

# Cloverlea School 2023-2025



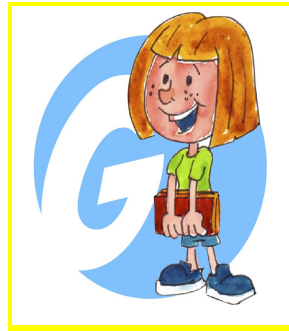



## Strategic Intentions

**Vision: A nurturing environment where children strive to succeed**

Cloverlea School is a decile 3, U5 primary school, catering for learners in years 0 - 6. The school opened in 1975 and there are 330-350 LEGENDs being taught in 14 well-resourced learning spaces.

Our PB4L LEGEND values are evident in all our learning spaces and has been a core part of our community journey with extensive consultation and is at the core of everything we do - all teaching and learning stems from our values, including all curriculum.

This Charter is heavily supported by the 2 Educational frameworks: Tū Rangatira and the NELPs.

<b>L</b> ead <i>Ārahi</i>	<b>E</b> xcellence <i>Kairangi</i>	<b>o</b> r <b>G</b> anised <i>Nahanaha</i>	<b>r</b> <b>E</b> silience <i>Manawaroa</i>	<b>i</b> <b>N</b> clusive <i>Kotahitanga</i>	<b>D</b> etermined <i>Rae Pakaari</i>
					
<p>"I know it, do it and show it"</p> <p><i>"Kia rangatira te tu"</i></p>	<p>"I do the best I can do"</p> <p><i>"Whāia te iti kahurangi"</i></p>	<p>"I am ready"</p> <p><i>"Kua rite au"</i></p>	<p>"I keep calm and carry on"</p> <p><i>"Kia tau te mauri, koke whakamua"</i></p>	<p>"I include and respect others"</p> <p><i>"Me whaakro nui ke te tangata"</i></p>	<p>"I keep trying"</p> <p><i>"Ka wepua e au te karawhiua"</i></p>

## PRINCIPLES

The Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa are the foundations for curriculum decision making. The principles put the students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Central to both the New Zealand Curriculum and Te Marautanga o Aotearoa is The Treaty of Waitangi/Te Tiriti o Waitangi. In our decision making, our school and Board of Trustees will be guided by the principles of the Te Tiriti, the New Zealand Curriculum and Te Marautanga o Aotearoa as well as Tū Rangatira and the NELPs.

## NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion. The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

At our kura, we exemplify and value these five objectives, which are evident through our school vision, our LEGEND values and our strong professional development plans for our kaiako.

Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

At Cloverlea School we;

- place every LEGEND at the centre of our decision making (student centred approach)
- carefully plan, using academic and social data, to ensure inequities within learning can be addressed effectively
- carefully plan to continue to develop staff expertise
- make learning meaningful and relevant to the tamariki for our LEGENDs
- have developed our Curriculum Snapshots as an inspirational and aspirational platform for our curriculum

## TŪ RANGATIRA

“Tū Rangatira is intended to sharpen the focus of leadership and to expand the potential and achievement of Māori” (p. 8) By using Tū Rangatira as a foundation of our Charter and Strategic Plan, we are committed to ensuring that our tamariki “mokopuna realise their full potential as Māori - to know who they are, to speak with a Māori voice and to protect Māori” culture for further generations (p.10). By ensuring the Board’s strategic direction and school leadership recognises and understands that through “language, culture and knowledge, mokopuna grow to know their identity as tangata whenua of Aotearoa” (p. 10)

Tū Rangatira is guided by 4 underlying principles:

- Māori Potential                      All Māori learners have unlimited potential
- Cultural Advantage                All Māori learners have a cultural advantage in that they are Māori
- Inherent Capability                All Māori learners are inherently capable of achieving success as Māori
- Mana motuhake                    All Māori learners have the right to live and learn as tangata whenua of Aotearoa

Tū Rangatira is based around the metaphor of a korowai and incorporates three key aspects: the knowledge of ‘Te Aho Tapu’ (the main thread of the korowai represents a strong focus on learners), ‘The Whenu’ descends from Te Aho Tapu (depicts a key role of the leader) and ‘Ngā Aho’ (the aho weave through the whenu, binding the korowai together, each aho depicts a key focus of leadership).

## Tū Rangatira: Whenu

He Kaitiaki - the Guardian	He Kaiwhakarite - Manager	He Kanohi Matara - Visionary	He Kaiako - Teacher and Learner
Protecting and nurturing a caring environment where people and ideas are valued; health, safety and well-being are enhanced; and relationships are strong	Effective and efficient management of people, environments and education that transforms teaching and learning communities	Innovative and visionary leadership to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world	Reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice

He Kaimahi - Worker	He Kaikōtuitui - Networker	He Kaiarataki - Advocate
Leading by doing: upholding collegial practices that build capability in others in pursuit of the goals of the kura	Networking, brokering and facilitating relationships that contribute towards achieving kura goals	Promoting the development and implementation of strategies, plans and policies to realise learners’ potential and their educational success as Māori

# Tū Rangatira: Ngā Aho

*KEY FOCUS AREA (KFA)*  
*FOCUS OF A LEADER (LF)*  
*LEARNER OUTCOMES (LO)*

<p>KFA: Mana Mokopuna (placing the learner at the heart)</p> <p>LF: learner potential and success</p>	<p>KFA: Mana Wairua (spiritual and holistic well-being)</p> <p>LF: the physical, emotional, social and educational well-being of every individual</p>	<p>KFA: Mana Tangata (building relationships on trust, honesty and respect)</p> <p>LF: building relationships on trust, honesty and respect</p>
<p>LO: The learner enjoys high-quality education focused on the realisation of his or her potential and success as Māori and as a citizen of the world</p>	<p>LO: The learner's self worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour.</p>	<p>LO: The learner develops physical, spiritual and emotional well-being; an awareness of his or her individual uniqueness; and knowledge and respect for himself or herself and others</p>

<p>KFA: Mana Reo (the preservation of te reo Māori)</p> <p>LF: developing, strengthening and preserving high-quality delivery of education through te reo Māori in everyday practices</p>	<p>KFA: Mana Tikanga (Māori customs and protocols)</p> <p>LF: ensuring appropriate tikanga in protocols and practice across all aspects of the kura</p>	<p>KFA: Mana Mātauranga (Māori discourses and knowledge)</p> <p>LF: asserting that being and thinking Māori is an advantage</p>	<p>KFA: Mana ā-kura (the uniqueness of each kura)</p> <p>LF: identifying and developing teaching and learning programmes unique to the goals and aspirations of kura whānau.</p>
<p>LO: The learner is a competent thinker, speaker, reader and writer in both Māori and English</p>	<p>LO: The learner is secure in the knowledge of his or her ancestral links, and considers the hopes and aspirations of whānau, hapū and iwi</p>	<p>LO: The learners understand contemporary and traditional views of te ao Māori and the natural world.</p>	<p>LO: The learner is intellectually stimulated within an environment conducive to learning</p>

At Cloverlea School we;

- Have ensured our values have been translated into te reo and are getting more well used across the school
- Try to develop strong partnerships with whānau in the beginning through our discussion with our whānau when enrolling and through Little LEGENDS (transition to school)
- Have a strengths based approach to our plans for individual students
- Have every taura and kaiako learn kapa haka so that this is normalised
- Have joined MAC (Māori Achievement Collaborative) from 2022 so this will support teacher development and leadership growth
- Undertaken Senior Leadership Team support to develop understanding in Tū Rangatira and have this as a basis for the Senior Leadership PGC (Professional Growth Cycle). Niho Taniwha is the main literature resource that is being used to help with Staff Development.
- Ensured there is a designated Māori seat on the Board, in a governance role that sits alongside Finance and Property.

## **MERGING OF TŪ RANGATIRA AND THE NELPS**

The NELPs are integrated through 'Nga Aho' and can be clearly aligned to further support and guide the strategic direction of Cloverlea School.

## **WHĀNAU AND COMMUNITY CONSULTATION**

Our Strategic Plan is reflective of the aspirations and goals of our whānau. Extensive whānau consultation was undertaken in 2016 - 2017, which formed the foundation of our LEGEND Values. These values are what the community believed would help our tamariki, as they leave primary school and are our graduate profile. We strongly believe that if our tamariki have strategies that support being a LEGEND and truly 'live' through our values, then going forward, they have a strong platform to being a 'actively involved, life long learner'. Our whānau strongly believe that these core values are life long skills and will support any learner in their future endeavours.

In 2021, further consultation was sought, to get a snapshot of how we were tracking as a school and gather whānau voice around further curriculum development. Our senior LEGENDs were also part of a Ministry of Education pilot for PB4L, which gave a strong platform for feedback and feed-forward to the staff and for the board. This feedback has affirmed the direction we are going, as well as giving the opportunity for the Board and staff to reflect on our potential next steps.

## **BOARD OF TRUSTEES COMPLIANCE**

The Cloverlea School Board will meet all its required obligations and other requirements as directed by Ministry of Education through:

- NELPs
- Education and Training Act
- 5 Year Agreement and 10 Year Property Plans

Cloverlea School policies and procedures can be accessed via School Docs. Staff and whānau have access to this, with the password in our weekly newsletter.

## Strategic Direction

STRATEGIC GOAL	RELATED TŪ RANGATIRA	RELATED NELPS	CORE STRATEGIES FOR ACHIEVING GOAL	
<p><b><u>Māori achieving success as Māori</u></b></p> <p>To ensure our Māori tamariki achieve success across the curriculum, ensuring multiple ‘opportunities’ deliberately planned for.</p>	<p><u>Ngā Aho 1:</u> Mana Mokopuna</p> <p><u>Ngā Aho 2:</u> Mana Wairua</p> <p><u>Ngā Aho 3:</u> Mana Tangata</p> <p><u>Ngā Aho 4:</u> Mana Reo</p> <p><u>Ngā Aho 5:</u> Mana Tikanga</p> <p><u>Ngā Aho 6:</u> Mana Mātauranga Māori</p> <p><u>Ngā Aho 7:</u> Mana Ā-Kura</p>	<p><u>Objective 1:</u> Learners at the Centre</p> <p><u>Objective 2:</u> Barrier Free Access</p> <p><u>Objective 3:</u> Quality Teaching and Learning</p> <p><u>Objective 4:</u> Future of Learning and Work</p> <p><u>Objective 5:</u> World Class, Inclusive Education</p>		
			STRATEGY	TIMEFRAME
			Utilise external PLD opportunities around Senior Leadership understanding of TŪ Rangatira (Senior Leader PGC)	2023-2024
			Kapa Haka school wide	2023
			Prioritise Māori learners for support / acceleration programmes	2023
			Whole staff development in te reo alongside Te Kura o Wairau	2023
			Niho Taniwha read school wide	2023
			Re visit whānau feedback re: aspirations and re consult with whanau using Niho Taniwha model	2023-2024
			Understand and unpack the Aotearoa History Curriculum	2023-2024
			Māori Achievement Collaborative (MAC) member	2023-2024
			Part of Māori leadership / Principal development alongside MOE	2023 - 2025
Further engagement with Rangitaane,	2023 - 2025			

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<p><b><u>Accelerating Student Achievement:</u></b> To improve levels of achievement for all, so all children reach their full potential.</p>	<p><u>Ngā Aho 1:</u> Mana Mokopuna</p> <p><u>Ngā Aho 2:</u> Mana Wairua</p> <p><u>Ngā Aho 3:</u> Mana Tangata</p> <p><u>Ngā Aho 4:</u> Mana Reo</p> <p><u>Ngā Aho 5:</u> Mana Tikanga</p> <p><u>Ngā Aho 6:</u> Mana Mātauranga Māori</p> <p><u>Ngā Aho 7:</u> Mana Ā-Kura</p>	<p><u>Objective 1:</u> Learners at the Centre</p> <p><u>Objective 2:</u> Barrier Free Access</p> <p><u>Objective 3:</u> Quality Teaching and Learning</p> <p><u>Objective 4:</u> Future of Learning and Work</p> <p><u>Objective 5:</u> World Class, Inclusive Education</p>	<table border="1"> <thead> <tr> <th>STRATEGY</th> <th>TIMEFRAME</th> </tr> </thead> <tbody> <tr> <td>Continue Nurture Space as a tier 2 support</td> <td>2023</td> </tr> <tr> <td>Ensure Boys Class has personalised IEPs for all learners, with a focus on academic and social support</td> <td>2023</td> </tr> <tr> <td>Kagan Structures embedded</td> <td>2023</td> </tr> <tr> <td>Continue to 'Flip' Maths across the school</td> <td>2023 - 2024</td> </tr> <tr> <td>Acceleration groups with support staff in core curriculum</td> <td>2023 - 2025</td> </tr> <tr> <td>Use of funding streams to remove barriers for our tamariki</td> <td>2023 - 2025</td> </tr> <tr> <td>Engage with a range of agencies and services to support our tamariki and staff (RTL, SLT, OT, CAFs, MOE)</td> <td>2023 - 2025</td> </tr> </tbody> </table>	STRATEGY	TIMEFRAME	Continue Nurture Space as a tier 2 support	2023	Ensure Boys Class has personalised IEPs for all learners, with a focus on academic and social support	2023	Kagan Structures embedded	2023	Continue to 'Flip' Maths across the school	2023 - 2024	Acceleration groups with support staff in core curriculum	2023 - 2025	Use of funding streams to remove barriers for our tamariki	2023 - 2025	Engage with a range of agencies and services to support our tamariki and staff (RTL, SLT, OT, CAFs, MOE)	2023 - 2025
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<p><b><u>Continuing to Develop School Culture:</u></b></p>	<p><u>Ngā Aho 1:</u> Mana Mokopuna</p>	<p><u>Objective 1:</u> Learners at the Centre</p>																	

<p>To ensure that all decisions made honour Te Tiriti while continuing to develop a school culture based on common sense / evidenced based pedagogies (such as PB4L, the neuroscience of the brain, Kagan Structures and being part of the Māori Achievement Collaborative)</p>	<p><u>Ngā Aho 2:</u> Mana Wairua</p>	<p><u>Objective 2:</u> Barrier Free Access</p> <p><u>Objective 3:</u> Quality Teaching and Learning</p> <p><u>Objective 4:</u> Future of Learning and Work</p> <p><u>Objective 5:</u> World Class, Inclusive Education</p>	<table border="1"> <thead> <tr> <th>STRATEGY</th> <th>TIMEFRAME</th> </tr> </thead> <tbody> <tr> <td>PB4L Tier 1 continuation</td> <td>2023 - 2025</td> </tr> <tr> <td>PB4L Tier 2 continuation</td> <td>2023 - 2025</td> </tr> <tr> <td>Kagan structures embedded</td> <td>2023 - 2025</td> </tr> <tr> <td>Maori Achievement Collaborative</td> <td>2023-2025</td> </tr> <tr> <td>Flipped Learning implementation (Structured Literacy, PB4L, Maths, Te Reo)</td> <td>2023 - 2025</td> </tr> </tbody> </table>		STRATEGY	TIMEFRAME	PB4L Tier 1 continuation	2023 - 2025	PB4L Tier 2 continuation	2023 - 2025	Kagan structures embedded	2023 - 2025	Maori Achievement Collaborative	2023-2025	Flipped Learning implementation (Structured Literacy, PB4L, Maths, Te Reo)	2023 - 2025
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## Improvement Plan - Kagan Structures through PB4L Tier 1



### School Strategic Goal: Developing School Culture

To improve the teaching and learning opportunities in learning spaces, by reducing the number of classroom incidences across the day using Kagan as a main pedagogy to continue to develop relationships for inclusion

#### Annual Goal

*To continue to decrease classroom behaviour incidents by implementing Kagan structures throughout our classroom programmes. Kagan structures help develop an iNclusive class culture that enables our LEGENDs to participate and contribute to their learning.*

#### Annual Target

Our goals for 2023 are:

- To reduce the classroom incidences by at least 20% across the school
- Provide further PLD for kaiako around ways Kagan can be implemented within curriculum learning.
- Complete observations of Kagan in action in all classes.
- Support staff development around strategies that can be used, that specifically align with LEGEND.
- Continue to develop schoolwide practices that ensure strategies are consistent across the school.

#### Baseline data:

Overall,

- 2022 date: 56.95% of incidences on SWIS are within the classroom (reduction from 2021 of 10.3%)
- 8.31% of incidences on SWIS are recorded in the cloak bay, bike track, library and other teaching areas. These are all classroom based times but data has this different to 'class incidences'.

Tier 2 interventions in place:

- Boys class with 11 learners
- Nurture Space operating with 3 Mentors, supporting up to 30 LEGENDs daily from 9am - 2pm
- 6 Mentors with a role of 'mentoring' our LEGENDs and support with decision making

### Key Improvement Strategies

When	What (examples)	Tū Rangatira Links	Who	Indicators of Progress
Jan 2022	Kagan PLD as part of TODs 2023	<u>Ngā Aho 1:</u> Mana Mokopuna  <u>Ngā Aho 2:</u> Mana Wairua <u>Ngā Aho 3:</u> Mana Tangata <u>Ngā Aho 5:</u> Mana Tikanga <u>Ngā Aho 7:</u> Mana Ā-Kura	Whole teaching staff	Kagan Structures evident across the school <a href="https://docs.google.com/document/d/14kxU90ILz5m0F3-H3S VR819C0jVKc1ZpxwNpEhZl388/edit">https://docs.google.com/document/d/14kxU90ILz5m0F3-H3S VR819C0jVKc1ZpxwNpEhZl388/edit</a>
Feb 2023	Induct 5 staff members with an internal PLD programme who didn't go through the formal Kagan Training in 2022		Mia Jared Sacha Jason Duncan Ariana Finda	
March 2023	Kagan section set up on PB4L flipped video website. Kagan structure model videos added to the library		Jared	
March 2023	Collect voice - staff, students, leadership		Leadership	
Term 2	Team Meetings and Staff Meetings with a Kagan Structure focus	<u>He Kaitiaki</u> <u>He Kaiwhakarite</u> <u>He Kaiako</u> <u>He Kaimahi</u>	Leiana Jared Mia	Staff understand the 4 puzzle piece Puzzle pieces explicitly linked to Kagan so staff can see the connections. PLD in teams about how Kagan can be used in different learning areas at specific year levels.

		<u>He Kaikōtuitui</u> <u>He Kaiarataki</u>		Sharing in staff meetings to 'cross pollinate'
Term 2	Classroom observations to improved kagan structure practice across our kura		Mia	Observations in each class, focused on Kagan being used within curriculum based learning. Feedback given to kaiako around positives and next steps
Nov	Student Voice	<u>Mana Wairua</u>	Leiana Jared Mia	Student voice collected across the school based on use of Kagan in learning programmes.

### Monitoring

- Classroom observations

### Resourcing

Kagan Snapshot  
Kagan Classroom Posters  
Kagan Structures book

## Improvement Plan - Mathematics

### School Strategic Goal: Accelerating Student Achievement

**For us this means we aim to:** to improve the teaching and learning in mathematics, in relation to the New Zealand Curriculum, by using the mathematics curriculum elaborations to implement flipped learning and improve teacher curriculum knowledge as well as increase classroom engagement through the use of Kagan Structures.

#### Annual Goal

By the end of 2023, 25% of the Year 4 and Year 6 target student group will make accelerated progress, meaning 4 year 4 children and 7 year 6 children will make more than one year's progress, using their scale growth from Progressive Achievement Test and GloSS data to show accelerated progress. To enable us to reach the Annual Goal in Mathematics, we have analysed data from the end of 2022 and discussed student achievement. As a result we have identified the cohorts below as targeted students with a priority of making accelerated progress with these groups.

#### Annual Target

To target the 47% of Year 4 students and the 48% of Year 6 students who were identified as working below the expectation for their year level at the end of 2022.

- To accelerate the progress of the 47% (n = 16) of the Year 4 students working below expectation.
- To accelerate the progress of the 48% (n = 27) of the Year 6 students working below expectation.
- Māori and Pasifika progress & achievement will be tracked and monitored through HERO.

#### Baseline data:

5% of Year 4 students identified as achieving “needs targeted support” in 2022

41% of Year 4 students identified as achieving “just below” in 2022

21% of the Year 6 students identified as achieving “needs targeted support” in 2022

26% of the Year 6 students identified as achieving “just below” in 2022

**Māori learners:** 10% of Māori students identified as ‘needs targeted support’ and 23% of students identified as ‘just below’ our Maths Expectations

**Pasifika learners:** 26.5% of Pasifika students identified as ‘needs targeted support’ and 26.5% of students identified as ‘just below’ our Maths Expectations

<b>Key Improvement Strategies</b>				
<b>When</b>	<b>What (examples)</b>	<b>Tū Rangatira Links</b>	<b>Who</b>	<b>Indicators of Progress</b>
Whole Year	Continue to develop the Mathematics Flipped Video website library	<a href="#"><u>He Kaiwhakarite</u></a> <a href="#"><u>He Kaimahi</u></a> <a href="#"><u>He Kaiarataki</u></a> <a href="#"><u>He Kaiako</u></a> <a href="#"><u>He Kanohi Matara</u></a>	Mia Jared Classroom Teachers	The flipped video library for mathematics will continue to be developed and begin being used in classrooms. Geometry and Measurement and Statistics libraries will be completed.
Feb 2023	To analyse end of year (2022) data to identify trends and areas to target in learning.	<a href="#"><u>He Kaitiaki</u></a> <a href="#"><u>He Kaiwhakarite</u></a> <a href="#"><u>He Kaimahi</u></a>	Mia Team Leaders	Needs identified and programmes being organised. Data shared and discussed with the Ruahine Team and Tararua Team
Feb 2023	Maths learning support groups identified in the 2022 data set up targeting 'Just Below' and then later the 'needs targeted support' children using HERO.	<a href="#"><u>He Kaitiaki</u></a> <a href="#"><u>He Kaiako</u></a> <a href="#"><u>He Kaimahi</u></a>	Mia and Jared	'Just Below' and 'Needs Targeted Support' learners for maths will be identified and programmes will be designed to meet their specific learning needs with a learning assistant
Feb/ March 2023	Teachers undertake DMIC PLD to improve classroom practise around maths task selection and build personal maths knowledge.	<a href="#"><u>He Kanohi Matara</u></a> <a href="#"><u>He Kaitiaki</u></a> <a href="#"><u>He Kaiarataki</u></a> <a href="#"><u>He Kaimahi</u></a>	Mia Dave Helen Hannah	New learning shared back in Tararua and Ruahine Teams. Classroom maths programmes reflect new learning around open-ended, high quality maths problems.
March 2022	Collect additional data: -PAT testing and data analysis -Dispositions	<a href="#"><u>He Kaiwhakarite</u></a> <a href="#"><u>He Kaiako</u></a>	Mia Classroom teachers Yr 4-6	Scale score differences Staff recognising attitudes towards mathematics
April 2022	To analyse PAT results to identify trends. Years 4-6	<a href="#"><u>He Kaiwhakarite</u></a> <a href="#"><u>He Kaiako</u></a>	Mia Ruahine/ Tararua Teams	Identify trends and make changes to the teaching programme.

Term 2 2022	Support new Team Leaders to guide their teams through reporting on milestones on HERO.	<u>He Kaiwhakarite</u> <u>He Kaitiaki</u> <u>He Kaiarataki</u> <u>He Kaimahi</u>	Mia / Jared Team Leaders	Teachers will have a clear set of guidelines to accurately make judgements on HERO
June 2022	Read, discuss and revise Curriculum Snapshot for Maths with teachers.	<u>He Kanohi Matara</u> <u>He Kaitiaki</u> <u>He Kaiarataki</u> <u>He Kaimahi</u>	Mia Teachers	Snapshot discussed in a staff hui and feedback given on what is relevant and what might need adjusting. Flipped learning will be reflected in the snapshot.
Whole year	Kagan Collaborative Structures explicitly taught and then embedded in classroom mathematics practice to promote mathematical discussion.	<u>Ngā Aho 1:</u> Mana Mokopuna <u>Ngā Aho 2:</u> Mana Wairua <u>Ngā Aho 3:</u> Mana Tangata <u>Ngā Aho 7:</u> Mana Ā-Kura	Mia Team Leaders	Examples of how to use Kagan in maths will be shared with kaiako through staff meetings. Kaiako will use Kagan structures in maths where discussions are needed. Teams will discuss and share ideas of how Kagan structures have been used in maths.
Whole year	Learning Assistants given professional guidance in how to support targeted groups.	<u>He Kaitiaki</u> <u>He Kanohi Matara</u> <u>He Kaiako</u> <u>He Kaimahi</u>	Mia Donna	The Learning Assistant understands the gaps that need to be filled to allow the LEGENDs who are 'Just Below' and 'Needing Targeted Support' to make the most gains possible through the support programme. The Learning Assistant has relevant resources and materials to provide the learning support programme.
Whole year	Regular conversations being held between Learning Assistant and Maths Lead Teacher	<u>He Kaitiaki</u> <u>He Kaiako</u> <u>He Kaimahi</u>	Mia Donna	Regular conversations take place - about learners receiving maths support, programmes, activities etc.

**Monitoring** Regular tracking of students and data collated from classroom teachers and Learning Assistants, with regular discussions around noticings and investigating. Discussed at team level in conjunction with guidance from Maths Lead Teacher - Mia

**Resourcing**

- Access to PLN (Professional Learning Network)

- DMIC PLD
- NZ Maths website
- Flipped Learning Library

## Improvement Plan - Te Reo leading to Aotearoa Histories

### School Strategic Goal: Māori achieving success as Māori:

*For us this means we aim to focus on improving teacher capability in te reo so they can normalise te reo in the class and across the school.*

#### Annual Goal

By the end of 2022 staff (from 2 schools) were surveyed and asked questions around what they could do in te reo. The summary of the data was:

- 50% of staff being able to introduce themselves and say up to 3 things about themselves
- 27% of staff felt confident to read words without hesitation
- 35% of staff would use 0 - 5 instructions in daily in the class
- 50% of staff could answer 'Kei te pehea koe?' with up to 6 different responses

For kaiako to be able to use more te reo and normalise this within the school, we need to improve confidence and capability,

#### Annual Target

For every kaiako to begin working towards 4b in te reo so that all tamariki can hear and respond in te reo as part of our everyday learning at Cloverlea.

#### Baseline data

As above, data from the teacher survey was used to help plan PLD for 2023.

#### Key Improvement Strategies

When	What (examples)	Tū Rangatira Links	Who	Indicators of Progress
February 2023	Leadership Hui with MAC provider to plan support for the year	<u>Ngā Aho 1: Mana Mokopuna</u>  <u>Ngā Aho 2: Mana Wairua</u>  <u>Ngā Aho 3: Mana</u>	Senior Leaders	Plan in place that meets kaiako needs based on MAC outcomes



		<u>Tangata</u>  <u>Ngā Aho 5: Mana Tikanga</u>  <u>Ngā Aho 7: Mana Ā-Kura</u>		
2023	Staff Hui with another local primary school (planned for 3-4 times per term)	<u>Ngā Aho 4: Mana Reo</u>	All Staff	Kaiako in groups based on need (3 different groups) with 3 different tutors that focus first on classroom te reo
2023	Niho Taniwha staff read	<u>Ngā Aho 1: Mana Mokopuna</u>  <u>Ngā Aho 2: Mana Wairua</u>  <u>Ngā Aho 3: Mana Tangata</u>  <u>Ngā Aho 5: Mana Tikanga</u>  <u>Ngā Aho 6: Mana Matauranga</u>  <u>Ngā Aho 7: Mana Ā-Kura</u>	All staff	Unpacking bias, educational needs, honouring te tiriti, how we influence and plan for our tamariki going forward, what resourcing is being purchased, which PLD aligns with Te Tiriti.
Sept 2023	Begin looking at Aotearoa Histories as a staff	<u>Ngā Aho 1: Mana Mokopuna</u>  <u>Ngā Aho 2: Mana Wairua</u>		

Ngā Aho 3: Mana  
Tangata

Ngā Aho 5: Mana  
Tikanga

Ngā Aho 6: Mana  
Matauranga

Ngā Aho 7: Mana  
Ā-Kura

### **Monitoring**

- Term by term using Staff PLD Plan
- Hearing more te reo in the staffroom, across the school, in the classes
- Te Reo Level 1 through Flipped Learning

### **Resourcing**

- Niho Taniwha Book
- PLD spaces
- Te Reo Leads for each te reo group
- Funds for te reo leads, kai