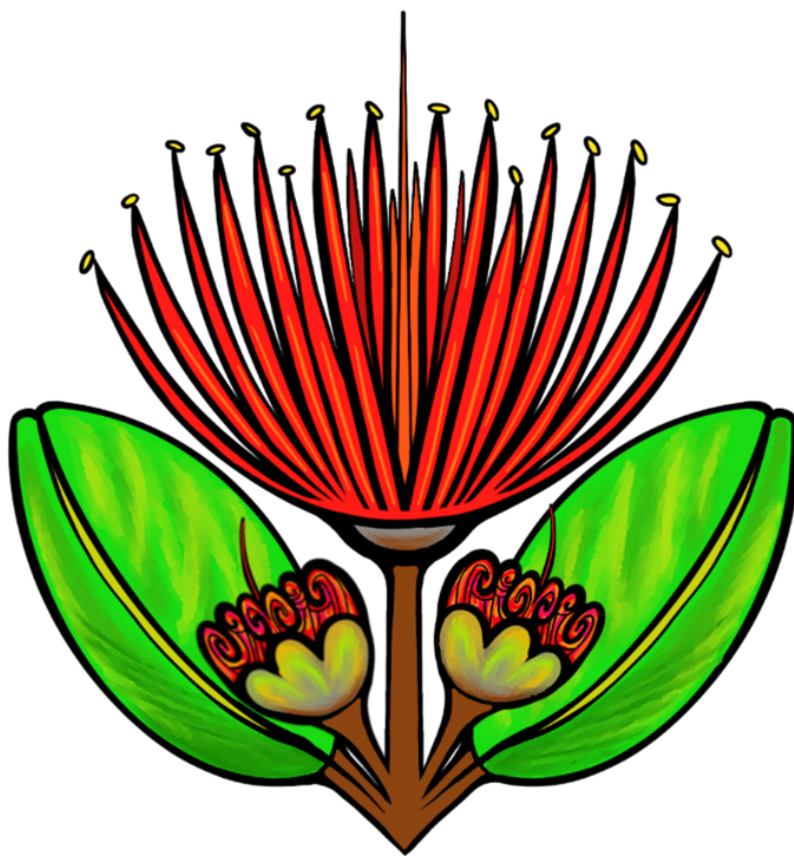


Rātā Street School Strategic Plan/Annual Plan 2023

Learning together to achieve excellence



Rātā Street School Vision

Learning together to achieve excellence.

We want every student, and our staff, to be the best they can be, in every area. We believe that learning together, with and from each other, is a critical part of becoming our best selves.

Our Core Values

Pakari - Resilience

Whakaute - Respect

Whakauru - Inclusive

Aroha - Heart

Mahi tahi - Teamwork

These core values represent our school culture and how we aspire to act in the world. Each value has richness and depth that will be explored in the classroom and beyond.

Direction Statement

Rātā Street School Board of Trustees and staff are committed to:

- **High Expectations**
Upholding high expectations for all and a focus on excellence in all areas
- **Effective Pedagogy**
Promoting effective pedagogy with particular emphasis on teaching as inquiry and differentiated learning for students
- **Accelerated Learning**
Prioritising accelerated learning according to need so that all students achieve
- **Belonging and Diversity**
Fostering a sense of belonging that affirms the diversity of all students
- **Hauora**
Supporting social, cultural, physical, spiritual, mental and emotional wellbeing of students and staff, along with care for others and the environment
- **Broad Learning**
Providing a range of experiences and opportunities for students to learn and thrive

Our Commitment to the Success of Māori and Pacific

As a school with a significant majority of Māori and Pasifika students, we recognise that success for Māori and Pacific is success for all.

We are committed to actively monitoring the progress of students to ensure the provision of tautoko where required, to accelerate achievement and promote success.

We recognise the value of identity, language, and culture as a key part of teaching and learning.

Te Tiriti O Waitangi

We acknowledge Māori as tangata whenua. We promote the value of te reo, tikanga (Māori culture) and te ao Māori (the Māori worldview).

Māori language is a taonga - protected under the Treaty of Waitangi. It is the foundation language, and indeed an official language of this nation. In learning Māori, our students will increase their awareness of the significance of Māori language and culture in shaping this country's identity.

Rātā Street School Strategic Plan 2022 - 2024

Strategic Aims

Our core focus as a school is to be a place of learning and success for all children in our community. This means:

Strategic Aim 1

In our school our relationships are based on the school values of Pakari - Resilience, Aroha - Heart, Whakaute - Respect, Whakauru - Inclusive, Mahi tahi - Teamwork.

Strategic Aim 2

We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.

Strategic Aim 3

In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.

Alignment of National Education Learning Priorities (NELPS) and the Rātā Street School Strategic Aims

Objective 1	Objective 2	Objective 3	Objective 4
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of Learning and Work
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives
Rātā Street School Alignment:	Rātā Street School Alignment:	Rātā Street School Alignment:	Rātā Street School Alignment:
Strategic Aims: 1, 2	Strategic Aims: 1, 2, 3	Strategic Aims: 1, 2, 3	Strategic Aims: 1, 2, 3

Strategic Plan 2022-2024

Strategic Aim	Annual Aims 2022	Annual Aims 2023	
<p>In our school our relationships are based on the school values of Pakari - Resilience, Whakaute -Respect, Whakauru - Inclusive, Aroha - Heart, Mahi tahi - Teamwork.</p>	<p>Embed the school values with students and within the Rātā Street School Curriculum.</p> <p>Implement school-wide Tuakana-Teina relationship building as part of the learning programme.</p> <p>Develop relational practice as part of the Rātā Street School Curriculum.</p>	<p>Values can be articulated by students and are seen and used in everyday practice.</p> <p>Embed Tuakana-Teina relationship building with students.</p> <p>Embed relational/restorative practice as part of the Rātā Street School Curriculum.</p>	<p>Review the effect of the programme.</p> <p>Review Tuakana-Teina relationship building with students.</p> <p>Review relational practice as part of the Rātā Street School Curriculum.</p>
<p>We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.</p>	<p>Education and Training Act 2020 Section 9 Te Tiriti o Waitangi Section 127(1)(d), which provides that one of a board's primary objectives in governing a school is to ensure that the school gives effect to Te Tiriti o Waitangi (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.</p> <p>National Education and Learning Priorities (NELP)</p> <p>Objective 3: QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning (i) Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture (ii) Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori (iii) Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice</p>		

	<p>Create a Hautū Action Plan based on the identified next steps.</p> <p>Participate in Te Ao Māori professional development led by Whaitiri Poutawa.</p> <p>Participate in te reo Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.</p> <p>Incorporate Te Ao Māori practices that relate to teaching and learning into the Rātā Street School Curriculum.</p> <p>Provide opportunities for parents/caregivers and whānau to engage in the learning programme (whanau hui and the school-wide action plan that supports Māori achieving educational success as Māori).</p> <p>Work with ERO through our annual evaluation focus on implementing Te Tiriti o Waitangi and NELP Number 5.</p>	<p>Incorporate aspects of the Hautū review into Board practices.</p> <p>Use the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p> <p>Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.</p> <p>Use the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.</p> <p>Continue to provide opportunities for Māori parents/caregivers and whānau to engage in the learning programme (whanau hui and the school-wide action plan that supports Māori achieving educational success as Māori).</p> <p>Continue to work with ERO through our annual evaluation focus on implementing Te Tiriti o Waitangi and NELP Number 5.</p>	<p>Continue to incorporate aspects of the Hautū review into Board practices.</p> <p>Consolidate the Hautū review findings and deliver the Aotearoa/NZ Histories Curriculum.</p> <p>Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.</p> <p>Continue to use the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.</p> <p>Review the opportunities for Māori parents/caregivers and whānau to engage in the learning programme (whanau hui and the school-wide action plan that supports Māori achieving educational success as Māori).</p> <p>Continue to work with ERO through our annual evaluation focus on implementing Te Tiriti o Waitangi and NELP Number 5.</p>
<p>In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.</p>	<p>Investigate and implement a Structured Literacy approach to teaching reading and wider literacy skills.</p> <p>Design and implement a school-wide approach to support student wellbeing.</p> <p>Implement end of term evaluation, with a focus on teaching, learning and school-wide practices.</p>	<p>Continue the Structured Literacy approach to teaching reading and wider literacy skills.</p> <p>Further develop the school-wide approach to support student wellbeing.</p> <p>Embed end of term evaluations, with a focus on teaching, learning and school-wide practices.</p>	<p>Review the Structured Literacy approach to teaching reading and wider literacy skills.</p> <p>Embed the school-wide approach to support student wellbeing.</p> <p>Review school-wide practices.</p>

Rātā Street School Annual Plan 2023

Strategic Aim	Annual Aim	Actions	Led by	Timeframe	Resourcing	Expected
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<p>In our school our relationships are based on the school values of Resilience, Respect, Inclusive, Heart, Teamwork.</p>	<p>Values can be articulated by students and are seen and used in everyday practice.</p>	<ol style="list-style-type: none"> 1. Support teachers to plan inquiry units of work using the inquiry planning sheet that incorporates the explicit teaching of the values. 2. Ensure that the definition of each value is displayed in the classrooms. 3. Ensure values are integrated into Awards at assemblies. 4. Provide each classroom with a professionally made symbol of the values. 5. Regularly share the values and their definitions with whānau. 	<p>Senior Staff Teachers</p>	<p>Terms 1, 2 and 3</p>	<p>Staff Meetings Whānau Meetings Assemblies</p>	<p>Staff will u... planning s... units of w... teach the... students.</p> <p>The value... definitions... students t... learning.</p> <p>Students... assembly... displaying... This could... playground</p>
	<p>Embed Tuakana-Teina relationship building with students.</p>	<ol style="list-style-type: none"> 1. Ensure whānau understand the importance of Tuakana-Teina relationships e.g. updates in the Pānui. 2. Celebrate Tuakana-Teina events in the Pānui. 3. Plan fun and engaging activities for Terms 2, 3 and 4 for tamariki to complete. 	<p>Nicole Cooper Teachers</p>	<p>Terms 1-4</p>	<p>Whānau Meetings</p>	<p>Whānau v... concept o... relationships... they bring... relationships</p> <p>Student re... connectio... across the</p> <p>Tamariki v... opportunit... being a Tr... depending... activity.</p>
	<p>Embed relational/restorative practice as part of the Rātā Street School Curriculum.</p>	<ol style="list-style-type: none"> 1. Review the Rātā Street Behaviour Management procedures with staff. 2. Ensure whānau understand the restorative practice approach to supporting student behaviour e.g. updates in the Pānui and on the website. 3. Ensure the duty bags contain the restorative practice conversation cards. 4. Ensure the restorative practice conversation template is used in 	<p>Senior Staff Teachers</p>	<p>Terms 1-4</p>	<p>Staff Meetings Whānau Meetings</p>	<p>Staff will k... Behaviour... document</p> <p>Whānau v... restorative... behaviour... the benefi... conversat</p>

		Thinking Time.				There will across the teachers s about the
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We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori	Incorporate aspects of the Hautū review into Board practices.	<ol style="list-style-type: none"> 1. Review the Board action plan regularly. 2. Implement actions from the action plan. 	Board	Terms 2, 3 and 4	Board Meetings	<p>The Board ensure that policies and reflect local mātauranga Māori.</p> <p>Priorities to be identified</p> <p>The Board cultural re</p>
	Use the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.	<ol style="list-style-type: none"> 1. Create an inquiry/unit planning sheet that incorporates the Rātā Street School Te Ao Māori Framework. 2. Support staff to understand and use the Te Ao Māori Framework as part of the Aotearoa/NZ Histories Curriculum. 3. Staff to participate in Aotearoa/NZ Histories Curriculum professional development. 4. Identify a school-wide theme for the Aotearoa/NZ Histories unit of work. 5. Each Whānau to plan the Aotearoa/NZ Histories topic using the Te Ao Māori Framework. 6. Review with staff and students how the Te Ao Māori Framework was used to deliver the Aotearoa/NZ Histories Curriculum. 	Michelle Finn Te Ao Māori Team	Terms 1-3	Staff Meetings Whānau Meetings	<p>Staff will f knowledge succeed a</p> <p>The Te Ao will support as Māori.</p> <p>The Te Ao will be the the Aotearoa Curriculum</p> <p>Feedback students v developm Māori Fra the vehicle Aotearoa/ Curriculum</p>
	Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.	<ol style="list-style-type: none"> 1. Staff to participate in te reo me ona tikanga Māori professional development. 2. Support staff with the delivery and use of Framework. 3. Whānau Hui groups to strengthen the framework by planning new units of work. 4. Changes will be made to the teaching 	Loren Casbolt Kellee Rangitawa-Candy	Terms 1, 2, 3, 4	Staff Meetings Whānau Meetings	<p>Teachers upskill in t Māori.</p> <p>Teachers more cont and using</p>

	<p>Use the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.</p>	<p>and learning/school-wide programme e.g. karakia.</p> <ol style="list-style-type: none"> 1. Te Whānau Pihinga and Te Whānau Puāwai will use the Te Ao Māori Framework as the lens for teaching writing. 2. Provide opportunities for each Whānau to share their planning with the rest of the teaching team. 3. Inform the community about the Te Ao Māori Framework and how it is used to support the teaching and learning programme. 	<p>Te Ao Māori Team</p> <p>Teachers</p>	<p>Terms 1, 2, 3, 4</p>	<p>Staff Meetings</p> <p>Whānau Meetings</p>	<p>Teachers te reo Māori of the learners.</p> <p>Changes school-wide.</p> <p>Staff will find knowledge learners of Māori.</p> <p>The Te Ao Māori will support as Māori.</p> <p>There will be understanding being taught Māori lens school.</p>
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	<p>Continue to provide opportunities for Māori parents/caregivers and whānau to engage in the learning programme (whānau hui and the school-wide action plan that supports Māori achieving educational success as Māori).</p>	<ol style="list-style-type: none"> 1. Review the actions (Whānau Aspirations) within the Action Plan with whānau in Term 1. 2. With whānau, identify actions for 2023 and incorporate these into the Action Plan. 4. Hold a Whānau Hui each term. 5. Identify how we use spaces in the school to facilitate tikanga Māori practices e.g. wharenuī. 	<p>Loren Casbolt Eddie Forster Principal</p>	<p>Terms 1, 2, 3, 4</p>	<p>Te Ao Māori Team Meetings Whānau Hui</p>	<p>Whānau v... have inpu... programm...</p> <p>Whānau v... Relations... and schoo... strengthen...</p> <p>Home and... together s... succeed a...</p>
	<p>Continue to work with ERO through our annual evaluation focus on implementing Te Tiriti o Waitangi and NELP Number 5.</p>	<ol style="list-style-type: none"> 1. Work with ERO on the purpose and scope of the evaluation. 	<p>Board Principal Senior Staff Staff</p>	<p>Terms 1, 2, 3, 4</p>	<p>Board Principal Senior Staff Whānau Meetings</p>	<p>Progress... growing c... Māori and... succeed a...</p>

<p>In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences</p>	<p>Continue the Structured Literacy approach to teaching reading and wider literacy skills.</p>	<ol style="list-style-type: none"> 1. Participate in ongoing professional learning. 2. Trial new learning in the classroom. 3. Share ideas and best practice through planned observations and discussions. 4. Consolidate the Structured Literacy approach into the Rātā Street School Curriculum. 	<p>Te Whānau Kākano Teachers</p>	<p>Terms 1, 2, 3, 4</p>	<p>Whānau Meetings</p>	<p>Changes learning p</p>
	<p>Further develop the school-wide approach to support student wellbeing.</p>	<ol style="list-style-type: none"> 1. SENCO to hold short slot meetings with teachers to support student wellbeing. 2. The NZCER Student Wellbeing Survey will be completed. 3. Work with Pacific students and their aiga to identify strengths of the school and areas impacting student wellbeing that need further development. 4. Identify practices to engage Pacific students and their aiga in the teaching and learning programme. 5. Share practices that engage Pacific students and their aiga with staff. 6. Review with students what effective learning looks like at Rātā Street School. 	<p>SENCO Senior Staff Teachers</p>	<p>Terms 1, 2, 3, 4</p>	<p>Staff Meetings Whānau Meetings Observations NZCER Survey</p>	<p>The wellb students v steps will individual</p> <p>Student n monitorec</p> <p>Data will b identify st areas for</p> <p>Pacific stu will be mo learning p</p> <p>There will understand support P their aiga.</p> <p>Students an effectiv</p>
		<ol style="list-style-type: none"> 1. Conduct end of term reviews with staff. 2. Use evidence as the basis for 	<p>Senior Staff</p>	<p>Terms 1, 2, 3, 4</p>	<p>Senior Staff Meetings</p>	<p>Evidence be made.</p>

	Embed end of term evaluation, with a focus on teaching, learning and school-wide practices.	teaching/learning decision making. 3. Implement end of year school review.	Teachers		Staff Meetings	Teaching, school-wide enhanced
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Achievement Targets 2023

Strategic Aim

Our core focus as a school is to be a place of learning and success for all tamariki in our community.

In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.

All students show progress in achievement in relation to meeting national expectations. Target groups will show accelerated progress.

Baseline Data

All Students (percentages rounded)					
		Below	At	Above	At or above

Reading	2020 (322 students)	35% (114 students)	43% (138 students)	22% (70 students)	65%
	2021 (307 students)	36% (111 students)	46 % (142 students)	18% (54 students)	64%
	2022 (296 students)	35% 103 students	46% 136 students	19% 57 students	65%
Writing	2020 (321 students)	55% (176 students)	40% (128 students)	5% (17 students)	45%
	2021 (307 students)	45% (141 students)	49% (149 students)	6% (17 students)	55%
	2022 (296 students)	44% 129 students	42% 124 students	14% 43 students	56%

Reading

- 65% of all Rātā Street School students are reading at or above the end of year curriculum expectations.
- 58% of Māori students are working at or above end of year curriculum expectations.
- 62% of Pacific students are working at or above end of year curriculum expectations.
- 59% of Male students are working at or above end of year curriculum expectations.
- 71% of Female students are reading at or above the end of year curriculum expectations.

Writing

- 56% of Rātā Street School students are working at or above the end of year curriculum expectations.
- 51% of Māori students are working at or above end of year curriculum expectations.
- 55% of Pacific students working at or above end of year curriculum expectations.
- 46% of Male students are working at or above end of year curriculum expectations.
- 67% of Female students are writing at or above the end of year curriculum expectations.

Mathematics

- 65% of Rātā Street School students are working at or above the end of year curriculum expectations.
- 62% of Māori students are working at or above the end of year curriculum expectations.
- 57% of Pacific students are working at or above the end of year curriculum expectations.
- 62% of Male students are working at or above the end of year curriculum expectations.
- 68% of Female students are writing at or above the end of year curriculum expectations.

Achievement Targets 2023

All students who were judged below their respective end of year expectation, to make accelerated progress by the end of this year.

This target aims to reduce any disparity in achievement between Māori students and the highest achieving other ethnicity.

Year 2: Reading (foundation oral language skills, future success in writing)

30 students (16 male and 14 female)

Māori: 12

Pacific: 9

Year 3: Writing

28 students (23 male and 5 female)

Māori: 14

Pacific: 8

Year 4: Writing

16 students (8 male and 8 female)

Māori: 7

Pacific: 5

Year 5: Writing

18 students (12 male and 6 female)

Māori: 6
Pacific: 3

Year 6: Writing

24 students (16 male and 8 female)

Māori: 18
Pacific: 4

Planned Actions	Led by	Timeframe	Resourcing	Business
1. Gather and analyse student achievement information	Senior Staff	Terms 1, 2, 3, 4	Teacher Release Staff Meetings	Readiness

<ul style="list-style-type: none"> - Senior Staff/DP/Teachers identify the students needing priority support /targeted instruction to accelerate progress. - Whānau meetings and observations will be held to discuss progress of target students. - Analysis and reflection of data to identify individual strengths and next steps, inform teaching and learning, to track progress, and to make changes to teaching practice where necessary. <p>2. Gather and analyse teacher practice information.</p> <ul style="list-style-type: none"> - Ensure teachers and classroom programmes reflect 'Effective Teaching Practices'. - Ensure teaching practice is having a positive impact on student outcomes. <p>3. Use the 'Professional Growth Cycle' to better meet the identified needs of target students. This is linked to individual teacher professional learning development:</p> <ul style="list-style-type: none"> - Structured Literacy approach to teaching reading - Te Ao Māori Framework <p>4. Engage parents in their children's learning through Seesaw.</p> <p>5. Resources will be purchased to support the teaching and learning of our target students.</p>	<p>Teachers</p> <p>(and informed by students)</p>		<p>Whānau Meetings</p> <p>Senior Staff Meetings</p> <p>Professional Learning Development Budget</p> <p>Curriculum Budgets</p>	<p>Specific w Kākano</p> <p>Observatio</p> <p>Teacher A</p> <p>Teaching o</p> <p>Promote th</p> <p>Probus Re</p> <p>Whānau G</p> <p>Hold Targe target stud</p> <p>Moderation</p> <p>Whānau e</p> <p>Regular as Assessme</p>
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