Normanby School
Titiro Ki Runga

Annual Report 2023

Strategic Goals

Goal One: Our Students

To provide our students with a range of learning opportunities to be lifelong learners.

Building Relationships

Goal Two: Our Staff

To develop professional capability always aiming for effectiveness and excellence.

Goal Three: Our Community

To engage our community to be actively involved in the life of our school and to have a positive home-school partnership.

Annual Plan 2023

Key Objectives:

- ### Te Ao Maori
Provide a culturally responsive school environment.

- ### Positive Behaviour For Learning (PB4L)
create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

- ### Maths
To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 80% achieving the benchmark for their age in Mathematics.

- ### Well Being
Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors.

- ### Local Curriculum
To provide a balanced curriculum that makes effective use of our local resources to enable our akonga to connect with and value their environment, heritage, language, identity and culture.

- ### Digital Technology
To ensure that all learners have the opportunity to become digitally capable individuals.

Te Ao Maori

Objective:
Provide a culturally responsive school environment.

Goals	Action Plan Who, What, How?	Evaluation
Embracing Te Reo Māori, Tikanga, Wairua and Kawa across the school to be responsive to our students.	Designing Culturally Responsive learning Contexts: - Establish and maintain classroom communication practices that include te reo Māori. - Embed te reo and tikanga Māori in daily classroom programmes and focus on improving teacher proficiency. - Māori terms and concepts to be woven through planning, lessons and displays. Identify how we can specifically include a Māori component into curriculum topics. - Engage with the Māori school community and whānau to bring their knowledge and expertise into the school. Connect with local iwi and build a relationship with our people at the marae (Aotea), arranging for visits and marae experiences. - Pronounce students' and place names correctly. Model the correct pronunciation of students' and place names to the class so that all students use the correct pronunciation. - Provide opportunities for ākonga Māori who speak te reo Māori to teach the class some basic vocabulary. - Opportunity for all students to join Kapa Haka, performances at school and in the wider community.	● Teacher planning, classroom observation evidence inclusion of explicit te reo teaching as part of the daily timetable. ● School-wide subscription to 'Wai Ako' and 'HīHā' to support the teaching of te reo me ōna tikanga. ● Collection of student and whānau voice. ● Very high attendance levels to Term 1 Headstart Hui and 3 Whānau Conferences 90%+ ● High participation rate in Kapa Haka ● Student leaders leading morning hui - whole school whakatauki/karakia and waiata
Engaging parents, whānau, hapu and iwi to enhance the achievement of Māori students.	- Tiriti o Waitangi will guide our relationships and the nature of our interactions with the community. - Regular reporting to whanau and community. ● Head Start Hui ● 3 way conferences ● Student Progress Reports (Hero) ● Regular reporting to the BOT - Engage with the Māori school community and whānau to bring their knowledge and expertise into the school. Connect with local iwi and build a relationship with our people at the marae (Aotea), arranging for visits and marae experiences.	● Collection of student and whānau voice. ● Monthly Principal Reporting to the Board ● Curriculum achievement Reports evidence achievement outcomes for Māori are very similar to outcomes attained by non-Māori. ● Ongoing assessment schedule.

Te Ao Maori

Objective:
Provide a culturally responsive school environment.

Goals	Action Plan Who, What, How?	Evaluation and Reflection
A commitment to and understanding of Māori enjoying and achieving education success as Māori. Lifting the achievement of Māori learners to higher levels of proficiency across the curriculum.	- Continue to grow staff knowledge about culturally responsive and relational pedagogy to enable Māori to achieve success as Māori (Relationship-based Learning pedagogy, Niho Taniwha by Melanie Riwai-Couch). - To ensure equitable outcomes for Māori, identify learners who are at risk of not achieving or have learning needs, so that programmes and resources can be targeted to cater for individual needs. - Evaluation of Māori cohort as part of regular assessment timetable, identification of priority groups for targeted teaching and reporting to all stakeholders.	• Teacher planning, classroom observation evidence inclusion of explicit te reo teaching as part of the daily timetable. • Monthly Principal Reporting to the Board • Curriculum achievement Reports evidence achievement outcomes for Māori are very similar to outcomes attained by non-Māori. • Ongoing assessment schedule.

Having teachers who continuously lift their levels of Te Reo proficiency	- Continue to grow staff confidence and capability using Te Reo as part of daily teaching and learning.
	 - Continue to grow staff knowledge about culturally responsive and relational pedagogy to enable Māori to achieve success as Maori (Relationship-based Learning pedagogy, Niho Taniwha by Melanie Riwai-Couch).
	 - Grow staff and student knowledge of local Maori history and significant places/events/stories.
	 - Te Reo me Tikanga Programme
	    - Wai Ako
	    - Hiha
		• PLM Meetings
		 • Two teachers engaging in Level 1 Te Reo Māori immersion through 'Te Ahu o Te Reo Māori'
		 • Teacher Professional Growth Cycles.
		 • Teacher planning, classroom observations.

PB4L - Positive Behaviour for Learning

Objective:
To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

Goals	Action Plan Who, What, How?	Evaluation and Reflection

To continue to provide a positive school climate and create a supportive environment for personal, social and academic growth for staff and students.	- All staff follow and implement school wide Tier 1 systems to support consistency of PB4L across the school.
	- Ensure new staff in 2023 have an opportunity to be informed and inducted to the Normanby S.T.A.Rs systems.
	   ✔️Agenda item of fortnightly team meetings
	   ✔️Regular PB4L meetings to be scheduled, including with Learning Assistants
		● Whole staff [presentation](#) (Teacher Only Week, January) and meeting minutes.
		● Hero, ongoing monitoring and analysis of behaviour profiles - looking at the Big 5 data sets and identifying areas for focus and improvement

Continue to embed our STAR values in our teaching practice both in and out of the classroom.	- Acknowledgements of positive behaviour - STAR Cards to be issued in all school settings outside the classroom. Implementation of class based acknowledgement systems such as Bucket Stickers, Dojo points, etc. - All staff to use consistent language of STAR values when teaching and acknowledging expected behaviours. Teachers have high expectations of students ability to demonstrate our STAR values. - Celebration and recognition of reaching milestones: e.g STAR wall, Reward menus. - STAR lesson plans accessible and teaching is timetabled in teacher planning: Circle Times, morning hui. - Teachers and Student Leaders to manage the Whanau House Points [system](#) and organise appropriate celebrations at school assemblies.	● Teacher planning (PB4L & Circle Times), classroom observations ● Classroom and Foyer STAR Walls ● Hero, ongoing monitoring and analysis of behaviour profiles. ● Assembly certificate presentations. ● Daily morning hui reminders and pre-emptive strategies. ● Prize-giving acknowledgements of Normanby STARs for class certificates.

PB4L - Positive Behaviour for Learning

Objective:
To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

Goals	Action Plan Who, What, How?	Evaluation and Reflection
Provide ongoing support, engagement, participation and learning of PB4L across the school and to reflect on current classroom practice.	- PB4L team to use PB4L training resources to provide all staff with opportunities for professional learning and development. The focus being the four main pedagogical approaches from the NZC: * Creating a supportive learning environment * Encouraging Reflective thought and action * Facilitating shared learning * Providing sufficient opportunities to learn	• Class Reflection documents (twice per year) • Sharing of best practice - PLMs and effectiveness - how do we know? Using the Big 5 data to measure change/improvement over time • Regular review of our STAR Values lesson plans and continuous review of What our STAR values look like across all settings?
To develop our Tier 2 systems for the approximately 15% of students who exhibit Tier Two behaviours.	- Ensure all staff in 2023 are informed about what Tier 2 of PB4L is about. - Develop a shared understanding of Functional Behaviour Assessment. - Develop capabilities to use assessment and evaluation data to design Tier 2 interventions and behaviour plans to suit individual students' needs. - Staff to know how to nominate students for Tier 2 interventions - Staff presentation for use at PLM.	• PLM presentations and minutes. • Team meeting referrals for Tier 2 intervention • Hero (SMS) behaviour profiles • Whānau communication and engagement - records of this on Hero (SMS)

PB4L - Positive Behaviour for Learning

Objective:
To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

Goals	Action Plan Who, What, How?	Evaluation and Reflection
Complete TFI (Tiered Fidelity Inventory) With Shelley Orme, Pb4L-SW Seconded Practitioner✓	- Reflect on our progress and further develop our action plan for PB4L-SW 2024. - Gain valid, reliable and efficient measures of the extent to which school staff are applying the core features of PB4L-SW with an action plan around where to next and any individual professional development for the school that may be useful.	• End of year reflections, PMI etc. • PLM presentations and minutes. • Establishment of PD action plan i.e Restorative Practice training/refresh in 2024
To continue to monitor and reflect on data.	- Minor, moderate and major behavioural incidents are reported, tracked, analysed (Hero SMS) and shared with staff to collectively make decisions about teaching and learning programmes and systems.. - PB4L Team to analyse and report on data twice per year.	• Hero (SMS), ongoing monitoring and analysis of behaviour profiles. • Monthly Principal's reports to the Board

Mathematics

Objective: *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 80% achieving the benchmark for their age in Mathematics.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
To continue to use the RbL observation tool and impact coaching to provide teachers with evidence of effective teaching practice in Mathematics.	- Impact Coaches will complete a full observation of all staff in Terms 1 and 3 and code the evidence from the three parts of the RbL profile. This will allow teachers to set next learning steps and goals in relation to RbL discourses and interactions in the teaching of mathematics. Teachers can request observations and coaching at any stage.	• Coaching conversations between teacher and impact coach to determine an achievable goal • Student voice collection • Data collection through impact coaching and observations. • Co-construction meetings to develop next steps for target students and to share effective maths pedagogy within the Maths no problem programme.
Students to be able to articulate and explain their learning and thinking in Mathematics.	- Students to be working collaboratively with a buddy in all maths lessons. - Explicit teaching and modelling of how to explain and articulate thinking and problem solve together. - Further sharing and explaining opportunities to be provided in all lessons (ie to class or small group). - Journaling to be explicitly taught and incorporated into lessons at least twice per week.	• Student voice collection, observations, reflections • Review aspect of daily lessons: what are you learning, how do you know you have been successful, what are your next steps? • Journaling evidence
To develop students self-efficacy and a growth mindset in mathematics	- Give opportunities and a clear message to students that they are mathematicians and that maths is all around us. Noticing and celebrating students achievements, teaching the students about how to develop a growth mindset, positive acknowledgements of students thinking and actions as they succeed in maths learning, encouraging students to take risks with their learning.	• Student voice collection, observations, Hero goals and progression through these

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Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
For students to develop mathematical problem-solving skills and abilities.	- All lessons to incorporate ten minutes or "explore" where students are given the tools to actively engage with a mathematical problem. - Explicit teaching of vocabulary and 'making sense of the question.'	• Evidence of students who are able to solve problems successfully and accurately. • Maths buddy's employing co-construction and power-sharing strategies
For students to build their capability to work together and learn cooperatively.	- Give opportunities for, and explicitly teach the skills of cooperation and collaboration. Collaboration is the 'way of doing' in maths and is provided for in every lesson. - Teachers develop their own knowledge of what makes a good working/learning group, develop anchor charts about how we do this successfully.	• Observation, noticing improved practice of cooperative and collaborative learning, students can articulate their thinking confidently and respectfully to each other. • Students understand the value of working collaboratively and can appreciate the thinking of others.
Deliver an engaging and exciting mathematics curriculum	- Work together as a whole staff to develop our capabilities, support colleagues, share resources, target time to discuss Maths - No Problem and achievement in co-construction meetings. - Teachers to know the lesson well prior to teaching so they can foresee any difficulties or challenges that may crop up, find out student interests, relevant, authentic.	• They are engaged and excited about maths learning and look forward to doing maths, ongoing collation of student voice.

Mathematics

Objective: *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 75% achieving the benchmark for their age in Mathematics.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
Teachers to have pedagogical content knowledge, i.e understanding mathematical learning progressions, know what effective teaching looks like and sounds like, be effective question askers for facilitating mathematical discussions. i.e RbL, strategies.	- Teachers know the curriculum well, knowing the learning progressions, staff PD (Maths - No Problem), Hero goals. - All staff invested in professional development and giving our students the best opportunities to achieve. - Develop consistency across all teachers and classes. Teachers regularly access the MNP hub for clear understanding of the learning and to develop differentiation strategies that work within the MNP programme for learners who need extra support or enrichment.	• Staff PD (Maths - No Problem) • Achievement data • RbL/PGC documents • Teacher Planning
For students to access learning at the level of their current year group.	- Students will attend a specified maths classroom where the teacher is responsible for delivering the Maths - no problem programme, with students off all abilities within their year group level. - Teachers will be required to provide support for struggling students and enrichment for more capable learners within each lesson. Timetabled daily lessons at the same time across the school. - Learning Assistant support provided in classes with larger numbers. - Teachers will be familiar with the lesson, and the opportunities to scaffold or enrich learning prior to teaching.	• Achievement levels of students. • Co-construction meetings, student and whanau voice.
For whānau to have clear reporting about where their child is working in maths and how the Maths - No problem is working within our school.	- To continue to communicate with our school community about Maths - No Problem! - Celebratory posts that show children engaging with materials to be shared once per term. Same post used for all children across the school. - The teacher of the MATHS class the student is in will be responsible for the students maths goals and posts.	• Our whanau will know who teaches maths to their child/ren. Whānau will be familiar with how maths is structured in our school. Head start Hui, comments within Hero and at meetings the school holds for our community.

Mathematics

Objective: *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 80% achieving the benchmark for their age in Mathematics.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
Embed Math No Problem as core learning pedagogy within classrooms across the school.	- Support and PLD for new staff. - Ongoing individualised PLD for existing staff. - Timetabled modeling and observation on teacher practice (RbL). - Regular feedback and feed forward, teacher goal setting. - Promote and encourage personalisation of learning through pedagogical practices (MNP) that meet the individual and collective needs of learners, and create transparent learning goals and expectations in partnership with learners and their whanau. - Develop a local curriculum (with MNP at its core) that is responsive to the needs, identities, culture, interests, strengths and aspirations of learners and their whanau. - To promote valid and relevant assessment practices, which use a range of formative and summative tools and strategies, which enable the learner and their whanau to engage with the learning process. - To maintain ongoing systemic evaluation for improvement.	• Coaching conversations between teacher and impact coach to determine an achievable goal. • Student voice collection, data collection through impact coaching and observations. • Staff PD (Maths - No Problem) • Achievement data • RbL/PGC documents.

Wellbeing

Objective:

To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

- ● **Well Being**

Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors. To adopt the Pause, Breathe, Smile programme school wide. To be active and make healthy choices.

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?

Continue to strengthen our ability to provide an inclusive school environment which supports learners.
 	
- To adopt the Pause, Breathe, Smile Programme across the school
	- To actively implement STAR values across the school and wider community to promote student well being.
	- To adopt the Pause, Breathe, Smile Programme across the school.
	- Leaders will keep up to date with educational research and using it to prioritise Health and Wellbeing and Equity goals.
	- To develop a well coordinated approach to Pastoral care of students.
	- All students well being is actively monitored by teachers, team leaders, SENCO and principal.
	- Appropriate measures and supports are put in place for students, who require additional well being support or monitoring.
	- Actively building relationships and strategies with whanau and caregivers of students who require additional support.
	- Further develop a safe supportive school environment to promote learning and wellbeing.
	- All teachers using PB4L strategies and plans and implement PB4L Normanby Primary School
	- Promote 5 areas of well being in the school (active links for teachers).
	  ● Connect, me whakawhanaunga
	  ● Give, tukua
	  ● Take notice, me aro tonu
	  ● Keep learning, me ako tonu
	  ● Be active, me kori tonu
		● Classroom planning and observations.
		● SENCO profiles
		● Student assessment and identification of needs.
		● Intervention programmes.
		● collection of student and whānau voice.
		● Hero, ongoing monitoring and analysis of behaviour profiles.

Wellbeing

Objective:

To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

- ## Well Being

Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors. To adopt the Pause, Breathe, Smile programme school wide. To be active and make healthy choices.

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
To promote a culture where students are active and have opportunities for physical activity.	- **Healthy Active Learning** - a more inclusive version of sport and PE in our School. We want all of our tamariki to feel included and inspire them to take risks and step up to challenges offered to them. We want our tamariki to feel proud of their effort and strive to succeed in sport and PE.	- Classroom planning and observations evidence - Collection of student and whānau voice as evidence
To develop a culture where student voice and agency is valued and school leader feedback is used to amplify student voice and agency.	- To actively implement STAR values across the school and wider community to promote student well being. - Students actively involved in decisions that impact on their well being. - Further develop student leadership in the senior school. - Use agency support when required to access additional support for students and whanau. - Develop opportunities for leadership within the school for students of all ages. - Students actively involved in decisions that impact on their well being through the curriculum, PB4L, and identifying their priorities. - Implement a range of healthy activities for Year 5-6 to increase physical activity, leadership and mana.	- Classroom planning and observations evidence - Collection of student and whānau voice as evidence - Hero, ongoing monitoring and analysis of behaviour profiles.

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture. To promote a school culture that values Maori students' identity, language and culture.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
Continue to seek and use relevant, readily available resources/matauranga maori - people, cultural, heritage organisations, local venues, museums, etc.	- Leaders of Te Ao to liaise with classroom teachers, Resource Teacher of Maori and other key people to ensure cultural appropriateness of teaching and learning decisions. - Consider when to re-use Community Survey (last whanau voice collection in 2022). Suggested bi-annually - schedule for 2024. - Leader of Te Ao to reconnect with Resource Teacher of Maori, Ngaraina Brooks for ongoing guidance towards developing a reciprocal relationship with local iwi, and to strengthen our existing connection with Aotea Marae.	● Sought guidance on ways to reciprocate with Aotea Marae, ways to acknowledge their support of Normanby School. ● Use of experts to facilitate and plan - Resource Teacher of Māori ● Classroom planning and observations evidence
Demonstrate our commitment to the teaching of the new ANZH Social Science curriculum.	- PLM to review the curriculum refresh to date, and to develop understanding of the new 'Understand, Know, Do' framework and learning progressions. - Teachers to follow the curriculum delivery plan as set out in our Three-Year Inquiry Overview to ensure that our learners have the opportunity to develop the key understandings or 'Big Ideas' of the ANZH curriculum.	● PLM planning, presentations and meeting minutes. ● Classroom planning and observations. ● Teacher professional growth cycles.
Support the training of a fourth staff member in the 'Better Start Literacy Approach' in an effort to spread this effective teaching practice further.	- Enroll our Year 1-2 teacher in the micro-credential through Canterbury University (Cohort 5) - Provide support in the form of two release days per year and discussions during regular team meetings (BSLA is an agenda item for every team meeting).	● Collection of BSLA Baseline, 10-week, 20-week, 30-week progress data. ● Teachers achieving the UC microcredential in BSLA teaching ● Student achievement data
Sustain our Relationship-based Learning pedagogy.	-transition our more experienced RbL teachers towards a group coaching model in 2023. -ensure our second impact coach is accredited in 2023. -provide RbL workshops for new staff and PCTs.	● STKA training sessions attended ● Co-construction meeting minutes

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture. To promote a school culture that values Maori students' identity, language and culture.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
Reflect on our teaching and learning programmes regularly and collaboratively to ensure they continue to meet the needs and priorities of our community. We aim to be responsive to the needs, identities, languages, cultures, interests, strengths and aspirations of our learners and their whānau.	- Headstart Hui held on Monday, 30th January using an online booking system. ✔ - During Headstart Hui, individual student **Personal Learning Pathway** goals set in discussion with student and whanau and recorded on Hero. PLP goals focus on our **STAR values** and the **Key Competencies**.✔ PLP goals are reflected on by learners, their whanau and teachers twice yearly and reported on in a *General Comment* on each student's Hero Report page. - Consider when to re-use Community Survey (last whanau voice collection in 2022). Suggested bi-annually - schedule for 2024. - Regular collection of student voice during Professional Growth Cycle observations (using the *Relationship-based Learning* tools relevant to **Part 3** of the profile). - Have a clear pedagogical focus on RbL strategies and practices that support the progress of all learners, and provide impact coaching to support teachers in their own inquiry around effective teaching practice in maths. - Help students understand Te Tiriti o Waitangi - its past, present, and future by following the curriculum delivery plan as set out in our Three-Year Inquiry Overview, to ensure that our learners have the opportunity to develop the key understandings or 'Big Ideas' of the ANZH curriculum. - Help students engage with local knowledge, school values, and key competencies, so they can go on to be confident and connected lifelong learners.	● Whānau participation in student learning hui - PLP goals set and reviewed ● Mid and End of Year General Comment scheduled on Planning, Assessment and Reporting Overview, 2023. ● PLM planning, presentations and meeting minutes. ● Classroom planning and observations. ● Teacher professional growth cycles. ● Class reflections ● Survey data

Digital Technology

Objective: *To ensure that all learners have the opportunity to become digitally capable individuals.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
Unpack the digital technologies document and understand what it will look like in practice and how we can integrate it in planning and add to our local curriculum document. Upskill our staff so they feel confident to plan/teach.	- Team meetings - Workshops - Planning template (exemplars) - Investigate and examine exemplars from other local schools. - Establish a clear digital graduate profile from Y0-Y6.	• Evidence of student engagement in digital technology as a tool to engage and enhance their learning and create content. • Staff are confident in planning,integrating and delivering digital technologies as part of their teaching programmes. • Staff awareness is growing regarding what the Digital Graduate progressions are across all levels of the school.
Integrate the digital technologies curriculum into other learning areas.	- Write as part of our local curriculum a delivery statement of how we are going to teach digital integration into the curriculum.	• Establishment of Digital Technology curriculum statement.
To help our students build their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies.	- Opportunities will be provided for students to develop Technological Knowledge particular to technological enterprises and environments and in relation to how and why things work. - Teachers will generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum learning areas. - Students are given opportunities to develop the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum. This will also provide opportunities to further develop their key competencies.	• Classroom planning and observations. • Establishment and student progression across Digital Graduate profile.

Digital Technology

Objective: *To ensure that all learners have the opportunity to become digitally capable individuals.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
To use iPads and chromebooks to facilitate learning in a host of different ways courtesy of interactive apps that allow instant input and feedback. This enables educators to support traditional learning with apps that further instill numeracy and literacy skills through gamified education.	- Teachers will blend traditional teaching practices with digital technologies to meet the needs of their students. - Learning devices will cater for a variety of learning styles and create interactive classrooms: • provide an engaging learning environment that can hook in reluctant learners • are portable so students can move around the classroom and find a work setting that is suitable for them • feature large multi-touch screens that let students use their fingertips. This is particularly beneficial for younger children.	• Classroom planning and observations. • Establishment and student progression across Digital Graduate profile. • Collection of student and whānau voice.

Digital Technology

Objective: *To ensure that all learners have the opportunity to become digitally capable individuals.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
For all students at Normanby School to be Digital Citizens.	- Educate our students on digital citizenship by teaching through role play, giving scenarios on situations they might come across. - Have high expectations of our students and their device usage. - Unpack our digital device agreement - put this into student language across the whole school.	• Students can demonstrate effective use of school devices. • Students understand what is safe online and they will be quick to tell an adult if they feel unsafe or see something wrong.
Integrate the new digital technologies curriculum across our school **1. Computational thinking** **2. Design and develop digital outcomes**	1. Computational thinking - Developing confidence in coding - understanding digital algorithms and decode by problem solving. - Explore as a staff what we would like this to look like in our school. - Provide PD to staff around the basics of coding - Lead teacher to coplan and model lessons with teachers that suits each classroom environment. 2. Design and develop digital graduate profile. - Design and establish a digital graduate profile with achievable actions points. - Students to provide evidence of achieving action points. - Integrate all curriculum areas into digital graduate profile.	• Some students are growing in confidence when doing basic digital algorithms and decoding. • Some students are able to explain basic digital terminology • Some students are able to explain and justify the choices they make in coding. • Students are building a 'toolbox' full of ideas on how to create digital outcomes

Other BOT Priorities for 2023

Priority	Who	Approx Cost
Te Reo me Tikanga Programmes - Wai Ako - Hiha	Teachers	$700
Senco - Investigate funding for SENCO, .3	BOT/Principal	.4 teacher salary
Kapa Haka and Mau Rakau Programme	Principal/Clive Tonga/Whaea Wharekuka	
House Funds Project	BOT/Principal	$430 000
Enviro-School Project	Principal/Teachers	Postponed until further notice.
Improvements and bark for Senior Playground	BOT	
Improvement in STEM infrastructure and Professional Development. - Computational Thinking	Principal/BOT/Teachers	$10,000
Commitment to External Swimming Lessons	Principal/BOT/PTA/Teachers/Hawera Aquatic Centre.	

Statement of Variance

Evaluation and Analysis of Student Progress and Achievement 2023

2023 Learning Interventions - Tracking Tracking the progress of students receiving additional learning support in the form of an intervention programme such as 'Five*Plus'* or 'Seven*Plus'*. Target students are in Y2-Y3 reading at Yellow (Level 6,7,8) to Green (Level 12,13, 14) or older students reading below Orange (L15-16).

Mid-2023 Maths Data Analysis Our achievement target in Mathematics is for 80% of all students to be AT or ABOVE the expected curriculum level. Collection of evidence is ongoing. Mid-year data is simply a *snapshot in time* of how our students are progressing towards meeting the expected levels of the New Zealand Curriculum. Teachers use a range of information and assessments to track the progress and achievement of all students in their class.

End-2023 Maths Data Analysis   Summary: It is very pleasing to see that we have achieved accelerated progress for some of our target learners. These are students who were close to meeting the expectation at the last data point but needed a little bit more time and support to get there. We know that this has been achieved as our percentages have increased rather than staying the same.
While we continue to have students who are not meeting their expectations, this number is now much smaller than we have seen in some of our previous years. Our teachers are aware of the additional learning needs and support or adaptations that these children require to be successful to their full potential.
Overall, I feel that this data is very pleasing and appreciate the work our team has put in over the year to teach our children to be confident and capable mathematicians.
I also thank our management team for the commitment to continue with maths no problem into 2024 and to the board for continuing to support the investment into maths learning and teaching at our school.

Mid-2023 Literacy Data Analysis Our achievement target in Literacy (Reading and Writing) is for 70% of all students to be AT or ABOVE the expected curriculum level. Collection of evidence is ongoing. Mid-year data is simply a snapshot in time of how our students are progressing towards meeting the expected levels of the New Zealand Curriculum. Teachers use a range of information and assessments to track the progress and achievement of all students in their class.

Evaluation and Analysis of Student Progress and Achievement 2023 cont.

End-2023 Literacy Data Analysis We are very pleased with the increase in achievement levels in both Reading and Writing for this second half of the year and can celebrate the fact that we have reached our achievement target in both these learning areas. This is indicative of the hard work and consistency in teaching and learning programmes this year. Our current Year 5 and 6 cohorts in particular have made significant gains in both Reading and Writing, bringing them much closer to that 70% target.

It seems that now would be an appropriate time to review that 70% achievement target in Literacy and might consider pushing it out to 75% for the 2024 academic year.

It is also a good time to signpost that the learning area of English in the refreshed New Zealand Curriculum (2023) is going to see a change in how achievement is measured and reported to parents and Boards by 2025. We will be starting to explore what this might look like in 2024.

Teachers will continue to use assessment data to evaluate student progress across Reading and Writing and target those students who are currently working towards as well as those who are considered to be 'at risk' of falling into the working towards category. These are the students who we monitor closely during team and co-construction monitoring meetings. Planning will cater for the needs of all students by differentiating learning tasks and utilising any LA support effectively.

A strong emphasis is now placed on the teaching of structured literacy to ensure that essential literacy knowledge and skills are embedded, right from entering school as a new entrant. Teachers regularly assess students in their structured literacy journey and identify those who would benefit from extra explicit teaching as part of a Tier 2 intervention group through the BSLA approach in the junior school.

We want to continue to focus on the progress that is being made and celebrate student success in achieving learning goals. Conversations with individual students about their learning goals and next steps help them to see where they are currently at with their learning, where they have come from (progress) and what their next learning steps will be.

Twice per term teachers come together to moderate achievement data using set guidelines. We draw on assessment data and other learning evidence to support our decision-making and we are very focused on identifying those students who need to make shifts in order to continue or to maintain the progress they have already made. Target groups need to be flexible and fluid and teachers know that they need to adapt and be responsive to individual needs.

We need to highlight the number of students (26%) needing additional learning support in our school as these numbers continue to have an impact on our overall achievement data.

Teachers believe in the power of Relationship-based Learning and we continue to create family-like contexts within our classrooms where students feel supported to have ownership of their learning, and where teachers are interacting with students in a way that promotes positive learning outcomes. Interactions such as drawing on students' prior learning, power-sharing, co-construction, and giving effective feedback and feed-forward, all impact on learning.

We will continue to use our Learning Assistants to provide daily 1:1 or small group intervention programmes for students who are identified as requiring additional learning support. (Early Words, sight words, 5+, 7+, Quick 60, Talk to Learn). The teachers of students on such programmes continue to notice a positive impact on their confidence, fluency and progress - our LAs are such a valuable resource and our teaching staff greatly appreciate their support.

Evaluation and Analysis of Student Progress and Achievement 2023 cont.

SENCO Report 2023 The Learning Support Register holds information for students that have any additional learning or behaviour requirements and/or interventions. Our Learning Support Register on HERO is populating a group based on information added by the classroom teacher, leadership and/or the SENCO. Once identified as needing additional support, we closely monitor these students for a minimum of 18 months. Every time we take an action such as a new intervention or we identify different needs, this 18 month period resets.

Students requiring additional support are categorised:

● Tier 1:
Students identified as needing extra support by classroom teachers and curriculum leads. The SENCO coordinates and supports intervention programmes for these students if appropriate.

● Tier 2:
Students have received previous in-school interventions and have been identified as requiring further intervention support from outside agencies (RTLB, counsellors) or requiring an Individual Education Plan, Behaviour Plan or Safety Plan (IEP/IBP/ISP) and/ or have high health needs. The SENCO supports and coordinates support alongside our Lead Team and outside agencies.

● Tier 3:
Students are identified as Tier 3 when support is in place from the Ministry of Education or Ongoing Resourcing Scheme (ORS). Support systems will also include elements of Tier 2 support and are supported by the Principal and SENCO.

Structured Literacy - 'Better Start Literacy' Data Analysis This analysis set is based on students entering school who were not proficient at the three assessment tasks; Phoneme Identity, Letter-Sound Knowledge and Phoneme Blending. These students were tracked over ten weeks of teaching and then re-assessed.

E-Asttle Writing Achievement summary 2022-2023 A summary of achievement levels based on e-asttle assessment over time.

Honouring Te Tiriti o Waitangi

Normanby School recognise our role and responsibility to honour and give effect to Te Tiriti o Waitangi. We acknowledge the descendants of the Ngāruahine and Ngāti Ruanui iwi, on whose whenua we are positioned. Under the Education and Training Act 2020, a primary objective of the board of Normanby School is to give effect to Te Tiriti o Waitangi. In 2023 providing a culturally responsive school environment was a key goal of our School Charter. Our aims were to:

- Embrace Te Reo Māori, Tikanga, Wairua and Kawa across the school to be responsive to our students.
- Engage parents, whānau, hapu and iwi to enhance the achievement of Māori students.
- A commitment to and understanding of Māori enjoying and achieving education success as Māori. Lifting the achievement of Māori learners to higher levels of proficiency across the curriculum.
- Having teachers who continuously lift their levels of Te Reo proficiency.

We are committed to working more closely with and strengthening our connections with whānau, hapū, iwi and community in ways that are effective within school and across the wider Kāhui Ako:

...our dynamic, dialogic (conversation or shared dialogue) and relational pedagogy of practice continues to be Russell Bishop's 'Relationship-based Learning' (RbL), a culturally responsive pedagogy that enables currently marginalised students to bring their cultural knowledge, understanding and sense-making processes to the forefront in an agentic way, i.e Māori achieving success as Māori.

We have worked to ensure our planning, policies and local curriculum celebrate and reflect local tikanga Māori, mātauranga Māori and te ao Māori. In 2023, our local curriculum was refreshed to begin the process of aligning with the whakapapa and intent of Te Mātaiaho, the refreshed New Zealand Curriculum.

In 2024, part of our strategic plan is to continue this mahi in order to strengthen what we do so that all ākonga excel and experience success in their learning.

Targeted curriculum initiatives and school systems that support our commitment to giving effect to Te Tiriti o Waitangi include:
- Whole school morning hui - we begin every day with whakatauki/karakia and waiata, karakia kai before eating times.
- Use of *Te Whare Tapa Wha* model of hauora when learning about wellbeing
- Subscription to 'Wai Ako' and 'HīHā' to support teachers in the delivery of explicit te reo Māori teaching which is scheduled daily school-wide.
- Common practice model- Relationship-based Learning, a culturally responsive pedagogy which forms the basis of teachers' professional growth cycles
- Ongoing commitment to building teacher knowledge and capabilities in te reo Māori, tikanga and mātauranga Māori e.g teacher registration in Te Ahu o Te Reo Māori (2 staff in 2023), whole school Kapa Haka every week, expanding bank of known waiata, increased use of Māori kupu and phrases
- Kapa Haka performance group (Puanga Festival, school events e.g prizegiving, whanau days, concert
- Destreaming in Mathematics instruction
- Tuakana - Teina opportunities
- Staff PLD on Te Tiriti o Waitangi and Aotearoa New Zealand Histories
- Emphasis on use of pūrākau integrated across the curriculum

Kiwi Sport Funding

Kiwi Sport is a Government funding initiative to support student participation in organised sport. In 2023, Normanby School received $2,285.40 (excl GST). This funding was spent on a range of sporting endeavors, with the majority of the money going towards transport costs to sporting events, equipment and sports kit.

Employment and EEO Policy

Normanby School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board meets reporting and administrative requirements by:

- referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping employee files safe and secure.

In 2023 the board employed 4 new staff members, one in the Principal role, two full time, permanent teaching roles and one support staff role. The school policy for appointments was followed.

As required by the Education and Training Act 2020 (s 597), Normanby School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Normanby School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

*Refer to our **Employer Responsibilities** and **Equal Employment Opportunities** policies for more detail.