

**VISION**

**He Waka Eke Noa Ki Te Pae Tawhiti- Paddling the Waka Together to Reach New Horizons**

**PURPOSE**

*Collaboratively we create confident, connected, future focussed, actively involved, lifelong learners*

**STRATEGIC GOALS**

**CURRICULUM**

- 1: Conceptual curriculum practices incorporated in the school
- 2: Develop an inquiry model and Structured Literacy Practices
- 3: Collaborative practices incorporated in school

**RESPONDING TO CULTURES**

- 1: Raise all student achievement through cultural responsive pedagogy
- 2: Engage and enhance practice through culturally responsive professional development.
- 3: Monitor progress for ALL our students in 2022 – 2024 (Acceleration monitored)

**BEING INCLUSIVE**

- 1: Behaviour practices and systems strengthened by 2023.
- 2: Social skills teaching programme implemented by 2024.
- 3: Inclusive Practice Tool survey used to plan, develop & embed inclusive practices

**Initiatives**

**Success Factors**

Teachers, Students and Community are, engaged in communicating, working collaboratively to achieve better learning outcomes for students

Teachers, Students and Community are, engaged in Accelerating progress of students achievement

Students, staff & Community are engaged in PB4L & Inclusive practices

**Values**

**Whakamiha**

Respect

**Mana Motuhake**

Responsibility

**Manaaki**

Caring

**Matatika**

Honesty

**Hiranga**

Excellence

# Road Mapping – 2022 – 2025

Conceptually

CURRICULUM

RESPONDING to CULTURES

BEING INCLUSIVE

2022      2023      2024      2025      2026??

T1   T2   T3   T4

Embedding Conceptual Curriculum & Collaborative practices in school

Professional development in inquiry model for Year 5-8 students to use in their learning conceptually. Structured Literacy learning professional development for Year 0-4 .

Embedding Technology Curriculum into Conceptual Curriculum practices

Develop a relationship with the schools local Hapu Te Ākitai that elevates the mana whenua of our Hapu

Engage in cultural responsive pedagogy to support the acceleration of student achievement in teacher practice

Engage in PLD that enhance teacher practices to raise student achievement  
Accelerated progress for ALL our students in 2022-2024 monitoring Maori and Pasifika students

PB4L Professional development, Inclusive

Development of behaviour systems (Flow Chart, Matrices, Whānau Groups) to support staff in behaviour management with PB4L philosophies

Development of Social Skills Teaching using the School Values to promote PB4L

# 3 Year Outlook

Conceptually

## CURRICULUM

### 2022

Developing structured literacy practices in years 0-4 through professional development creating consistency in practice and coherence in the school.  
 Developing inquiry learning framework for students to use in conceptual learning years 5-8 pedagogical practice in inquiry enhanced

Conceptual Curriculum practices are embedded in the school by the end of 2022. The conceptual understanding "The why?" is communicated

Writing focus to raise student achievement and teacher practice in writing. Conifer Grove School's progressions are used to communicate reporting to parents

### 2023

Structured Literacy in years 0-4 activities are intentional to develop reading skills and oral language

Inquiry framework used as a teaching and learning tool in conceptual learning years 5-8. Authentic opportunities for students to create their own learning pathways

DMIC – Introduced to Conifer Grove School. Supporting acceleration in Mathematics. CGS develops progressions to support fundamental skills required in Numeracy

Use effective teacher practice that promotes acceleration in students' progress from 2022 evaluations in writing and the use of writing progressions coherently across the school.

### 2024

Structured Literacy and Inquiry learning practices are embedded throughout the school  
 Embed collaborative practices that are collaborative through current collaborative pedagogy.

DMIC – Introduced to Conifer Grove School. Supporting acceleration in Mathematics. CGS progressions in Mathematics using to report to parents

Core subject focus Writing continued? Or other areas Mathematics DMIC, Reading Science of Reading.

Fully integrated conceptual curriculum evaluated in relation to student achievement

## RESPONDING to CULTURES

Develop a reciprocated relationship with local Hapū Te Ākitai. Group formed to work with Ākitai with a reciprocated relationships to elevate the Hapu's Mana Whenua  
 Staff to engage in Te Tiriti O Waitangi PLD to support and enhance the relationship with Te Ākitai

Deepen understanding of cultural responsive practices that promote students identity through unpacking Kahikatia, Tapasa and using and using current research to raise student achievement with Māori and Pacifica students.

Strengthen a reciprocated relationship with local Hapū Te Ākitai. Think tank group formed to work with Te Ākitai to develop Te Ākitai tikanga.

Use school-wide data to evaluate success of culturally responsive pedagogical practices that accelerate students' progress through teacher inquiry (mathematics)

cultural responsive practices promotes accelerated student progress through unpacking key documents and using and using current research to raise/accelerate student achievement in Māori and Pacifica students.

Reciprocate how the Kura can support the local Hapū Te Ākitai. Think tank group formed to work with Ākitai to develop Ākitai tikanga framework to teach Conifer Grove School students, whanau and community.

Embed effective teacher practice that promote acceleration in students' progress from 2021 and 2022 evaluation in writing.

Use school-wide data to evaluate success of culturally responsive practices that accelerate students' progress find trends and be critical of disparities in the data to form the next steps

## BEING INCLUSIVE

Engage in professional development to enhance PB4L practices in the school and classroom

Develop school- wide PB4L behaviour and rewards systems, House system so that data can be collected to improve behaviour and promote across school relationships.

Create classroom and prominent area matrix school-wide based on behaviour systems

Develop systems for behaviour and rewards on Linc-Ed SMS that is easy to follow and monitor

Professional development enhances PB4L practices and school-wide systems in behaviour and rewards

School- wide PB4L behaviour and rewards systems are embedded so that data can be collected to improve behaviour analysis and interventions

Create classroom and prominent area matrix school-wide, development of social skills programme school wide

Systems for behaviour and rewards on Linc-Ed SMS are used and monitored and evaluated by the PB4L team.

Engage in professional development to enhance PB4L practices in the school and classroom

Develop school- wide PB4L behaviour and rewards systems so that data can be collected to improve behaviour, identify hot spots

School-wide matrix visible in all areas of the school, social skills programme implemented

Tier 2 and 3 systems for behaviour and rewards on Linc-Ed SMS are evaluated

# ANNUAL PLAN CURRICULUM - 2022

Conceptual Curriculum practices and are embedded by the end of 2022 for all teams

Targets set for Reading, Writing and Mathematics; School-wide focus on raising and accelerating writing achievement

Through professional develop an inquiry model for Year 5-8 students to use in their learning conceptually and develop Science of Reading Structured Literacy in Years 0-4 conceptually

Use the Technology Curriculum into our localised Conceptual Curriculum

| TERM 1  | TERM 2   | TERM 3  | TERM 4  |   |   |
|---|--|---|---|---|---|
| ACTION  | RESPONSIBLE  | RESOURCES   | DUE   | BASELINE DATA   | MEASURE   |
| 1: Current Conceptual Curriculum practices are embedded by the end of 2021 for all teams.   | Curriculum Initiative Team<br>(Louise Jennifer<br>Shaaman WSL - COL<br>Team Leaders<br>All staff<br>Kate Brown – working with<br>Curriculum Initiative Team    | Centrally funded PLD<br>Hours 100<br>A share of \$50,000<br>PLD relievers budget  | Ongoing Terms 1-4<br>Term 2 Week 3 BOT<br>report<br>Term 4 Week 3 BOT<br>report   | Curriculum Team baseline<br>data communicated to BOT<br>Staff engagement to embed<br>these within the school in<br>2022 | Teacher and Team practices are beginning to be embedded through continued professional development and collaborative meetings. Classroom observations and walkthroughs. Collecting quantitative data through conversations with student, classroom observations and walkthroughs. |
| 2: All teaching staff are either engaged in Structured Literacy PLD (Years 0-4) in Terms 1- 4 or the development an Inquiry Framework (Learning Framework) with PLD provider and Curriculum Initiative team (Year 5-8) Terms 3 & 4. | Curriculum Initiative Team<br>Timata and Haemata Teams<br>Y0-4 (15 teachers)<br>Whanake and Kotahitanga<br>Team Y5-8 (8 teachers) SLT –<br>LM (organisational) | 10-15 hour per<br>teacher. Shared PLD<br>budget \$40,000 and<br>PLD relievers budget<br>\$50, 000                         | Term 3 & 4<br><br>Monthly reports to BOT<br>PLD agenda  | Comparative data for PLD<br>hours from 2022   | Conifer Grove framework and processes created for Structured Literacy..   |
| 3: Targets set for Reading, Writing and Mathematics set<br>School-wide focus on raising writing achievement. To use writing progressions framework effectively in classroom practice  | Led by Team Leaders (Aman,<br>Mohammed, Laura, Sally)<br>Monitored by SLT<br>Whole staff – engaged in<br>accelerating writing<br>progress                      | School PLD for<br>progression use<br>Teacher Only Days<br><br>0.2 release for TL<br>used to evaluate<br>focused meetings. | Targets week 3 Term 1<br>BOT meeting.<br><br>Termly data reports to<br>BOT<br><br>Analysis of Variance<br>writing focus Team<br>Leaders Term 4. | EOY 2020 Writing OTJ data<br><br>Baseline Team targets for<br>2021 (created in 2020)                                    | BOT feedback on data and target monitoring.<br>Termly OTJ Data<br>Analysis of variance report 2021.   |
| 4: Technology Curriculum and NZ History curriculum embedded into the Conceptual Curriculum Framework and used in practice   | Curriculum Initiative Team<br>Louise lead Teacher  | PLD Mind lab \$900  | Staff PLD sessions and<br>planning meeting used   | Compliance for use of<br>Technology and NZ History<br>curriculum  | Feedback and data to BOT on the integration of<br>Technology and NZ History Curriculum  |



## ANNUAL PLAN RESPONDING to CULTURES 2022

Build a reciprocated relationship with Te Ākitai (local Hapu) that promotes and elevates the Mana Whenua of our local area

To Raising and accelerate Maori/Pasifika achievement with a writing focus using Culturally responsive practices based on current research and documentation aligned with the strategic direction.

To Raising and accelerate Maori achievement and achievement through focussed PLD for Te Tiriti O Waitangi and to further develop teacher practice with

| TERM 1  | TERM 2  | TERM 3   | TERM 4            |  |   |
|---|---|--|-------------------|--|---|
| ACTION  | RESPONSIBLE   | RESOURCES  | DUE               | BASELINE DATA  | MEASURE   |
| 1: Develop a relationship with Te Ākitai                    | Raj/ Matua Brownie (Te Ākitai) Matua Herb Te Ākitai, Responding to Cultures Team, School Committee group formed                                   | Release component for committee group<br>Budget allocation \$1000<br>Relievers           | Term 1-4 ongoing  | Term 1 2021 hui meeting notes  | -Committed partnership between school and hapū<br>-Follow up actions (logo, whānau names, matauranga)<br>-Invitation to events (where possible)<br>-Reciprocal relationship   |
| 2. Develop culturally responsive practise across the school | All Staff – engaged in Culturally Responsive practice - collective inquiry into effective practice – SLT member to coach lead teacher Laura Choat | Staff workshop/staff meeting/ Team Meetings times used. Engaging with RTLB for PLD plan. | Terms 1-4 ongoing | Teacher inquiry sharing of what areas staff are going to develop in their practice (classroom) | Classroom walk throughs and inquiry goals. Regular BOT data reports identifying acceleration, trends and patterns and collaborative sense making. Regular Teacher inquiry discussions in teams and monitoring of students termly. |
| 3: PLD for Tiriti O Waitangi for all staff.                 | Core Education – optional paper for staff Lead (Laura Choat)  | Centrally funded PLD Hours 20 hours relievers budget \$50,000                            | Terms 1-4         | PLD delivery plan in 2021 for responding to culture. Unable to complete in 2021                | -Planning and observation evidence<br>-Every team has been engaged in targeted coaching and co-teaching/modelling<br>-Class Description captures Hauora data for spotlight students   |

# BEING INCLUSIVE 2022

Further Develop Behaviour, rewards, practices and systems . Introduce a Whānau system and social skills practices into the classroom

Engage in PB4L PLD to support and strengthen PB4L Tier 1 systems

Development of social skills programme

| TERM 1   | TERM 2  | TERM 3  | TERM 4   |   |  |
|--|---|---|--|---|--|
| ACTION   | RESPONSIBLE   | RESOURCES   | DUE  | BASELINE DATA   | MEASURE  |
| 1. Engage in PB4L PLD with initiative leader team leaders to enhance PB4L practices in the school. Behaviour Flow Chart                                      | Being inclusive leader (Jenny Oh)<br>Team Leaders<br>All staff        | PLD -free. budgeted to use for signage and resources for rewards system | Term 1   | PB4L team not formed since  | PB4L team formed with members from each team, Haemata, Timata, Whanake, Kotahitanga, students, admin staff, Teacher aides, community.  |
| 2: Development systems (flow chart, behaviour, Whānau Groups) to support students & staff in the processes to follow and develop across school relationships | SLT<br>Being inclusive leader (Jenny Oh)<br>Team Leaders<br>All staff | Tier 1 PLD – PB4L – free Time (5 hours to develop flowchart) \$1500     | Term 1-2 trial system<br>Term 3-4 system fully implemented | Current system evaluation early 2020. Redevelopment of current system so it is effective in collection of data and the strengthen Tier 1 processes. | New system is user friendly and can collate data school-wide so trends and hotspots can be identified and interventions can be used to teach the desired.<br>Across school relationships are strengthened with student and staff |
| 3: Development of social skills programme. Teaching of school values   | Staff – PB4L leaders to lead  | Staff meeting framework shared developed further with staff             | Term 3-4 develop a framework                               | Current evaluated there is no set programme in the school early 2021  | Classroom programme developed in collaboration with staff to explicitly teach the schools values   |