

## Strategic Goal One

To establish school systems and culture appropriate to the Special Character and to support effective teaching and learning.

**Annual Goal:**

1.1 - Develop the relationships, systems and practices to enhance the hauora of all staff, students, and families.

**Baseline:**

- Rolleston Cluster has been working together for the past year to develop a collaborative vision and collaborative values for the cluster.
- The Rolleston Cluster has then developed a collaborative goal to look at enhancing the well-being of student, staff and families.
- The cluster has found that there are a large number of students with high levels of anxiety that are unable to get help at a satisfactory rate.
- The cluster has found that the relationships between parents and staff are creating an unnecessary level of anxiety for teaching staff.
- Staff are struggling with their own well-being due to pressures from work demands and their strategies to manage this.
- A reasonable number of students are demonstrating high levels of anxiety within the school context - causing disruption to the learning of themselves and others.

**Success Indicators:**

- Staff have increased skills to manage professional relationships with all parents and whanau, particularly in high pressure and difficult situations.
- Staff have increased skills to manage their workloads in relation to their personal well-being, to ensure students are receiving the best possible educational experience without a personal cost to staff's physical, emotional and relational well-being.
- Students have faster access to support.

## Analysis Of Variance

### What we achieved and reflections around this

**Staff have increased skills to manage their workloads in relation to their personal well-being, to ensure students are receiving the best possible educational experience without a personal cost to staff's physical, emotional and relational well-being.**

- Strengths Based Group Supervision' was provided for all permanent teaching staff to support teachers in the management of their workload. This was really effective in terms of teams being able to work together effectively to manage their workloads as a group. Some staff members also had private sessions with Ramon to work through the personal aspects of their strengths and how this is having an impact on their own wellbeing.
- Track-suit Inc was introduced and the staff participated in collective well-being challenges with this.

**Learning Leader's professional goals linked to coaching - learn skills from being part of the group discussions and also receive one to one coaching with Ramon.**

- The leadership team have been part of group coaching sessions with Ramon and have continued to develop their understanding of Strengths Finder.

**Staff have increased skills to manage professional relationships with all parents and whanau, particularly in high pressure and difficult situations.**

- EAP workshops were offered during the Rolleston Unconference Week that could equip staff to manage these types of relationships.
- Alison Mooney was brought to speak at a Rolleston Cluster event to equip people with an understanding about how different people operate so that they can develop a better.
- Opportunities for reflection after incidents occur with parents. Learn from these experiences.

### What we didn't achieve and reasons for not achieving

**Students have faster access to support.**

As a cluster we applied to a variety of sources in order to fund a counselor across the cluster. We were unsuccessful in securing funding.

## Reflections for moving forward

As a staff we have identified that it would be good to move into a space where we work with a peer to do Strengths-based peer coaching. To do this we will need to explore Brene Brown's work, Carol Dweck's work and the Gallup Institutes understanding of developing strengths. This type of coaching scenario will help to ensure that individual members are supported and grow through new learning experiences. Time will need to be allowed in order for this to occur.

With peer coaching I think the place for mentoring is open for the leadership team to actively do with younger staff. Learning to manage the workload and the stresses of the teaching and learning environment are essential to ensuring staff manage their well-being and stay in the profession.

Access to help for students has continued to be a battle. The Rolleston Cluster is committed to continuing the exploration of funding for this. The new government has said that access to counsellors and social workers in schools is a priority of theirs so hopefully this will come into play sooner rather than later too. I think as a leadership team we need to do a bit of research into all the possible ways to access support for children and families that need it.

### Strategic Goal One

To establish school systems and culture appropriate to the Special Character and to support effective teaching and learning.

**Annual Goal:**

1.2 - To complete the implementation of creating a cohesive approach to teaching and maintaining positive social and learning behaviours.

**Baseline:**

- We have got a set of Graduate Attributes, based on our school values, that we are working towards.
- We have got belief circles that guide our practices around behaviour.
- There are good things happening in the school that are making these happen.
- We did not complete all the aspects of the Annual Plan in 2016 related to this goal.
- We don't have a cohesive approach to learning behaviours throughout the school.

**Success Indicators:**

- A cohesive approach to the pedagogy used across the school to develop the graduate attributes.
- A cohesive approach to the systems used across the school to encourage positive behaviour in the school.
- Staff working together to create a progressive development of learning and social behaviours across the school.
- Students starting to take ownership of their own development of the graduate attributes.

### Analysis Of Variance

#### What we achieved and reflections around this

**A cohesive approach to the pedagogy used across the school to develop the graduate attributes.**

- Living Christianly and Circle time programmes are continuing to develop and enhance the development of the graduate attributes across the school. These are planned as a full staff, so students are getting a consistent message, but at differing depths across the school.
- The LIGHTs programme is helping to build the teaching and learning culture across the school.
- Reflection and Spirals of Inquiry work is helping staff to develop a collective understanding of the pedagogical approaches used.

#### What we didn't achieve and reasons for not achieving

**Staff working together to create a progressive development of learning and social behaviours across the school.**

- This was paused in the same way that the Assessment in the Broader Curriculum was. It felt that we were doubling up too much and creating opposing work for staff and students rather than complementary. As we grapple with how the NPDL fits with our own vision for students it will be good to incorporate this work too.

**Students starting to take ownership of their own development of the graduate attributes.**

- Students started making goals at the start of the year in relation to a graduate attribute. Learning Conferences were held around these goals. I don't think the reflection process was rigorous enough for students to then really own this process.
- We have not had a good uptake on applying for the Values Recognition Awards. This is going to be an area for strategic focus next year. To look at what really motivates children and how to therefore conduct this.

**A cohesive approach to the systems used across the school to encourage positive behaviour in the school.**

- Te Kakano have a consistent approach used, with sticker charts and the handing out of the Scentsy Toy at the end of the week.
- Te Pihinga started using the 100s board but this seems to have died out throughout the year. The children seem to respond more to negative threats rather than positive reinforcement - which is

something I think needs to be explored as this doesn't set a generally positive tone for learning.

### Reflections for moving forward

This continues to be an area that focus and attention needs to be placed. With the strategic focus of further developing our HELP culture over the next four years I think we need to stay focussed on this and be very intentional and pro-active in developing this.

This needs to happen in two ways. Firstly, through looking at how our teaching and learning programmes are structured and implemented in order to develop students that are HELPers. Secondly, through looking at our behaviour management systems. Both of these are focus areas for the 2018 Annual Plan. Both of these need to be part of the leadership and teacher goals and appraisals for 2018.

As a leadership team we need to look at how we follow up with high level behaviours that hinder the development of the HELPer attributes in the majority of the students, either through their modelling of undesirable behaviour, but more importantly I think that impact that dealing with this behaviour has on the teachers' abilities and energy levels to effectively teach the other students.

### Strategic Goal Two

Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.

**Annual Goal:**

2.1 - Implement an effective Action Learning Model across the school.

**Baseline:**

As a new school we have used a variety of Action Learning models to implement our Rich Learning Areas programme. Amos has worked through an inquiry process to examine the aspects of different Action Learning models and has worked with the leadership team to design the model based around the word LIGHTS - this fits in with our values statement "Through our faith we HELP bring light to the world." Our values statement is around bringing positive change to the world based on our faith, and this is the basis for our Action Learning programme. We now need to implement a consistent approach across the school that results in a deep level of learning for all students.

**Success Indicators:**

- LIGHTS programme is running effectively throughout the school.
- Visual representation of the process is visible for and understood by the full school community.
- LIGHTS is effectively documented in the RCS Curriculum Framework.
- Teachers are feeling confident in the planning and implementation of the programme.
- Teams are working collaboratively to develop a rich learning experience for the students.
- Teams are taking personal responsibility for the self-review and development of the programme to continue enhancing the effectiveness of what they do.
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### Analysis Of Variance

#### What we achieved and reflections around this

**LIGHTS programme is running effectively throughout the school.**

- PD was provided for all staff around the process. The PD allowed for deepening levels of understanding as the year went on.
- The LIGHTS programme is being implemented throughout the school really effectively. The programme has grown in effectiveness throughout the year and the children are engaged and excited by what they are doing.

**LIGHTS is effectively documented in the RCS Curriculum Framework.**

- The LIGHTS process is in the RCS Curriculum Framework. It details for teachers the aspects of each stage and also goes through the competencies that the teaching and learning should focus on at each stage.
- The ERO team looked through the documentation and gave positive feedback on this.

**Teachers are feeling confident in the planning and implementation of the programme.**

- Teacher confidence appears to be high.

#### What we didn't achieve and reasons for not achieving

**Visual representation of the process is visible for and understood by the full school community.**

- Visual representation is underway - just waiting for the artist to get this to us. - We will probably then send it to the graphic designers to further develop the representation.
- Because the visual representation has taken a while we have not yet been able to share this with the school community.

<ul style="list-style-type: none"> <li>• Planning documentation is being used effectively to prompt thinking and ensure that the thought behind the programme is deep and meaningful.</li> </ul> <p><b>Teams are working collaboratively to develop a rich learning experience for the students.</b></p> <ul style="list-style-type: none"> <li>• Teachers have experimented with different ways of working together to implement the programme and reflected on the results of the various ways. This has allowed the development of teacher collaboration to increase student agency and the depth of learning.</li> </ul> <p><b>Teams are taking personal responsibility for the self-review and development of the programme to continue enhancing the effectiveness of what they do.</b></p> <ul style="list-style-type: none"> <li>• Teacher appraisal was linked to this reflection. Teachers have engaged in both personal and group reflection as part of this.</li> <li>• This documented reflection has been excellent for allowing personal growth and reflection but also has allowed Liz (who is leading the implementation) to see where a group might be going off track and speak into this area.</li> </ul>	
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**Reflections for moving forward**

On a whole I think the implementation of this has been really successful. The staff and students have come a long way and it is really exciting to see the student led initiatives that have come from the programme.

To take this to the next level we are going to join the NPDL programme next year. I think this will allow us to deepen our practice and will also help our parents to understand what we are trying to achieve through this programme.

As we join the NPDL programme and also look to gain Enviro-schools accreditation I think it will be important that we grapple with how these programmes assist us to achieve our vision of Christ-like, creative critical-learners who HELP bring light to the world.

**Strategic Goal Two**

Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.

**Annual Goal:**  
2.2 - Develop an effective 'competency based' assessment system in the school that complements the learning programmes implemented.

**Baseline:**  
The school currently has an effective assessment system for Reading, Writing and Maths. Currently the assessment of other curriculum areas is ad-hoc. The assessment system for Reading, Writing and Maths is based on an expectation that all teaching staff will have a working knowledge of each child as a learner and their next point of challenge, so standardised testing is confirmation or challenge to the teacher, and ideally child's, assessment of where their achievement levels sit.

The school has four core values in place and has graduate attributes associated to these things, and is working under the philosophy that education is more about developing competencies and attitudes to be successful learners, rather than learning specific content at this age.

A competency based assessment programme is therefore the desired system in our school.

The school is heading towards an e-portfolio system in order to build educational partnerships between home and school, and empower children to celebrate their own learning.

**Success Indicators:**

- A clear philosophy for wider assessment in the school articulated in the RCS Curriculum Framework.
- A developing system is documented in preparation for implementation in 2018.

**Analysis Of Variance**

What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
A lot of thought and collaborative work went into this area during the first part of the year. This thought and	<b>A developing system is documented in preparation for implementation in 2018.</b>

<p>collaborative work led to a pause in the work while we explored avenues for us to partner with rather than reinventing the wheel.</p>	<ul style="list-style-type: none"> <li>• Through our exploration of Assessment and what we want to achieve through this it became apparent that we were reinventing a wheel that Michael Fullan has recently developed with a lot of expertise. Joining the NPDL programme therefore felt like a positive move, rather than spending excessive amounts of time developing our own matrices. With the development of a new strategic plan we paused while looking at where this would lead us. With this moving into the realm where NPDL would be highly applicable we paused on this to join NPDL at the start of 2018.</li> </ul> <p><b>A clear philosophy for wider assessment in the school articulated in the RCS Curriculum Framework.</b></p> <ul style="list-style-type: none"> <li>• We have explored assessment together as a staff and have a common understanding of our philosophy and purpose behind assessment.</li> <li>• We paused on this though for the same reason as above.</li> </ul>
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**Reflections for moving forward**

NPDL will really help us to focus on building assessment practices around the 21st century competencies. This is really exciting work but I think it will take some real work to understand and develop. This will be particularly so when looking at methods for assessment. We have a good understanding about the philosophy for assessment but will need to focus on the actual methods of assessment when it comes to assessing the competencies.

Building understanding will be particularly important for our parents. They will need some education around both the 21st century competencies and why they are important, and also understanding the progressions and assessment methods.

As we unpack the NPDL matrices it will be important again that we grapple with how this fits with our graduate attributes and the HELPer model and culture.

Assessment for learning is going to be one of the foci for the COL work. Being involved in this and working with the Across-school teacher on this will be of value in this area.

**Strategic Goal Two**

Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.

**Annual Goal:**

2.3 - Effectively implement our first Spiral of Inquiry for self review.

**Baseline:**

2017 is the final year of our foundational period. We now have the majority of our programmes running, with the implementation of our Action Based inquiry model being a major focus for 2017. From the foundational point we need to move into a sustainable model of continuous improvement. Currently the staff are building a reflective culture, and the culture of examining our own practice and the implications for student achievement is growing. We currently use various models for inquiry as staff and do not have a common language or approach that we understand as being good progress.

**Success Indicators:**

- Staff are building a common understanding of both the place for and intent of self review in the school.
- A clear process for self review is documented.
- The process of self-review leads to meaningful identified next steps for development in 2018.

**Analysis Of Variance**

What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
<p><b>Staff are building a common understanding of both the place for and intent of self review in the school.</b></p> <ul style="list-style-type: none"> <li>• The staff were fully involved in the full process of Spirals of Inquiry.</li> <li>• Questions did come up along the way about the amount of time dedicated to this process. These were good as they allowed for good discussion around ownership of improvement and the difference between top down improvement and bottom up improvement, and which is longer</li> </ul>	

<p>lasting.</p> <ul style="list-style-type: none"> <li>We are really building a strong culture of vulnerability and growth mindsets. This is wonderful because I think it allows staff to put it out on the table when things aren't as great as we want and we can grow and learn from it together.</li> </ul> <p><b>A clear process for self review is documented.</b></p> <ul style="list-style-type: none"> <li>This is documented.</li> <li>Staff worked through the different aspects of the review process and built a good understanding of this while we worked through the process.</li> </ul> <p><b>The process of self-review leads to meaningful identified next steps for development in 2018.</b></p> <ul style="list-style-type: none"> <li>We have identified our next step and have implementation plans for 2018 in the 2018 Annual Plan.</li> </ul>	
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**Reflections for moving forward**

This was a really rich pedagogical exploration. I think it has led to a meaningful next step for the start of 2018, where all staff are on-board with the identified areas for improvement.

It has been interesting though that the review really led to pedagogical aspects that need to improve as opposed to the 'what' of the curriculum. I think this is a positive because the focus that has come out as a result will have a beneficial impact across the board, not just in literacy, which is where we chose to focus our inquiry.

This is definitely a process that means teachers own the process of improvement and curriculum development, but it also requires time and energy. We need to ensure that our teachers are in a space that time and energy into this are seen as a positive for all staff. According to our schedule the next spiral should start evolving in July 2018 - I think we should be open to seeing where the current Spiral is sitting before deciding whether to continue with this or not.

Spirals of Inquiry is a big focus of the COL work next year. I think our staff will have something to offer the COL in this way.

**Strategic Goal Two**

Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.

**Annual Goal:**  
2.4 -. Implement the effective use of the SAMR model within all aspects of the school curriculum.

**Baseline:**  
Technology is used extensively throughout the school.  
Staff are, on a whole, competent users of technology.  
Planning prompts for technology have just been added to the planning templates.

**Success Indicators:**

- That all staff are familiar with the SAMR model and able to explain its use and identify where it has been used in their plans.
- Staff are using Apps selected with success.
- Apps chosen are appropriate to purpose.
- Software on devices is there as it's being used. Additional programs remain on server for later install if required.

**Analysis Of Variance**

<b>What we achieved and reflections around this</b>	<b>What we didn't achieve and reasons for not achieving</b>
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<p><b>Staff use Google Docs as primary communication behind collaborative practice.</b></p>	<p><b>SAMR integrated into planning and practice</b></p> <ul style="list-style-type: none"> <li>Until we have a fast, stable and reliable internet platform this has been 'frustrating' for the staff to adopt. Efforts made have often resulted in delays and technical hitches. For</li> </ul>
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- The use of google docs means staff are able to collaboratively work together on projects. This can work equally effectively on site and remotely.
- Allows for full access for documentation
- SAMR as a model has been limited by the lack of internet speed/availability to take advantage of the potential of digital based learning in our school. The staff are keen to integrate this but constantly come across the barriers that limit our usage of digital technologies.

**Pupils use technology extensively as part of learning**

- Presently we have a bank of chromebooks and iPads that students use as part of their learning. They are used as tools and have proved very effective in allowing the children to become self-directed in their learning. The children can research/explore concepts and produce a product that is both professional and relevant.
- Students are highly motivated to use digital technologies. As it becomes more 'available' to them we will need to ensure that we can monitor usage and teach the children how to use the equipment to maximum potential and gain maximum effect. Introduction of e-portfolios will assist this to happen as their work will be open to greater scrutiny.

2018 we are looking to adopt a network that is less reliant on the internet and more reliant on the internal network (caching server, devices with more memory etc.)

**Staff are using Apps selected with success. Apps chosen are appropriate to purpose.**

- Limited storage on the devices and the lack of internet speed to use web based apps makes this difficult.

**Reflections for moving forward**

Not having Fibre is a significant barrier to the effective use of technology. We need to keep pushing to get Fibre to the school.

With the new Digital Technologies curriculum coming in and NPDL having the strand around 'Leveraging Digital' it will be important to build a deeper understanding of the use of technology in our teaching and learning, and start to expand the use more.

The children need to be taught how to use digital technologies for learning purposes rather than thinking of them as primarily recreational tools.

Purchasing of IT equipment outside of that needed for core learning eg: digital microscope, visualisers, 3D printers, robotics would enhance the scope of digital learning that could occur and would allow us to more aligned with the practice of other education establishments.

Investigate further options as we grow into network and file management. Students presently have individual accounts and this can be expanded to e-portfolios once they have internet access and can upload projects.

**Strategic Goal Three**

**85%of pupils achieving at or above the National Standards in Numeracy and Literacy.**

**Annual Goal:**  
3.1 - Year 4 maths

- Baseline:**
- 4 students are working below the Year 3 standard - working at Stage 3/Early Stage 4.
  - All 4 students have only been at RCS for one year or less

- 3 of these students are boys
- 1 of these students is a girl
- 1 of these students is of Pacific descent

**Success Indicators:**

All students will make more than one year's progress.

**Analysis Of Variance**

**What we achieved and reflections around this**

**What we didn't achieve and reasons for not achieving**

**3 of the 4 target students made more than 1 year's progress.**

- Small group targeted teaching, use of visuals/concrete materials, problem solving.
- Also used Robert Wright's: Developing number knowledge book as guidance.
- Group worked alongside the class, not out of class very often.
- Group worked really well with each other and responded positively to teacher.
- All parents kept informed about how the children were progressing and how they could help at an extra parent/teacher interview for target students.
- Two children got the maths homework books to work on at home with parents or siblings.

**Unsure as to whether the final child has made more than a year's progress.**

- One child refused to come to maths from third term on and refuses to be tested. This child was given maths work to complete at home.
- Timetable changed and the child worked well in the first part of the day but not the second. The child has a learning disability and a challenging behaviour/high anxiety.

**Reflections for moving forward**

- Small group teaching an advantage.
- Worth following Robert J Wright's maths recovery programme.
- These children would be great to go through a ALiM (accelerated in maths) programme (MOE).

**Strategic Goal Three**

**85%of pupils achieving at or above the National Standards in Numeracy and Literacy.**

**Annual Goal:**

3.2 - Students who should be achieving at Level 3 reading but are not.

**Baseline:**

- There are 8 students that should be reading confidently across the curriculum at Level 3 in 2017 but are currently reading across the curriculum at Level 2.
- 5 of these students are female.
- 3 of these students are male.
- All students are of European descent.

**Success Indicators:**

All students make more than one year's progress.

**Analysis Of Variance**

**What we achieved and reflections around this**

**What we didn't achieve and reasons for not achieving**



<p><b>8 of the 9 children made more than a year's progress (1 new student was added to the target list)</b></p> <ul style="list-style-type: none"> <li>• Small group instruction daily.</li> <li>• Reciprocal reading daily for the first half of the year.</li> <li>• Ability based literacy groups and numbers of students reflecting needs (smaller groups for higher needs)</li> <li>• Authentic reading at LIGHTS time.</li> <li>• Teachers did the SHARP Reading course.</li> </ul>	<p><b>1 out of the 9 children</b></p> <ul style="list-style-type: none"> <li>• Behavioural issues contributing to a lack of participation.</li> <li>• RTLB has now been brought in for this student.</li> </ul>
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**Reflections for moving forward**

I think this year has shown that it is still really important for children this age to receive direct instruction in reading. The combination of authentic reading and direct instruction is a good strategy for helping students to have the support they need to progress in their reading ability.

We need to continue setting up the structure of the programme to allow for direct instruction at reading time.

Behavioural issues, particularly related to ASD and ADHD need to be managed appropriately in order for students to make good progress. Our Spirals of Inquiry process has led us to focussing on upskilling ourselves as educators in how to meet these needs.

**Strategic Goal Three**

**85% of pupils achieving at or above the National Standards in Numeracy and Literacy.**

**Annual Goal:**  
3.3 - Year one and two writing.

**Baseline:**  
With students across the school and country struggling in writing we believe that our greatest impact will be in developing effective programmes in the junior school.  
5 of our Year 1 students are achieving below the standard.  
All 5 students are below the standard.

**Success Indicators:**  
All students will make more than one years progress.

**Analysis Of Variance**

<b>What we achieved and reflections around this</b>	<b>What we didn't achieve and reasons for not achieving</b>
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<p><b>7 of the 9 students made more than a year's progress. (4 new students were added to the target list)</b></p> <ul style="list-style-type: none"> <li>• Revamped our writing programme - this was part of the teachers' inquiry and appraisal process.</li> <li>• Put children on Reading Recovery - Need to continue with Reading Recovery as an appropriate intervention for children needing extra support. We were able to get 6 children through Reading Recovery this year as the majority of children needed a short booster in order to get to where they needed to be.</li> <li>• Changed groupings - trialled and tested different group structures.</li> </ul>	<p><b>2 of the 9 target children did not make more than a year's progress.</b></p> <ul style="list-style-type: none"> <li>• Disorganisation and struggling to manage themselves and their belongings.</li> <li>• Several medical issues - 5/9 have had issues - eyes, not being able to hear (one child was missing 70% of what was said), undiagnosed sensory issues, potential dyslexia, working memory issues.</li> <li>• Behaviours consuming teacher time.</li> </ul>
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- PD - Jill Eggleton, day with Liz
- Kendra went to Socially Speaking Course
- Observations of other schools writing programs.

### Reflections for moving forward

Need to look at the way we best meet the needs of the students (i.e. do we go to a station based teaching style where teachers take their students in small groups out of the class to teach).  
How do we split up the groups? Grouping ability based or mixed?

## Strategic Goal Four

To foster achievement of Māori and Pasifika pupils.

### Annual Goal:

4.1 - To integrate bi-cultural perspectives into our Action Learning model, allowing our Maori students to celebrate their culture and identity within the learning programme.

### Baseline:

Consultation was done with Maori families in 2017 to seek their views of what is important for them.

### Success Indicators:

- Bi-culturalism is reflected authentically in learning contexts through the LIGHTS programme.
- Planning documentation encourages deep and authentic thinking around the inclusion of Maori perspectives in all planning.
- Parents of students of Maori students feel that the school reflects their desires for their children.
- Philosophical approach is ready to be enhanced and implemented in 2018.

## Analysis Of Variance

### What we achieved and reflections around this

### What we didn't achieve and reasons for not achieving

#### Bi-culturalism is reflected authentically in learning contexts through the LIGHTS programme.

- The big focus on the bi-cultural heritage in Term 2 was really positive in terms of getting the children to think about this and find ways to enhance bi-culturalism in the school.
- Having the planning documentation prompting staff to think about this helps to keep this authentically integrated.

#### Planning documentation encourages deep and authentic thinking around the inclusion of Maori perspectives in all planning.

- The Taumutu values have been linked to our school values in the curriculum documentation.
- Having the prompting questions in our planning documentation helps to cement the place that the Maori perspective has in our curriculum on a day to day basis.

#### Parents of students of Maori students feel that the school reflects their desires for their children.

- More Maori families are opting to take part in Kapa Haka performances.
- Last time we had a hui the families were really happy with how we incorporate Maori values into our curriculum.
- Anecdotally Maori families have been active participants in events that we have had such as the cultural celebration and Matariki celebration.

#### Philosophical approach is ready to be enhanced and implemented in 2018.

Having the prompting questions in our planning documentation helps to cement the place that the Maori perspective has in our curriculum on a day to day basis.

### Reflections for moving forward

The staff are in a positive place to build on bi-cultural practices.

It is really nice that we are starting to build a relationship with the people of Taumutu. We need to keep actively taking part in the hui and other events that are offered. I have suggested to the staff at Taumutu that they look at doing a workshop for members of Boards of Trustees. They really liked this idea and will most likely run one next year. It will be important for a couple of members of our Board to be involved with this.

As we move into our work with NPDL it will be really important that we continue to grapple with where the bi-cultural perspective fits with our authentic learning tasks. Enviroschools will also help with this as we work towards the accreditations.