




**Northland
School**
Te Kura o Orangi Kaupapa



Annual Plan and Charter 2021

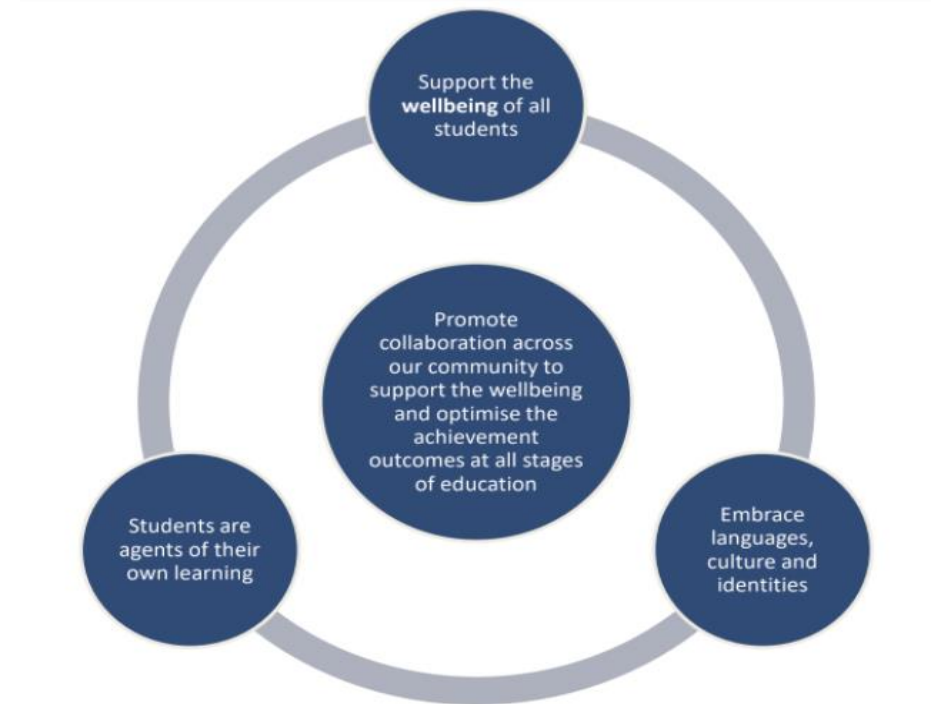
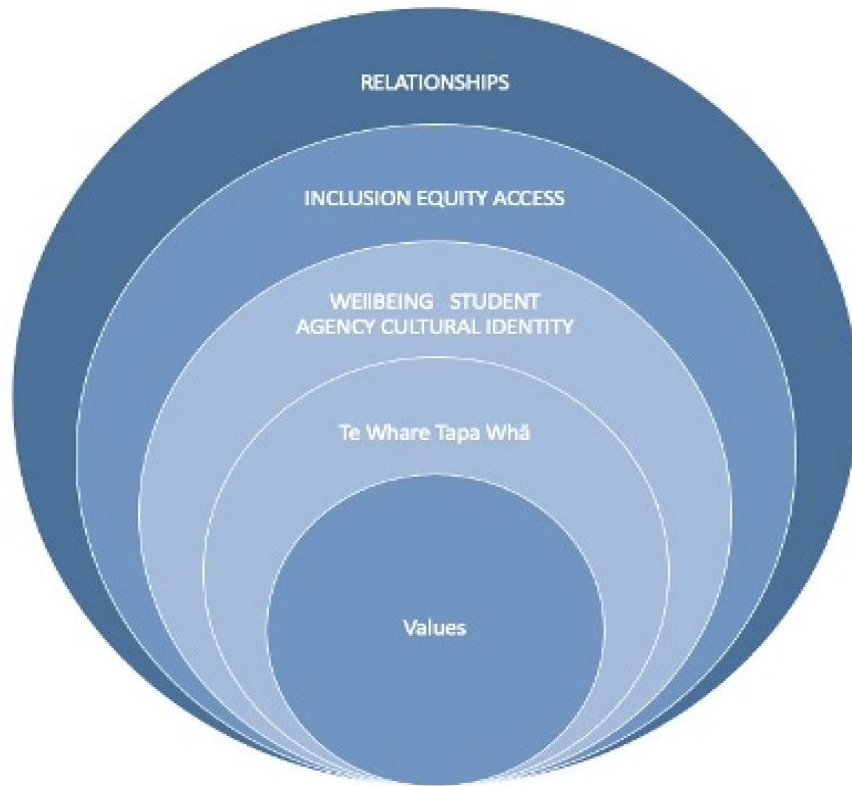
Incorporating the 2015 – 2021 Strategic Plan

**Tū mai Te Ahūmairangi, tū mai hoki tatou
*As Te Ahūmairangi stands, we also reach for great heights***

 <p>A community of kind, curious, creative, confident, active learners</p>	<p>We are kind learners who</p> <ul style="list-style-type: none"> ● treat others with respect ● are inclusive and value others ● can work co-operatively and collaboratively ● respect our own and others' learning 	<p>We are curious learners who</p> <ul style="list-style-type: none"> ● think critically and ask questions to inquire ● are open to new ideas ● are inquisitive about the world around us ● are reflective and responsive
<p>We are creative learners who</p> <ul style="list-style-type: none"> ● are expressive ● explore solutions to problems ● can innovate to problem solve ● take opportunities to be original 	<p>We are confident learners who</p> <ul style="list-style-type: none"> ● are resilient ● are courageous in challenging situations are prepared to take risks and learn from mistakes ● can talk about our learning and plan for our next steps ● are always learning 	<p>We are active learners who</p> <ul style="list-style-type: none"> ● are enthusiastic about our learning ● are productive and involved in our learning ● contribute to our learning community through our ideas, skills, talents ● are connected with local and global communities



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Kāhui Ako Achievement Challenge One: Increase the percentage of students who report positively against the wellbeing indicators of Te Whare Tapa Whā.

- Taha hinengaro (mental and emotional wellbeing) Resilience, problem solving and decision making
- Taha whanau (Social Wellbeing) Belonging, caring and sharing
- Taha wairua (Spiritual) I have a purpose in life, plan for learning in my life and am in control of my learning
- Taha Tinana (physical)
- There will be evidence of students', teachers' and whānau perceptions of student wellbeing improving and actions towards improving a culture of care for all.

Kāhui Ako Achievement Challenge Two: All students enjoy and achieve education success that embraces languages, culture and identities.

- When broken down into ethnicities, all sub-groups report the same level of enjoyment of success as “all students”. Patterns of inequity are narrowed so that disparities in the achievement of ethnic subgroups are closed.
- Students will report positively on aspects of cultural relationships to empower their wellbeing and learning.
- There will be evidence of whanau and community contribution to local curriculum and protocols.

Kāhui Ako Achievement Challenge 3: Most students are agents of their own learning who can confidently express what, why and how they are learning.

- Motivated to learn; Make decisions, resilience; Growth mindset; Critical and innovative thinkers
- There will be evidence of improved relationships for learning aiding student agency.
- There will be evidence of improved cultural relationships to empower learning and decision making.

Our Students

At the start of 2021, 82% of our students identify as Pakeha/European, 9% as Māori, <1% Pasifika and 9% Asian with an equal gender mix across the school.

We recognise the Treaty of Waitangi as a founding document of New Zealand and acknowledge the special status of the tāngata whenua. The school aims to give practical effect to the Treaty as it implements the National Education Goals. The Board meets with members of the Māori parent community each term and reports to them on the progress of Māori students as a group.

The school acknowledges the cultural backgrounds of all of its students and actively seeks to incorporate elements of these in school programmes.

The majority of families live within a Ministry of Education designated enrolment zone with a small number of families also located in surrounding suburbs. The enrolment scheme identifies a Home Zone from within which all children have an automatic right of enrolment at the school. The process for seeking enrolment from outside the Home Zone is outlined in the school's Enrolment Scheme.

Student Learning

Student achievement is a result of the combined contributions of the students, teachers, family and whānau and community.

As a teaching staff we:

- ❖ Give all students the opportunity and encouragement to develop a wide range of academic, social, recreational and cultural skills and to extend the boundaries of their learning and thinking.
- ❖ Expect that students will develop as self-motivated, independent learners and thinkers, who can work effectively in a co-operative team environment.
- ❖ Recognise that students are individuals who learn at different rates and in different ways.
- ❖ Expect our students to demonstrate on-going growth through all Learning Areas of the New Zealand Curriculum with a particular emphasis on Literacy and Numeracy especially in the first four years of schooling.
- ❖ Expect our Year 8 students to be well prepared for their secondary education. They will leave with well-developed skills in various learning areas and will be able to use the New Zealand Curriculum key competencies to high levels across a range of learning areas and situations.
- ❖ Expect high standards of student achievement in relation to literacy and numeracy.
- ❖ Encourage high levels of student attendance and follow-up on all unexplained absences. We work closely with a very small number of families where attendance may be of a concern and provide support where necessary.

School Organisation

Northland School is a Decile 10 Wellington urban full primary school with an end of year roll of approximately 320 students. The school is organised into four Teaching Teams with each composite class. We have purpose-built innovative learning spaces where teachers are working collaboratively and exploring the use of our spaces to promote student agency. We are committed to working alongside our primary and secondary schools in Kāhui Ako o Te Whanganui a Tara, and the Achievement Challenges are aligned with our strategic plan.

Strategic Plan – 2021 Action Plan

To meet the school's Student Achievement Expectations the Board, Staff and Community have identified the following objectives as part of the 2015 – 2021 Strategic Plan. The main focus for 2021 is aligned to our Achievement Challenges as well as continuing

to improve our school environment with the second stage of our building works to complete the school hall and playground by the end of 2021.

1

We are Kind Learners

Treat others with respect, are inclusive and value others, work collaboratively, and respect own and others' learning.

2

We are Curious Learners

Think critically and ask questions to inquire, are open to new ideas, are inquisitive about the world and are reflective and responsive.

3

We are Confident Learners

Are resilient, are courageous, are prepared to take risks and learn from mistakes. can talk about their learning and plan next steps and are always learning.

4

We are Active Learners

Are enthusiastic about learning, are productive and involved in learning, contribute to the learning community, and are connected with other communities.

5

We are Creative Learners

Are expressive, explore solutions to problems, can innovate to problem solve, and take opportunities to be creative.

6

Learners at the Centre

Recognise students are individuals who learn at different rates therefore teachers adapt and refine programmes to respond to all learners. Opportunities and encouragement is fostered.

7

Student Achievement Data and Assessment

Review and develop school-wide assessment practices to provide consistency and efficient tracking of students over time, analysis and reporting of achievement. Audit the SMS and community consultation.

8

Te Tiriti O Waitangi and promotion of Tikanga Māori

Continue to create an environment to build hapu and haporitanga across school and community. Identify key sites of significance around our kura, Develop school pepeha with guidelines from whānau.

9

Quality Teaching and Leadership

Develop Leadership capacity for Team Leaders and unit holders through professional development. Plan our Professional Growth Cycle for all teachers with teachers to support teacher development.

10

Barrier Free Access

To continue to develop understanding of Universal Design for Learning and develop collaborative practice in our teams. To design an inclusive behaviour management plan to provide a safe and caring environment and minimise bullying. To provide support for all diverse learners and minimise discrimination.

Te Kāhui Ako o Te Whanganui a Tara

To promote collaboration across our community to support the wellbeing and optimise the achievement outcomes at all stages of education. Northland is committed and has identified actions for 2021 towards the Achievement Challenges.

11

Te Kāhui Ako o Te Whanganui a Tara Challenge 1

There will be evidence of students', teachers' and whānau perceptions of student wellbeing improving and actions towards improving a culture of care for all.

12

Te Kāhui Ako o Te Whanganui a Tara Challenge 2

When broken down into ethnicities, all sub-groups report the same level of enjoyment of success as "all students".

13

Te Kāhui Ako o Te Whanganui a Tara Challenge 3

Most students are agents of their own learning who can confidently express what, why and how they are learning.

14

Actively engaged families, whānau and community

Consult with the school community and seek feedback on reporting to family and whānau. Ensure information has a purpose, is clear and timely. Explore options for sharing progress.

15

Enhance student wellbeing and transitions

Implement recommendations from the 2020 Wellbeing survey. Continue to develop pastoral support and transition into, within school and on to secondary. Review Navigating the Journey.

16

Curriculum Design at Northland

Document the school vision, values and principles that underpin learning and decisions. Continue to shape and document the conceptual design for our local curriculum and collaborative planning.

17

Cultural Diversity

Create an environment in which all cultures are valued for the contributions they bring. Team planning provides opportunities to be conceptual and develop cultural understanding and awareness.

18

Resource Management

Complete Stage 2 of the Hall Building project. Design and construct a new playground that makes the most effective use of space available and enhances the school environment.

19

Digital Technologies

Develop a Digital Technology Overview to ensure Computational Thinking (CT) and Designing and Developing Digital Outcomes (DDDO) are integrated through the curriculum.

20

2021 Strategic Plan



Northland School

Te Kura o Orangi Kaupapa

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We are a community of kind, curious, creative, confident, active learners. We promote collaboration across our Kāhui Ako community to support the wellbeing and optimise the achievement outcomes at all stages of education.

Priorities	Student achievement will be enhanced by:	Objectives/ Actions	How will we know we've been successful by the end of 2021.
<p>National Education Learning Priorities</p>	<ul style="list-style-type: none"> Northland having a guiding strategic document which provides an overview for the next three years i.e. 2022 to 2024 	<ul style="list-style-type: none"> Consultation with the community regarding their aspirations for school. Board consideration of community feedback. A draft Northland Charter 2022 to 2024 is developed. 	<ul style="list-style-type: none"> A draft Northland Charter will be completed ready for ratification at the December 2021 board meeting.
<p>All students are engaged and their wellbeing is valued and supported. Achievement Challenge 1.</p> <p>There will be evidence of students', teachers' and whānau perceptions of student wellbeing improving and actions towards improving a culture of care for all.</p>	<ul style="list-style-type: none"> Teachers build relationships with individuals so that strengths are recognised and needs are identified. Children are made aware of learner dispositions and demonstrate these during their learning. Teachers and children know the school values and refer to them in both Māori and English. Feeling safe in the school environment so they can learn and develop social competencies. 	<ul style="list-style-type: none"> Teachers adapt and refine programmes to respond to all learners. Teachers and children discuss how dispositions are developing. Model, demonstrate and live these in the school community. Combine the Values and Qualities to reinforce how these develop together. Establish clear behaviour expectations with the values at the core to minimise bullying and discrimination 	<ul style="list-style-type: none"> All children achieve high personal standards. All children can identify progress in learning dispositions across curriculum areas particularly in maths and literacy. All children know the values and are able to demonstrate them in the way they act and learn. Teachers are confident to guide students in restorative practice. Parents are aware of the behaviour expectations and restorative process. Students show awareness of strategies to use to regulate behaviour. Students know the language of emotions and can express these with support
	<ul style="list-style-type: none"> Develop schoolwide assessment procedures to show progress of all students, with particular tracking of target students over time that will allow for deeper analysis and reporting of student achievement. 	<ul style="list-style-type: none"> Review and rethink ways of sharing progress and achievement to students, parents, staff and the board. PAT's will be sat in Term 2 for a clear purpose and with identified students for base line. PAT's will be resat early Term 4 for identified students or identified cohort/s. Teams will moderate against exemplars in writing and maths midyear and end of year. Identify the functions of the SMS 	<ul style="list-style-type: none"> NZC cohort level data at the end of the year show the maintenance of high standards of progress and achievement in reading, writing and mathematics; 90% of children at or above the expected NZC level. Parents participate in surveys and focus groups to add value to what they want to know about their child's learning and progress. Assessment schedule is in place for 2022 and SMS has capabilities required to capture all data types.
	<ul style="list-style-type: none"> Leaders are able to support teachers with effective inquiry and learning. 	<ul style="list-style-type: none"> Review navigating the journey in the second year and make recommendations. Strengthen new transition to school programmes at all Year levels and expand links with early childhood centres. 	<ul style="list-style-type: none"> Navigating the journey programme is tailored to our school and sustained. Evidence of improved transitions for students through information passed on when entering school, across the school and onto secondary.
	<ul style="list-style-type: none"> Developing a holistic view of learning and success. 	<ul style="list-style-type: none"> Increased involvement from children and parents in learning conversations. Implementing recommendations from the 2020 Wellbeing@school survey. 	<ul style="list-style-type: none"> Attendance by parents at learning conversations increases throughout the year. Examples of impact on students are identified through qualitative evidence.

We are a community of kind, curious, creative, confident, active learners. We promote collaboration across our Kāhui Ako community to support the wellbeing and optimise the achievement outcomes at all stages of education.

Priorities	Student achievement will be enhanced by:	Objectives/ Actions	How will we know we've been successful by the end of 2021.
<p>All students enjoy and achieve education success that embraces languages, culture and identities. Achievement Challenge 2.</p> <p>Students will report positively on aspects of cultural relationships to empower their wellbeing and learning.</p> <p>There will be evidence of whanau and community contribution to local curriculum and protocols</p>	<ul style="list-style-type: none"> Increased collaboration between teachers within teams and across the school. Teachers participate in professional development and reflective practice. A safe and inclusive school environment where diversity is valued. Children and staff grow in confidence in their use of Te Reo, understanding of Tikanga Māori and knowledge regarding local contexts and local places of significance. 	<ul style="list-style-type: none"> Ongoing development for Team Leaders regarding leading collaborative teams. CORE PD for all staff deepens practice. Teachers encouraged to work closely with others to trial collaborative practice. Implement The Professional Growth cycle that meets the Teaching Council requirements and reduces staff compliance requirements but has an impact on quality teaching. Building of the hall and completion of the playground will enhance the physical environment of the school. Tikanga Māori and Te reo Teachers and Kapa Haka Tutor work together to lead staff development related to Tikanga Māori programmes and knowledge related to local contexts and places of significance. Use several teacher only days for professional development programme as part of the Kāhui Ako community. Local iwi and school leaders work in partnership to create our school pepeha. 	<ul style="list-style-type: none"> Leadership reflections demonstrate growth. Teams function well and focus on modelling the values. All children are able to connect with a number of teachers and experience success. Teachers are effective and reflective practitioners All teachers are observed by colleagues, growth conversations are completed and reflective statements are shared with the Principal. Bi-Lingual signage and other elements reflecting the bicultural and multicultural nature of our school community are part of the building development and design. The stage 2 building works will be complete. Information regarding local contexts and places of significance and our vision for Tikanga Māori is documented in our local curriculum. Our school pepeha is created and the community knows of its significance. Staff and students know and share the school pepeha.
	<ul style="list-style-type: none"> Māori success as Māori Whakawhanaungatanga (Identity) and Ako (Relationships) Actively engaged family and whanau. 	<ul style="list-style-type: none"> Children are beginning to learn to share their whakapapa with all through a Māori framework. Teachers recognise there are different ways of learning. 	<ul style="list-style-type: none"> Māori and Pasifika student voice will indicate teachers placing greater importance on cultural identity. In our kura identity and culture is recognised and acknowledged. School culture demonstrates an understanding of reciprocal learning. Teachers build a culture of care and trust with all tamariki, whānau and iwi within their team or class.

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Priorities	Student achievement will be enhanced by:	Objectives/ Actions	• How will we know we've been successful by the end of 2021.
<p>Most students are agents of their learning and can confidently express what, why and how they are learning. Achievement Challenge 3.</p> <p>Motivated to learn; Make decisions, resilience; Growth mindset; Critical and innovative thinkers.</p>	<ul style="list-style-type: none"> Teachers encourage and foster a learning environment to support students to develop skills to enable students to be agents of their own learning. Children developing greater resilience and perseverance, and understanding that mistakes are opportunities to learn. Children understand that challenge and a 'growth mindset' are important elements in learning. 	<ul style="list-style-type: none"> Teaching skills and attitudes around resilience, perseverance and learning from mistakes will be part of programmes throughout the school. Children will have opportunities to work with a range of age groups and develop positive relationships with children across the school, including opportunities to share and value our diverse cultural backgrounds. Children are learning to practice and develop these skills. 	<ul style="list-style-type: none"> Narratives from children show the impact of changes on s Learning and strategies. Student interviews will indicate they are active in their learning and can articulate some of the why, what and how they are learning Buddy classes foster ako and reciprocal learning.
<p>There will be evidence of improved relationships for learning aiding student agency.</p> <p>There will be evidence of improved cultural relationships to empower learning and decision making.</p>	<ul style="list-style-type: none"> Sustain and implement the Digital Technology curriculum. 	<ul style="list-style-type: none"> Students participate in teacher-led activities to develop, manipulate, store, retrieve, and share digital content in order to meet technological challenges. Create precise, unambiguous, step-by-step process (algorithmic thinking). Digital Leader will support staff and students. 	<ul style="list-style-type: none"> Students are able to make decisions and test digital content for a specific purpose. Evidence shows students understand there can be more than one process to solve the same problem. The Web Team develop skills and demonstrate from base line evidence their progress. Teacher Survey feedback will indicate that they are confident in the implementation of the digital technology curriculum.

2021 Targets for Raising Student Achievement

1.1 Writing

1.1 To increase the number of students achieving at or above expected levels of achievement in writing in identified cohorts.

Baseline Data

School wide data from December 2020 showed a number of students were not working at the expected end of year curriculum level.

Further analysis of the data showed that:
In 2020 at the end of the Year

30% of Year 3 students did not meet expectations, 5 boys and 3 girls. Current Year 4 students.

23% of Year 4 students did not meet expectations, 7 boys and 2 girls. Current Year 5 students.

34% of Year 7 students did not meet expectations, 5 boys and 2 girls. Current Year 8 students.

Overall Boys achievement in writing is less than girls.

Targets

All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.

To raise the level of writing achievement for Boys in Year 4, Year 5 and Year 8

Actions to Achieve Targets	Led By	Resourcing	Timeframe
All teams will develop a working action plan to show actions and tracking for students.	Class Teachers and Team Leaders		Check at the end of each term.
Clarity of tasks so that children know the why, what and how of learning writing skills	Team Leaders, AP's		Team Meetings
Engage students through authentic contexts and choice and promote writing across the curriculum	Class Teachers and Team Leaders	See Saw, Apps, experiences	Regularly to parents to show progress
Sustain a print rich environment	All Class Teachers		Regularly
Develop collaborative planning and teaching opportunities to maximise learning opportunities.	Team Leaders and AP's	Kāhui Ako network UDL	Team meetings with focus on specific planning.
Ongoing and regular monitoring with students using curriculum exemplars	Team Leaders	Exemplars	Moderation Termly against exemplars
Deliberate Acts of Teaching, modelling, feedback and feed forward	Class Teachers and Team Leaders	Linda (CORE)	Term 2, Term 3 Workshops

Teacher Aids to support class while Teacher provides small group workshops	Team Leaders and AP	RTLB	Term 2 PD workshops
Analyse of Mid Year data to inform progress, adapt planning and programmes	Team Leaders and AP's.	Exemplars, SENCO.	June/July

1.2 To increase the number of students achieving at or above expected levels of achievement in Mathematics

Baseline Data

School wide data from December 2020 showed a number of students were not working at the expected end of year curriculum level in Mathematics

Further analysis of the data showed that:
In 2020 at the end of the Year

16% of Year 5 students did not meet expectations. 5 boys and 1 girl. Current Year 6 students. 28% of Year 6 students did not meet expectations. 5 boys and 3 girls. Current Year 7 students. 3 students were supported through Alim in 2020 and will continue to be monitored.

End of year data for year 7 students in 2020 Identified 7 students, 5 boys and 3 girls did not meet expectations.

All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.

To increase the confidence and engagement of students who are below expectations across all identified target groups.

To show progress in the curriculum level that will raise the number of students meeting the expected curriculum level at the end of the year.

Targets

Actions to Achieve Targets	Led By	Resourcing	Timeframe
All teams will develop a working action plan to show actions and tracking for students.	Class Teachers and Team Leaders		Check at the end of each term.
Clarity of tasks so that children know the why, what and how to solve mathematical problems.	Class Teachers, Team Leaders, AP's		Team Meetings
Identify the Maths dispositions from the Alim Rubric to plan strategies to develop these.	Alim Teachers and AP's	PD, Assessments	Term 1 Week 7 – Term 2 Week 9
Identify students for the Alim acceleration inquiry and group accordingly	Alim Teachers	PD	Term 1 Week 7
Provide Alim Teachers for the second year to sustain skills and embed practice	Cognition Facilitator	\$8000 by MOE	End of each term
Regular monitoring and tracking using Noticing, varied assessment tools	Team Leaders, AP's	NZCER	End of each term
Develop collaborative planning and teaching opportunities to maximise learning opportunities. Sustain Talk Moves strategies to promote confidence in sharing thinking and listening to others.	Team Leaders and AP's Class Teachers	PD Julie Roberts	Team meetings with focus on specific planning.
Analyse of Mid Year data to inform progress, adapt planning and programmes	Class Teachers, Team Leaders, AP's		June/July

