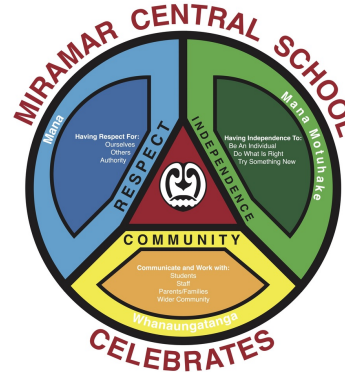


# Annual Plan 2023

## Vision and Mission Te Kura o Whataitai - Empowering our Learners

Values: Respect (Mana), Independence (Mana Motuhake) and Community (Whanaungatanga):



‘Celebration’ encompasses all of our three: Mana, Mana Motuhake and Whanaungatanga.

**Goals are focused on three areas:**

- **Our Learners**
- **Our Teaching**
- **Our Community & Environment**

Strategic goal	Focus	What will we see? Actions	Success Indicators	Timeline
<b>Goal 1 - Our Learners</b> We will enable holistic child-centred learning through curiosity and inquiry to enable our tamariki to be actively involved in their learning.				
<b>Continuously celebrating success</b>	<i>Developing personal goals with tracking and reporting to parents in a regular manner.</i>  <i>Agreeing what and how personal success should be celebrated for the individual, with parents and school wide.</i>  <i>Parent involvement in goal setting.</i>  <i>Systems in place to start reporting.</i>	Students setting and monitoring goals. Teacher supporting and guiding.  Sharing goals on Seesaw and in home learning books, whānau commenting.  Showing evidence of achieving goals with parents via Seesaw.  Discussing progress on goals at three-way conferences with whānau.	Students can set and monitor their goals and share their progress with the whānau.  Parents responding on Seesaw to students' learning.  100% of Whānau attend three-way conferences.	Termly
<b>Developing digital citizenship to create digital learners for the future</b>	<i>Digital learning demonstrated across all core curriculum areas and developing in the arts.</i>	Teachers engaging in Digital (Fluency & other forms) Professional Development.  Students learning new digital skills.	Students are creators of content, not just consumers.  Students can show their own learning to whānau (taking photo, voice recording and dictating a sentence about their learning).  Students treat technology respectfully and follow the cyber safety agreement.  Progression/pathway evident throughout the school of digital fluency.	Termly check-ins on how it's going.  Daily monitoring.  Term 3
<b>Enhance our gardening</b>	<i>Education and ongoing training to all staff on</i>	Teachers using the Garden to Table resources linking to Gillian's	Students developing new skills and attitudes around The Arts.	Term 1

<p><b>programmes, visual and performing arts to support hands on learning across the curriculum</b></p>	<p><i>Garden to Table.</i></p> <p><i>Lesson plans actively including areas of Garden to table ( outside of Classroom Release Time)</i></p> <p><i>Pilot and test and get community feedback</i></p>	<p>programme.</p> <p>Connecting to the school garden through mini bug inquiry/provocations.</p> <p>Students prepare for and participate in 2023 Artsplash Performance.</p> <p>Teachers participating and using the Garden to Table programme.</p> <p>Role plays/sharing of our Kura's values: mana/whanaungatanga/Mana Motuhake.</p> <p>Teachers participating and using the ARTs programme.</p>	<p>Students are developing their confidence in performing to others and accepting challenges.</p> <p>Whānau celebrations sharing The Arts performances.</p> <p>Teachers using lessons from Garden to Table and House of Science kits linking to curriculum areas.</p>	<p>Ongoing</p> <p>Term 3</p> <p>Ongoing</p>
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Strategic goal	Focus	What will we see? Actions	Success Indicators	Timeline
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**Goal 2 - Our Teaching**

**We will promote a supportive and inclusive environment to support quality teaching and learning**

<p><b>Increase teacher capability to focus on child centered learning</b></p>	<p><i>To learn, use, develop and share models of effective practice.</i></p> <p><i>Implement the English, Mathematics and Statistics, and Social Sciences Refreshed curriculums.</i></p> <p><i>Professional Learning and Development results in improved teacher</i></p>	<p>Creating learning focused classrooms.</p> <p>Planning collaboratively</p> <p>Maori Achievement Collaborative resources being used: showcasing where our whānau came from, journey's and pepeha.</p> <p>PLD around the refreshed curriculum. Follow the school implementation</p>	<p>Classroom displays for learning focused classroom, map to show identities.</p> <p>Creating learning activities that cater for all students needs and capabilities.</p> <p>Children will be engaged in learning and feel successful.</p> <p>Continuity across the classroom and teams.</p> <p>Regular use of pepeha for introductions/mihi whakatau moving to formal powhiri.</p> <p>The new curriculum will be progressively</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 4</p> <p>Term 3</p>
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	<p><i>practice and effectiveness.</i></p>	<p>programme.</p> <p>Better Start Literacy (BSL) for Pohutukawa.</p> <p>Using PLD writing resources from 2022 in our current practice.</p> <p>Reading PLD, unpacking the signposts and focussing on building our understanding of the Learning Progression Framework.</p> <p>Using the <a href="#">PaCT tool</a> to make <a href="#">OTJ's</a> for reading, writing and mathematics.</p> <p>Teacher planning to fill needs based on <a href="#">asTTLe</a> and PaCT.</p>	<p>implemented in our classrooms and reflected in our planning.</p> <p>Strong oral language and early <b>literacy</b> foundational skills in the Pohutukawa students, leading them to more successful outcomes and positive learning.</p> <p>Increase in writing data across the school.</p> <p>Reading results improved.</p> <p>Comparing middle to end of year results. We will see a shift in data.</p>	<p>T2 and T4</p>
<p><b>Embedding Positive Behaviour for learning strategies are embed across all school contexts</b></p>	<p><i>Building on increased visual awareness of PB4L around the school</i></p> <p><i>Introduce Zones of Regulation and Pause-Breathe-smile (mind health programme) across the school</i></p> <p><i>Further develop Tier Two procedures and strategies</i></p> <p><i>Increased community awareness of PB4L</i></p>	<p>Circle time in every classroom regularly.</p> <p>Creation of class treaty's/expectations are linked to our Kura's values and are lived.</p> <p><a href="#">PB4L</a> and Zone wall displays in every classroom.</p> <p>Time in team meeting to discuss tier 2 students and strategies</p> <p>Continue to build our kete of tier 2 interventions</p>	<p>Reduction in PB4L entries for behaviour.</p> <p>Students actively regulate their emotions.</p> <p>Students can articulate the school values and strategies for regulation from the Zone display.</p>	<p>Ongoing</p>

Strategic goal	Focus	What will we see? Actions	Success Indicators	Timeline
<p><b>Goal 3 - Our Community and Environment</b></p> <p>We will develop relationships with whānau, teachers, community, and our environment to create collaborative partnerships for learning.</p>				
<p><b>Developing our environment alongside our community to instil pride and respect in our environment and enhance inclusive learning opportunities</b></p>	<p><i>Community consultation to gather suggestions to improve our environment.</i></p> <p><i>Develop playground projects (murals, playscape, outdoor learning area, etc)</i></p> <p><i>To establish regular Community Working Bees.</i></p> <p><i>Develop our Enviroschools programme.</i></p> <p><i>Work with all cultural groups to celebrate key events.</i></p> <p><i>Increase whānau engagement and develop a community learning approach.</i></p>	<p>Set up and deliver a termly consultation process.</p> <p>Engage FACE and other whānau groups around projects. Take action.</p> <p>Whānau hui's &amp; working bees.</p> <p>Set up and run Enviroschools programme</p> <p>Whānau and Fono hui. Celebrating all cultures.</p> <p>Survey how whānau are feeling around engagement.</p>	<p>More whānau voices are captured.</p> <p>Murals will be up, the playground will be updated, outdoor learning spaces will be evident.</p>	<p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Term 2</p>
<p><b>Encouraging our community to come into the school to work alongside us to develop 'our sense of community'.</b></p>	<p><i>Increase whānau engagement and develop a community learning approach.</i></p>	<p>Whānau hui</p> <p>Team newsletters via Seesaw promoting our kura.</p> <p>Reaching out to whānau of priority students early on to begin the relationship process to encourage their participation in their child's learning journey.</p>	<p>Decrease in graffiti, property mis-use and rubbish around our kura.</p> <p>More whānau in and around our kura.</p>	<p>Ongoing</p>

