

# Strategic Plan 2022-2024

## Annual Plan 2023


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



**Our Vision:** We are a community of kind, curious, creative, confident, active learners

**Our Whakatauki:** Tū mai Te Ahūmairangi, tū mai hoki tātou *As Te Ahūmairangi stands, we also reach for great heights*

**Our Values:** The five values underpin our three pou. Confident and Active learners will be the focused values for the year

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



## Treaty of Waitangi and Cultural Diversity

We recognise the Treaty of Waitangi as a founding document of New Zealand and acknowledge the special status of tāngata whenua and mana whenua. The school aims to give practical effect to the Treaty as it implements the National Education Goals. Our Māori whānau meet termly with staff and board members to share kai and waiata, and will report on the progress of our Māori students as a group. We acknowledge the support of Bob Hill, our Kaumātua who has crafted our School Pepeha for us to give us a sense of belonging and identity to the land our school is on. Bob is the grandfather of one of our students..

We have identified the need to build on the relationships with whānau that are reciprocal to improve better outcomes for our students. Māori students' progress and achievement is reported to the Board. Targets ensure our Māori students are catered for and supported to achieve success as Māori. The Board is working through the Haūtu Tool to help prioritise our focus for each year. The school acknowledges the cultural backgrounds of all our students and staff are working towards more opportunities to celebrate cultural diversity in programmes and through community events. The Kāhui Ako focus on embracing languages, culture and identity provides professional development and sharing of strengths across our schools.

Learning opportunities for te reo me ngā tikanga Māori are developed through:

- All staff and students participating in kapa haka and actively participating in termly pōwhiri to welcome staff and new families to the school.
- All staff and students understand the significance and meaning of the school pepeha.
- A Kapahaka tutor provides lessons for all students and staff to grow waiata, poi and te reo.
- All students learn te reo as an integrated part of the school day.
- All staff committing to learning te reo either individually, collectively, face to face or online.
- Developing protocols for karakia, whakatauki, pōwhiri, hui, and pōropōroaki that are affirmed by whānau
- A plan for Te Reo Māori across the school
- Engaging with local Māori history and developing our knowledge of the NZ Histories curriculum and implementation.

## School Organisation

Northland School is a Decile 10 Wellington urban full primary school with an end of year roll between 280-300 students. Our current roll is a total of 250 students with 116 male and 134 female. At the start of 2023, 82% of our students identify as Pakeha/European, 8% as Māori, 2% Pasifika and 10% Asian.

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 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.

The school is organised into three Teaching Teams. Team Ruru Year 0-3, Team Kōtare/Tieke Year 4-6 and Team Year 7-8. We have new purpose-built innovative learning spaces where teachers are working collaboratively and exploring the use of spaces to promote student agency. Stage 1 of the building project was completed in October 2020, comprising the Library and open learning spaces. Stage 2, a hall was completed at the end of January 2022, this was the end of a 33 month building project on site. There are breakout spaces, a new library and a new hall that all provide opportunities for students to work in small groups and across year levels. The school hall (Te Kōhanga) is used for Before School Care and throughout the day. The Board is developing procedures for hiring this facility for parents and the community to utilise.

The Northland School community has worked hard over the past 10 years to fundraise for a playground. In April the design was signed off and construction began. This will be completed in two phases and consists of a wide play space with climbing frames, bars, slides and various mounds for creative play. There is a full size Netball / Basketball court that all students will be able to enjoy. The second phase will include further climbing frames and a flying fox. The community will work together to construct planter

boxes and develop landscaped areas so the children can enjoy being part of projects that enhance the environment. The existing play areas are a Junior climbing frame and slide, tiger turf and tennis courts across the road. The school is fortunate to use the Northland Park daily for recreation breaks, Sport and PE.

Over the last three years has prevented the community from being able to fully connect face to face with the usual school wide events. During 2022 we were determined to build up the community spirit and strengthen opportunities for greater involvement between parents, students and staff. The Home and School committee are actively supporting staff, fundraising and events that aim to bring people together. Parents volunteer to support educational trips and are keen to be more involved in supporting learning in the classrooms.

### **Our Staff**

We employ 25 people including two associate principals, 14 full-time and part time teachers, teacher aides, support staff, specialist Kapa Haka teacher, and a student counsellor. Staff have a range of talents and interests. During the last three years professional development has focused on; Teaching and Learning in collaborative spaces, Cultural Responsiveness, Learning through Play and the Teaching and Assessment of Mathematics. A number of Staff have benefited from professional development in the Accelerated Learning in Maths project (ALim) during the last five years.

There are strong connections between the Early Childhood Centres in the local area and visits with students are made, both to and from the centres, to support a seamless transition. Staff provide opportunities for those enrolling to have a number of visits prior to starting and for those joining further up the school, visits and transition plans are developed with families. The staff are actively involved in the work of the Kāhui Ako and visits between schools are encouraged. There is networking for Assistant and Deputy Principals to support one another and build strong transitions from primary to secondary. All staff are benefiting from the connections, school visits and professional development that is provided through the Kāhui Ako community.

### **Student Learning**

The Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. Under the Education and Training Act 2020 these statutory documents direct government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners/akonga. The NELP priorities will help create learning environments that are learner centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.

The seven specific priorities are:

- ensuring that places of learning are safe and inclusive and free from racism, discrimination, and bullying
- having high aspirations for every learner/akonga and supporting these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture
- reducing barriers to education for all, including Māori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs
- ensuring every learner/akonga gains sound foundation skills including language, literacy and numeracy,
- meaningfully incorporating te reo Māori and tikanga Māori into their everyday activities
- developing staff to strengthen teaching, leadership and learner support capability across the education workforce
- collaborating more with whānau, employers, industry and communities to ensure learners/akonga have the skills, knowledge and pathways to succeed in work.

Student achievement is a result of the combined contributions of the students, teachers, family and whānau and community. We are developing opportunities for children to support learning through buddy reading and buddy maths, and developing tuakana teina opportunities throughout the school.

As a teaching staff we:

- Expect high standards of student achievement in relation to literacy and numeracy.
- Expect students to become positive role models across teams, school and out in the community.
- Committed to implementing the Zones of Regulation Curriculum to provide emotional regulation and readiness for learning throughout the school.
- Committed to building positive relationships with students and parents so that we know our learners.
- 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 cooperative 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.
- 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.

During 2022 we developed our Teaching and Learning philosophy, this is aligned with our three pou and underpins our developing practice. The Standards for the teaching profession and the Code of Professional Conduct are implicit.

<b>Northland School Teaching and Learning Philosophy</b>	
<b>Whanaungatanga</b>	We create a learning environment where everyone is engaged, affirmed and mana is upheld.
	We build strong and positive relationships so the school community feels safe, valued and supported.
<b>Oranga</b>	We provide opportunities for everyone to develop knowledge, skills and tools to support their own wellbeing and that of others.
	We create a safe, supportive environment where everyone belongs, is encouraged to take risks and understands that making mistakes is part of life.
<b>Ako</b>	Teaching and learning is responsive, inclusive and ensures success for every child.
	Teaching and learning is engaging and develops curiosity, creativity and a sense of wonder.

## **Te Kāhui Ako o Te Whanganui a Tara, Community of Learning**

Northland school joined Te Kāhui Ako o Te Whanganui a Tara in 2019. We are committed to working alongside our primary and secondary schools in Kāhui Ako o Te Whanganui a Tara. There are seven primary and two secondary schools involved; Karori West Normal School, Karori Normal School, Kelburn Normal School, Makara Model School, Wadestown School, Brooklyn School, Wellington Girls College and Wellington Boys' College. Promoting collaboration across our Kāhui Ako community to support the wellbeing and optimise the achievement outcomes at all stages of education is the vision. We are privileged to have the Co-Lead, an Across School leader and two within teachers from Northland contribute to leading the work in the Kāhui Ako.

### **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.

## **Recent School Initiatives**

Developing a school wide approach to;  
Positive Behaviour for Learning (PB4L) 2023  
Structured Literacy 2023  
HERO - Change of SMS systems and procedures  
A school wide inquiry model- mahi rangahau  
Te Reo and Tikanga - ongoing  
Kura Ahurea - SLT PD and Te Reo/Cultural Leadership Responsibility.

Hybrid Learning 2022  
Zones of Regulation Curriculum 2021 - ongoing  
Culturally Responsive Practice 2020 - ongoing  
Learning through Play  
Developing Collaborative practices in an ILE 2019-2021  
Digital Technologies Curriculum 2019 -2020  
Accelerating Learning in Mathematics project 2016- 2021

## **Governance**

The Board of Trustees provides steady governance for the school community. The Board works closely with the Senior Leadership and meets twice each term in week 3 and week 9. The Board Chair prepares an update to the community after each meeting and the staff representative provides an update to the staff after each meeting. The Board portfolios are Community, Health and Safety, Policy, Finance and Property. The Triennial Self Review includes the review of policies and charter consultation.

## **Community Consultation**

The Strategic Plan has been developed in response to full consultation with the school community through the Board of Trustees and staff. In 2021 we gathered student, staff, Board and whānau voice through an online survey that was available for four weeks, informal conversations, and zoom meetings offered to all parents. Students were asked to talk about learning and give their views on programmes and the school environment. The purpose of our strategy is to identify and focus on areas of opportunity that can help the school to deliver its long term goals and objectives; to reach great heights through the creation of a community of confident, kind, curious, active and creative learners’.

The survey was developed on 3 pou/pillars that we were interested in: ako - learning, whanaungatanga - relationships and oranga -wellbeing.

The key themes that were raised are; communication channels, approaches to learning and content of programmes to engage students, teacher diversity and pedagogy, peer relationships, celebration of achievement, physical environment and catering for diversity. The impact of Covid was noted throughout and the importance of looking at opportunities to rebuild community spirit. Thorough analysis of all information has been completed and our direction mapped out for the next three years. This will be a working document and community consultation will be an on-going process.

The outcomes of focus during 2022 were 1.1 Collaborative Learning Environment, 1.2 Learner Pathway, 2.1 Community Spirit and 3.1 Culture of Care. There are aspects of all nine outcomes that will be maintained and strengthened as business as usual throughout each year.

At the end of each year we will review our progress and decide on the outcomes that will be highlighted as the focus for 2023 and 2024, while we continue to sustain and embed the work that has occurred the year before. The Strategy sets out how we will know that we have been successful, in terms of the changes that teachers, students and whānau can expect to see. In addition, some specific measures have been identified that will provide a quantifiable ‘snapshot’ of that progress in 2022.

The outcomes of focus during 2023 are

**Ako - Learning**

**1.3 Design Thinking, Design Learning**

*Design learning opportunities for all students to thrive and achieve their best.*

*Initiatives - Structured Literacy and the NZC refresh Inquiry framework*

*Sustain and develop the Learner Pathway*

**Whanaungatanga - Relationships**

**2.3 Honouring our Commitment**

*Working in partnership to strengthen a bicultural perspective and give practical effect to Te Tiriti o Waitangi. Kura Ahurea*

*Te Reo for staff and increasing Te Reo for students*

*Aotearoa NZ Histories*

**Oranga - Wellbeing**

**3.2 Empowered Staff**

*Staff work together to build a positive work environment.*

*Strengthen internal evaluation practices to know what is*

*having the greatest impact on our learners.*

*Positive Behaviour for Learning (PB4L)*

*Zones of Regulation to be sustained.*

The strategic plan gives us a clear direction and the details of work to achieve our goals in 2023 are outlined in the annual plan below. This section of the charter is updated each year.

## 3 YEAR STRATEGIC PLAN 2022-2024 OVERVIEW - Over the next three years we will focus on...

**Our Vision: A community of Kind, Curious, Creative, Confident, and Active learners**

Pou	Ako - Learning	Whanaungatanga - Relationships	Oranga - Wellbeing
<b>Goals</b>	<b>1. All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.</b>	<b>2. All members of our community work effectively together to support one another to celebrate progress, success and engagement.</b>	<b>3. All members of our community develop skills to care for themselves, care for one another and know they are valued.</b>
<b>Rationale</b>	The school identifies the need to strengthen the core learning programmes through innovative teacher practice to respond to student learning needs. Our students need to be engaged in a curriculum that is responsive, personalised and promotes success.	The school identifies the need to strengthen engagement and connections with our whānau and community so we can all work together to support children to achieve.	The school identifies our community as increasingly diverse and we need to value, support and celebrate diversity so we can learn and understand one another. We learn best when we are fit, well and happy.
<b>Outcomes</b>	<p><b>1.1 Collaborative Learning Environment</b> Teaching and learning practices at Northland are inclusive, creative, and fun and centred on the learner, thriving in our learning spaces.</p>	<p><b>2.1 Community Spirit</b> Increase whānau engagement in learning and opportunities for connecting with one another.</p>	<p><b>3.1 Culture of Care</b> Diversity is valued and celebrated so students and staff feel safe and valued for who they are. Implement a positive school wide approach and language to support emotional regulation and resolve conflict.</p>
	<p><b>1.2 Learner Pathway</b> Develop skills for life and empower learners to have success in many ways and flourish.</p>	<p><b>2.2 Sharing learning.</b> Real time reporting for sharing learning so that teachers, students and whānau are connected and value progress.</p>	<p><b>3.2 Empowered Staff</b> Staff are confident in their roles and work together to build a positive, affirming work environment. Strengthen internal evaluation practices to know what is having the greatest impact on our learners.</p>
	<p><b>1.3 Design Thinking, Design Learning</b> Design learning opportunities for all students to thrive and achieve their best.</p>	<p><b>2.3 Honouring our Commitment</b> Working in partnership with our whānau to strengthen a bicultural perspective and give practical effect to Te Tiriti o Waitangi.</p>	<p><b>3.3 Leadership for All</b> Explore leadership opportunities across the school for staff and students to reciprocate knowledge and skills and develop coaching.</p>
<b>Our Success</b>	<p>Students are engaged in learning and are proud of their progress and achievements across the curriculum.</p> <p>Staff have high expectations for all children to succeed and are motivated to deliver authentic learning experiences and respond to all learners.</p> <p>Community has high expectations for all children and are well informed of challenges, progress and achievements.</p>	<p>Students contribute to the community and demonstrate the values in their interactions with others.</p> <p>Staff are approachable and build meaningful relationships with parents and children to ensure learning is nurtured.</p> <p>Community embraces opportunities for working together, values diversity and contributes to make a difference for everyone.</p>	<p>Students know they belong and are valued, and they have tools and strategies to develop resilience and a positive outlook.</p> <p>Staff know they work in a safe and inclusive environment and mirror this environment for the tamariki they teach.</p> <p>Community supports students and the staff to develop confident, life long learners who enjoy many opportunities.</p>

### Strategic Mapping

Strategic initiatives	2022				2023				2024			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
<b>1.1</b> Learning Environment	-Revisit collaborative space and team	Hybrid PD	-Establish Teaching and Learning Philosophy -Investigate Google Classroom platform		-Model the Teaching and Learning Philosophy -Adapt environments that lessen barriers and increase agency -Implement Google classroom in Y7& 8		-Draft a plan for developing outdoor learning spaces, Te Kōhanga and Library. -Review Google classroom and plan to roll out in Y4 - 6.		-Implement the plan to ensure all spaces are used for learning. -Consideration for outdoor learning space development in 10YPP -Google Classroom implemented for Y4-8			
	-Professional Growth Cycle - individual and group PLG are established				-Professional Growth Cycle - professional learning groups meet and share practice and readings. Individual reflection and reviews are recorded.				-Professional Growth Cycle -professional learning groups meet and share practice and readings. Individual reflection and reviews are recorded.			
<b>1.2</b> Learner Pathway	-Y0-3 , Y7-8 implement in planning and review		-Explore Tags on Seesaw -Gather feedback from staff -Snapshots evidence		-Implement and review the Learner Pathway across the school: evidence in planning -Feedback sought on Learner Pathway with students.		-Begin to embed the Learner Pathway across the school.		-Develop and review Learner Pathway to show progressions of learning and dispositions from entry to leavers.			
<b>1.3</b> Design Learning		-Trial Minecraft for Education -Review device use and capability with potential to move to lease of equipment for a 3 year period.			-Begin implementing Structured Literacy Y1-8 Minecraft Ed Y7-8, -Google Classroom and refresh apps for Ipads -Te Whenua concept - Inquiry based teaching - PD		-Review Literacy, digital and inquiry -Minecraft as a learning tool		-Embed Structured Literacy and effective literacy practices. Implement the Common practice model - NZC Refresh			
<b>2.1</b> Community Spirit	-Learning in Action -Team Hui- Team Newsletters. Parent Workshops , whanau Hui, Home and School, Playground Group -Implement Seesaw across the school for sharing learning		-Community survey and review feedback to inform 2023. E - Newsletter -Gather Seesaw feedback. -Review communication platforms and seek other SMS providers.		-Communication Strategy shared with parents. -Parent information sessions by teams each term. -Learning in Action T2 -Embed SeeSaw		-Parent workshops: Structured Literacy, Maths, PB4L, Digital Safety, Wellbeing. -Learning in Action T3, T4 -Review Seesaw and replace Seesaw with HERO. -One platform for all communication.		-Review and deepen community partnership and contributions.			
<b>2.2</b> Sharing Learning	Seesaw introduced across the school as a platform for informally sharing learning.				Seesaw is implemented across the	HERO- implement community feed and post Snapshots of Learning and Curriculum Levels		HERO Learning goals and tags developed. Implement real-time		HERO- implement Student feed Year 4-8. HERO is fully implemented and		

			school.		reporting	operational in all aspects of the SMS.
<b>2.3</b> Te Tiriti O Waitangi	-Self Review Tool used with staff -Hautu Tool informs BOT protocols.	-Kāhui Ako - Cultural Festival -Staff Te Reo PD -Review Whānau Hui meetings	-Review the Self Review Tool and create an action plan. -PD to strengthen Te Ao Māori -Kura Ahurea Year 1 PD -Whānau and local iwi connections	-Develop shared cultural practices in school practice	-Implement shared cultural practices in school practice and develop cultural practice in learning.	
<b>3.1</b> Culture Of Care	-Embed Zones of Regulation and gather baseline data. -UBRs Training for all staff -RTL PD	-Wellbeing survey -RTL provide PD	-Review ZoR and create next steps from surveys.	-Embed ZoR, wellbeing tools, student clubs. -PB4L is connected to celebrations.	Refresh and review wellbeing programmes to ensure clarity and consistency across the school.	
<b>3.2</b> Empowered Staff	-Professional learning to strengthen Te Reo, literacy and neurodiversity. -Establish systems to allow for reviews and responding to feedback.		-Establish PB4L framework and systems in Tier 1 of the framework. -Identify expectations to keep doing, stop doing, start doing and why.	-Implement PB4L systems	-Embed PB4L Tier 1 and continued PD for the next 3 years.	-Review PB4L and next steps for Tier 1 or Tier2.
<b>3.3</b> Leadership for All	-PD with Evaluation Associates for Team Leaders on building learning relationships.	-PD with NZCER for Team Leaders on developing a school wide philosophy and assessment.	-Gallup Clifton Strengths for Leadership Team and PD with Kath Cooper	-Review and create next steps for the Leadership team. -Begin drafting the Job Descriptions for Team Leaders and Associate Principals.	-Job descriptions for Leadership Roles are co-constructed to reflect the leadership development.	
<b>Systems</b>	-Review EOTC Documentation -Review Policies for transfer to School.docs -Update Employment contracts and documentation -Update playground supervision and procedures for new playspace. -ERO Review starts		-Transfer to new SMS - Hero - implement Student Attendance, -Parents- invoices, Ready for Reporting end of Term 2, -Learning, behaviour and medical pages. Community feed in Term 2. -ERO Review paused whilst appointments are made. Northland School internal review continues. -Establish Digital Parent Contact Lists for connections	-Hero- OnLine reporting procedures and expectations Pastoral, Learning Pages, Reports and Learning support processes all complete. -ERO Review continues.		
	End of 10 YY Property Planning	5YA Consultation for2023	2023- 2027 5YA confirmed - projects planned			

## Annual Implementation Plan for 2023

Ako - Learning	Objective/Action	Responsibility	Resources/Time Frame	How will we know our actions have been effective?	Our 2023 Measures
<p><b>Goal: All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.</b></p> <p><b>1.3 Design Thinking, Design Learning</b> Design learning opportunities for all students to thrive and achieve their best.</p>	<p>To establish Structured Literacy across the school from Year 1-8.</p> <p>RTL B request for school-wide professional development around systems for Structured Literacy</p> <p>To provide parent education on Structured Literacy.</p>	<p>AP- Judith Literacy Team - Judith,Alex, Karen RTL B</p> <p>Judith, Alex, Karen, RTL B</p>	<p>\$15,000 PD termly, observations in other schools. Liz Kane</p> <p>Island Bay, Cashmere, Central Normal Palmerston North, Crofton Downs.</p> <p>RTL B school wide case, guidance and monitoring. Term 1-Term 3</p>	<p><b>Akonga</b> - 90% of students are at least meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.</p> <p>Students who are yet to meet the expected curriculum level are making progress within the curriculum level they are working at, in Reading, Writing and Maths, at the end of the year.</p>	<p>At least (90%) of students will be <b>at least meeting</b> the expected curriculum level in Reading, Writing and Maths, as shown by NZC Curriculum Level Data analysis during 2023 (Assessed by end year data).</p> <p>The gap for all priority learners is reduced and students will make progress in the understanding of Phonological Awareness and The Code.</p> <p>Term 1 PA and The Code school-wide data is collected and analysed at the end T2 and T4. Progress will be seen across all cohorts.</p>
	To integrate phonological awareness and The Code into classroom programmes, through using a consistent language and explicit teaching.	All Kaiako and Teacher Aides	Liz Kane PD TA PD RTL B support and guidance	Students can talk to staff about the why, and action they have taken using minecraft education.	
	To strengthen engagement in writing Year 7/ 8 in response to analysis of the Wellbeing@school survey	Emma Mc- ASL Y 7 / 8 Team Lyndsey	Term 2-4 ASL Team - Kāhui Ako network. Learner Pathway	<p><b>Kaiako</b> - Teacher's planning will be responsive to student's learning needs, provide a clear purpose and have meaning for students.</p> <p>Teachers have greater knowledge and understanding of how to deliver innovative classroom programmes.</p>	
	To introduce Inquiry based teaching: Te Whenua concept for 2023	AP- Judith Team Leaders	Term 1-Term 4 Kath Murdoch Inquiry Model PD: internal	Teachers see the benefit in using Minecraft Education as a learning and teaching tool.	
	To increase digital platforms and technologies.	Lyndsey Nathalie	Term 3	<p><b>Whānau</b> - Whānau receive regular communication via Seesaw about teaching and learning. Evidence of whānau engagement will be tracked through Seesaw and reported to the Board twice a term.</p>	
	To set up permissions for finding tasks, accountable, folders, real time tracking and communicate with students directly, self management -transition to college, private permissions.				
To introduce Google Classroom and Minecraft Education in Y7-8	Lyndsey Rachel	Term 1- Term 4	Learning conversations Term 1 and Term 3 Snapshots and Curriculum Summary: Term 2 and Term 4.		

Ako - Learning	Objective/Action	Responsibility	Resources/Time Frame	How will we know our actions have been effective?	Our 2023 Measures
<p><b>Goal: All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.</b></p> <p><b>1.2 Learner Pathway</b> Initiate the Northland learner pathway that develops skills for life and empowers learners to have success in many ways.</p>	To implement and review the Learner Pathway across the school: evidence in planning	Senior leadership to support all Kaiako Within Role - Jane	Term 2 Staff meeting Student focus groups	<p><b>Akonga</b> There is strong evidence of a student's view of learning in relation to the Learner Pathway in the Snapshot of Learning at the end of 2023.</p>	Sampling of student voice will show that <b>children improve their awareness of learning dispositions</b> in Term 2 and Term 4.
	To add detail to the Learner Pathway progressions in response to feedback  To seek student feedback on Learner Pathway	ASL and Within School Teacher (Kāhui Ako) supported by Senior Leadership.	Term 2 - Term 3 Kāhui Ako Network Staff meeting Student focus groups	<p>Sampling of students (Term 2 and Term 4) to gather student's voices to show a developing understanding of dispositional learning.</p>	(Assessed by comparing Term 2 and Term 4 sampling)
	To begin to embed the Learner Pathway across the school.	Kaiako	Term 3 - Term 4	<p><b>Kaiako</b> Teachers in Year 1- 8 have <b>evidence of the Learner Pathway in planning documents.</b></p> <p>Teachers in Year 1- 8 have <b>evidence of the Learner Pathway in reporting documentation</b> (Snapshot of Learning and Seesaw comments).</p>	Students will be able to articulate the dispositions and skills they are demonstrating in selected learning areas.
	To use the Learner Pathway dispositions to support skills that encourage agency.	Emma Mc- ASL	Term 1-Term 4 Kāhui Ako network	<p>Learner profile notes on HERO provide evidence of dispositional learning linked back to the Learner Pathway and tracking.</p> <p>Rōpū Whanaungatanga learning focus is planned from the Learner Pathway. Students can self reflect on the Learner Pathway dispositions.</p> <p><b>Whānau</b> Whānau receive communication via Seesaw about dispositions with links to the Learner Pathway (Years 1-8).</p>	

Whanaungatanga - Relationships	Objective/Action	Responsibility	Resources/Time Frame	How will we know our actions have been effective?	Our 2023 Measures
<p><b>Goal: All members of our community work effectively together to support one another to celebrate progress, success and engagement.</b></p> <p><b>2.3 Honouring our Commitment</b> Working in partnership with our whānau to strengthen a bicultural perspective and give practical effect to Te Tiriti o Waitangi.</p>	To review the Cultural Responsive Self Review Tool and create an action plan for 2023.	Principal AP- Jane Nathalie	Planned for Term 2, 3 and 4.	<p><b>Akonga</b> -Increased use of Te Reo across the school. Understanding and confidence in following protocols. Karakia kai, pepeha, mihi and powhiri are authentic. Students will develop knowledge and understanding through Te Whenua.</p> <p><b>Kaiako</b> - Staff have increased confidence in their use of Te Reo and consider a Māori perspective in teaching and learning.</p> <p>Staff and students use te reo authentically in daily contexts.</p> <p>Progress is evident on the Culturally Responsive Practices Framework with a shift in indicators from beginning to developing.</p> <p><b>Whānau</b> - Parents will have opportunities to participate in a variety of ways and contribute to planning events.</p> <p>Parents will feel more involved as active participants within the school shown through an improvement in response to the Whanaungatanga Questionnaire (Term 4).</p>	<p>By comparing Term 1 2022 and Term 4 2023 results using the Culturally Responsive Practices Framework, we will see <b>an improvement</b> in the staff's understanding and practice of culturally responsive practices</p> <p>Our classrooms and school will reflect that we are a school in Aotearoa.</p> <p>2023 parent questionnaire will show <b>an improvement</b> compared with the 2021 and 2022 Term 4 parent survey (Part 2: Whanaungatanga /Relationships questions.)</p>
	To develop an understanding of the importance of reciprocal and respectful relationships within the school community.	Hautū tool (BOT) Jane (Kāhui Ako)	Kāhui Ako Network Ongoing reflection of culturally responsive practice using the Hautū tool (BOT) and Kāhui Ako Board of Trustees Ongoing at regular BOT meetings		
	To gain an understanding of local stories/ mana whenua and their place in our local curriculum.	Andrea Jane Nathalie	Kura Ahura PD Wananga to develop resources Kāhui Ako Network PD to strengthen Te Ao Māori		
	<p>To review the teaching of te reo and draft a programme for te reo.</p> <p>To develop and implement a plan to support staff to increase use of te reo.</p> <p>To provide support for individual teachers regarding tikanga.</p>	<p>SLT</p> <p>Nathalie Hemi Kāhui Ako network</p>	<p>Term 1- Term 2 Review Term 3 - Term 4 Draft prepared</p>		
	To implement the Aotearoa New Zealand Histories Curriculum through the concept of Te Whenua.	Judith Nathalie Jane (WIST and NZC refresh)	Term 1- Term 4		

Oranga - Wellbeing	Objective/Action	Responsibility	Resources/Time Frame	How will we know our actions have been effective?	Measurable Outcomes
<p><b>Goal: All members of our community develop skills to care for themselves, care for one another and know they are valued.</b></p> <p><b>3.2 Empowered Staff</b> Staff are confident in their roles and work together to build a positive, affirming work environment. Strengthen internal evaluation practices to know what is having the greatest impact on our learners.</p>	<p>-To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage lifelong learners.</p> <p>-Establish Positive Behaviour 4 Learning framework and systems at Tier 1.</p> <p>-PB4L Team is established</p> <p>-To create and implement a reward system that aligns to the school wide behaviour expectations.</p>	<p>Andrea Jane and Emma C- PB4L Leads</p> <p>PB4L School Team</p>	<p>\$10,000 from MOE Term 1-4 PB4L team meet fortnightly PB4L Leaders PD twice a term PB4L team PD termly</p> <p>MOE PB4L leaders provide ongoing support for the school.</p> <p>Term 2 MOE PB4L team facilitates a staff meeting and gathers baseline data.</p>	<p><b>Akonga</b> -Students know what positive behaviour is expected across the school and in different events. -Students know how behaviour is defined with minor and major. -Students are aware of the consequences and restorative conversations are implemented. -Students give feedback on the ways positive behaviours are celebrated and affirmed.</p> <p><b>Kaiaako</b> -Practices for behaviour and communication are consistent across the school. -Staff are confident in affirming positive behaviours regularly in class, teams and school. -Staff use their own class reward systems which align with school wide behaviour expectations. -Staff record incidents on HERO and discuss data. -Positive behaviours are increased in class and the playground. Staff contribute to the school wide celebration to show success.</p> <p><b>Whānau</b> -Practices for behaviour and communication are consistent across the school. Parents know the expectations and our minor and major behaviours. -Parents provide feedback throughout the establishment of PB4L to inform school wide expectations. -Parents will receive communication regarding behaviour that reflects the language of the zones and a restorative approach.</p> <p>\</p>	<p>There is an <b>increase</b> in the use of language, strategies and students' use and understanding of emotional vocabulary. (Assessed by comparing Term 4 2022 data with Term 4 2023)</p> <p>There is <b>evidence</b> that positive behaviour is being affirmed regularly in class, teams and school wide.</p> <p>A reward system aligns with school wide behaviour expectations.</p> <p>There is a <b>reduction</b> in the number of behaviour incidents during class time and breaks.</p> <p>Initiatives to respond to the 2022 Wellbeing data will show improvement against 2018, 2020 and 2022 survey.</p> <p><b>Progress</b> will be seen against the 2022 Wellbeing survey Student responses will affirm the positive impact of zones of regulation and the introduction of PB4L to improve school wide climate and practices.</p>
	<p>-To decide on minor and major behaviours. -To review school wide expectations and consequences. - To celebrate the expected behaviours school wide.</p>	<p>Andrea SLT and TL</p>	<p>PB4L team facilitate staff meetings termly and Teacher Only Day sessions.</p>		
	<p>-To monitor and reflect on data. Behaviour incidents are tracked on HERO and analysed. Trends and patterns are shared regularly with all staff to inform decisions.</p>	<p>PB4L Team SLT</p>	<p>PB4L team meet to analyse data termly to make informed decisions about school wide behaviour expectations and ensure consistency.</p>		
	<p>To provide workshops to introduce PB4L and Information so that parents are involved in developing expectations.</p>	<p>Andrea PB4L Team</p>	<p>Term 2 and Term 3</p>		

## **2022 End of Year Student Achievement that informs our identified targets.**

### In Reading

- 87% of children were meeting or exceeding the expected curriculum level at the end of 2022.
- 13% of children were not meeting the expected level at the end of 2022.
- 77% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022.
- 23% of children who identify as Māori were not meeting the expected level at the end of 2022.

### In Writing

- 83% of children were meeting or exceeding the expected curriculum level at the end of 2022.
- 17% of children were not meeting the expected level at the end of 2022.
- 73% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022.
- 27% of children who identify as Māori were not meeting the expected level at the end of 2021.

### In Maths

- 82% of children were meeting or exceeding the expected curriculum level at the end of 2022.
- 18% of children were not meeting the expected level at the end of 2022.
- 54% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022.
- 46% of children who identify as Māori were not meeting the expected level at the end of 2022

Prepared By

Andrea Peetz, Principal

## Northland School Literacy Target 2023

### Strategic Goal

1. All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.

### 2023 Target Group for Structured Literacy

90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

By the end of 2023, accelerate the progress of our Māori students so we have an increase in those meeting the expected curriculum level.

The focus groups are;

- Two groups in Year 2/ 3, and Year 4. One group each at Year 5, Year 6, Year 7/ 8 that are a teacher target group.
- One group at Year 7/ 8 is a target group with our Literacy intervention teacher who has been involved in the trialling in 2022 and is an ex Reading Recovery Teacher.
- Two groups at Year 4-6 with one Teacher Aide who has been involved in the trial of Structured Literacy in 2022.

### Baseline Data

At the end of 2022, 87% of children were meeting or exceeding the expected curriculum level at the end of 2022 in Reading. In writing 83% of children were meeting or exceeding the expected curriculum level at the end of 2022.

77% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022. 73% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022.

At the end of 2022 we made the decision to focus on a Structured Literacy approach across the school for 2023. The trialling of BSLA and professional development in the Science of Reading research has enabled us to make this shift in practice. We have seen progress for our Year 1-2 cohort who have been introduced to this approach and our diverse learners in these cohorts have made progress and responded to the multi modal approach. The number of students who are not meeting the expected level at the end of the year, have various learning differences including dyslexia, auditory processing disorder, working memory difficulties. These identified students need a structured and explicit programme with plenty of repetition and review to make sustained progress.

### School Wide Phonological Data February 2023

Year	PA Basic	PA Early	PA Advanced
Year 1	10	3	1
Year 2	5	20	8
Year 3	4	13	7
Year 4	5	15	7
Year 5	2	16	9
Year 6	10	7	12
Year 7	5	3	23

Actions to achieve targets

Led By

- Regular team meetings will discuss 2023 target students to track progress, gaps or strengths.
- All Teams to identify from the 2023 start data, students who will be a target group for PA and the code.
- Phonological Awareness (using PA screening Tool) and The Code (Word Check) to be completed for target students termly.
- TA support within class and target groups.
- RTLB provides professional development on Structured Literacy for all staff, modelling and one on one.
- Moderation of writing and reading will occur each term to build consistency in levelling and planning for next steps and groupings of students.
- Maintain flexible grouping in the learning spaces to engage and motivate writing across the curriculum.
- Increase the feedback to students and provide the time for students to act on the feedback and see progress in their writing.
- Increase the conversations about texts and provide a choice of reading material that includes audio books, dyslexic fonts, and visual texts.
- Maintain regular daily reading for all students to continue enjoyment of reading and for teachers to read daily to all students.
- Progress is celebrated through sharing on Seesaw and reading with others.
- Rōpū whanaungatanga activities will include both reading and writing with a Tuakana Teina model.

Assistant Principals and Team Leaders

Literacy Team (JU, KS and AO)

All Teachers

**Time Frame**

All actions carried out Feb - December 2023

Termly check in

SL Data collected across the school end Term 2 and 4

Mid Year Team Review and analysis of curriculum data

End of year data analysis.

**Budget**

\$5,000- resources

\$10, 000- Parent donation towards SL

TA staffing

ESOL resources - \$150

## Northland School Maths Target 2023

### Strategic Goal

1. All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.

### 2023 Target

90% of students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

By the end of 2023, accelerate the progress of our Māori students so we have an increase in those meeting the expected curriculum level.

To accelerate the progress of students who are working below the expected curriculum level.

The focus groups are:

Two groups in Year 2-3, (6 students and 7 students) who are currently achieving below the expected curriculum level

One group in Year 4/5 (3 students in Year 5 and 9 students Year 4) who are currently achieving below the expected curriculum level

One group of Year 6 ( 10 students ) who are currently achieving below the expected curriculum level

To maintain the progress of students who are working above the expected curriculum level.

The focus groups is:

One group in Year 7/8 (6 Year 8s and 6 Year 7s) who are currently achieving above the expected curriculum level.

### Baseline Data

At the end of 2022 our maths data shows our children are reaching a high level of achievement across the school, however the data also shows a significant number of our Māori students are not meeting the expected level.

83% of children were meeting or exceeding the expected curriculum level at the end of 2022.

18% of children were not meeting the expected level at the end of 2022.

54% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022.

46% of children who identify as Māori were not meeting the expected level at the end of 2022.

### Actions to achieve targets

- Deliberate teaching of number knowledge and targeted revision for students.
- Regular and planned monitoring of 2023 target students to assess continued progress towards the expected maths stage
- The Learner pathway will be introduced to support the planning for the development of skills and positive attitudes in maths.
- Consideration of cultural identity and the needs of students and whanau.
- Students can share maths progress via Seesaw with family to celebrate progress and success and explain their mathematical thinking.
- Provide maths buddies within and across teams to encourage fun and playing of games with mathematical concepts.
- Increase the hands-on activities in maths that reinforce skills and increase coding to provide challenge and engage boys.
- Talk moves strategy to be explicit for all teachers to embed.
- Teacher modelling both thinking and strategies, and recording these in a modelling book for children to refer to as a support.
- Teacher Aides use Numicon( tactile equipment with children to help all target learners where appropriate
- Students who excel in maths are offered enrolment in Te Kura for extension.
- Extension group provided with challenge and stretch and competitions.

### Led By

Assistant Principals and Team Leaders  
All Teachers

### Time Frame

All actions carried out Feb - December 2023  
Termly check in  
Mid Year Team Review and analysis of curriculum data  
End of year data analysis.

### Budget

\$3000 - resources  
\$1000 Enrichment  
TA support