

Tikorangi Annual School Improvement Plan 2022



National Education Learning Priorities

- OBJ 1- Learners at the Centre- Learners with their whanau are at the centre of education
- OBJ 2: Barrier free access
- OBJ 3: Quality Teaching and Leadership
- Obj 4: Future of Learning and Work

Linked to:

Tikorangi School Strategic Goal 1: Student led Learning/Learning to Learn

Tikorangi School Strategic Goal 4: Relationships and connections with our families and community.

Tikorangi School Annual Improvement Goal:

To close the gap between children who are working towards their curriculum level and those that are working within or above their curriculum level. We need to look closely at how the children who are working towards their curriculum level are engaged with their learning, gather student voice on how they think they are learning, and to look at our teaching strategies and how they can be adapted to meet the needs of these children.

Tikorangi School Annual Improvement Target (Where do we want to be?):

To increase the number of children working within or above their curriculum level in **Reading** at Year 4-6.
The specific target is for 16 students, 6 boys and 10 girls inclusive of 6 Maori students across the Year 4-6 cohort (this includes 2 target students we have carried over from 2021) to be at their expected curriculum level by the end of 2022.

Baseline Data (Where are we now? What is the justification for this target?):


- End of 2021 PaCt reading data-
- This also includes 2 students who were targets in 2021.
- Student voice + teacher voice
- Running records, PaCT
- Learning Behaviours
- Add mid and end of year reading data progress summary

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Target Learner meetings twice per term.	Target Learners Meeting . Link in Target Learners Doc	Rach/Kerry/Victor - staff	<ul style="list-style-type: none"> ● Accelerated reading Progress for Target Learners

Beg/Mid/end of year	Student Voice- survey	Staff	<ul style="list-style-type: none"> • Learners can articulate the learning behaviours they are focusing on to assist with their learning progress. • Kerry to provide feedback to staff and to develop some next step actions collectively which will be monitored throughout the year.
Ongoing all year	Professional Development Structured Literacy with Carla Each teacher to video own practice and have a matrix to self assess and then peer feedback moving to team feedback	Learning Matters Rach - Structured Literacy Leader Staff	<ul style="list-style-type: none"> • Schoolwide teaching consistency of structured literacy and also understanding of: <ul style="list-style-type: none"> ○ student literacy expectations at each curriculum level/stage.
Ongoing all year	Moderation processes for OTJ's monitored and developed	Rach - Structured Literacy Leader Staff	<ul style="list-style-type: none"> • Accurate analysis of student assessment and teacher observations to inform next steps.
Term 1	Review of resources to effectively meet the structured literacy needs.	Rach - Structured Literacy Leader Staff	<ul style="list-style-type: none"> • Improve resources for staff and children to use.
Ongoing all year	Provide more online videos to show whanau ways to support their tamariki's learning so that whanau are more confident in helping their tamariki and communicating with teachers. Engage personally with individual whanau so teachers gain a better understanding of their learners and use this knowledge to personalise their teaching programmes	Staff	<ul style="list-style-type: none"> • The home/school partnership will better support the child's learning needs. • Whanau will build their commitment to their involvement with student learning.

Mid Year End Year	Analyse mid and end of year data to inform progress and next steps.	Rach - Structured Literacy Leader Staff	<ul style="list-style-type: none"> Accurate picture of progress and achievement.
<p>Analysis of Variance: The 16 identified target students have all had extra support with targeted teacher aide time daily plus guided reading with their teacher and goals linked to their gaps.</p> <p>11 of the 16 target students are now at their expected curriculum level in reading.</p> <p>3 students are above their expected curriculum level in reading</p> <p>2 students are still not at the expected curriculum level and will continue to be targets in 2023. Both of the students have made accelerated progress</p> <p>4 Maori students have met the target.</p> <p>Ongoing development with Structured Literacy PLD from Learning Matters has further enhanced teacher practice targeted to student learning needs. Teachers have also completed a lot of work around PaCT, understanding the learning progressions and the moderation of this. Also identifying where the gaps are in PaCT and planning and teaching from this. We have our Deputy Principal who will be ensuring consistency of practice across the school and that new teachers are supported to teach writing using our Implementation Plan.</p> <p>See here for attached PaCT data for 2022</p>			

Tikorangi Annual School Improvement Plan		
<p>NELP: OBJ 1- Learners at the Centre- Learners with their whanau are at the centre of education</p> <p>OBJ 2: Barrier free access</p> <p>OBJ 3: Quality Teaching and Leadership</p> <p>Obj 4: Future of Learning and Work</p> <p>Strategic Goal 1: Student led Learning/Learning to Learn</p> <p>Strategic Goal 4: Relationships and connections with our families and community.</p>		
Annual Goal:	Annual Improvement Target (Where do we want to be?):	
To close the gap between children who are working towards their curriculum level and those that are working within or above their curriculum level. We need to look closely at how the children who are working towards their curriculum level are engaged with their learning, gather student voice on how they think they are learning, and to look	To increase the number of children working within or above their curriculum level in Year 4-6 Writing. The specific target is for 14 students, 6 boys and 8 girls inclusive of 4 Maori students across the Year 4-6 cohort(this includes 3 target students we have	

at our teaching strategies and how they can be adapted to meet the needs of these children.	carried over from 2021) to be at their expected curriculum level by the end of 2022.
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Baseline Data (Where are we now? What is the justification for this target?):

- 2021 writing end of year PaCT data- [attached to this document](#)
- WTE progress assessment 2021- [attached to this document](#)
- Student voice + teacher voice
- PaCT and OTJ write that essay assessments
- Learning Behaviours
- Mid and End of year summary

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Feb 2022 Throughout the year	Professional Development Analysis of what we have achieved and our next steps Mentoring for teachers by modelling and observing and giving feedback. Also teachers videoing their practice and self assessing/peer assessing and team feedback.	Jessica Hartin Victor.Kerry/Rach	<ul style="list-style-type: none"> ● Schoolwide consistency and understanding of the writing code and progression for learners including: <ul style="list-style-type: none"> ○ - student expectations at each curriculum level/stage. ○ - processes for assessing, planning and implementation.
Priority Learner meetings twice per term.	Target Learners Meeting (collaborative based inquiry focused on Priority Learners). Target_learners doc	Victor staff	<ul style="list-style-type: none"> ● Accelerated Writing Progress for Target Learners
Ongoing all year	Professional Development Year 1 - 6 - Write That Essay workshops	Jessica Hartin PLD provider WTE	<ul style="list-style-type: none"> ● Consistency and understanding of the WTE approach is strengthened ● Staff make changes to practice based on

			feedback and feed forward from peers.
When Beg/Mid /end	Student Voice	Staff	<ul style="list-style-type: none"> Learners can articulate the learning behaviours they are focusing on to assist with their learning progress.
Ongoing all year	Professional Development Learning Progression Framework and PaCT development	Victor and teachers	<ul style="list-style-type: none"> Schoolwide consistency and understanding of: <ul style="list-style-type: none"> student expectations at each curriculum level/stage.
Ongoing all year	Moderation processes for OTJ's monitored and developed	Victor- teachers	<ul style="list-style-type: none"> Accurate analysis of student samples.
Term 1	Review of equipment and resources to effectively meet the Literacy needs.	Victor - Staff	<ul style="list-style-type: none"> Improve resources for staff and children to use.
Ongoing all year	Work with whanau around ways to support their tamariki's learning so that whanau are more confident in helping their tamariki and communicating with teachers, and teachers gain a better understanding of their learners and use this knowledge to personalise their teaching programmes	Staff	<ul style="list-style-type: none"> The reporting process will better support the child's learning needs. Whanau will build their commitment to their involvement with student learning.
Mid Year End Year	Analyse mid and end of year data to inform progress and next steps.	Staff	<ul style="list-style-type: none"> Accurate picture of progress and achievement.
<p>Analysis of Variance: 12 of the 14 students are at the expected curriculum level 2 students are not at the expected curriculum level and will continue to be targets in 2023. Both of the students have made accelerated progress. 2 Maori students have met the target.</p> <p>Ongoing development with Writers Toolbox PLD has further enhanced teacher practice targeted to student learning needs. Teachers have also</p>			

completed a lot of work around PaCT, understanding the learning progressions and the moderation of this. Also identifying where the gaps are in PaCT and planning and teaching from this. At the beginning of 2023, we have a Teacher Only Day focused on writing linked to our PLD and then we have our Assistant Principal who will be ensuring consistency of practice across the school and that new teachers are supported to teach writing using our Implementation Plan for 2023.
See here for attached PaCT data for 2022

Annual School Improvement Plan

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Strategic Goal 1: Student led learning/learning to learn



Strategic Goal 2: Environment and sustainability Strategic 3: Happy safe students and staff Strategic Goal 4: Relationships and Connections with our families and community			
Annual Goal:		Annual Improvement Target (Where do we want to be?):	
To meaningfully develop our Tikorangi School Curriculum to ensure our school vision and strategic goals have real life connections for Tikorangi School students.		Teaching programmes to link strongly to our newly developed school curriculum	
Baseline Data: Identify in writing where we are at with our localised curriculum development and identify next steps Collect feeling safe survey data termly Meet with whanau and Identify any barriers for whanau and remedy Seek advice from Tiri Bailey-Nowell(Maori support teacher) and Maori whanau around how best to include Tikanga Maori in values, practices and organisational culture			
Key Improvement Strategies:			
When:	What:	Who:	Indicators of Progress: Analysis of Variance
Term 1 - 8th April Teacher Only Day	Staff work with Bek Gallaway around developing our localised curriculum	Staff	<p>We have started the documentation for our localised curriculum and all our staff have met in their teams for 2023 and planned the term with our PLD provider Bek Gallaway.</p> <p>There will be a real focus on ICAT which is Independent Curious Active Thinkers with strong links to the curriculum.</p> <p>We have introduced thinking characters this year which are across the school. We have Introduced more active thinking activities and strategies to encourage students not to be passive in their learning. This includes more turn and talks, less hands up and more learning that encourages students to think. The hands on Science kits from House of Science have been an amazing resource to encourage CAT learners as well. All teachers have been released to work and plan with Bek in their teams for Term 1 2023.</p> <p>End of year reading, writing and maths data here</p>

Beg, mid end of year except for target student	Feeling safe survey	Kerry- Staff	<p>Data from surveys and next steps</p> <p>Term 2 - 6 students said they did not feel happy, 13 students said they did not feel safe All identified students are being supported</p> <p>Term 3 -feeling safe- 7 students across the school said they did not feel happy(5 are different students) and 12 students said they did not feel safe. All identified students are being supported</p>
Beg of year Term 2 Term 3	<p>Engage with whanau</p> <p>Beginning of year interviews where whanau talk about their children and their hopes and dreams for the year ahead</p> <p>Term 2 and 3 interviews with goal of 100% attendance and those who can't attend follow up with a phone interview</p>	Kerry- teachers	The beginning of the year interviews were very favourably received by our whanau and tamariki and it meant that the teachers met with all whanau before the actual school year started which meant a connection had been made. All parents who couldn't make interviews- (which was not many) had a phone call from the class teacher to discuss student.
Term 3	Meet with Tiri and Maori whanau around key questions and ask for their input	Kerry and staff	We were very fortunate to have made a connection, finally, to our local iwi and have had meetings around how they can support our tamariki and our teachers in teaching our localised curriculum. Our iwi have said they will come in and work alongside us. In Term 1, 2023, we already have a local Marae visit planned. We also had feedback from local iwi on our Tohu design for our sports uniforms. We took their feedback and slightly modified our design from this.
<p>Analysis of variance- We have come a long way in meaningfully developing our Tikorangi School Curriculum. This is a culmination of 3 years of PLD development with Structured Literacy, Writers Toolbox and Bek Gallaway(localised curriculum PLD provider). Involving our local iwi in planning and an ongoing commitment to be involved with the learning of the tamariki in real life contexts has been a highlight. Our Tikorangi School Curriculum will now become an integral part of the way we teach and students learn at Tikorangi School. Our Feeling safe data will continue to inform us of students who are not feeling safe or happy and lead to actions to support them. We continue to have a high percentage of whanau support at parent/teacher/student interviews. We had very positive feedback on the initial goal setting interview we started the beginning of the</p>			

year with. Our whanau commented on how great it was to meet their child's teacher and talk about possible goals for the year ahead whether it be academic or social.

Other 2022 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report	Finance	Short Report
Focus on bike pump track, shade from junior classes, toilets	<p>The shade outside the junior classes is all complete and a positive addition for the students who can now use it when it is raining or really sunny. The toilets have been upgraded but are just waiting on the floor to be finished.</p> <p>The pump track has not been completed yet but has been set down for early in 2023</p>	Focus on applying for extra grants to supplement our MOE grants	<p>TOI Foundation- \$3750 annual grant</p> <p>TODD Energy- \$20000 for kapa haka uniforms and autex for 2 classes</p> <p>Tu Manawa- \$7300 for bikes, scooters, skateboards for pump track</p> <p>TET- \$50 000 for turf on one court and under the solar shield</p>
Personnel	Short Report		
Focus on staff wellbeing	<p>It has been a very disrupted year with lots of teachers having to take extended time off this year due to sickness or bereavement. We also had the devastating sudden loss of one of our long term teachers which has had a huge impact on staff wellbeing.</p> <p>We have focused on supporting each other.</p>		