

ANNUAL IMPLEMENTATION PLAN 2024/5

<u>Priority Area One – STEM – STUDENT OWNERSHIP</u>	<p>ANNUAL GOAL 2024/5</p> <p>Children will become more confident, creative, systematic, independent, and motivated, in their use of knowledge (including observation, measurement and analysis of evidence). This will be utilized as a primary bridge to enhanced ownership of the learning process. Children will become increasingly motivated to do science and to think scientifically.</p>
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STEM			Vision Statement						Evaluation.
Intervention for Improvement			<i>Teachers and students are enthusiastic and engaged with STEAM and make connections with other curriculum areas.</i>						<p>Self-review - Looking to 2025</p> <p><i>Against which indicator did we make the greatest progress ? How do you know?</i></p> <p><i>Against which indicator did we make the least progress? How do you know?</i></p> <p><i>What are our critical next steps?</i></p> <p><i>Further thoughts / new ideas?</i></p>
Empowerment and ownership!	<i>When?</i>	<i>Who?</i>	<i>Facilitation - Andrew</i>	<i>Mid-point Review (+ ach/- pending)</i>	<i>Significant Progress</i>	<i>Satisfactory Progress</i>	<i>Limited progress</i>	<i>Carried Over</i>	
Priority Action 1		<i>WS</i>	<i>Using the design thinking model, students take on a project with their class (Linked in with Envirosteam). Prom. thinking skills.</i>						
Priority Action 2		<i>WS</i>	<i>Students will continue to use of the House of Science kits in their classrooms on a regular basis with a special focus on preparation and planning, follow up, going deeper and more sessions per box.</i>						
Priority Action 3		<i>WS</i>	<i>Staff will aim for planned (staged) application of thinking skills (including justifying, reasoning and collaboration) across the wider curriculum.</i>						

Priority Action 4		WS	<p>Staff and students will have regular opportunities to review, feedback and share their STEAM journey. Lead teachers. CRT. Incorporate in Collaborative inquiry (PGC). Snippets at staff meetings.</p>						
Primary assessment tool			<p>Continue to use the school matrix which identifies stages in the STEM enquiry process as basis for target setting and formative assessment. Staff/student and cohort interviews (and surveys). To monitor achievement progressions of identified target groups.</p>						<p>Maybe look at digital tech to record assessments and then analyse.</p>

Analysis of Variance **For the period 2024** ***EXTERNAL EVALUATION FOCUS***

Strategic Aim		Children will become more confident, creative, systematic, independent, and motivated, in their use of knowledge (including observation, measurement and analysis of evidence). This will be utilized as a primary bridge to enhanced ownership of the learning process.					
Annual Aim :		Children will more motivated to do science ... and competent in using and adapting science process and inquiry skills and strategies. (And the school will work progressively toward the application of attitudes and skills across the wider curriculum ... maintaining the overall goal of student ownership)					
<u>IDENTIFIED AREAS FOR IMPROVEMENT</u>	Well below standard	Below standard	At standard	Above standard	Areas for improvement Target Statement .. Annual Aims	Position in relation to target statement Specific Actions	Analysis / Reflections / Recommendations
<i>Baseline Data – Collected November 2023</i> <u>Based on science matrix</u>		9.3%	55.1%	35.5%	<i>End of 2023 data shows 90.7% of students at and above, far exceeding our target of 73%</i> Target for 2024 The number of students consistently above standard will exceed 40%	See priority actions below	
<i>FOCUS GROUP 1 Focus Group Data (November 2023)</i> <i>Maori students</i>		12%	74%	14%	<i>14% of Maori students achieved above standard meeting the target set and an increase to 74% of students are now at.</i> Target for 2024 The number of Maori students achieving above standard will exceed 20%	See priority actions below	
<i>Mid point data School 2024</i>	NA						

<i>Dec. 2024 Data in relation to targets</i>							
FOCUS GROUPS 3 and 4							
Year 6 (Previous year 5)		14%	60%	26%	Target for 2024 The number of year 6 students achieving above standard will exceed 30%	See priority actions below	
Year 8 (Previous year 7)		23%	48%	29%	Target for 2024 The number of year 8 students achieving above standard will exceed 35%	See priority actions below	

*Internal Evaluation focus: Student ownership of learning - **ACTION PLAN – NELP 1-5***

- *A sequenced pathway for inquiry to address the evaluation focus and questions: information gathering, analysis, synthesis and sense making, leading to judgements to provide key evaluation findings.*
- *A sequence of activities uses existing evaluation capacity and strengthens evaluation capacity.*

Overarching Evaluative Question:

How well do the school conditions support the development of student ownership of their learning to positively impact learner outcomes and achievement? (Outcome question)

Investigative Sub-Questions:

1. To what extent do staff and students have a shared understanding of student ownership? (Understanding question)

WHAT? Short description of evaluation activity	HOW? Sources of information and Methods	WHO? Persons responsible/ Participants	WHEN? Timeframe	REFLECTION/STATUS
Review baseline data collected in 2023	Staff discussions	Whole staff	Term 1 2024	
Analysis of data	Confirm patterns (and anomalies) in survey data Identify areas for class and syndicate wide focus Specifically compare with Science Capabilities Rubric	Whole staff	Term 1 2024	Need further discussion around whether the science capabilities rubric is the best context for assessing transfer of ownership. Is there a better context?

<p>Review 3-5 aspirational statements for the wider school.</p> <p>Prioritize, amend where appropriate.</p>	<p>Identify progress made with respect to each statement.</p> <p>Identify class/syndicate priorities for 2024</p> <p>Identify supporting actions.</p>	<p>Whole staff</p>	<p>Term 1 2024</p>	
<p>Identify/ confirm areas for class, syndicate or cohort focus.</p>	<p>Those with a strength in science were measured as our cohort group in 2023.</p> <p>Consider an alternative cohort group(s) ... possibly Maori students.</p>	<p>Whole staff</p> <p>Senior staff</p>	<p>Term 2 2024</p>	

2. How are opportunities for student ownership embedded in learning programmes?

WHAT? Short description of evaluation activity	HOW? Sources of information and Methods	WHO? Persons responsible/ Participants	WHEN? Timeframe	REFLECTION/STATUS
Develop school and syndicate plans to embed our “ownership priorities”.	Review 2023 plans and modify based on impressions and needs identified in data. Consider whether these should be included in PGC Use Science Capabilities Rubric as a reference point, and as a context for the teaching of focus knowledge and behaviour.	Syndicate teams	Term 1 2024	
Go deeper	Identify how focus STEAM actions could be modified for specific cohort groups (a different group from 2023)	Syndicate teams	Term 2 2024	<p>Keep in mind that vocab can be a barrier – especially in relation to our rubric.</p> <p>Feed vocab in across the curriculum.</p>
Go wider	Identify how STEAM actions might be implemented throughout the wider curriculum. Syndicate specific. Suggestion (first step) ... Social Sciences	Whole staff Syndicate teams	Term 2 2024	<p>Explore in the context of art – observational drawing – photography.</p> <p>Physical and living world.</p>

Share practice	Make provision for regular PLD/PGC discussions around student ownership. Facilitate visits to classrooms/schools.	Whole staff	Terms 2-4 2023	
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<p>Students will show evidence of application of prior learning.</p>	<p>Students will reflect on their journey as thinkers and scientists.</p> <p>Classes (or syndicates) will develop a simple rubric appropriate to their level to plot their journeys. This could be based on the Science Capabilities Matrix.</p> <p>To be accessible – classroom walls</p>	<p>Whole staff</p> <p>Senior school to lead here please.</p> <p>All students</p>	<p>Term 2-4 2024</p>	
<p>Students will use context and process specific language</p>	<p>Promote science inquiry language. Encourage students to speak “scientifically” and to use these words when writing about science.</p> <p>Use liberally when using science boxes.</p>	<p>Whole staff</p> <p>All students</p>	<p>Term 1-4 2024</p>	

4. What obstacles to student ownership are emerging and how are these being addressed? (Practice/experience question)

WHAT? Short description of evaluation activity	HOW? Sources of information and Methods	WHO? Persons responsible/ Participants	WHEN? Timeframe	REFLECTION/STATUS
Identify barriers in the staff survey.	Re-administer survey in 2024 – identify shifts in practice and next steps	Whole staff	Terms 1-4 2024	
Identify barriers faced by individual students.	Review student / cohort data. Discuss and brainstorm observations Identify targeted assistance – What? When? Who?	Whole staff	Terms 1-4 2024	
Identification of potential obstacles – learning environments.	Audit of learning spaces, structure, systems etc to identify features conducive to or against ownership decisions. <i>(Carried over from 2023)</i>	Whole staff	As above	

Priority Area – MISCELLANEOUS **Intent: PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2024**

MISCELLANEOUS Intervention for Improvement	When?	Who?	Vision Statement	Mid-point Review (+ ach/-pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2025 <i>Against which indicator did we make the greatest progress ? How do you know? Against which indicator did we make the least progress? How do you know? What are our critical next steps? Further thoughts / new ideas?</i>
Priority Action 1 LIBRARY		WS	Use explicit knowledge of why, what, and how often, children are reading as the basis for targeted (and tailored) book promotion in every room (and home). <i>Usage and promotion need to be a brief part of every second staff meeting with constant reflections on student reading patterns.</i>						Emphasis on ... Teacher reads ... Reading around current topic ... Online, epic, sunshine on line ... Library promo
Priority Action 2 TE REO WHANAU ENGAGEMENT		WS JG AA	Continue to build on sequential/staged skills development. Teachers to build on the specific skills taught by the te reo teacher each week. Promote kapa haka programme and seek opportunities for performance. Strengthen community links (see Te Tiriti statement).						

Priority Action 3 WELLBEING	BP KM WS	Continue well-being focus - focus on doing, acting, interacting etc. Link with virtues programme and kapa haka.							
Priority Action 4 Gifted Students		Identify students leading in science (and in critical thinking more generally). Identify next steps for these students.							
Priority Action 5 Literacy Interventions	RR Learning support team	Prioritise second phase implementation of Better Start Literacy and IDEAL Embed systems for early identification and tracking of students.							

TARGETTED USE OF KIWISPORT FUNDING

MATARAU SCHOOL 2024

KIWISPORT FUNDING	Supporting Actions		Success Indicators	Mid-year 2024	Fully achieved	Partly achieved	Not achieved	Carried over	Evaluation Self Review - Looking to 2025
Funds allocated Funds expended									
Outcomes To ensure children have a variety of high quality sporting and fitness experiences . To raise the level of fitness (and overall wellness) through regular participation in the above. To use physical activity to improve engagement and target needs of	Children will .. Participate in (and support others to participate in) a variety of sport and fitness activities. Teachers will .. Provide high quality sport and fitness activities – taught esp through strategic games.	WS	.. regular (where possible daily) class / syndicate (outdoor) fitness sessions. .. promote strategic games to promote skills application ... integration of skill and games programmes year 3 and up ... leadership by syndicate leaders or nominated syndicate						See above; significant progress made. Unit allocated for wellbeing 2024 with physical wellbeing being a big part of this to ensure this is sustainable and is consistent across all classes.

underachieving and behaviour problem students	Provide regular fitness opportunities .. each day where possible. School will .. Appropriately resource and support the above prog's		member. Create a Kiwisport leadership team. ... implement "move well" or similar programme						
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Priority Areas	Intent: <u>AREAS FOR EXPLICIT BOARD FOCUS – 2024</u>
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<i>MISCELLANEOUS</i> Intervention for Improvement	When?	Who?	Vision Statement To govern the school in ways which align practices with government and local priorities, and which place learner needs (social, emotional, and academic) at the centre of all that we do.	Mid-point Review (+ ach/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation. Self-review - Looking to 2025 <i>Against which indicator did we make the greatest progress ? How do you know? Against which indicator did we make the least progress? How do you know? What are our critical next steps? Further thoughts / new ideas?</i>
Documentation			Review policies ...						
			Review the implementation of the schools Restraint and Seclusion policy.						
			Review policies in line with the schools Cyclical Review Programme.						

Personnel			Consider the viability of transitioning some staff from fixed to permanent positions.						
			Monitor enrolments to see if a staffing reduction may be necessary in 2025.						
			Review support staff funding to evaluate on-going viability in light of TAPEC contributions/expectations.						
Financial and property			Work with MoE appointed consultants on finalisation of new 5YA Agreement						
			Work with project manager and MoE to develop a final concept plan for school redevelopment						
			Develop a plan for field drainage.						
			Seek the necessary support to develop a Cyclical Maintenance (Painting) Programme for the school.						
Health and Safety			Work with consultants on LSPM project to improve access to and around the school.						
			Petition the MoE to fund a Traffic Engineer's Report as part of the school's redevelopment project.						
Admin/Legal			Implement a cell phone policy/set of protocols as required.						
			Implement policy and curriculum changes as these come on stream.						

<i>Inclusion/Engagement/Giving effect to Te Tiriti</i>			<p>Matarau School Board of Trustees</p> <p>Meeting obligations to give effect to Te Tiriti o Waitangi</p> <p><i>Seek to build meaningful connections with local Maori - in ways that strengthen relationships and enrich curriculum design and delivery.</i></p>						<p><i>Suggested Actions for 2024</i></p> <p><i>Notes carried over ...</i></p>
			<p>... where possible embed a Matauranga Maori strand/perspective in learning programmes ... especially via NZ History Curriculum in 2023/4 – time and place</p>						<p><i>Phase one implementation in 2023. Continue into 2024.</i></p> <p><i>Local focus. Time and Place.</i></p> <p><i>Awaiting new guidelines.</i></p>
			<p>... establish “go to” people at the local marae to establish connections and build knowledge base.</p>						<p><i>Connections have been made but relationships need to be built and gains consolidated. Early stages.</i></p> <p><i>Sharing of special events to be a focus.</i></p> <p><i>Local input into curriculum</i></p>
			<p>... grow awareness of nature and impact of initial and subsequent settlement, resource usage, places of significance etc.</p>						<p><i>Continued focus on ngahere, orchard and enviro days as contexts for growing this.</i></p>

		... establish a sustainable kapa haka programme working toward more performances and perhaps competitions.						<i>Look to expansion of hours. Participation in relevant competitions and greater participation of boys a focus in 2024.</i>
		... strengthen ties with Ngararuatunua Marae ... make connections ... share knowledge.						<i>See above.</i>
		... allocate funds to employ a Te Reo teacher ... aim for sequential learning and application between lessons.						<i>Focus in 2024 is to support classroom teachers with consolidation of material between Te Reo lessons (and to grow awareness of staging).</i>
		.. consider ways to revitalise the school Whanau Group						<i>Allocation of unit for this purpose in 2024.</i>
		... support (and develop) tuakana teina, Ngahere, katiaki club, enviro day and puteka kai (via the school orchard)						<i>To increase awareness and involvement in the above. Allocation of necessary funds. Grant applications.</i>
Statement of compliance with employment policy		<p>Matarau School Board of Trustees</p> <p>Meeting obligations as a good employer</p> <p>Compliance Assurance</p>						<p>Suggested Actions for 2024</p> <p>Carried over ...</p>
		Good and safe working conditions						<i>The school is complaint with relevant Health and Safety requirements. The</i>

								<p><i>school's H and S Policy is viewed by all staff annually and H and S matters are minuted at fortnightly staff meetings ...and actioned appropriately.</i></p> <p><i>All staff have opportunities to feed back.</i></p> <p><i>Considerable improvements have been made to the school environment (paths and buildings in 2023 ... carrying over to 2024).</i></p>
			Fulfilling EEO programme					<p><i>All conditions of the schools EEO policy are being met.</i></p>
			Impartial selection of personnel					<p><i>The school continues to advertise appropriately and to employ the person best qualified for the role in question.</i></p>
			Recognising aspirations of Maori					<p><i>A number of part time roles and units have been approved in 2023 (rolling into 2024) to support aspirations of Maori. Maori staff are supported to lead where they wish and PLD funding is made available.</i></p>
			Enhancing the abilities of employees					<p><i>The Board continues to allocate funding for PLD and staff work collaboratively on a negotiated PGC.</i></p> <p><i>Where possible staff engage in CoL wide PLD</i></p>

									<i>Staff are encouraged and supported to work in collaborative teams in areas of personal/group interest.</i>
			Recognizing the employment requirements of women						<i>In 2023 the board has continued to be sympathetic to leave and part time positions to assist female staff to balance their commitments.</i>
			Recognizing the employment requirements of disabled persons						<i>Leave conditions (and hours of work) have been configured to assist staff experiencing difficulty.</i> <i>Plans are underway to significantly improved disability access and transit around the school.</i>
<i>ERO Recommendations/ requirements</i>									
			Continue to monitor registration status of staff.						
			Securely retain police vetting source documents.						
			On-going community consultation – incl consultation with Maori community.						

MEMBERS OF BOARD OF TRUSTEES

NAME	POSITION	HOW POSITION GAINED	STATUS	TERM EXPIRY
Kevin Trehwella	Principal	Appointed	Principal	NA
Fiona Goodin	Board Chair	Elected October 2022	Parent	June 2025
Toni Pivac	Parent Rep	Re-elected October 2022	Parent	June 2025
David Postlewaight	Parent Rep	Elected October 2022	Parent	June 2025
Sally Roberts	Treasurer	Elected October 2022	Parent	June 2025
Gary Langley	Property	Elected October 2022	Parent	June 2025
Adam Crump	Staff Rep	Elected October 2022	Teacher	June 2025

SUMMARY STATEMENT (Looking to 2025 and beyond)

Further areas for consideration in 2025

Final Word of encouragement and gratitude as we move into 2025

Chairperson Board of Trustees

Approved at full meeting of BoT on

ANNUAL REVIEW SCHEDULE

MATARAU SCHOOL

NAG AREA	Person Responsible	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
Achievement Data	Principal		Targets – National Stds Data (pre)	P.A.T.s	P.A.T. Probe area	Literacy Data	Term 2 Moderation	Maths Data	Term 3 Moderation	Other ..	Targets – National Stds Data (post)	
NAG 1 Curriculum	Principal Curric. Strand Co-ordinators	Meet the teacher	3 way conf. Initial Achievement data Conf. targets	Review S.N. register		Review S.N. register Interim data (mod. ex. 1)	Portfolios issued Mid-year interviews		Review S.N. register Interim data (mod. ex. 2)	Portfolios issued	Post Achievement data Assess targets	Review S.N. register Written reports
NAG 2 Doc. & self-review	Whole BoT	Completion of Charter and Analyses of Variance. 31.3	Survey parents &/or students	Annual Report Due 31.5	Report on survey	Mid year review of Code of Practice	Review of Library Development Plan	Annual review of After School Care Prog.	Audit of Registration status of teachers	Begin formal charter review	End year review of Code of Practice	Completion of Annual Report Ident. Of needs / barriers
NAG 3 Personnel	Principal Chairperson	Prog. For provisionally registered teachers.	Set BoT and staff perf. targets Strand based P.D. plans presented to BoT BoT targets Principals appraisal			Staff / BoT peer appraisals Interim principal's appraisal	Admin EEO survey BoT interim review of charter targets		Staff / BoT peer appraisals E.E.O. Report	Proposed staff profile following year Conf. of .. Regis. Status .. annual salary attestations	Formal review of BoT and staff targets Summary of Staff professional development programme.	Summary of appraisal process for year – attestation against professional standards.
NAG 4 Financial & Property	Treasurer		Accounts to auditor	Audited accounts to Ministry		Review of 5 / 10 year property plan	Minute .. Audit Rep Comment on Mgt Letter Pub on website Rev depr rates, BoT payments,	Appoint budget comm. Prepare draft budgets		Present proposed budgets for following year		

							cycl main. note asset value Review asset Reg –sight items					
NAG 5 Health & Safety	Property person	Trial Evac.			Trial Evac.	Review of medical and accidents register	Six monthly Health and Safety Inspection	Trial Evac.			Trial Evac. Review of medical & accident Register	Six-monthly Health and safety Report
NAG 6 Admin. / Reg. compliance	Secretary							Appoint policy review committee		Review FFPP	Report from policy review committee	Presentation of Principal / Chairpersons Reports

SELF REVIEW SCHEDULE

ANNUAL

where

Strategic objectives
National Priorities
Local Priorities
Strategic Overview
Annual Plan

- focus Ing area
- values,
habits,
pedagogy and
process
- inclusion and
engagement
- curric cons.
- Assess and
evaluation

Kiwisport funding
Documentation and
self-review
Personnel
Finance and property
Health and Safety
Admin. / legal
Equal Employment
Opportunities

CHARTER

EEO Report

REGULAR

where

Audit of practices in
area(s) of focus
Id of targets, actions
etc in support
SENCO
IEPs (anniversary)
S.N. reg (each term)
Syndicate Practice
Analysis Discussions.
Review of
performance targets
Health and safety
insp (6 mthly)
Review of Hazard
Register (monthly)
Accident Register
(monthly)
Achievement data
(monthly)
Achievement against
focus and N.S.
targets
Policy review (3
yearly cycle)

Focus Report
Appr doc
IEPs (network)
SN Reg

Synd minutes

Charter / SM
minutes

H and s Reports

Principal's Report

Pr Rep / Acc Reg

Tabled BoT mtg

Charter / tabled BoT

Policy review report

SYNDICATE BASED

where

Syndicate / class
based AOVs

T 1 and 3

Instructional prog
IEPs
Homework
Marking, feedback
etc

Unit planner / prog.

Authenticity
Formative
assessment
5 pt plan

T 2 and 4

Wider programme
Etap / data
Use of support staff
Weekly planning
Learning
environments

App doc. /
Syndicate minutes

**Professional
Development
School, syndicate,
personal PD targets
Units
Budget review
Library Plan
5 pt plan / Sch. AOV**

**PD Plan
PD Agreements
Unit Report
Draft / final budget
Lib Dev. Plan
Charter**

**International
students / pastoral
care (6 monthly)
Consultation –
students and
community
Whanau Hui
STUDENT VOICE
Wellness survey
Student interviews**

**Review of Int stud
prog
Survey / feedback
summaries
Hui consultation
folder**

**Performance against
personal targets
5 pt plans**

**App doc. /
Syndicate minutes**