

Annual Goal One - Partnership Programme

2022 Strategic Links

- HELPer culture - Through the Partnership Programme we want our parent community to fully understand and embrace the HELPer culture in the school.
- Engage and Develop Self - Engaging and Developing self will require parents to be on-board with the child's next steps. Partnering effectively with them will help them to take part in this process.

Baseline:

- We have a reasonably good relationship with the majority of our families.
- There have been a few instances where the responses of our families have revealed that their understanding of what we do and why is not as effective as it could be.
- With many working families and parents being able to engage with school at varying levels we need to think more carefully about how we engage with parents so they understanding the 'why' behind what we do.

Success Indicators:

- Parents regularly engage with the vision and values of the school
- Reduced number of negative interactions with parents
- Parents engage in the 'why' questions around what we are doing

Analysis Of Variance

What we achieved and reflections around this

- **Reduced number of negative interactions with parents**
Throughout the year the number of negative interactions with parents has reduced. There has been a focus on having parents going through the appropriate teachers to bring up issues. This has kept relationships clear and simple. This has also meant that worries or concerns that parents bring up don't turn into negative interactions, they become opportunities to understand the other person's point of view and work together to see positive outcomes.
- **Parents regularly engage with the vision and values of the school**
Parents regularly attend assemblies, particularly when their children are receiving a certificate. We often hear stories of parents who are really proud of the contents of the certificate. We have parents who come in and share stories of the way that their child has shown the school values at home. We had a high level of engagement in helping with the LIGHTS projects this year from parents. The parents that came along to the LIGHTS context consultation meeting had a really in-depth understanding of the action-based, inquiry approach and how this linked with our Christian faith and general vision for the school.
- **Parents engage in the 'why' questions around what we are doing**
We are seeing this occur in Te Kakano particularly. The Teaching and Learning through Play was received really well by the parents, who engaged with the information provided about the philosophy behind what was being implemented.

What we didn't achieve and reasons for not achieving

Reflections for moving forward

The parent consultation meeting around the possible LIGHTS contexts really highlighted the possibilities in regards to what our parents have to offer and how they are understanding the approach we are taking and why. This was only a small number of families but there was definitely a strong understanding. We can definitely build on this with regards to the Facebook Clips that we have put up of our parents sharing their expertise too. Continuing to build on having parents promote the philosophy would be fantastic.

Having our parents share on the Facebook Page was really positive. I think we need to build on this but with just quick snippets rather than long clips. The parents sharing philosophies that reinforce approaches we take but from their own perspective is really powerful I think in building a community approach to what we are doing.

We have also been reflecting on the way that our staff are so collaborative and that there is a high level of buy in from staff with regards to how we operate and the direction we are heading etc. We have been wondering how to build this amongst parents when we don't necessarily have them for staff meetings etc. We also want not just that buy in from parents but also their individual contributions to be valued and the part they play at home to be reflective of them but also in an engaged and growing way. Our staff have a learning and growing culture, our children have a learning and growing culture, so now we want the parent

community to have this same learning and growing as a community culture. We are therefore going to try a new way of operating our parent meetings next year where there is less talking at people and more collaborative discussions and learning and growing from each other. The messages that we build on our online platforms should build on the work coming out of these meetings.

Annual Goal Two - LIGHTS

2022 Strategic Links

- Outward Focus
- Engage and Develop Self
- HELPer culture

Baseline:

- We have introduced our LIGHTS programme in 2017 and this is working well with teachers growing in confidence in delivering this effectively.
- Children enjoy LIGHTS but parents have a limited understanding of what their children are learning during this time.
- Through an inquiry early in 2017 we have decided that we would like to use a competencies based assessment system for the LIGHTS programme. We have not yet implemented anything.
- We became an Enviro-school in 2015 when we opened, and this has had a big influence on the development of our curriculum. We have not yet gone for any Enviro-schools awards.
- NPDL has been an option for a couple of years, with another local school choosing to take up this option at the beginning of 2017, and through observation us seeing the extra level of depth this could bring to our LIGHTS programmes.
- Teachers have a basic understanding of SAMR and incorporating digital technologies into their teaching and learning programmes. Though we are not currently connected to UFB.

Success Indicators:

- Receive Bronze award for Enviro-schools
- Teachers building an understanding of how NPDL and LIGHTS link together, with our HELPer culture as a focus.
- Staff and students developing an understanding of the assessment process
- Parents starting to engage with the LIGHTS process and particularly the assessment of this

Analysis Of Variance

What we achieved and reflections around this

- **Receive Bronze award for Enviro-schools**
Mandy did an excellent job of leading the school through this process. The children involved were enthusiastic about their role too. A reflection group in preparation for 'Silver' has already started. An action plan is in place for 2019 to reach Silver.
- **Teachers building an understanding of how NPDL and LIGHTS link together, with our HELPer culture as a focus.**
Throughout the year this has become more evident. Teachers are starting to use the Learning Design Rubric to assess the quality of their LIGHTS planning. The LIGHTS process has continued to strengthen this year and the projects the children have been involved with are authentic and have resulted in real change.
- **Staff and students developing an understanding of the assessment process**
Throughout the year the teachers and students have tried a variety of different ways to use the rubrics for the NPDL 6 Cs. The teachers have started to find ways that make the rubrics less abstract for the children. This work will continue in 2019 with the Spiral of Inquiry work that will take place.
- **Parents engage with the LIGHTS process**
The parents seem to have a good understanding of what happens in the LIGHTS process now. I think this has largely come from the children's enthusiasm for what they do during this time. Both Te Pihinga and Te Mahuri presented at assembly at different stages of their LIGHTS process, this helps to build an understanding of the learning that is occurring. Te Mahuri held a Learning Showcase for parents to attend to share the end results of their projects. They had a reasonable turnout and parents engaged with the projects of all the groups.

Parents were really involved with the projects that occurred in Te Pihinga - they took days off work to come

What we didn't achieve and reasons for not achieving

- **Parents starting to engage with the LIGHTS process and particularly the assessment of this**
The confidence of the teachers to work with the assessment rubrics has still been developing so they have not really used these with parents yet. This has probably been for the best, particularly in Te Pihinga where the teachers have tried a variety of ways to use the rubrics, so taking this time to become familiar with the rubrics and then use the Spiral of Inquiry process in 2019 to implement these more effectively will be more likely to instill confidence.

along to the planting days.

Reflections for moving forward

Through our Special Character Review it was highlighted the importance of ensuring that when implementing new initiatives or developing our practice in accordance with a secular framework (NPDL and Enviro-schools) that we ensure that we keep the main thing the main thing - our Christian faith as the foundation of all we do. Moving into next year we need to ensure that as a leadership team and as a staff we unpack NPDL and Enviro-schools and really ensure that the way we develop these at our school is reflective of the Christian faith.

NPDL and Teaching and Learning through Play have been an interesting mix. Te Kakano have really embraced the Teaching and Learning through Play to help with the social and emotional needs of the students in their hub but this has meant that the implementation of NPDL has seemed to be at odds a little with what they are trying to achieve. Towards the end of the year we have come to a place of realising that the work that is done in Te Kakano through a play based approach is the foundation from which Deep Learning comes. We need to continue to unpack this more so that what happens through the Play builds a solid foundation for this deep learning to develop further up the school.

The implementation of the Assessment has been dabbled in this year. Through looking at the other schools on the NPDL project who have implemented this assessment effectively they have generally unpacked the rubrics and looked at what these look like in their school context. This will therefore be the focus of staff meetings in Term 1, 2019. This will also give more confidence for the teachers to share this with the parents. Our Spiral of Inquiry work next year will also focus on Assessment for Learning in relation to our deeper purposes for learning.

It has been so positive having Mandy responsible for the Enviro-schools work. For us as a school it is exciting to see people stepping up into leadership who started here as a beginning teacher. This also means that the school is able to achieve more. Going forward into next year the work around leadership development is so important in order to take our school forward in a sustainable way.

Annual Goal Three - Staff Buddy System

2022 Strategic Links

- HELPer Culture - The HELPer culture needs to be modelled by the staff first and then students. Efforts need to be made in order to assure that staff are modelling what it means to be a HELPer.
- Engage and Develop Self - As a staff it is important that we are all actively Engaging and Developing ourselves. Working together with one another to encourage and support is essential for this to happen.

Baseline:

- As a whole staff we have been developing an open and reflective culture where it is safe to make a mistake and then learn or grow from it. We are generally reflective and improvement focussed in an openly vulnerable way.
- The school opened in 2015 and staff have had their feet on the accelerate ever since. As a new and growing school the staff have had to manage numerous challenges. At times this has led to feelings of being overwhelmed or negative, which are not conducive to a HELPer culture. We would like to address this before it becomes an entrenched culture.
- It is becoming a concern that debriefing in the staffroom about your day or a certain parent etc is creating a culture that is not conducive to a HELPer culture. We would like to address this before it becomes an entrenched culture.

Success Indicators:

- The staffroom is a positive and peaceful environment
- Staff feel empowered and supported by one another and the school leadership
- Staff have the skills and desire to coach and challenge one another to engage and develop self
- Staff are engaged and growing while still maintaining healthy work-life satisfaction

Analysis Of Variance

What we achieved and reflections around this

- **The staffroom is a positive and peaceful environment**
Throughout the year the staffroom has become more peaceful - the Special Character review revealed this also.
- **Staff feel empowered and supported by one another and the school leadership**
The teaching staff and office staff feel empowered and supported by one another. This year has revealed some challenges though around the culture of the support staff and the relationship between the teaching

What we didn't achieve and reasons for not achieving

- **Staff have the skills and desire to coach and challenge one another to engage and develop self**
This has been really effective for some staff but there has been limited uptake by other staff. In some ways I wonder if this is a little dependent on the individual's willingness to grow and be challenged by another staff member too. In other ways it might just be time!
- **Staff are maintaining healthy work-life satisfaction**
This continues to be a struggle. Our staff are engaged and growing but this does seem to come at a

<p>staff and the support staff. This year has also revealed the need for clearer systems being put in place for people's lines of accountability and support, so that people know which member of the leadership team particularly they should be looking to for support in certain areas, rather than always looking to Liz.</p> <ul style="list-style-type: none"> • Staff are engaged and growing There is a culture of being engaged and growing amongst the majority of the staff, including the support staff. The attitude amongst staff is that we have a growth mindset, which has been assisted by the learning done by many staff around growth mindset and vulnerability and courage. The Spiral of Inquiry process has also helped to engage and grow staff. The ability to engage in a topic that was of interest and bring this together with other areas of new learning or old knowledge was a really powerful experience. 	<p>personal cost to them.</p>
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Reflections for moving forward

We have put a lot of effort into the culture of the teaching staff but not a lot of effort into the culture of the teacher aides or office staff. It is interesting how a different culture is developing amongst each of these groups. Next year I think we need to be including all three groups in the work we do around culture, particularly the teacher aides.

The coaching skills of the staff are developing at varied rates. Different pairs work together in this way better than others. I think it is definitely a healthy culture to encourage and develop though. We will continue to work next year on the skills for peer coaching. This is partly the work of the CEN Kahui Ako too, so that will work in nicely with each other.

Work-life balance is something that we are aware of. Whether we make teaching a more manageable job or whether we reduce the expectations for educational outcomes is a difficult one!

Annual Goal Four - Meeting the needs of our ASD/ADHD/Trauma kids

2022 Strategic Links

- Engaging and growing self
- HELPer culture

Baseline:

- A Spiral of Inquiry was begun in 2017 leading to teachers revealing they felt under-equipped to meet the needs of students in their classes with ASD, ADHD and Trauma and Attachment disorders.
- As a school we have a large number of students that have a diagnosis of ASD and/or ADHD, and/or are in Foster Care and demonstrate the behaviours associated with trauma and/or attachment disorders.

Success Indicators:

- Teachers feel they have a greater level number of tools in their kete to meet the needs of these students.
- Reduced proportionate number of Level 2 and 3 behaviours by 20%
- Increase in Writing achievement

Analysis Of Variance

What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
<ul style="list-style-type: none"> • Teachers feel they have a greater number of tools in their kete to meet the needs of these students. Teachers have been supported through the Inquiry Process and also through the work they have done with the RTLBs and MOE staff. The combination of things that the staff have been learning and the way they have incorporated these to enhance their approaches is evident in their practice. The majority of staff report that they feel more confident. • Increase in Writing achievement Writing achievement has increased by 9%. The work done to increase writing achievement has been indirect but has made an impact on the school as a whole. A number of children have made progress but in some areas of the school this has not been the children we were hoping to target. 	<ul style="list-style-type: none"> • Reduced proportionate number of Level 2 and 3 behaviours by 20% We quite possibly did achieve this but the records around Level 2 behaviours is not accurate enough to be sure. The behaviour tracking sheet for overall behaviour shows an improvement although this would need to be tracked over a period of time to see that it increases from year to year.

Reflections for moving forward

The Spiral of Inquiry process has been a really powerful one. Having the process work as a whole school and then branch into collaborative inquiries as a team has been really effective for meeting the needs of individual hubs. The challenge is then to keep everyone on the same page in terms of all growing towards the same outcome. Bringing things back together and then taking them back into hubs is the aim for next year in order to both build on the initiatives that have been implemented but also to keep the school moving forward as one. Not losing the good work that has been done and moving too quickly onto another thing is also a challenge moving forward. We will need to keep a close eye on the implementation of the Spiral next year to ensure that we don't become a school that jumps from one initiative to another but rather builds on good innovations.

There is still a reasonably high level of anxiety held by individuals as to their ability to manage these students. Building teacher confidence and resilience is an important part of our work moving forward.

The well-being of teachers and the consistency of the teaching staff is also an important consideration when looking at the progress that students make. Talking with the Te Kakano team particularly the disruption of one other their teachers leaving in the middle of the year and needing to change teachers has made quite an impact on the consistency of the educational outcomes of the children. This would be similar in Te Pihinga where having changes of teaching staff and new people coming in and going out will have also made an impact on our children's learning outcomes. It really makes me wonder what we can be doing as a school to ensure our staff are well looked after, particularly if the MOE doesn't address teacher workload issues. As a leadership team and Board what can we do to address these?

Annual Goal 5 - Values Awards Recognition

2022 Strategic Links

- HELPer Culture

Baseline:

- There is a set of graduate attributes relating to the four values of the school. Hope, Excellence, Love and Peace.
- We have attempted systems for children to work toward being recognised but these systems have not been effective.

Success Indicators:

- Students actively engage with the attributes of being a HELPer
- Students are eager to work towards recognition awards for the Values
- Parents actively encourage children to work towards recognition awards

Analysis Of Variance

What we achieved and reflections around this

- **Students actively engage with the attributes of being a HELPer**
Although we haven't actually developed this award I think the children are becoming more and more engaged with what it means to be a HELPer. The certificates that the staff give to children at Friday assemblies are quite explicit in painting a picture of what a HELPer is like. The growth towards this is celebrated through the words on the certificate and children are starting to recognise this growth in themselves.

What we didn't achieve and reasons for not achieving

- **Students are eager to work towards recognition awards for the Value**
- **Parents actively encourage children to work towards recognition awards**
We have not created these overall awards so they are not there for children to be eager to work towards or for the parents to encourage. In saying that children are proud of the certificates they earn that describe ways they have grown in a particular value as part of our weekly assemblies.

Reflections for moving forward

We have decided not to have a Values Award but rather to expect all of our students to engage, then grow, then lead as HELPers. This has been an interesting journey.

Through the work we do next year unpacking the NPDL rubrics and going through the Spirals of Inquiry process related to assessment I think we will be able to engage students in a self-assessment and growth mentality related to what it means to be a HELPer.

We have been discussing looking at some kind of 'graduation' process that celebrates all children moving through the different aspects of becoming a HELPer.

We also need to continue to develop children's understanding of what HELPers don't do.

In relation to parents encouraging their children to go for the awards, we have moved into a deeper thought about working collaboratively with parents to look at what types of activities and coaching can be happening at home to build on these positive things.

Goal 6.1: TK National Standards

2022 Strategic Links

- Engage and Develop Self

Baseline:

- 9 children have been identified as being below the standard in Year 2 with some commonalities
- 8 of the children are boys and 1 of the children is a girl
- All the children have a lack of foundational aspects of literacy development

Success Indicators:

- Students make more than one year's progress in writing

Analysis Of Variance

What we achieved and reflections around this

Note: 2 of these children changed schooling options prior to the school year beginning.

4 of the 7 children have made more than one years progress.

Two of these children have had Reading Recovery.

The play based approach has been implemented in the second half of the year.

2 of the 7 children have made a years progress but also had 6 months more time to 'get there' with the expectations because of the change of National Standards so are now going into Year 3 at the expected level.

What we didn't achieve and reasons for not achieving

1 of the 7 children did not make accelerated progress

This child is actually ORRS funded and should never have been placed in the same target group as the others. This child has experienced great levels of success in their own Individual Education Plans.

Reflections for moving forward

The teachers are constantly reflecting on the effectiveness of their Teaching and Learning through Play. They are noticing an increase in the oral language development of the students as they have higher levels of interaction with their peers through meaningful and creative play. Oral Language is a key aspect of early literacy.

Play has been used as a prompt for children's own writing and writing 'provocations' have been part of the play environment, although the children in this target group are not the typical group who gravitate towards this.

Goal 6.2: TP National Standards

2022 Strategic Links

- Engage and Develop Self

Baseline:

- 7 children have been identified as below the curriculum in Years 3-5, who also demonstrate difficulties with behaviour.

- 6 of these children are boys and 1 of these children is a girl.
- 5 of the 7 children have a diagnosed condition relating to behaviour.
- Behaviour appears to be a barrier to these children accessing the curriculum and experiencing success in writing.

Success Indicators:

- All students will make more than one years progress in writing

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Note: two of these 7 children moved to different schooling options.

1 of the 7 children made more than a years progress

Significant teacher aid support has helped this child to sit and focus on their work.

4 of the 7 children did not make more than a years progress

Many of these children have multiple things going on for them. What they have built this year in their writing is a stronger learning ethic. They are now able to come inside and get to their writing, ask for help when they are stuck, seek feedback, not melt-down when things get difficult etc. This might mean that the acceleration occurs over a period of time.

Reflections for moving forward

It is disappointing with these children that they seem to be stuck. The percentage of children who accelerated in this hub is quite significant, around 20%, so the strategies for accelerating progress worked for other children in the hub but it wasn't the children who were in this target group.

Finding ways for these children to be successful in other ways looks to be really important. We don't want these children growing up feeling like failures because they find the academic aspects of school difficult. The growth mindset work has been really powerful for the children in this hub and anecdotally they have a higher sense of resilience and perseverance but to know what they are really good at and for this to be celebrated at school more would possibly be a really powerful thing for them.

Goal 6.3: TM National Standards

2022 Strategic Links

- Engage and Develop Self

Baseline:

- 6 children have been identified as below in writing in years 6-8
- 4 of the 6 children are boys and 2 of the 6 children are girls
- 4 of the 6 children have diagnosed conditions related to behaviour and the other 2 children are currently in Foster Care.

Success Indicators:

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

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

3 out of the 6 students made more than a year's progress.

1 of these three students have shown significant improvements in their learning and social behaviours at school this year. This has led to significant improvement.
2 of these three students benefited greatly from the reduced class sizes in the first half of the year and have maintained steady progress throughout.

3 out of the 6 students did not make more than a year's progress.

2 of these 3 students have missed significant amounts of school due to behavioural issues. While at school 2 of these 3 students have displayed behaviour that is not conducive to good learning.
Steps have been taken for higher levels of intervention for the third student.

Reflections for moving forward

Again, around 20% of the students in this class made accelerated progress.

Behaviour in school contributes hugely to a child's success in school. It is hard to know sometimes though whether the behaviour comes first then the lack of academic success or whether the lack of academic success leads to the behaviours.