

Annual Goal One - Deep Learning - Assessment Measures

2022 Strategic Links

- *Engage and Develop Self*
- *HELPer culture*
- *Outward Focus*

Success Indicators:

- Seesaw/another platform similar is being used throughout the school to communicate and record values competencies. At least 4 items have been uploaded for each child.
- Rubrics are being actively used at all levels - teacher, child, parent.
- Self, peer and teacher assessment is being implemented effectively with the rubrics.

Analysis Of Variance

What we achieved and reflections around this

Rubrics are being actively used at all levels - teacher, child, parent.

- Developing our Living Christianly Programme to be based on our Rubrics has been really effective. It is keeping the rubric front of mind for everyone.
- Learning Conferences were intended to be based on these rubrics too, due to Covid this only happened once but teachers are preparing to build on this next year.
- Staff Development has occurred to dig into the rubrics and link these into the teaching and learning programmes.

School Conditions Rubric

- The NPDL School Conditions Rubric shows we have made progress in this area. We have moved from 'Limited' to a mixture of 'Emerging' and 'Accelerating'.

What we didn't achieve and reasons for not achieving

Seesaw/another platform similar is being used throughout the school to communicate and record values competencies. At least 4 items have been uploaded for each child.

- The system is set up for Seesaw to be used to record evidence of progress against the competency rubrics.
- With Covid-19 interrupting the momentum into this at the start of the year it has been a struggle to include this. Every child probably has 4 items on their Seesaw but this is largely because this was the main platform for learning to be shared during lock down.
- I feel we were not able to put the time in, coming back from Covid, to make this a priority.

Self, peer and teacher assessment is being implemented effectively with the rubrics.

- The assessment is being implemented across the school. The word 'effectively' is the part that is not yet occurring.
- Investigation has been done into how to monitor the progression of these competencies as children move through the school - this is an area for implementation next year.

Reflections for moving forward

- Basing our Reading, Writing and Maths Learning Intentions around the Rubrics will help to build on the progress we have made.
- Continuing to base our Living Christianly programmes around the Rubrics help to build on the momentum this has built so far. To take this further it would be good to explore how the Circle Time programme can be intentionally linked to these rubrics too and how these can be built on as children move through the school.
- Loading the competencies into eTap and tracking these intentionally through the child's time at school is becoming clearer in terms of process. A specified schedule needs to be developed by the leadership team that is followed through by all staff members.
- Time needs to be given to teachers to ensure posts are uploaded onto Seesaw.
- Using the Rubrics to inform next steps in all teaching and learning programmes, while developing some safety nets for the nuts and bolts to be monitored, is the step needing to be taken in order for the rubrics not to be an extra, but to be the heart beat of the learning programme.
- Potentially moving to a component of eTap called *Spotlight* will help to focus the teachers, students and parents of the Learning Intentions of the Rubrics in a current manner.

Annual Goal Two - Deep Learning - Community Leadership

2022 Strategic Links

- *Engage and Develop Self*
- *HELPer culture*
- *Outward Focus*

Success Indicators:

- The number of parents/whanau engaged in the Deep Learning projects at school has increased.
- Deep Learning projects are occurring in some homes through the children's experiences and learning at school.
- The PCG are focussed on the assistance of Deep Learning.
- Parents are noticing Values Competencies at home and sharing these with staff.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

The number of parents/whanau engaged in the Deep Learning projects at school has increased.

- A number of parents have engaged with projects this year, from volunteering to a couple of parents taking quite a lead.
- People are very busy and are quite stretched just in themselves in general - I'm worried we are expecting too much of parents to be so centrally involved.

Deep Learning projects are occurring in some homes through the children's experiences and learning at school.

- Covid-19 has meant that many families had LIGHTS projects occurring in their homes during the Lockdown. I think this has given parents a deeper appreciation for the inquiry process.
- Parents are increasingly aware of the projects their children are involved in and the ownership they take of these. Anecdotally it seems that children are talking about their school projects with their parents at home.

The PCG are focussed on the assistance of Deep Learning.

- The PCG have taken the initiative to follow through on projects the children have going on. Providing financial support or doing the work needed for the project itself.

Parents are noticing Values Competencies at home and sharing these with staff.

During Lock Down this was evident. Since Lock Down though this has not become the norm. We have started to put our efforts into highlighting the competencies through our Hub Newsletters etc in order to bring them to parent's attention more.

Reflections for moving forward

- It is difficult to know with Covid whether continuing to increase this expectation is a realistic expectation.
- I think we need to move our focus from the 'community' as our parents onto our 'community' being the wider community. How our children can continue to build relationships with Taumutu, or local environmental organisations, or local farmers or the council.
- Next year we need to have the focus around building understanding of the Values Competencies continue to be central in the Hub newsletters and the Learning Conferences, so we build on what we have done this year.
- Using Spotlight on eTap will also help to bring this Deep Learning to the mind of parents more as the Deep Focus will be identified on Spotlight as the child's next learning goal.

Annual Goal Three - Deep Learning Student Leadership

2022 Strategic Links

- *Engage and Develop Self*

- *HELPer culture*
- *Outward Focus*

Success Indicators:

- Systems for identifying whanau group leaders are in place and operating.
- Whanau Leadership Group established and leading influential change in the school.
- Sustainable systems for servant leadership opportunities.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Systems for identifying whanau group leaders are in place and operating.

- This is in conjunction with the Leadership Programme.

Whanau Leadership Group established and leading influential change in the school.

- This is in conjunction with the Leadership Programme.

Sustainable systems for servant leadership opportunities.

- A leadership programme has been established in conjunction with Selwyn Sports. Students can opt into this.
- There are three 'pillars' for the leadership areas - Sport, Whanau Groups, and Enviro.
- The system involves quite a bit of work from the children but with the support of adults.
- The children have run 2 events in all three areas.

Reflections for moving forward

- We need to include parents in the development of their children as leaders. How this might look and whether it involves a specific parent meeting or becomes the Home Learning Programme needs to be discussed.
- Encouraging more children to take part in the programme is important.
- Continuing to allow the children the opportunities to lead, and providing them with the adult support to be successful is an important consideration.
- Having time is a continuous factor in how staff are able to support this work.

Commented [1]: Opting into the programmes - learning conference link and goal link

Annual Goal Four - implementation of Digital Curriculum

2022 Strategic Links

- *Engage and Develop Self*
- *HELPer culture*
- *Outward Focus*

Success Indicators:

- Computational thinking activities will be included in The Play.
- Creating digital artifacts will be included as part of the LIGHTS projects.
- Curriculum Audits include the Digital Curriculum.

Analysis Of Variance	
What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
<p>Computational thinking activities will be included in The Play.</p> <ul style="list-style-type: none"> - Teachers are thinking about including this in what they do, so when planning activities this is now a consideration. - <p>Creating digital artifacts will be included as part of the LIGHTS projects.</p> <ul style="list-style-type: none"> - There are a number of digital artifacts that were developed, particularly during Covid. - Digital artifacts are being developed through things such as Google Docs and Presentations. <p>Curriculum Audits include the Digital Curriculum.</p> <ul style="list-style-type: none"> - This is now in the teacher's minds to do, so they are including this. 	
Reflections for moving forward	
<ul style="list-style-type: none"> - When looking at the School Conditions Rubric for NPDL we discussed how far we actually want to go with the inclusion of Digital Technologies in our programme. We felt we didn't like the wording 'ubiquitous' for the use of technology in the 'advanced' category, instead we liked the word 'powerful use'. This means that we don't want to move to a fully digital approach with our younger children particularly, as we don't believe this has the best outcomes for students. - Making the activities we do engage the children in more 'powerful' is probably the next area of focus. 	

Annual Goal five - Deep Learning <i>Place-based/Bi-cultural education (Linked with CEN COL)</i>	
<p>2022 Strategic Links</p> <ul style="list-style-type: none"> ● <i>Engage and Develop Self</i> ● <i>HELPer culture</i> ● <i>Outward Focus</i> <p>Success Indicators:</p> <ul style="list-style-type: none"> - Decide on a framework from which we want to work from when making further improvements in the school in relation to this focus. 	
Analysis Of Variance	
What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
<p>Decide on a framework from which we want to work from when making further improvements in the school in relation to this focus.</p> <ul style="list-style-type: none"> - We are engaging with Matauraka Mahaanui with both of our Kahui Ako. This provides an excellent Framework from which we can build a plan moving forward. - Both Kahui Ako will have three part Action Plans. 	
Reflections for moving forward	

- Working towards movement in the Maturaka Mahaanui Indicators of Success needs to be a priority over the next few years. We recognised from using this Framework that we are very much in the beginning stages of the journey and in some areas, not even on the journey.
- This gives an exciting space of work to explore and implement.
- The principal sabbatical work can feed into the depth of understanding to make genuine and sustainable progress in this area.

Annual Goal Six: Leadership Development

2022 Strategic Links

- *Engage and Develop Self*
- *HELPer culture*
- *Outward Focus*

Success Indicators:

- Another tier of leadership development is emerging.
- The Senior Leadership Team is growing in Leadership Skills and Pedagogical Leadership.
- Initiatives are occurring that are developed by people outside the senior leadership team that fit with the direction of the school.
- Increased number of student teachers in the school.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Another tier of leadership development is emerging.

- We have had all the experienced staff step up this year in different areas.
- An extra within-school role gifted to us by the Kahui Ako has meant we are able to provide another opportunity for another member of staff to step up.
- Having an LSC join the team is also providing another area where a staff member can step up in leadership.

The Senior Leadership Team is growing in Leadership Skills and Pedagogical Leadership.

- The Senior Leadership Team continues to grow this year in leadership skills and pedagogical leadership. Interestingly I think Covid has meant we haven't been able to go to some of the things we had planned to attend for professional development but in lots of ways we have been challenged as people, and therefore as leaders.
- The area of racial bias coming from reading Huia Come Home and then the Black Lives Matter movement has been really impacted for the majority of the Leadership Team. I think we are grappling with what this means in an educational context and how we lead the school for a positive future for all. I think the depth of leadership is increasing.

Initiatives are occurring that are developed by people outside the senior leadership team that fit with the direction of the school.

- There are lots of things occurring in the school now that don't come from the Senior Leadership Team. Most notably in the areas of sport, library, well-being, advertising, photography, gardening, learning support.

Increased number of student teachers in the school.

<p>- Slightly odd year for this to be a goal because Covid has disrupted a lot of placements, but we have had an increased number of students and also an increased number of teachers hosting student teachers. I think we can continue to build on this.</p>	
Reflections for moving forward	
<p>I feel like we are in a really exciting place staffing wise. We have layers building of good teaching staff who are passionate about education and the school's philosophy.</p> <p>We need to continue growing so we can continue to provide opportunities for these people who are demonstrating emerging leadership in different areas, and build these people to be the leaders in our school. How do we continue to fund leadership? How do we give people the time they actually need to implement new initiatives without this taking a toll on them personally or the children's education?</p>	

Annual Goal Seven: Wellbeing	
<p>2022 Strategic Links</p> <ul style="list-style-type: none"> • Engage and Develop Self • HELPer Culture • Outward Focus <p>Success Indicators:</p> <ul style="list-style-type: none"> • Increased results in the NZCER Well-being survey • Increased reading, writing and mathematics results for those children identified as being both low in academic achievement and low in well-being indicators. • Improved well-being indicators for each of the target students. 	
Analysis Of Variance	
What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
	<p>Increased results in the NZCER Well-being survey The NZCER wellbeing survey results show a very similar result to 2019. There were some shifts forward and back in different areas but overall they continue to paint a similar picture. It's a slightly difficult one to know whether to judge success or not in an area like Wellbeing this year. The whole world has been in a state of stress and uncertainty so to expect our children's wellbeing to increase this year was possibly unrealistic.</p> <p>Increased reading, writing and mathematics results for those children identified as being both low in academic achievement and low in well-being indicators. As the wellbeing indicators for the majority of these children has not improved then it is futile exploring whether the reading, writing and mathematics results have improved in order to analyse the link.</p> <p>Improved well-being indicators for each of the target students. The wellbeing indicators for the Target Students has largely remained the same. Again, whether judging this in 2020 is a fair indication of the success of the work that has been done is very debatable.</p>
Reflections for moving forward	
<p>- Wellbeing continues to be an area for attention. The results of the survey and the wellbeing indicators suggest that there are considerable improvements that can be made in this area.</p>	

- With the introduction of our Within-School Teacher role focussed on Wellbeing and Nature, development of an implementation plan can be set for next year to trial some initiatives that help to enhance children's wellbeing through nature.

Annual Goal Eight: The Arts and Sport

2022 Strategic Links

- Engage and Develop Self
- HELPer Culture

Success Indicators:

- Kapa Haka uniforms completed
- At least two Kapa Haka performances
- At least two Choir performances
- End of Year Prize giving has an 'Arts' component
- Increased engagement in Selwyn sports activities
- Have a specialised sporting activity each term.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Kapa Haka uniforms completed

Kapa Haka uniforms are all looking great.

At least two Choir performances

The choir will perform at the Kids for Kids concert and also at a couple of Christmas events.

The choir will also perform at the end of year prizegiving.

End of Year Prize giving has an 'Arts' component

Teachers have organised for the children to collectively perform the Aotearoa version of The Blessing.

Have a specialised sporting activity each term.

Mark has done an excellent job of putting out a calendar each term of weekly sporting opportunities. These are going really well. As noted, unfortunately many of the competition aspects of these sporting activities were cancelled due to Covid.

At least two Kapa Haka performances

- Covid has meant that a number of events have not been held.
- A performance from the Kapa Haka will occur at the end of year Prize-giving.

Increased engagement in Selwyn sports activities

- Due to covid most activities we were booked to participate in have been cancelled. This is disappointing for the children and the teachers who have prepared them for the events.

Reflections for moving forward

- I believe we should continue to give Mark a management unit for his work with the sport programme, so this shows that we value the continued development of this. I don't think this needs to be part of the Annual Plan anymore, but rather an internal goal.

Annual Goal Eight: Explore the development of the school

- growth and year level change

Success Indicators:

- Have a clear vision for the future development of the school
- Develop a strategic plan for reaching the vision.

Analysis Of Variance

What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
	<p>Have a clear vision for the future development of the school</p> <p>Work has not really occurred in this area. I did visit some Junior High Schools to explore what they were doing, but this was just before lockdown and further work has not occurred around this.</p> <p>Develop a strategic plan for reaching the vision.</p> <p>With Covid, and also uncertainty around roll growth and where the school is heading has meant that work has not really gone into this. However, now that the MOE have asked us to put in an Expression of Interest for this, we need to move into the genuine work around this.</p>
Reflections for moving forward	
<p>If the MOE come back positively from the Expression of Interest being put in then the development of a plan needs to become high priority. The Board will need to look at how we might staff this and how we might ensure that strong leadership is in place to guide the development of secondary education. The development of the land and buildings is also something the Board will need to be actively involved with. If the expression of interest is received positively the Board may like to consider bringing the next big Strategic Plan forward by a year to refocus and build Year 9 and 10 into the strategic priorities for the following few years.</p>	