



2017

# MATIPO ROAD PRIMARY SCHOOL CHARTER & STRATEGIC PLAN

*Matipo Road Primary School*

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## MISSION STATEMENT

The purpose of Matipo School is to educate the children of our community to the best of our ability, to their utmost potential.

We do this in a positive, caring, learning environment and aim to develop the whole child-physically, emotionally, intellectually, socially and culturally.

Children are seen as individuals and we aim that each child may grow to be the best person that they can be and that they may help others to do the same.

<u>SHARED VISION</u>	<u>VALUES</u>	<u>LOCAL GOALS</u>
<ol style="list-style-type: none"> <li>1. In this school the most important thing is the children and their learning. We are a child centred school. We are here for the children.</li> <li>2. We are fair and equitable               <ul style="list-style-type: none"> <li>• as good employers</li> <li>• to parents</li> <li>• to children and their learning needs.</li> </ul> </li> <li>3. We welcome parental and community participation and involvement.</li> <li>4. We provide a balanced curriculum with variety, enrichment, encouragement and challenge to meet the needs of all pupils.</li> <li>5. Our expectations of children include:               <ul style="list-style-type: none"> <li>• positive self esteem</li> <li>• self-discipline</li> <li>• good manners</li> <li>• tolerance</li> <li>• respect</li> <li>• co-operation</li> <li>• social and cultural awareness</li> </ul> </li> </ol>	<p>MANA      to develop pride, dignity and values in our children and staff.</p> <p>AROHA     to encourage our children to love and care for each other, our school and our environment.</p> <p>WERO       to provide opportunities for children to accept and succeed with the challenges of learning and of taking part in a wide range of school activities.</p> <p>KIA KAHA   to encourage our children to stand tall and be proud to stand tall and proud of themselves, their achievements and their school.</p>	<ol style="list-style-type: none"> <li>1. To provide the best environment, equipment and materials to enable children to learn.</li> <li>2. To provide a balanced curriculum with variety, enrichment, encouragement and challenge to meet the needs of all pupils.</li> <li>3. To provide all children with opportunities for success and enjoyment.</li> <li>4. To develop self-esteem, social and cultural awareness in all children-self-discipline, manners, tolerance, respect and co-operation.</li> <li>5. To encourage community support and involvement in the school.</li> </ol>
<u>CONSULTATION</u>	<u>MAORI LANGUAGE</u>	<u>PROCEDURAL INFORMATION</u>
<p>The Board has consulted with our Maori Community through our Maori Education Plan Standing Subcommittee and to our whole community via initial newsletter (for input) and then by advertising the draft version for public scrutiny, input and feedback.</p> <p>The School also consults with parents on a bi-ennial basis for feedback on aspects of school operations and on a needs basis for items or developments of importance.</p> <p>Consultation meetings were held with both our Maori and Pacific Communities.</p>	<p>Provision is made for the teaching of Te Reo in all areas of the school on a regularly weekly basis. Aspects of Maori culture are included across the curriculum and a strong Kapa haka group operates at both Junior and Senior level.</p> <p>Should a parent request further resourcing Maori, the School would make provision for this by dual enrolment with the Correspondence School.</p>	<p>The School Charter and Operations Plan is ratified by the Board of Trustees in February and sent to the Ministry of Education with the target variance report.</p> <p>A Samoan language weekly class is offered, along with weekly Te Reo lessons for all classes and Mandarin for Senior Classes.</p>

### **OUR SCHOOL'S AIMS**

Aims are broad statements of intended outcomes. Aims highlight each of the main areas in which the school expects to demonstrate performance and achievement in relation to the Government's national educational guidelines.

#### **NAG 1 Curriculum Delivery**

Implement teaching and learning programmes based upon the essential learning areas and skills. The emphasis will be on the National Education Priorities:

1. Curriculum success for all
2. Numeracy and literacy
3. Assessment
4. Students at risk
5. Special Abilities
6. Maori achievement
7. Safe learning environment

Monitor and assess student progress against the Achievement Objectives. Maintain individual records and report to the Community and MOE on student achievement targets. We will identify learners with special education needs who are not achieving or at risk of not achieving and develop and implement teaching strategies to address their needs.

#### **NAG 2 Reporting, Self-Review and Community Consultation**

Document and maintain an on-going programme of reporting, self-review and community consultation.

2a Plain language reporting to parents and National Standards reporting to MOE.

2b Report on school level data against National Standards

- i. School strengths and identified areas for improvement;
- ii. The basis for identifying areas for improvement; and
- iii. Planned actions for lifting achievement.

2c Requires the annual report to contain information on:

- i. The numbers and proportions of students at, above, below or well below National Standards including Maori, Pasifika, gender and by year level (where this does not breach an individual's privacy); and
- ii. How students are progressing against National Standards as well as how they are achieving.

#### **NAG 2A**

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to in alignment with requirement set in NAG 1, use Nga Whanaketanga Rumaki Maori and/or National Standards to:

- a) Report to students and their parents on the student's progress and achievement in relation to Nga Whanaketanga Rumaki Maori and/or National

### **OUR SCHOOL'S OBJECTIVES**

Objectives outline how the aims will be implemented through the Policies, Strategic Plan, Annual Plan and Curriculum Plan.

#### **NAG 1 Curriculum Delivery**

Each year the Board through the principal and staff will develop, revise or confirm its curriculum plan. The plan will set our specific objectives for curriculum delivery and content, and be matched against the strategic plan priorities.

There will be school wide analysis of student achievement data and achievement targets. In 2016, the school joined with eight other schools in a collaborative community of school's network to raise standards in writing and foster Future Focused Learning.

#### **NAG 2 Reporting, Self-Review and Community Consultation**

The Board will document and maintain an on-going programme of reporting, self-review and community consultation. Reports from reviews will form the basis for deciding priorities for school development and improvement.

This will involve:

Consultation with parents, staff and any others in respect to the Charter, Strategic Planning, Annual Action Plan and Student Achievement Targets.

Developing policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture.

Implementing Nag 2a requirements and embedding the culture of National Standards reporting within the school.

#### **NAG 3 Personnel**

In consultation with staff, the Board will prepare policies to reflect its commitment to being a good employer. Policies will be reviewed regularly and revised as necessary. Staff will be appraised against the professional standards.

To promote high levels of staff performance by being a good employer.

#### **NAG 4 Finance and Property**

The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts. The Board will prepare and implement an on-going plan of property maintenance and development

Allocate funds to reflect school's priorities and monitor and control expenditure. To ensure annual accounts are prepared and audited.

To follow conditions of an asset management agreement and implement a maintenance programme for a safe, health learning environment for students

**NAG 5 Health and Safety**

The Board will implement an on-going plan, for the provision of safety and hygiene. The BOT will consult with the community regarding the schools Health Programme.

- b) Standards. Reporting to parents in plain language in writing must occur at least twice a year.
- c) Report to the Secretary of Education by 1 March school-level data on Nga Whanaketanga Rumaki Maori and/or National Standards under four headings:
  - i. School Strengths and identified areas of improvement
  - ii. The Basis for identifying areas for improvement
  - iii. Planned actions for lifting achievement; and
  - iv. How students are progressing in relation to Nga Whanaketanga Rumaki Maori and /or National Standards.
- d) Report to the Secretary for Education by 1 March on the numbers and proportions of Students achieving Manawa Toa, Manawa Ora, Manawa Aki, Manawa Taki in relation to Nga Whanaketanga Rumaki Maori and/or at, above, below or well below National Standard, including by Maori, Pasifika, European/Pakeha, Asian, gender and by year level.
- e) Report the NAG2A (b) and NAG2A (c) Nga Whanaketanga Rumaki Maori and/or National Standards information in the format prescribed by the Secretary of Education from time to time

To comply with legislation and provide a safe physical and emotional environment for students and staff.

School-wide behaviour management plans and systems will foster children's emotional wellbeing and place emphasis on the school's core values.

**NAG 6 Legislation**

The board will develop systems to comply with all current legislation

## **NZC Principles - Charter Goals - How we give effect to the Principles / Goals**

<b>New Zealand Curriculum Principles</b>		<b>Board Strategic Goal</b>	<b>Matipo gives effect to this principle / goal by</b>
<b>High Expectations</b>	The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.	To provide a culture of continuous improvement for students and teachers.	<ul style="list-style-type: none"> <li>• Promoting the concept of excellence and success through our school mission statement and values.</li> <li>• Using differentiated teaching techniques that allow for each student to work at their level.</li> <li>• Personal goal setting &amp; monitoring.</li> <li>• Providing feedback that is positive, specific relating to the learning intention &amp; offers next learning steps.</li> <li>• Offering special programmes (e.g. G&amp;T, Sport), competitions (ICAS), and inquiry learning programmes.</li> </ul>
<b>Treaty of Waitangi</b>	The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maori Me Ona Tikanga.	To work together with Maori Whanau to promote the values and principles of the Treaty of Waitangi within our school and encourage our students to participate in Tikanga activities.	<ul style="list-style-type: none"> <li>• Consultation with Maori Whanau.</li> <li>• Provide a Te Reo programme for both teachers and students based on He Reo Tupu, He Reo Ora website.</li> <li>• Provide lead teacher support and specific resources.</li> <li>• Provide Tikanga activities such as kappa Haka, Matariki and Mihi Whakatau.</li> <li>• Report Maori student achievement regularly to the Board.</li> </ul>
<b>Cultural Diversity</b>	The curriculum reflects new Zealand's cultural diversity and values the histories and traditions of all its people.	To recognise and celebrate the many cultures in our school and the learning opportunities and challenges this brings.	<ul style="list-style-type: none"> <li>• Promoting the concepts of inclusion, diversity and respect through our school mission statement and values.</li> <li>• Celebrating Matariki, Samoan Language Week and having an Asia Aware focus.</li> </ul>
<b>Inclusion</b>	The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.	To encompass the diverse nature of our community and provide access to and encourage every student to participate in a broad curriculum.	<ul style="list-style-type: none"> <li>• Promoting the concepts of inclusion, respect and diversity through our school mission statement and values.</li> <li>• Providing a variety of specific learning needs interventions (e.g. dyslexia, ELL programmes).</li> <li>• Providing inclusive opportunities for students with special needs.</li> <li>• Providing a 'buddy programme'.</li> <li>• Encouraging parental participation.</li> </ul>

<b>Learning to Learn</b>	The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.	To provide the environment to allow teachers and students to develop ways to manage their own learning.	<ul style="list-style-type: none"> <li>• Promoting the concepts of perseverance, quality and success through our school mission statement and values.</li> <li>• Engaging students in specific and regular reflection.</li> <li>• Utilizing thinking skills, six hats and inquiry.</li> </ul>
<b>Community Engagement</b>	The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, Whanau, and communities.	To raise the level of awareness / engagement of the community in our school curriculum.	<ul style="list-style-type: none"> <li>• Engaging parents and Whanau through information evenings, 'Meet the Teacher' meetings, parent/teacher interviews, written reports, newsletters, emails, website updates, class pages and blogs, team and whole school assemblies, celebrations of learning, EOTC activities, using parents as experts in learning, New Entrant info evenings, surveys.</li> </ul>
<b>Coherence</b>	The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.	To provide a collective vision and a broad education for years 0-6 and beyond.	<ul style="list-style-type: none"> <li>• Utilising the Inquiry learning approach.</li> <li>• Teachers undertaking critical reflection and professional development during cross team quality learning circles.</li> <li>• Curriculum moderation and forming overall teacher judgements.</li> <li>• Utilising teacher's curriculum strengths.</li> </ul>
<b>Future Focus</b>	The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.	Matipo curriculum will assist our students to develop global awareness in order to be well informed future citizens.	<ul style="list-style-type: none"> <li>• Designing major Inquiry learning, planning around a future focused topic such as sustainability &amp; Asia Awareness.</li> <li>• Putting into practice Enviro Ed values and approaches to learning.</li> <li>• Offering students a local and global awareness and voice in current local and world issues.</li> <li>• Encouraging student voice through multiple means (e.g. student council, surveys).</li> </ul>



# **MATIPO PRIMARY SCHOOL STRATEGIC PLAN**

Enhanced Achievement for ALL:  
Especially Target Groups of Maori, Pacific and Special Education

Inclusive Practice Teaching with  
High Engagement and Personalised Learning

Living and Contributing in a  
Multi-Cultural World

Future Focus including Asian Awareness:  
Preparing Children for 21<sup>st</sup> Century Living and Learning

Creation of Independent Life Long Learners  
By Building Learning Capacity and Resilience

Building the Concept of Collaboration  
And Collaborative Learning

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1. Enhanced Achievement

We aim to meet the government target of 85% of children achieving 'At or Above National Standards' and to surpass it. To do this in Maths and Writing, we need to lift the achievement of our Pacific and Special Needs cohorts.

2. Inclusive Practice

All the research evidence highlights the role of the teacher in raising achievement. At Matipo Primary School, we are engaging in strong, inclusive Tier One teaching, energetic teacher engagement, use of personality and creativity to motivate and inspire children, and provide opportunity for both personalised and collaborative practice.

3. Living in a Multi-Cultural World

Valuing and using the cultures within our school: Maori, Pacific, Asian and Pakeha. Opportunities to learn other languages: Samoan, Mandarin and Maori.

Opportunities to participate in the culture of others with Chinese Dance, Kapa Haka and Pacific performing options available to children.

Recognising the importance of Asia to our economic and cultural future.

4. Future Focus

This is about preparing children for 21<sup>st</sup> Century living and learning and joining a work force into jobs which haven't been invented, yet a life in terms of employment and living is likely to be transient.

To do this, we need to teach kids to be lifelong learners. We need to introduce them to current technologies and their capabilities. We need to make them aware of an international world and international possibilities, particularly in Asia.

We need to build both their learning capacity and resilience. The school motto is a good metaphor, "*See the Truth*". It is not about the value of honesty, but the value of truth or knowledge. We need to impart to children the knowledge base to equip them for the challenges of the 21<sup>st</sup> Century. Teaching practice must change as children do not learn well as spectators but must be active participants in authentic learning situations. Personalised learning will become more prevalent and equity and diversity will take on more importance.

Other changes will be in the roles of teacher and learners and the involvement of the community in education. Schools are not the fonts of all knowledge.

5. Creation of Life Long Learners: Building Learning Capacity and Resilience

We are preparing kids for 21<sup>st</sup> Century living so need to encourage them to be lifelong learners and teach them to use the tools to communicate research and publish in the 21<sup>st</sup> Century. We need to improve learning capacity through personal goal setting, achieving in National Standards, using technology to support further learning and applying learning and thinking strategies such as inquiry, problem solving, questioning etc. We also need to try and build children's resilience - the ability to try but fail, to try again, to aim higher, to strive for excellence, to be determined and to be courageous, to take risks and try new things.



6. Collaboration

Collaboration will take on more importance and more focus. We need to encourage children to work collaboratively and provide opportunities and choices to do so.

We need to provide opportunities for teachers and classes to work collaboratively and to work collaboratively with other schools. Interschool moderation is an obvious area. We also need to seek opportunities to collaborate with community groups, parents and resources to allow our kids to access a wider and perhaps more relevant source/s of information, mentoring or support.

## PRINCIPLES

At Matipo Primary the New Zealand curriculum principles underpin our school decision making and curriculum. We have placed the students at the centre of our school curriculum to ensure the development and provision of teaching and learning opportunities that are not only challenging and engaging for our students but also guarantee inclusion (no matter a student's needs) and celebrate their unique identity and culture.

Our commitment to the New Zealand curriculum principles is demonstrated in the following ways:

### *High Expectations*

*"The Curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances".*

At Matipo Primary we support and empower our students to learn and achieve personal excellence, regardless of their individual circumstances through:

- Goal setting, self-assessment and reflection for students.
- Establishing high expectations and National Standards.
- Scaffolding and modelling.
- Celebrating success e.g. certificates, Senior Awards.

**Our future focus is to:**

- Increase student participation and responsibility.

### *Treaty of Waitangi*

*“The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga.”*

At Matipo Primary we acknowledge partnership, participation and protection as the principles of the Treaty of Waitangi and work towards meeting these by providing students with opportunities to acquire knowledge of Te Reo Maori me ona tikanga. We do this through:

- Community consultation.
- Teaching and learning programmes.
- Bilingual opportunities, tikanga and expression.

**Our future focus is to:**

- Develop integration of Maori into teaching and learning programme.

## Cultural Diversity

*“The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.”*

We accept, value and respect all people. At Matipo Primary we celebrate cultural diversity and value our history and traditions. This is reflected in our curriculum through:

- School vision.
- Teacher modelling and support.
- ESOL programme.
- Planning and teaching – unit plans.
- Cultural performances.
- Acknowledging and celebrating diversity in our classrooms.

**Our future focus is to:**

- Provide regular opportunities to celebrate diversity.

### *Inclusion*

*“The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identifies, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.”*

We accept and value individual differences. At Matipo Primary we provide our students with an inclusive learning environment that ensures each students language, cultural, physical and learning needs are addressed and meet through:

- Groupings (ability, target).
- Learning support programme utilising teacher aide, parent help, outside agencies.
- GATE.
- Promote and provide opportunities for sporting, cultural and the arts.
- Formative assessment and adapting our teaching and learning programmes.
- Inquiry learning, thinking tools.
- Interchange utilising the strengths and interests of teachers and the community.
- Physical environment ensures access for all.
- Operate differentiated, inclusive Tier One classroom programmes.

**Our future focus is to:**

- Maintain inclusion.

## *Learning to Learn*

*“The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.”*

At Matipo Primary our curriculum encourages students to reflect on their learning process and to learn how to learn through the:

- School vision.
- Goal setting.
- Self-assessment, learning stories, on-going reflection and monitoring.
- Inquiry and Thinking tools – 6 Hats, Thinker’s Keys, Blooms.
- ICT tools.
- Authentic contexts.
- Building on prior experiences.
- Teacher modelling.

**Our future focus is to:**

- Up skill and refresh our Matipo Inquiry Model.

## *Community Engagement*

*“The curriculum has meaning for students, connected with their wider lives, and engages the support of their families, whanau, and communities.”*

At Matipo Primary we engage our students, their families and members of the wider community in our teaching and learning programmes through:

- Consultation and surveys.
- Parent help – in class and school trips.
- Newsletters – school and class, website and class websites.
- Reporting to parents process – personalized goals, student involved conferences.
- Open-door policy.
- Assemblies, school events and parent education evenings.
- BOT – reporting to and seeking feedback.
- Friends of the School.
- Early childhood visits.

**Our future focus is to:**

- Continue to maintain current range of opportunities and improve parent participation through the Friends of the School concept.

## *Coherence*

*“The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens pathways to further learning.”*

Our Matipo Pathway promotes learning in authentic contexts. At Matipo Primary our curriculum ensures learning is linked, relevant to the learner, builds on prior learning and opens up pathways to further learning through:

- Building the foundation of literacy and numeracy to provide access to the rest of the curriculum.
- Development of enduring understandings.
- Everyday contexts... links between curriculum areas.
- Assessment including learning stories.
- Learning intentions and success criteria.
- Collaboration on many levels.
- Professional development.

**Our future focus is to:**

- Trial more innovative use of teacher strengths and timetabling.



### *Future Focus*

*“The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.”*

At Matipo Primary we provide opportunities for our students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation through:

- School vision.
- Inquiry.
- Introduce social action steps.
- Teaching and learning programmes.
- Questioning, thinking and investigating.
- ICT.
- Recycling, sustainability, gardens.
- Asian Awareness.

**Our future focus is to:**

- Developing sustainable practices across the school and home.
- Continue to prepare our children for the future.

## **Executive Summary**

Refer [http://westernsprings.school.nz/New%20School/becoming\\_a\\_new\\_school/Resources/Bolstad\\_Gilbert\\_FutureOriented.pdf](http://westernsprings.school.nz/New%20School/becoming_a_new_school/Resources/Bolstad_Gilbert_FutureOriented.pdf)

It is widely argued that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21st century. Changes are needed, but what kinds of change, and for what reasons? This research project draws together findings from new data and more than 10 years of research on current practice and futures-thinking in education. It aims to support the Ministry of Education's programme of work to develop a vision of what future-oriented education could look like for New Zealand learners. The work is guided by three high-level research questions:

1. What could future-oriented learning and teaching look like, what ideas and principles underpin it and what makes it different from other teaching and learning practices?
2. What are the conditions that enable future-oriented learning and teaching? What are the issues and challenges?
3. How might transformational future-oriented learning and teaching approaches be promoted, enabled and sustained?

What is "21st century learning" or "future learning"? Educationalists first started to talk about "21st century learning" during the latter years of the 20th century. At that time, the phrase held connotations of the future, of change, of something "different" from practices of the day. However, now that we are in the second decade of the 21st century, the phrase is increasingly problematic. Does it still connote ideas and practices that are different, visionary or futures-oriented? Or does it simply describe ideas and practices that are currently happening? To avoid confusion, it is tempting to discard the term, yet this is also problematic since "21st century learning" has gained traction and is associated with an extensive body of relevant research. In this report we use the terms "21st century learning" and "future learning" interchangeably. We also begin from the premise that "21st century/future learning" is not a fixed prescription or known formula. Rather, it can be considered as an emerging cluster of new ideas, beliefs, knowledge, theories and practices—some of which may be visible in some schools and classrooms, some which exist only in isolated pockets and others which are barely visible yet. This report discusses some emerging principles for future learning, how these are currently expressed in New Zealand educational thinking and practice and what they could look like in future practice.

### **How can we research the future of education?**

The challenge is to develop a view of how the emergent cluster of principles that underpin future-oriented teaching and learning can be embedded at the whole-system level, enabling local and systemic development to support all New Zealand learners to successfully participate in, and contribute to, our national and global future as well as their own personal futures. Research into present-day practice in schools and classrooms on its own cannot provide sufficient knowledge about how to address system-level challenges for innovation and transformation. However, looking at today's innovative teaching and learning practices can provide some insights into future possibilities, when integrated with theoretical arguments about the future of education.

### **Why change is needed?**

During the latter half of the 20th century, international thinking about education began to shift to a new paradigm. This shift was driven by an awareness of massive and ongoing social, economic and technological changes, and the exponentially increasing amount of human knowledge being generated as a result. International thinking began to seriously examine questions about the role and purposes of education in a world with an unprecedented degree of complexity, fluidity and uncertainty. Alongside economic, social, political and technological changes, many serious challenges characterise the 21st century world. Some authors describe these as “wicked problems”. They are “highly complex, uncertain, and value-laden”, spanning multiple domains: social, economic, political, environmental, legal and moral. It is argued that learners—and teachers, school leaders and families/communities—need support to actively develop the capabilities they need to productively engage in 21st century wicked problem solving.

Many significant international projects have considered how schooling might change to better match the changes that have taken place in the 21<sup>st</sup> century. Two important ideas that underpin this work are (1) a shift in the meaning of “knowledge”, and (2) the need to build education systems based around what we now know about learning.

### **New meanings for “knowledge”**

The terms “knowledge age” or “knowledge economy” refer to a reorganisation away from an Industrial Age economy, where exploitation of natural resources, primary production, mass production and bureaucratic management hierarchies were the standard model for economic development. In the Knowledge Age, the ability to generate value through innovation (and the rapid creation of new knowledge) has become the basis for economic development. It is argued that education for the Knowledge Age must foreground the development of learners’ dispositions, capacities or competencies to deal with new situations and environments, including those with high degrees of complexity, fluidity and uncertainty. This does not mean that knowledge no longer matters, or that the school curriculum does not need explicit goals for students’ knowledge development. Rather, the future-focused education literature suggests we need to adopt a much more complex view of knowledge, one that incorporates knowing, doing and being. Alongside this we need to rethink our ideas about how our learning systems are organised, resourced and supported.

### **New understandings about learning**

Research clearly shows that people do not learn well as “spectators”, as passive recipients of pre-packaged, bite-sized pieces of knowledge delivered to them by experts: good learning requires active engagement in the “whole game”. The more people learn, the more they are capable of learning. Although some of these principles are understood by many teachers, our education systems and practices are often set up in ways that do not support these principles to operate in practice. If we are serious about building an education system that is capable of preparing young people for the “knowledge societies” of the future, we need to reconfigure it in new, more knowledge-centred ways. However, it will only be possible to do this when there is wider public awareness of the growing gap between the kinds of learning our young people are getting, and the kind of learning they need. There will also need to be wider public support for teachers and school leaders as they attempt what is effectively a paradigm shift in practice.

### **A useful metaphor: “Unbundling” schools**

“Unbundling” is defined as “a process in which innovators deconstruct established structures and routines and reassemble them in newer, smarter ways”.

This term is often used in the business and technology sectors but is also helpful for thinking about the education system. It involves multiple ideas and practices coming together in ways that could “re-bundle” learning and teaching to better reflect the context and demands of the 21<sup>st</sup> century world.

The question is, which ideas should sit at the heart of this rebundling? Our work suggests at least six emerging principles. None of the principles is entirely new or revolutionary. However, the challenges of the 21st century provide a fertile context for all of these principles to come together to finally provide a coherent direction for designing a future-focused education system.

## **Emerging principles for a 21st century education system**

### **Theme 1: Personalising learning**

Personalising learning aligns with the idea that education systems must move away from an Industrial Age “one-size-fits-all” model. The idea of “personalising learning” calls for reversing the “logic” of education systems so that the system is built around the learner, rather than the learner being required to fit with the system. This challenges us to think about how to deploy the resources for learning (teachers, time, spaces, and technology) more flexibly to meet learners’ needs. It also requires us to think about the new resources that may be needed, beyond those traditionally thought of as part of the schooling system, and to think about how best to support learners’ access to those resources. While personalising learning-based approaches are being implemented in a limited way, in pockets and/or at the margins of the sector, we are not yet seeing the kinds of “deep personalisation” argued for by future-focused educationalists.

### **Theme 2: New views of equity, diversity and inclusivity**

Current educational policy typically concentrates on the issues of diversity, equity and inclusivity in relation to particular groupings of learners and communities for whom educational success has lagged behind that of other learners and communities. There is a recognition that these learners’ and communities’ needs have not been well met by the education system in the past, and a major goal of the current education system is to address the needs of “diverse” learners in order to raise overall achievement levels and reduce disparity. However, a future-oriented approach suggests that we need to develop new ways of thinking about equity and diversity. Achieving equity is not just about addressing the underachievement or disengagement of particular groupings of students and communities and bringing everyone closer to a single normative standard of what counts as success. This is particularly important given the arguments that currently accepted markers of success in education probably do not adequately reflect the kinds of learning that are needed for the demands of the 21st century. “Diversity” needs to be recognised as a strength for a future-oriented learning system, something to be actively fostered, not a weakness that lowers the system’s performance. Diversity encompasses everyone’s variations and differences, including their cultures and backgrounds. This calls for greater engagement of learners, family/whānau and communities in co-shaping education to address their needs, strengths, interests and aspirations, while also ensuring that all students—no matter where they are from or where their learning happens—have opportunities to develop and succeed according to the high-level educational aspirations set for, and agreed to, by New Zealanders as a whole. A second idea that commonly comes up in discussions of equity/diversity and 21st century learning is that 21st century citizens need to be educated for diversity—in both the people sense and the knowledge/ideas sense. The changing global environment requires people to engage—and be able to work—with people from cultural, religious and/or linguistic backgrounds or world views that are very different from their own. Alongside this is another different but related imperative. Doubts about the ability of existing paradigms to solve current social, environmental and economic challenges mean that a future-focused education system must provide learners with past paradigms and the ability to think between, outside and beyond them—that is, the ability to work with a diversity of ideas. It is argued that future-oriented learning should provide all young people with opportunities to develop these capacities.

### **Theme 3: A curriculum that uses knowledge to develop learning capacity**

One of the biggest challenges for education in the 21st century is that our ideas about curriculum are currently underpinned by at least two quite different epistemologies, or models of what counts as knowledge. The first view is the “traditional” idea of knowledge as content, concepts and skills selected from the disciplines to form the “subjects” or “learning areas” of the school curriculum. From this point of view, the learner’s job is to absorb and assimilate that knowledge into their mind and demonstrate how well they have done this through various means of assessment. It is assumed that this knowledge will be stored up for later use during the learner’s life. The second conception of knowledge is associated with the Knowledge Age/ “21st century” literature. In this view, knowledge is seen as something that does things, as being more energy-like than matter-like, more like a verb than a noun. Knowledge, in the Knowledge Age, involves creating and using new knowledge to solve problems and find solutions to challenges as they arise on a “just-in-time” basis. These ideas about knowledge have emerged in the world outside education—driven in large part by economic, social and political changes, often facilitated by new technologies. The Knowledge Age literature argues that reproducing existing knowledge can no longer be education’s core goal, because (a) it is no longer possible to determine exactly which knowledge people will need to store up in order to use it in their lives after school, and (b) the “storing up for future use” model of knowledge is no longer useful or sufficient for thinking about how knowledge is developed and used in the 21st century. Instead, the focus needs to be on equipping people to do things with knowledge, to use knowledge in inventive ways, in new contexts and combinations. An individual’s stock of knowledge is important as a foundation for their personal cognitive development: however, for it to be useful as a foundation for their participation in social and economic life, the individual must be able to connect and collaborate with other individuals holding complementary knowledge and ideas. What this means for the school curriculum is a shift in what is “foregrounded”. Instead of simply assuming these capacities will be developed through engagement with disciplinary knowledge (the traditional view), there is a shift to focusing on the development of everyone’s capabilities to work with knowledge. From this point of view, disciplinary knowledge should be seen, not as an end in itself, but as a context within which students’ learning capacity can be developed. While the use of the term “learning areas” in The New Zealand Curriculum (NZC) document signals this, it is clear that this has not changed underlying thinking for many educators. It seems clear that the work of building a 21st century education system must involve supporting educators—and the public—to understand the paradigm shift in the meaning of such apparently common-sense terms as “knowledge” and “learning”, and how this might change the way curriculum is interpreted into learning and teaching experiences.

### **Theme 4: “Changing the script”: Rethinking learners’ and teachers’ roles**

Twenty-first century ideas about knowledge and learning demand shifts in the traditional roles or “scripts” followed by learners and teachers. If the purpose of schools is not to transmit knowledge, then teachers’ roles must be reconceived. Similarly, if the learner’s main job is no longer to absorb and store up knowledge to use in the future, then learners’ roles and responsibilities also need to be reconceived. This calls for a greater focus on recognising and working with learners’ strengths, and thinking about what role teachers can play in supporting the development of every learner’s potential. The idea of changing the scripts for learners and teachers is often shorthanded with phrases such as “student-centred pedagogies” or “student voice”, alluding to the need to engage learners (and their interests, experiences and knowledge) in many decisions about their learning. However, the idea of sharing power with learners can be met with resistance, particularly if this is interpreted as an “anything goes” approach in which learners are given complete freedom to set the direction for their learning. The challenge is to move past seeing learning in terms of being “student-centred” or “teacher-driven”, and instead to think about how learners and teachers would work together in a “knowledge-building” learning environment. This is not about teachers ceding all the power and responsibility to students, or students and teachers being “equal” as learners. Rather, it is about structuring roles and relationships in ways that draw on the strengths and knowledge of each in order to best support learning.

### **Theme 5: A culture of continuous learning for teachers and educational leaders**

All of the principles discussed above suggest that teachers, school leaders, educational policy leaders and other adults supporting young people's learning need particular attributes and capabilities that enable them to work effectively towards a future-oriented learning system. It is important to note that some of the approaches advocated for 21st century learning—and the ideas that underpin them—may differ from what today's teachers, school leaders and educational policy leaders experienced in their own school learning. Teachers and school leaders may resist adapting current approaches if they don't see the need for change, or if they aren't convinced that adapting current approaches is possible, let alone likely to lead to better student outcomes. It is important to note here that many "21st century" ideas about what meaningful learning looks like, and how to support it, are actually not new. They have been around for a very long time and are well supported and practised by many teachers. The challenge here is how to achieve a system shift that creates a more coherent educational ecology that can support what is known about good learning and that can accommodate new knowledge about learning and, importantly, new purposes for learning in a changing world. This means that education systems must be designed to incorporate what is known about adult learning and cognitive development as well as what is known about young people's learning and development. This has implications for thinking about professional learning approaches and structures for teachers and school leaders: Are adults in the education system able to access the kinds of learning supports that they need in order to be the best leaders for a future-oriented learning system?

### **Theme 6: New kinds of partnerships and relationships: Schools no longer siloed from the community**

Learning for the 21st century, it is argued, should support students to engage in knowledge-generating activities in authentic contexts. Students must learn to recognise and navigate authentic problems and challenges in ways that they are likely to encounter in future learning situations. However, today many learners encounter learning situations in which the "messiness" of the real world is simplified as contrived learning tasks with answers or outcomes already known to the teacher. This implies that learning will require additional resources/support/expertise/input from a much wider range of people. Teachers ought not to be the only people from whom young people learn. As already argued (under the themes of personalising learning and equity/diversity), learning needs to be more connected with the community. Teachers still need strong pedagogical knowledge, but they also need to be able to collaborate with other people who can provide specific kinds of expertise, knowledge or access to learning opportunities in community contexts.

A final argument associated with this theme is that education and learning systems will not have traction to shift towards more 21st century approaches if this shift is not supported by the wider community. Public education is a collective good in which everyone has a stake. To be legitimate it must build our collective social and economic capacity and meet individual needs—immediate (and/or perceived) and future. To do both requires community understanding of, support for and contribution to what is being attempted. This "buy-in" could be achieved by engaging community members in authentic educational activities that draw on their expertise.

### **Subthemes: New technologies and collaborative practices**

The Ministry of Education expressed interest in exploring two subthemes within this work on 21st century teaching and learning. These are framed by the questions: “What is the role of current and emerging technologies?” and “What is the role of collaborative practices?” The role of current and emerging technologies as OECD/CERI notes, “the rapid development and ubiquity of ICT are resetting the boundaries of educational possibilities. Yet, significant investments in digital resources have not revolutionised learning environments; to understand how they might require attention to the nature of learning. “For the most part, educational thinking has moved on from the idea that simply introducing new ICT tools and infrastructure into schools will trigger beneficial and meaningful educational change. In New Zealand at least four strategies have been used to support educational ICT developments: providing enabling tools and infrastructure; providing inspiring ideas and opportunities to connect ideas; enhancing capability; and supporting innovation. Our analysis suggests that educational ICT development needs to be supported by all four strategies. This synthesis identified a range of ideas and practices associated with ICT—some of which reflect 21st century ideas about teaching, learning and knowledge, and others which do not. The potential of new technologies to transform teaching and learning is heavily dependent on educators’ abilities to see the affordances and capacities of ICT in relation to the underpinning themes for learning for the 21st century outlined in this report. It is further dependent on schools having the infrastructure, inspiration, capability and opportunities for innovation to achieve these kinds of teaching and learning. Role of collaborative practices While networking and clustering have become increasingly popular in education, the range of reasons for, and outcomes of, networking and collaboration are often unexamined. School networks can vary in terms of their goals (which could include school improvement, broadening opportunities [including networking with non-school agencies such as social services or business] or resource sharing), and their timescales, from short term to longer term relationships. Networking and collaboration in themselves do not necessarily support the emergence of future-focused learning practice. However, research suggests that educational clustering and networking provide opportunities for professional learning and expanding ideas about what is possible.

### **Policy implications**

We conclude by putting forward three key ideas as a way to structure the thinking that will be needed to develop a policy/system response to the question of how we can rebuild New Zealand’s education system for the 21st century. These three ideas are “diversity”, “connectedness” and “coherence”. While these three key ideas inform all six of the key themes, they also allow us to see a way forward that goes beyond “ticking the boxes”: that is, are schools personalising learning; are they educating for diversity (as well as working to achieve success for all learners); are they building learning capacity; are they reconceptualising the roles and responsibilities of teachers and students; are they engaged in continuous professional learning; and are they developing a range of new “real” partnerships with their communities? What is needed is, not more effort focused on the parts of this system, but strategies designed to put these ideas together: to join all this up in a way that is driven by a coherent set of shared ideas about the future of schooling and its purpose and role in building New Zealand’s future.





# ***SPECIAL NEEDS PROVISION***

## ***STATEMENT OF INTENT - 2017***

### ***Introduction***

Matipo Primary School regards itself as very much an inclusive school. We welcome all learners, we personalize learning as far as possible and aim that each child can attain the highest possible level of achievement.

We have analysed data over the last decade and all school cohort groups - boys, girls and Maori achieve at similar levels. The exception is our Pacific children. However, their achievement gap is the widest at Year 1 and the closest at Year 6 - school makes a difference.

Matipo Primary School is an inclusive school characterised by:

- We welcome all learners, including learners with special education needs, to their school.
- We are led by a principal and board who demonstrate ethical leadership and who are focused on meeting the needs of all learners, including learners with special education needs.
- We have high expectations of all learners including learners with special education needs.
- We have processes for identifying learners with special education needs.
- We proactively partner with the parents, families and Whanau and specialists of learners with special education needs.
- We support teachers to take part in professional learning and development on inclusive education.
- We support teachers to be skilled at working within *The New Zealand Curriculum* to meet the learning needs of all learners.
- We have school-wide systems for planning, monitoring and reporting on the presence, participation, engagement and achievement of learners with special education needs.
- We regularly evaluate teaching practice using good-quality school-wide systems and use data to improve teaching quality for learners with special education needs.
- We tap into the expertise within their community and the special education sector to understand the best ways to provide for learners with special education needs.
- We are clearly willing to adapt the school's physical environment, as well as its systems and processes, to meet the needs of learners with special education needs.

### ***Our Strategic Goal***

In this area is to “raise the achievement level of all children with special needs either not achieving at National Standard or at risk of not achieving at National Standard”. We welcome and cater to all learners regardless of difference or ability.

### ***How will we achieve this?***

1. In 2017, the school is restructuring special needs with a 0.2 release ‘Director of Special Education’ – SENCO, T.A. training and appraisal and advocacy, and a 0.2 ‘Disabilities Consultant’ available to teachers and parents and three-hours per week of counselling.
2. Inclusive, differentiated tier one teaching programmes from three in-school COL positions and T.A.’s will be provided.
3. All children above and below National Standard will have personalised learning goals.

### ***Specific Targets 2017***

1. Continue a Special Needs Register for all children well below, below & above National Standards with entry / exit target - March 2017 / November 2017 (also include physical impairments).
2. Strengthen our fully inclusive, differentiated tier one teaching with personalised learning goals for children above or below National Standard.

### ***Assessments to be used:***

- Schonell Spelling
- PM Running record
- Probe Running Record
- P.A.T. - Literacy
- P.A.T. - Numeracy
- Asttle
- National Standards data
- GloSS / IKAN / JAM
- Teacher observation & judgement
- Six Year Net



# ***NATIONAL STANDARDS STRATEGIC AIMS***

1. To ensure that all students are able to access the NZ Curriculum as evidenced by progress and achievement in relation to the National Standards.
2. To ensure that the National Standards are used effectively to support improvement in student outcomes. Students will be supported to set their learning goals, including the ways they can achieve them. They will be supported through effective teacher practice which will cater for their student's needs.
3. To ensure Maori students are supported and engaged in their learning and are achieving educational success. Whanau will be supported in knowing their achievement of their children, their next steps and how they can support them in their learning.
4. All students including students with special needs will be supported in their learning so that they can make progress in relation to the New Zealand Curriculum by inclusive classroom support.
5. Reading, Writing and Maths will be key learning areas within the learning programme for all students. Teachers will use evidence based practices to plan for their students learning. Regular monitoring by management of student progress and achievement, together with the expectation of students meeting expected learning milestones will become priorities and part of regular review.
6. All students will show progress and achievement each year in relation to the National Standards. Base line data will be used as part of our self-review and reporting process together with the area of variance.

**Initiatives will we put in place to raise the National Standards Achievement levels of all children in 2017.**

1. Continue and strengthen our totally inclusive tier 1 teaching programmes in 2017.
2. All children who are either above National Standard or below National Standards will have personalised learning goals.
3. Most support programmes will operate inclusively with no withdrawal groups: - teacher aides, 1:15 and three COL positions.
4. In 2017, all planning will continue to be online and open to all teachers. An incidental benefit of this is that it is anticipated that teachers will improve their specific planning by exposure to the planning of others.
5. Prime Maths will be extended to the Year 2/3 Syndicate

## **MATIPO PRIMARY SCHOOL STRATEGIC PLAN 2017 - 2019**

### **NAG 1: Curriculum and Pupils**

STRATEGIC GOALS	2017	2018	2019
<p>1. <i>To raise levels of school achievement in Literacy, Numeracy and Writing; and to accelerate progress of all students who are below or well below the National Standard</i></p>	<u>Children Reading at or above N.S.</u>		
	Year 1 & 2                      90%		
	Year 3 & 4                      85%		
	Year 5 & 6                      85%		
	<u>Children Writing at or above N.S.</u>		
	Year 1 & 2                      95%		
	Year 3 & 4                      85%		
	Year 5 & 6                      85%		
	<u>Children Maths at or above N.S</u>		
	Year 1 & 2                      95%		
Year 3 & 4                      85%			
Year 5 & 6                      85%			
<p>2. <i>Classroom Practice</i></p>	<u>Classroom Practice</u>	<u>Classroom Practice</u>	<u>Classroom Practice</u>
	All teachers will demonstrate	All teachers will demonstrate	All teachers will demonstrate
	a) Strong engagement with children.	a) Strong engagement with children.	a) Strong engagement with children.
	b) Maintain high quality classroom environments.	b) Maintain high quality classroom environments.	b) Maintain high quality classroom environments.
	c) Run inclusive and reflective classrooms.	c) Run inclusive and reflective classrooms.	c) Run inclusive and reflective classrooms.
	d) Demonstrate a commitment to improving professional knowledge and skills.	d) Demonstrate a commitment to improving professional knowledge and skills.	d) Demonstrate a commitment to improving professional knowledge and skills.
	e) Provide formative feedback	e) Provide formative feedback	e) Provide formative feedback
	f) Implement best practice in literacy, numeracy and inquiry learning.	f) Implement best practice in literacy, numeracy and inquiry learning.	f) Implement best practice in literacy, numeracy and inquiry learning.

STRATEGIC GOALS	2017	2018	2019
<p>3. <i>Planning /Assessment</i></p>	<p>Refine and improve planning and assessment procedures</p> <ul style="list-style-type: none"> <li>• Maintain analysis tools NZCER</li> <li>• Introduce school wide planning template</li> </ul> <p>Provide COL Data</p>	<p>Refine and Improve planning and assessment procedure.</p> <ul style="list-style-type: none"> <li>• Maintain analysis tools NZCER</li> <li>• Refine school wide planning template</li> </ul> <p>Provide COL Data</p> <p>Review reporting formats to B.O.T. and community. Development of Oral Language assessment tools</p>	<p>Refine and Improve planning and assessment procedure.</p> <ul style="list-style-type: none"> <li>• Maintain analysis tools NZCER</li> <li>• embed school wide planning template</li> </ul> <p>Provide COL Data</p>
<p>4. <i>Attendance</i></p>	<p>Weekly attendance monitoring Termly Audits Proactive interventions as appropriate</p> <p>Maintain electronic rolls through MUSAC-EDGE</p>	<p>Weekly attendance monitoring Termly Audits Proactive interventions as appropriate</p> <p>Maintain electronic rolls through MUSAC-EDGE</p>	<p>Weekly attendance monitoring Termly Audits Proactive interventions as appropriate</p> <p>Maintain electronic rolls through MUSAC-EDGE</p>
<p>5. <i>Learning Support</i></p>	<p>To raise and extend the achievement standards of all children.</p> <ol style="list-style-type: none"> <li>1. To raise the achievement standards of all children not achieving the National Standard or at risk of not achieving. <ul style="list-style-type: none"> <li>• Maori</li> <li>• Pacific</li> <li>• Special needs</li> <li>• Gifted</li> </ul> </li> <li>2. Maintain inclusive, differentiated tier one teaching concept with inclusive support.</li> <li>3. To maintain and refine special needs register.</li> </ol>	<p>To raise and extend the achievement standards of all children.</p> <ol style="list-style-type: none"> <li>2. To raise the achievement standards of all children not achieving the National Standard or at risk of not achieving. <ul style="list-style-type: none"> <li>• Maori</li> <li>• Pacific</li> <li>• Special needs</li> <li>• Gifted</li> </ul> </li> <li>2. Maintain inclusive, differentiated tier one teaching concept with inclusive support.</li> <li>3. To maintain and refine special needs Register with the inclusion of those children at risk of not meeting National Standards.</li> </ol>	<p>To raise and extend the achievement standards of all children.</p> <ol style="list-style-type: none"> <li>3. To raise the achievement standards of all children not achieving the National Standard or at risk of not achieving. <ul style="list-style-type: none"> <li>• Maori</li> <li>• Pacific</li> <li>• Special needs</li> <li>• Gifted</li> </ul> </li> <li>2. Maintain inclusive, differentiated tier one teaching concept with inclusive support.</li> <li>3. Continue to evaluate and refine special needs register with the inclusion of those children at risk of not meeting National Standards.</li> </ol>

**NAG 2: Review and Documentation**

STRATEGIC GOALS	2017	2018	2019
<p>1. <i>To maintain an on-going programme of self-review</i></p>	<p><u>Annual:</u>            Smoking Policy            Protected Disclosure            EEO Policy            Check Teachers Registration</p> <p>Report to BOT on</p> <ul style="list-style-type: none"> <li>• Suspensions</li> <li>• Attendance</li> <li>• Emotional safety</li> <li>• Academic standards</li> <li>• Salary increments</li> </ul> <p>Cyclical Review</p> <ul style="list-style-type: none"> <li>• Community Consultation</li> <li>• Self-review</li> <li>• Legislation/admin</li> </ul> <p style="text-align: right;">} Gov</p> <ul style="list-style-type: none"> <li>• Maori</li> <li>• Health/P.E</li> </ul> <p style="text-align: right;">} Curriculum</p> <p>Review all policies            Review financial protocols</p> <p>Continued Parent Education Seminars</p> <ul style="list-style-type: none"> <li>• New Parents to school</li> <li>• Maths</li> <li>• Writing</li> <li>• Helping at home</li> <li>• National Standards</li> </ul>	<p><u>Annual:</u>            Smoking Policy            Protected Disclosure            EEO Policy            Check Teachers Registration</p> <p>Report to BOT on</p> <ul style="list-style-type: none"> <li>• Suspensions</li> <li>• Attendance</li> <li>• Emotional safety</li> <li>• Academic standards</li> <li>• Salary increments</li> </ul> <p>Cyclical Review</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Health &amp; Safety</li> <li>• Inquiry</li> <li>• The Arts</li> </ul> <p>Continued Parent Education Seminars</p> <ul style="list-style-type: none"> <li>• New Parents to school</li> <li>• Maths</li> <li>• Writing</li> <li>• Helping at home</li> <li>• National Standards</li> </ul>	<p><u>Annual:</u>            Smoking Policy            Protected Disclosure            EEO Policy            Check Teachers Registration</p> <p>Report to BOT on</p> <ul style="list-style-type: none"> <li>• Suspensions</li> <li>• Attendance</li> <li>• Emotional safety</li> <li>• Academic standards</li> <li>• Salary increments</li> </ul> <p>Cyclical Review</p> <ul style="list-style-type: none"> <li>• Property</li> <li>• Finance</li> </ul> <p style="text-align: right;">} Governance</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p style="text-align: right;">} Curriculum</p> <p>Continued Parent Education Seminars</p> <ul style="list-style-type: none"> <li>• New Parents to school</li> <li>• Maths</li> <li>• Reading</li> <li>• Helping at home</li> <li>• National Standards</li> </ul>

<p>2. <i>Reporting National Standards</i></p>	<p>National Standards Student Achievement Targets Set</p> <p>Annual Report to include student achievement progress against National Standards.</p> <p>And progress of children at risk of failing to meet National Standards</p> <p>Interim reporting on progress with the COL Project.</p>	<p>National Standards Student Achievement Targets Set</p> <p>Annual Report to include student achievement progress against National Standards.</p> <p>And progress of children at risk of failing to meet National Standards</p> <p>Interim reporting on progress with the COL Project.</p>	<p>National Standards Student Achievement Targets Set</p> <p>Annual Report to include student achievement progress against National Standards.</p> <p>And progress of children at risk of failing to meet National Standards.</p> <p>Interim reporting on progress with the COL Project.</p>
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### ***NAG 3: Personal and Professional Development***

<b>STRATEGIC GOALS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<i>Ongoing</i> <i>Writing</i> <i>Literacy</i> <i>Numeracy</i> <i>Assessment</i>	Assessment Science Technology NZC Principles COL	Reading Classroom Management Formative Assessment COL	Writing The Arts Health & P.E Year 2 of MST COL
<i>Annual emphasis</i>	Embedding key competencies Art Music PE  Embedded and maintained best practice from Maths and Literacy contracts	Embedding key competencies  Embedded and maintained best practice from Maths and Literacy contracts	Values Review key competences Review Inquiry Future Focussed Learning  Embedding and maintaining best practice from Maths and Literacy contracts

### ***NAG 4: Finance and Property***

<b>STRATEGIC GOALS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
1. <i>To allocate finance to reflect and support the practices and direction of the school.</i>	Prepare balanced budget Implementation of 5-year Property Plan	Prepare balanced budget Implementation of 5-year Property Plan	Prepare balanced budget Implementation of 5-year Property Plan
2. <i>To develop and maintain school facilities to reflect our operations and property plan</i>		Painting hall and north facing walls Replace concrete surfaces as specified.	Painting – rooms 14 – 19, Boiler Shed

**NAG 5: Health and Safety**

STRATEGIC GOALS	2017	2018	2019
1. <i>Annual Hazards Register identification and remedy</i>	1. Annual Hazards Register identification and remedy	1. Annual Hazards Register identification and remedy	1. Annual Hazards Register identification and remedy
2. <i>Building W.O.F. process</i>	2. Building W.O.F. process	2. Building W.O.F. process	2. Building W.O.F. process
3. <i>On-going playground and electrical wiring checks</i>	3. On-going playground and electrical wiring checks	3. On-going playground and electrical wiring checks	3. On-going playground and electrical wiring checks
4. <i>To comply with legislation to provide a safe physical environment for pupils and staff</i>	4. To comply with legislation to provide a safe physical environment for pupils and staff	4. To comply with legislation to provide a safe physical environment for pupils and staff	4. To comply with legislation to provide a safe physical environment for pupils and staff
	Playground safety audit	Review concrete, walkways, steps and decks.	Review Emergency procedures and all documentation
5. <i>School Building Systems and Features Manual kept up to date.</i>	On going	On going	On going
6. <i>Emergency procedures practiced each term</i>	On going	On going	On going

**NAG 6: Legal and Administration**

STRATEGIC GOALS	2017	2018	2019
<p>1. <i>To comply with all legislative and reporting requirements.</i></p>	<p>Length of school day .. .. year Attendance March/July Returns NESB verification Emergency Procedures</p>	<p>Length of school day .. .. year Attendance March/July Returns NESB verification Emergency Procedures</p>	<p>Length of school day .. .. year Attendance March/July Returns NESB verification Emergency Procedures</p>
<p>2. <i>To enhance the School's profile in the Community</i></p>	<p>Pre-school liaison Informative meetings for prospective parents Involvement in community projects Participation in cluster events Web writing group Information to Real Estate, Plunket, pre-school groups.</p>	<p>Pre-school liaison Informative meetings for prospective parents Involvement in community projects Participation in cluster events Web writing group Information to Real Estate, Plunket, pre-school groups.</p>	<p>Pre-school liaison Informative meetings for prospective parents Involvement in community projects Participation in cluster events Web writing group Information to Real Estate, Plunket, pre-school groups</p>
<p>3. <i>Continual improvement of services</i></p>	<p>Introduce transition to school and starter pack for New Entrants</p>	<p>Investigate establishing a registered pre-school</p>	<p>Re-design school prospectus</p>

## **ANNUAL ACTION PLAN AND REVIEW 2017**

NAG REFERENCE	WHAT	COST	WHO	EXPECTED OUTCOME	ACTUAL OUTCOME
<b>NAG 1</b>	<b>CURRICULUM AND PUPILS</b>				
<i>1.1 Improve student literacy, writing and numeracy and accelerate the progress of all students who are below or well below National Standards</i>	Rise in numeracy, writing and maintain reading achievement Inclusive differentiated teaching and personalised learning goals. Participation in the Te Atatu C.O.S.	\$90,000	All Staff	85% at/above. N.S - writing 85% at/above N.S - maths 85% at/above N.S - reading  Six Year net average Level 13  Pasifika pupils' expectation at whole school level by year 6	
<i>1.2 Development of Inclusive School Concept</i>	As above		All Staff	Rise and extend achievement in targeted children with data backup.	
<i>1.3 All Staff demonstrate high levels of classroom practice</i>	Strong engagement Strong classroom environment Commitment to on-going learning Inclusive practice		All Staff	Secure, safe learning environment with happy, confident children with emphasis on closely monitored learning programmes. All cultures feel safe, values and represented.	
<i>1.4 Learning Support Systems</i>	Inclusive practice concept including Maths Support Teacher (MST)		Teacher Aides, Extra Staff, SENCO MST	Learning support leading to improved learning outcomes for targeted children	
<i>1.5 Implement NZ Curriculum</i>	Implement NZC in all curriculum areas	\$1,750,000	Whole Staff	Inclusive Practice Better understood systems, practices and requirements	
<i>1.6 Refining National Standards</i>	Better Reporting to Parents- emphasis on plain language		Whole Staff	Better informed Parents	
<i>1.7 Attendance</i>	More consistent follow up of irregular attendance		Principal Attendance Officer	Better overall attendance	

NAG REFERENCE	WHAT	COST	WHO	EXPECTED OUTCOME	ACTUAL OUTCOME
<b>NAG 2</b>	<b>REVIEW AND DOCUMENTATION</b>				
<i>2.1 To maintain an on-going programme of self-review</i>	Annual Review Schedule Reporting to BOT Cyclical Reviews		Principal BOT SMT Staff	That all procedures and policies are in place.	
<i>2.2 National Standards</i>	Refinement of systems and reporting to parents especially moderation.		All Staff	That the BOT and community gets adequate and accurate information with plan language reporting.	
<i>2.3 Self-Review</i>	All areas of the school are subject to self-review - Annual Plan, Strategic Plan, Student Data, Cyclical Curriculum review, Health & Safety, Governance, Professional Development		Delegated Staff	That there be rigour in the review process leading to greater efficiencies and delivery	
<b>NAG 3</b>	<b>PERSONAL AND PROFESSIONAL DEVELOPMENT</b>				
<i>3.1 Professional development initiatives</i>	C.O.S. Inquiry Assessment Writing Future Focussed Learning	\$20,000	Whole Staff Principal SMT BOT	Enhanced capacity leading to better learning systems for children	
<b>NAG 4</b>	<b>PROPERTY AND FINANCE</b>				
<i>4.1 To allocate finance to reflect and support the practices and direction of the school</i>	Modern learning environments (MLE) from 5ya	\$500,000 5YA	Finance Committee Building Committee BOT Staff Principal	That the school operates efficiently and is well resourced and well maintained	
<i>4.2 To develop and maintain school facilities to reflect our operations and property plan</i>	Implement 5 YA Cyclical Maintenance Playground repairs	\$15,000	Building Committee BOT Principal	That the projects are completed	

NAG REFERENCE	WHAT	COST	WHO	EXPECTED OUTCOME	ACTUAL OUTCOME
<b>NAG 5</b>	<b>HEALTH AND SAFETY</b>				
5.1 Annual W.O.F. and hazards Registers completed	Legislation and remedy complied with	\$5,000	Property Staff Principal	High level of compliance and Remedy	
5.2 Playground and wiring checks undertaken	Playground and wiring checks undertaken	\$4,000	Caretaker/Electrician	High level of compliance and remedy	
5.3 To provide safe physical and emotional environment for children	Physical checks Health Services Teacher engagement Welfare Support	\$5,000	Principal Staff Caretaker BOT	That our children are happy, secure and protected	
<b>NAG 6</b>	<b>LEGAL AND ADMINSTRATIVE</b>				
6.1 To comply with all legislative and reporting requirements	All legislative and reporting requirements met		Principal	High degree of compliance	
6.2 To enhance school's profile in the community	Pre –school liaison Information meetings for parents  Involvement in community activities Web writing School info to community groups Local Advertising		Principal  Tamariki Syndicate Leader  BOT  Staff	Information distributed School profile maintained/heightened	

**MATIPO PRIMARY SCHOOL  
ANNUAL PLAN SUMMARY 2017**

**NAG 1 – Curriculum**

- Continue to raise school achievement for all.
- Continue to build confidence and knowledge in the OTJ process, specifically reading.
- Continue accelerated learning contracts in literacy (writing) and maths through COL.
- Specific targeting children 'Well Below NS' (1<sup>st</sup> priority) and 'Below NS' with personalised learning goals and targeted support
- Collaboration in-school and across schools with Te Atatu COL

**NAG 2 - Review /Documentation**

- BOT
- Curriculum
- Check teacher registrations
- Annual reports to BOT and MOE
- Termly attendance audits
- Health and Safety inventory
- Compliance with legislation inventory

**NAG 3 - Personnel/Professional Development**

- BT Induction
- PLG process
- COL development in
  - Maths
  - Writing
  - Pasifika
  - Junior Priority Learners

**NAG 4 - Finance & Property**

- Replacement of Playground

**NAG 5 - Health & Safety**

- Hazard identification
- Electrical checks
- Building WOF
- Playground equipment check and remedy

**NAG 6 - Legal Requirements**

- Charter and reporting
- Check staff registrations and staff police vets
- Revise protected disclosure policy
- Reporting to board
  - Suspensions
  - Attendance
  - Emotional safety
  - Academic standards
  - Salary increments

Term Dates - 2017

T1 2 Feb – 13 Apr  
T3 24 Jul – 29 Sep

T2 1 May – 7 Jul  
T4 16 Oct – 15 Dec

## **NEP 5 IMPROVING OUTCOMES FOR STUDENTS AT RISK**

<b>Objective</b>	<b>2016 Actions</b>	<b>2017 Actions</b>	<b>2018 Actions</b>
<p><b>Identify students and groups of all students</b></p>	<p>Effective summative and formative assessment practices will continue to identify, monitor and support students who are at risk academically.</p> <p>To raise the rate of progress for all students identified at risk of not achieving the National Standard in reading, writing and maths.</p> <p>To increase the number of students achieving at or above the National Standard in reading, writing and math</p> <p>Children who have special needs in literacy (Davis method), including dyslexia, will be identified and support programmes will be identified and implemented for them in years 1 – 3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers within class programmes. Support programmes will be delivered in collaboration with other teachers/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require attention will be identified, actioned and monitored in literacy and numeracy.</p>	<p>Effective summative and formative Assessment practices will continue to identify, monitor and support students who are at risk academically.</p> <p>To raise the rate of progress for all students identified at risk of not achieving the National Standard in reading, writing and maths.</p> <p>To increase the number of students achieving at or above the National Standard in reading, writing and math</p> <p>Children who have special needs in literacy (Davis method), including dyslexia, will be identified and support programmes will be identified and implemented for them in years 1 – 3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers within class programmes. Support programmes will be delivered in collaboration with other teachers/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require attention will be identified, actioned and monitored in literacy and numeracy.</p>	<p>Effective summative and formative Assessment practices will continue to identify, monitor and support students who are at risk academically.</p> <p>To raise the rate of progress for all students identified at risk of not achieving the National Standard in reading, writing and maths.</p> <p>To increase the number of students achieving at or above the National Standard in reading, writing and math</p> <p>Children who have special needs in literacy (Davis method), including dyslexia, will be identified and support programmes will be identified and implemented for them in years 1 – 3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers within class programmes. Support programmes will be delivered in collaboration with other teachers/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require attention will be identified, actioned and monitored in literacy and numeracy.</p>



## *COMMUNITY PARTNERSHIP*

**Pacifica Parents Network**  
**After School Care**  
**Music Education Centre**  
**Learning Expo Days**  
**Christmas on the Green**

'The Parent Centre'  
One Stop Shop  
Pre-School Liaison

## REPORTING ON NATIONAL STANDARDS

2016

### Comparative Data

Comparing out results between 2015 and 2016 show a slight decrease in reading and writing and a small increase in maths. We have attributed this decrease in reading and writing to our professional development undertaken in 2015 to increase the reliability and validity of National Standards and Overall Teacher Judgement. While the results are down slightly we are pleased that the added rigour that is now the norm for our Overall Teacher Judgement making the National Standards results more valid.

Table 1: At or Above National Standard						
	<u>Reading</u>		<u>Maths</u>		<u>Writing</u>	
	2015	2016	2015	2016	2015	2016
All	89.4%	87.2%	86.9%	87.2%	86.7%	85.4%
Maori	81.8%	82.5%	81%	81.7%	82.7%	76.6%
Pacific	80.4%	82.7%	69.5%	78.9%	73.9%	80.8%

### 2016 Initiative

In 2016 the school made as a priority professional development for teachers to development their knowledge around OTJ judgements to make sure that there was validity and reliability in the judgements that the teachers were making. In terms 1 & 2 staff meetings were set to look at, moderate and discuss how OTJ's were made. We consulted with other schools on their understanding as well as making use of the videos on TKI to help with our development. In professional learning groups readings were assigned and results and ideas bought back to further discussion at next staff meeting. With this professional development we believe our OTJ judgements are far more reliable than they were in the past. An offshoot of this has been a closer more robust look at assessment across the school. This will carry on in 2017 to make sure that we embed OTJ judgements.

# Analysis of variance 2016

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Our 2016 target was to raise the rate of progress in all National Standard areas of all children to being at or above standard by 85%. The target was achieved this was in part due to closer scrutiny and monitoring of the Overall Teacher Judgement and the moderation processes in writing as well as the added professional development in moderation and being in the second year of MST. We know believe that the figures below are a true indication of achievement.

Reading	87.2%	at or above
Writing	85.4%	at or above
Maths	87.2%	at or above

Maintaining the 85% plus achievement level will be our 2017 emphasis with a larger focus on priority learners and raising the Maori and Pacific achievement levels to be on par with age cohort and all data.

2016 saw Maori at 81.7%, 82.5%, 76.6% for Maths, Reading and Writing. The Writing has identified a very weak area will be targeted in 2017. Pacific results saw 78.9%, 82.7%, 80.8% for Maths, Reading and Writing respectively. Pacific achievement increased significantly in maths and writing in particular.

# 2016 ACHIEVEMENT TARGET

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Target: To raise achievement

## Children Reading at or above N.S.

Year 1 & 2	85%
Year 3 & 4	85%
Year 5 & 6	85%

## Children Writing at or above N.S.

Year 1 & 2	85%
Year 3 & 4	85%
Year 5 & 6	85%

## Children Maths at or above N.S

Year 1 & 2	85%
Year 3 & 4	85%
Year 5 & 6	85%

## Rationale:

After consistently reaching a target of 85% of all children reading at or above National Standard for the last 4 years we have decided to remain on this target for achievement and to also target priority learners to reach these 85% targets as well.

## How:

Each class will have targeted groups in each of these areas. These groups will contain all children not yet at the 85% target level. We will continue in service in consistent and reliable data gathering and tier 1 teaching. Tier 2 teaching will be used within the class environment and any withdrawal programmes will only be in the afternoon and will be on top of standard classroom programme.