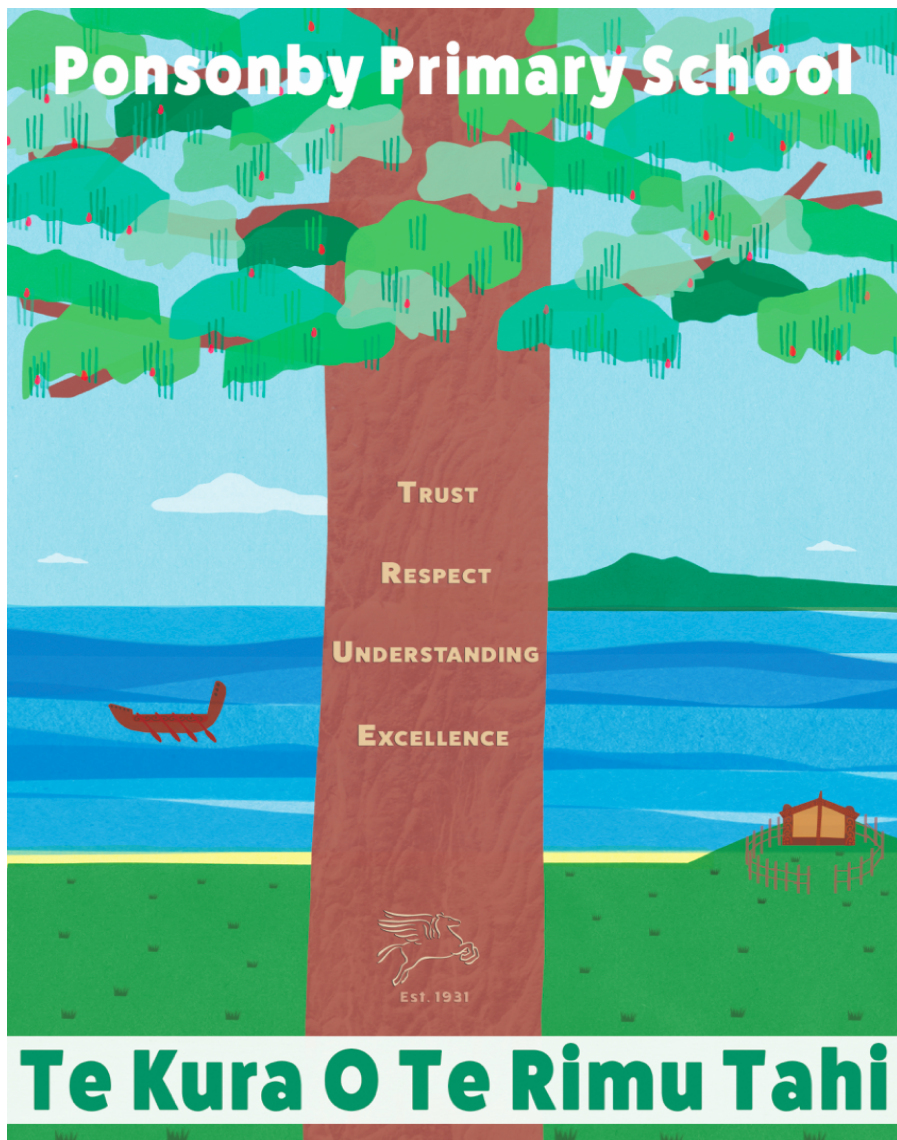


**Ponsonby Primary Students Trust, respect, understand and strive for personal excellence
Nga Ākonga o te Kura o te Rimu Tahī ka whakawhirinaki, ka whakaute, ka mōhiohio, ka ngāna ki te angitu whaiaro**



Trust: The importance of doing what I say I believe in and following through on commitments made. Integrity and honesty is demonstrated throughout my time at Ponsonby Primary School.

Respect: For your own and others' cultures, property and the environment. Respect is being kind to myself and my peers, respect is feeling good about myself, respect is listening to others and their ideas, respect is treating others nicely, respect is treating my surroundings and objects nicely and taking care of them.

Understanding and empathy towards others: Putting myself in the shoes of others, to understand how they feel and who they are. I understand and accept differences through an empathetic approach.

Excellence: Being the best that I can be, through an ongoing commitment to learn, grow, and strive for excellence in everything I do. Self-reflection and an earnest desire to continually improve is an integral component.

The Rimu in the foreground represents growth, strength and resilience. The red berries on the tree show it is still growing and giving new life. The grass behind the tree represents the school field, a place where the children come together (a place of belonging). The moana is the Waitematā Harbour with the waka, Māhuhu-ki-te-rangi, navigating its way through, representing the journey we are on together towards implementing our localised curriculum. Te Koraenga (our headland) is in the background signifying the Māori Pā, Te Okā. Along with Rangitoto, a visual icon of Auckland and a place that is special to all our students

Future Focussed 21st Century Learner:

He akonga arotahi a meake nei

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

The New Zealand Curriculum

Ministry of Education (2007), p.9

Strategic Goal 1 : To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment.

How:

- Student centered, creative learning opportunities that develop: Problem solving, critical thinking, creativity
- Each student experiences learning in practical life skills including self-sufficiency with key competencies/school values integrated at all levels of school life
- Holistic education
- Professional Learning - building capacity of learners: working with Lucie Cheeseman regarding effective Maths teaching practices and with Matt Hart and Morgan Johnston, developing an integrated STEAM program into our curriculum. Through this we are giving our students real depth in developing 21st century skills.

The impact on our students from Covid 19 has shown significant impact on our Data, in particular the achievement of our children in maths. We see that promoting 21st century learning skills (critical thinking, problem solving and collaboration) will help our students in this area.

Collaboration and Relationships:

Mahi ngatahi

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

The New Zealand Curriculum

Ministry of Education (2007), p.9

Strategic Goal 2: To provide and promote educational relationships and partnerships that enhance student learning and enrich opportunities for students to become confident, connected, empathetic, actively involved, lifelong learners.

How:

- Support, foster and provide equal learning opportunities for all.
- Teach and learn together; We will inquire and learn together in ways that are fun and rewarding, within the classroom and beyond, through an integrated local curriculum.
- Our Yr 5 & 6 children focussing on development of leadership skills through student coaching. To grow leaders (Rangatira), the Yr 6 Students will be working in the following groups:
 - House Leaders
 - Students as coaches
 - Cultural Toa
 - Health & Wellbeing
 - Sustainability
- Creating a curriculum that gives our Tamariki the skills and opportunities to work together in a collaborative way through math, reading, writing, inquiry while also providing a broad curriculum (achieved through our Arts/Thursday Programme)
- We will continue to build and maintain positive relationships and partnerships between school, home and the wider community to enhance teaching and learning and the community perception of Ponsonby Primary (Te Rimu Tahī)
- Key competencies and school values are consistently evident in the actions of our students throughout their time at PPS.

Our aim is to develop collaborative life long learners who maximise their potential

Well Being and Inclusivity

Te waiora me te whakakotahi

"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."

The New Zealand Curriculum

Ministry of Education (2007), p.9

Strategic Goal 3: To promote the health and wellbeing of all our students through the introduction of robust systems to monitor, support and improve their hauora, now and into the future. Through Wellbeing and Inclusivity we are also building resilience within Ponsonby Primary School.

How:

- Create a healthy, safe and happy environment that fosters our holistic well-being (Mason Duey- Hauora)
- Promoting and building resilience and personal well being
- All children at Ponsonby Primary School will feel valued by their teachers and peers
- All children will experience personal success and are happy to be at school
- Self identity

What will we be doing to implement Wellbeing and Inclusivity in our school.

- Yr 6 leadership model, Well Being ambassadors implementing various activities through the school
- Mindfulness: practice mindfulness throughout the school
- Gratitude: we practice gratitude by noticing the positives that exists around us, by being thankful for things, places and people in our lives
- Empathy: Put ourselves in the shoes of others to feel and see what they are. We practice this by being linked to each other.
- Continue to monitor students wellbeing through surveys and also the Intervention register

Key competencies and school values are consistently evident in the actions of our students through out their time at PPS

Cultural Capability

Te maarama ahurea

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

The New Zealand Curriculum

Ministry of Education (2007), p.9

Strategic Goal 4 : is valuing understanding and respecting various perspectives and cultural backgrounds, particularly our own bi-cultural heritage. Creating a localised curriculum that has an emphasis on cultural capability and diversity

How:

- Celebrate the cultural diversity unique to our Kura.
- Embrace the diverse cultures and histories of our community through a local curriculum lens.
- Provide an inclusive learning environment where we celebrate and encourage individual talents and identities.
- All cultures within the school are valued and accepted through active encouragement of an inclusive school culture and ethos. Staff members ensure that students from all cultures are treated with respect and dignity and actively work towards maximising the potential of each student.
- Developing awareness and understanding of the cultures and history around Aotearoa and our local area in our staff.
- Honouring the Treaty in our school wide context through our local curriculum and experiences e.g. Matariki, Kapa Haka, Marae stays
- Using research from Sharratt and Fullans work “Faces to the data” around knowing our students.
- Morgan Johnston (WST COL) resourcing and providing PD with staff for Te Reo and Te Ao Māori practices through a localised curriculum lens
- Connecting with our Local iwi

Ponsonby Primary is committed to the Tiriti O Waitangi
Te Rimu Tahī

“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 Māori me ona tikanga.”

The New Zealand Curriculum
Ministry of Education (2007), p.9

We recognise the treaty by incorporating it into all aspects of our school including, governance, structure and practice. In an education context.

We acknowledge the principles of the Treaty of Waitangi, by providing students with opportunities to acquire knowledge of Te Reo Māori me o nga tikanga (The Māori Language and its Customs).

Acronym that represent our values as a school: TRUE is based around “Steadfast and True”

Our vision and visuals will be one page which shows a Rimu Tree as this represents Ponsonby Primary (Te Rimu Tahī te kura).

The Rimu at the centre foreground (which refers to our past history), red berries on the tree to show it is still growing and giving new life. The grass behind the tree represents the school field, a place where the children come together and play. The sea is Waitemata Harbour with the Waka Māhuhu-ki-te-rangi navigating it's way through. And Rangitoto in the background, a visual icon of Auckland and a place the children go to in year 4 working together to get to the top.

Values for 2021 - 2024

Trust: As a school, the importance of doing what you say you believe in, following through on commitments made, integrity and honesty is demonstrated.

Respect: for self, others/cultures, property and the environment: is being kind to myself and my friends, Respect is feeling good about myself, Respect is listening to others and their ideas, Respect is treating others nicely, Respect is treating my surroundings and objects nicely and taking care of them.

Understanding empathy towards others : To put ourselves in the shoes of others to understand how they feel and who they are . We practice this by being a link to each other.

Excellence: To be the best that we can be, through an ongoing commitment to learn, grow, and strive for excellence in everything we do. Self-reflection and an earnest desire to continually improve is an integral component.

Strategic Goal 1 : To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment.

| Strategic Initiative | Actions | Measures | RA (Responsible/Accountable) | When/Timeframe |
|---|--|---|------------------------------|---|
| <p>Developing a Future Focussed Curriculum</p> <p>Developing 21st Century learning skills to prepare students for the future through a curriculum that allows our students to develop skills around curiosity, critical thinking, collaboration, Innovation, communication.</p> | <p>Morgan our WST will be leading our staff through developing a local curriculum through staff meetings and also in collaboration with Matt Hart. Also Morgan will be working with Matt around STEAM and how this can be incorporated in the classroom practice. Planning templates with a focus on School Values, 21st Century learning capabilities with STEAM integrated into the learning</p> | <p>21st century skills and values embed in all areas of the curriculum (Integrated approach) not taught in SILO</p> <p>Survey at the begging of the year around how students can assess where they are with their 21st learning skills and then also undertake the same survey in Term 4 Data can be used to inform future learning needs</p> | <p>SLT/WST/AST</p> | <p>2021,2022, 2023 Survey Term 1 Survey Term 2</p> |

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| | <p>of Inquiry learning.</p> <p>Developing a Local curriculum that ensures our students are exposed to authentic learning that encompasses 21st learning skills but also links to our school values (TRUE). This will be achieved through an Inquiry based teaching pedagogy with a focus around our Local Curriculum.</p> <p>Created twice a year where students are sharing their experiences to the BOT, community, student and teachers around their learning e.g. a STEAM day of sharing, Science Fair</p> | <p>Evidence in teacher planning that they trailing different practice with a focus around innovation Eg STEAM</p> | | |
| <p>To promote high quality and teaching practices in mathematics and creative problem solving</p> | <p>To work with outside agencies and Teachers expertise for instance Lucie Chesseman (CORE Education, Matt Hart (Creative innovative problem solvers, Morgan Johnston, Local Curriculum) to give our teachers the capability to develop their capabilities around a local</p> | <p>Seeing a 5% increase for children who are setting within and moving them to above in Maths, Reading and Writing</p> <p>Team leaders ensuring that is evident in teachers planning</p> <p>Using the BIF process</p> | <p>SLT Team to look at data</p> <p>Team Leaders</p> | <p>Ongoing</p> <p>Ongoing</p> |

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| | <p>curriculum with also the emphasis on how to develop 21st learning skills in a classroom setting and have authentic experiences to incorporate their skills to make a difference to the world.</p> <p>Lucie to work with teachers to introduce and develop their mathematical capabilities and pedagogical approaches. Support teachers to develop authentic contexts for learning for students.</p> <p>Matt Hart working with staff to develop creative problem solving capabilities with staff and then introducing this into the classroom setting. Using the BIF format that will develop creative problem skills. .</p> | <p>capabilities in the classroom</p> <p>Through working with Matt Hart and Lucie Cheeseman we will see: Innovative practices are implemented to develop talents and passion</p> <p>For our students to become more self directed, purposeful, and in control of their learning.</p> | WST | |
| Knowing your past before you know your future | Local curriculum that reflects the history of the local area with a focus around the past and present. Looking at how climate and the environment changes. | <p>This integrated into all curriculum areas; Maths, Reading, Writing, STEAM</p> <p>Localised curriculum that reflects the past, present and future</p> | Morgan, SLT and Teachers | <p>Term 1 developing the capabilities and skills through Morgan and Matt Hart.</p> <p>Term 2 focus area so we integrate into our learning progs.</p> |

Strategic Goal 2: : To provide and promote educational relationships and partnerships that enhance student learning and enrich opportunities for students to become confident, connected, empathetic, actively involved, lifelong learners.

| Strategic Initiative | Actions | measures | RA (Responsible/Accountable) | When/Timeframe |
|--|--|--|---|---|
| <p>To deliver future focused learning that has strong links connecting the past to the future.</p> | <p>Our WS School Teacher Will inspire and support teachers to develop an inquiry learning model that will investigate and explore our Rimu Tahī.</p> | <p>Akongā has a common language and an renewed understanding of our Rimu Tahī.</p> <p>Links will be made from the past to the future. Through qualitative data and student voice.</p> <p>Understanding of our provided opportunities to engage in real life learning contexts. This will be measured by evidence in planning evidence in syndicate collaborative planning and SLT meeting minutes.</p> | <p>Across School Teacher and SLT team</p> | <p>By the end of 2021 Akongā will have an understanding of our local history and heritage.</p> <p>By the end of 2022 Our local history and Values and Rimu Tahī will be embedded.</p> |

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| <p>Incorporate real life contexts through our STEAM initiative/Inquiry learning/ Developmental/ Student Agency.</p> | | <p>Evidence in teachers planning that our localised curriculum is being assessed and is a valuable framework for collaborative planning</p> | <p>Across School Teacher and SLT Team</p> | <p>By the end of the year all Akonga will be able to articulate the underpinning values of Rimu Tahī.</p> |
| <p>Grow a shared understanding of Akonga's different learning styles and an increased focus on children's mental health wellbeing.</p> | <p>Learning Support Register Dyslexic Register Increased awareness of underpinning issues that may affect Akonga well being and learning.</p> | <p>Develop and maintain the Register. Termly staff meetings focused on different learning styles and how best to meet children's differing needs and mental health.</p> | <p>SENCO</p> | |
| <p>Grow a shared understanding of the practise of coaching throughout the school</p> | <p>Growth Model Coaching Kids Coaching Kids initiative</p> | <p>Triangulated Model of coaching Evidence in Teacher's portfolio of practise of Coaching conversations that have been conducted.</p> | <p>All Teachers</p> | <p>By the end of 2021 Akonga will have an understanding of Kids Coaching Kids. By the end of 2023 the way of coaching will be embedded.</p> |

Strategic Goal 3: To promote the health and wellbeing of all our students through the introduction of robust systems to monitor, support and improve their hauora now and into the future. Through Wellbeing and Inclusivity we are also building resilience within Ponsonby Primary School.

| Strategic Initiative | Actions | Measures | RA (Responsible/Accountable) | When/Timeframe |
|--|--|---|--|------------------------------------|
| Investigate ways to measure and evaluate wellbeing at Ponsonby Primary School. | Research ways in which schools and organisations measure and evaluate wellbeing. | Develop initiatives that target the needs of Ponsonby Primary ākonga and kaiako. NZCER wellbeing survey | WST Wellbeing (Sarah) | T1 |
| Grow a shared understanding of Wellbeing for our Ponsonby community. | Collect baseline data and create a shared definition and goals for well being at Ponsonby Primary. - Link school vision to definition. Gather comparative data in Term 4 to gauge effectiveness | Definition of wellbeing is created for our school. Through our students, teacher and community. | WST Wellbeing (Sarah) SLT team | T1 T4 |
| Implement Wellbeing programmes in the School community. | Research, develop and implement student and staff programmes to strengthen Wellbeing. - Staff PD is provided around new wellbeing initiatives (external and internal). - A bank of resources is developed for staff use. | Teachers are trialling initiatives in class. (The Resilience Project TBC) Teachers and students can use the common language of wellbeing initiatives such as Growth Mindset language, Mindfulness terminology. Shared Google Drive resources. Integrate Well Being messages whenever | WST Wellbeing (Sarah) SLT implementing alongside the school values Nanette (Wellbeing Mentors) | T2 - 4 T1 - 4 T1 - 4 |

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| | <p>- Wellbeing is explicit within the school vision, values, in the newsletter, messages over the Daily notices etc.</p> <p>- Student leadership group (Wellbeing mentors) running initiatives around Wellbeing e.g, Yoga for kids, lunchtime sport/ craft activities</p> | <p>possible. Align e to school vision TRUE: Trustworthy, Respectful, Understanding and Excited learners.</p> <p>Student leadership group producing initiatives for their peers in Wellbeing.</p> | | <p>T1 - 4</p> <p>T2 - 4</p> <p>Ongoing</p> |
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Strategic Goal 4 : is valuing understanding and respecting various perspectives and cultural backgrounds, particularly our own bi-cultural heritage.

| Strategic Initiative | Actions | measures | RA (Responsible/ Accountable) | When/Timeframe |
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| Determine Ponsonby Primary tikanga. | Establish the protocols (kawa) associated with pōwhiri, staff meetings, hui's and whole school assemblies and document them in the Te Reo Māori section of our local curriculum. | Staff are familiar with and follow the protocols set out in the Ponsonby Primary School Curriculum. | SLT | Ongoing |
| Develop and implement a sustainable Ponsonby Primary Māori Curriculum. | <ul style="list-style-type: none"> - Te Reo is integrated across the curriculum. - Te Reo is used by teachers and children throughout the day as greetings, commands. - Use Ka Hikitia and Tātaiako as a guide for developing our Māori curriculum. - Board complete Hautū: Cultural Responsiveness Self Review tool for Boards of Trustees. | <ul style="list-style-type: none"> - Te Reo is evident in all areas of planning and programmes are evaluated in the term reflection. - Increased use of Te Reo Māori by all children and teachers and focus sentences or commands are on display. - The principles of Ka Hikitia and Tātaiako are visible in our programmes across our school. - Complete self review section for: Leadership, Representation, Accountability, Employer Role and implement recommendations. | <p>Syndicate leaders twice a year through attestation..</p> <p>Evidence through Appraisals</p> <p>SLT</p> | <p>Terms 1 -3</p> <p>Term 4</p> |
| School environment will reflect biculturalism. | Signage in Te Reo will be throughout each teaching space and the school. | <p>Feel, see and hear Te Reo in the classroom.</p> <p>- Evidence in Long Term Planning</p> | SLT | |

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| | <p>- Evidence of use of Māori resources.</p> <p>- Use of Te Reo is evident in all communications within our community including the morning notices, weekly pushout, website, assemblies.</p> | Te Reo Māori is evident in relevant forms of communication. | Syndicate leaders | |
| Teachers will develop use of Te Reo Māori. | <p>Ongoing professional development in Te Reo Māori for all teachers.</p> <p>Expectation that Te Reo becomes part of daily practice in all classrooms and settings within School.</p> <p>All staff (including support staff) have opportunities to learn and use waiata and simple greetings and commands.</p> | <p>Te Reo/Tikanga sessions in our Friday Focus</p> <p>Teacher resources created and shared in the Te Reo Māori folder in the shared Google drive are used as part of class programmes.</p> <p>All Staff are familiar with our school waiata Te Rimu Tahie</p> | <p>Morgan/Julia</p> <p>All teachers</p> <p>SLT</p> | Ongoing |
| Build strong connections to our Māori community. | <p>Explore different ways of building connections and involving local iwi and whānau in school events.</p> <p>Hold a hui/fono with our Pasifika and maori families to engage in their views on needs for our ākonga</p> | <p>Engage and contact with a local Kaumatua and local iwi to work with the school for guidance around area protocols.</p> <p>Implement new initiatives with the guidance of our Kaumatua/local iwi.</p> | <p>SLT/Morgan Johnston</p> <p>SLT/Morgan Johnston</p> | <p>T1</p> <p>T1</p> |
| Build capability of all teachers of | SLT to attend Tapasā professional development and learning | Workshop guides our PD direction for our staff. | | |

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| <p>Pacific learners by working through Tapasā Cultural Competency Framework.</p> | <p>workshop.</p> <p>Look at the Tapas Document</p> <ul style="list-style-type: none"> - Hold a hui/fono with our Pasifika and maori families to engage in their views on needs for our ākongā - Access expertise within our parent and wider community to share identity, language and Culture. - Celebrate and share the cultures of our Pasifika children. | <ul style="list-style-type: none"> - Dedicate SLT meetings to unpacking Tapasā and begin to implement. - Relationships are developed with our Pasifika families. - Strengthened parent involvement. - Implement new initiatives. | <p>Sanjay/Morgan/ Francis</p> <p>SLT</p> | <p>T1</p> <p>T1</p> |
| <p>Celebrate the Cultural diversity at Ponsonby Primary School</p> | <p>Celebrate and share the cultures of all children.</p> <p>Celebrations of various cultural events held throughout the year, led by our Student Cultural Toa alongside Staff rep.</p> <ul style="list-style-type: none"> - Investigate and plan to hold a whole school cultural event. | <p>Cultures are represented visually and verbally across our school.</p> <p>Specific cultural events/ language are celebrated throughout the year. Eg. Maori Language week/various language weeks, matariki, diwali, chinese new year etc.</p> <ul style="list-style-type: none"> - Host a cultural event where all cultures are celebrated, students are proud, confident and willing to share. | <p>Morgan Johnston/SLT</p> <p>Morgan Johnston/SLT Student Cultural Toa</p> <p>Morgan Johnston/SLT</p> | <p>T1 - T4</p> <p>T1 - T4</p> <p>T3</p> |

| Goals for Board Review and Governance | | | |
|--|---|---|---|
| Strategic Initiative | Actions | Measures | RA (Responsible/ Accountable) |
| School Property | Property: to develop and maintain property as required | <p>Begin the 3 classrooms upstairs refurbishment this year</p> <p>Staff room upgrade- cabinetry, sinks and storage. Look into writing a business case to the MOE</p> <p>Cleaning gutters around the whole school</p> <p>Fixing the leak in Rm 5</p> <p>Cover on the swimming pool</p> <p>Movable structure to create workable sandpit</p> <p>Sickbay upgrades</p> | BOT (Davida Dunphy Property) / Sanjay/ Project manager (Gilbert Wallace) |
| Health and Safety | Health and Safety: To provide a safe and physical environment for the school and community | The Health and Safety committee led by Susan Robins, will strengthen our reporting and review plans as per the Health and safety in the workplace using Safe 365 - our 2019 Health and safety online tool. We measure through Incident reports and hazards registers through the 365 H&S app. | Susan/Sanjay |
| Finance | Allocate available funds to meet charter goals. Lobby for more funding for decile 10 school | <p>Continue to seek parent support through donations and 3 fundraisers. Allocate government funds to curriculum and school day to day needs that will meet the charter goals.</p> <p>Measured through monthly finance reports</p> | BOT (Lisa Crooke, Justin Edgar) /Sanjay |
| Policy review and development | School Docs | As per the School Doc schedule. Linked to the Board review schedule that underpins the work of the Board. | BOT/Sanjay |
| Legislative needs | As per government legislative requirements | | |

Annual Plan 2021

| Our Key Goal Areas for 2021 | Actions and Outcome expectations that are Reviewable | Resourcing/Budget Needs |
|--|---|--|
| <p><u>Teaching and Learning Goal</u></p> <p>Localised curriculum that focussed around developing 21st learning capabilities for our students. Developing these skills through all core curriculum areas through a S.T.E.A.M lens which continues to grow a board curriculum for students. Eg ensuring all children access a broad curriculum.</p> <p>My Time programme</p> <p>School art show development</p> <p>Music workshops and extension</p> <p>Performance choir</p> <p>In Our Beat - inner city event</p> <p>Music competitions</p> <p>Developmental in juniors with a greater push into activities to grow creativity.</p> <p>Learner agency and wellbeing a key school focus- to include better understanding and valuing student voice in the learning through continued development of staff coaching and the development of student coaching.</p> | <p>Support teacher WST Morgan Johnston and SLT team working Matt Hart around developing a prog through BIF to develop capability for students around 21st learning skills</p> <p>Build student leadership capability for our year 6 students through a leadership lens. All children in Yr 6 will be allocated to groups. Each group will be focusing on developing leadership skills.</p> <p>Continue shifting the locus of control over time- more to the student. Through an explicit 2021 focus on Maths problem solving inquiries (Whole school) and My Time programmes for year 3 to 6 children. This will be achieved through Sarah/Lauren and Lucie Cheseman who will be working with the school around collaborative learning. Also working with Matt Hart around shifting the locus of control which will a whole school Initiative</p> | <p>Resources to meet the requirements to develop a localised curriculum with a focus around 21st learning capabilities through STEAM. Morgan will be leading this area through staff meetings and external PLD with Matt Hart who is a parent who has a wealth of expertise in this area. We are involved in Pilot Prog “The Prog is called BIF” focus will be around creativity, imagination and human problem solving.</p> <p>Lucie Cheesman working with staff-to further develop problem solving and working on collaborative thinking skills</p> <p>Roween Higgle Education Group working with staff on coaching as part of MOE wellbeing project upskilling.</p> |

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| <p>Continue Assessment for Learning' (AFL) principles further developed with staff and students to enhance even further staff knowing 'our children/ākonga'.</p> <p>Upskill Kowhai Teachers around student coaching capability this will be run through the Education Group which is funded through our School Pld.</p> <p>Year 1 and 2 to continue growing the zones of regulation.</p> <p>Review how children/ ākonga feel about their learning and wellbeing.</p> | <p>Guide the junior students/ākonga to make good choices and look at ways we can grow their voice in the classroom.</p> <p>Well- being NZCER survey Year 4- 6 data (Col initiative free to school 2021- S.Radcliffe)</p> <p>Continue with clear pathways of expectations for behaviour linked to PB4L explicit behavioural outlines (part of school parent review 2019) and student coaching development.</p> <p>Analysing the data from the NZCER wellbeing survey/ Intervention Register through discussion at syndicate meetings</p> | <p>NZCER survey (no cost) Intervention Register</p> |
| <p>Wellbeing and Inclusivity</p> | <p>All children's identity to be celebrated. Continue to learn from the Col's - Tiriti O Waitangi partnership model.</p> <p>The Yr 6 Cultural Toa leaders will endeavour to celebrate and embrace each culture. As a school we plan, prepare and ensure that there are many opportunities and events throughout the school year for students to take part and learn more about the wonderful array of cultures that make up PPS.</p> <p>Looking at introducing a mindfulness or</p> | <p>Sarah to look into the NZCER wellbeing Survey this will be of no cost.</p> <p>Morgan/SLT team and using our local community to embrace our cultural needs. As a school we develop a closer relationship with our local Iwi. Work with Reweti Marae to develop this.</p> <p>Referring to the following model and how all</p> |

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| | <p>resilience Prog from Yrs 1 - 6 also look at Te whare tapa whā model, physical, emotional and well being of our student.</p> | <p>walls need to be strong.</p> <p>https://www.healthnavigator.org.nz/healthy-living/t/te-whare-tapa-wh%C4%81-and-wellbeing/</p> |
| <p>To provide and promote educational relationships and partnerships that enhance student learning and enrich opportunities for students to become confident, connected, empathetic, actively involved, lifelong learners.</p> | <p>In depth data analysis- Looking for trends/ needs/ ways to extend students and support target children based on data.</p> <p>Teaching and learning plans informed by assessment data- observable in teaching inquiry goals and knowledge of students- Faces to the Data Boards for teams to reference.</p> <p>Review the relevance/ validity and usefulness of data on etap then continue to grow ETAP capability.</p> <p>Aim to streamline the data collected and collated so that more data is online and more accessible, understood, by staff, students, parents and board</p> <p>Consistency shown through moderation of reading, writing and maths. Full school writing 3 3 per annum.</p> <p>Mathematics in 2021 is to continue develop a consistent school wide framework for delivery and assessment</p> <p>Continue to monitor our fragile students from Yr 2-6 Reading and Maths</p> | <p>PAT tests \$ 6000- paper for everyone in term1 and online year 5 & 6 term 3 this amount will cover: PAT/ E-Asttle/Gloss/ Jam/ Basic facts/ Probes</p> <p>External form NZCER to go over and look at someone from NZCER to the world with Yr 3-6 teacher around looking at analysing data and how this can best be used for next learning steps for students.</p> <p>Assessment Budget \$10,000</p> <p>Reading Recovery cost to school 3 hours 45 minutes a week \$26, 000 per annum</p> |

