

Rāroa Normal Intermediate Annual Plan 2021 Review

Schoolwide Focuses and Targets

Schoolwide strategic focuses.

Focus 1: Implement initiatives for assessment, in alignment with student and teacher wellbeing (and enabling equity & excellence.)

Focus 2: Meaningfully incorporate and normalise Te Ao Māori into the everyday life of Rāroa Normal Intermediate.

Specific Target Goals

- Developing Writing - Writes for audience and purpose / Organises text logically.
- Wellbeing - To demonstrate the achievement success of a student who is at risk of not achieving when measured using traditional means. Target learning stories will show the successes of some of our less able or disengaged and Māori achieving as Māori students.

Strategic Goal 1 Progress and achievement	Annual Goals	Actions	Outcome
Each member of the Rāroa community makes progress and demonstrates achievement across a broad spectrum of experiences.	<p>School Focus 1: Implement initiatives for assessment, in alignment with student and teacher wellbeing (and enabling equity and excellence)</p> <p>Aligns with Kahui Ako Achievement Challenge: Develop confident, capable, empowered learners, Strengthen Hauora and wellbeing</p>	When designing learning - monitoring progress and achievement will be part of the design of the learning, complimented by relevant professional development	<p>Strengthening of the curriculum team with representatives from across all areas of the school including Te Ao Māori.</p> <p>The Curriculum Team met fortnightly Work needs to continue in order to develop coherent systems for recording and monitoring progress of student achievement across the school - the introduction of HERO (SMS) will accelerate this in 2022 and beyond.</p> <p>Teaching and learning is designed with all aspects of Rāroa's Curriculum Framework at the forefront; including Principles and Fundamentals, Wellbeing @ Rāroa etc. Schoolwide PD regarding NELPS and NZ's</p>

	Support students with diverse needs		<p>Refreshed Curriculum has begun</p> <p>Curriculum PD in 2022 will be structured to better promote and track student progress and achievement across target curriculum areas.</p> <p>The first stages of the Rāroa Curriculum framework has been created. Kia whakatōmuri te haere whakamua: 'I walk backwards into the future with my eyes on my past'</p>
		Develop a framework and shared understanding of how to assess essential skills and capabilities.	<p>Schoolwide PD for embedding the Skills Framework into planning and teaching</p> <p>Strengthened consistency of language and the indicators for each skill</p> <p>Developed a resource bank to support the learning and assessment of skills</p> <p>Created visual representations for the skills and their indicators</p> <p>Different methods trialled and reviewed for assessment of the skills.</p> <p>Students involved in the co-construction of reporting on their progress</p>
		Provide professional learning for teachers on how to assess writing in multiple ways. (Link to Specific Target goal)	<p>Murray Gadd PD for 5 days in 2021 which involved:</p> <p>Modelling and reflection of effective writing programmes</p> <p>Assessing writing & understanding the different curriculum levels</p> <p>Links between reading and writing</p> <p>A writing leader in each learning team to promote discussions and lead change at team level</p> <p>Teams asked to track and monitor writing</p>

			<p>progress throughout the year and discuss progress against team interventions and teaching organisation</p> <p>OTJ made from a collection of writing instead of a writing sample</p> <p>Teams asked to moderate the assessment of writing regularly</p>
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*Target writing

Strategic Goal 2 People	Annual Goals	Actions	Outcome
<p>A supportive, reflective and learning focussed culture is maintained and enhanced for our community</p>	<p>Focus 2. Meaningfully incorporate and normalise Te Ao Māori into the everyday life of Rāroa Normal Intermediate.</p> <p>Aligns with Kahui Ako Achievement Challenge: Build Strong, secure cultural identities</p>	<p>Professional Development (Quality of Teaching)</p> <ul style="list-style-type: none"> • Janelle Riki-Waaka (Core Education) attending Teacher only day PD at Brackenridge for all staff. • Advice and Guidance - Janelle Riki-Waaka • Look at accessing and applying for the MOE PLD incentive and creating a long term PLD plan for Cultural Competencies. • Teachers involved in Te Ahu, Te Reo Programme. Strengthening Te Reo Maori. 	<p>Teacher Only Day - Expert advice, guidance - Core Education / Janelle Riki Waaka 'Getting the Culture right in Aotearoa Schools'</p> <p>Janelle has been involved throughout the year giving guidelines and advice</p> <p>PLD funding is awaiting approval and will be drawn upon for professional development in 2022.</p> <p>Teachers all involved in a ten week Te Reo professional development programme</p>
		<p>Resourcing and Programmes (Learning at the Center)</p> <ul style="list-style-type: none"> • A Professional Learning Cycle (as per new EC process) will be developed, which will be amalgamated with the current 	<p>A Rāroa Professional Learning Cycle has been created, which has amalgamated with the current appraisal process and enables teachers to develop professionally as educators, develop an increased understanding of the teaching professional</p>

		<p>appraisal process and enable teachers to develop professionally as educators.</p> <ul style="list-style-type: none"> • Te Ao Māori woven throughout the kura • Māori values are (taught) valued and lived e.g. manaakitanga, kaitiakitanga, aroha etc. Actively revitalised at Rāroa, creating a sense of mana. 	code as well as creating a framework for professional learning.
Communications with Parents & Wider Community.	Enhance Communications between the home and the school.	<p>Community engagement & Communication (Thinking outside of the school and celebrating learning)</p> <ul style="list-style-type: none"> • Use our communication plan which will provide effective communication with our parent community • Strengthen communication methods • Start integrating 'Hero' as a replacement SMS 	<p>Consistent and regular communication with the community, schoolwide and within teams. This includes a fortnightly newsletter (Raroan) and regular just-in-time communication via the Facebook page.</p> <p>Proactive COVID communication communications, responding to the Ministry updates and ensuring that key information is shared with the community.</p> <p>Began onboarding process for Hero, includes a targeted "push" communications mechanism via supported app (iOs & Android) - this will be rolled out in the community in Term 1 2022.</p>
Closely work with Victoria University	Continue to strengthen our relationship with Victoria University and our commitment to ITE (Initial teacher education) as a normal school	<p>Strong involvement in the VUW advisory committees for ITE.</p> <p>Attend all Normal/VUW meetings.</p> <p>Contribute to the planning and evaluation of ITE programmes</p>	<p>Stephen is on the advisory groups for both Wellington Intermediates and Normal Schools.</p> <p>2021 has been a challenging year for ITE. Disruptions have caused issues and students have expressed frustrations. Movement in the university has made things difficult, this has become more stable. Key teaching practice</p>

		Provide professional development opportunities for trainees.	<p>indicators were introduced this year and received positively but due to COVID restrictions were not always able to be implemented as student teachers were not on site. The university listened to our advice from the sector.</p> <p>Students have handled the year well, the majority who had sustained the course are passing.</p> <p>Our role as a Normal School has provided a positive partnership with the university.</p> <p>We have received extremely positive feedback from trainees.</p>
<p>Staff will participate in Kahui Ako run events for building relationships across the schools.</p> <p>Equipping students for the future; ensuring equity outcomes for all</p>	Work within the Kahui Ako towards achieving the achievement goals.	Form communities of practice across schools with common goals to continue sharing our knowledge and together create greater opportunities for our students to become successful life-long learners.	<p>High attendance at the COP meetings throughout the year.</p> <p>Hugely successful Kahui AKO EXPO</p> <p>The Kahui Ako continues to build momentum. Covid has created disruptions and cancellations to events. The ASLs (Across School Leaders have continued to meet and communicate with the Senior Leadership Team.</p>

Strategic Goal 3 Finance & Property	Annual Goals	Actions	Outcome
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<p>Future Thinking</p> <p>We provide for the development of the skills, resources and facilities necessary to support student learning.</p>	<p>Work closely with the Ministry of Education and Studio Pacific Architecture to provide future proofing property outcomes for the school.</p>	<p>Collaborate with the Ministry of Education and designers. Attend and contribute to project steering group Catering for roll growth and property redevelopment.</p>	<p>This has been an ongoing process throughout the year. Property updates have been a regular part of Board meetings. Rāroa has been working with the Ministry of Education and Studio Pacific Architecture to create a redevelopment plan for the school.</p>
		<p>Incorporate Te Ao Māori into elements of property planning and elements of Te Ao Māori woven throughout the kura, including representation of te ao Maori in the kura, e.g. signage, email and classrooms.</p>	<ul style="list-style-type: none"> ● Use of te whare tapa whā within wellbeing and PE programmes ● School Wide Celebration of Matariki ● Pākiki around te ao Marama (moon phases and it's significance) ● Anā ia whīra / feeling bingo and reflections ● Starting the day with a 'paepae' sharing whaikōrero, waiata, whakatauki ● Te reo Māori rotations twice weekly ● Kō wai au / Kō wai tātou pākiki (who am I / who are we). Building a sense of 'being' turangawaewae ● Normalised vocab of day-to-day instructions in the classroom ● 'Te reo Tuesday' 'waiata wednesday' 'tuakana / teina' thursday ● Students creating their own games after te reo Māori sessions ● Introducing taonga takaro / traditional games (ki-o-rahi, tupawae, horohopu) ● Teaching mataariki through game design (something that was a new learning concept for Tom) ● Teachers being comfortable teaching about their place (James - Parehaka) ● Some teachers advocating with and for

			<p>our students and making them know they are heard</p> <ul style="list-style-type: none"> • A lot of visual art woven through Bridget's Pārekareka classes • Aotearoa history through some of the Citizens Handbook webseries • Kararehe vocab • Zoo animal projects • Using Māori literature in literacy classes • Forms of Māori measurement systems in Pāngarau / maths
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Specific Annual Targets

Developing Writing - Writes for audience and purpose / Organises text logically.		
Justification:		
<p>Due to low writing achievement in 2019 writing became a focus for professional development in 2020. While results indicate progress there is still work to be done and writing will continue to be a target in 2021.</p>		
	Audience & Purpose At / Above	Organisation At / Above
2019 (End of year Report - Year 7 cohort)	200 / 340 - 59%	204/ 340 - 60%
2020 (End of Year Report - Same cohort as above)	268/370 - 72%	273/370 - 74%
Therefore:		
<ul style="list-style-type: none"> • • • • In 2019 - 59% of year 7 students were achieving at or above and 72% of these students in year 8 were achieving at or above in Audience and purpose. This is an improvement of 13% 		

- In 2019 - 60% of year 7 students were achieving at or above and 74% of these students in year 8 were achieving at or above in Organisation. This is an improvement of 14%
- There has been improvement in writing achievement between the end of 2019 and the end of 2020.

Actions

- To continue to raise writing achievement and have a focus on effective writing programmes at Rāroa
- More work needed in 2021 and beyond to continue to lift writing achievement and make the expected progress (2 sub levels) for more of our students.
- More PD, modelling of good teaching practice and robust assessment, including moderation.

Goal	Actions	Outcomes
Lift overall writing achievement to have 80% of all students achieving at or above in writing.	PD in analysing writing Enhance the way writing information is obtained School wide data gathered	Sam
Students achieving under the expected level will make 3 sub levels progress by the end of the year.	Target groups identified across teams Special Circumstances identified for these learners. Target & explicit writing programmes put in place, reviewed and reflected on.	Sam

Wellbeing: All students achieve

Justification: All students are capable of showing progress and achievement. Not all students are capable of showing this through common assessment practices and tests.

Goal	Actions	Outcomes
To demonstrate the achievement success of a student who is at risk of not achieving when measured using traditional assessment means. Target learning stories will show the successes of some of our less able or disengaged students and Māori achieving as Māori.	Target Learning Stories Target Learning	Target Learning Stories completed by each teacher. Five Examples Student 1 Student 2 Student 3

		Student 4 Student 5
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