

## ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2021 - 2023

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

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<p><b>Strategic Goal 2</b>  <b>Numeracy</b>                      Achievement in Mathematics                      Provide high quality teaching and learning opportunities that result in increased achievement in mathematics through:</p> <ul style="list-style-type: none"> <li>- Targeted PLD with 'Maths Whizz'</li> <li>- Implementation of effective strategies and tools for monitoring achievement</li> <li>- Implementation of Banquer from Year 5, 6, 7 &amp; 8</li> </ul> <p>NAG 1, 2                      NEG 1, 2, 3, 4, 5, 6, 7, 9</p>	<p>Students responsibility, agency and achievement in mathematics has increased</p> <p>Teachers have increased their capabilities and have embedded effective practices in teaching maths as a result of Maths Whizz</p>	<p>Targeted PLD has enhanced teaching and learning practices has lead to increased achievement statistically in mathematics</p>	<p>Culturally responsive pedagogy is fully embedded and continues to contribute to increased assess learner agency, engagement and achievement across mathematics</p>

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<p><b>Strategic Goal 3</b> <b>Digital Literacy</b> 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</p> <p>NAG 1, 2 NEG 3</p>	➤	<p>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)</p>	<p>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)</p>	➤	<p>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.</p>

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