

SHERENDEN AND DISTRICTS SCHOOL ANNUAL PLAN

Strategic goal 1	Specific annual focus	How-	What you'll see	Measuring success/how can this be reported and discussed with BOT and community
<p>“Developing and embedding our localised curriculum into our daily programme and long term planning to ensure all students experience success through a rich local Curriculum that caters to the whole child. Literacy and numeracy are always at the forefront of this planning” rich local Curriculum that caters to the whole child. Literacy and numeracy are always at the forefront of this planning”</p>	<p>Specific Annual Focus Initiative 3: Ensure proven practices to support learners with attainment of literacy and numeracy are at the forefront of our practice</p>	<p>- Targeted students in Mathematics in 3 rooms identified as not working within the expected level at end of 2023 will make accelerated progress against number knowledge framework. This will be reflected in goal setting, teacher inquiry and 5 weekly tracking etc - PD for staff will be with proven academic practices and notable PD providers for literacy. - Ensure teachers are delivering an effective literacy programme and support is in place for at risk students to make accelerated progress.</p>	<ul style="list-style-type: none"> • Structured literacy is embedded in Junior Room and wherever else deemed necessary. • The CODE is used as spelling programme across Middle and Senior room • Improvement in school wide Literacy Data and teachers able to articulate clearly around the levels of their students. • Observations have direct focus on teaching of numeracy and literacy which is evident in observation notes • Teacher Growth Cycle reflects the emphasis of inquiring around improvement teacher capacity in numeracy and literacy • Tracking of students and ability of teachers to talk about the progress of targeted students and how they have adjusted their programme to support them 	<p>-Analyses of standardised testing and reporting to BOT -5 week tracking data shared and discussed with BOT at Mid and EOY to discuss progress of students and opportunity to focus on targeted students - Teacher observations will include agentic learning elements to allow teachers to reflect on students understanding of their learning goals. -Teacher reflections in teacher growth cycle</p>
	<p>Initiative 4: Ensure local, national and</p>	<ul style="list-style-type: none"> • Parent and student survey is evident in 	<ul style="list-style-type: none"> • Ensuring well planned school wide topics that have global, national and local relevance and the 	<p>Discussion with staff in how achieved and how planning ahead will allow</p>

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	<p>global environmental issues dictate our school wide learning topics which filter into our literacy (and where possible, numeracy) programmes.</p>	<p>teacher planning, whole school topics and EOTC</p>	<p>opportunity to take action in school or local setting</p> <ul style="list-style-type: none"> • Opportunities given to engage parents • Make sure Friday strand day has opportunity to use school wide focus e.g. tree planting to give authentic learning experiences. 	<p>localised action to take place</p> <ul style="list-style-type: none"> • Localised curriculum – what this looks like • Reporting in newsletter and BOT reports about action taking around school as a result of termly topic
<p>Strategic goal 2</p>	<p>Specific annual focus</p>	<p>How-</p>	<p>What you'll see</p>	<p>Measuring success/how can this be reported and discussed with BOT and community</p>
<p>'To ensure staff are safely guided through and supported with changes to Mataiaho and the NZ curriculum (including changes to curriculum levels) and NZ Histories'.</p>	<p>Initiative 1: Embed Te Mātaiaho and the common practice model into our local curriculum framework and practice.</p>	<ul style="list-style-type: none"> • Making adjustments to our current local curriculum document to reflect the concepts of Te Mātaiaho including the new three-year level bands. • Engage with new assessment practices that support the implementation of Te Mātaiaho. • Staff meetings with a school wide focus on the common practice model to support consistency of practice and learning across the curriculum. 	<ul style="list-style-type: none"> • School staff meetings that unpack the new curriculum, showing how it links to our localised curriculum. • Attendance to MOE PD and sharing of documents/meeting with staff and BOT • Working alongside MOE with staff PD opportunities and other Hawkes Bay schools – discussing how things are comparatively • Curriculum and teaching practice reflects the key concepts of Te Mātaiaho. • Improvement in schoolwide wellbeing and data 	<ul style="list-style-type: none"> • Improvement in schoolwide wellbeing and data. • Staff confidence to discuss Te Mātaiaho and their student progress along the 3 year level bands • Ongoing check ins with other schools/cluster groups with moderation etc will help us identify where we are comparatively – reported back to BOT

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		<ul style="list-style-type: none"> • Where possible, utilise all MOE PD to support school wide focus on 		
	<p>Initiative 2: Ongoing staff development around the Aotearoa NZ histories curriculum.</p>	<ul style="list-style-type: none"> • Purchase/order or resources that support growth of knowledge for both staff and students in understanding Aoteroa histories. • In school coaching to support implementation, continuity, consistency of practice across the whole school. • Staff attending all MOE provided PLD to help grow understanding of Te Mataiaho (NZ curriculum) including local history resources <ul style="list-style-type: none"> • Ongoing development as staff • Utilise Kahui AKO PD for staff to understand local histories and stories of place names in Te Matau a Maui • Utilise local knowledge to share their experiences/stories of 	<ul style="list-style-type: none"> • Student work and understanding around Te Tiriti and it's importance in modern day Aoteroa • Growth in local knowledge, NZ land wars, migration to NZ (including significant different geographical groups and how this changed NZ) • Celebrations of the rich history NZ has and significant moments/milestones it has gone through. 	<ul style="list-style-type: none"> • Output of work – writing, reading etc that • Discussion with staff around growth of Te tiriti and NZ history knowledge and reporting to BOT. • Development of very localised history and utilisation of local experts to grow understanding of surrounding area.

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		Aotearoa in the times of war in Aotearoa and experiences of soldiers representing NZ.		
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