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| **PAPAROA SCHOOL ANNUAL PLAN 2023** |
|  2021 2022 2023**Students, staff, whanau and community are all interconnected****Students will feel valued and safe to be who they are and learn the way that helps them reach their full potential** |
| **STRATEGIC GOAL 1 – CREATE A POSITIVE DIVERSE INCLUSIVE LEARNING ENVIRONMENT** |
| Strategic Initiatives | Actions 2023 – What will we do? | What will we see differently? | Measures | Outcomes |
| 1.1 Create an environment that is culturally responsive | # Participate in and implement Te Reo Tuatahi programme which will be schoolwide. This consists of Te Reo and Tikanga through Pepeha, Matariki, Te Marae and ANZH.# Include Te Ao Maori Opportunities into the new Paparoa bi-annual concept plan# Invite Whanua to engage in the Te Reo Tuatahi programme # Aotearoa Histories will be integrated into curriculum units through the year | # Te Reo and Tikanga will be taught consistently through the school. All staff will be included in the professional development. Whanau will be invited to be a part of this learning# Staff beginning to experiment in teaching ANZH and implementing the key learnings | # The programme will enable the school to be teaching up to 4 hours per week**Measured by:** timed sessions through the week# Students will begin to understand their pepeha rather than just say it. **Measured by:** observation and questioning # All teachers can demonstrate in a lesson how ANZH is integrated (planned) into their classroom program **Measured by:** Observations of classroom practice and capturing the learning through learning stories in the classroom | #Fluency of Te Reo will gradually increase by staff, students and whanau. Understanding of the four key elements of Pepeha, MatarikiThe school will be able to apply for the extra funding for Maori Language 4B |
| 1.2 Create a student – centered approach to learning | # Begin the set up of Spotlight through the SMS programme, starting with Digital Technology & Te Reo Maori, Values# Provide Spotlight professional development to all staff # Introduce students to Spotlight and the use of the dashboard – creating goals and adding evidence# Develop the use of formative evidence sheets for teacher and student use#Students understand what they are learning, why they are learning it and how they will be successful at learning it (Walt & Success Criteria) | # Teachers will begin to use a digital form of formative evidence gathering. # Students will see their learning visually and be identify their own next steps. This will promote discussion with the teacher | # Formative evidence posted by teachers and students **Measured by:** comments seen against curriculum areas# Students can talk about their current learning and their next steps**Measured by:** Discussion with students and use of spotlightStudent wellbeing survey | Teacher knowledge of Spotlight allows them to identify more specific next steps for individualized learningStudents will be able to add their own evidence against learning goals, know what they have achieved and what their next steps are. Student survey will see a data shift in student agency. |
| 1.3 Create specific outdoor learning environments | # Initiate the Garden to Table programme# Find resources that promote outside learning # Create a plan for the creation of an outside learning environment within the school. | # The gardens will be used for learning through the curriculum# Resources will be available for students to use for play# A visual plan will be created to use for ideas and schoolwide sustainability  | **Measured by:** Weekly planning will show teaching and learning related to the outside environment **Measured by:** the resources that are made or bought for outside play | # Authenticity of learning will be seen as well as engagement of learning will be high due to variety of resources available to the students |

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| 2021 – 2023 Initiatives | What does success look like in 12 months? | Key Actions and Inputs | Led by | TimelineResources |
| 1.1 Create an environment that is culturally responsive | All children and whanau feel valued and accepted for their culture | # All staff, students and whanau participate in Te Reo Tuatahi programme# Professional development for all staff# Include a Te Ao Maori component in all units# Integrate Aotearoa Histories Curriculum  | Principal | All year$500.00 |
| 1.2 Create a student – centered approach to learning | Students will be able to talk about their learning, where they are achieving as well as their next steps | # Set up Spotlight in Etap# Provide professional development for teaching staff on how to use spotlight# Introduce students to their own spotlight dashboard# Students and teachers begin to upload own evidence# Continue building teacher efficacy with formative assessment  | Principal | All year$200 |
| 1.3 Create specific outdoor learning environments | Students will have collaborated to create a plan for outdoor learning spaces that provide engagement and authentic teaching/learning opportunities | # Garden to Table will be initiated# School vegetable gardens and orchards will be cleaned up and developed for better use# Resources will be researched and purchased to promote outdoor learning# Action plan will be created in collaboration with students, staff and whanau to repurpose and create spaces which will be sustainable  | Principal and teaching staff | All year$2000 |

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| **STRATEGIC GOAL 2– CREATE SUSTAINABLE ENVIRO-CONSCIOUS PRACTICES TO SUPPORT HEALTHY WELLBEING** |
| Strategic Initiatives | Actions 2023 – What will we do? | What will we see differently? | Measures | Outcomes |
| 2.1 Plan and implement our Paparoa enviro strategy | # Create an action plan including the ideas from the 2021 strategic plan# Build and teach sustainability practices in the outdoor environment # Develop sustainable practices with the 4 R’s | # A timeline will be seen by all stakeholders in the development of the outdoor education programme (enviro)# Practises in the school will be sustainable  | # **Measured by:** use of timeline and completion of the tasks/projects# **Measured by:** - Reduction of waste, recycling strategies in place- Composting strategies being used | Sustainable practices will be put in place, starting with a focus on Reduce, Recycle, Reuse and Refuse.To continue the Programme, the action plan will be evaluated and continued to be used and developed |
| 2.2 Establish strong community connections and create a sense of belonging to Paparoa | # Continue working with Paparoa Connections Workshop # Complete the School’s 150th Anniversary day (2 years late due to covid)# Complete an annual events calendar# Develop ideas to improve school visibility in the community# Look at resourcing new T-shirts for students to wear | # Completing events through Covid and weather adversity # All stakeholders are aware of events, fundraisers and trips well ahead of time | **# Measured by:** - the attendance to community events- completing events, fundraisers and trips | Completing the events to a high standard.Hearing positive feedback from whanau and the community about where the school is placed. |
| 2.3 Create a holistic approach to wellbeing | Whare Tapa Wha# Taha Tinana – promote physical activity through play# Taha Wairua & Taha Whanau – refer to 1.1# Taha Hinengaro – promote 0% put downs in school and continue with the “no hands, no feet”- implement a new behaviour management programme with a focus on the school values of respect, responsibility and resilience- resume “Equine Therapy”- all teaching units included one focused school value- look at self esteem programmes such as Bounce Back as a Senco programme  | # More individual play rather than team sport due to the rural position of the school# Students will focus on kindness.# All stakeholders will be clear on the consequences of behaviour but also rewards- a new avenue for students to participate in for mental wellbeing- students will understand the what the values look like at Paparoa School | **# Measured by:**- the amount of students who participate in new equipment**# Measured by:****-** amount of behaviours identified throughout the year and programmes put in place if needed**Measured by:** Change in the initial behaviours  | Enabling students to use basic equipment at home as well as school as a physical activityEnabling students to see themselves positively and have confidence in their decision making as well as risk takingFour students will participate in the programme |

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| 2021 – 2023 Initiatives | What does success look like in 12 months? | Key Actions and Inputs | Led by | TimelineResources |
| 2.1 Plan and implement our Paparoa enviro strategy | Sustainability practices begun and next steps are in place  | # Create an action plan including the ideas from the 2021 strategic plan# Build and teach sustainability practices in the outdoor environment # Develop sustainable practices with the 4 R’s – Term 1 teaching unit | PrincipalTeaching Staff | Term 1All yearTerm 1/All year$200 |
| 2.2 Establish strong community connections and create a sense of belonging to Paparoa | Paparoa School’s reputation in the community and among whanau is positive | # Work with ex Paparoa students to complete the 150th anniversary day# Continue putting an article in the local Paparoa Press each month# Attend community meetings particularly, Paparoa Connections Network# Investigate cost and types of shirts available for students to wear, collaborate with whanau on design | Principal / BOT / Staff | All year$1500 |
| 2.3 Create a holistic approach to wellbeing | Students will feel safe and cared for at Paparoa School. Whare Tapa Wha begins to be used within the school culture | # New behaviour management programme implemented that’s focused on Paparoa School’s values# Four students participating in the Equine Therapy Programme# The values are a focus throughout the different curriculum units# A self -esteem resource will be looked at  | PrincipalStaff/PrincipalPrincipal | All year$ 300Term 1$ 500 |

Questions

Where can I incorporate the structured literacy?

How do I put the targets in for reading, writing and maths