

NORTH STREET SCHOOL ANNUAL PLAN 2023

Teaching and Learning Programme		Professional Development	
Teaching and Learning Programmes Development		Human resources, Staffing, Professional Development, Performance Management	
<ul style="list-style-type: none"> • Our students will develop into positive, connected and engaged explorers of their learning. • Teacher Effectiveness in Mathematics and Literacy • Learning Support Coordinator model supporting the upskilling and development of teacher assistants. • Review and implement the current inquiry model and process to focus around Aotearoa NZ histories curriculum and to develop students' capacity to use their 'Backpack for Learning.' • Develop and strengthen collaborative learning models to enhance student learning • Implement training across the refresh of the NZ Curriculum. • Provision of greater outdoor education opportunities through school camps, William Pike programme and community-based learning opportunities. • Continue the LLS (Literacy learning support) programme years 1-4. • Continuing the MSL programme years 1-2. • The Reading Recovery Programme continued with Early Literacy Support groups. • Staff development groups including: Te Reo/Tikanga/ Te Tiriti o Waitangi developed school wide. • Enhance engagement and student ownership of learning through the use of Digital Technologies, STEAM programme, NSS Yr 7/8 Technology programme • Inquiry approach to learning based around the Key themes from Aotearoa Histories curriculum. • Continue to refine learning support programmes, detail Teacher Aide duties and training. PLD provided by DPs and LSC • Continue school wide programme for G.A.T.E students - with Mindplus, ensuring priority students have appropriate support, extension and enrichment opportunities. • Development of student agency-Continued focus on student problem solving skills in social situations and development of leadership roles -meeting regularly to develop and nurture leadership skills. • Provision of enrichment opportunities in Sport, the Arts, Technology and Culture. • Continuing "Teaching the code" school wide. Oral language and emergent literacy skills in tamariki: ABC and beyond programme • ICT/Maori-see plans 		<ul style="list-style-type: none"> • Unpack the NZ refreshed curriculum • Continue funding to support at risk learners with Literacy and Mathematics support. • Staff development in Maths, Maori and Digital Technology. • P4C development • Maths training through the Maths team and PLD facilitator. • Training related to effective teaching practice, shared through staff meetings, observations, feedback and inquiries. • Development of the professional growth cycle. <p>Through the unpacking of the Professional Growth Cycle - developing effective practice in relation to the Standards and the Code</p> <ul style="list-style-type: none"> • PB4L training provided to staff through staff meetings or in team meetings. Embedding of tier 2 PB4L. • P4C PLD designed to enable teachers to begin facilitating philosophical inquiry in the classroom. New teachers receive P4C training. • Development of our responsive school culture through staff professional learning with a focus on Te Tiriti, Maori History. Shared cultural experience through Noho Marae. 	
Finance	Property	Health and Safety	Review
<ul style="list-style-type: none"> • Monitor expenditure to support charter goals. • Perform July/November Budget Review 	<ul style="list-style-type: none"> • Ensure a safe, welcoming, attractive and well-resourced learning environment, which enhances learning opportunities. 	<ul style="list-style-type: none"> • Continue reviewing H+S systems (People safe plans), Appliance Checks • Life Education / Positive Puberty • Camp / EOTC programme. 	<ul style="list-style-type: none"> • Health and safety systems. • Reporting to parents format. • School procedures and policies..

<ul style="list-style-type: none"> • Whanau circle funds for the school environment. • Manage budget of 5ya teaching block renovations, environment, roofing, electrical and drainage. • Invest in eLearning initiatives. 	<ul style="list-style-type: none"> • Complete 5YP Rooms 15-16, roofing school wide • Continue to improve outdoor learning environments • PB4L signage with NSS Explorers developed. • Implementation of cyclical maintenance painting continued. • Investment in furniture for innovative learning environments. • office/foyer repainted and minor renovations • New key system-school wide • Outdoor speakers 	<ul style="list-style-type: none"> • Breakfast in Schools • Free Healthy Lunches in Schools • Focus on Well-being, Kids Can – food and clothing. • Plant to Plate, Healthy Nutrition • Youthline, Te Manawa-Bystander Programme, Big Brother / Big Sister. • Environmental Kitchener Park programme. • Continue use of specialists in physical education and Elite sport groups. • Appoint a Hauora leader to lead wellbeing of staff • Well-being focus for students, alongside Kahui Ako initiatives 	<ul style="list-style-type: none"> • Strengthening of Board governance through the implementation of Board self-review • Student engagement and wellbeing survey in Term 1 as a follow-up to the Kahui Ako survey first initiated • Continue to strengthen the House system which is based on our Reach values
Partnership with the Community		Reflecting New Zealand's Cultural Diversity	
<ul style="list-style-type: none"> • Communication : Regular newsletters will update parents on school information and activities on FB (Team FB), emails, Skool Loop, seesaw, class dojo. School website • Consultation : Parent interviews, Student led Conferences, reports and regular whanau hui school wide, parent curriculum evenings. • New entrant pre enrolment interviews/transition program • Develop shared goals/aspirations. • Identify barriers to learning and source support through LSC • Greater involvement of agencies in support of students including improved coordination between the school and agencies • P4C school wide supporting Team whanau hui and building whanau connections. • Building relationships with Kahui ako including iwi, ECE and businesses through a central website. • Attendance and engagement mentors to work to build whanau-school relationships. 		<ul style="list-style-type: none"> • We are committed to the principles of Tātaiako and the cultural competencies; Wānanga, Whānaungatanga, Manaakitanga, Tangata Whenuatanga and Ako • Kapa Haka continued. Whole school, weekly. Junior and Senior. Te Reo activities in classrooms and integration into team focus. • Aotearoa histories focus on school-wide Inquiries supporting Tikanga Maori. • Focus on Maori /Pasifika cohort data within year groups and priority learners tracking. • Strengthening links with Maori communities through Whanau hui and celebrations. • As part of the Feilding Districts Kahui ako we are committed to working collaboratively with Kauwhata Iwi developing a cultural narrative linked to the whenua and local tikanga 	
<p style="text-align: center;"><i>More detailed plans to support our aims goals and targets are found within the ICT Plan, Māori Achievement Plan, Annual assessment and professional learning overview. Board reports & CAAP plan.</i></p>			

E-Learning 2023

“To develop and maintain effective reliable ICT infrastructure within the school to meet the evolving digital needs of students.”

PROFESSIONAL DEVELOPMENT	COMMUNICATIONS	TEACHING AND LEARNING
<ul style="list-style-type: none"> • There is an open, safe and collaborative culture for whole school e learning change and development through the trial, reflecting and sharing of practices and pedagogies that are directly informed by student needs and supported by integrated online systems. • ICT leader for 2023 will remain the same. • Develop use of Google docs in all classes and begin to look at Google Classroom where it is age appropriate. • Attend frequent school workshops around blended eLearning. • Provide support for use of devices to continue to build authentic integrated eLearning. • Training and use of eTAP ongoing to analyse and display as graphs. • Include eLearning within curriculum planning. • Use digital technologies appropriately to support higher order, collaborative teaching and learning according to teacher capability and access to devices. • Provision for developing teacher capability to use Hapara Teacher Dashboard to ensure safe internet use of students. • Explore and share apps/programmes that enhance learning, with a main focus on Maths 	<ul style="list-style-type: none"> • Digital citizenship and cyber safety policy and practices planned and implemented. • Increasingly use digital technologies when sharing with parents and community- school website, school Facebook, Team Facebook, Class Dojo, Seesaw and Skool Loop. • Start to communicate Digital Citizenship to parents/community and develop supportive partnerships through emails, texts, surveys, Skool Loop, the school website, Facebook, Messenger. <hr/> <p style="text-align: center;">STRATEGIC DIRECTION/LEADERSHIP</p> <ul style="list-style-type: none"> • With staff and community engagement and understanding; the School vision, strategic plan, and policy describe how technologies will enhance teaching and learning. • Effective use of technologies are blended into practices and processes across the school with deliberate leadership, modelling and mentoring. • Online Professional Inquiry and Teacher Attestation is a cumulative, living document within which teachers investigate, record and reflect upon the way technologies can enhance both their own and students’ learning. • PLD for teachers, major focus area being implementation of the Digital curriculum. • Provision for PLD from outside agencies, <ul style="list-style-type: none"> - i.e. ULearn, Te Raranga Matihiko, and Core. • Use of local community Digital devices and programs available to staff. e.g. Local Library resources Investing in eLearning initiatives/licences and apps 	<ul style="list-style-type: none"> • Technologies are used appropriately to enable students to critically reflect and manage their own learning, as well as share their progress with the wider community. • Students begin to use technologies in an ongoing way to develop and share their learning, curate aspects of their work, and engage in self and peer based reflection. • Explore Google Classroom. • Curriculum integrates technologies responsively to support authentic, higher-order, collaborative learning and teaching practices and pedagogies. • Technologies continue to be updated to 21st Century capabilities / Infrastructure. • SMS actively used to support administrative assessment and teaching and learning needs. • Class environments combine spaces for both virtual and physical learning. <ul style="list-style-type: none"> - Classes to have a spread of digital devices (BYOD and school owned) to enable all teachers and students to engage in digital learning. • Continue with 1:1 drive, but will have at least 1:1 :2 ratio by the end of 2023 in Years 5-8 • Investing in eLearning initiatives • Provision to build teachers capabilities will be developed in the following areas: <ul style="list-style-type: none"> - Computational thinking for digital technologies - Designing and developing digital outcomes - Designing and developing materials outcomes - Designing and developing processed outcomes - Design and visual communication

Māori Achievement Plan 2023

“Te Reo Māori is like our learners. Precious. We need to nurture and feed our learners so they can grow and be prepared for what the future has installed. Every child has the right to walk in both worlds in Aotearoa and our individual growth in Te Reo Māori opens the doors and encourages students to experience success.”

Baseline Data		Te Tai Ao
<p>Reading: 2022 87.3% Māori are At or Above, 12.6% Māori are below/well below the expected curriculum level. Writing: 2022. 80.6% Māori are At or Above, 19.4% Māori are below/well below the expected curriculum level. Maths: 2022 86.4% Māori are At or Above, 13.6% Māori are below/well below the expected curriculum level.</p> <p>Targets 2023 Māori students below/well below school wide in all curriculum areas.</p>		<ul style="list-style-type: none"> • School wide Inquiry strengthening home and school connections. • School waiata “Te kei a te Kura” interwoven into school values in Te Reo and Tikanga • We are committed to the principles of Tataiako and the cultural competencies-Wananga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga. • Bilingual signage / learning spaces
Manaakitanga	Wānanga and Ako	Whānaungatanga
<ul style="list-style-type: none"> • Aim to strengthen Kapa Haka in a culturally responsive learning environment and to provide opportunities for all ākonga to engage in their language, culture and traditional practices. • Aim to strengthen our Junior year 1-4 team to operate alongside our Senior Club. Participate at Te Pae Tamariki, Matariki and other performances throughout the year • Māori role models promoted to support and enhance Māori learners’ in particular Māori boys. • Matariki and Community Engagement aim to establish strong home-school partnerships where parents, whānau, and communities are involved and supported in students’ learning. • Te Wiki o te Reo Māori – Acknowledge, celebrate and build stronger connections with local iwi and hapū working with Kahui ako. Harness their knowledge of Māori language, culture, and identity-Kauwhatatanga. • Implement and strengthen cultural competencies for all teachers. Promote a collaborative, inclusive and supportive learning environment through PB4L/Bilingual School Values. • Value and develop competence in Te Reo and Tikanga Māori. • Continue to Implement the principles of Ka Hikitia and Tātaiako alongside the refreshed NZ Curriculum 	<ul style="list-style-type: none"> • Staff to demonstrate commitment to PLD of personal, and professional practice through Te Ahu o Te Reo or a Te Reo programme of their choice • Provision of improved opportunities to enable every student to participate in Te Reo across curriculums. • Strengthen and actively prioritise Māori learner achievement including accelerated progress of Māori learners achieving below / well below (Targets). • To establish and maintain effective Professional relationships focused on the learning and well-being of all ākonga.-Tapa whā model • Continue to design, plan, and implement a relevant learning programme to develop Level 1 – 4 communication skills in te reo Māori and tikanga Māori. • Scaffold Te Aho Arataki Marau curriculum guidelines and learning te reo Māori within an English medium school. • Focus on Maori History (Te takanga o te wā), Tiriti o Waitangi and its impact on NZ. PLD from external facilitator-Core Education • PLD on, Pepeha, Karakia, Waiata, Maori history, programmes etc. • Tu Manawa programme offered renamed to Pu Manawa Rahi in 22. • Localize curriculum with Kauwhata narratives • To build a wharenuī within Room 15/16 	<p>‘Me titiro whakamuri kia anga whakamua.’ <i>‘We must look to the past to strive for the future.’</i></p> <ul style="list-style-type: none"> • Actively promote a learning culture, which engages diverse learners. Build a collection of staff/student known waiata. • Strengthen and maintain a healthy bicultural partnership, alongside local iwi, hapū and whānau-aligned with Kahui Ako and co-labs through Kahui Ako • Biannual Marae visits – school wide. • Conceptualise, demonstrate and practice known waiata and karakia, to promote an inclusive and supportive learning environment. • Build cultural capacity with teachers and students around identity, awareness and connectedness. • Develop relationships through working with Kahui ako ASLs and WSLs • Continue with whanau support group to engage parents and community into school activities/fundraisers - continue working with the Maori Committee • Nurturing a relationship with Kohanga reo • PLD provided around the curriculum refresh, especially around Aotearoa Histories • Provide resources and PLD for the curriculum refresh

• Continue teacher/whanau journey through Te Ahu o te Reo, and other available courses/programmes.

• To establish a waharoa

• Continue providing updated māori resources
• Established Mahi by Mahi (structured Literacy PLD and resources) Programme in the junior school first.
• Continue our kaupapa per term around the “Know Contexts” in the Aotearoa NZ histories
Term 1 - Whakapapa me te whanaungatanga
Term 2 - Tino Rangatiratanga me te kawanatanga
Term 3 - Tūrangawaewae me te kaitiakitanga
Term 4 - kowhiringa ohaoha me te whai oranga