



2024

# Annual Implementation Plan

Te Uru Karaka Newton Central School

## Strategic Target: Te Ako - Learning

Me tōtika pū rawa atu te whai wāhi o ngā tamariki katoa te ako matawhānui kia tino pūrangiaho ai ngā pūkenga pānui, tuhituhi me te pāngarau

Ensure all tamariki have access to a holistic learning approach with explicit teaching of reading, writing and maths.

Goals in 2024	Actions	Who	Actioned
To lift all educational outcomes for all students and mokopuna in Aotearoa New Zealand.	<p>Te Aka Pūkāea (Māori-Medium Level 1 and 2)</p> <ul style="list-style-type: none"> <li><a href="#">Ako</a> Framework: An indigenous framework centred around two whāinga: revitalization of te reo Māori, tikanga and mātauranga Māori and education success for all mokopuna. Kaiako will participate in school PLD to reflect on their current teaching practice and then unpack what the ako framework is and how it helps us improve our tikanga ako (teaching and learning practices).</li> <li><a href="#">Te Puāwaitanga Harakeke</a> - Rautaki Aromatawai (Aromatawai Strategy): This rautaki consolidates the position of mātauranga Māori by calling for Māori ways of knowing to be validated. This will call for a decoupling of aromatawai from assessment. Kaiako will engage in wānanga to develop their understanding of aromatawai.</li> </ul>	Manu Tāiko Leaders of Learning Kaiako	

	<ul style="list-style-type: none"> <li>• Kaiako will review our current assessment practices and tools using Rautaki Aromatawai.</li> </ul> <p>Te Puāwaitanga (English-Medium Level 4a)</p> <ul style="list-style-type: none"> <li>• <a href="#">Common Practice Model</a>: English Medium Teachers participate in school PLD on unpacking what this document means and how it can improve our current teaching practice,</li> </ul>		
<p><b>Te Aka Pūkāea</b> Recognise that reo ā waha is the foundation of all areas of te reo matatini and that its importance and connection to bilingual and biliterate tamariki mokopuna requires a dedicated space, programme and focus. We will build the oral language capacity of all tamariki in Te Aka Pūkāea with the implementation of Te Ipu Kōrero, an oral language programme designed by Haemata that has been trialled already across 3 classes in Te Aka Pūkāea in 2023.</p>	<ul style="list-style-type: none"> <li>• Introduction of the programme, Te Ipu Kōrero at 2 x TAP team hui in 2023 with an opportunities to engage with some of the activities</li> <li>• Team will choose two strategies or skills to trial in class</li> <li>• Introduce the team to the Mahere a Tau for Te Ipu Kōrero implementation and the monitoring programme.</li> <li>• Team will practise skill and strategy delivery in team hui before implementation</li> <li>• Team will carry out baseline and OTJ data gathering in first 3 weeks of Term 1 and as a team (TUK + Awahou) select the target children</li> <li>• Week 3 – Begin teaching first two lessons – Tuku Tohutohu – across the team. 1 kaiako taking the target group, and the other two taking the rest of the whānau.</li> </ul>	<p>Manu Tāiko Te Aka Pūkāea Leaders of Learning Kaiako</p>	
<p>All students will make progress in Literacy achievement in the end of year data. Target groups will show accelerated progress.</p>	<ul style="list-style-type: none"> <li>• Literacy Professional Learning Development with Claire Knight, Mahina Selby-Law, Justine Driver and Rebecca Thomas.</li> <li>• Mahina Selby-Law (Māori-Medium Level 1) dates: <ul style="list-style-type: none"> <li>○ Wahanga 1 - (Visit 1) - 20/21 February</li> <li>○ Wahanga 2 - (Visit 2) - 13/14 May - Wiki 3</li> <li>○ Wahanga 3 - (Visit 3) - 18/19 September - Wiki 9</li> <li>○ Wahanga 4 - (Visit 4) - 30/31 October - Wiki 3</li> </ul> </li> <li>• Claire Knight (English-Medium/Reo Rua) dates:</li> </ul>	<p>Manu Tāiko Leaders of Learning Kaiako Kaiawhina</p> <p>Claire Knight - Massey University</p> <p>Mahina Selby-Law - Mahi by Mahi</p>	

	<ul style="list-style-type: none"> <li>○ Monday 13th November TOD</li> <li>○ Thursday 25th January TOD</li> <li>○ Term 1: Team demonstration lessons (TBC)</li> <li>○ Term 3: Observations (TBC)</li> <li>● Justin Driver Sunnyhills School visits dates: <ul style="list-style-type: none"> <li>○ <a href="#">Dates TBC</a></li> </ul> </li> <li>● Rebecca Thomas Cognition - English Curriculum Refresh <ul style="list-style-type: none"> <li>○ Dates TBC</li> </ul> </li> <li>● Structured Literacy: The Code PLD for staff who are new to this approach and need additional support. <ul style="list-style-type: none"> <li>○ <a href="#">Joined waitlist (TBC)</a></li> </ul> </li> <li>● (In school) Literacy Team - Staff PLD/Workshops</li> <li>● School visits to Structured Literacy Schools in our Kahui Ako (Grey Lynn School - AST/WST)</li> <li>● Ministry of Education PLD from Curriculum Advisors - Mathematics and Statistic <a href="#">Curriculum Refresh</a></li> <li>● Ministry of Education PLD from Curriculum Advisors - Mathematics and Statistic <a href="#">Curriculum Refresh</a></li> <li>● Math Matters <a href="#">PLD</a> - Friday 26th January 2024</li> <li>● Professional Growth Cycle - Teaching Sprints. Working with Tafa Ed to strengthen our current PGC model.</li> </ul>	<p>Justin Driver - Principal at Sunnyhills School</p> <p>Rebecca Thomas - Cognition</p> <p>Liz Kane - Structured Literacy</p> <p>Kahui Ako Ministry of Education - Curriculum Refresh Team</p> <p>Dr Jo Knox - Math Matters</p> <p>Tafa Ed - Cultural Competencies</p>	
<p><b>ERO Target</b> The development and implementation of consistent long-term curriculum planning that</p>	<ul style="list-style-type: none"> <li>● Term 1: Kaimahi work to create a set of criteria that each team will need to have in their long term planning. <ul style="list-style-type: none"> <li>○ Look at different long-term planning examples</li> <li>○ Vision Statement, Pou Values, Graduate Profile</li> </ul> </li> </ul>	<p>Leaders of Learning Kaiako Manu Tāiko</p>	

<p>guides all kaiako and learning programmes.</p>	<ul style="list-style-type: none"> <li>○ Curriculum coverage - Literacy, Math, Science, Social Studies, The Arts, Te Ao Māori</li> <li>○ Linked into the inquiry focus for each term</li> <li>● Term 2: In first staff hui, teams bring completed long term plan to share and talk through with staff. <ul style="list-style-type: none"> <li>○ Look at content covered in each team</li> <li>○ Feedback on plans</li> <li>○ Look across the school - Analyse and reflect on consistency and building on top of the teaching and learning (vertically and horizontally)</li> <li>○ Create next steps to edit and improve long-term planning</li> </ul> </li> <li>● Term 4: Layout, structure, content, consistency <ul style="list-style-type: none"> <li>○ Reflect on what things went well and what areas need to be strengthened</li> <li>○ Create an essential agreement on how we as a staff complete, share and use our long-term planning (embedding practice)</li> </ul> </li> </ul>		
<p><b>ERO Target</b> Develop specific and relevant learning outcomes to meet the needs of all ākonga</p>	<ul style="list-style-type: none"> <li>● In school processes to evaluate assessment data and how it will inform teaching and learning</li> <li>● In school processes to look at how teams connect their long-term planning to their weekly planning (in core curriculum areas and curriculum areas that relate to the termly unit of inquiry)</li> <li>● In teams, looking at teams weekly planning and creating a common purpose and criteria for teams planning.</li> <li>● As a school, look at weekly planning in teams and discuss consistency across the school and how one teams leads into the next team.</li> </ul>	<p>Leaders of Learning Kaiako Manu Tāiko</p>	

## Strategic Target: Te Marau Mātauranga ā-Rohe – Local Curriculum

Te waihanga tahi me te mana whenua i te marau mātauranga ā-rohe e whai wāhi nei ngā ara reo, ngā ahurea matahuhua me ngā ritenga pū o Te Tiriti i NCS.

Co-construct a Localised Curriculum with Mana Whenua that captures the different language pathways, diverse culture and Tiriti-based practice at NCS.

Goals in 2024	Actions	Who	Actioned
<p>Kaimahi have a working understanding of the documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Ka Hikitia</a></li> <li>• <a href="#">Tau Mai Te Reo</a></li> <li>• <a href="#">Te Marautanga Māori</a></li> <li>• <a href="#">Te Tamaiti Hei Raukura</a></li> <li>• <a href="#">Poutama Reo</a></li> </ul>	<p>Te Uru Karaka Newton Central School will engage with our MAC facilitator on unpacking the following documents across our kura:</p> <ul style="list-style-type: none"> <li>• Term 1: MAC Goals and Level 4a in English-Medium</li> <li>• Term 2: Poutama Reo</li> <li>• Term 3: Ka Hikitia</li> <li>• Term 4: Te Tirewa Marautanga (Te Marautanga o Aotearoa)</li> </ul>	Phil Gordon - MAC	
<p>Implementation of the Aotearoa Histories Curriculum.</p>	<p>NZ Histories will be included in the curriculum delivery overview and will be taught using the three elements of 'Understand, Know, Do'.</p> <p>Aotearoa NZ Histories in the NZ Curriculum and CRT/Tamsin Hanley resources.</p>	Leaders of Learning Kaiako	
<p>Kia Māori Te Reo Māori - Normalising the intentional use of Te Reo Māori and Tikanga in our English-Medium Pathway in an authentic, sustainable way by raising kaimahi cultural competence.</p>	<p>Developing the use of <a href="#">Te Aho Arataki Marau</a> mō te ako Reo Māori - Teaching and Learning Te Reo Māori in English-Medium by:</p> <ul style="list-style-type: none"> <li>• The above PLD from MAC</li> <li>• The creation of Te Reo Māori and Tikanga Māori of progressions for Te Uru Karaka Newton Central School (ongoing goal for the 2024 school year)</li> </ul>	<p>Manu Tāiko Leaders of Learning Kaiako Kaiawhina Kaimahi</p> <p>Phil Gordon - MAC Anaru Morgan - MAC</p>	

## Strategic Target: Mahi Tahī – Partnership

Kia whakatupu āheinga kaimahi hei arataki akoranga whakapakari rangapū tamariki, kaimahi, whānau.

Grow kaimahi capacity to lead learning that strengthens partnerships with tamariki, kaimahi and whānau.

Goals in 2024	Actions	Who	Actioned
<p>Kaiako are using assessment data to inform their teaching and reporting practice.</p>	<ul style="list-style-type: none"> <li>Structured Literacy PLD will sort teachers assessment practice.</li> <li>Leaders of Learnings for Āhuru Mōwai, Nohinohi, Mārama, Te Aka Pūkāea analyse team data to identify trends in learning and early interventions.</li> <li>SENCO and Leaders of Learnings for Āhuru Mōwai, Nohinohi, Mārama and Te Aka Pūkāea work with teachers to highlight and track priority learners in kaiako weekly planning and data analysis,</li> </ul>	<p>Manu Tāiko Leaders of Learning Kaiako Kaiawhina</p> <p>Claire Knight - Massey University</p> <p>Mahina Selby-Law - Mahi by Mahi</p> <p>Justin Driver - Principal at Sunnyhills School</p> <p>Rebecca Thomas - Cognition</p>	
<p><b>Te Pou Reo</b> Align the literacy progressions with Te Aka Pūkāea values that can be effectively monitored, tracked, and reported on by kaiako and tamariki through the live reporting assessment tool.</p>	<p>Te Uru Karaka o Te Aka Pūkāea (Māori-Medium Level 1) + Awahou o Te Aka Pūkāea (Māori-Medium Level 2)</p> <ul style="list-style-type: none"> <li>To review the HERO reporting system to better reflect the 2 learning pathways in Te Aka Pūkāea .</li> <li>Revisit the initial discussions (Pauline, Cass and Erina) about the current systems capacity and inadequacies.</li> <li>Employ a reliever to release Pauline to work with Erina to compile the whaingā or paearu angitu that reflect the pathway eg te reo Māori to english/biliterate/bilingual, English to Māori</li> </ul>	<p>Manu Tāiko Leaders of Learning Kaiako</p> <p>Kahui Ako WST/AST</p>	

<p>Review the current reporting system on HERO across the school as the current system is not fit for purpose. A large proportion of our whānau do not understand how we assess and would like more detail.</p>	<ul style="list-style-type: none"> <li>● Review current assessment tools and use the AROMATAWAI strategy to inform decisions and changes.</li> </ul> <p>Te Puāwaitanga (English-Medium Level 4a)</p> <ul style="list-style-type: none"> <li>● Review current assessment tools</li> <li>● Look at formative assessment practices in school</li> <li>● Look at how OTJs are triangulated in school</li> <li>● Look at other schools in our Kahui Ako who use Structured Literacy and HERO Platform to report</li> <li>● Linking our HERO report to our Graduate Profile, vision statement and values.</li> </ul>	<p>Te Rae O Kawharu (Grey Lynn School)</p>	
<p>Embedding the Graduate Profile across the curriculum and in our daily practice through the explicit teaching and unpacking of the school value statement: Aroha mai, Aroha atu, Mana, mai, Mana atu and our Pou Values: Whanaungatanga, Kaitiakitanga, Rangatiratanga, Manaakitanga.</p>	<ul style="list-style-type: none"> <li>● PB4I and Restorative Practice. <ul style="list-style-type: none"> <li>○ Phasing out reference to TERA and leading with our Pou.</li> <li>○ Looking at what our Pou looks like in different contexts of the school.</li> <li>○ Term 3: Working on rubric for what the Graduate profile looks like in different contexts of the school.</li> </ul> </li> <li>● Teaching and planning. <ul style="list-style-type: none"> <li>○ Long-term plans are connected to our Graduate Profile, vision statement and values.</li> <li>○ Award systems linked to our GP, value statement and values.</li> <li>○ Teaching opportunity gives opportunity for ākonga to live out the statements in our GP.</li> </ul> </li> <li>● Tohu and school name <ul style="list-style-type: none"> <li>○ We will lead with our new kura name, Te Uru Karaka Newton Central School, which acknowledges Mana Whenua, Ngāti Whātua Ōrākei, land on which our school stands while maintaining the school name: Newton Central School.</li> </ul> </li> </ul>	<p>Manu Tāiko Leaders of Learning Kaimahi</p>	

## Strategic Target: Te Kaitiakitanga - Te Ao Tūroa, te Ao Taiao (Physical Environment)

Hei whakahaumako i te tūmahi me te āhua o te taiao ā kura, kia rarata ai kia toitoi manawa ai kia ngākaunui ai tātou ki te ako

To enhance the functionality and appearance of our school's physical environment, so that we feel welcomed, connected, proud and inspired to learn.

Goals in 2024	Actions	Who	Actioned
<p>Working on strengthening the school Health and Safety procedures:</p> <ul style="list-style-type: none"> <li>• EOTC Forms</li> <li>• SchoolDocs</li> <li>• Evacuation Plan</li> <li>• Lock down Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Drowning Prevention Auckland - Tuesday 30th January, Tuesday 13th February.</li> <li>• First-Aid Training (all staff) - Wednesday 24th April</li> <li>• Manu Tāiko and Leaders of Learning - Attend <a href="#">EOTC</a> &amp; Effective Safety Management Systems PLD - (Dates TBC)</li> <li>• Board of Trustees, Principal, Manu Tāiko and Leaders of Learning review School Policies on SchoolDocs.</li> <li>• All About People: Continue to strengthen Evacuation and Lockdown plan - At least 4 drills through 2024</li> <li>• Review and update school hazard register</li> </ul>	<p>EONZ Principal Manu Tāiko</p>	
<p>School Property and Maintenance - Caretaker is working from a year planner to ensure areas of the school are maintained and eliminate potential hazards.</p>	<ul style="list-style-type: none"> <li>• Create a 2024 work plan based for maintenance in the school. <ul style="list-style-type: none"> <li>○ Check gutters and cesspits</li> <li>○ Water blasting surfaces around the school</li> <li>○ Keeping staircase and lower court free of debris</li> <li>○ Painting touch ups around the school</li> <li>○ Weed regularly</li> <li>○ Mowing lawns regularly around the school</li> <li>○ Removal of green waste from Ngāhere to reduce homes for the rats</li> <li>○ Working with Enviro-team to restore the greenspaces</li> </ul> </li> </ul>	<p>Caretaker Board member on Property Principal</p>	



	<p>in our school</p> <ul style="list-style-type: none"> <li>○ Keeping the pool area clean, tidy and free from trash</li> <li>○ Trimming and pruning</li> <li>○ Removing the leaves from the Leaf blower from flower beds regularly.</li> <li>○ Other duties to keep the school grounds clean, tidy and neat.</li> </ul>		
<p>Ngāhere Restoration Plan - Te Uru Karaka Newton Central School is working on developing sustainable practices in the Ngāhere.</p>	<ul style="list-style-type: none"> <li>● Working with external agencies to develop a sustainable plan for the Ngāhere. <ul style="list-style-type: none"> <li>○ Work with Robert Palmer to find someone who can create a planting programme for the ngāhere</li> <li>○ Continue with community working bees to weed areas of the ngāhere</li> <li>○ Look to community grants to help fund restoration of the Ngāhere (Whānau Rōpū/Christine Hertzog)</li> <li>○ Continue to work with Ngāti Whātua Ōrākei on planting for their nursery in our ngāhere.</li> </ul> </li> </ul>	<p>Ngāti Whātua Ōrākei Robert Palmer Caretaker Kaimahi Community</p>	