

Stratford Primary School: Writing Improvement Plan for 2024

Strategic Goals: 1. To ‘CONTINUALLY’ improve the school’s learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. ‘Ki Runga Rawa (Aim HIGH)’: To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To ‘BUILD’ teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.

Theory of Improvement Approach: Murray Gadd Writing Research (STRATFORD PRIMARY SCHOOL: SCHOOL-WIDE DIRECTIONS FOR EFFECTIVE TEACHING OF WRITING BASED ON RESEARCH)

Improvement Goal 1:

To raise the achievement levels of writing across the school (students).
To embed the SPS Writing Framework into schoolwide classroom practice (This includes upskilling new staff).

Improvement Target 1: Where do we want to be at the end of 2024?

The school will prioritise:

1. Continued staff involvement in writing PLD to embed their collective knowledge and deliver the SPS Writing Framework.
2. Continue exploring and developing strategies that extend partnerships with whānau to support their learner progress and achievement;
3. Self Review: Gathering the voice of ākonga and kaiako to inform evaluation into the impact of changed practices on their engagement. To continue using ERO as part of evaluating our improvement cycle.
4. To continue to accelerate the progress of priority learners in writing (see the annual targets below).

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

Points of Celebration: There are numerous points of celebration in the dataset. Even though some of the targets we established from the 2022 dataset were not met, some important ones were met.

A majority of students at SPS are continuing to achieve well as developing writers. Across all students in the Year 1-8 cohort, **63.2% are achieving ‘at’ or ‘above’ national expectations for writing**. Although this proportion does not meet the target we set for 2023 (68%), it is 2.3% greater than the equivalent proportion achieved in 2022 (61%). I suggest that a target of 68% still be in place for 2024. Furthermore, the **proportion of all students achieving ‘above’ national expectations** is 5.2% greater than the equivalent proportion in 2022 (18% cf. 12.8%) meaning that the 2023 target of 5% increase has been achieved; and the **proportion of all students achieving ‘below’ national expectations** is 8.7% lower than the equivalent proportion in 2022 (17.3% cf. 25.7%) meaning that the 2023 target of 6% decrease has been achieved. Students in some year level cohorts at SPS are **achieving at a level that is above (sometimes well above) what they achieved in 2022**. In particular:

- The **Year 2 cohort** (n=45) is achieving at a level that is 12.4% greater than what they achieved as Year 1s in 2022 (97.8% cf. 85.4%).
- The **Year 4 cohort** (n=50) is achieving at a level that is 33.4% greater than what they achieved as Year 3s in 2022 (72% cf. 38.6%).
- The **Year 6 cohort** (n=59) is achieving at a level that is 7.3% greater than what they achieved as Year 5s in 2022 (59.3% cf. 52%).

- The **Year 8 cohort** (n=64) is achieving at a level that is 11.6% greater than what they achieved as Year 7s in 2022 (64.1% cf. 52.5%).

The **results for the Year 8 cohort are particularly good** in that they suggest that almost two-thirds of Year 8 students are moving to secondary school well prepared for the challenges of secondary school writing. This is considerably better than last year when less than half the Year 8 cohort (47.1%) moved to secondary school ready to take on the same challenges.

This also means that **several cohorts have met or exceeded the achievement targets** we set for them for 2023. In particular:

- The **Year 4 cohort** (n=50) is achieving at a level that is 17% greater than their 2022 target (72% cf. 55%).
- The **Year 6 cohort** (n=59) is achieving at a level that almost reaches their 2022 target (59.3% cf. 60%).
- The **Year 8 cohort** (n=64) is achieving at a level that is 4.1% greater than their 2022 target (64.1% cf. 60%).

Girls at SPS (n=189) have made very good progress across the school during 2023. The proportion of all girls achieving ‘at’ or ‘above’ national expectations for writing has increased from 68.4% in 2022 to 75.7% in 2023. At 75.7%, this proportion is moving close to what the Ministry of Education last reported (in 2017) as the national proportion for all girls across the country in writing (79.4%). An outstanding aspect of this result is that **79.2% of Year 8 girls** are moving on to secondary school ‘at’ or ‘above’ national expectations for writing in 2023 compared to just 35% in 2022.

NZE students at SPS (n=260) have also made good progress across the school during 2023. The proportion of all NZE students achieving ‘at’ or ‘above’ national expectations for writing has increased from 59.3% in 2022 to 65.8% in 2023.

Arguably, the most outstanding result from the 2023 dataset relates to the **progress made during the year by a cohort of Year 3-8 priority students**. These are students (n=49) who had been identified as under-achieving in writing at the beginning of 2023 but who were considered capable of making good progress if given targeted teaching.

Almost all of these students (47/49) made **accelerated or expected progress** during the year. And not only did most of them (41/49) **meet the curriculum expectation or milestone** for their year level in writing by the end of the year, but close to half of them (21/49) **reached the top echelon of the curriculum expectation or milestone** for their year level. This may account for the previously reported big drop of students in the ‘below’ achievement band across the school (from 25.7% in 2022 to 17.3% in 2023).

Points of Challenge: Points of challenge in the dataset include the conclusions that:

Although students in some year level cohorts are achieving reasonably well (especially Years 1, 2, 4, 8), students in some other year level cohorts are **achieving less well**. To this end, particular attention should be given to monitoring the progress of the:

- **Year 4 cohort in 2024** in that average achievement by these students as a Year 3 cohort in 2023 (36.2%) is 51.3% lower than what they achieved as Year 2s in 2022 (87.5%). It is recommended that a target of at least **50% of Year 4s** achieving ‘at’ or ‘above’ national expectations be set for 2024.
- **Year 6 cohort in 2024** in that average achievement by these students as a Year 5 cohort in 2023 (55.8%) is 14% lower than what they achieved as Year 4s in 2022 (69.8%). It is recommended that a target of at least **60% of Year 6s** achieving ‘at’ or ‘above’ national expectations be set for 2024.

- **Year 8 cohort in 2024** in that average achievement by these students as a Year 7 cohort in 2023 (53.6%) is 4.1% lower than what they achieved as Year 6s in 2022 (57.7%). It is recommended that a target of at least **60% of Year 8s** achieving ‘at’ or ‘above’ national expectations be set for 2024.

It is also recommended that an inquiry be undertaken as to **possible reasons for these 2022-2023 decreases**, especially the dramatic decrease by the Year 3 cohort. As dramatic as the Year 3 2022-2023 achievement decrease is **the increase of the 2022-2023 achievement gap between boys and girls at SPS**. We suggested last year that a gap of 17.2% (the 2022 gap) was too wide but this year the gap has increased to 22.8%. Interestingly enough, this largely appears to be the result of the girls doing so well during 2023 (increasing their achievement by 7.3%) whereas the boys have remained reasonably ‘still’ with just an increase of 1.7%.

Boys’ achievement levels in this years’ Year 3 (27.6%), Year 5 (38.5%), Year 6 (48.4%) and Year 7 (33.3%) cohorts are of particular concern, meaning that the progress of boys in the Years 4, 6, 7 and 8 during 2024 will need to be monitored especially closely. Teachers, I am sure, will appreciate the need to continue their inquiry around ways of engaging more boys in writing with a view to not only building the progress of boys as writers but also narrowing the gender gap considerably. The original target of ‘no more than 12%’ would still seem to be appropriate.

Achievement by Māori students across the school has also decreased considerably during 2023. In 2022, 63.5% of Māori students achieved ‘at’ or ‘above’ national expectations; in 2023, this proportion has decreased to 54.2% with decreases particularly noted within the Years 4-8 cohorts. This is particularly worrying in that the **overall achievement gap** between NZE and Māori students has **increased** from 4.2% in 2022 to 11.6% in 2023. Furthermore, Māori achievement has **decreased significantly** during 2023 (from 63.5% to 54.2%) whereas NZE achievement has **increased significantly** during 2023 (from 59.3% to 65.8%). With some urgency, teachers will need to inquire as to possible reasons for this decrease in achievement by Māori students and work at reinstating (at least) the 2022 achievement picture with an achievement gap of no more than 4%. It is hoped that by paying ongoing attention to accelerating the progress of under-achieving boys and Māori students (as described above), the **proportion of students in the ‘well below’ achievement band may begin to decrease**. It has remained about 19% for the past two years. It is hoped that the hard-working and very proficient teachers at SPS achieve great success in moving many of the students described above, just as they moved so many of their priority learners so well in 2023.

Key Improvement Strategies: What do we have to learn? What will we do? When? Who is responsible for making this is done; What will we see?

What:	Who/How:	When:	Indicators of Progress:
<p>Embedding the SPS Writing Framework: Staff have identified writing features through the professional development undertaken in 2022 and 2023. The aim is to embed these six key writing features into weekly writing programmes. The six key features are:</p> <ul style="list-style-type: none"> ● 1. Be clear about the writing purpose; 2. Use ākongas writing; 3. Stick to the goal when teaching/giving feedback; 4. Do not unpack the whole text when teaching; 5. The writer makes the final changes; 6. Plan the writing 	<p>Team Leaders/Lead Literacy will provide feedback to colleagues.</p> <p>Teachers receive feedback from a buddy from their</p>	<p>Week 7, Term 1 Week 5, Term 2 Week 5, Term 3</p> <p>Week 5, Term 2 Week 5, Term 3</p>	<p><input type="checkbox"/> Team Leaders share observation feedback that highlights evidence the six writing features are being embedded into weekly writing programmes.</p> <p><input type="checkbox"/> Buddy feedback supports teachers with what is going well and their next steps.</p>

workshop.	video. Teachers share practice across teams.	Term 1-2 Callback Day Term 2, Week 5 Term 2-3 Callback Day Term 3, Week 5 Term 3-4 Callback Day	<input type="checkbox"/> Teachers sharing workshop plans and examples of ākongā writing that reaffirms the six key writing features. Teacher work collaboratively to develop individual / team teaching goals
<p>Professional Development: 40 hours of professional development has been planned with the same external writing facilitator. This will involve teachers sharing practice and receiving feedback as they model writing workshops with tamariki. The external facilitator will also model for teachers in classes across the four syndicates. Teachers will reflect on their teaching and action next steps as part of the professional growth cycle.</p>	Murray Gadd All Teachers	Week 5, Term 1 (2 days) Week 9, Term 2 (2 days) Week 6, Term 3 (2 days)	<input type="checkbox"/> Observation feedback from the external facilitator reaffirms that the six writing features are being embedded into teachers practice. <input type="checkbox"/> Individual teacher goals are set in collaboration with external facilitator. <input type="checkbox"/> Schoolwide writing features are reflected in teacher planning, teacher dialogue and ākongā writing samples. Priority writers make accelerated progress as a direct result of teachers using the six embedded writing features.
<p>Student Voice and Whānau voice: Use formative and summative assessments to plan for students' learning; Provide explicit whole class and/or small group instruction to meet those needs; Know what makes quality writing, a quality writing programme and the approaches implementing this.</p> <p>Ākongā survey to gather learner voice, which reaffirms the embedding of the six writing features.</p> <p>Teachers engage with whānau of priority learners, which supports ākongā to grow in confidence as they share their writing with a wider audience.</p> <ul style="list-style-type: none"> - Seesaw: Sharing of writing samples by tamariki. - Website/Newsletters 	<p>Teachers</p> <p>Deputy Principal to interview ākongā. Teachers</p> <p>Teachers</p> <p>Principal/Deputy Principal</p>	<p>Ongoing throughout the year.</p> <p>Week 10, Term 1 Week 3, Term 4</p>	<input type="checkbox"/> Teachers use ākongā voice to inform teaching decisions and shape teaching as inquiry approach. <input type="checkbox"/> Ākongā will be able to articulate what quality writing looks like, what they are learning, the why and the how for their writing. <input type="checkbox"/> Trends support next steps with teacher practice. <input type="checkbox"/> Whānau are educated to see their value in being an audience for their tamariki writing. For example, they support tamariki's motivation to write for an audience.

Stratford Primary School: Mathematics Improvement Plan for 2024

Strategic Goals: 1. To 'CONTINUALLY' improve the school's learning culture so ākongā (students) are safe, secure, engaged and have a strong sense of belonging. 2. 'Ki Runga Rawa (Aim HIGH)': To support all ākongā to be the best they can be and to develop a love and passion for learning. 3. To 'BUILD' teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākongā AIM High to be the best they can be.

Theory of Improvement Approach: Hunch: If we improve the Number and Basic Facts knowledge, other parts of Maths will improve including all stages. **Why?** Less cognitive overload - Basic Facts become instant so tamariki are not having to store so much information. **Action:** Recognise improvement in Basic Facts (like what we do for Junior Reading Assessment).

Improvement Goal 2:

- To improve the Basic Facts knowledge of all students.
- To support teachers to improve the schoolwide teaching practice of Mathematics.

Improvement Target 2: Where do we want to be at the end of 2024?

75% of ākongā in the 3+ Cohort Group are Working Within or Exceeding in Basic Facts (Year 2, Year 4, Year 6, Year 8).

Baseline Data: Where are we now? What is the justification for our supporting improvement goals?

Current Mathematics Position: Over the last two years, teachers have looked at whether improvement in Basic Facts knowledge by ākongā will make a difference to overall Mathematics results. Although we have seen some improvement, the Leadership Team are looking to broaden the schoolwide scope for the improvement in Mathematics outcomes for ākongā. This will include improving the way assessment is weighted, with more emphasis on Mathematics Strands (particularly in Year 5-8), reviewing schoolwide teaching approaches to Mathematics and promoting Mathematics within the school community as a key learning area in the New Zealand Curriculum. This approach will allow writing to continue to be embedded in 2024, while changes in the New Zealand Curriculum for Mathematics are updated at a National Level. A comprehensive Mathematics plan can then be implemented from 2025-2026 with additional professional development for teachers.

Points of Challenge: Points of challenge in the dataset include the conclusions that:

- **3+ Cohort:** Why has there been minimal progress in the 3+ Year Group? Why are Girls not moving at all, while Boys have made significant progress?
- What support do teachers need to raise Mathematics achievement?
- The Board would like to set a high bench mark of 75+% for this cohort with their Basic Facts.
- Why do Year 6-8 Year Groups fall away? Is it to do with the Curriculum expectations? Are they missing knowledge from earlier years?
- **Current Cohort (No IEP):** Why is this group doing better than the 3+ Cohort? Why are Māori learners not doing as well? Why are our older ākongā not doing as well?
- **Current Cohort (All):** See above for similar trends.

Key Improvement Strategies: What do we have to learn? What will we do? When? Who is responsible for making this is done; What will we see?

What: Improving the validity of Assessment.	When:	Who:	Indicators of Progress:
<p>Reviewing and update Markbooks:</p> <ul style="list-style-type: none"> ● Replace current Markbooks with a weighting system for each Team. This will reflect the curriculum recommendations. 	<p>February, Term 1 2024</p>	<p>Associate Principal, supported by the Leadership Team.</p>	<p><input type="checkbox"/> Markbooks are weighted to the correct Year Level. Year Levels are automatically populated so data is more reliable and consistent. Teachers are supported with clearer guidelines around moderating assessment. Data is more reliable and consistent. This will support decision making around PLD and informed teaching e.g. unit plans.</p>
<p>Schoolwide Trends:</p> <ul style="list-style-type: none"> ● Review the process for PAT Mathematics. 	<p>February, Term 1 2024 November, Term 4 2024</p>	<p>Associate Principal, supported by the Leadership Team.</p>	<p><input type="checkbox"/> PAT Tests are completed in a consistent way, with support provided for ākonga with their reading. Teams are supported to analyse assessment trends to plan future Mathematics Programmes, which is evident in Teams LTP.</p>
<p>Analysing Schoolwide Basic Fact Trends: Teachers are able to analyse the specific areas of basic facts that their tamariki need to work on.</p> <p>Schoolwide trends and analysed at a deeper level. Feedback and next steps are shared with teachers.</p> <p>Mathematics Team to share trends with Team Leaders each term (And the Board, including two face to face presentations).</p>	<p>Week 2, each term.</p> <p>Week 4, Term 1, 2, & 3</p> <p>Board Meeting: 25 March and 21 October.</p>	<p>Associate Principal, supported by the Maths Team and Classroom teachers.</p> <p>Associate Principal supported by the Maths Team (Shared with Team Leaders).</p> <p>Associate Principal supported by the Principal</p>	<p><input type="checkbox"/> Yr 1-3: Are using the Basic Facts testing, monitor progress with specific reference to basic facts and place value. Markbooks updated and analysed. Comparison of other tests i.e. E-asttle to identify if improvements have been made from basic facts to other areas. Compare baseline basic facts and OTJ.</p> <p><input type="checkbox"/> Accelerated progress across stages</p> <p><input type="checkbox"/> The Board is well informed about the improvement strategies in this plan and the progress of Basic Facts for Priority Learners and Overall Progress for the 3+ Cohort.</p>
<p>Embedding Schoolwide Basic Fact Consistencies:</p> <ul style="list-style-type: none"> ● Teachers include explicit Basic Facts teaching and practise in their maths programme. ● Teachers assess progress termly to ensure teaching remains relevant and accurate. 	<p>Team Meetings Staff meeting Planned informal classroom visits by Leaders.</p>	<p>Team Leaders supported by the Maths Team</p>	<ul style="list-style-type: none"> ● Ākonga will be able to articulate what their specific goals and work-ons are. ● Ākonga can identify different activities/games they can independently do to support their improvement in basic facts (agency). ● Ākonga can identify when they have mastered a specific skill.

What: Professional Development for Teachers.	When:	Who:	Indicators of Progress:
<p>Professional Development: Thirty six hours of professional development has been funded by the Ministry of Education. An external facilitator will be used to support the Mathematics team review and plan teacher professional development, using the same approach as the current writing professional development.</p>	See the SPS Term Calendar	Associate Principal with the support of the Mathematics Team.	<input type="checkbox"/> Associate Principal, with the support of an external facilitator structure Professional Development for 2024. This will include: <ul style="list-style-type: none"> ● Teacher Only Day: Unpacking Rich Tasks ● Staff Meeting each Term: Schoolwide consistencies. ● Team Meetings: Looking at schoolwide consistencies in Maths. <input type="checkbox"/> Updated Curriculum CPS - Common Practice Model. This is done in conjunction with Fiona Smale - Maths PLD facilitator
What: Mathematics Support Teacher	When:	Who:	Indicators of Progress:
<p>Small groups of children work specifically on basic facts for 20 minute sessions. This will support what the classroom teacher is doing.</p> <p>Continue to extend our high achievers in maths through problem solving practise and support in small groups</p>	Weekly, Term 1-4	Associate Principal/ Maths Support Teacher Aide	<input type="checkbox"/> Children identify goals. They can master these outside of the classroom. They are able to use basic facts in class. <input type="checkbox"/> 10h targeted Mathematics support.
What: Whānau Education & Promotion of Maths.	When:	Who:	Indicators of Progress:
<ul style="list-style-type: none"> ● School expectations for Basic Facts are shared with whānau; Strategies to support the retention of Basic Facts are shared with whānau. ● The Rich tasks approach is explained with whānau. Home 	Fortnightly School Newsletters. Website updated each term. Whānau Workshop in early Term 2.	Principal	<input type="checkbox"/> Promoting strategies that whānau can do at home to support the development of Mathematics with our ākonga. For example, with the use of short videos to educate whānau. <input type="checkbox"/> The school website is updated to provide home support for whānau. For example, with the use of short videos to educate whānau. <input type="checkbox"/> Education workshop is offered to whānau.

Stratford Primary School: Te Reo Māori Improvement Plan for 2024

Strategic Goals: 1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. 'Ki Runga Rawa (Aim HIGH)': To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To 'BUILD' teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga to AIM High to be the best they can be.

Theory of Improvement Approach: Niho Taniwha model for teaching and learning: The learner and teacher move through three phases. Whai: when the partners in learning encounter the subject matter and commit to engaging with it; Ako: when they engage in the subject matter; Mau: When teaching and learning has been completed they are able to review the impact of the experience and identify any further teaching and/or learning needs (Riwai-Couch, 2021, p.8).

Improvement Goal 3:

1. Te Kura Tuatahi o Whakaahurangi (Stratford Primary School) is providing 3 - 7½ hours of integrated Te Reo Māori across the school per week.
2. All teachers have completed the Te Ahu o te Reo Māori ki te Taiuru (Te Reo Māori Professional Development) by the end of 2026.

Improvement Target 3: Where do we want to be at the end of 2024?

1. A review of classroom practice shows that we are providing 5 ½ hours of integrated Te Reo Māori in all our classrooms (Level 4a Te Reo Māori Funding requirement).
2. Six plus teachers have completed Level 1 of Te Ahu o te Reo Māori ki te Taiuru.

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

Points of Celebration: All teachers are fully committed towards learning and using Te Reo Māori. Teachers completed a survey in Term 4, 2023. This compared the same survey from Term 4, 2022. Improvement showed that there has been improvement in:

- The use of the SPS Phrases
- Teacher confidence to use Te Reo Māori
- More consistency in the use of karakia, including the new school karakia has been embedded into classroom programmes
- A strong commitment to school tikanga
- All teachers have completed their pepeha, while most have shared it with their classroom
- Ākonga are leading school powhiri, which continues to be a real strength
- All teachers and support staff are working towards personal goals for progress in te reo me ngā tikanga Māori.

Points of Challenge:

In 2023, teachers collaboratively developed a cultural responsive self review tool. The next stage is to continue to embed changes agreed by the team, which is illustrated in this improvement plan.

Furthermore, the aim is to embed Te Reo phrases while upskilling staff to use Te Reo Māori as part of the class and school routines. For example, in 2023 three teachers completed Te Ahu o te Reo Māori ki te Taiuru (Te Reo Māori Professional Development/One at Level 1 and 2; One teacher at Level 2). In 2024, we have 18 staff members aiming to complete Te Ahu o te Reo Māori ki te Taiuru (Ten teachers, five support staff for Level 1); 2 teachers (Level 2); 1 teacher (Level 3).

Key Improvement Strategies: What do we have to learn? What will we do? When? Who is responsible for making this is done; What will we see?

What:	When:	Who:	Indicators of Progress
<p>Te Reo and Tikanga Setup for 2024: The Principal, with teachers, will update the SPS Expectations for Te Reo Māori and Tikanga in the classrooms and schoolwide.</p>	<p>22 January 2023</p>	<p>Principal in consultation with staff</p>	<p><input type="checkbox"/> SPS SoT updated that includes shared expectations around Te Reo Māori and Tikanga at SPS.</p>
<p>Whānau Day/Whakapiri Morning:</p> <ul style="list-style-type: none"> ● Whānau Day: School Hangi. Ākonga supported to understand the Hangi Process. Whānau are welcomed into school by the Kapa Haka Roopu, before they visit classrooms. ● Whakapiri Morning: Whānau welcomed into school as part of the Book Fair Week. Informal opportunity to engage with whānau. 	<p>Friday 9 February (Term 1, Week 2)</p> <p>Thursday 12 September (Term 3, Week 8)</p>	<p>Lead: Kaupapa Māori Team</p> <p>Supported by: All the staff and Board.</p> <p>Budget: TBC</p>	<p><input type="checkbox"/> Ākonga Education: Tamariki learn about the hangi process and sample hangi. Whānau: Feel part of the school culture; connections are formed to build on learning partnerships for the year. Board Strategic Goals: Whānau are asked a couple of questions to support strategic planning → e.g. what learning opportunities should Year 5-8 ākonga experience at school?</p> <p><input type="checkbox"/> Whānau: Feel part of the school culture; connections are formed to build on learning partnerships for the year. Book Fair: Is promoted to support the library and the importance of reading. Board Strategic Goals: Whānau are asked a couple of questions to support strategic planning → e.g. what learning opportunities should Year 5-8 ākonga experience at school?</p>
<p>2023 Culturally Responsive Self Review Action Plans:</p> <ul style="list-style-type: none"> ● Manaakitanga: The process of welcoming new ākonga to SPS is reviewed. Senior Ākonga are involved in this review and action plan. ● Ako/Wānanga/Whanaungatanga/Tangata Whenuatanga: Review of the Goal Setting Processes with the aim of including more ākonga voice. Review of how ākonga are involved in co-constructing their learning opportunities through writing, mathematics and integrated topics; and how this links to the SPS Learning Values. Te Reo Specialist supports the development of Local Narrative Stories. 	<p>Term 1: Week 5 Term 2: Week 1 Term 3: Week 1</p>	<p>Lead: Leadership Team + Team Leaders</p>	<p>The following are weaved into Writing, Mathematics and Te Reo Annual Improvement Outcomes:</p> <p><input type="checkbox"/> Manaakitanga: Senior Ākonga lead the welcoming process. New whānau and tamariki feel a strong sense of belonging at SPS.</p> <p><input type="checkbox"/> Ako/Wānanga/Whanaungatanga: Ākonga are more involved in setting and reviewing their personal goals. Learning progress is regularly shared with whānau. Teachers are involving learners in the co-construction of learning experiences. Whānau are provided more Education opportunities in how they can support their ākonga with learning.</p> <p><input type="checkbox"/> Tangata Whenuatanga: Te Reo Specialist will support the development of Local Narrative Stories. Additional resources created in the SPS Teacher Hub to support the teaching and learning of Local Narrative Stories.</p>

What:	When:	Who:	Indicators of Progress
<p>Professional Development: MAC Cluster</p> <ul style="list-style-type: none"> MAC Facilitator and the Principal will provide guidance for the Whakahaere Roopu. MAC Facilitator and the Principal to work with a group of ākonga to promote the correct pronunciation of the SPS Level 1 and 2 phrases. 	<p>Term 1, Week 2 Term 3, Week 2</p>	<p>Lead: Principal, Mac Facilitator, Teachers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Updated/Education: Level 1: Current bank of words; Level 2: New bank of short phrases. This is promoted on the school website and through the school newsletter. <input type="checkbox"/> Feedback: Ākonga voice shows that Te Reo is valued at SPS and ākonga have been given opportunities to teach/lead others with Te Reo Māori and SPS Tikanga. <input type="checkbox"/> Teacher reflections: Teachers are planning and teaching structured Te Reo in their classroom routines. This is evident that more Te Reo Māori is heard in classrooms. Teachers are being supported with Te Reo Māori Resources, which are illustrated on the school website and Teacher Hub. <input type="checkbox"/> Teachers to complete an updated survey. <input type="checkbox"/> Draft process for welcoming new tamariki completed - Whakatau.
<p>Roopu Whakahaere (Organising Group):</p> <ul style="list-style-type: none"> A new group of teachers for each team will be identified to enable the sustainable use of Te Reo/Tikanga with their teams. Team Leaders are supported to look at co-constructing learning with ākonga and integrating Te Ao Māori and Matauranga Māori. They will be supported by the MAC Facilitator and the Principal. 	<p><u>Term 1, Week 2</u> Term 2, Week 1 Term 3, Week 1 Term 4, Week 1</p>	<p>Lead: Principal: JE; Yr 1-2: KM; Year 3-4: LG; Year 5-6: JH; Year 7-8: FZ.</p>	<p>Outcomes/:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Targeted Promotions: Matariki Week: 24 - 28 June (Week 9, Term 2); Whakapiri Morning: 12 September (Week 8, Term 3); Māori Language Week: 16 - 20 September (Week 9, Term 3). <input type="checkbox"/> Provide motivation and support for other staff. Update resources and news around Te Reo Māori. Support teams to embed 5h of Te Reo Māori over the week. <input type="checkbox"/> Outcome: Development of a consistent planning tool that shows evidence of Te A Māori and Matauranga Māori.
<p>Kapa Haka Continue to grow the Kapa Haka Roopu. We will complete a survey of ākonga to establish what barriers maybe stopping them from participating in the programme.</p>	<p>Week 7, Term 1, 2024</p>	<p>Lead: Principal, Kaupapa Māori Lead Person</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ākonga Engagement: To continue to raise the profile of Kapa Haka. More Senior Tamariki are involved in Kapa Haka. Ākonga voice is driving the future direction of the programme, including developing leadership skills. <input type="checkbox"/> Kapa Haka Programme: Update leadership guidelines; Updated plan developed with the Kapa Haka Tutors.
<p>Professional Growth for all staff: All staff, including support staff, have a goal related to growing their understanding and ability to use the SPS Te Reo Māori phrases with tamariki.</p>	<p>Reviewed twice per term in Term 1-3.</p>	<p>Lead: Principal Support: Professional Growth Coaches</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers are reflecting on their Te Reo Māori journey through the Professional Growth (Coaching) Process.

What:	When:	Who:	Indicators of Progress
<p>Staff Meetings:</p> <ul style="list-style-type: none"> Each term, teachers break into mixed teams and share current Te Reo Māori practice. Whakahaere Roopu Team offer further ideas to extend Te Reo Māori within classroom routines. 	<p>Term 2, Week 3 Term 3, Week 3</p>	<p>Lead: Team Leaders supported by classroom teachers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher PLD: Teachers support each other with growing their Te Reo Māori Practice. <input type="checkbox"/> Shared consistencies reinforced e.g. Te Reo phrases and Tikanga. Updated SPS Standards reflect this in teachers Professional Growth Docs and classroom routines.
<p>Te Reo Māori/Māori History:</p> <ul style="list-style-type: none"> CRT Specialist Teacher: To support Te Reo Māori in the classrooms, a Specialist Teacher will run additional Te Reo lessons and Local NZ History. Programme Structure: Instructional Te Reo Māori - waiata, SPS phrases, Pepeha, narrative stories etc. Remaining part of the session: Story of the school carvings; local NZ history that is relevant to what is happening around the area. Resource: Niho Taniwha Text; NZ Histories; Local Narratives; School Mural. Māori Art. 	<p>Term 1 (Yr 5-8) Term 2 (Yr 5-8) Term 3 (Yr 1-4) Term 4 (Yr 1-4)</p>	<p>Lead: Principal + Specialist Te Reo Teacher</p> <p>Supported by: Classroom teachers</p> <p>Budget: TBC</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3 - 7½h of integrated Te Reo Māori each week: Classes to receive an additional 10h hours of Instructional Te Reo Māori and Local NZ History over the term. This will be for at least two terms per team. <input type="checkbox"/> Teacher PLD: Teachers will be supported with additional Te Reo Resources/activities from the Specialist Teacher. <input type="checkbox"/> Ākonga Engagement: The Specialist Teacher promotes narrative stories, the school carvings and SPS Te Reo Phrases through the programme.
<p>SPS's Culturally Responsive Practice Framework: Staff will reflect and review on the Culturally Responsive Framework. Updates will then be used to plan the 2025 Annual Improvement Plan.</p>	<p>Term 3: Team Meetings</p>	<p>Lead: Principal: JE; Teaching Staff</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Teaching Staff reflect on the Culturally Responsive Framework to indicate potential areas of development for 2025. <input type="checkbox"/> The Annual Improvement Plan reflects the collective voice of the teaching staff to embed culturally responsive practice.