

CENTRAL NORMAL SCHOOL

TE KURA TUATAHI O PAPAIOEA



STRATEGIC AND ANNUAL PLAN

2022 - 2024

ARONGA MATUA - OUR VISION

Whaia Kia Tutuki

Strive to your potential





NGĀ UARA - OUR VALUES

				
Whanaungatanga	Hauora	Kaitiakitanga	Mana	Manaakitanga
building relationships empathy belonging	wellbeing physical mental spiritual whānau	responsibility, caring for, looking after: people places land culture language	respect pride leadership empowerment integrity	inclusion diversity resilience celebrating uniqueness

NGĀ ĀHUATANGA - TE ARAWARU

			
Te Manawanuitanga	Te Whakawhitiwhiti	Te Auahatanga	Te Kirirautanga
Te ū ki te mahi Te mate ururoa Ki te hoe Kia kaha, kia māia, kia manawanui	Tuakana Teina Tāutuutu Te reo Māori (me ngā mo kōrero Māori ake nei	Toi Māori Ahurei Māori ake nei Te Whai, te hoe i tōku ake waka He uri nā Māui	Tuakiritanga Tūrangawaewae Whakapapa Kawa Tangata Whenuatanga

DISPOSITIONS FOR LEARNING - KURA AURAKI

 <p>Growth Mindset</p>	 <p>Communication</p>	 <p>Creativity</p>	 <p>Citizenship</p>
<p>problem solving risk taking resilience critical thinking learning from mistakes</p>	<p>mobile and adaptive active listening sharing and responding</p>	<p>curiosity innovation inquiring mind</p>	<p>respecting ideas working with others collaboration thinking and acting beyond yourself</p>

PRINCIPLES

The Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa are the foundations for curriculum decision making. The principles put the students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Central to both the New Zealand Curriculum and Te Marautanga o Aotearoa is The Treaty of Waitangi/Te Tiriti o Waitangi.

In our decision making, our school and Board of Trustees will be guided by the principles of the Treaty of Waitangi, the New Zealand Curriculum and Te Marautanga o Aotearoa.

NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

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

At our kura, we exemplify and value these five objectives, which are implicit throughout our Vision, Values, Dispositions and Annual Plans.

The Vision of the NELPS **Whakamua te pae tata kia tina - Take hold of your potential till it becomes a reality**, mirrors our own school vision of Whaia Kia Tutuki - Strive to your potential. Both visions encourage and awhi akonga to do the best they can and strive to reach their goals.

The NELPS also align with our Strategic Goals and demonstrate how we are giving effect to the five key objectives.

At Central Normal School/Te Kura Tuatahi o Papaioea we;

- place every learner at the centre of their learning, with open and trusting relationships with whānau
- remove every barrier possible to ensure all our learners have equity and excellence
- Invest in time and resourcing to build the skill, capacity and expertise of our teachers and leaders
- make learning meaningful and relevant to the tamariki of our kura and community
- endeavour to deliver a rich and engaging curriculum that is responsive and flexible to our learners and priorities.

KO TĀTOU TĒNEI - THIS IS WHO WE ARE

Central Normal School is a unique, multifaceted and culturally rich school in the heart of the Palmerston North Central Business District.

Central Normal School has the proud history of being the first school to be established in Palmerston North. Our Māori name, Te Kura Tuatahi o Papaioea, The First School of Palmerston North, reflects this proud heritage. Central Normal School has been on its current site since 1922 and still has the original brick fence pillars that were built at that time.



Central is a Normal School, which comes from the French phrase, 'L'Ecole Normale', which means to model/teach. As a Normal School, we have a close relationship with Massey University, where we regularly host graduate trainee teachers to support them with their teacher training and development.

Central Normal School is a fund holder school for the provision of specialist services for our ORS students. We have a large team of dedicated teachers, support staff and specialists (ie: Speech Language Therapists and Occupational Therapist) who work alongside our ORS funded students. As per our philosophy and vision, all our children are mainstreamed and work alongside their peers in the classrooms, as much as possible.

Central Normal School also offers Te Reo Māori immersion within Te Arawaru.

TIKANGA AND TE REO MĀORI

At Central Normal School we honour Te Tiriti o Waitangi and acknowledge and value Aotearoa/New Zealand's cultural diversity. We also acknowledge the unique position of Māori as tangata whenua and Rangitāne as mana whenua of our school. Our school embraces the vision of Ka Hikitia of 'Maori enjoying and achieving education success as Māori'.

Central Normal School/Te Kura Tuatahi o Papaioea has a strong commitment and passion for bicultural education. One of our teaching Teams, Te Arawaru, consists of six classes of immersion education. Four of these classes are Rumaki classes, offering Level 1 instruction and two of these classes are Reo Rua, offering Level 2 instruction. Te Arawaru programmes are planned and taught from Te Marautanga o Aotearoa. Increasingly, programmes in Te Arawaru embody a Te Ao Māori perspective.

Te Arawaru provides a strong cultural sense and identity for our Māori learners and whānau, which is shared and integrated across the whole school. Tikanga, Waiata and Te Reo Māori is integrated across Kura Auraki, with all akomanga planning and teaching components of Te Ao Maori. Kapa Haka is supported in Kura Auraki with kaiako from Te Arawaru.

Ngā Pou o Tararua - our senior Kapa Haka group, practise regularly with our experienced Kapa Haka tutors, working towards performances in Pae Tamariki and/or Ko Whiri Tika Mai (Regional Kapa Haka competitions).

Our four teaching teams of, Mātanginui, Māharahara, Whārite and Te Arawaru, were names gifted to our school by Rangitāne, and as such, are a taonga for our school. The Senior Leadership Team is named Manawatū, in respect of the awa that runs through our city and Tararua is the name of our ORS team, in reference to our maunga that oversees this area.

Central Normal School/Te Kura Tuatahi o Papaioea seeks to strengthen its relationship with Rangitāne, to ensure true Te Tiriti partnership between Kura and Iwi.



SPECIAL EDUCATION - ONGOING RESOURCING SCHEME (ORS)

Central Normal School/Te Kura Tuatahi o Papaioea is a specialist service provider school for our Ongoing Resourcing Scheme (ORS) children. We are very proud to be one of only five primary schools in Aotearoa to be a specialist fundholder.

In relation to the National Education Learning Priorities objectives, we strongly adhere to *Learners at the Centre* and *Barrier Free Access* for our ORS children. Our ORS children are fully supported to grow and develop in their own way and are mainstreamed and included in their age appropriate classes. We endeavour to remove as many barriers as possible for our ORS tamariki, so that they can develop and achieve their full potential. Our inclusive, holistic and child-centred approach ensures the personal development and growth of each child, fully affirmed and supported by whānau.

To ensure our ORS children achieve with equity and excellence, all ORS children have their own Individual Education Plans, which identifies their core goals and areas of learning. Through their IEPs, our ORS children have access to specialist service providers, such as Occupational Therapists and Speech Language Therapists, to meet their respective needs. Sensory Audits are also undertaken on our ORS children, whereby we can accommodate their sensorial requirements.

WHĀNAU AND COMMUNITY CONSULTATION

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn
<u>National Education Learning Priorities (1):</u> Learners at the Centre	<u>National Education Learning Priorities (2):</u> Barrier Free Access	<u>National Education Learning Priorities (3):</u> Quality Teaching and Leadership	

Our Strategic Plan is reflective of the aspirations and goals of our whānau. Extensive Whānau Consultation was undertaken in 2018, which formed the foundation and kaupapa of our Strategic Plan. More than a Strategic Plan, this is a kaupapa to guide our kura - **He rama hei whakaatu. Ngā tauwhiro tangā.** The wairua and mana of our kura is inherent in this plan.

Central Normal School/Te Kura Tuatahi o Papaioea is committed to ensuring the values, aspirations and voice of the community and whānau form the basis of decision making and strategic direction. Every year, we engage with our whānau in a number of forums to ensure our plan is still reflective of our whānau voice and desires. Engagement occurs through online surveys, small group hui, whānau hui, community evenings and daily interactions. Post Lockdown, we have staff members at our gates every morning and afternoon welcoming and farewelling our tamariki and whānau, which has become an incredibly powerful and enriching form of communication and consultation. This is supported by the enduring whakatauki, "He aha te mea nui o te ao? He tangata, he tangata, he tangata."

A whānau survey was sent out in November 2021, asking whānau if our Strategic Plan, Vision, Goals and direction were still relevant. Feedback from the whānau endorsed our goals and vision and reaffirmed our primary purpose - that we are here for our tamariki and that first and foremost, we want tamariki who are happy, safe and confident with who they are. This aligns beautifully with our Vision and NELP 1, where the learner is at the centre. At our kura we invest heavily in our people, through a range of social and pastoral actions. It is only with this foundation and approach in place, that learning and teaching can successfully occur.

Throughout the course of the year, the Manawatū Team and School Board undertake ongoing and regular review of our Strategic Plan. This review ensures we are maintaining the intent of our plan and vision and achieving our goals and actions.

Our Strategic and Annual Plan 2022 - 2024, embodies the voice, aspirations and aroha of our tamariki, kaiako and whānau.

BOARD POLICIES AND PROCEDURES

<u>ERO Evaluation Indicator 1:</u> Stewardship		<u>ERO Evaluation Indicator 2:</u> Leadership		
<u>National Education Learning Priorities (1):</u> Learners at the Centre	<u>National Education Learning Priorities (2):</u> Barrier Free Access	<u>National Education Learning Priorities (3):</u> Quality Teaching and Leadership	<u>National Education Learning Priorities (4):</u> Future of learning and work	<u>National Education Learning Priorities (5):</u> World class inclusive public education

The Central Normal School Board will meet all its required obligations of the:

- National Education Goals
- National Administration Guidelines
- Education and Training Act
- 5 Year Agreement and 10 Year Property Plans
- and other such requirements as put forward by the Ministry of Education.

Particular reference is made to Section 127 of the Education and Training Act, which outlines the primary objectives of Boards governing schools. Section 127 is woven throughout our Strategic Plan.

Central Normal School/Te Kura Tuatahi o Papaioea policies and procedures can be accessed [here](#).

This Strategic Plan is also supported by the following documentation:

2022 Budget

CNS Curriculum

5YA Property Plan

Professional Growth Cycle

10 Year Property Plan

STRATEGIC PLAN: 2022 - 2024

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
<u>Cultural Responsive Framework:</u> Te Tiriti o Waitangi	<u>Cultural Responsive Framework:</u> Ka Hikitia	<u>Cultural Responsive Framework:</u> Tataiako	<u>Cultural Responsive Framework:</u> Hautū	<u>Cultural Responsive Framework:</u> Rangitāne/Manawatū Reo	<u>Cultural Responsive Framework:</u> Kaupapa of Central Normal

Strategic Goals	Related NAGs	Related NELPS	Core Strategies for Achieving Goals: 2022 - 2024 (actions include, but are not limited to...)	
1. To ensure Māori achieve educational success and excellence as Māori where Tikanga is highly valued.	NAG 1: Curriculum NAG 2: Strategic Planning NAG 4: Finance/Property	Objective 1: Learners at the Centre Objective 2: Barrier Free Access Objective 3: Quality Teaching and Leadership Objective 4: Future of Learning and Work Objective 5: World class inclusive public education	Strategy	Timeframe
			Prioritise professional learning and development for Kura Auraki teachers to increase conversational and instructional reo	2022
			Further upskilling and support for Te Arawaru to plan from Te Marautanga o Aotearoa, reflecting true Te Ao Māori	2022
			Seek opportunities to further engage with Rangitāne, whereby our school is reflective of mana whenua tikanga	2022 - 2024
			Utilise external facilitation to support with the development of a Te Arawaru Strategy, outlining key priorities, aspirations and actions	2022 - 2023
			Grow our young Māori leaders to lead whaikorero and karanga at Mihi Whakatau and Pōwhiri	2022 - 2023
			Ensure Te Reo is the primary language of instruction across Te Arawaru as befits our funding level	2022 - 2024
			Interrogate student achievement data, monitor progress and achievement	2022 - 2024
			Ensure the sustainability and quality of Kapa Haka	2022 - 2024

Strategic Goals	Related NAGs	Related NELPS	Core Strategies for Achieving Goals: 2022 - 2024 (actions include, but are not limited to...)	
2. To ensure all learners are supported to strive towards their own personal excellence.	NAG 1: Curriculum NAG 2: Strategic Planning NAG 4: Finance/Property	Objective 1: Learners at the Centre Objective 2: Barrier Free Access Objective 3: Quality Teaching and Leadership Objective 4: Future of Learning and Work Objective 5: World class inclusive public education	Strategy	Timeframe
			Te Arawaru development with Haemata/Awhina Gray	2022
			Investigate The Writing Revolution and the possibility this has to enhance/improve writing programmes	2022
			Unpack, understand and teach the Aotearoa/New Zealand History Curriculum	2022 - 2024
			Mathematics Support Teacher (MST) to work with identified learners to raise achievement (in relation to our Targets)	2022
			Explore further opportunities for integrating Digital Tech.	2022 - 2024
			Interrogate student achievement data, monitor progress and achievement	2022 - 2024
			Use of funding streams to remove barriers for our tamariki	2022 - 2024
			Tiered Intervention programmes to support our learners	2022 - 2024
			Engage with and involve a range of specialists and services to support our tamariki (eg: SLT, OT, Ed. Psych., RTLB, Health Practitioners, CAFs)	2022 - 2024
			Contracted Specialists to guide specific programmes for our ORS children.	2022 - 2024
			Seek, provide and sustain sporting opportunities for our children	2022 - 2023
			Define what Inclusion is at CNS and then enact how our ORS children can be further included in the classroom programme	2022

Strategic Goals	Related NAGs	Related NELPS	Core Strategies for Achieving Goals: 2022 - 2024 (actions include, but are not limited to...)	
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.	NAG 1: Curriculum	Objective 1: Learners at the Centre	Strategy	Timeframe
	NAG 2: Strategic Planning	Objective 2: Barrier Free Access	Play Based Learning and Coaching	2022
	NAG 3: Personnel	Objective 3: Quality Teaching and Leadership	Development of Local Curriculum with the support of Rangitāne	2022
	NAG 4: Finance/Property	Objective 4: Future of Learning and Work	Seek and provide the highest quality learning and professional development to support our kaiako.	2022 - 2024
	NAG 5 : Health & Safety	Objective 5: World class inclusive public education	PCT Programmes to grow our provisionally registered teachers (Elly and Mentor Teachers)	2022 - 2024
			Regular internal self review and evaluation	2022 - 2024
			Community Review of Strategic Plan and progress to date	2022
			Development of Special Needs Playground	2022
			Create further murals across the school	2022
			Enhance outdoor areas - seating, gardens, trees, shade sails, bike track	2022 - 2024
			Allocation of Fixed Term Units to specifically support the Strategic Plan (ie: Transition to School. AONZ History, Bikes in Schools)	2022
			Classroom renovation as per the 5YA	2022 - 2024

Strategic Goals	Related NAGs	Related NELPS	Core Strategies for Achieving Goals: 2022 - 2024 (actions include, but are not limited to...)	
4. To develop a safe, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued and strengthened.	NAG 2: Strategic Planning	Objective 1: Learners at the Centre	Strategy	Timeframe
	NAG 3: Personnel	Objective 2: Barrier Free Access	Remove as many barriers as possible for our tamariki, so opportunities and experiences are within their reach	2022 - 2024
	NAG 4: Finance/Property	Objective 3: Quality Teaching and Leadership	Celebrate the rich diversity of our kura and whānau, where everyone is valued and included - we are all whānau	2022 - 2024
	NAG 5: Health & Safety	Objective 4: Future of Learning and Work	Biannual Noho Marae for the Tuakana and Kaiako	2023
		Objective 5: World class inclusive public education	Unpacking and application of the schools Dispositions for Learning and Teaching - a dispositional way of being	2022 - 2024
			Sustained focus and implementation of the schools Values	2022 - 2023
			Post COVID Red Setting, plan for Whānau events to bring a sense of community back to kura	2022
			Draw on a range of services and funding streams to support the wellbeing of tamariki, kaiako and whānau when needed	2022 - 2024
			Evaluating the outcomes of quality, effective Specialists in respect of our ORS children. Working with the external review team of the Specialists Service Standards.	2022 - 2023
			Volunteer School Chaplain to work alongside children providing emotional and pastoral support. Chaplain to also be available for staff.	2022
			Inclusion, diversity and cultural responsiveness will permeate programmes and decision making.	2022 - 2024

ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT

ERO Evaluation Indicator 1: Stewardship	ERO Evaluation Indicator 2: Leadership	ERO Evaluation Indicator 3: Educationally powerful connections and relationships	ERO Evaluation Indicator 4: Responsive curriculum, effective teaching and opportunity to learn	ERO Evaluation Indicator 5: Professional capability and collective capacity	ERO Evaluation Indicator 6: Evaluation, inquiry and knowledge building for improvement and innovation
Strategic Goals: 1. To ensure Māori achieve educational success and cultural excellence as Māori where Tikanga is highly valued. 2. To ensure all learners are supported to strive towards their own personal excellence. 3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment. 4. To develop a safe, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued and strengthened.			Annual Goal: To foster a kura whānau (community) that upholds and supports the social, emotional and physical wellbeing of our tamariki and kaiako.		
Theory for Improvement Since 2020, we are all living through the ongoing effects and ramifications of the COVID-19 pandemic. We have all collectively been through two Lockdowns, Alert Level settings, Traffic Light settings, mask wearing and the constant (and at times) relentless media coverage. For many, all of this creates a sense of anxiety, trauma or fatigue, which has an impact on social and physical wellbeing and/or mental wellbeing. We have a cohort of children (our current Year 1 - Year 3), who have only ever known school through a COVID lens. They have never fully experienced the fullness of school life - assemblies, full pōwhiri, sports events, community/whānau events. The long term impact of COVID-19 is perhaps unknowable, therefore, we will sustain our unrelenting focus on student wellbeing and the provision of programmes and initiatives that seek to improve students' social, emotional and pastoral wellbeing. This aligns with feedback from our whānau when we asked them at the end of last year what our main purpose was, their greatest response was, "happy and confident children." Children will only learn when they feel valued, supported and cared for and we aim to have a kura that exemplifies our values, particularly Whānaungatanga and Manaakitanga.					

This focus also extends to our kaiako and kaiawhina to ensure they are well supported and nurtured in our kura.

Alongside this, we also have many of our tamariki who come to school unprepared and not in a state of readiness for learning. It is in particular reference to NELP Objective 2, that we strive to remove as many barriers as possible for our tamariki, to ensure they can learn in a well supported, whānau environment. Deliberate and planned actions, support mechanisms and programmes are required to support our children to engage positively and successfully in their learning and with their peers.

Over the past four years, we have used a Student Engagement Survey, to understand and evaluate our children's experiences and attitude towards school. Since the first survey, we have seen a marked shift in our children's attitude towards school, their learning and their safety at school. We aim to **sustain and maintain** the culture that we have developed.

Do you like/love coming to school?

<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>	
I love/like coming to school	49%	I love/like coming to school	60%	I love/like coming to school	76%	I love/like coming to school	70% ↑21% since 2018

A slight decrease on last year, however, still a positive response when you consider that 7/10 children like coming to school. It may also provide an insight that surveying at the end of the year, captures Year 6s who are looking towards their Intermediate years. We aim to **sustain** a positive number of children who look forward to coming to school.

Do you feel safe at school?

<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>	
Yes	62%	Yes	78%	Yes	80%	Yes	82% ↑20% since 2018

This indicator has shown that we were able to sustain the notion of children feeling safe at school. This indicator is vital for children to be at ease ready to learn (For those children who felt unsafe at school, this was extensively followed up by the Deputy Principal).

Is your teacher proud of you?

<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>	
Yes	73%	Yes	93%	Yes	92%	Yes	94% ↑21% since 2018

This indicator provides an insight into how a child perceives their self-worth from the teacher. Relationships are at the heart of what we do and we aim to **sustain** the the valued connection between ākonga and kaiako.

Aspiration:

To have a school culture, where our values lead our actions ensuring every tamaiti and kaiako feels valued and supported. Wairua is inherent in our kura.

Annual Targets:

- To maintain the positive momentum, attitude and response to Like/Love coming to school
- To maintain the positive momentum of safety that our tamariki have with being at school
- To maintain the self-worth and affirmation of pride tamariki have from their kaiako.

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Play Based Learning (PBL) Developing a Play Based Curriculum based on pedagogical research and application	PLD completed by December 2022	Manawatū Team	MOE PLD Funded	- Facilitator observations, feedback and next steps for kaiako - Regular review - Reporting to the School Board	- Implementation of PBL approaches - Kaiako trialling and amending programmes to incorporate PBL - Philosophy of PBL at CNS - Resourcing of Loose Parts Play and Play provocations
Whānaungatanga Meeting and Greeting whānau and tamariki at the gates (am and pm)	Every school day	Manawatū Team	-	- Kaiako stationed at each gate morning and afternoon greeting whānau and tamariki	- Connections with whānau - Positive start to the day for our tamariki - Setting school culture

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Circle Time Circle Time social development strategy to support our senior children develop social and communication skills	At least once a week throughout the year	Jess	Team Budgets	<ul style="list-style-type: none"> - Regular review and evaluation of Circle Time programme at Team Meetings - Regular review and evaluation of Circle Time programmes at Manawatū meetings - Evaluative Report to Board of Trustees - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Continuation of programme - At least once weekly facilitation of Circle Time from Y3 - Y6 - Deliberate teaching of social skills - Participation of children and staff - Use of strategies from children
Lego Therapy LEGO-Based Therapy is an evidence based social skills programme to support students wellbeing and emotional regulation	Group sessions weekly	Jess	\$2,000	<ul style="list-style-type: none"> - Continuation of lego based therapy - Active participation of children in the programme - TAs skilled at facilitating Lego Therapy with tamariki - Monitoring progress of each term and cohort 	<ul style="list-style-type: none"> - Identification of tamariki who require support - Deliberate teaching - Evaluation of teaching - Lego Based therapy integrated into the class setting across Kura Auraki and Te Arawaru
Pastoral Groups Pastoral/Social groups to support targeted children with development of social skills	Group sessions weekly	Jess	\$40,000	<ul style="list-style-type: none"> - Identified children receiving support/pastoral interventions - Regular review and monitoring of children and effectiveness of programmes - Evaluative Review of programmes to ascertain value added 	<ul style="list-style-type: none"> - Identification of tamariki who require pastoral support - Monitoring of progress of children - Evaluative Review of Programmes

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
School Chaplain Kura Kaiawhina to support our tamariki.	Every Tuesday throughout the year	Regan and Claire	Volunteer	<ul style="list-style-type: none"> - Weekly sessions, where the Chaplain works alongside children - Evaluative review of progress and impact of the Chaplain 	<ul style="list-style-type: none"> - Chaplain working alongside identified children to support their pastoral care - Improved hauora of children who can share and talk with another trusted adult.
CNS Values and Dispositions Explicit unpacking and understanding of dispositions to create a 'dispositional way of being'	Throughout the year	All Staff	-	<ul style="list-style-type: none"> - Explicit planning and implementation of our Values and Dispositions - Values and Dispositions to permeate the culture of the kura - Deliberate modelling and teaching of Values and Dispositions - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Unpacking of Values and Dispositions in akomanga - Evidence of Values and Dispositions in akomanga - Celebration of tamariki who demonstrate the school values and dispositions
Meet and Greet Providing a settled start to the day for children who arrive late or out of sorts	Every school morning	Jess and Shona	\$12,000	<ul style="list-style-type: none"> - Employment of a TA to facilitate the meet and greet - Engagement of TA with children to prepare them for class and their learning - Regular review of programme to ensure it meets our intentions 	<ul style="list-style-type: none"> - Settled children ready to learn - Development of relationships, where children feel safe and settled at school. - Evaluative Review of programme
Bike Track Planning and development of school bike tracks	Completed by end of Term 1	Regan and Mark	PNCC Bikes in Schools	<ul style="list-style-type: none"> - Development of track and pump track - Purchase of bikes and helmets 	<ul style="list-style-type: none"> - Engaged children participating in cycling with Improved hauora and fitness - Participation in a new sport

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Inclusion Full review of what inclusion means at our kura, especially in relation to our ORS tamariki	Complete by end of Term 2	Natalie and Jess	-	<ul style="list-style-type: none"> - Full review of what Inclusion means at CNS, especially for our ORS tamariki - Engage with staff and whānau about the definition of Inclusion - Seek new opportunities to fully include ORS tamariki with their peers 	<ul style="list-style-type: none"> - ORS tamariki fully included in their classes - IEP Goals related to classroom programmes - Increased communication and planning between classroom teachers and ORS teachers
Staff Wellbeing Supporting the wellbeing of staff and value of their contributions and mahi for our school	Throughout the year	Manawatū Team	\$2,000	<ul style="list-style-type: none"> - Supporting and maintaining the wellbeing and hauora of our team - Strategic leadership of COVID to ease staff and allow them to focus on teaching - Actively responding to "pressure points" to minimise burn out, eg: utilising staff meetings when needed, providing release to support with assessments, giving staff time for their own personal development. - Providing catered morning tea/lunches in recognition of staff value 	<ul style="list-style-type: none"> - The school has a strong sense of wairua - Staff feel valued - Staff survey about what is going well and what could be further developed
COVID-19 Managing through the pandemic	How long is a piece of string?!	Regan	-	<ul style="list-style-type: none"> - Leading the COVID pandemic to safeguard the community 	<ul style="list-style-type: none"> - Timely and responsive information to inform the school and whānau

ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
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Strategic Goals:

1. To ensure Māori achieve educational success and cultural excellence as Māori where Tikanga is highly valued.
2. To ensure all learners are supported to strive towards their own personal excellence.
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.
4. To develop a safe, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued and strengthened.

Annual Goal:

For every learner to make progress in their academic, sporting, cultural, behavioural and/or developmental learning, reflective of **their** capability

Theory for Improvement

Whaia Kia Tutuki - Strive to your potential, is the vision of our school, which encourages every child to do the best **they** can, reflective of their capability and individuality. While student achievement in academia is a core component of school, we also recognise and value our children's progress and achievement in sport, culture, development and/or behaviour. This strongly relates to our Wellbeing Annual Goal.

We have spent considerable time and resourcing to grow and embed the pedagogical practice of our kaiako in the key areas of Literacy and Mathematics. Focuses in both of these areas have shown improved outcomes for our learners, whereby we have seen reduced disparity between Māori and New Zealand European/Pākehā and positive momentum shift across many of our cohorts.

Reading in 2021 showed that across almost every cohort, there was increased improvement in relation to 2020. This is reflective of the implementation of Structured Literacy and the deliberate focus on the teaching of reading and reading intervention. Mathematics in 2021 showed a similar trend, where almost all cohorts displayed increased improvement in relation to 2020. Overall, both Reading and Mathematics showed an overall improvement of 10% between 2020 and 2021.

Similarly, Writing has shown an increase of 11% between 2020 and 2021, with many cohorts showing improved achievement year on year. However, overall Writing achievement is disproportionately lower than Mathematics and Reading by (on average) 10%. This is an area we want to focus on and show improved shifts with.

Underpinning our academic achievement progress is our unrelenting focus on tamariki (and kaiako) wellbeing. Unless the tamariki are in an environment where they are socially and emotionally safe - they will not learn. Therefore, we remain committed to identifying our tamariki who require additional pastoral support. Over four years of a planned and deliberate wellbeing focus, we are noticing a decrease in the number of behaviour posts and extremities of behaviour that we were experiencing. We do however, remain committed to our continuation of being proactive with supporting our children's pastoral and social well being, to enable them better success in their learning and in themselves. This support and focus truly resonates and espouses our school values; Mana, Hauora, Kaitiakitanga, Whānaungatanga, Manaakitanga.

Alongside this, we also place great value and emphasis on the individual child - **who** they are and what they bring, to ensure they can reach their own goals and dreams - Whaia Kia Tutuki.

Kura Auraki:

In relation to academic achievement, End of Year 2021 data showed that Writing was disproportionately lower than Reading and Mathematics. This is an area we wish to improve. Our Writing data also showed that our tamariki make positive progress in the first three years and then dip in Year 4, with lowering achievement also shown in Year 5 and Year 6. This is a trend we wish to reverse. Mathematics data at the end of 2021, showed that our Year 4 children achieved disproportionately lower than all other cohorts, which is an area we aim to improve.

End of Year data (Kura Auraki) 2021	Reading	Writing	Mathematics
All	72%	63% ↓11%	75%

End of Year data (Kura Auraki) 2021	Year 2	Year 3	Year 4	Year 5	Year 5
Writing	78%	75%	53% ↓22%*	48% ↓27%*	60%

* % in comparison to Year 3

End of Year data (Kura Auraki) 2021	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics	93%	72%	51% ↓12%	63%	66%

Te Arawaru:

We are beginning our fourth year of solely planning, teaching and assessing from Te Marautanga o Aotearoa. As we have transitioned through this change, our assessment analysis has been based on Time in Immersion, to reflect that not every child started at kura with the same reo/tikanga background or experience. However, we are now at a point where most of our tamariki have been immersed in Te Ao Māori since starting at our kura (our Year 1 - Year 4 tamariki) and their Time in Immersion and Time in Kura will correlate. NB: At the end of 2024, Time in Immersion and Time in Kura will correlate for all our cohorts.

In 2021, Kaiako were supported with planning and teaching from Te Marautanga o Aotearoa by Whaea Awhina (Gray and Gray Associates). Most kaiako in Te Arawaru also participated in and completed Te Ipu Korero, a programme designed to accelerate reo acquisition for our tamariki. Through Dinagh Harvey, Pāngarau was also a focus area of development across Te Arawaru.

Contrary to Kura Auraki, Time in Immersion data for Te Arawaru, shows that Pānui is an area of focus, where it is (on average) disproportionately lower than Pāngarau and Tuhituhi by 13%. Cohort data for Pānui also shows that our teina are not achieving as equitably as our tuakana.

Comparative data from 2020 to 2021 shows positive increased achievement across all cohorts for Tuhituhi and this is a trend we want to see sustained.

End of Year data (Te Arawaru) 2021	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pānui	62%	59%	65%	70%	93%	100%

Aspiration:

To accelerate the academic progress of our target children to increase the number of children meeting or exceeding the expected curriculum level.

To value and recognise the pastoral progress of some of our learners, which will support their wellbeing and positively impact their learning.

To value and recognise the developmental and/or academic progress of our ORS children, reflective of their respective IEP goals.

Annual Targets:

Kura Auraki:

- Year 4: To continue the momentum and progression in Writing for our Year 4 learners
- Year 5 and Year 6: To have a positive percentage shift and increase in Writing for our Year 5 and Year 6 learners
- Writing: To have a positive percentage shift and increase in Writing
- Year 5: To have a positive percentage shift and increase in Mathematics for our Year 5 learners
- All: To continue to have a positive percentage increase across all cohorts (sustaining and building our upward trend)

Te Arawaru:

- Year 2, Year 3, Year 4: To have a positive percentage shift and increase in Pānui for our Year 2, Year 3 and Year 4 learners
- To sustain the momentum and progression of achievement in Tuhituhi
- Koutou: To have a positive percentage increase across all cohorts

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
The Writing Revolution Explicit teaching of Writing, incorporating Structured Literacy	Complete by the end of the year	Manawatū Team and Marianne	\$3,000	<ul style="list-style-type: none">- Unpacking and understanding of The Writing Revolution- Online tutorials/facilitation- Implementation of strategies and ideas- Review of impact and next steps	<ul style="list-style-type: none">- Development of Writing Revolution framework for CNS- Teaching of deliberate strategies to improve and accelerate writing- Incorporation of Writing Revolution philosophy into Structured Literacy overview- Student improvement in Writing
Structured Literacy (SL) Sustaining our Structured Literacy approach	Throughout the year	Elly	-	<ul style="list-style-type: none">- All classes incorporating our Structured Literacy approach and philosophy- Use of SL tools and assessment practices to inform teaching and learning	<ul style="list-style-type: none">- Deliberate teaching of SL strategies and approaches- Children's reading and writing showing improvement through SL practices

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Intervention Groups (KA) Intervention groups to support targeted children with acceleration of learning	Throughout the year	Elly, Natalie and Jess	\$90,000	<ul style="list-style-type: none"> - Alignment of Intervention Groups with Strategic Plan Targets - Regular review and evaluation of Intervention Groups at Manawatū meetings - Specific and separate funding allocation and staffing of High Health, Learning Support, SEG - Termly review of programmes 	<ul style="list-style-type: none"> - Identification of tamariki who require support - Deliberate teaching - Evaluation of teaching - Monitoring of progress of children - Evaluative Review of Programmes
Intervention Groups (TA) Intervention groups to support targeted children with development of social skills	Throughout the year	Elly, Jess and Melissa	MLP Funding	<ul style="list-style-type: none"> - Alignment of Intervention Groups with Strategic Plan Targets - Regular review and evaluation of Intervention Groups at Te Arawaru and Manawatū Meetings - Termly review of programmes 	<ul style="list-style-type: none"> - Identification of tamariki who require support - Deliberate teaching - Evaluation of teaching - Monitoring of progress of children - Evaluative Review of Programmes
Te Reo Māori Development Te Reo workshops for Kura Auraki kaiako to improve conversational and classroom reo (Haemata Consultancy)	PLD completed by December 2022	Regan	\$15,000	<ul style="list-style-type: none"> - Engagement in Reo Workshops - Kaiako using new learning in classes - Informative and Evaluative Review presented to the Board - Completed PLD delivery 	<ul style="list-style-type: none"> - Increased use of Reo by both kaiako and tamariki - Confidence of kaiako to speak reo regularly

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Te Ipu Korero Structured Te Reo a Waha programme to accelerate Te Reo Māori learning for targeted learners (Melissa and Luana)	PLD completed by end of Term 2	Regan and Melissa	\$2,000	- Engagement in Te Ipu Korero programme - Kaiako teaching TIK in classes - Pre and Post Data to show progress. Report to the Board	- Deliberate teaching of Te Reo a waha in classes - Increased use of Te Reo from our tamariki - Tamariki confident to speak Te Reo
Te Marautanga o Aotearoa Support and PLD for Te Arawaru with planning and teaching from TMOA	PLD completed by December 2022	Regan and Melissa	\$5,000	- Facilitation by Awhina Gray to lead and support Te Arawaru with planning and teaching from TMOA - Understanding and application of TMOA - Understanding pathway and scope of learning	- Planning and Teaching reflective of Te Ao Māori - Development of a Te Reo a Waha programme (linked to Te Ipu Korero?) - Overview of teaching and learning at CNS from TMOA
Writing Initiative Allowance for staff innovation or creativity with the acceleration/development of writing	Initiative available until the end of Term 2	Regan	\$5,000	- Interested staff have an idea/proposal to accelerate/improve writing - Proposal presented to Regan - Allocation of funds (if required) to implement initiative	- Pre/Post data showing improvement in writing - Evaluative review of innovation showing impact
Mathematics Sustaining our Mathematics approach	Throughout the year	Elly	\$3,000	- All classes incorporating our mathematics approach - Use of mathematics assessment practices to inform teaching and learning - Data presented to Board	- Deliberate teaching of mathematics strategies and approaches - Children's achievement showing improvement

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Rangitāne Iwi partnership with Rangitāne	Completed by end of Term 3	Regan	\$2,000	<ul style="list-style-type: none"> - Engagement with Rangitāne - Improved Iwi partnership to support Local Curriculum 	<ul style="list-style-type: none"> - Understanding of local iwi stories - Kura visiting local areas related to our tikanga and whakapapa - Local Curriculum development in relation to Aoteara/New Zealand history
Mathematics Support Teacher (MST) MST to support the acceleration of mathematics learning for our tamariki.	Weekly groups sessions throughout the year	Elly and Bridget	0.2FTE staffing	<ul style="list-style-type: none"> - Identified children working with MST teacher. - Data to be presented to the Board twice in the year - Curriculum Expectation OTJ of progress and achievement to be reported Mid and End of Year - Evaluative review of impact of MST 	<ul style="list-style-type: none"> - Identified children receiving targeted learning support. - MST teacher upskilling and developing their pedagogical knowledge and understanding. - Use assessment for next steps - Monitoring and Tracking of children - Teaching reflective of our Dispositions
Te Reo Matatini Systematic and deliberate teaching of pānui through Te Reo Matatini	Completed by December 2022	Regan and Melissa	MLP Funding	<ul style="list-style-type: none"> - Teaching the strategies of Te Reo Matatini - Use of He Rauemi mo te Arokā ki te Weteoro and Hanganga Reo Matatini Aromatawai tool to gather data and inform next steps 	<ul style="list-style-type: none"> - Tamariki development and acceleration in Pānui - Tamariki improvement with recognising tangi/kupu
Sound Walls Supporting our tamariki with articulation of sound	Term 2- Term 3	Elly	\$500	<ul style="list-style-type: none"> - Facilitation from Emma Nahna about effective use of Sound Walls 	<ul style="list-style-type: none"> - Tamariki better understanding sound patterns

					- Improved Oral Language and Writing
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