



## Vision

"Focused Foundations and Faith for the Future".

## Mission Statement

"To provide a caring Catholic environment where Tamariki rights and individual needs are always considered, independence and confidence are fostered and children are challenged to produce their best efforts."



## Values

Love / Aroha  
Service / Ratonga  
Co-operation / Mahi-Tahi  
Resilience / Manawaroa

### Community:

St John Bosco School is part of the coastal suburb Fitzroy located in New Plymouth.

Children are drawn equally from Fitzroy, Merrilands, Pukekura and Bell Block. 18% of whom identify as Maori, 4% who identify as Pasifika, 62% as New Zealand European and 8% Asian and 8% other ethnic origin.

Our school community exists within the Roman Catholic Community of the Diocese of Palmerston North and acknowledges Cardinal John Dew as the administrator.

St John Bosco School is a Roman Catholic School for boys and girls from Y0 – Y6 offering education with a special character.

St John Bosco is a U4 State Integrated school, which has a Decile 8 rating. In 2022, the school will be staffed at 13.89 teachers to cater for 260 pupils with a maximum roll of 275. The Board has set aside funding to maintain 12 effective classrooms. The school is situated in the heart of Fitzroy, a beautiful suburban beach community. Families living within New Plymouth and Bell Block populate the school.

The school is situated alongside the Parish Church Our Lady Help of Christians as a part of the Ngamotu Combined Parish.

### Core Teaching Beliefs

1. Foundation learning and pono in place.
2. Balanced social and emotional lifelong learners.
3. Teachers are seen as coaches and value shared leadership.
4. Powerful learning experiences and environments.
5. Striving for excellence.



### Strategic Goals

1. Our Tamariki will experience a values based Catholic environment within an inclusive, health promoting hapori whānui.
2. All Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
3. To strengthen and enhance whanau & community engagement.
4. Through shared agency our Tamariki /staff will be supported in their ako through focused use of resources and opportunity to follow talents and meet targets.
5. Innovation will be seen as a key tool in the teaching and learning process for Tamariki and teachers.

### Community Partnerships...A variety of partnerships are valued and encouraged. These include:

Community Group

Green Guardians

Taranaki Gifted Community

Life Education Trust

Parent involvement in support roles in junior classrooms

School assemblies

Linkage with ECE & High Schools

Maori Achievement Collaborative

Maori Community - Iwi

Community Experts NPDC

Health Promoting Schools TDHB

Parish

Coaching and support for sports teams

Let's Go Active Schools

Palmerston North Diocese

Sport Taranaki

### Bicultural Focus

We recognise and support the bicultural composition of the School honouring Principles of The Treaty of Waitangi.



## Recognising St John Bosco's Catholic Character

St John Bosco Primary School in Fitzroy, New Plymouth was established in 1942 as a Primary School by the Sisters of the Mission.

We are a state-integrated school with a Catholic special character. This allows the school to operate as a Ministry of Education directed school for curriculum and teaching resources, whilst keeping the school grounds, buildings and maintenance under care and ownership of the Palmerston North Catholic Diocese.

St John Bosco is recognised as our school's Patron Saint following his efforts worldwide in establishing a catholic education for underprivileged children.

St John Bosco shares a site and a community with Our Lady Help of Christians. This is the Fitzroy arm of the Catholic Parish of New Plymouth. The school utilise both the physical and community Church to celebrate its catholic character. The physical church building is used for school masses, assemblies, and larger school gatherings. Students are involved in attending and ministering during weekly masses. St John Bosco teaching staff are instrumental in providing sacramental programs for the Fitzroy parish. OLHC parishioners are regularly assisting within the school to teach Religious Education themes and practices.

The shared community of both St John Bosco school and Our Lady Help of Christians parish is immensely significant in aiming to develop a vibrant, thriving Catholic church.

Under the State-Integration Act, St John Bosco employs a majority of 'Tagged' teachers who have met certain criteria to teach as recognised catholic teachers within the school. The school also follows the protocols set down around teaching a proportion of "Preference" (95%) and "Non-preference" (5%) students. This preference relates to the pupils involvement in the Catholic church, and each case is assessed by the Parish priest or an appointed representative of our Bishop's Office..

The school is seen to embrace its special Catholic character in the daily actions of the school, including daily class prayer; Catholic images, themes and symbols on display throughout the school; school values being taught directly from gospel values and the pastoral care the school performs for its community.

St John Bosco is proud of and committed to its Catholic character, and continues to strive to provide its pupils with an exceptional education embracing the spirit and support of the Lord our God.



## Recognising New Zealand's Cultural Diversity:

St John Bosco School recognises the importance of New Zealand's bicultural diversity and the unique position of Maori culture. In doing so we acknowledge the unique position of Māori as tangata whenua. St John Bosco School will provide opportunities that support its students' in te reo and tikanga Māori. (Education Standards Act 2001)

At St John Bosco School we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', *"students who are expected to succeed are more likely to succeed. Ka Hikitia Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Maori students."* Ka Hikitia, Pg 38.

Achievement of Maori students is regularly reported to the Board and we will continue to have a relentless focus on raising Maori achievement. We will continue to have the acceleration of Māori achievement as a key priority area.

From our Whanau Hui, we have devised clear goals that we aim to achieve to further strengthen the partnership between school and our Māori community. A key conduit to achieving these goals is the establishment and continuation of our Whanau Hui group, who meet to discuss what is important for Māori and how we can further progress the learning of their tamariki. To raise the prominence of Māori in our school and to grow the capacity, understanding and application of Tikanga and Te Reo in our school, we will immerse the children in Tikanga. Alongside this, we aim to grow our school Kapa Haka group, to be a proud representation of our Māori learners.

### The board demonstrates its recognition of New Zealand's cultural diversity through:

- The integration of te reo o nga tikanga Maori in class as and when appropriate
- To grow the use of, and correct pronunciation of Te Reo throughout our school.
- To engage and involve our whānau through hui and community events
- To consult with whānau was part of our regular self review
- To continue to grow and celebrate our Kapa Haka group
- To have a school kaumatua / Kuia and links with local Iwi and Hapu who can assist us with Tikanga and our understanding
- Reflecting the unique place of Maori within our policy documentation and curriculum statements through Ka hikitia, TeTataiako & Kotahitanga
- The continuing development of policies and practices that reflect New Zealand's bicultural uniqueness.
- Providing all students with experiences and understandings in cultural traditions, language and local history
- Biannual visits by students to the local Marae
- The development of a long term plan for the incorporation of Te Reo and Tikanga Maori



### Consultation:

In developing the charter/updated charter for St John Bosco School the board has consulted with the school community through / by:

- Providing the documentation of the charter/ annual plan for parents and seeking comment or feedback.
- As a component of the board's self review cycle and charter development.



### How the board will respond to a request for instruction in Te Reo Maori:

The board will respond to any request for instruction in Te Reo Maori by:

- Advising the parent of the current level of Te Reo and Tikanga Maori available at the school
- Offering to explore possibilities for extending the current provision including:
  - Dual enrolment with The Correspondence School
  - Consulting with the School Adviser Maori
  - Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori
- Advising parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori

### Procedural information:

St John Bosco School cycle of reporting for 2023 shall be

February 2023 - Board ratification of the 2022 variance report and copy sent to the Ministry of Education.

February 2023 - Charter Ratified at Board Meeting.

March 2023 - Updated charter, annual plan, and student achievement targets copied to the Ministry of Education.

May 2023 - Annual report presented at board AGM copies sent to the Ministry of Education.

December 2023 - Draft 2023 variance & annual report prepared.

## Learners with Special Needs / Inclusion:

The St John Bosco Board will ensure that learners with special learning needs are supported in their learning so they can participate fully in the life of the school and community while making progress in relation to the NZC and National Standards.

### The Board will ensure that learners with special learning needs are supported by:

- Developing policies and procedures that support inclusive Catholic school practices
- Welcoming learners with diverse learning potential
- Providing IEPs where required
- Celebrating variety of learning abilities
- Including learners in RE & NZC learning contexts
- Expecting students to make progress towards appropriate RE & National Standard levels
- Dual enrolment at Te Aho o Te Kura Pounamu (Correspondence) or Northern Health School.
- Providing opportunity for learners to fully participate in school & Parish activities.
- Extending the progress of learners with special learning abilities including gifted and talented.

### Inclusion:

#### The Board will develop an inclusive school culture that:

- Is welcoming of all learners
- Ensures the school has a collaborative, respectful ethos
- Fully engages all learners in our RE & NZC programmes
- Expects high achievement from all learners.
- Respects, supports and celebrates the identity, language and culture of Maori, Pasifika and other ethnicities.
- Ensures buildings, grounds and facilities are physically accessible for all.
- Learners are emotionally safe and free from bullying.
- Ensures transitions are effectively implemented and monitored.

## Our School

- St John Bosco will be an obviously Catholic school seen to be practising the values of Christ, a welcoming, inclusive school where people want to be, through service, prayer, mission, faith and hope.
- Will reflect a partnership with Iwi and Hapu where Maori will achieve success as Maori.
- A sense of belonging, pride, optimism and empowerment will prevail.
- Tamariki and their whanau will together stand tall, comfortably at ease with who they are.
- People will be excited, open, self confident and working together.
- There will be an atmosphere of willingness to trust, share, support and encourage each other.
- Emotional and social abilities will be learned and practised.
- Together we will transform our school into a powerful learning environment.
- Our frame of reference will be non-traditional, as all learning will be people oriented.
- The children will be loved, appreciated and celebrated as they grow to be the very best person they can.

# Student Achievement Annual Target

## 2023 Literacy

Local Goal	Strategic Goal: In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.										
Target Area	Phonological awareness.										
Target Groups	<p><b>Reading:</b> We have 28 identified priority learners in the area of Reading for 2023. Of this group 12 are boys, 16 are girls and 7 identify as Maori. 6 will be Year 6 in 2023. 1 will be Year 5 in 2023. 10 will be Year 4 in 2023. 2 will be Year 3 in 2023 and 9 will be in Year 2.</p> <p><b>Writing:</b> We have 18 identified priority learners in the area of writing for 2023. Of this group 8 are boys, 10 are girls and 1 identifies as Maori. 10 will be Year 6 in 2023. 1 will be Year 5 in 2023. 7 will be Year 4 in 2023.</p>										
Annual Target / Aspiration	To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Literacy.	Target Outcome									
Historical Position	<p><b>Writing:</b> At the end of the year we have 24 (9%) of our students working towards their expected curriculum level in writing. 219 (79%) are working at their expected curriculum level and 33 (12%) are working beyond their expected level. Overall 91% of our students are working at or beyond their expected level.</p> <p>Data for other cohorts gives us the following picture...</p> <table><tr><td>Asian</td><td>3 out of 35 working towards expected curriculum level</td></tr><tr><td>Maori</td><td>3 out of 43 working towards expected curriculum level</td></tr><tr><td>NZE</td><td>18 out of 186 working towards expected curriculum level</td></tr><tr><td>Pasifika</td><td>0 working towards expected curriculum level</td></tr></table> <p>Our main outlier cohorts are our Year 3 &amp; 5.</p> <p>Our girls mirror our school wide picture. 12 (8%) of our girls are working towards their expected curriculum level in writing. 120 (80%) are working at their expected curriculum level in writing. 18 (12%) of our girls are working beyond their expected curriculum level in writing. Overall we have 92% of our girls working at or beyond their expected curriculum level in writing.</p> <p>Our boys also mirror our school picture and align with our girls. Our data shows 12 (10%) of our boys are working towards their expected curriculum level in writing. 99 (78%) are working at their expected curriculum level in writing. 15 (12%) of our boys are working beyond their expected curriculum level in writing. Overall we have 90% of our boys working at or beyond their expected curriculum level in writing.</p> <p>Our data shows 3 (7%) of our Maori are working towards their expected curriculum level in writing. 37 (86%) are working at their expected curriculum level in writing. 3 (7%) of our Maori are working beyond their expected curriculum level in writing. Over all 93% of our students are working at or beyond their expected level.</p>			Asian	3 out of 35 working towards expected curriculum level	Maori	3 out of 43 working towards expected curriculum level	NZE	18 out of 186 working towards expected curriculum level	Pasifika	0 working towards expected curriculum level
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Pasifika	0 working towards expected curriculum level										



Our data shows 3 (9%) of our Asian students are working towards their expected curriculum level in writing. 26 (74%) are working at their expected curriculum level in writing. 6 (17%) of our Asian students are working beyond their expected curriculum level in writing. Overall 91% are working at or beyond their expected level.

Our data shows 18 (10%) of our NZE are working towards their expected curriculum level in writing. 145 (78%) are working at their expected curriculum level in writing. 23 (12%) of our NZE are working beyond their expected curriculum level in writing. Overall 90% of our NZE children are working at or beyond their expected level.

**Reading:**

Overall at the end of the year we have 35 (13%) of our students working towards their expected curriculum level in Reading. 189 (71%) are working at their expected curriculum level and 39 (16%) are working beyond their expected level. Overall 87% of our students are working at or beyond their expected level.

Data for other cohorts gives us the following picture...

Asian	6 % (2 Students) working towards
Maori	19% (8 Students) working towards
NZE	12% (22students) working towards
Pasifika	17% (1 student )working towards

Our Year 2, 3 and 5 cohorts are outlier with higher numbers of students working towards their expected curriculum level in Reading. Since beginning school (mostly in 2021) these students have had the most interruption in terms of lockdowns and isolation in the COVID environment. We are tracking this group and providing support.

Our girls mirror our school wide picture. 18 (13%) of our girls are working towards their expected curriculum level in writing. 107 (75%) are working at their expected curriculum level in reading. 17 (12%) of our girls are working beyond their expected curriculum level in reading. Overall we have 87% of our girls working at or beyond their expected curriculum level in reading.

Our data shows 17 (14%) of our boys are working towards their expected curriculum level in Reading. 84 (68%) are working at their expected curriculum level in reading. 22 (18%) of our boys are working beyond their expected curriculum level in reading. Overall we have 86% of our boys working at or beyond their expected curriculum level in reading.

Our data shows 8 (19%) of our Maori are working towards their expected curriculum level in reading. 29 (71%) are working within their expected curriculum level in reading. 4 (10%) of our Maori are working beyond their expected curriculum level in reading.

Overall we have 81% of our Maori working within or beyond their expected curriculum level in reading. The cohort here that needs tracking are our Year 1 Maori students. Our change to Structured Literacy slows the progress of students but in the long run leads to more meeting expectation.

Our data shows 2 (6%) of our Asian children are working towards their expected curriculum level in reading. 24 (73%) are working within their expected curriculum level in reading. 7 (21%) of our Asian children are working beyond their expected curriculum level in reading.

Our data shows 22 (12%) of our NZE are working towards their expected curriculum level in reading. 130 (73%) are working within their expected curriculum level in reading. 27 (15%) of our NZE are working beyond their expected curriculum level in reading. Our NZE Students have 88% working at or beyond their expected curriculum level.

# Student Achievement Annual Target

## 2023 Numeracy

Local Goal	Strategic Goal: In relation to the New Zealand Curriculum, all students inclusive of those with learning needs will experience quality teaching in written language through the engagement of challenging personalised learning programmes, where students are aware of their own learning goals and next steps.										
Target Area	Deeper understanding Number knowledge and Basic facts to reduce cognitive load.										
Target Groups	We have 36 identified priority learners in the area of maths for 2023. Of this group 10 are boys, 26 are girls and 7 identify as Maori. 11 will be Year 6 in 2023. 5 will be Year 5 in 2023. 9 will be Year 4 in 2022. 6 will be Year 3 in 2023 and 5 will be in Year 2.										
Annual Target / Aspiration	To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Maths.  We expect that all Priority & Targeted children will make significant & accelerated progress meaning 1 or more stage progress in all areas of maths.										
Historical Position	<p>Overall at the end of the 2022 year we have 43 (16%) of our students working towards their expected curriculum level in maths. 199 (71%) are working at their expected curriculum level and 36 (13%) are working beyond their expected level. Overall 84% of our students are working at or beyond their expected level.</p> <p>Data for other cohorts give us the following picture...</p> <table><tr><td>Asian</td><td>3 out of 36 are working towards expectation</td></tr><tr><td>Maori</td><td>9 out of 43 are working towards expectation</td></tr><tr><td>Pasifika</td><td>1 out of 4 are working towards expectation</td></tr><tr><td>NZE</td><td>29 out of 187 are working towards expectation</td></tr></table> <p>Our Year 2, 3 &amp; 5 cohorts are outliers with a higher percentage of students working towards their expected curriculum level in maths.</p> <p>Our girls mirror our school wide picture. 28 (18%) of our girls are working towards their expected curriculum level in maths. 113 (74%) are working at their expected curriculum level in maths. 10 (6%) of our girls are working beyond their expected curriculum level in maths. Overall we have 80% of our girls working at or beyond their expected curriculum level in maths.</p> <p>Our data shows 15 (12%) of our boys are working towards their expected curriculum level in maths. 86 (68%) are working at their expected curriculum level in maths. 26 (20%) of our boys are working beyond their expected curriculum level in maths. Overall we have 88% of our boys working at or beyond their expected curriculum level in maths.</p> <p>Our data shows 9 (20%) of our Maori students are working towards their expected curriculum level in maths. 32 (74%) are working at their expected curriculum level in maths. 2 (4%) of our Maori students are working beyond their expected curriculum level in maths.</p> <p>Overall we have 78% of our Maori students working at or beyond their expected curriculum level in maths. This is sitting level with our whole school data.</p> <p>Our Year 2 and Year 3 cohort are slight outliers with higher numbers of students working towards their expected curriculum level in maths.</p>			Asian	3 out of 36 are working towards expectation	Maori	9 out of 43 are working towards expectation	Pasifika	1 out of 4 are working towards expectation	NZE	29 out of 187 are working towards expectation
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	<p>Our data shows 3 (8%) of our Asian students are working towards their expected curriculum level in maths. 24 (67%) are working at their expected curriculum level in maths. 9 (25%) of our Asian students are working beyond their expected curriculum level in maths.</p> <p>Overall we have 92% of our Asian working at or beyond their expected curriculum level in maths. This is 8% higher compared with our whole school data.</p> <p>Our NZE Students have 84% working at or beyond their expected curriculum level. This is slightly lower than any of the other cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 29 (16%) of our NZE are working towards their expected curriculum level in maths. 135 (72%) are working at their expected curriculum level in maths. 23(12%) of our NZE are working beyond their expected curriculum level in maths.</p>
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## Goal 1:

Kura Hapori/Learners at the centre	Aligned to the National Education Learning Priorities (NELPS)			
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

## Annual Planning 2022-2024

Strategic Goal 1: Our Tamariki will experience a values based Catholic environment within an inclusive, health promoting hapori whānui.	
Strategies	Expected Outcomes
<ul style="list-style-type: none"> <li>Working with our community and Iwi, creating a Catholic Community- Te iwi Whanui Katorika</li> </ul>	<ul style="list-style-type: none"> <li>Special character to be evident in all classroom programmes.</li> <li>Support and guidance used from experts outside of school.</li> <li>Our School reflects the nature of our Church.</li> </ul>

<ul style="list-style-type: none"> <li>● Development of high quality Religious Education programmes. Te Whakaakoranga Whakapono</li> <li>● Pastoral Care to be at the forefront of all we do: Manaakitanga</li> <li>● Students: To continue restorative justice, focus on the classroom and the whole school behaviour plan.</li> <li>● Statutory Compliance: To include Catholic Character components in school policies when reviewed.</li> <li>● Ensure our place is safe, inclusive and free of any form of bullying.</li> <li>● School Gospel Values will be reflected, taught and lived in all we do.</li> </ul>	<ul style="list-style-type: none"> <li>● Our Catholic community celebrates sacraments and assists the Parish and school in preparation.</li> <li>● Our community will embrace those who are disadvantaged.</li> <li>● We are helping to form Christ in the lives of others.</li> <li>● The progression from encounter, to growth in knowledge to Christian witness to be evident within children, staff and families.</li> <li>● All staff will work towards certification. Staff confidence to rise.</li> <li>● Staff spend time together reflecting on our Theological focuses allowing knowledge and skill to improve.</li> <li>● Needs and resources are being catered for.</li> <li>● Community is informed of children's knowledge.</li> <li>● Parents are receiving reports that emphasise our special character.</li> <li>● Pedagogy and Teaching Methods are improving</li> <li>● Proprietor's reps receive strand-meeting reports no later than 1 month after strand finishes.</li> <li>● The RE programme is well resourced.</li> <li>● To provide support for families in times of need.</li> <li>● To provide service opportunities for children.</li> <li>● Moral goodness is a strong foundation.</li> <li>● Catholic values are nurtured and practised so we live by them.</li> <li>● Health programme to reflect Catholic Special Character.</li> <li>● Have processes in place to promptly address and resolve any concerns, worries.</li> <li>● A culture where diversity is valued and all learners and members are safe and valued.</li> <li>● We will create the conditions for 'well' people.</li> <li>● We will give students a purpose and create future habits.</li> <li>● Learners and staff will be supported to make the connection between our learning, actions and the catholic world.</li> </ul>
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#### Specific Actions

### Strategic Goal 1: Our Tamariki will experience a values based Catholic environment within an inclusive, health promoting hapori whānui.

Provide opportunities for values and agency that leads to autonomy for both children and teachers to be in control of their actions. Focus on systems to ensure personal growth, mastery of learning environments where children will feel safe, included and organised.

Gospel Values to be linked to Tikanga Maori. Whare Tapa Wha - redefine Whare Tapa Wha to articulate what this looks like at St John Bosco.

Staff to work towards completing higher qualifications in Religious Education Diploma papers. Work towards staff having qualifications to be future Catholic School Leaders. Paper to be completed in 2021 and staff to take part in Living Life to the Fullest.

Staff to attend any P.N.C.E.O PLD courses made available helping to ensure SJB is a place to encounter the living God and certification is achieved.	In consultation with P.N.C.E.O create a guiding ten-year property maintenance plan for BOT to follow.	Enhance and digitalise our school charism through developing stronger links with the Mission Sisters. Create units of work and digital resource for our Charism, holy days, Catholic celebrations and strands that can be used in each class. As a result a Religious Education Hub will be created.
Review Policy and ensure our Special Character is reflected in all policies. Review of strand assessment, what and when we are assessing. Review of how this is reported to Whanau.	Work towards implementation of the new Religious Education curriculum. Focus on Year 1 & 2 and consider Year 3-6.	Identify how we can link Living Life to the full into all areas of learning - 3 year cycle, student goals.
Complete Sexuality curriculum delivery plan. Sexuality Health doc review, Staff PD and consult community	Teacher wellbeing, staff refresh on Pause, Breathe, Smile. Wellbeing survey for students, parents, teachers.	Enhance wellbeing, attentiveness and "I can" kids through <ul style="list-style-type: none"> <li>- increased opportunity to be active - Physical Education, Movement, Fitness</li> <li>- Increased opportunity to be reflective - mindfulness, meditation, yoga, growth mindset, circle time, resilience.</li> </ul>

## Goal 2:

Kura Hapori/ Quality Teaching	Aligned to the National Education Learning Priorities (NELPS)			
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

## Annual Planning 2022-2024

Strategic Goal 2: All Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.	
Strategies	Expected Outcomes
<ul style="list-style-type: none"> <li>Ensure that every learner gains sound foundational skills in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>All learners will have ongoing opportunities to develop key capabilities in communication, problem solving, critical thinking and interpersonal skills.</li> <li>Teaching methods and approaches changed and modified to meet the needs of the child including using specialist teachers or agencies.</li> </ul>

<ul style="list-style-type: none"><li>● Implementation of Teacher as Inquiry</li><li>● Teachers practice is responsive to students’ needs to promote deeper learning and specific outcomes.</li><li>● Lead teachers will provide professional leadership to enhance teaching and learning programmes in literacy, numeracy and inquiry learning.</li><li>● Graduate profile integrated in all aspects of school life to enhance engagement and achievement.</li><li>● A collaborative approach to teaching and learning is evident.</li><li>● Implement authentic student agency to enhance engagement and achievement.</li><li>● Strategic reduction of cognitive load.</li><li>● A whole school localised curriculum is implemented for inquiry learning and integrated into other curriculum areas where possible.</li><li>● Priority learners are identified early, monitored termly and supported, including regular communication with whanau.</li></ul>	<ul style="list-style-type: none"><li>● Greater student focus and achievement in learning.</li><li>● Learning accelerated as progress is monitored vigorously.</li><li>● Students’ efforts are more fully acknowledged.</li><li>● Coherent school-wide teaching and assessment practices towards literacy, Numeracy and the wider curriculum.</li><li>● Variety of resources identified as good practice models to use.</li><li>● Students are aware of what they need to achieve to improve the quality of their learning outcomes and are being engaged in the learning process.</li><li>● Teachers are up-skilled on a personal needs level. Feedback given to them is personalised and meaningful..</li><li>● More effective use of information communication technology</li><li>● Higher levels of movement over a year due to focused learning environments.</li><li>● Staff to articulate and understand the purpose and the principles of teaching as inquiry</li><li>● Staff will be able to plan an inquiry based around a curriculum area in their collaborative environments, and identify effective teaching practices which improve student learning.</li><li>● Staff will participate as reflective practitioners within a professional learning community.</li><li>● Staff will reflect critically on their own practice based on understandings of effective pedagogy and will undertake professional reading.</li><li>● Staff</li><li>● Lead teachers will facilitate staff meetings.</li><li>● Staff will observe each other and have professional conversations about steps they have taken.</li><li>● Students are aware of the necessary dispositions to be a successful SJB student.</li><li>● Teachers understand that the graduate profile underpins all that we do.</li><li>● Teachers will develop an understanding of authentic collaboration.</li><li>● Teachers will have more time to discuss our priority learners.</li><li>● Student performance in higher order thinking tasks is improved because of greater automaticity in foundational skills (handwriting, basic facts, spelling, etc).</li></ul>			
<p style="text-align: center;"><b>Specific Actions</b></p> <p><b>Strategic Goal 2: All Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised mataeo programmes.</b></p> <table><tr><td>Based on our 3 year inquiry learning cycle, resources are reviewed and new / relevant resources are purchased to deliver inquiry learning.</td><td>Through the use of goals on HERO. HERO goals will include learning links / flipped resources to support teaching and learning in our Inquiry Learning Curriculum.</td><td>Bex Langton contracted to advise on localised curriculum and to aid in the review of documentation, the consulting of our community and to template a 3 year cycle for inquiry.</td></tr></table>		Based on our 3 year inquiry learning cycle, resources are reviewed and new / relevant resources are purchased to deliver inquiry learning.	Through the use of goals on HERO. HERO goals will include learning links / flipped resources to support teaching and learning in our Inquiry Learning Curriculum.	Bex Langton contracted to advise on localised curriculum and to aid in the review of documentation, the consulting of our community and to template a 3 year cycle for inquiry.
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Work alongside and consider the Te Mātaiaho/ Refreshed NZ Curriculum for all our curriculum areas, hubs and progressions. Potential refresh of curriculum delivery statements.	Localised Curriculum leads to unpack, develop and collate learning progressions for each term's inquiry. These will be loaded to HERO and will be developed over the next year. This will continue to lead to live reporting and students providing evidence against our progressions on HERO.	
Continue to implement / refine our graduate profile that underpins all aspects of school life and to enhance engagement and achievement.		Teachers released 2 days per term to forward map resources and planning according to our three year inquiry cycle. Year 1 and 2 cycles are complete. We now need to map out the last year of the cycle.

## Goal 3:

Kura Hapori/Barrier Free Access	Aligned to the National Education Learning Priorities (NELPS)			
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

## Annual Planning 2022-2024

Strategic Goal 3: To strengthen and enhance whanau & community engagement.	
Strategies	Expected Outcomes
<ul style="list-style-type: none"> <li>Seek advice from our Maori community on how best to include tikanga Maori in values, practices and organisational culture.</li> <li>Use development opportunities for teachers to build their knowledge, capability and skills in te reo Maori and tikanga Maori.</li> <li>Identify and respond to learners strengths and needs and whanau aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>Have high aspirations for every learner and support each child through partnering with their whanau. <ul style="list-style-type: none"> <li>Programmes are designed and delivered to ensure that they are responsive to the needs of the child and sustain their identity and culture.</li> <li>Te reo Maori and tikanga will be meaningfully incorporated into everyday life of our school.</li> <li>Families are well informed about students' learning and their learning goals. Greater student focus and achievement in learning.</li> <li>Greater parent knowledge and understanding which supports the school focus.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Build relations with whanau and collaborate with our community to ensure educational and institution success.</li> <li>● Community consultation inclusive of all parties related to the school will be used to enhance our expected outcomes</li> <li>● Staff, Students and Whanau to work collaboratively to raise student achievement.</li> <li>● Use data and knowledge of tamariki will be collected to effectively inform teaching</li> <li>● High expectations to be used to effectively enhance student outcomes and help students set learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Parents are receiving reports that emphasise our special character and key areas of learning.</li> <li>● Quality communication and relations across our school community and local neighbourhood.</li> <li>● Early identification of issues, patterns emerging in children's achievement.</li> <li>● Students' efforts and successes are more fully acknowledged.</li> <li>● Greater links between home and school due to common knowledge of expectations will lift achievement and participation.</li> <li>● Engagement and communication with the community will highlight and underpin the qualities, skills and values that our community aspire our Tamariki to leave St. John Bosco with.</li> <li>● School relationships strengthened across the age groups.</li> <li>● Methods of communication between, school, home, teacher, child, parent will be used effectively.</li> <li>● Community feedback and communication is timely and relevant.</li> <li>● Feedback gained from a wider field of our school community.</li> <li>● Parent / school knowledge and expectations will be more aligned with each others' perspectives.</li> </ul>
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#### Specific Actions

#### Strategic Goal 3: To strengthen and enhance whanau & community engagement.

Create an "Evidence of Growth" cycle linked to Te Ahu o te Reo Maori, creating a pathway for Kaiako at SJB.	The community will be consulted to construct a 3 year cycle of concepts for inquiry learning and to review our localised curriculum.	Whanau Hui - held annually - to create a shared vision and plan. Damon Ritai to assist. Whanau
Continue to enhance ways of creating stronger learning conversation relationships with Whanau in real time.	Maori Achievement Cluster PLD. Use of Damon Ritai as an expert who can help us create stronger links with Iwi & Hapu.	Consult Maori whanau in relation to their aspirations for tamariki, Also Te Atiawa, Ngati Te Whiti, Ngati Tawhirikura.
Consult further in relation to student well being - mindfulness, resilience and spirituality.	Through support of Damon Ritai and Wananganga specific Reo & Tikanga links to our values, mission, names and school documentation will be created.	Cultural Landscape refined for our Kura and in line with Parihaka Mai Ai Project. "Our Local Story"

## Goal 4:

Kura Hapori/ Future of Learning and Work	Aligned to the National Education Learning Priorities (NELPS)			
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

## Annual Planning 2022-2024

Strategic Goal 4: Through shared agency our Tamariki /staff will be supported in their ako through focused use of resources and opportunities to follow talents and meet targets.	
Strategies	Expected Outcomes
<ul style="list-style-type: none"> <li>Identify gaps in teaching capability and invest in opportunities for kaiako to strengthen capabilities.</li> <li>Develop teacher confidence and competence to modify teaching to meet the needs of diverse learners.</li> <li>Expect kaiako to build a deeper understanding of their learners to better understand their stories, cultures and be culturally responsive.</li> <li>Teacher Inquiry processes and systems ensure student and teacher needs are being fostered to lift the achievement of our learners.</li> <li>Continue to develop a localised school curriculum that reflects the needs of our school community linking with our Catholic values and beliefs.</li> <li>Implement authentic student agency to enhance engagement and achievement.</li> <li>Develop Ten Year Property Plans/School Budgets that use resources to meet our immediate needs and goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching, leadership and learning support capability across our school will be strengthened.</li> <li>Staff participate as reflective practitioners in PLG group, undertaking professional reading and reflecting on practice.</li> <li>A shared three year cycle unlocks inquiry learning.</li> <li>Our local curriculum will be brought alive through best practice inquiry learning.</li> <li>Budgets are well resourced allowing the curriculum to be unlocked and explored.</li> <li>Teachers and students will refer to the Graduate Profile regularly.</li> <li>Teachers will have a clear understanding of future focused teaching and learning.</li> <li>Student led Initiatives/Events and ownership of the school environment will be evident.</li> <li>Staff are well versed in a shared understanding of student agency (learning intentions, success criteria, next step, choice) at SJB.</li> <li>School property is maintained to the highest possible standards.</li> <li>Maintenance follows a regular cycle.</li> <li>Hazards are removed from the school environment.</li> <li>School has a clear vision for future focused learning environments.</li> </ul>



### Specific Actions

**Strategic Goal 4: Through shared agency our Tamariki /staff will be supported in their ako through focused use of resources and opportunities to follow talents and meet targets.**

Management will refine key learnings and incorporate into our systems for assessment, planning and resourcing in literacy and the impact of this intervention on our priority learners will be tracked and reviewed.	Use scope and sequence in our spelling and vocabulary programme and refine literacy hub to match.	Staff to incorporate and use Spelling Test, sequence and resources for explicit teaching of spelling and vocabulary.
Staff to monitor and analyse our SJB beginning, mid and end of year analysis data sheets. Asking what does this show? What does this mean? What are we going to do?	Staff hui to discuss and share the theory and practical concepts around writing in line with our structured literacy sequence.	
Writing goals are refined inline with curriculum refresh and update Hero goals.		

## Goal 5:

Kura Hapori/ World class inclusive education	Aligned to the National Education Learning Priorities (NELPS)			
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

## Annual Planning 2022-2024

**Strategic Goal 5: Innovation will be seen as a key tool in the teaching and learning process for Tamariki and teachers.**

Strategies	Expected Outcomes
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<ul style="list-style-type: none"> <li>Teachers will use innovative pedagogy to develop effective learning environments for all students.</li> <li>Student outcomes are improved through the appropriate use of digital technologies to support learning and digital citizenship.</li> <li>School leaders will lead the integration of innovation and digital learning capability.</li> <li>Nga whakapiringatanga – teachers are able to create a secure, well-managed learning environment.</li> <li>Best practice is highlighted and disseminated.</li> <li>Assessment data will be used to design innovative classroom structures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Student centred planning &amp; learning with focused, measurable goals.</li> <li>Every child will have a personally appropriate level of ICT planned into their programme.</li> <li>Hero/Seesaw portfolio work emphasises reflection and responsiveness to goals in all subjects.</li> <li>Effective learning that is child centred, activity based and experiential.</li> <li>Teachers will be informed by the learning and engagement needs of students.</li> <li>Teachers will acknowledge themselves as learners and take responsibility for furthering their own professional learning and use of technologies through the use of appropriate frameworks, teacher inquiry and professional networks.</li> <li>Each term teachers reflect on &amp; record on their innovations &amp; make a judgement about impact on learning. Next steps are formulated.</li> <li>A record of effective practices is kept in order to make recommendations that may be adopted across the school</li> <li>Each team summarises &amp; presents their findings to an agreed audience at the end of the year.</li> <li>Deeper thinking promoted from students.</li> <li>Strong cross curricula and ICT integration.</li> <li>Foundations of innovations are built on each year.</li> <li>Students will use their knowledge and skill in literacy and numeracy to work across the curriculum.</li> <li>Access to a wider variety of information, knowledge and expertise will increase through effective use of technology.</li> <li>All classes implement a form of chill time or passion projects into their programme.</li> <li>School wide documents stored in a systematic way with easy access anywhere, any time.</li> <li>Increased pedagogical knowledge from a leadership aspect.</li> </ul>
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#### Specific Actions

#### Strategic Goal 5: Innovation will be seen as a key tool in the teaching and learning process for Tamariki and teachers.

Review all curriculum documentation to align with our current practice.	Digital Fluency PLD to be entered and pilot collaborative tools that enhance a digital relationship within and across the school.	Teachers to inquire into effective modern teaching practices & their impact on student learning.
Continue to develop the shared drives, school hubs / sites and the SJB Curriculum Landscape for all school resources	Staff take part in visiting schools of excellence and innovation	
A school based Inquiry Learning PLD. Follow our PLD plan and each Change meeting focuses on an aspect of the overview.	Implementation of and school documentation created to integrate Digital Technology Curriculum.	

# LITERACY IMPROVEMENT PLAN Reading / Writing / Spelling / Handwriting

## WHOLE SCHOOL OVERVIEW

<b>APPROACH</b>	<p>We have been developing our knowledge and skill in the area of structured literacy for the past two years, after it was identified that teachers needed to be better equipped with the knowledge and teaching methods to consider what happens in the brain as children learn to read, write and spell. Teachers needed knowledge about the complexity of the written code of English and how it can be taught, for both reading and writing.</p> <p>We have examined extensive research in the studies of the science of reading, writing and spelling. We found that it was very important for students to have had the chance to learn the connections between letter sounds and letter shapes and formation, and a clearer understanding and more explicit teaching of the building of sentences. We have worked to break down and understand how the brain processes letters in a word to build word knowledge or orthographic maps. We believe that when teaching the code explicitly and systematically, children who are hard to move in reading and writing improve with acceleration.</p> <p>We need to consider that for the large majority of our children historical guided reading and writing approaches have provided a good scaffold for a majority of children to be successful. However for a small group of our learners such practice hasn't been as effective and has left gaps in learning. These children need other scaffolds, processes, progressions or codes in their learning to ensure they grasp the fundamentals of literacy. We need to consider how structured literacy can be interwoven into guided reading and structured writing sessions for these children. A whole school focus on Structured Literacy in both reading and writing will continue with more focus on the teaching of writing in 2023.</p>
<b>ASSESSMENT</b>	<p>Children will be identified as target students through our school wide assessment procedures of progress made in reading and writing. Those children who are working towards their expected level in reading and writing in Years 2-6 will be identified as our target students. These children will either undergo our Structured Literacy Screening too, or if they have been identified in the past, their screening will continue as they move to the next class. All new entrant children will undergo our Structured Literacy Screening tool on arrival to school. These assessments will be used as baseline data and will be administered again to map progress made.</p>

## KEY IMPROVEMENT Actions / adoptions / STRATEGIES / new learning...

Key Area	WHAT WILL STAFF LEARN?	WHO WILL HELP?	HOW DO WE KNOW IF WE ARE SUCCESSFUL	MEASURABLE SCALE
<b>Staff PLD - Focusing on writing , with a particular focus on grammar and spelling, and application across the curriculum to reduce cognitive load and the impact of this intervention will be correlated with a rise in writing performance.</b>	<p>The science that guides structured literacy in relation to writing: sentence building, vocabulary building, spelling.</p> <p>Staff hui will guide all staff to unlock the theory and practical concepts around writing in line with our structured literacy sequence.</p>	Literacy Leaders	<ul style="list-style-type: none"> <li>- Teachers will be able to identify and articulate the science of Structured Literacy.</li> <li>- Explicit teaching of sentence building, vocab and spelling will be seen in planning and classroom programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Once per term meeting focused on structured literacy (reading and writing) with resources shared and used.</li> <li>- Staff to provide 3 actions they will consider as a part of their writing lessons following hui.</li> <li>- Target students will show accelerated progress of two sub-levels or more in writing.</li> </ul>

<b>Resource development</b>	Staff will continue to develop resources that link to structured literacy progressions.	Literacy Leaders All classroom teachers	<ul style="list-style-type: none"> <li>- Further resources put onto Literacy Hub</li> </ul>	<ul style="list-style-type: none"> <li>- Resources developed, collated and used.</li> </ul>
<b>Consistency for spelling and vocabulary development</b>	Staff learn how to integrate explicit spelling and vocabulary lessons into their classroom programme.  Increased knowledge in spelling and vocabulary sequences.	Literacy Leaders All classroom teachers	<ul style="list-style-type: none"> <li>- Schoolwide spelling programme developed and used across the school for consistency.</li> <li>- Resources developed to support this spelling/vocab sequence.</li> <li>- Teachers identify target students for spelling to reduce cognitive load.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing annotation used to engage growth in spelling e.g. long a sound ai, ay).</li> <li>- Target students will show improved result in school wide spelling assessment.</li> </ul>
<b>Relook at writing goals on Hero inline with refresh curriculum</b>	Writing goals are refined inline with curriculum refresh.	Literacy Leaders	<ul style="list-style-type: none"> <li>- Hero goals adjusted, if required.</li> <li>- Progressions refined.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum refresh applied.</li> </ul>
<b>Modelling / Observations - what might structured literacy look like in our class</b>	Staff build confidence in their ability to teach structured literacy.	All classroom teachers	<ul style="list-style-type: none"> <li>- Structured literacy is visible, active and alive in classrooms.</li> <li>- Structure literacy is appropriate to year levels and ability of students.</li> </ul>	<ul style="list-style-type: none"> <li>- Planning and assessment includes structured literacy approach.</li> </ul>
<b>School Improvement plans to be lead by Management - Focus on priority/target learners and support accelerated learning</b>	To continue working on best practice in structured literacy - Reading.	Principal Senior management Lead Literacy Teachers	<ul style="list-style-type: none"> <li>- Data collected over a year period will reflect accelerated progress in writing results.</li> <li>- Improved writing and spelling seen in all other curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>- 5 year entry test analysis pre and post.</li> <li>- Target group test analysis pre and post.</li> <li>- Staff to monitor and analyse our SJB beginning, mid and end of year analysis data sheets and Learner Profiles. Asking what does this show? What does this mean? What are we going to do?</li> </ul>

<b>MONITORING</b>	Management meetings PLD hui x one per term, for reading and again for writing. Reflections alongside our plan.
<b>RESOURCING</b>	Teacher Release Junior Book Resources / Middle Book Resources / Senior Book Resources Team meetings Staff Meetings

## Reflections 2023

# TE REO IMPROVEMENT PLAN -

## WHOLE SCHOOL OVERVIEW

<b>APPROACH</b>	<p>Currently in education across Aotearoa we are actively promoting and supporting the revitalisation of Māori culture and language. Our initial approach at St John Bosco has been to gather our information around our local cultural landscape, enrich our students, teachers and community with stories, history and information. The management and staff, alongside the Board of Trustees, now feel that it is time to move into an integrated revitalisation of te reo Māori.</p> <p>Reflecting on the new Te Mātaiaho: Refreshed Curriculum, it is important for us to bravely embrace te reo Māori as one of our three official languages of Aotearoa. The refresh states <i>“by learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings. All who learn te reo Māori help to secure its future as a living, dynamic, and rich language. As they learn, they come to appreciate that diversity is a key to unity.”</i></p> <p>Key concepts that we will need to negotiate, consider and plan our upskilling programmes around include: pronunciation, tikanga, considering formal and informal encounters, New Zealand history, grammar, proverbs, and language building. Our intent is to take a whole school staff approach, having on site, internally led/externally supported wananga.</p> <p>Initially we are looking at creating a one year learning platform, with the support of Education Perfect. This will include staff hui, independent learning and an opportunity for staff to reflect on, consider and create rich resources that they could integrate into their classrooms for their ākonga. We strongly believe that to create robust, coherent and accelerated progress it needs to be a whole staff approach. History would tell us that working in isolation or small groups does not sustain long term change. This includes a micro-immersion strategy, whereby staff will be immersed, step by step into the language and pronunciation and incorporate this ‘altogether’ in their classrooms. We believe due to our collaborative teaching nature across our school that a natural tuakana - teina relationship will emerge within collaborations and across collaborations.</p>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"><li>• Fortnightly staff hui with a focus on immersion.</li><li>• Peer and self review during these hui.</li><li>• Creation of resources linked to an appropriate for year levels across our school and seen in classroom observations across the year.</li><li>• Completion of the online year course.</li></ul>

KEY IMPROVEMENT Actions / adoptions / STRATEGIES / new learning...

Key Area	WHAT WILL STAFF LEARN?	WHO WILL HELP?	HOW DO WE KNOW IF WE ARE SUCCESSFUL	MEASURABLE SCALE
Pronunciation	<b>Kete 1 and 2: Te Whakahuatanga - Pronunciation</b> <ul style="list-style-type: none"> <li>- Te Arapū (alphabet), common names, commands, greetings and praise.</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Improved pronunciation used by staff and students.</li> <li>- Hearing more te reo praise and greetings across all classes and in the school.</li> <li>- Resources created, shared and used.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> </ul>
Tikanga	<b>Kete 3: Language surrounding Tikanga</b> <ul style="list-style-type: none"> <li>- Karakia, basic conversation</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Further/different karakia used regularly.</li> <li>- Students can articulate the 'why' behind our tikanga.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> </ul>
Mihi	<b>Kete 4: Mihimihi &amp; Interrelationships</b> <ul style="list-style-type: none"> <li>- Speeches and introductions.</li> <li>- Te Whānau me te Kāinga: language around: Family and the home.</li> <li>- Ngā Huānga o te Whānau: Extended family and Tohutō (macrons)</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Staff and students can introduce themselves in te reo Maori.</li> <li>- Staff use correct writing (macrons on computer)</li> <li>- All staff know the school pepeha and their own mihimihi.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> <li>- Teachers and students able to mihi</li> </ul>
In the Classroom	<b>Kete 5:Te reo o te Akomanga:Classroom Language</b> <ul style="list-style-type: none"> <li>- Colours, Numbers, Days and Nights of the week, Months, birthdays, objects, instructions, time and weather.</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Hearing more te reo in the classroom and in the school.</li> <li>- Resources created, shared and used.</li> <li>- Seeing displays that reflect te reo Māori in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> <li>- Increased use of reo in the classroom</li> </ul>
Mihi Whakatau	<b>Kete 6: Pōwhiri &amp; Mihi Whakatau</b> <ul style="list-style-type: none"> <li>- Formal and informal welcomes</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Continued and developing understanding of pōwhiri and mihi whakatau.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> <li>- Teams able to lead mihi whakatau.</li> </ul>
Te Tiriti O te Waitangi	<b>Kete 7: Tāhuhu Korero: NZ History</b> <ul style="list-style-type: none"> <li>- Discovery of Aotearoa, Te Tiriti o Waitangi, Puanga</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Continued development and collation of our resources on the history of Aotearoa, including Te Tiriti o Waitangi.</li> <li>- Continued work on the celebration of Puanga.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> </ul>

<b>Grammar</b>	<b>Kete 8: Wetereo: Grammar</b> <ul style="list-style-type: none"> <li>- Tense markers, possession, Locatives (where?), Active sentence starters and negation.</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Increased understanding and accuracy in teo reo Māori.</li> <li>- Hearing more te reo in the classroom and in the school.</li> <li>- Resources created, shared and used.</li> <li>- Seeing displays that reflect te reo Māori in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> </ul>
<b>proverbs / Whakataukī</b>	<b>Kete 9: He Kīwaha, he Whakataukī: idioms &amp; proverbs</b> <ul style="list-style-type: none"> <li>- Idioms/slang, proverbs, figurative language.</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Hearing more informal use of te reo in the classroom and in the school.</li> <li>- Staff and students know and can articulate key proverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> </ul>
<b>Pulling it all together.</b>	<b>Kete 10: He Kai Rangatira Anō: Optional lessons</b> <ul style="list-style-type: none"> <li>- Pronouns, correcting sentences, everyday conversations.</li> </ul>	Education Perfect. Creation / adjustment of SJB shared resource	<ul style="list-style-type: none"> <li>- Hearing more te reo in the classroom and in the school.</li> <li>- Te reo being used in feedback on students' work.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of online kete</li> <li>- Creation of kaiako and tamariki resources.</li> </ul>

<b>MONITORING</b>	
<b>RESOURCING</b>	4 - ½ days release per teacher over term 2 -4 to construct resources. Staff meetings Team Hui Teacher only day focus

<b>REFLECTIONS 2023:</b>



# LOCALISED CURRICULUM IMPROVEMENT PLAN - Consultation

## WHOLE SCHOOL OVERVIEW

### APPROACH

Our local curriculum is unique and responsive to the priorities, preferences, and issues of our community and your people. It is important that all elements of *The New Zealand Curriculum* are considered and used as the framework in designing our local curriculum. This will enable and empower us to support the strengths of all our learners. Localised curriculum is also embedded in the Te Mātaiaho Refreshed curriculum in the Key Shift areas.

A localised curriculum is an ongoing process and ever changing pathway as we learn and understand more about our tamariki, their needs and aspirations. At the heart of our local curriculum design is the consideration and inclusion of what works for improving learning for all students. We understand that this is a journey and we will need to continue to challenge and evaluate our ideas, systems, and processes.

A local curriculum must enrich learning opportunities by ensuring coherence and continuity of progress for our learners, both over the years and across settings, preparing them for lifelong learning. There must be pathways and progressions that are based on skill, knowledge and the child as a learner. A local curriculum fundamentally must describe the most important learning your community believes is too important to leave to chance, and must specify what this learning looks like at critical points. Teachers in turn should use this description of the most important learning to design rich opportunities for students to develop their conceptual understandings, competencies, and skills.

We want to focus on four high impact practices, which have been taken from the Local Curriculum Design Toolkit

- Enable positive and inclusive relationships for learning
- Strengthen collaborative inquiry, giving access to knowledge and resources.
- Build rich coherent pathways with a focus on connectedness and a sense of belonging.
- Provide rich opportunities for learning that contribute to wellbeing and success and addresses inequities for all akonga.

Our local curriculum must be a living breathing document - it will evolve and change alongside our learners and our community.

### ASSESSMENT

**KEY IMPROVEMENT Actions / adoptions / STRATEGIES / new learning...**

Key Area	WHAT WILL STAFF LEARN?	WHO WILL HELP?	HOW DO WE KNOW IF WE ARE SUCCESSFUL	MEASURABLE SCALE
<b>Staff PLD based on key curriculum areas and the 3 year inquiry cycle.</b>	<ul style="list-style-type: none"> <li>- Bex Langton contracted to advise on localised curriculum and to aid in the review of documentation, the consulting of our community and to forward map our thinking.</li> <li>- Work alongside and considering the NZ Curriculum Refresh in regards to our curriculum areas, hubs and progressions. Potential refresh of curriculum delivery statements.</li> </ul>	<ul style="list-style-type: none"> <li>- Bex Langton</li> <li>- Inquiry lead team Cushla Young, Dee Luckin.</li> </ul>	<ul style="list-style-type: none"> <li>- Rich inquiry taking part in classes.</li> <li>- Coverage of curriculum areas in reporting</li> <li>- High student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum Refresh is considered and reflected in our Curriculum Landscape.</li> <li>- Teachers use of hub resources in planning.</li> </ul>
<b>Unpacking what might be included in our Local curriculum</b>	<ul style="list-style-type: none"> <li>- Lane Clark pedagogy to continue to direct our inquiry learning methodology alongside the 3 year cycle created inline with our localised curriculum.</li> <li>- Teachers unpack the AO and skills being taught and deliver through immersion and learning centres.</li> <li>- Develop a shared understanding of skills based progressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Bex Langton inquiry lead team Cushla Young, Dee Luckin.</li> <li>- Crystal Smith</li> </ul>	<ul style="list-style-type: none"> <li>- Increased teacher knowledge of skills required for all curriculum areas.</li> <li>- Children talking about and able to articulate about the skill being taught.</li> </ul>	<ul style="list-style-type: none"> <li>- Planning for inquiry structured around the Lane Clark pedagogy.</li> <li>- Clear skill progressions taught and assessed on HERO.</li> <li>- Evidence of the skill visible in classrooms and across our school.</li> </ul>
<b>Engaging community tamariki, whanau and local groups</b>	<ul style="list-style-type: none"> <li>- Teachers to unpack, develop and collate learning progressions for each term's inquiry. These will be loaded to HERO and will be developed over the next two years. This will lead to live reporting and students providing evidence against our progressions on HERO.</li> <li>- Continue to implement / refine our graduate profile that underpins all aspects of school life and to enhance engagement and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>- Bex Langton inquiry lead team Cushla Young, Dee Luckin.</li> </ul>	<ul style="list-style-type: none"> <li>- Through the use of goals and next steps on HERO. HERO goals will include learning links / flipped resources to support teaching and learning in our Inquiry Learning Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence tagged to skill progressions uploaded on HERO under Inquiry area.</li> <li>- Whanau, community and local groups involved in our classes, on occasion.</li> <li>- Programmes reflecting the vision of our hapu and whanau.</li> </ul>

<b>How will we deliver and resource the curriculum</b>	<ul style="list-style-type: none"> <li>- Teachers to contribute to the building and develop of localised curriculum hub.</li> <li>- Teachers contribute to the building and development of a pool of localised curriculum resources that can be utilised.</li> </ul>	<ul style="list-style-type: none"> <li>- Lead Teachers released 2 days per term to forward map resources and planning according to our three year inquiry cycle. Year 1 cycle is complete. We now need to map out the next two years of the cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- Through the use of goals and next steps on HERO. HERO goals will include learning links / flipped resources to support teaching and learning in our Inquiry Learning Curriculum.</li> <li>- Based on our 3 year inquiry cycle, resources are reviewed and new / relevant resources are purchased to deliver inquiry learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Hub resources are developed and used in classrooms.</li> </ul>
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<b>MONITORING</b>	Management meetings PLD days Reflections alongside our plan
<b>RESOURCING</b>	Bex Langton Teacher Release Resource development days - frontloading of our next focuses.

<b>REFLECTIONS 2023:</b>

# HERO- Communication and Engagement to support progression.

## WHOLE SCHOOL OVERVIEW

<b>APPROACH</b>	<p>A fully embedded student management system ideally frames the types of mana enhancing opportunities a school creates for akonga. This system should be immersed in both practices of kaiako and experiences of akonga. A management system should be a cumulative record and lay out the whole schooling pathway describing the focus for kaiako and akonga at each level or stage. The descriptors for each stage or level should be deliberately chosen to reflect what is essential to nurture the social, emotional and cognitive growth of akonga at each stage or level. We also need to recognise that success looks different for all akonga. A student management system should be a key consideration in the design, implementation and review of a schools overall curriculum. A student management system should in some way outline, communicate and collate progress of each phase of learning for a student.</p> <p>Coherence and consistency across year levels and classes. Whanau to engage celebrate and track child's progress live.</p>
<b>ASSESSMENT</b>	

## KEY IMPROVEMENT Actions / adoptions / STRATEGIES / new learning...

Key Area	WHAT WILL STAFF LEARN?	WHO WILL HELP?	HOW DO WE KNOW IF WE ARE SUCCESSFUL	MEASURABLE SCALE
<b>Students</b>	<ul style="list-style-type: none"> <li>- <b>Posting evidence</b></li> <li>- Follow the process to get evidence captured.</li> <li>- <b>Clicking goals</b></li> <li>- <b>How to create differentiation with curriculum areas meeting the needs of individual and groups.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Teachers / Matt</li> </ul>	<ul style="list-style-type: none"> <li>- Students make regular posts in main curriculum areas of reading, writing, math, RE and Inquiry..</li> <li>- Students independently follow processes without too much support from teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence posted and linked to progress goals.</li> <li>- Teachers use groups in Hero for planning and assessment.</li> </ul>
<b>Whanau</b>	<ul style="list-style-type: none"> <li>- <b>Streamline Communication.</b></li> <li>- All school events will go out on Hero.</li> <li>- All sports notices will go out on Hero.</li> <li>- Classroom notices will go out on Hero. ie class trip, bringing in materials.</li> <li>- Follow up classroom reminders and less formal information will go out on Seesaw.</li> </ul>	<ul style="list-style-type: none"> <li>- Matt / Dee</li> </ul>	<ul style="list-style-type: none"> <li>- Whanau are connected to Hero, use it successfully and respond when needed.</li> <li>- Videos are used to guide our families.</li> <li>- More awareness of progress of students and how to be</li> </ul>	<ul style="list-style-type: none"> <li>- Whanau engagement seen in posts.</li> <li>- Whanau know how and what their child is achieving.</li> <li>- Whanau read/see progress/evidence posts.</li> </ul>

	<ul style="list-style-type: none"> <li>- Classroom newsletters will go out on Seesaw.</li> <li>- Classroom learning experiences will go out on Seesaw</li> <li>- <b>Staff will learn how to connect whanau to HERO. Check in with parents if they are not connected.</b></li> <li>- Send out information on how to connect for all new parents.</li> <li>- <b>Create short video tutorials</b></li> <li>- (around reporting, finance, absences)</li> <li>- <b>Using surveys on parent posts</b></li> </ul>		<ul style="list-style-type: none"> <li>- involved in events.</li> <li>- Deeper understanding of their child's learning, progress made, progress or support required.</li> </ul>	
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- <b>Planning based on Hero goals</b></li> <li>- <b>Releasing evidence with goals tagged as you post no need to wait till the end of term.</b></li> <li>- <b>Hub goals to be exactly the same as Hero.</b></li> <li>- Resources built around each goal</li> <li>- <b>Creating groups on Hero</b></li> <li>- <b>Including more community posts</b></li> <li>- <b>Using surveys on parent posts</b></li> <li>- <b>Report comments</b></li> <li>- Term 1, a very personal comment about the child. Term 2 interviews only no general comment.</li> <li>- Term 3 Focus on children working towards (no surprises). This is where you would identify support required in reading, writing and maths. Not everyone will get a term 3 comment.</li> <li>- Term 4 a very personal comment about the child. Celebration, etc... discuss progress made etc...</li> </ul>	<ul style="list-style-type: none"> <li>- Matt / Dee</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers use Hero more in their day to day planning, assessing and communication.</li> <li>- Seen as a tool to support teaching and learning rather than an addition.</li> <li>- Groups are formed</li> <li>- Higher degrees of communication going to specific groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence posted in key curriculum areas for all students.</li> <li>- More community notices going out via Hero.</li> <li>- Evidence posted is resourced from hubs for consistency, where possible.</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>- <b>Refining best ways for students to capture evidence.</b></li> <li>- <b>Using HERO as a reflective tool to monitor and assess sign post goals, priority learners, progress made over time.</b></li> <li>- <b>Reporting to BOT</b></li> <li>- <b>Use of HERO for Support, Behaviour, H&amp;S</b></li> </ul>	<ul style="list-style-type: none"> <li>- Management Team</li> </ul>	<ul style="list-style-type: none"> <li>- Priority learners are easily identifiable and evidence of support seen.</li> <li>- Board reports linked to student data</li> <li>- Board reports linked to behaviour, H&amp;S.</li> </ul>	<ul style="list-style-type: none"> <li>- Moderated calls made on progress and achievement of students in school wide data using Hero.</li> <li>- Priority plans exist and evaluations complete.</li> <li>- BOT understandings of data is evident.</li> </ul>

<b>MONITORING</b>	
<b>RESOURCING</b>	

**REFLECTIONS 2023:**