ul style="list-style-type: none"> Consistency and understanding of the Structured Literacy approach is strengthened through the Kahui Ako network of teachers. Schoolwide consistency and understanding of: <ul style="list-style-type: none"> student expectations at each curriculum level/progression.
<p>Mid - A Curriculum refresh workshop was shared with staff at a Kahui Ako Teacher Only Day early in the year. This gave an overview of the refresh and the background thinking to the overall curriculum. In April staff attended a Ministry of Education Teacher Only Day at school where the document and the implementation plan were shared. There are still plenty of changes being made in the English part of the curriculum, so staff were given an overview of the Understand, Know, Do focus of the curriculum and were shown the progressions from one learning phase to another. Information will continue to be shared with staff, so they are ready to implement the refreshed curriculum when the time comes.</p> <p>Coming up in Week 6, Term 3; 2023 there is a Kahui Ako Structured Literacy Trip to Palmerston North to have a look at a couple of schools that have implemented Structured Literacy. Megan and Jolynne have their names recorded to be part of this trip.</p> <p>Megan and Jolynne went on the Structured Literacy Trip to Palmerston North. We visited a couple of schools and listened to one school's structured literacy journey and at the second school had a look in their classrooms at how they were implementing this/got to see a lesson being taught. A great chance to talk to and share ideas with other teachers in the Kahui Ako and with each other around structured literacy.</p> <p>End - In regards to the curriculum refresh, leaders continued to engage with the curriculum refresh and to stay up to date with changes. Staff have been involved where necessary but more focus will be placed on staff understanding in 2024 depending on the outcome of the new government directives.</p>			
Term1 - Term 3	Practice Analysis Conversations PAC All staff will engage in this process to assist with next steps actions focused on Priority learners.	Sasha Staff	<ul style="list-style-type: none"> Students will be able to articulate what they are learning, the why and the how for their writing. Staff make changes to practise based on feedback and feed forward from peers.
<p>Practice Analysis Conversations were implemented by Sasha and Sue. A meeting to discuss the focus of the conversation was had first. The focus was based on their goal and the area of the Capability Matrix that it related to. Then a lesson was observed, with the purpose being to notice the teacher's practice relating to the pre-discussed focus. Some students were then met with and their voice collected. Staff then met individually with either Sasha or Sue and discussed how they thought the lesson had gone in terms of their practice around the identified focus. Staff were able to identify areas of their own practice that were going well and areas that they might be able to tweak. Staff are very</p>			

experienced and competent, therefore the meeting was just a discussion led by the staff themselves and guided by Sasha or Sue.			
Ongoing throughout the year	Student Voice Surveys collected throughout the year. Shelley to collect feedback focused on boys engagement and learning.	Staff Shelley - Te Kahui Ako o Taranaki Mohoao WSL	<ul style="list-style-type: none"> Learners can articulate the learning behaviours they are focusing on to assist with their learning progress. Shelley to provide feedback to staff and to develop some next step actions collectively which will be monitored throughout the year.
<p>Staff collected student voice from their target student and from the class as a whole. Questions around what a good learner does or what a good learner looks like were put to the children. Then they were asked to talk about whether they were good learners and what they did or didn't do.</p> <p>Student data at mid year indicated the boys and writing is an area for development. Sasha is going to met with some boys early in Term 3 to see what their perspective of these results is, and to gather some overall student voice about writing.</p> <p>End - student voice around was not gathered by Sasha. This will happen in 2024. However our data at the end of year, didn't show boys as being disproportionately lower than girls.</p> <p>Data has been gathered from Shelley who is a Within School Lead around student voice and engagement. Finding from student voice survey Survey analysis</p>			
Beg/Mid/End Year	Teacher Voice Ongoing reflection via the Teacher Capability Matrix	Ben Laybourn - Evaluation Associates Sasha/Staff	<ul style="list-style-type: none"> Staff can articulate what part of the Learning Capability Framework they are focusing on and discuss what is working and why and next step actions.
<p>Staff take turns, at a fortnightly meeting, to share their inquiry student and what they are doing in their own practice to help the student to make shifts. Teachers use the Learning Capability Matrix to help them decide their next steps/goal. Changes in practice are discussed as well as how these changes are impacting on the target student, and the class as a whole if appropriate. Staff are asked to identify the area of the Capability Matrix that their goal comes from and to explain why this particular area is the focus for them and their practice. These meetings are a great way to see what is happening in other classes and to build shared language and shared practice across the school. Brief notes are taken so we can track where we have been and our next steps.</p>			
Ongoing all year	Moderation processes for OTJ's monitored. Assessment - monitor the impact of The Code on students spelling ability Focus easttle moderation on surface features.	Sasha/Staff	<ul style="list-style-type: none"> Accurate analysis of student samples. Children's surface features will show improvement in easttle samples
<p>A sample of writing was completed by all students in Term 1. Teachers marked these over the Term 1 holiday. Moderation occurred in April. A sample of one student's writing had been collected from each teacher. All teachers marked all the pieces of writing and we discussed the marking and why certain marks had or hadn't been given. The marking from the samples was collected and collated as a way of seeing any patterns in our marking. This seemed to show that the greatest disparity in our marking was around Structure and Language Features. Each staff meeting a different aspect of the e-asTTle marking rubric will be looked at and marked individually and as a group. This collaborative approach will aim to bring our marking decisions closer together.</p> <p>Our surface feature aspect - Punctuation - is still an on-going area for development. Programmes and other things that might have worked elsewhere are being investigated as a possible way of lifting student achievement in this area.</p>			

Monitoring and Assessment around how to measure the impact of The Code on students spelling ability is still being discussed, as we haven't worked out the best way to show progress that is related to The Code across the whole school.

End - Samples were taken from the children again in Term 3. While our data was quite positive we are still looking into introducing the Writer's Toolbox programme as a way of lifting our surface features. Junior teachers feel The Code is helping, where senior teachers are finding it tricky as the children are not coming through with knowledge of this system yet. Sue and Shelley have worked with Tamara from Massey University to create a whole school spelling programme. This is still being finalised.

Term 1	Review of equipment and resources to effectively meet the Literacy needs.	Literacy Team Staff	<ul style="list-style-type: none"> Improve resources for staff and children to use.
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The Junior School has bought some more decodable texts. These are the Series 2, Set 1 to 3 Sunshine Decodable Texts. These consist of 10 titles per set and we have got 5 copies of each title. We have also recently purchased Series 2, Set 4 & Set 7 Sunshine Decodable Texts. These consist of 10 titles per set and we have got 5 copies of each title.

Senior School - some of the budget has been spent this year on instructional tasks based on the technical side of writing e.g parts of speech, punctuation, sentence structure, etc as this was an area of weakness identified from our e-asttle writing. These will be used to support the writing programme. Y5/6 are trialling a technical Tuesday where the skill is taught and practised before the application into independent writing. A small amount of money has also been spent on support material for film studies to try to boost the children's range of vocabulary. Additional money was donated to the senior literacy budget that was used to purchase another subscription for the Steps Web programme. This has been extended to seven children who have been identified as having trouble with their spelling. We have also purchased a subscription to the Literacy Shed which provides a range of lesson plans for classrooms and we purchased Liz Kanes dictations and blend review book which is material that supports teaching The Code in the upper levels of the school.

Ongoing all year	Work with whanau around ways to support their tamariki's learning so that whanau are more confident in helping their tamariki and communicating with teachers, and teachers gain a better understanding of their learners and use this knowledge to personalise their teaching programmes	Staff	<ul style="list-style-type: none"> The reporting process will better support the child's learning needs. Whanau will build their commitment to their involvement with student learning.
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Reporting to Parents - this continues to become more streamlined as this year everyone began reporting using only HERO. This has been a smooth transition for teachers and whanau. Teachers share learning posts throughout the year so parents can see where their child is at and what their next steps are. This is done in real time, so what parents are seeing is timely and relevant. Twice yearly graphs showing each child's progress in reading, writing and maths is shared with whanau. We are looking into how we could share our Learning Stars with parents, so that the whole focus isn't on the 3 foundation subjects.

Helen Jenkins Resource Teacher of Literacy came in and ran a workshop for parents on reading together with children at home. She offered some great information, insights and resources for the parents.

End - The reports were shared very smoothly and easily. A Learning Star assessment will be available for parents on reports on 2024. This will help parents to get a clearer picture of how their child is going in areas other than reading, writing and math.

Our SENCO has worked with parents to help them increase their understanding around the importance of being involved in their students learning. This is in regards to parents whose children are completing Reading Recovery.

Mutukaroa meetings are held and resources are given to parents to help with the needs of their child. This is in all areas (eg a number chart, alphabet chart, mathematics expectations etc). Communication Notes home to parents have focused more on what we are doing in class in the 3 curriculum areas, and

sometimes, ways they can help at home. Newsletters home also have ways they can help at home.

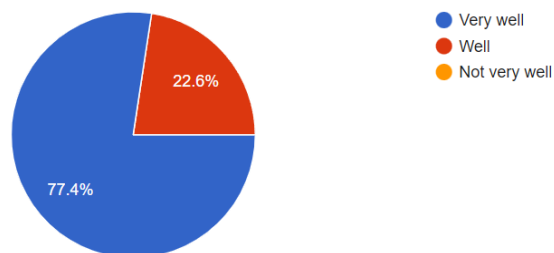
New Entrant Pack: When students are about to start at our school as a New Entrant they are given a New Entrant Pack. This consists of a number chart to 20, and a number chart to 120, laminated handwriting sheets, dice and a pack of cards. These resources are put inside the child's book bag.

Feedback from our most recent community survey.

- **10. Toko School provides opportunities for me to play a supporting role in my child/ren's education.(e.g. parent help, sports events Mutukaroa Meetings and home learning etc).**

100% of parents feel they play a supporting role in their children's education.

31 responses



RECOMMENDATIONS:

- To continue to invite parents regularly to share children's achievement and progress, concerns and successes.
- To continue to keep parents informed about the school and how they can assist at home.
- To continue to share children's learning via HERO so whanau can celebrate their learning journey with them.

Mid Year End Year	Analyse mid and end of year data to inform progress and next steps.	Sasha - Staff	<ul style="list-style-type: none"> • Accurate picture of progress and achievement.
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Mid Year OTJ -71% working *within or beyond curriculum level* in writing. Information based on the OTJ data (no children identified) can be found [here](#).

An analysis of the e-asTTle writing sample from Term 2 can be found [here](#).

End of Year OTJ - 85% working within or beyond curriculum in writing. Information based on the OTJ data can be found [here](#)

An analysis of the e-asTTle writing sample from Term 3 can be found [here](#)

Monitoring:

Our goal: To increase the number of children working *within or above their curriculum level* in writing:

How we are tracking:

Mid 2021 = 52% Mid 2022 = 68% Mid 2023 = 71%

End 2021 = 62% End 2022 = 74% End 2023 = 85%

Resources:

Annual School Improvement Plan



Strategic Goal 3: Include Maori perspectives to enrich learning where appropriate and build student capability in speaking and understanding a wider vocabulary of Te Reo.

Annual Goal:

Annual Improvement Target (Where do we want to be?):

To meaningfully incorporate te reo and tikanga Maori into the everyday life of Toko School.

All staff participate in Te Reo Ahu and will use 10 phrases teachers regularly within the school setting

Baseline Data:

Staff noticings.
CRP Framework

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
All year	Staff/whanau to action and review Culturally Responsive Practices (CPR) Framework.	Staff Invite Whanau Group/BOT	<ul style="list-style-type: none"> CRP Framework actions and review New CRP goals set and shared with tamariki and community.
New CRP framework has been shared with staff and we have worked together to look at the goals and update them.			
1 workshop per term	Megan and Sue to attend Cultural Capacity Leadership Hui - Te Kahui Ako o Taranaki Mohoao.	Megan Sue	<ul style="list-style-type: none"> New learnings, ideas shared and implemented back at school. Increased confidence leading our Cultural Capacity journey
Sasha, Megan and Kim attended the Hui this year. <ul style="list-style-type: none"> Niho Taniwha 1 day workshop run by Evaluation Associates MAC Conference in Auckland Initial Mac Hui 			
Term 1 and 2	All teachers and some support staff participate in Te Reo Ahu	Staff	<ul style="list-style-type: none"> Increased use of reo in daily activity To build networks of reo use with other learners within out Kahui Ako

All teachers and some support staff regularly attended the Te Reo Ahu sessions. All graduated at the end of Term 2. The learnings from Te Reo Ahu are being

carried over into class. 1 staff member carried on to Level 2 in Terms 2 and 3.			
Ongoing	All staff to learn 10 phrases that they use with the tamariki at school.	Staff, BOT, Support Staff	<ul style="list-style-type: none"> We will hear staff use more phrases during the school day. We will hear the children start to use the phrases as well.
Teachers are working on building their vocab based on what they learnt during their Te Reo Ahu Course, Next year we plan to have some phrases across the school that are familiar to us all and that we all use. Pronunciation of local names and kupu have also been a focus.			
Ongoing	Tamariki have the opportunity to participate in Kapa Haka.		Tamariki will learn: <ul style="list-style-type: none"> the school song. Procedure for powhiri
All tamariki participate in Kapa Haka during Term 2. Children are given the opportunity to join our Kapa haka Ropu from Year 3 and up. This group participates in the Kapa haka Ropu from Term 2-4 every Tuesday for 45 mins. Whaea Wharekuka was our leader this year. She worked with the students to get them ready for Puanga Festival, Production and End of year leavers dinner and focusing our school song and appropriate Taranaki waiata. We have had a great group of whanau helping with kapa haka over the year.			
Ongoing	Wider use of Te Reo in the classroom with a focus on pronunciation	Staff	<ul style="list-style-type: none"> Increased use of Te Reo Honest attempts at correct pronunciation - in particular focus on: Toko, Taranaki, House Colours, Taranaki place names
Teachers are working in class to pronounce common phrases and kupu correctly, focused on karakia, waiata, pepeha and common kupu used throughout the school such as potae - hat			
Monitoring: A register of maori students and how they are socially and any behaviours etc is kept regularly up-to-date as well as a register of Maori students and how they are progressing in Reading, Writing, Maths, their agency goals and attendance rates. This doc can be seen here .			
Resources: Niho Taniwha, Te Ahu o te Reo web resources, MAC resources			

Other 2023 Key Improvement Strategies to Achieve Strategic Vision



Property	Enviro	Community Engagement	Te Kahui Ako o Taranaki Mohoao
<i>5YA Plans completed</i>	<i>Support staff and tamariki with their sustainable projects</i>	<i>Carry out a 2023 Community Survey</i>	<i>Continue to engage with the goals of the Kahui Ako</i>
<i>5YA Property projects and LSC office space have all started. This will be completed early in the new year.</i>	2023 has been a consolidation year. No new projects have been introduced. Having a Mahi Toa - Workshop Mentor has meant tamariki and kaiako have been supported with the design and creation process. An Enviro Support worker has supported tamariki and kaiako with growing produce, and cooking/making food with what we grow.	Our community survey was completed in term 3. We also sort feedback from our tamariki in Years 5 - 8. 2023 Community Survey	Our school has been very engaged with all aspects of the Kahui Ako. Staff have been involved in: Emerging Leaders, we had two Within School Leads appointed for 2023, Cultural Capacity Leadership, Structured Literacy PLD and network, AP/DP Leadership and Principal Leadership.
Personnel	SMS - Hero	NELP	Curriculum Refresh
<i>Find avenues to fund extra support staff to support, Enviro Warriors, Kapa Haka, STEAM</i>	<i>Continue to upskill in using HERO and regularly participate in webinars.</i>	<i>Become familiar with and Introduce NELP to Staff/BOT/Community</i>	To familiarise the staff with updates to the curriculum refresh.
This year through with the support of the TOI Foundation we have been able to employ people in the following positions to support our teachers and tamariki: Kapa Haka Tutor, Workshop Mentor, Enviro Support Worker, Literacy Support Worker	Leaders have attended webinars relating to using data effectively and reporting to parents. Sasha also had a one on one session with a HERO facilitator to help get an assessment organised so we can share Learning Star data with parents. This will begin to be used in 2024. Children from year 3 up are now being encouraged to create their own posts in HERO. This has been helped along as teachers begin to feel more comfortable using HERO.	These have been introduced to staff, BOT and community. With each set of groups we have looked at and discussed what is working well, what could be improved, and anything else that is interesting/unsure of etc. This year it was decided to move over to School Docs to manage all school policies and procedures due to so many changes to legislation, policy and procedures and new NELP expectations. This has meant that the Board can be assured that we are meeting all obligations and expectations. This has been a seamless transition.	All staff participated in a Kahui Ako Teacher Only Day with a focus on the background and history/story behind the curriculum refresh. We have also participated in two extra Ministry of Education allocated Teacher Only Days. Staff have also been working on our newly developed Akoranga.