

**Strategic Aim 1- We will continuously seek ways in which to stimulate and engage akonga so that they strive for excellence. (NELP 1, 2, 3, 4)** *Tamariki thrive in our kura. They are excited, stimulated, engaged and interested in learning. They see themselves as capable, and strive to do things well. Learning is presented in ways that make their eyes lights up and their hearts lift. They know that there is no glass ceiling to their achievement. They see mistakes as pathways to learning, and allow both themselves and others grace when they make mistakes.*

**Report:** We have changed the routine this term, with shorter, more focused sessions. Science has been a big focus and a bit hit. We start sessions together and then divide into mixed-age groupings. Children's talk has been focused on the skills of science (for example predicting/hypothesizing, asking questions, planning experiments, exploring, observing, drawing conclusions and asking why). Children have loved the practical part and have been keen to share ideas. In literacy, following professional development, we have been focusing on beginning, middle and end. This has been in all genres, but especially clear in story re-telling. The children have been excited to use drama, story maps and drawing before they even start their writing. We are still trying to find ways to make discovery more focused. Since it was moved to afternoons it has lost some of its purpose and it's logistically harder to organise. The teachers have also done a farm visit, in order to try to understand our tamariki better. Staff have found that they are not as equipped with the knowledge or skills that they need to move this goal further. In short, we have made some progress on this goal, but not as much as was hoped for.

**Next Steps:**

- Move discovery time back to the morning, with staff members taking responsibility for one area for five weeks.
- Staff wish to move to a more experiential learning style- with learning through play for younger children and experiential and more agentic learning options for the senior class.
- We will create opportunities for professional development and growth in this area.
- This goal will remain on the annual plan
- Look for help (physical and monetary) to set up some of the outdoor learning areas, like the woodwork area and the veggie garden. We would also value parents offering help for discovery time.
- Organise the timetable to create more opportunities for experiential learning
- Organise resources to create an environment that is rich for experiential al learning/learning through play
- When employing new staff, look for this skill set.
- As a staff, build a localised curriculum with children's learning styles at the heart.

**Strategic Aspiration:** We will continuously seek ways in which to stimulate and engage akonga so that they strive for excellence.

Green – done/achieved    orange- ongoing or still working on    red- yet to do or not yet sufficiently good at.

What are we going to do	How are we going to do this	When	Who	How will we know it has been successful?
Develop a more personalised learning facilitation through “discovery time”	Share vision with staff during call back day. Work out logistics with staff.	26/1/22 29/4/22	Principal and staff	Through shared discussion it will be clear if staff are on board or not.
	Plan and resource 3-4 different areas (e.g. STEM room, mindfulness/art room, drama etc) on a weekly basis	Each week	All staff members contribute to ideas through staffroom sharing board	If the white board is used in the staffroom, if staff are talking about ideas on the different areas, if staff are sharing observations from other parts of the day.
	Interact with children during discovery time- moving forward their learning and our own practice.	Each week	All staff	Children will be on task, learning will be moving forward in a way that it wouldn't have if they were left to do so independently.
	Use student voice/observational assessments to plan next stages of learning, both in and out of discovery time	Each week End of term 1 voice collection of student opinion	All staff members	If the board is used in the staffroom, if staff are talking about ideas on the different areas, if staff are sharing observations from other parts of the day.  If children are talking about what they want to do next and if their ideas are being used for the next week.
	Deliver PD during evening PD to teachers around pedagogical practices and specific curriculum knowledge	2 x a term	Principal to organise or lead, or call on other teachers if they have expertise in an area.	Teachers will plan better and improve their practices. This might be reflected in discussions during PGC interviews and observations.

	Develop ways in which students are accountable for their learning, and can share it with others.	26/1/21 discuss  17/3/21 make decisions after trialling some ideas	Teachers primarily	Children will take their learning "seriously". They will be able to tell you what they are learning, as opposed to what they are doing. There will be records kept (e.g. seesaw, journal entries, videos etc) of them reflecting on their learning.
	Find ways to share their learning with Whanau	Ongoing, but should improve when in "orange"	Teachers and children.	Large presence on (closed) social media of the learning happening, see saw will enable parents to see and discuss what is happening on an individual level.
<b>What are we going to do</b>	<b>How are we going to do this</b>	<b>When</b>	<b>Who</b>	<b>How will we know it has been successful?</b>
Make learning more hands on.	Audit resources; get rid of those that are not fit for purpose or do not teach/support effectively.	Summer and autumn holidays	Principal	Spaces on the shelves! Staff will be able to find resources easier. More useable space.
	Apply to BOT to purchase resources that will support hands on learning.	Term 1 and 2	Principal (in consultation with staff)	Resources purchased will be multi-use as much as possible, will support effective teaching, children will be able to use resources independently.
	Encourage the careful use of text books and photocopying- encourage finding a more active way to learn if possible.	Call back day onwards	Principal(and then staff)	Photocopying will decrease. See practices such as looking at iPads to copy images rather than colouring in pages, working practically during maths and see-sawing their work rather than writing answers from text book into pages. Planning should also show this.
	Get to know children as individuals to find out what experiences would support their learning best	Ongoing	Staff	Staff with have positive relationships with children. During parent/teacher/child consultation they will be able to develop meaningful goals together, which children will see staff as champions as they

				help them achieve goals. Reports will show that staff have positive, personal knowledge of each child.
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