

## ROTORUA PRIMARY SCHOOL - PUKEROA ORUAWHATA

### VISION

Our values will underpin and enrich the delivery of quality, innovative learning experiences and opportunities that prepare our children for the challenges of life, in a supportive and safe learning environment. We will nurture our students to become happy, healthy, and self-confident individuals.

#### ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024

STRATEGIC GOALS	SHORT TERM OUTCOME APRIL	MEDIUM TERM OUTCOMES AUGUST	LONG TERM OUTCOMES DECEMBER
<p><b><u>Strategic Goal 1 URU WHETU</u></b> To establish clearly defined procedures and routines that result in increased positive behaviour and well-being. <b>NELP Obj 1-1, 1-2</b> <b>NELP Obj 2-3</b> <b>NELP Obj 3:5</b></p>	<p>School-wide expectations, programmes and tools that promote positive behaviour and well-being are clearly articulated to staff, taonga and whānau.</p>	<p>Effective and engaging classroom practices and management systems have increased taonga engagement in learning.</p>	<p>Increased engagement in learning has impacted positively on progress and achievement in key learning areas.</p>

#### ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024

STRATEGIC GOALS	SHORT TERM OUTCOME APRIL	MEDIUM TERM OUTCOMES AUGUST	LONG TERM OUTCOMES DECEMBER
<p><b><u>Strategic Goal 2 AKO</u></b> To provide targeted <b>support</b> and <b>resources</b> that empower kaiako to deliver quality <b>programs</b> embedded in effective teacher <b>practice</b>. <b>NELP Obj 1:1, 1:2</b> <b>NELP Obj 2:3, 2-4</b> <b>NELP Obj 3-5, 3-6</b></p>	<p>New resources/tools (print and digital) to support teacher programs and understanding of Aotearoa history (Localised Curriculum) are implemented fully in the classroom.</p>	<p>New resources/tools (print and digital) to support teacher programs and understanding in Literacy (Reading and Writing) are implemented fully in the classroom.</p>	<p>Teachers share a deeper understanding of effective teacher practice. This is evident in stronger teacher practice and classroom programs that utilise new resources and tools.</p>



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STRATEGIC GOALS	SHORT TERM OUTCOME APR	MEDIUM TERM OUTCOMES AUG	LONG TERM OUTCOMES DEC
<p><b>Strategic Goal 3 MATIHIKO</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 <b>NELP Obj 1-2</b> <b>NELP Obj 2-3, 2-4</b> <b>NELP Obj 3-5, 3-6</b></p>	<p>Teachers are using digital tools _- <b>SeeSaw &amp; Classroom</b> 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>➤ The number of teachers and learners using collaborative online spaces to co-construct and assess quality learning opportunities has increased significantly</p> <p>Classwork - systems SeeSaw continued.... Create vs Consume</p>	<p>➤ Increased digital capability, fluency and innovation, for all learners has impacted positively on their engagement and achievement, particularly in literacy (and science).</p>



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<p><b>Strategic Goal 4 AROMATAWAI</b> <b>Increased achievement through effective teaching and learning:</b> 1. Accelerate achievement of all taonga in literacy and mathematics. 2. Ensure teacher practices contribute to increased learning success. <b>NELP Obj 1-1, 1-2</b> <b>NELP Obj 2-3, 2-4</b> <b>NELP Obj 3-5, 3-6</b></p>	<p>Teachers have used current assessment data and evidence as the basis for shaping and delivering class programmes that have impacted positively on learning and achievement.</p>	<p>➤ Effective and targeted teaching and learning programmes have contributed to a decrease in the number of taonga needing additional, specialised support in literacy and mathematics.</p>	<p>➤ The majority of our taonga have made accelerated progress in Reading (approx 80%) Writing (approx 60%) and Mathematics (approx 70%).</p>



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<p><b><u>Strategic Goal 5 KORI TINANA</u></b>            To Increase the number of students participating in sports at Rotorua Primary School compared to last year and identify specific students that do not participate for various reasons  <b>NELP Obj 1-1, 1-2</b>  <b>NELP Obj 2-3</b>  <b>NELP Obj 3-5, 3-6</b></p>	<p>Identify and focus on students that do and do not participate in sports due to:</p> <ul style="list-style-type: none"> <li>● geographic location. (Cannot get to games)</li> <li>● skill / confidence levels</li> <li>● unhealthy lifestyle habits / lack of whanau support involvement</li> <li>● financial limitations</li> </ul>	<p>More students are participating in sports and games activities in and outside school.</p>	<p>The number of students participating in and whanau supporting sports and games activities has increased</p>

### COMMUNITY CONSULTATION

**Our Iwi consultation, whanau surveys and student voice have been used to plan and implement our Strategic Plan**



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Activities/Actions	Due Dates	Who's responsible?	Success criteria - evidence	Measures of achievement	Key questions for monitoring progress and impact
Review and refine <a href="#">Assembly procedures</a> . Share at the Rūmaki Auraki Hui.	31 Jan 2024	Team	Hui minutes	Collecting student voice each term - start term 1	Will assemblies continue when hall out of bounds? Yes - outdoors for juniors
Budget for prizes	2nd Feb	Atarangi	Organize Coffee Vouchers	Term 2 teacher voice	Maybe for seniors
Staff incentives?	Friday Week 2	Atarangi		Term 3 student voice	What positive behavior programmes are active in the classroom.  <i>-Add evidence</i>
Restock of lunchtime award tickets	Week 2	Tayla	All kaiako will have the hard copy in cubby	Collect whānau voice at the end of the year	How effective are these programmes?
Observe Kaupapa Māori Koutu, Hurunga behavior management and reward system	Term 2	Tayla & Atarangi	Visit and take notes at te koutu and hurunga		How is wellbeing being promoted in the akomanga/kura?
Reach out to schools	Term 2	Rach			<i>-Add evidence</i>

Behaviour management Plan to be typed up	Term 2	Esther to get from old school			
Matrices	Term 2	Tayla and Ati to ask our Rangitāmiro group			
Review Data for Minor and Major behaviours	Term 2	Tayla			



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<p>Student survey</p> <p>Kaiako Survey</p> <p>Whānau Survey</p> <p>Design classroom and school-wide behavior matrix and trial</p> <p>Take matrix to wider staff and students for feedback</p> <p>Classroom reward systems, incentives consistent across the school</p> <p>Obtain feedback from kaiako</p> <p>Finalize - tweak &amp; trial</p>					



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<p>Improve and modify Localised Curriculum planning (Teaching Resources and Programs)</p>	April	Cheryl, Team	Localised Curriculum for Terms 1-2 is completed, shared and in both languages	Localised Curriculum Units ready to share	Do the units link to the Overview?
<p>Set expectations for Planning, Teaching and Observations (Teaching Practice and Support)</p>	April	Cheryl, Team	Succinct expectations for planning, teaching and observations are completed, shared, with indicators (and in both languages?)	Expectations folder developed and shared	<p>Do the expectations link to the Model for Effective Practice?</p> <ul style="list-style-type: none"> <li>-Range of planning types (Overview, Units, Week-to-week, Daily Timetable)</li> <li>-Range of teaching approaches (Whole class, instructional, independent)</li> <li>-Explicit directions for observations (Modelling books, linked to planning, instructional lessons)</li> </ul>





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Activities/Actions	Due dates	Who's responsible?	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
<p>Contribute resources for writing, maths and reading (Teaching Resources and Programs)</p>	<p>July</p>	<p>Writing school wide English - Whaea Hinemoa</p> <p>Structured Literacy - Waimere, Kelly &amp; Whaea Marion</p> <p>Hanganga Reo Matatini - Rūmaki / Mahina Selby-Law</p> <p>Rūmaki RTM - Tamara Simpkins</p> <p>Maths DMIC - Rūmaki (Whaea Tayla) MNProblem - Whaea Cheryl</p> <p>Individual Teachers / Team leaders to follow *Depends what it is</p>	<p>Writing and Reading plans developed and shared? Writing and Reading resources instead of plans Eg Checklists that link to</p> <p><a href="#">Rūmaki Writing Progressions</a></p> <p><a href="#">Writing Checklists (Auraki)</a></p> <p><a href="#">Ihenga The Great Explorer</a></p> <p><a href="#">Tinana Report Writing</a></p>	<p>Writing progressions for Auraki completed - English shared with Teams (Teachers begin using these to measure / monitor student progress).</p> <p>Rūmaki - writing progressions (being developed)</p> <p>Structured Literacy assessment tools are being used effectively by teachers and an increased understanding of the Scope and Sequence.</p>	<p>Do the units link to the LLPs?</p> <p>Can other teachers use the template/example to improve their Target Group Presentation?</p>

<p>Templates/Examples for Target Group Presentations, Observations (Teaching Practice and Support)</p>	<p>July</p>	<p>(focus) e.g. Spelling, Reading, Maths, Writing</p> <p>LSC Specialist Teacher (Co-ordinates with Class Teacher)</p>	<p>Developed and shared Templates and Examples for Target Group Presentations</p>	<p>Teacher Elaborate, Explain, and Give evidence (in presentation)</p> <p>Measured by progress.</p> <p>E.g. Level 1 students moving a sub level or a level Level 1 (Year 5) reaching a Level 3 (Year 6). It is monitored by Class teacher and LSC.</p>	
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<p>Writing and Reading resource folders (Teaching Resources and Programs)</p> <p>Yet to identify what we need? What do we already have?</p>	<p>End of Term 2</p> <p>End of Term 4</p>	<p>English Reading / Spelling Resources Structured Literacy - Liz / Waimere / Marion Kirby</p> <ul style="list-style-type: none"> <li>● Phonics Plus books</li> <li>● Decodables</li> </ul> <p>Writing - Individualised by kaiako.</p> <p>Te Reo Māori - Writing and Reading - Kaiako ? Leaders?</p> <p><b>Resources:</b> Ngā Kete Kōrero, Mahi by Mahi, (working within the guidance of the Marau) Manu Tuhituhi</p>	<p>New Resource Folders Reading and Writing</p> <p>One for each Level - Level 1-4 in both reading and writing</p> <p>Both Rumaki and Auraki folders</p>	<p>Link: <a href="#">Writing Progressions English Levels 1 - 4</a></p> <p><b>*Yet to achieve Exemplars for Auraki (Literacy Progressions as above) and Rūmaki (Whanaketanga) Notes: a lot of Rūmaki is hingeing on the new resources, just going off on what we currently have but its old stuff, all we have.</b></p> <p><a href="#">Mahi by Mahi downloadable Aromatawai</a></p>	<p>Do the resource folders have material for each year level in Rumaki &amp; Auraki?</p>

**AKO TEAM STRATEGIC GOALS 2023 - 2024**

Strategic Goals	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes
<p>To support kaiako to deliver high quality programs through:</p> <ul style="list-style-type: none"> <li>-Strengthening and developing resources</li> <li>-Improving teacher knowledge (pedagogy = how teachers teach, in theory and in practice)</li> <li>-Clarifying understanding and application of Assessments</li> </ul>	<p>Improve and modify Localised Curriculum planning</p> <p>Focus on The Great Migration and Tangata Whenua</p> <p>Have two sets of unit plans by April</p>	<p>Planning includes: Curriculum Overview Unit Plans Group Rotations Daily Timetable</p> <p>Learning Intentions and Success Criteria</p>	<p>Unit plans Classroom programs Levelled PLD Linked to assessments</p>



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<p><b>Strategic Goal 3 MATIHIKO</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>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>The number of teachers and learners using collaborative online spaces to co-construct and assess quality learning opportunities has increased significantly</p>	<p>Increased digital capability, fluency and innovation, for all learners has impacted positively on their engagement and achievement, particularly in literacy (and science).</p>

Activities/Actions	Due dates	Who's responsible?	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
<p>Distribute 'I can' resources and explaining purpose to teachers</p> <p>Increase the number of ipads per room and process</p> <p>Staff hui - introducing 'I can' resources and how teachers can use these in their teaching and learning</p> <p>Staff hui: Continue as per staff hui 1</p> <p>Teacher support; Work with teachers in the use and implementation of Apple Inspire</p>	<p>Jan 2023</p> <p>Mar</p> <p>Ongoing</p>	<p>Layla, team</p> <p>Layla, leadership team</p> <p>Matihiko team</p> <p>Matihiko team</p> <p>Trudy</p>	<p>'I can'; resources evident in the classroom</p> <p>High levels of device use and student engagement observed via walkthroughs</p> <p>Teacher practices reflect increased knowledge of Apps</p>	<p>iPad assessment needing additional support</p> <p>Staff hui #1 minute. Walkthrough summaries</p> <p>Staff hui #2 minutes.</p> <p>Stories and feedback from teachers.</p> <p>Feedback from Trudy</p>	<p>What impact do digital tools have on engagement in learning?</p> <p>What needs to be done differently to sustain engagement in achievement?</p>



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Activities/Actions	Due dates	Who's responsible?	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
<p>I can assessment</p> <ul style="list-style-type: none"> <li>- Focusing on one app per week. Then integrating the apps into our daily plan.</li> </ul> <p>Engineering Club</p> <ul style="list-style-type: none"> <li>- Robotics</li> <li>- Aquabots</li> <li>- Lego coding</li> </ul> <p>Osmo App on ipads in Room 7 For reading rotation.</p>	Aug	<p>Te Wairere &amp; Frances</p> <p>Czenamin &amp; Jazz</p> <p>Waimiere &amp; Layla</p>	<p>Digital literacy discussions in classroom evident</p> <p>High use of app and knowledge evident in the classroom</p> <p>Confident device use and student engagement observed via walkthroughs</p>	<p>SOLE <a href="#">classroom</a></p> <p>Matrix on Inquiry Presentation - <a href="#">keynotes</a></p> <p>Big Questions, Investigate, Review.</p> <p>As a measurement tool on inquiry and 4 c's</p> <p>Staff Hui</p> <p><a href="#">Hui Minutes</a></p>	<p>What impact do digital tools have on engagement in learning?</p> <p>What needs to be done differently to sustain engagement in achievement?</p>



ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023


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<p><b>Strategic Goal 3 MATAHIKO</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>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>➤ The number of teachers and learners using collaborative online spaces to co-construct and assess quality learning opportunities has increased significantly</p>	<p>➤ Increased digital capability, fluency and innovation, for all learners has impacted positively on their engagement and achievement, particularly in literacy (and science).</p>
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<p>Learning Profile (A first for students and the school)</p>	<p>Dec 2023</p>	<p>All Staff / Students</p>	<p>Student lead discussion with parents at academic review day</p>	<p>I can Survey - assessment</p>	<p>Template has already been made and Trudi will be giving staff PLD on how to use it Tue 31 Oct.</p>

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Activities/Actions	Due dates	Who's responsible?	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
Complete assessment checks for new enrolments and taonga who were missed in 2022 (/structured literacy, 6yr netts, JOST)	24 Feb	Hinemoa, Support staff if needed	Assessment results recorded and shared with all staff	Report - analysis of assessments to identify taonga needing additional support	<p>What impact are the targeted activities having on achievement in learning?</p>     <p>What needs to be done differently to sustain progress in achievement?</p>
Staff hui: Facilitate co-construction of each team's Tfl	7 & 15 Feb	Hinemoa, team leaders	Draft Tfls have been reviewed and understood by staff	Report and/or staff/team feedback on progress. Final version ready for Term 2	
Staff hui Review Capabilities matrix, include school values.	28 Feb	Hinemoa	Matrix reviewed and customised by staff	<p> DRAFT RPS Tea...</p>	
Assessment systems for monitoring ongoing progress of all programmes in place - in-class, target groups, additional needs groups	31 Mar	Teachers, Lavinia, Esther, Hinemoa	Tracking sheets, exemplars, progressions displayed on walls, anecdotal records	<p>Photos of displays to share with staff</p> <p>No</p>	
Teachers' reflections are reviewed and feedback shared with them	Ongoing ??	Assessment team	New or refined teaching approaches are used, progress in achievement evident around the room	<p>Summary of school-wide successes, challenges, next steps No</p>	



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<p>Time 1 assessment tests set and completion dates set - e-asTTle, PROBE, Structured literacy, GLoSS</p> <p>Time 1 data gathering - Schedule timetable for teacher release - testing?? Support staff to assist as required</p> <p>Class visits, walk throughs, video observations</p> <p>Staff meeting - Feedback on progress and achievement - identify taonga who have been discontinued from additional support programmes</p> <p>Target group presentations</p>	<p>May 2023</p> <p>May and June 2023</p> <p>Aug 2023</p>	<p>Assessment team</p> <p>Assessment team, teachers, support staff</p> <p>Leadership team</p> <p>TBA</p>	<p>Results entered into e-asTTle, E-Tap</p> <p>Evidence of assessment for learning strategies in action</p>	<p>Report of progress and achievement</p> <p><a href="#">School Report e-a...</a></p> <p>Report to staff - Classroom visits and student interviews</p> <p><a href="#">Walk Throughs 2...</a></p>	<p>What does our data tell us about accelerated progress? Are we on target?</p> <p>What impact do walk-throughs and video observations have on teacher practice and student engagement?</p>



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Time 2 assessment tests set and completion dates set - e-asTTle, PROBE, Structured literacy, GLoSS  <del>Schedule timetable for teacher release - testing??</del> Support staff as required  Staff hui - report back on assessment results  <del>Teacher observations using new matrix. Collate and analyse teacher and taonga results</del>  Forward plan to 2024: Achievement data Teacher practice, taonga capability	3 Oct (Week 4 Term 4)          Early Oct (Week tbc)	Teachers Support staff to assist  Assessment team Support staff  Assessment team  Leadership team  Assessment team  Assessment team, leadership		Data collated and analysed - acceleration, disparity      Report to BoT	



## ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024

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<p><b>Strategic Goal 5 KORI TINANA</b> To Increase the number of students participating in sports at Rotorua Primary School compared to last year and identify specific students that do not participate for various reasons</p>	<p>Identify and focus on students that do and do not participate in sports due to:</p> <ul style="list-style-type: none"> <li>• geographic location. (Cannot get to games)</li> <li>• skill / confidence levels</li> <li>• unhealthy lifestyle habits / lack of whanau support involvement</li> <li>• financial limitations</li> </ul>	<p>More students are participating in sports and games activities in and outside school.</p>	<p>The number of students participating in and whanau supporting sports and games activities has increased</p>

Activities/Actions	Due dates	Who's responsible?	Success Criteria (To show outcomes met)	Measures of Achievement	Key questions for monitoring progress and impact.
<p>→ Create and distribute student voice survey - Why students want to/don't participate and what activities best suit our tamariki.</p> <p>→ Register as many students into organised sports as possible. Create teams and distribute emails, sign-up sheets to staff, students and whanau. ✓</p> <p>Advertise on school Facebook and assemblies. Create and distribute newsletters</p> <p>Make equipment, resources available during school hours and as part of PE</p> <p>Run health and well-being sessions with staff and students</p>	<p>→ March 10 to students, Mar 15th completed</p> <p>Ongoing signups</p> <p>March? To complete</p> <p>Ongoing, daily</p> <p>Weekly - tues and Thurs</p>	<p>→ Atarangi to action and distribute via online E survey</p> <p>→ Teachers involved with teams</p> <p>→ Puarito to do a stocktake of uniforms available</p> <p>→ Puarito to distribute signup sheets to students and teachers</p> <p>→ Whaea Puarito,</p> <p>→ Atarangi to action to Pukaki whanau (liaise with Whakaue?)</p> <p>→ Hemi to action for Pukaki whanau</p>	<p>→ All classes have completed student voice survey (by 15th march)</p> <p>Information for staff and whanau shared via emails ✓</p> <p>Teachers present at games ✓</p> <p>Uniforms distributed ✓</p> <p>Teachers to complete an activity participation sheet</p>	<p>→ Computer generated stats of survey completion analysed.</p> <p>→ Minutes from Wananga hui shared.</p> <p>→ All fees paid and teams registered recorded ✓</p> <p>→ Collation of activity participation sheet - student behaviour and engagement - monitor targeted students progress both behavioural and academically</p>	<p>What impact does organised activities have on student participation and involvement ?</p>



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<p>➔ Provide or source well-being goals for and from Staff</p> <p>➔ Identify students with barriers to exercise and medical impairments</p> <p>➔ Create and distribute action sheet for/with students to track and monitor well-being Goals</p> <p>➔ Develop guidelines/practice sheet to monitor and improve cardiovascular fitness in all tamariki</p> <p>➔ Run fitness test / Beep Test School wide</p> <p>➔ Create PE Lesson timetable</p>	<p>➔ Tues and thursday lunchtime fitness sessions</p> <p>➔ Morning/before activities</p> <p>➔ Regular weekly activities</p> <p>➔ In class PE lessons Teacher lead</p>	<p>➔ Whaea Puarito</p> <p>➔ Kori Tinana Team</p> <p>➔ Whaea Puarito</p> <p>➔ Whaea Ataarangi mini marathon Pukaki</p> <p>➔ Whaea Puarito - Mini marathon Tiki</p> <p>➔ Whaea Puarito ➔ Whaea Puarito to administer Multistage shuttle</p>	<p>➔ Majority of teachers attending classes and achieving well-being goals.</p> <p>➔ Guidelines provided to staff and include:</p> <ul style="list-style-type: none"> <li>● running around the bike track</li> <li>● bike the track easily</li> <li>● participate in the Mini Marathon</li> <li>● complete the Multistage shuttle</li> </ul>	<p>Feedback to staff: Progress of well-being goals</p> <p>Team report: progress of action sheet</p>	<p>Has the number of taonga participating in well-being and exercise activities increased?</p> <p>What factors have contributed to this increase?</p>



Team has identified students that do not participate in sports due to:

- geographic location. (Cannot get to games)
- skill / confidence levels
- unhealthy lifestyle habits / lack of whanau support involvement

- financial limitations

Get students physically active daily / NORMALISE physical activity before, during and after school.

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