ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2021 - 2023

STRATEGIC GOALS		SHORT TERM OUTCOMES 2021		MEDIUM TERM OUTCOMES 2022		LONG TERM OUTCOMES 2023
Strategic Goal 1 **Achievement in Literacy & Science** Provide high quality PLD opportunities that result in increased achievement in literacy & science for all students, particularly students needing additional learning support. Teachers are supported to improve pedagogy and '*assessment for learning*' practices which will lead to increased student progress and achievement NAG 1, 2 NEG 1, 2, 3, 4, 5, 6, 7, 9	➤	1a. Students' responsibility, ownership of learning, agency and achievement in writing and science has increased 1b. Teachers have a responsibility and ownership of the pedagogy, teaching, learning and assessment practices which has led to increased student achievement	➤	Culturally responsive pedagogy is beginning to enhance assessment for learning practices and heightened learner agency, engagement and achievement in writing, reading and science	➤	Culturally responsive pedagogy is fully embedded and continues to contribute to increased assess learner agency, engagement and achievement across Literacy and science.

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Short Term 1a. Students' responsibility, ownership of learning, agency and achievement in writing and science has increased 1b. Teachers have a responsibility and ownership of the pedagogy, teaching, learning and assessment practices which has led to increased student achievement	Visit like minded digital focussed schools (Iolani School, Hawaii)	Term 1 2021	School leaders Teaching staff Students Whanau	I am confident, more effective and more efficient with digital technology user as a teacher for the future of my students	Digital tools are imbedded in classroom teaching and learning Students and teachers collaborate competently and confidently in the classroom with digital tool support Create a timeline from 2021 to end of 2022 to reflect growth Student tracking Teacher Inquiry	Where to next? What can I do better and how? What things do I need to change now to enhance my teaching practice more with the use of digital tools in my classroom? What are the benefits of digital tools in the classroom?

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Medium Term 2022 Culturally responsive pedagogy has enhanced assessment for learning practices and heightened learner agency, engagement and achievement in writing, reading and science	Review teachers capabilities matrix to include culturally responsive pedagogy Video of classroom observations - guided reading using cultural contexts- BoY and EoY Facilitate teacher feedback discussions to identify next steps Collect student voice about learning, feedback, agency, and SDL Administer e-asTTle reading and share longitudinal data Facilitate staff meetings on analysis of reading data, strategies for teaching reading comprehension Facilitate In-class support and PLCs with teachers Utilise science topics as contexts for reading and writing, with a focus on cultural aspects	Ongoing	SMT,	Evidence that classrooms portray cultural aspects eg: group names, Karakia, Waiata Evidence of Te Reo Maori (oral and written) Tuakana/Teina Strategy (mixed ability groups) Emphasis on Maori authors Teacher Reflections	Teacher evidence in their Professional Growth Cycle School reports on BoY observations Student voice reports BoT reports on PLD and achievement EoY report on PLD activities Monthly evaluations of trialling science tool SMT hui minutes	Do all students, including our targeted students have ownership of their own learning? If not, what do we need to do differently? How effectively are teachers using assessment for learning strategies and cultural responsiveness in the classroom? Has this contributed to increased achievement in Reading, Writing and Science? What strategies are in place for staff members who require further assistance and what is the impact on student learning? How well do science contexts contribute to motivation, engagement and achievement in Reading, Writing and Science?

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Long Term 2023 Culturally responsive pedagogy is fully embedded and continues to contribute to increased assess learner agency, engagement and achievement across Literacy and science.	All reading, writing and science topics will reflect cultural contexts	Term 4 2023	All staff, SMT, cultural advisors, Te Taumata o Ngati Whakaue Iho ake (TTNW) Whanau, community,	Evidence that classrooms portray cultural aspects eg: group names, Karakia, Waiata Evidence of Te Reo Maori (oral and written) Tuakana/Teina Strategy (mixed ability groups) Emphasis on Maori authors	Teacher evidence in their Professional Growth Cycle School reports on BoY observations Student voice reports BoT reports on PLD and achievement	Do all students, including our targeted students have ownership of their own learning? If not, what do we need to do differently? How effectively are teachers using assessment for learning strategies and cultural responsiveness in the classroom? Has this contributed to increased

				Teacher Reflections	EoY report on PLD activities	achievement in Reading, Writing and Science?
					Monthly evaluations of trialling science tool	What strategies are in place for staff members who require further assistance and what is the impact on student learning?
					SMT hui minutes	How well do science contexts contribute to motivation, engagement and achievement in Reading, Writing and Science?

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STRATEGIC GOALS		SHORT TERM OUTCOMES 2021		MEDIUM TERM OUTCOMES 2022		LONG TERM OUTCOMES 2023
Strategic Goal 2 **Numeracy** Achievement in Mathematics Provide high quality teaching and learning opportunities that result in increased achievement in mathematics through: - Targeted PLD with 'Maths Whizz' - Implementation of effective strategies and tools for monitoring achievement - Implementation of Banquer from Year 5, 6, 7 & 8 NAG 1, 2 NEG 1, 2, 3, 4, 5, 6, 7, 9	➤	Students responsibility, agency and achievement in mathematics has increased Teachers have increased their capabilities and have embedded effective practices in teaching maths as a result of Maths Whizz	➤	Targeted PLD has enhanced teaching and learning practices has lead to increased achievement statistically in mathematics	➤	Culturally responsive pedagogy is fully embedded and continues to contribute to increased assess learner agency, engagement and achievement across mathematics

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Short Term Students responsibility, agency and achievement in mathematics has increased Teachers have increased their capabilities and have embedded effective practices in teaching maths as a result of maths PLD	● Maths Whizz	Term 1 2021	School leaders External Facilitator Chris Perkins Sam Iraia - TIC Cheryl Manley NWEET Consultant Kahira Morris	Assessment as learning	Learning Progressions 3 per week 6 per week for E-Sports Academy	Are progressions being met by our students? How are our teachers supporting students' needs to meet the programme

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Short Term Teachers are using digital tools to inquire into and address their professional needs identified during teacher appraisal	Visit like minded digital focussed schools (Iolani School, Hawaii)	Term 1 2021	School leaders Teaching staff Students Whanau	I am a confident, more effective and more efficient digital technology user as a teacher for the future of my students	Digital tools are imbedded in classroom teaching and learning Students and teachers collaborate competently and	Where to next? What can I do better and how? What things do I need to change now to enhance my teaching practice more with the use of digital tools in my

					confidently in the classroom with digital tool support	classroom?
						What are the benefits of digital tools in the classroom?
					Create a timeline from 2021 to end of 2022 to reflect growth	
					Student tracking Teacher Inquiry	

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Medium Term Targeted PLD has enhanced teaching and learning practices has lead to increased achievement statistically in mathematics	Staff Meetings. Policies and procedures review and update Mathematics moderation. Planning completed digitally Teaching resources all online via 'Maths Whizz'	Term 2 2022	School leaders External Facilitator Chris Perkins Sam Iraia - TIC Cheryl Manley NWEET Consultant Kahira Morris	Teacher practice will incorporate new learning Classroom environments divulge exemplars of writing. Improved data	Observations of teachers mathematics Students voice Student samples 5 minute walkthroughs	How effective are the new practices that teachers are using? Does the teachers Spiral of Inquiry reflect the teacher's practice?

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Long Term Culturally responsive pedagogy is fully embedded and continues to contribute to increased assess learner agency, engagement and achievement across mathematics	All aspects spects of mathematics reflect cultural contexts	Term 2 2023	School leaders External Facilitator Chris Perkins Sam Iraia - TIC Cheryl Manley NWEET Consultant Kahira Morris	Evidence that classrooms portray cultural aspects eg: group names, Karakia, Waiata Evidence of Te Reo Maori (oral and written) Tuakana/Teina Strategy (mixed ability groups) Teacher Reflections	Teacher evidence in their Professional Growth Cycle School reports on BoY observations Student voice reports BoT reports on PLD and achievement EoY report on PLD	Do all students, including our targeted students have ownership of their own learning? If not, what do we need to do differently? How effectively are teachers using assessment for learning strategies and cultural responsiveness in the classroom? Has this contributed to increased achievement in Mathematics? What strategies are in place for

					activities	staff members who require further assistance and what is the impact on student learning?
					Monthly evaluations of Maths Whizz & Banquer	How well do science contexts contribute to motivation, engagement and achievement in Reading, Writing and
					SMT hui minutes	

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STRATEGIC GOALS		SHORT TERM OUTCOMES 2021		MEDIUM TERM OUTCOMES 2022		LONG TERM OUTCOMES 2023
Strategic Goal 3 **Digital Literacy** To create/foster classroom environments that strengthen digital capability, fluency and innovation of all learners as they engage and achieve in learning opportunities across the curriculum NAG 1, 2 NEG 3	➤	Teachers are using digital tools and apps effectively to co-construct with students appropriate and relevant learning opportunities that impact positively on their engagement and achievement in literacy (and science)	➤	Teachers and students are using collaborative online spaces increasingly to co-construct and assess quality learning opportunities for all students, particularly in literacy, maths (and science)	➤	The leadership team consistently executes, monitors and adjusts organisational efforts in support of teachers and students. On-going capacity-building activities are provided with a high degree of involvement by the leadership team which supports our teachers and students.

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Short Term Teachers are using digital tools and apps effectively to co-construct with students appropriate and relevant learning opportunities that impact positively on their engagement and achievement in literacy, maths (and science)	Staff meetings to develop processes and protocols for • Apple Classwork • Apple classroom Leadership meetings: Establish data systems and networks to: • track and monitor student progress and achievement in all classes, Auraki and Rūumaki • Measure data usage based on multimedia centric applications used specific to Māori medium Staff PLD Auraki & Rūmaki • Apple Classroom MB3/Adam Ellis & Apple to develop a platform that connects the staff and the whanau through collaborative online spaces	Ongoing Term 1 and 2 Ongoing December 2021	 School leaders NPeW Facilitator Apple Layla Rask	Collaborative spaces in action Protocols, processes displayed Data systems used to gather achievement data Practices learned through PLD are evident in classrooms Badges through Apple Teacher Apple Inspire PLD	Digital media - pictures, video etc Data reports - progress, achievement Teacher feedback Anecdotal notes Successful Apple workshops Apple Apps implemented in classrooms Teacher evidence in	How effective are the new practices that teachers are using? What staff members require further assistance to join the dots? Are we making a difference to student learning and progress? Do we need to change our plan?

					their Professional Growth cycle (PGC)	
Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Short Term Culturally responsive practices in teaching, learning, assessment and reporting are fully embedded across the school and community. Whānau and school community are fully engaged and committed to the kaupapa of the school.	Whanau hui Co construct contexts for learning across the curriculum Localised Curriculum	Term 3 2021	Senior Management	Teacher practice will include whanau and student voice	Whanau voice Student voice Whanau voice Ko au Whare tapa wha School values Te Arawa Maramataka	What else can be done to engage our whanau and community? Is the kaupapa being implemented and embedded through teacher practice, and learning How?

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Mid Term Teachers and students are using collaborative online spaces increasingly to co-construct and assess quality learning opportunities for all students, particularly in literacy, maths and science	Staff meetings ● Data gathering, analysis and internal/external reporting (BoT, parents) Staff PLD ● Robotics ● Coding ● Programming Apple Apps used in school: ● Pages ● Numbers ● Keynote ● Imovie ● Garageband	September 2022	School leaders Apple Teacher: Layla Rask Mb3: Jess Jenkins Paula Jamieson Adam Ellis	Parent night - learning apple apps/activities (rotations) Practices learned through PLD are evident in classrooms	Parent Feedback/ Feedforward (survey) Teacher feedback Anecdotal notes	What staff members require further assistance to join the dots?

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Long Term The leadership team consistently executes, monitors and adjusts organisational efforts in support of teachers and students. On-going capacity-building activities are provided with a high degree of involvement by the leadership team which supports our teachers and students.	Assess data usage, configure network based on data received to allow for more bandwidth due to reliance upon the usage of multimedia applications Engage with external partners such as Noel Leeming and Apple to introduce robotics and other coding solutions such as 'SWIFT Playgrounds' into the classroom. Focus on how these technologies relate to the DTC Redesign the internal school network to accommodate their specific data usage. (Measure data usage based on multimedia centric applications used specific to Māori medium)	December 2023	School leaders	Whanau are notified of school activities and learning through a range of digital platforms	Teacher feedback Examples of Teacher and student work Whanau feedback	Are we making academic progress with student learning and achievement? What are the next best steps forward? How do we further improve our 21st century skills?

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Strategic Goal 4 **Cultural Responsiveness** Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori	➤	Staff, local Iwi/hapū and whānau are collaborating to develop culturally appropriate contexts that support responsive teaching, learning and assessment in an integrated curriculum	➤	Culturally responsive practices in teaching/pedagogy, learning, assessment and reporting are supporting increased engagement and achievement in literacy, science and maths	➤	Culturally responsive practices in teaching, learning, assessment and reporting are fully embedded across the school and community
Whānau are supporting their children's learning NAG 1, 2 NEG 1, 2, 9, 10	➤	Whānau and the school community are fully engaged and committed to the kaupapa of the school.	➤	Whānau and school community support and involvement in their child's learning has increased.	➤	Whānau and school community support and involvement in their child's learning is embedded.

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Short Term School, local iwi/hapū and whānau have built a culturally responsive environment where all learners are connected to their identity, language and culture Whānau and the school community are fully engaged and committed to the kaupapa of the school.	School review of learning environments What does a culturally responsive environment look like? Carry out a survey for new students to identify their whakapapa Survey whānau & staff Gather resources and tools that support learning in cultural contexts Staff meetings – share knowledge and experiences	Term 1 2021	Senior Management All staff	Data from survey register is being used to develop responsive learning environments Evidence that classrooms portray localised/cultural aspects eg: group names, Karakia, Waiata	Whanau Hui Student voice Whanau voice	Is our programme and support equitable and making best use of our resources? How well do localised curriculum contexts contribute to motivation in engagement and achievement?

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Mid Term Culturally responsive practices in teaching/pedagogy, learning, assessment and reporting are supporting increased engagement and achievement in literacy, science and maths Whānau and school community support and involvement in their child's learning has increased	Open days for whanau and communities Parent/caregivers day Grandparents day Whanau day Whanau hui Localised Curriculum	Term 1 2022	Senior Management	Improved relationships with whanau and community	Whanau hui Student voice Whanau voice	How effective is our approach?

Outcomes	Activities/Actions	Deadline	Personnel	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Long Term Culturally responsive practices in teaching, learning, assessment and reporting are fully embedded across the school and community. Whānau and school community are fully engaged and committed to the kaupapa of the school.	Whanau hui Co construct contexts for learning across the curriculum Localised Curriculum	Term 3 2023	Senior Management	Teacher practice will include whanau and student voice	Whanau voice Student voice Whanau voice Ko au Whare tapa wha School values Te Arawa Maramataka	What else can be done to engage our whanau and community? Is the kaupapa being implemented and embedded through teacher practice, and learning How?