

# Raureka School Annual Plan 2021

Confident, connected, curious children who strive for personal excellence.



Our Vision

Our Values

**Respect / Whakaute**

**Responsibility / Haepapa**

**Relationships / Whanaungatanga**

**Resilience / Pakari**

Our Principles

**Quality Environment**  
Autonomy Self-control  
Self-determination

**Quality Staff**  
Up to date pedagogy

**Excellence in Learning**  
Learner-focused pedagogy

**21<sup>st</sup> Century Learning**  
Collective collaborative efforts  
Vision Aspiration Purpose

**Focussed Community Connection**  
Community confidence in the school and teachers

Excellence, Equity and Inclusiveness – High quality education for all - value everyone, respect diversity, equity for all.

Strategic Goal

By 2021

Every Child is welcomed and supported to achieve

We have an equitable inclusive culture

School culture recognises student individual contexts

Every child uses technology in a skilful manner

Whanau involvement in learning is a priority

Key Objectives for 2021

1. Ensure our learning environments engage and achieve the best outcomes for all individuals.
2. All staff using culturally responsive pedagogy.

1. Achievement data, shows every student progressing.
2. Formative teaching approach is tailored for accelerating progress.
3. Transitions within & between ECE, Int & school is supported.

1. Quality learning experiences develop and realise individual potential, and in ways that value who they are, their language, identity, and culture.
2. Maori having success as Maori.

1. Develop STEAM
2. 2021 Continued Teacher pedagogical practice supported by 21<sup>st</sup> Century Learning tech.
3. Use See Saw in all classes.
4. Ensure data is used to support learning.

1. 2021 Kapa haka, involve parents in taking this group.
2. 2021 Harness whanau support, and get people involved in school activities including Matariki.
3. continue to develop whanau support in meetings.

2021

Implementation Initiatives



Key Investments

Strategic Targets

## Cultural Competency

*Continuing to build on the cultural competency to ensure that all of our students needs are being met.*

- Poutama Pounamu
  - Raised Achievement & Learning through problem solving
  - Continued PP involvement- (M1-4) ASL to support
  - Culturally Responsive programmes implemented.
  - PLD with expert consultants.
  - Students enjoying and achieving education success as Maori.
  - Use Ngati Kahungunu Graduate profile as part of planning
  - Continue implementation and use of Kapa Haka and Pacifica Groups
  - Termly Hikoi through COL involvement
- Special Learning Needs identified:
  - Inclusive practices and early intervention for all students

<ul style="list-style-type: none"> <li>• Leadership/Teacher PLD</li> <li>• Maths PD</li> <li>• Engagement of outside consultants</li> <li>• Kahui Ako</li> </ul>	PD \$5,000
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- Transformational structures and practices enable the school to raise student achievement of all students including priority learners: Maori, Pacifica, children with special needs and children from low socio-economic backgrounds.

## Formative Practice

We aim to be confident that our school is a welcoming, safe and respectful place for everyone.

- Use Professional Growth Cycle (PGC) to enhance Student engagement
- Negotiated class treaties
- Student engagement evident with children co-constructing learning.
- Development of Student Self Worth
- Use of Murray Gadd PD to develop and enhance Literacy learning in school
- Use PACT maths and development and exploration of PACT writing to support learning

<ul style="list-style-type: none"> <li>• TOD</li> <li>• Review plans and get student voice</li> <li>• Review writing practices</li> <li>• Place Based learning</li> </ul>	Professional Development \$20,000
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- Review assess programmes
- Implement use of PGC to incorporate FA
- Implement use of PACT for Maths and Writing
- Rewrite current Curriculum statements to support

## Future Focused Learning

A strategy for learning with digital technologies. Every student a confident, connected, lifelong learner equipped to live a full and active life, and contribute to a prosperous economy.

- Enhance digital capability, collaborative learning and develop Collaborative learning skills and strategies
- Progress modern learning practices by promoting anywhere, anytime learning. (All learners have access to devices, 1-1 in Seniors) within our current environments
- Support high quality digital content and local curriculum
- Collaboration with teachers
- Develop school curriculum to incorporate Science, Engineering, Art and Mathematics (STEAM)- Use of PGC
- Continue to supply PD for staff

<ul style="list-style-type: none"> <li>• 1-1 ipads from Year 4 to Year 6</li> <li>• Review school curriculum to include STEAM</li> <li>• Look at local curriculum to include stories</li> </ul>	Application for PLD
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- Digital tools and content can be accessed by all learners including priority learners.
- Teachers and students can quickly and easily access NZ digital content online, including Maori & Pacifica.
- Improved mechanisms for sharing digital content developed by students, teachers and others to be shared legally to be included in curriculum statements being rewritten

## Parent /Whānau

• Whanau Engagement group re developed.”

1. All Māori students are engaged in quality teaching and learning experiences.
2. All stakeholders with a role to play in Māori education success:
  - have high expectations for all Māori students
  - are sharing and growing knowledge and evidence of what works,
  - are collaborating to achieve excellent education outcomes.
3. Parents, kaumatua and members of our community feel supported and involved in guiding our children’s learning.
4. Use open days and sporting events to enhance whanau involvement eg Carnival, Kapa Haka, Pacifica, Assemblies, Matariki, Marae visit

<ul style="list-style-type: none"> <li>• Ongoing operational Parent/ Whanau consultation through overall school operations.</li> </ul>	Integrally Funded through operations grant
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- Increased whanau/hapu/iwi collaboration.
- Whanau involvement supporting the school; feeling valued, appreciated and connected to the entire life of the school.
- Feedback from families, whanau see their child belongs, has friends, is learning, and is getting the help needed.

# 2021 Annual Plan – Raureka School

**TARGET:** Continue to build cultural competency, develop collaborative learning and further develop formative practice so students are actively involved in their learning.

## Why these Focuses? “Success for All”

**What are we doing well?** Literacy, Numeracy, Student engagement, use of ICT.  
**Where do we need to grow, develop and review?** Numeracy, Literacy, Digital Literacy, STEAM and Cultural Comp  
**What should we do next?** There is an imperative for managing rapid educational change through new digital technologies. (21<sup>st</sup> Century Learning / ICT / eLearning) and review our curriculum statements to incorporate this.  
**Key principles:** Equity for all children and engagement of parents/whanau in any strategic change.

**Actions for 2021:** “Together we find what works and get the job done.”  
2019 -2021 Charter Implementation Initiatives.

**Cultural Competency:** continuing to build on the cultural competency to ensure that all of our students needs are being met.

**Poutamu Pounamu** - Staff continue with Blended learning course and review Modules 1-4. Implementing teaching practices to support Maori learners- to be taken using video PP through COL and implemented at staff meetings

**Ngati Kahungunu Graduate Profile**- Use profile in planning and develop pride in Kapa Haka and Pacifica Groups

**Special Learning Needs** – Inclusive practices & early intervention for all students with a special learning need. Removal of any barriers to achievement recognising inclusiveness is **not** a special response. Response is flexible to needs of all learners and families. Use current special needs register & class descriptions summarising/identifying special learning needs and steps for intervention. Use URF funding for 6 months to boost learning. Resources allocated through CAP (Collaborative Action Plan). Agency referrals made where needed. Teacher aides allocated where need is urgent. Sustaining of Absentee / lateness processes including data recording. Special Needs interventions link to pastoral care. Links also to transitions from and to other classrooms or schools.

**How do we know we are successful:** Short term: teachers engaging in critical conversations about CR. Measured improvement in CC and student engagement., less behaviour incidents

**Students/Tamariki involved in URF funding scheme will show improved achievement and engagement.**  
**Data on Student achievement shows improved outcomes for students who are below expectations**

**Formative Practice:** Learners know what and why they are learning and where to next (Formative practice) development.

**Use PGC to gauge level of buy in:** Student engagement evident with children co-constructing learning. Development of Student Self Worth. Continue use of Inclusive practices tool to ensure we are inclusive

Student voice –students engage with what happens at school. Student ideas valued. ERO Resource – Student Wellbeing Indicators. Actions include: negotiated class treaties (rules, rewards, consequences). New focus - student engagement to be more visible in learning and be fully engaged in the use of Seesaw

**How do we know we are successful:** Collect and set up programmes and initiatives to ensure that we can provide the Formative practice and collaborative learning .

Mid Year: COLLECT STUDENT DATA through questionnaire, achievement data, classroom observations and PGC. Improved student engagement. Increased learner agency through student involvement in FP. We will see progress in achievement levels reported to the BOT

**PARENT / WHANAU:** Parents/whanau are involved in supporting their children’s education at school, at home and within the community.

**Board of Trustees** Community Engagement & Consultation

**Develop** whanau engagement – working together for maximum impact. Includes evaluating a range of approaches to develop responsive and reciprocal relationships with parents and whanau. How do we draw in parents who seem hard to reach? How do we strengthen each parent’s engagement in their child’s learning? How do we provide opportunities for parents to have input to planning for their child’s educational experience? How do new parents learn what matters? How do we find out what aspirations parents and whanau have for their child? How do we negotiate different aspirations? Can we describe how we know every child is attaining their own and their parents aspirations?

**How do we know we are successful:** Make links whanau, have increased attendance at Matariki, parent interviews, curriculum evenings. Data on achievement increased.

## Historical data 2020

### Mathematics:

Overall 73% of reach at or above our curriculum expectations. This has been a 10% increase from last year  
The planned professional development and use of PACT has seen an improvement in the number of children reaching the new maths expectation. We continue to review our current curriculum and include culturally responsive programmes to help boost achievement.

Continued P.D. will support this growth and ensure that children achieve. The Maths leadership team have planned improvements for 2021 that include use of PACT and use of Rich activities

### Literacy

At the end of 2020 we had 73% of tamariki reaching expectation. This has come about from focussed teaching and teachers knowing the needs of the children. An emphasis on authentic learning has been an expectation. .  
Reading achievement has continued with 63% of all children reaching expectation. From Year 4-6 80% of all students are at or above expectation.

Writing- 80% of Yr 6’s have reached expectation, this is an improvement from 2019

We still have a number of children have enrolled with special learning needs, they are being catered for within the class.

Covid 19 has had an effect on achievement.

To increase achievement levels we are focusing on Culturally responsive pedagogy and targeted writing PD with M Gadd.

### Student Wellbeing 2020:

Most students feel safe and are generally happy at school.

Behaviour management is a big part of the school culture: behaviour rewards and other Techniques are used to manage behaviour. Student voice says that tamariki feel they belong, have fun activities and feel that they are safe and secure at school. Students had fruit in schools, Duffy Books and also Milk in Schools, and we started Free Lunch in School in Term 4.

Our Behaviour Management system is in the process of Review

**Students/ Tamariki say that new students are looked after.**



**FUTURE – FOCUSED LEARNING:** Continue to develop a collaborative model for curriculum delivery. Enhancing digital capability in all teachers. PLD collaboration with other schools.

Review Maths and Literacy and Digital Curriculum and implement.

- Teacher capability & innovation through enhancing digital capability strong learner-focused pedagogy emphasis.
- Ensure equity of access to digital technologies at every stage of progress. eg 1-1 ipads in Senior Team.
- Support high quality digital content and resources appropriate to priority learners.
- PLD for teachers – Use of writing with Murray Gadd- use of Digital Tech with Digital Circus
- Review current curriculum statements to include DT and CC to get children involved
- PGC- based on school goals
- **How do we know we are successful: Improved attendance , increased engagement of students, Data on Student achievement shows improved outcomes. PGC**