Strategic Plan 2022

Titirangi Primary School

Ako Tahi
We are all learning together

Achiever
He tangata angitu

Balanced Learner
He akonga māia, tau anō hoki

Engaged Citizen
He tangata whai wāhi

Manaakitanga
We are kind and respectful to
others and our environment

Thinker
Wairua auaha

Whanaungatanga
We build positive relationships so
everyone feels connected and knows
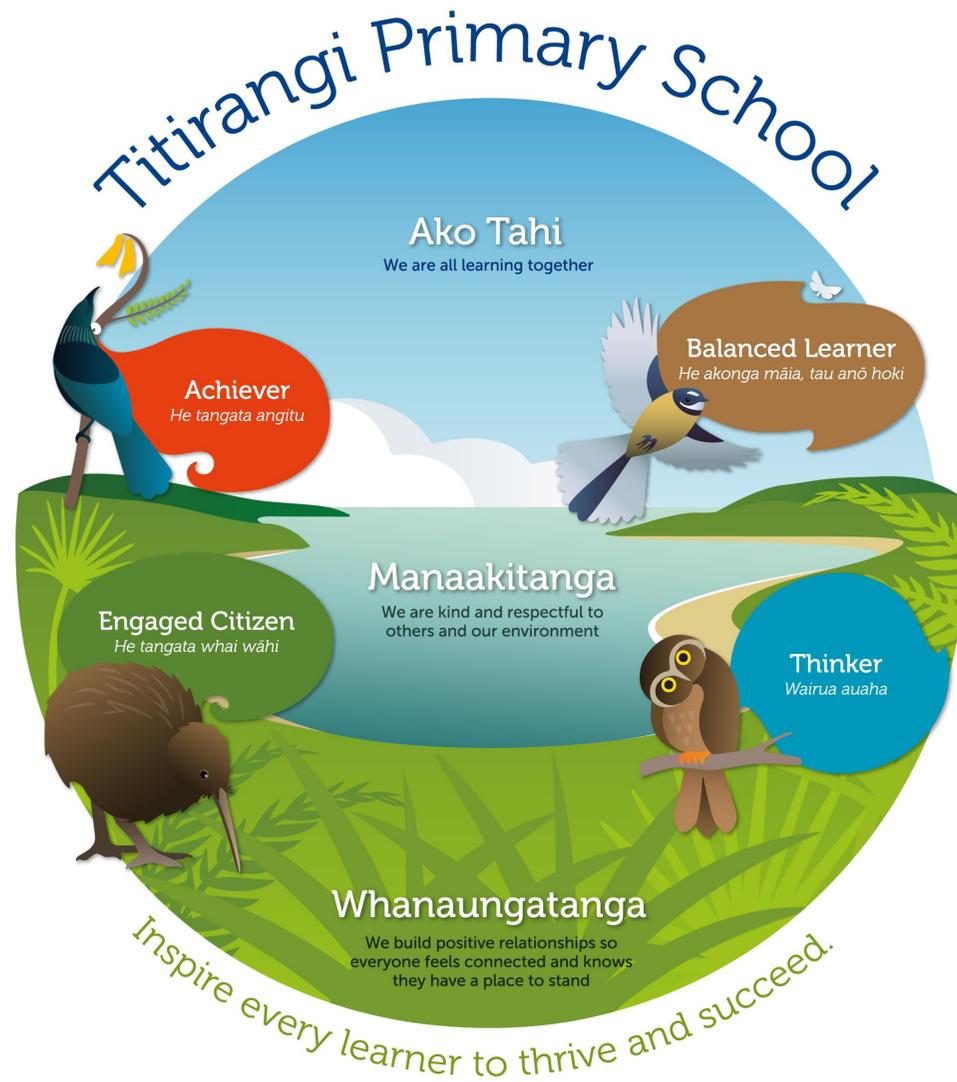they have a place to stand

Inspire every learner to thrive and succeed.

Titirangi Primary School 2022

Vision: *"Inspiring every learner to thrive & succeed"*

Titirangi learners are our children, staff, parents and whānau.

Learners are...

Thinker
Wairua auaha

Achiever
He tangata angitu

Balanced Learner
He akonga māia, tau anō hoki

Engaged Citizen
He tangata whai wāhi

Focus Areas|Ngā Āronga Matua
Working Towards Achieving Equity and Excellence

We will deliver…	Because we will…	So that…
Ako Tahi	❖ Learner/ākonga gains are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development ❖ Empower ākonga to develop a sense of ownership over their own learning.	*All learners are enthused and engaged about learning*
Whanaungatanga	❖ Celebrate cultural identity and diversity. ❖ Reflect our values through choices and actions.	*Our school culture affirms and responds to the diverse needs of every learner*
Manaakitanga	❖ Embrace diversity and provide for good wellbeing, physical health and mental health for all ❖ Embrace and respect our tūrangawaewae - personal, local, environmental & bi-cultural.	*Ākonga are safe, happy, confident and successful*

Ako Tahi	2022	2023	2024
Ako Tahi We are all learning together |**Kei te ako ngātahi tātou katoa.**	●Monitor and review progressions across core subjects to inform ākonga, whānau and kaiako of progress. ●External and internal Maths leaders are coaching and mentoring teachers to ensure consistency of Maths practice across the school. ●Review second cycle of TPS local curriculum based on Future Focused pedagogy, learner agency, and Digital Technologies in line National Learning and Educational Priorities	●Monitor use of progressions across core subjects to inform ākonga, whānau and kaiako of progress. ●Ensure that Maths programmes are sustained using current pedagogy. New staff supported by internal Maths leader to ensure consistency of Maths practice across the school. ●Review TPS local curriculum based on Future Focused pedagogy, learner agency, and Digital Technologies in line National Learning and Educational Priorities	● Review progressions across core subjects to inform ākonga, whānau and kaiako of progress, in line with the National Curriculum Refresh. ●Sustaining current pedagogy of maths programme across the school through moderation and sharing of practice ●Ensure TPS local curriculum reflects the changes implemented in the National Curriculum Refresh identified in the [Curriculum Road Map](#) e.g. Mathematics & Statistics, English and Sciences
Whanaungatanga We build positive relationships so everyone feels connected and knows they have a place to stand | **E hāpai ana tātou i te whakawhanaungatanga e pai ai te hononga o tētahi ki tētahi, e mōhio ai te whānau i te tūrangawaewae e tū rangatira ai te katoa.**	●Build culturally responsive practices with reference to Te Tiriti o Waitangi, Ka Hikitia, Tapasa, and Tai Tiako ●Continue to develop Level 1 and 2 professional capabilities around Te Reo and Tikanga. ●Launch Hero to ensure success for every learner is communicated between home and school.	●Evaluate culturally responsive practices with reference to Te Tiriti o Waitangi, Ka Hikitia, Tapasa, and Tai Tiako ●Focussed approach to lifting capabilities of teachers from Level 1 to Level 2 Te Reo and understanding of Tikanga. ● Review implementation of Hero systems by seeking feedback from all stakeholders.	●Review culturally responsive practices with reference to Te Tiriti o Waitangi, Ka Hikitia, Tapasa, Tai Tiako. ●Evaluate Level 1 and 2 Te Reo and understanding of Tikanga. ● Sustaining the implementation of Hero to ensure we have a robust platform so learners and their whānau are at the centre of education.
Manaakitanga We are kind and respectful to others and our environment | **He ngākau māhaki tō mātou ki ētahi atu, ki te taiao hoki**	●Consistent school wide approach to well-being and mental health. ●Prepare for Green Gold EnviroSchool review with whole school community involvement. ●Identify and respond to gaps in capability to strengthen teaching, and leadership	●Consistent school wide approach to well-being and mental health is embedded. ●Implement next steps from Green Gold EnviroSchool review with whole school community involvement. ●Continue to identify and respond to gaps in capability to strengthen teaching, and leadership	●Sustaining a school wide approach to wellbeing and mental health for all. ●Continue to implement next steps from Green Gold EnviroSchool review with whole school community involvement. ●Review how identifying and responding to gaps in capability has been progressing and the impact this has had on teaching and leadership.

School Context for 2022

Mission **Values** **Principles**	Titirangi Primary School is located in the beautiful, bush-clad setting of the Waitakere Ranges in West Auckland. We aim to "Inspire Every Learner To Thrive and Succeed". We do this by taking a shared responsibility to ensure we are providing our students with innovative learning opportunities within a supportive and caring environment. We believe in every student, in getting to know them well and aiming to instil a love of learning through the school values as Engaged Citizen|He tangata whai wāhi, Thinker|Wairua auaha, Achiever|He tangata angitu and Balanced Learner|He akonga māia, tau anō hoki. The culture of the school is underpinned by Ako Tahi, Whanaungatanga and Manaakitanga. Relationships are important to us and we have a genuine commitment to working in partnership with our students, their parents and whānau so we can deliver the very best outcomes.
Students' Learning	With the impact of COVID-19 and multiple lockdowns in Auckland, our aim is to raise student achievement by: ● ensuring all learners/ākonga are able to effectively access the New Zealand Curriculum as evidenced by achievement across curriculum levels ●having high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs ●increasing achievement outcomes in Reading, Writing and Mathematics by setting annual targets ●allocating funds in teaching and learning areas as identified, to reflect the school's main focus: improvement of learner/ākonga learning including quality staffing and resources
School Organisation and Structures	A special character of our school is the Enviro-Schools programme, this is based upon the principles of sustainability which teaches students important values, as global citizens. Titirangi Primary School continues to maintain it's Green Gold status so we want our students to learn that they can make a difference through the implementation of authentic enviro projects. Our Titirangi local curriculum strives to draw on our environment and community relationships to design meaningful learning opportunities for ākonga to contribute to their communities.
Review of Charter and Consultation	In developing the updated charter for Titirangi Primary School the Board has consulted with the school community through: ●Titirangi Distance Learning Review Survey was conducted in Term 3 and recommendations were implemented which have influenced strategic plan for 2022 ●all teaching staff reviewed the strategic plan for 2021 to then form goals for 2022. School leaders then further developed the goals for 2022 ●Teaching, School, Principal Leadership Practices survey was conducted in Term 2 2021 and feedback has been reviewed and further feedback gathered
Bicultural Perspective	New Zealand's bicultural heritage is unique and at Titirangi Primary School we are committed to Te Tiriti o Waitangi. The school acknowledges the right of Tangata Whenua to determine the educational priorities of their tamariki mokopuna and to receive the resources necessary to achieve this. All classrooms in the school teach an introductory Māori language programme delivered by Kaiāwhina Reo and the classroom teacher. A leadership opportunity is offered to a staff member to lead Cultural Responsiveness each year. School occasions/ events follow tikanga Māori and incorporate te reo. Curriculum planning and teaching practice support educational achievement for Māori students. Those working below expectations are prioritised to participate in interventions and teaching as inquiry projects.
Multicultural Perspective	Students from a range of cultural groups/ethnicities are present in our school. We will ensure that our teaching programmes recognise and value the traditions, histories and languages of the cultures within New Zealand. We have high aspirations for every learner/ākonga and design and deliver education that responds to their needs and sustains their identities, languages, and cultures. We ensure that our school is safe, inclusive and free from racism, discrimination and bullying.

Titirangi Primary School Annual Plan 2022

Improvement Plan for Ako tahi

Baseline Data: Assessment Data

Achievement **By Year Level** - *Proportion of students 'at' or 'above' expectation at the middle of 2021*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	68%	75% EOY 2020 72%	81% EOY 2020 85%	90% EOY 2020 89%	70% EOY 2020 89%	92% EOY 2020 88%
Writing	69%	73% EOY 2020 83%	65% EOY 2020 85%	80% EOY 2020 82%	68% EOY 2020 78%	80% EOY 2020 83%
Maths	79%	73% EOY 2020 92%	65% EOY 2020 80%	77% EOY 2020 75%	78% EOY 2020 87%	82% EOY 2020 83%

Reading: In Year 1 a lower % of students achieve at or above, with percentages generally increasing as students move through the school. Reading through the year levels has remained consistent, except for year 5.

Writing: The students in year 2 started their schooling during COVID lockdown/s and as such strategies have been put in place to accelerate their learning. For example the Early Words programme for reading. The Year 5 writing data needs further investigation. A focus on moderation of Writing samples across teams needs to be put in place.

Mathematics: The year 2 data reflects those students beginning schooling during the COVID lockdown/s. Moderation of Maths assessments across teams to be investigated.

Annual Learning Target for 2022:

By the end of 2022 80% of all students will be achieving At/Above in writing
- 75% of Year 4 and Year 6 students will be achieving At/Above in writing

By the end of 2022 85% of all students will be At/Above their expected level in mathematics.
- 75% of Year 4 students will be achieving At/Above in Maths. 82% of Year 6 students will be achieving At/Above in Maths.

Review Schedule for Board

Term 1 - Assessment of OTJs in Term 1 will set baseline data; Targets and goals for 2021.   **Term 3 -** Mid Year Report   **Term 4 -** End of Year Data

2022 Initiatives	ACTION	Who	When				INDICATORS OF PROGRESS
Develop teaching and learning expertise to meet the diverse needs of learners|Empower ākonga to develop a sense of ownership over their own learning							
Monitor and review progressions across core subjects to inform ākonga, whānau and kaiako of progress.	●Review school wide-progressions as implemented in Hero across the core curriculum areas.	All staff					Teachers are incorporating the new progressions in their planning and programmes.
	●Implementing and reviewing the assessment of core curriculum areas and the next steps needed to progress (including supports used by priority learners)	Literacy/ Maths team					School-wide understanding of the assessment of core curriculum areas through moderation sessions at staff and team meetings - and Teacher Only Day.

External and internal Maths leaders are coaching and mentoring teachers to ensure consistency of Maths practice across the school.	● Develop content knowledge and incorporating Maths problem solving as part of a balanced, effective Maths programme to include accelerated learning and culturally responsive strategies.	All Staff Maths Leader				Evidence in planning, observations and Maths Team evaluations (including teacher and student voice).
	● Continue to grow Maths capability and expertise, with the support of PLD facilitator, to enable effective Maths practice across the school.	Maths Team				Successful implementation of ALiM to broaden strategies used with diverse learners Consistency of effective maths pedagogy across all year levels
Review second cycle of TPS local curriculum based on Future Focused pedagogy, learner agency, and Digital Technologies in line National Learning and Educational Priorities	● Scanning of teaching practice for delivery and application of the local curriculum as based on the needs discovered across the year levels with ongoing school wide reflection.	SLT and All Staff				School wide review / reflection on progress of TPS local curriculum implementation
	● Integrate the digital curriculum across year levels and all learning/curriculum areas	Facilitator All Staff				Raising and aligning the digital pedagogy to be most effective for teachers and learners and whānau. As relates to the classroom and distance learning.

Improvement Plan for Whanaungatanga

Baseline Data:
On the 'Teaching, School, and Principal Leadership Practices Survey Tool' (Term 2, 2021), 22% of Teachers gave a response of "Very Well" to the question "Draw on students' different languages, cultures, values, knowledges, and practices as resources for the learning of all"

Annual Learning Target for 2021:
By 2023 50% of teachers will respond "Very Well"to "Draw on students' different languages, cultures, values, knowledges, and practices as resources for the learning of all"

Review Schedule for Board
Term 2 - Cultural practices update   **Term 4** - Review of Hero

2021 Initiatives	ACTION	Who	When				INDICATORS OF PROGRESS
Celebrate cultural identity and diversity							
Build culturally responsive practices with reference to Te Tiriti o Waitangi, Ka Hikitia, Tapasa, and Tai Tiako	●Begin embedding culturally responsive practices as unpacked from Te Tiriti o Waitangi, Ka Hikitia and Tapasa	All Staff					Evidence of Te Tiriti o Waitangi and Tapasa practices in classrooms, mapping and our wider school community
Continue to develop Level 1 and 2 professional capabilities around Te Reo and Tikanga.	●Develop expectations around Te Reo and tikanga include a review of the TPS Te Reo progression to include Level 2. ●Continue with Te Reo tuition for our learners, teachers and whānau	Kaiawhina Reo					Utilise He Reo Kupu he reo ora Level 1 and 2 skills so that Te Reo and Tikanga is visible and audible across the school Research an effective model of delivery of Te Reo for the Titirangi Primary context for 2022.
Reflect our values through choices and actions.							
Launch Hero to ensure success for every learner is communicated between home and school.	●Launch Hero, student management system, as a tool to report and communicate to parents. Review guidelines and implementation plan to roll out across the school in Term 1 2022 and to parents in 2022.	SLT/ Team Leaders					Review use and efficacy end of Term 2. Term 3 deploy community and staff survey on Hero.

Improvement Plan for Manaakitanga

Baseline Data:
On the 'Teaching, School, and Principal Leadership Practices Survey Tool' (Term 2, 2021), 40% of Teachers gave a response of "Very like our school" to the question "Even in a difficult situation staff in this school can depend on each other".
On the 'Teaching, School, and Principal Leadership Practices Survey Tool' (Term 2, 2021), 16% of Teachers gave a response of "Very well" to the question "Share with colleagues the responsibility for students' academic and social learning".

Annual Learning Target for 2022:
80% of Teachers to give a response of "Very like our school" to the question "Even in a difficult situation staff in this school can depend on each other".
50% of Teachers gave a response of "Very well" to the question "Share with colleagues the responsibility for students' academic and social learning".

Review Schedule for Board
Term 2 - 'Pause, Breathe, Smile'   **Term 3** - Well-being Survey/Community Survey   **Term 4** - Mental health/wellbeing update

2022 Initiatives	ACTION	Who	When				INDICATORS OF PROGRESS
Promote confidence, happiness and personal well-being							
Consistent school wide approach to well-being and mental health.	●Staff have appropriate professional learning and development about Mental Health Education and Wellbeing, so that they are able to recognise and respond to their own and others mental health and wellbeing needs.	All Staff					Integration of Pause, Breathe, Smile and the Mitey Programme across all year levels School-wide definition of wellbeing that is recognised and responded too.
Embrace and respect our tūrangawaewae - personal, local, environmental & bi-cultural							
Prepare for Green Gold EnviroSchool review with whole school community involvement.	●Maintaining TPS's Green Gold status through new initiatives and creating opportunities for all classes to participate in TPS's carbon footprint ●Establishing connections within the local community to collaborate on new initiatives	**Enviro Team**					Establishing new initiatives and projects across the school (led by core Enviro team) Each class takes responsibility for an Enviro action so everyone is involved.
Identify and respond to gaps in capability to strengthen teaching, and leadership	●Tailor leadership development for leaders (team leaders, curriculum leaders, SLT) by providing opportunities to improve their leadership practice	**SLT Team/ Portfolio Leaders**					Evidence through middle leaders actions in a range of settings e.g. team leader, curriculum leader

Other Key Actions for 2022 to achieve our Strategic Vision
"Business as Usual"

Personnel	Led by	Self Review Programme	Led by
● Continue to upskill Board members especially with the changes to the Education Act 2020, Tomorrow's Schools Review and NELPs. Induction of new members after September elections ● Appraisal of Principal ● Induction of new staff ● Provisionally Certificated Teacher Induction and Mentoring Programme **PLD for staff** ● Marie Hirst (facilitator): Sustaining Practice in Mathematics ● Mitey Programme - John Kirwan Foundation ● Digital Technologies Contract - UTB ● Pause, Breath and Smile: Mindfulness Education Group (new staff only) ● Incredible Years Programme ● Kaiāwhina Reo|Te Reo Tuatahi ● RTLit Teacher Opportunity Programme ● Restorative Practice tbc ● PCT Teachers Programme	BOT External Mentor SLT ATs MH JK|LB DG MEG MoE NE BH SLT BH	**Student Achievement reports for:** See Reporting Schedule for Board. **SchoolDocs Policy Review Schedule** **T1:** Alcohol, Drugs, and Other Harmful Substances, Swimming Pool, Legislation and Administration Policy **T2:** Curriculum and Student Achievement Policy, Emergency Planning and Procedures **T3:** Performance Management, Health, Safety, and Welfare Policy **T4:** Education Outside the Classroom, Sun Protection **School generated self reviews** Assessment and reporting **International Students** ● Undertake and document self-review of schools' performance in relation to the Code of Practice outcomes	SLT BOT Team SLT
Property, Health & Safety	**Led by**	**Teaching and Learning**	**Led by**
● 10YPP review is underway ● Health and Safety Team and Representative	JL/MoE MC	● Implementation of collaborative Kōtuitui work streams within and across schools. A range of parent information sessions are held: ● Meet the Teacher ● Parent Information Evening: mathematics, literacy, 'Pause, Breath, Smile' ● Celebrations of Learning ● Parent Interviews ● Hui / Fono for Māori/Pasifika/Asian families	JL/ Teachers Teachers Teachers Teachers JL/VS

- GREEN = Achieved
- ORANGE = Progressing
- NO FILL = Not Achieved