



Newtown School Annual Plan 2017 - Strategic Goals

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Newtown School Annual Plan 2017 - Strategic Goals

The concepts of manaakitanga, whanaungatanga, ako and mahi tahi collectively provide the foundation for our school approach to education that is culturally responsive and challenges educationally limiting deficit theorising. These concepts provide a lens through which we can examine how effectively our current school processes, practices and activities are promoting equitable outcomes for all students.

Manaakitanga	Manaakitanga is the need to care for children and young people as culturally located human beings by providing a safe, nurturing environment. This will include developing and sustaining the language, culture and identity of every student to ensure that they have the best opportunity to learn and experience educational success. The reciprocal nature of manaakitanga also encourages students and their whānau to actively contribute to this success.
Whanaungatanga	Whanaungatanga demands quality teaching-learning relationships and interactions and that the teacher take agency in establishing a whānau-based environment that supports engagement and learning.
Ako	Ako describes a reciprocal teaching and learning relationship “where the child is both teacher and learner” and the teacher also learns from the child. Ako recognises that the student’s whānau is inseparably part of learning and teaching.
Mahi tahi	Mahi tahi describes the business of working together collaboratively in the pursuit of learner-centred education goals.



Reporting titles in previous Annual Plans	2017
Student Learning-Engagement, Progress and Achievement	Stewardship
Governing our School	Leadership for equity and excellence
Leading and Managing	Educational powerful connections and relationships
Effective Teaching	Responsive curriculum, effective teaching and opportunity to learn
School Culture	Professional capability and collective capacity
Engaging Families	Evaluation, inquiry and knowledge building for improvement and innovation

Key School Documents Links

[**Capture the Vision - Newtown Curriculum**](#)

[**Assessment Schedule**](#)

[**Student Achievement Plan**](#)

[**School Trustees Booklet**](#)

[**Communication Plan**](#)

Our Annual Plan, is a working document, that will be modified to reflect the ongoing 'change nature of our school', as we strive to become a highly effective school. Links in blue are google docs.

Annual Plan: Key Objectives and Actions for 2017

Objective and Expected Outcome	Action Plans	Outcomes
<p>Newtown School will develop a strategy to deliver effective teaching and learning for students with learning difficulties. PB4L</p> <p>Responsive curriculum, effective teaching and opportunity to learn</p>	<ul style="list-style-type: none"> ● Continue to work with the Dyslexia working group to support learners - teacher practices and knowledge. ● Implement Action Plan, developed in conjunction with parent/MoE. Learning Difficulties at Newtown School Action Plan. ● Provide professional training opportunities for staff to enhance their knowledge and teaching effectiveness to identify students with dyslexic tendencies. ● Students who are identified as having dyslexic tendencies will have strategies put into place to support their learning. ● Develop the use of the principles of Universal Design for Learning as an integral part of their planning and teaching. Universal Design for Learning ● Learner Support register refined and updated every term or as needed. ● Regular inclusive education meetings will be held, (twice a term) with outside agencies and Newtown School Learner Support Team. ● Ensure staff are using Newtown Inclusive Guidelines as part of their regular practice. ● The Dyslexia working group will establish criteria for evaluating the school's action plan for dyslexic students. Evaluate the effectiveness of implementing the action in March, June, October. Report to the Board identifying progress and make recommendations to the board on what areas that the school needs to address. ● Budget has been addressed to \$35,0000 for teacher assistants. These teacher aides will allow the teachers to spend more time with children with learning difficulties. ● The objective will be linked to whanau descriptions and teacher performance objectives. ● Teachers will be more responsive to whanau descriptions and requests for support and evaluation of children. ● When a child with learning challenges is moving to a new teacher, there 	

	will be a comprehensive handover from the previous teacher.	
<p>Newtown School will review and implement for our teaching and learning for English Language Learners to effectively accelerate their learning. Responsive curriculum, effective teaching and opportunity to learn</p>	<ul style="list-style-type: none"> • To create an English as a Second Language working group, this group will identify the needs of the children and help to find solutions to addressing these needs. • Provide ongoing support for English Language learners with people, time, targeted teaching.(see whānau ELL plans) • Develop school wide understanding of and implement key areas of English Language Learning Progressions Year 1-4. Teacher training modules • Develop a report format that reflect Foundation to Stage 4 • Plan for and schedule Staff Meeting/Individual Teacher Modules for ESoL • Upskill teacher aides with Professional Learning from MoE modules. • Review budgeted expenditure and allocation of teacher aides usage. • Linked to whanau descriptions and teacher performance docs. 	
<p>Newtown School will positively promote our Maori Immersion unit and Maori students to be integrated/inclusive together within the school environment.. Leadership for equity and excellence</p>	<ul style="list-style-type: none"> • Staff/whanau PLD to understand and implement Effecting Change for our Maori students. • Plan for and incorporate Te Kotahitanga in Curiosity Monday and Whanau Friday programmes. • Encourage our Maori students to be leaders in our school. • Whanau events to be planned for i.e Matariki celebrations and school wide hangi.. • Promotion of participation in Kapa Haka - employ a tutor. • Actively take opportunities to include Te Kotahitanga in Whanau programmes where age appropriate. • Development and implementation of Te Reo programme in english medium for all classrooms. • Ensure that the school environment displays bicultural signage. 	
<p>Newtown School will develop effective practice in writing moderation. Responsive curriculum, effective teaching and opportunity to learn</p>	<ul style="list-style-type: none"> • o establish an effective moderation process where teachers compare judgments about marking students work .. • Teachers will work towards making judgments about students work that are consistent and comparable. • Whole school moderation - written language and of the PaCT in term 1/3. • Linked to whanau descriptions and teacher performance docs. • Writing Moderation Action Plan and Powerpoint • Learning Progressions Literacy 	
<p>Newtown School will create an</p>	<ul style="list-style-type: none"> • School management will report twice yearly to the Board on 	

<p>environment that reduces the number of reported classroom and playground issues. Leadership for equity and excellence</p>	<p>interventions to support student well being, including: PB4L tier one, group interventions and individual interventions.</p> <ul style="list-style-type: none"> • Continue to work on incorporating PB4L expectations of behaviour and Newtown School values of being Connected, Curious and Resilient • Criteria for assessing effectiveness of PB4L programme identified. Positive and negative data collected to be assessed and analysed for effectiveness of programme. • Students attend “Reflection Time” to discuss restorative measures of their actions. Attendance to be monitored and data used to inform future initiatives to decrease problem behaviours. • Linked to whanau descriptions and teacher performance docs. • Re-establish school council to involve students in their learning, with a focus on student agency. Student council to meet monthly to discuss ways to improve learning and behaviour throughout the school. 	
<p>Newtown will implement our ‘New Newtown Curricula’ providing for effective teaching and learning in a future focussed environment. Responsive curriculum, effective teaching and opportunity to learn</p>	<ul style="list-style-type: none"> • Implementation of new ‘Newtown School Curriculum’ - linking consultation, planning, delivery. Student Achievement Plan • Implementation of curriculum as an example Inquiry Effective teaching practice maths. • Embed a culture of student’s and staff reflecting on their learning, and learning environment. • Embed school values by using common language, visuals, identifying key behaviours and expectations for students, reinforcing and celebrating these. • Develop and trial integrated inquiry approach based on key concepts. 2017 integrated topics around the identified school values. • Consult with whānau and provide information sharing opportunities. • Develop consistent monitoring practices by: trialling progression checklists, following assessment schedule, moderation and goal setting. • Review ‘Effective Practice in Maths, Literacy and Inquiry’ to ensure students have best opportunities to learn within ‘Student Achievement Plan’ • Provide for community consultation opportunities - inform and share • Linked to whanau descriptions and teacher performance docs. 	

Stewardship- Governing our School

The BOT provides strategic direction and coherence across school policy and decision-making. The BOT ensures that all dimensions support the achievement of Maori and Pasifika students and students with special needs. The BOT actively works to build and enhance relationships and to proactively develop leaders across Newtown School and community, and with other agencies.

Evaluation Indicators	Effective Practices at Newtown School	Planned Actions	Internal Evaluation
<p>Our board actively represents and serves the school and education community in its stewardship role</p>	<p>Relationships between trustees and professional leaders are based on:</p> <ul style="list-style-type: none"> • trust, integrity and openness. • clarity about roles and responsibilities. • transparent sharing of knowledge in the interests of improving valued outcomes. • The board works with the school community to develop and periodically refresh the school’s vision, values, strategic direction, and equity and excellence goals and targets. • The board recruits, appoints and supports a principal who will pursue the school’s vision, implement its values and strategic direction, and realise its equity and excellence goals and targets. • The board ensures the school curriculum is inclusive and responsive to local needs, contexts and the environment, and enables all students to become confident, connected, actively involved, and lifelong learners. • The board builds relational trust and develops culturally responsive relationships with the school community to ensure active, reciprocal communication with, and participation in, the life of the school. • The board proactively develops networks that enable the school to extend and enrich the curriculum and increase the learning opportunities and pathways available to students and contributes to other schools’ capacity to do so. 	<ul style="list-style-type: none"> • Consultation with community - School charter revision. • Partnership with MoE to establish an Enrolment Scheme following consultation and procedural requirements. • Explore the potential establishment of ‘Special Programme - French bilingual class’. • Outcome of Health Curriculum and Newtown School Curriculum values consultation undertaken in late 2016 integrated into school charter and curriculum development. • Board continues cooption of Ngati Kotahitanga representative. • Explore opportunities for improved transition as a contributing school to SWIS. • Review and Implement ERO Guide School Trustees Booklet - Helping you ask the right questions • School roll growth managed in a way to ensure overcrowding does not occur. • School finances managed/budgeted to targets met and supports student achievement outcomes • New school buildings - our school BoT and leadership will partnership with the Project Management team (MOE, School, Naylor Love , Architects and project managers) to successfully to see the project completed. 	
<p>Our board scrutinises the effectiveness of the school in achieving valued</p>	<p>Student learning, wellbeing, achievement and progress is the board’s core concern. Trustees will be presented a range of quality student data and evaluative information, including the perspectives of students, parents, whānau and community. The Board will use this information to</p>	<ul style="list-style-type: none"> • Health and Safety audit to be completed with an extra emphasis on the new school developments. • Criteria for regular board reporting on Health and Safety identified and implemented to improve greater understanding and awareness of issues in Term one. 	

<p>student outcomes.</p>	<p>support:</p> <ul style="list-style-type: none"> • their understanding of what is going well, and why, and what is not going well, and why. • identification of priorities and targets, based on analysis of trends, patterns and progress. • the asking of challenging questions about planning and process ('What difference will this make for students, and how will we know?'). • the making of decisions that will improve student outcomes, taking into account evidence about the effectiveness of any proposed approach. • coherent planning and development. • strategic resourcing of strategies directed at improving student outcomes. • rigorous, honest evaluation of the effectiveness of strategies designed to improve student outcomes. <p>The board manages the performance of the principal, linking appraisal goals to the school's strategic goals and priorities and to appropriate professional learning and development opportunities.</p>	<ul style="list-style-type: none"> • Support through budget provision for resources for targeted needs children to accelerate the overall student achievement. • Financial reporting to include phased budgeting to increase understanding of financial position. • Board papers distributed to Trustees in a timely manner (at least 5 days before the board meeting) enabling Trustees to consider content. • Board papers provide quality, succinct, and evidence based data and narrative, evaluative information, with thoughtful recommendations. • NZSTA governance PD for board's accessed by trustees. Particular focus on school achievement reporting and the role of governance. • Annual Principal Performance Appraisal Report completed Feb, and six monthly interim report received August 2017. • 2017 Yearly Principal Performance Agreement set April. • External appraiser for 2017 contracted March. • Principal Professional Development opportunities identified and supported. 	
<p>Our board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted</p>	<p>Our Trustees:</p> <ul style="list-style-type: none"> • have a shared understanding of the trustee role and responsibilities. • identify and use each other's knowledge, expertise and experience. • review and reflect on their effectiveness as a board in supporting the school to realise its vision, values, strategic direction, goals and targets, • seek relevant advice and resources. • maximise their effectiveness through induction and ongoing training, sharing of responsibilities, and succession planning. 	<ul style="list-style-type: none"> • Take planned opportunities to meet with other BoT in the establishment of a new Community of Learners (CoL). • Trustees encouraged to participate in PD opportunities through NZSTA particularly related to their area of responsibility. • Sponsorship targets identified and action plan developed. Included in this is identifying potential funding sources that meets Newtown School guidelines for corporate sponsorship. 	
<p>The board effectively meets its statutory responsibilities.</p>	<p>The board ensures that:</p> <ul style="list-style-type: none"> • the school meets its statutory curriculum, human resource, health and safety, financial, property and administration responsibilities. • the school's charter sets out long-term goals that are translated into annual targets. • school policies and procedures are coherent and fit for purpose. • human resource management procedures and practices promote quality education outcomes and safety. • the school provides a physically and emotionally safe environment for all students. • there is regular monitoring, evaluation and 	<ul style="list-style-type: none"> • School Charter renewed for 2018-2020. To include consultation with community. • BoT sub committees meet regularly and report to full BoT. • Health and Safety audit to be completed with an extra emphasis on new school developments. • Amended and updated school policies to reflect current practises and requirements. • Seek NZEI and NZSTA advice on H&S and Vulnerable Children Act issues. • Criteria for reporting on outcomes agreed between management and board. Reports are to include specific reference to: Outcomes of social competence and academic and extracurricular achievement Systems supporting staff: Data supporting decision making; and 	

reporting in relation to statutory delegations.

Practices supporting students.

Leadership for equity and excellence - Leading and managing our School

Highly effective educational leadership is evident, providing the pedagogical, administrative and cultural conditions necessary for successful learning and teaching. Goals and expectations are established and articulated clearly to staff.

Evaluation Indicators	Effective Practices in Newtown	Planned Actions	Internal Evaluation
<p>Our Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence.</p>	<ul style="list-style-type: none"> Leadership seeks out the perspectives and aspirations of students, parents and whānau, and incorporates them in the school's vision, values, goals and targets. Leadership sets and relentlessly pursues a small number of goals and targets that relate to accelerating the learning of students who are at risk of underachievement. Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities for the purposes of selecting, developing and reviewing strategies for improvement. Allocation of resources (for example, staffing and time) is clearly aligned to the school's vision, values, goals and targets. Leadership buffers and integrates external policy requirements and initiatives in ways that support achievement of the school's vision, values, goals and targets. 	<ul style="list-style-type: none"> Whanau analysis sheet with target groups and action/review. Whanau and staff meetings planned for and linked to accelerating student achievement. AliIM and MST Use internal evaluation methods. Review allocation of budget areas to support 'Learner Support' programmes Reposition Teacher Assistants to support identified targeted areas within whanau. Leadership that works - ERO - Leadership in Practice What is effective leadership in practice. Understand and apply the six leadership evaluation indicators - effective practice and indicate areas for improvement. 	
<p>Our Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing.</p>	<ul style="list-style-type: none"> Leadership establishes clear and consistent social expectations that are designed to support teaching and learning. Leadership ensures that efficient and equitable management routines are in place and consistently applied. Leadership identifies and resolves conflict quickly and effectively. Leadership involves students in the development of an environment that supports their learning and wellbeing. Leadership provides multiple opportunities for students to provide feedback on the quality of the teaching they receive and its impact on their learning and wellbeing. 	<ul style="list-style-type: none"> Review how PB4L tier 1 and 2 (inline with the 'PB4L' implementation manual) support the school to provide a positive school climate. Changes to programme implemented and reviewed for affect. Matrix for Newtown School values developed and PB4L expectations used to underpin values and incorporated into whanau programmes. Implement refined 'Leadership Framework' - especially Learner Engagement <u>Teams</u> - Whole Staff. Develop with new staff. Identify and implement Innovative ways to support students to cope with and overcome the challenges of a reduced playground due to construction site. Ongoing and close monitoring of this is critical. 	

	<ul style="list-style-type: none"> Leadership ensures that policies and practices promote students' well being; confidence in their identity, language and culture; and engagement in learning. 	<ul style="list-style-type: none"> Wellbeing Survey implemented and results reported to the board with comparison to 2015 survey results. To be sent out Term One Week 7 2017. 	
<p>Our Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.</p>	<ul style="list-style-type: none"> The school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to <i>The New Zealand Curriculum</i> and/or <i>Te Marautanga o Aotearoa</i>. Leadership ensures that community and cultural resources are integrated into relevant aspects of the school curriculum. Leadership actively involves students, parents and whānau in the development, implementation and evaluation of curriculum. Leadership ensures that the school's teaching programme is structured so that all students have maximum opportunity to learn and achieve at or above the appropriate standard. 	<ul style="list-style-type: none"> Deploy staff to meet our cultural diversity i.e. kapa haka, PI students. Connecting with our Community - Learner engagement team Re-establish school council to involve students in their learning, and to provide feedback on their learning. 	
<p>Our Leadership promotes and participates in teacher learning and development</p>	<ul style="list-style-type: none"> Leadership ensures alignment of student learning needs, teacher professional learning goals, and processes for teacher appraisal and attestation. Teacher professional learning and development is focused and deep rather than fragmented and shallow. Leadership builds the capability of teachers to be leaders who promote and support the improvement of teaching and learning. Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning. Whānau Team meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice. Leadership identifies and develops internal expertise, with the support of external expertise as appropriate, to ensure that improvement goals are met. 	<ul style="list-style-type: none"> Refinement and Implementation of our school Leadership Framework. Continue to run regular fortnightly Teacher Assistant professional development, including the Teacher Aide Modules. Development of Teaching as Inquiry based on 'Goals for Learning' Encourage activation and implementation of Learner Engagement teams Implement Performance management cycle. Leadership review process in light of developing internal expertise and support needs. Ensure staff meetings PLD is targeted to meet needs of staff and develop our learners using timetable to monitor. Whanau Targeted meetings three times a term to discuss, plan and review target students and teaching as inquiry. 	
<p>Our Leadership builds collective capacity to do evaluation and inquiry for sustained improvement.</p>	<ul style="list-style-type: none"> Leadership establishes the expectation that teachers will learn how to improve their teaching by engaging in collective inquiry into the effectiveness of current practice. Leadership establishes the conditions for effective evaluation, inquiry and knowledge building in the service of improvement. Leadership provides an accurate, defensible 	<ul style="list-style-type: none"> Further develop school wide 'teacher as inquiry' using cycle Goal setting. Refine key questions each whānau will reflect on when analysing target student information Use acceleration programmes as window into current practice; looking for opportunities to contribute to school wide professional development. 	

	<p>evaluation of the school's performance and engages constructively with external evaluation.</p> <ul style="list-style-type: none"> Leadership promotes the use of internal and external evaluation for improvement. 		
<p>Our Leadership builds relational trust and effective collaboration at every level of the school community.</p>	<ul style="list-style-type: none"> Leadership actively involves students, parents, whānau and the community in reciprocal and collaborative learning-centred relationships. Leadership builds trust with students, parents, whānau and the community. Leadership builds strong, educationally focused relationships with other educational and community institutions to increase opportunities for student learning and success. 	<ul style="list-style-type: none"> Conferences with whānau centered around sharing information between parents, learners Continue to implement successful 'Reading Together' programme for NE/Y1 parents. Develop 'starting school at 5' meetings with a view of supporting transition to school. Continue to reflect on PLD with Brooklyn and Berhampore from 2016 to implement into 2017 programmes. Arrange Curriculum consultation meetings to enable the most community members to participate Reflect on supporting whanau enable them to attend goal setting/reporting meetings. 	

Educationally powerful connections and relationships - Engaging parents whanau and community

Effective school-home relationships are evident. Students' learning at home and school is enhanced. Opportunities to partner with community are maximised and communication with families is strong.

Evaluation Indicators	Effective Practices at Newtown School	Planned Actions	Internal Evaluation
<p>School and community are engaged in reciprocal, learning-centred relationships</p>	<ul style="list-style-type: none"> Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning. Taking a strengths-based approach, leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whānau and the community, and actively broker engagement and participation. Leaders and teachers actively participate in whānau and community activities. 	<ul style="list-style-type: none"> Family Fun/Meet the whanau night. Promotion and support of F@NS by teaching staff and BOT. Parents/caregivers actively encouraged to participate in school learning activities such as EOTC, Curriculum based events. (Music week, Book week, Garden to Table, Reading Together etc) Action plan developed by Connecting with our Community -Learner engagement team 	

	<ul style="list-style-type: none"> Parents, whānau and the community participate in school activities and contribute constructively to decision making in a variety of productive roles. 		
<p>Communication supports and strengthens reciprocal, learning-centred relationships</p>	<ul style="list-style-type: none"> A range of appropriate and effective communication strategies is used to communicate with and engage parents, whānau and community. Students, parents, whānau and teachers have shared understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations. Parents, whānau and teachers work together with students to identify their strengths and learning needs, set goals, and plan responsive learning strategies and activities. Students, parents, whānau and teachers know the different pathways, programmes, options and supports available and participate in decision making at critical transition points. 	<ul style="list-style-type: none"> Redesign/establish a school report form for New Zealand Curriculum and National Standards English for our English Language Learners. Update and review Communication Plan developed by BoT (2015/2016) to be the bases of making a range of communications with our diverse school community. Develop promotional material and branding material designed and purchased to complement developments of new school. Survey and feedback processes used to inform implementation outcomes. Continue to use forum/focus groups of parents and community groups within our school communities Continue to implement Reading Together for NE/Y1 Whanau 	
<p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</p>	<ul style="list-style-type: none"> Parents and whānau receive information and participate in learning opportunities that enable them to constructively support their children's learning. Any homework assigned is carefully designed to promote purposeful interactions between parents and children, with teachers providing timely, descriptive oral or written feedback. Leadership and teachers enable parents and whānau to support their children's learning by providing them with materials and connecting them to community resources 	<ul style="list-style-type: none"> Revisit sustaining implications of Mutukoroa extending 'Home School' Partnership to all families. Refine implementation plans that develop a close link with Whānau Tui and Harakeke parents and teaching practices. Evaluate Mutukoara programme. Ongoing development of student-led conferences with parents - refine Goal Setting and Learning Journey provisions consistence across whānau, yet reflect age and stage differences in relation to Alim and MST students and whanau Explore the use of interpreters to enhance communication with ESOL families about students' learning and pathways - other ways of communicating student achievement with ESOL families Ongoing implementation of Reading Together Programme - encouraging Maori Immersion whanau to attend. Develop Whanau Literacy Programme in partnership with Literacy Aotearoa and Computer In Homes? Ongoing use of Parents Café for parents of special needs students Refine development of a School, Families and Community Engagement and Partnerships Framework – work from 'draft developed in 2016' and implement with ongoing improvements Communicating and relationships i.e. a range of consultation engagements Connecting Learning at Home and at School – Reading 	

		<p>Together, Home School Partnership, Computer in Homes, Adult classes (Te Reo ...)</p> <ul style="list-style-type: none"> • Building Community Identity i.e. Transitions, creating family - culturally friendly, Dads • Recognising and Affirming the Role of the Family i.e. Collaborative Liaison • Consultative Decision Making i.e. Tataiako introduction • Collaborating beyond the School i.e. Access to health and social services • Participating of Language groups within our school. i.e. German Language School and Somali Study Support Centre 	
<p>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</p>	<ul style="list-style-type: none"> • Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour. • School and community work together to support students to make effective transitions at critical points on their educational journey. • The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing. 	<ul style="list-style-type: none"> • Enhance the relationship with the wider Maori Whanau and hapu and iwi. Our whanau will arrange a meeting(s) to explore the possibilities of partnership • Sharing of information with whanau relating to Te Marautanga and Nga Whanaketanga, as well as the Marau Akura • Continue to develop Whanau Te Reo/literacy programme in partnership with Adult Literacy /Te Reo parent group. Utilise our Resource Teacher of Maori • Ongoing involvement in Runanga Matua • Staff attendance at school sporting/school events to build connections with families • Development of 'programmes, resources' to support transition to school from Early Childhood • Development of "Whanau Friday" to encourage being connected, collaboration. 	

Responsive curriculum, effective teaching and opportunity to learn - Our Effective Teaching

High quality teaching is evident in all classrooms. Teachers are providing the best opportunities possible for our students.

Evaluation Indicators	Effective Practices in Newtown	Planned Actions	Internal Evaluation
<p>Students learn, achieve and progress in the breadth and depth of <i>The New</i></p>	<ul style="list-style-type: none"> • Students, teachers and parents and whānau set challenging and appropriate expectations for learning. • Students, teachers and parents and whānau participate in curriculum design and decision making. 	<ul style="list-style-type: none"> • Implement use of Newtown Curriculum through all programmes. • Embed School values by using common language, visuals, identifying key behaviours and expectations for students, reinforcing and celebrating these. • Develop and Trial Integrated Inquiry approach based on 	

<p>Zealand Curriculum and/or Te Marautanga o Aotearoa</p>	<ul style="list-style-type: none"> • Management of the curriculum ensures that it is coherent and that students have sufficient opportunity to learn (consider, for example, time allocated to learning areas, teacher knowledge and expertise, and resources). • Curriculum design and enactment is responsive to the aspirations of students, parents, and whānau, drawing on and adding to their funds of knowledge. • Curriculum design and enactment ensures that every student is learning and makes sufficient progress to achieve curriculum expectations and standards. 	<p>key concepts. 2017 integrated topics around the identified school values.</p> <ul style="list-style-type: none"> • Consult with whānau and provide information sharing opportunities. • Develop consistent monitoring practices by: trialling progression checklists, following assessment schedule, moderation and goal setting. • Continue to use “Pre-level One Fuel and Launch” to show progress for those students not yet working at Level One. Pre-Level One Assessment, ORs students assessed against Pre Level One twice a year. Students identified as High or moderate learning needs working below level 1 assessed against Pre-Level One Assessment. 	
<p>Students participate and learn in caring, collaborative, inclusive learning communities</p>	<ul style="list-style-type: none"> • Relationships are respectful and productive; difference and diversity are valued. Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning. • Students develop dialogue and group work skills and participate in group-based learning activities where they draw on individual strengths to complete group tasks. • The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork. • Students experience positive transitions between learning contexts. 	<ul style="list-style-type: none"> • Parent consultation and information sharing - ILE • Investigate how we can improve transition within/between school • Explore - How do we celebrate diversity here at Newtown? 	
<p>Students have effective, sufficient and equitable opportunities to learn</p>	<ul style="list-style-type: none"> • The learning environment is managed in ways that support participation, engagement, and agency in learning. • Learning opportunities enable students to relate new information to prior knowledge and to modify existing conceptions as necessary. • In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences. • Students are given sufficient, related opportunities over time to revisit and consolidate learning through practice and review and by applying it in a range of purposeful activities. • Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning. 	<ul style="list-style-type: none"> • Establish Personal Student Goal setting within each whānau. Refine clarity, purpose, agency, tracking systems. • Learner licences/Learner progressions and profiles developed school-wide • Review ‘Effective Practice in Maths, Literacy and Inquiry’ to ensure students have best opportunities to learn within ‘Student Achievement Plan’ • Continue to upskill our teacher assistants with fortnightly meetings. • Provide targeted staff meetings to reflect on effectiveness of programmes, resources and use of timetables to make the most impact for our target learners. 	

	<ul style="list-style-type: none"> • Participation in effective heterogeneous (mixed ability) group activities provides students with cognitive challenge and opportunities for deep learning. • Students whose culture/first language differs from the culture/language of instruction are well supported to access learning. • Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge. • Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop meta-cognitive skills, self-regulate, and develop self-efficacy and agency. 		
<p>Effective, culturally responsive pedagogy supports and promotes student learning</p>	<ul style="list-style-type: none"> • Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome. • Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps. <p>Students receive and give timely, specific, descriptive feedback in response to these questions:</p> <ul style="list-style-type: none"> • Where am I going? (What are my goals?) • How am I going? (What progress is being made towards the goal?) • Where to next? (What activities need to be undertaken next to make continuing or better progress?) • How will I know when I've got there? • Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others' work against clear criteria. • Students provide feedback to teachers about the quality and effectiveness of teaching and learning. • Teachers, parents and whānau actively participate in, and contribute to, students' learning journeys through ongoing, reciprocal communication. 	<ul style="list-style-type: none"> • All teachers will invest in building positive relationships that know each learner and their family. • Establish Personal Student Goal setting within each whānau. Refine clarity, purpose, agency, tracking systems. • Continue to develop Individual Education Plans for students needing learning support. • Review of school wide practices of reporting. • Review of school wide assessment practices. • Review of Learning Journeys and connection to use of goals and communication with parents. • Develop Newtown Assessment expectations and practices for Student Achievement Plan 2017 	
<p>Assessment for learning develops students'</p>	<ul style="list-style-type: none"> • Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the 	<ul style="list-style-type: none"> • Implement and monitor through whanau meetings and teacher observation - sustained practice of the top 10 Hattie effect size. Effect Size Visible Learning Visible Learning 	

assessment and learning-to-learn capabilities	<p>desired outcome.</p> <ul style="list-style-type: none"> • Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps. • Students receive and give timely, specific, descriptive feedback in response to these questions: <ul style="list-style-type: none"> • Where am I going? (What are my goals?) • How am I going? (What progress is being made towards the goal?) • Where to next? (What activities need to be undertaken next to make continuing or better progress?) • How will I know when I've got there? • Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others' work against clear criteria. • Students provide feedback to teachers about the quality and effectiveness of teaching and learning. • Teachers, parents and whānau actively participate in, and contribute to, students' learning journeys through ongoing, reciprocal communication. 	<ul style="list-style-type: none"> • Development of clear assessment practices and expectations linked to Student Achievement Plan 2017. (Goal setting-see above, Feedforward - student/teacher, Modelling, Students articulating learning and next steps, Student self assessment) • Implementation of school-wide "teaching as inquiry" focussed on 'Goals for Learning.' Linking of 'Learning Journeys to assessment and Goal setting. • Explore the use of student feedback in relation to teacher's programmes. • Continue to explore and develop role of 'Mutukoroa' to facilitate communication with wider Whanau in relation to learning. 	
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Professional capability and collective capacity

Evaluation Indicators	Effective Practices in Newtown	Planned Actions	Internal Evaluation
A strategic and coherent approach to human resource management builds professional capability and	<ul style="list-style-type: none"> • Effective leaders and teachers are recruited, selected and retained. • Induction of new teachers is systematic and focused on the development of adaptive expertise. • Teachers are well qualified and have relevant curriculum, assessment and pedagogical knowledge. • Teachers act ethically and with agency to ensure that all students achieve valued outcomes. • Teachers have the cultural competence and 	<ul style="list-style-type: none"> • Induction of 3.6 FTE teaching staff members, Induction and training of Teacher Assistants - fortnightly • Implementation of Performance Management systems with refinements from 2016 - Apply across teaching staff Appraisal Systems Components 	

<p>collective capacity</p>	<p>expertise to provide inclusive and productive learning environments for diverse students.</p> <p>Coherent performance management processes:</p> <ul style="list-style-type: none"> • enable identification of teachers' professional learning and development needs • use multiple sources of feedback (individual and whanau team) on teacher effectiveness • provide professional learning opportunities that are responsive to identified needs and align with the school's strategic goals. <p>Ineffective performance is identified and addressed.</p>		
<p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</p>	<p>The professional community:</p> <ul style="list-style-type: none"> • shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing • gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective practice • engages in systematic, evidence-informed professional inquiry to improve outcomes for students. <p>Professional learning opportunities:</p> <ul style="list-style-type: none"> • integrate theory and practice • engage, and if necessary, challenge teachers' prior beliefs • promote cultural and linguistic responsiveness • encourage teachers to individually and collectively take responsibility for their own professional learning and improvement • deepen understanding of the curriculum and of pedagogical and assessment practices that promote conceptual understanding and learning-to-learn capabilities • develop teacher knowledge and adaptive expertise using context-specific approaches that are informed by research • provide multiple opportunities to learn and apply new knowledge, and to process it with others • enable teachers to activate educationally powerful connections. 	<ul style="list-style-type: none"> • Continued development and implementation of Te Marautanga o Aotearoa with MoE provider – planning and delivery of TMoA • Multi class level delivery and implementation of Te Marautanga o Aotearoa • Aspects of Student Achievement Function (SAF) programme to be used in Te Kotahitanga – looking at a focus of our Target Students as a priority • Each whānau encouraged to embed learning identified as effective practice from Mathematics (TLif) and Pangarau (ALL) from our Professional Development in 2016. • From our self Review in 2016 we identified the need to build the effectiveness of our teaching of Writing and Maths. Develop understanding and use of goal setting processes so that our student achievement is improved and accelerated. • Provision for gifted and talented students will also be a school wide development focus. Within our Student Achievement Plan 2017. 	
<p>Organisational structures, processes and practices enable and sustain</p>	<ul style="list-style-type: none"> • Clear plans for improvement incorporate multiple professional learning opportunities and monitoring of anticipated changes in teacher practice and student outcomes. • Leaders provide for deep learning by focusing on one or two areas until substantial gains in outcomes are 	<ul style="list-style-type: none"> • Revised Staff Meeting/Whanau Meeting schedules to reflect targeting and acceleration of students • Coordinated assessment and reporting schedules school wide. • Continued development and implementation of Te Marautanga o Aotearoa 	

collaborative learning and decision making	<p>achieved. Leaders and teachers:</p> <ul style="list-style-type: none"> • use evidence of student learning and progress as a catalyst for professional dialogue • participate in regular, purposeful classroom visits and observations and provide formative feedback • engage in open-to-learning conversations as they identify and investigate problems of practice, set goals and develop evidence-based solutions, asking themselves what works (practical insight) and why (theory) • work collaboratively to plan curriculum, design tasks and activities, and assess and evaluate • develop and share resources, materials and smart tools • monitor and evaluate the impact of actions on student outcomes. • Relationships characterised by mutual respect and challenge, support development of self-efficacy and agency. • Leaders and teachers seek evidence about the effectiveness of professional learning processes in terms of teacher practice and student outcomes. • Professional leaders and teachers engage with and contribute to the wider education community. 	<ul style="list-style-type: none"> • Teacher Professional Development is encouraged through the school supporting Whakapiki and PD through MOE • Actively promote Te Reo and bicultural awareness school wide. 	
Access to relevant expertise builds capability for ongoing improvement and innovation	<ul style="list-style-type: none"> • Leaders of learning are identified and a strategy is put in place to build internal professional leadership capacity. • Distributed leadership supports continuity and coherence across learning programmes and enhances sustainability. • Facilitators with relevant expertise provide opportunities for professional learning in response to identified needs, challenging teachers and supporting realisation of the school's vision, values, goals and targets. 	<ul style="list-style-type: none"> • Organise, and develop criteria for the implementation of Learner Engagement <u>Teams</u> 	
Evaluation, inquiry and knowledge building for improvement and innovation			
Evaluation Indicators	Effective Practices in Newtown	Planned Actions	Internal Evaluation

<p>Coherent organisational conditions promote evaluation, inquiry and knowledge building</p>	<ul style="list-style-type: none"> • Evaluation, inquiry and knowledge building are embedded in the policies, systems, processes and practices that collectively express how the school plans for, and takes action to, realise its vision, values, goals and targets. • Appropriate tools and methods are used to gather, store and retrieve a range of valid data. • Leaders and teachers recognise the importance of student and community voice and use it as a key resource when deciding priorities for inquiry and improvement. • Relational trust at every level supports collaboration, risk taking and openness to change. • Sufficient resources (for example, time, expertise and staffing) are allocated to support improvement initiatives. • Evaluation, inquiry and knowledge building processes are systematic, coherent and 'smart' at every level (student, teacher, school) and across levels. • Effective communication supports the sharing and dissemination of new knowledge in ways that promote improvement and innovation. 	<ul style="list-style-type: none"> • Integrated inquiry curriculum school values • Implement and embedding collaborative ILE teaching practises - staff PLD, staff meetings and teacher observations • School wide trend analysis from 2016 undertaken in Dec 2016 and term 1 2017 to inform school wide and whanau planning/resource allocation • Organise opportunities so that there is Liaison between whanau in regard student achievement and social needs - Staff Meeting schedule term 2 and term 4 • Schedule staff and whanau meetings to alternate priority on student achievement, Maori, PI and ELL learners to promote engagement and accelerated achievement 	
<p>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</p>	<ul style="list-style-type: none"> • Opportunities for professional learning, mentoring and coaching develop the knowledge, skills and confidence required for evaluation and inquiry. • Relevant internal and/or external expertise is carefully selected and used to build capacity in evaluation and inquiry. • Leaders and teachers are data literate: posing focused questions, using relevant data, clarifying purpose(s), recognising sound and unsound evidence, developing understanding of statistical and measurement concepts, and engaging in thoughtful interpretation and evidence-informed conversations. • Generation of solutions, decision making, and strategy implementation all draw on research evidence about how to most effectively improve outcomes for learners. • Participation in evaluation, inquiry and knowledge building activities contributes to changes in thinking and behaviour and builds inquiry habits of mind. • Engaging in evidence-based decision making increases teacher efficacy and agency. 	<ul style="list-style-type: none"> • Development and establishment of 'Capital Community of Learners' with 8 other local schools and early childhood centres. There will be a documented process that is co constructed amongst the CoL school communities. CoL - Collaboration to improve learner outcomes and CoL in Action. • Participate in CoL workshops utilising schools/internal expertise and long with MoE 'Expert Partner'. • Co construct with the other educational centres an 'Achievement Challenge' for pathway of learners. 	
<p>Evaluation, inquiry and knowledge building capability</p>	<ul style="list-style-type: none"> • Leaders and teachers engage with, learn through and use external evaluation as a resource for improvement and innovation. 	<ul style="list-style-type: none"> • Review 2014 ERO report • Review External Review processes in preparation for ERO visit 2017 	

facilitates engagement with external evaluation and the wider education community	<ul style="list-style-type: none">• Leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities that include a range of educators from other schools/contexts.		
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