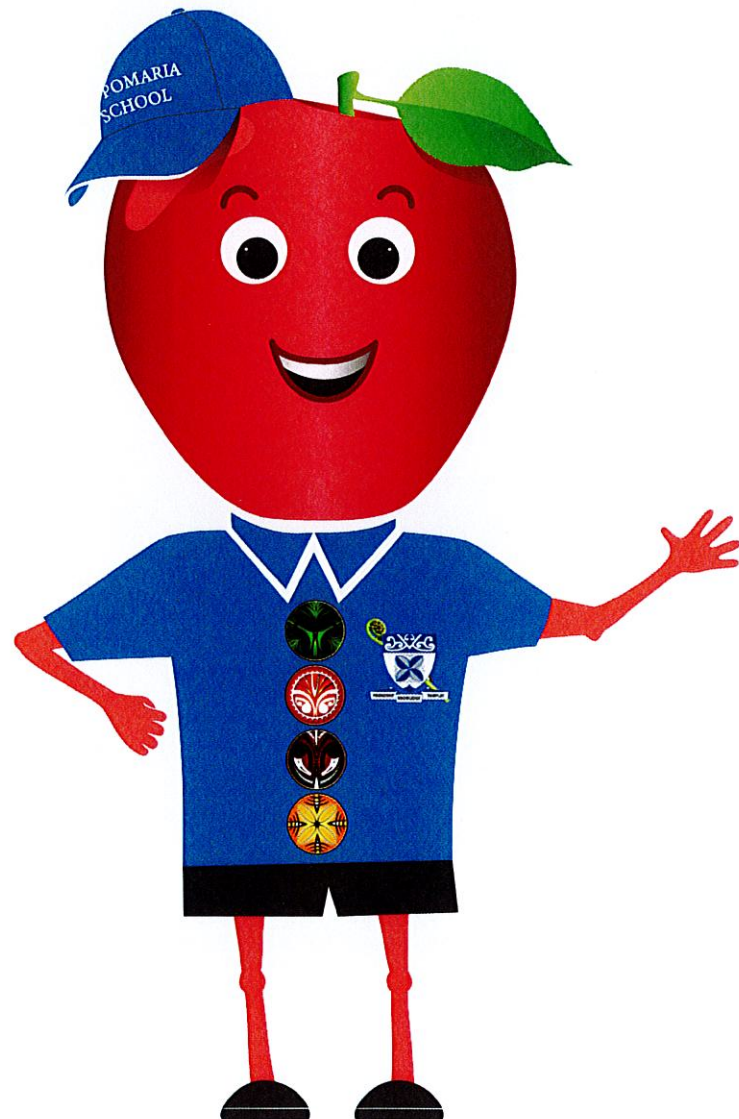
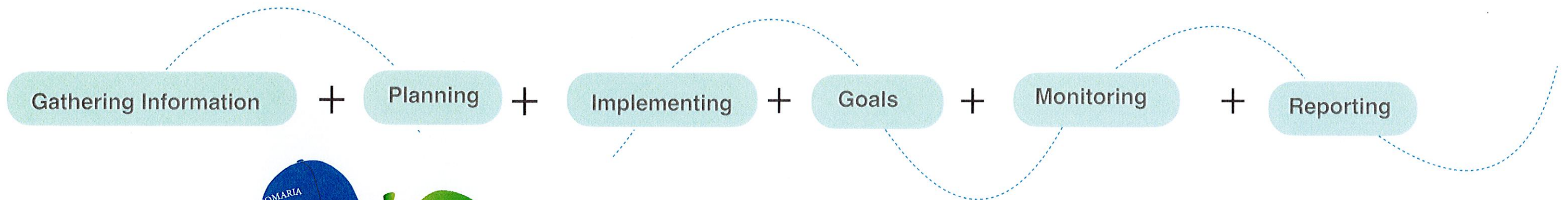


Pomaria Primary Planning & Reporting 2022



Pomaria School Vision Statement

"Pomaria School setting our learners wairua, manawa and hinengaro up for success to stand strong individually and collectively for now and into the future."

Gathering Information

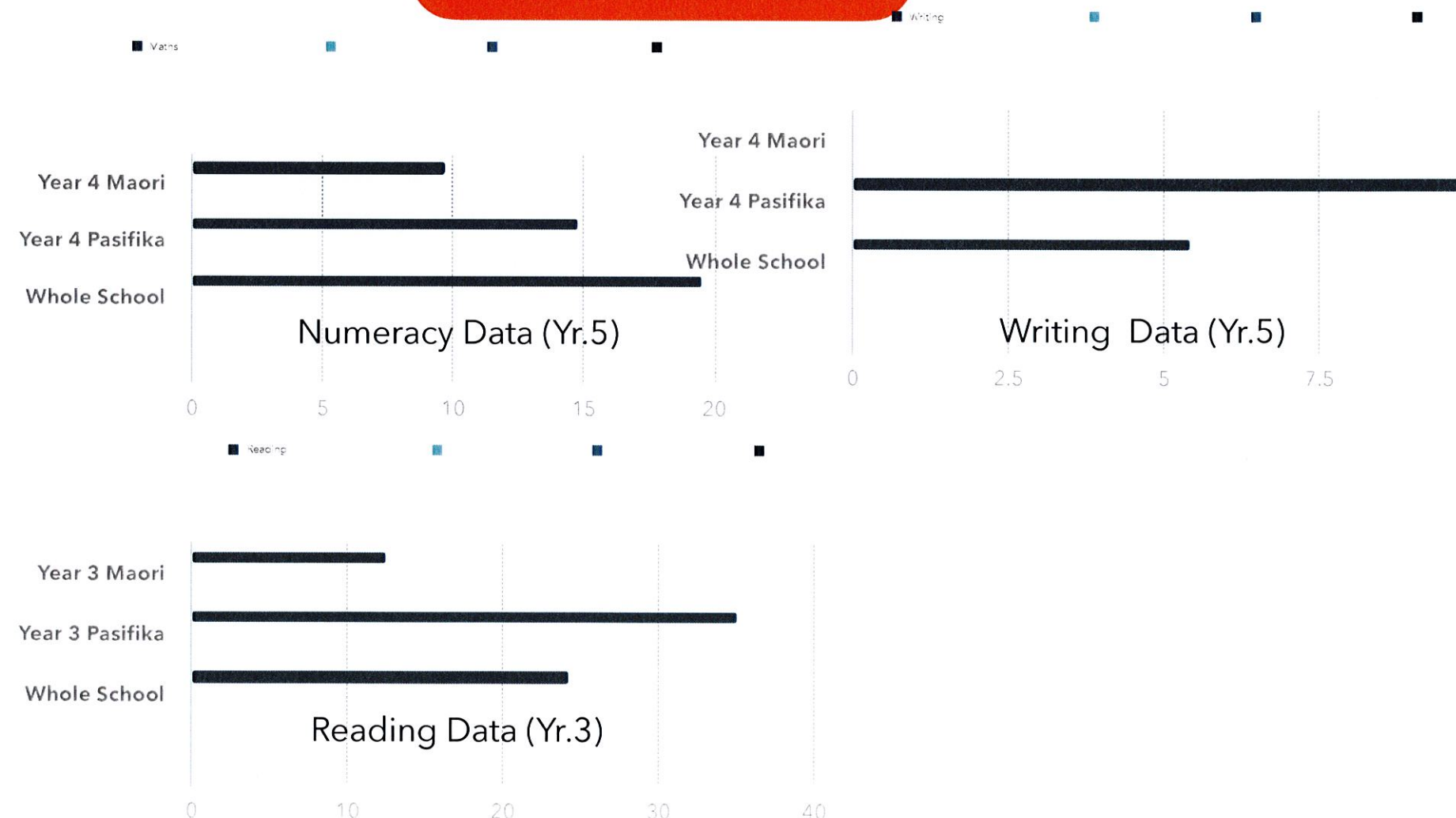


Gathering Voice

Comparative Analysis of voices

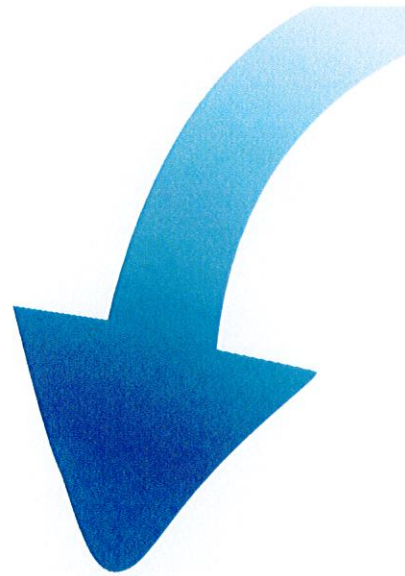
1. **Learners Voice:** "Teachers come up with questions for our inquiry (teachers are still controlling our inquiry)."
2. **Whanau Voice:** Whanau has expressed an increased demand for a deeper understanding of the learning and learning progressions. The importance of up-skilling and rejuvenating of teacher approaches to teaching and learning
3. **Teachers Voice:** Many sentiments focused on the elements of wellbeing. Making more connections with whanau and to integrate more excitement and authentic experiences.
4. **Management:** Develop a shared understanding around targeted goal setting for all levels. And the need for entrenched practice of providing feedback/forward for teachers and management.

Analysing Data

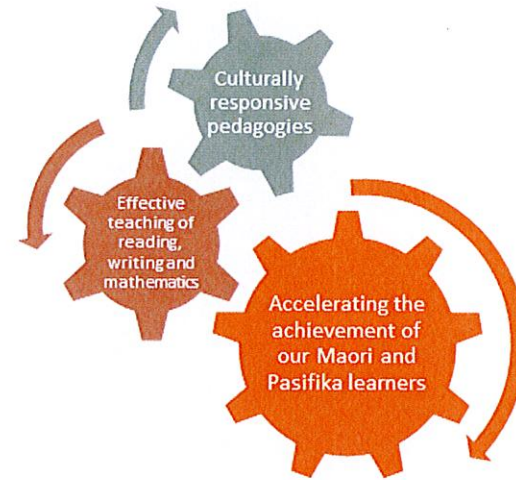


Planning + Prioritising

Culturally Responsive Practice



Community of Learning



Cultural Responsiveness Practice



**Achievement Challenge:
Numeracy**



**Professional Learning
Development**
PRIME / DMIC

**Achievement Challenge:
Wellbeing**



**To establish a supportive
environment conducive to
learning and wellbeing.**
Sport Waitakere

**Achievement Challenge:
Literacy**



**Professional Learning
Development:**
Tools4Teachers

Pomaria School Learning Priorities

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Learners at the centre

Barrier free access

Quality teaching and leadership

Future of learning

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Having high expectations for every learner/ākonga and supporting these by partnering with communities

Ensure every learner gain sound foundation skills in language, literacy and numeracy

Meaningfully incorporating te reo Maori and Pacifica language and culture into our kura

Connecting our learners to their local history and heritage.
Creating learning opportunities for learners to link to their communities

Relationship – Based Teacher Profile

1. Creating a family-like context for learning
2. Interact within this family like context in ways that promote learning
3. Monitor learners progress and the impact of the process of learning.

Implementation Plan

School Annual Implementation Plans for 2022.

1. Literacy
2. Numeracy
3. Health/Wellbeing
4. Curriculum Mapping
5. Library
6. Te Reo Māori
7. Culturally Responsive practice/learning
8. Digital Literacy

Pacifica Learners

About teachers' knowing and understanding that the shared and ethnic-specific identities, languages and cultures of Pacific learners underpins the way they think and learn, which is fundamental to their well-being and success.

Māori Learners

Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world.

Te Tuakiritanga

- Identity, language and culture matter for Māori learners.
- We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

Future of Learning

Our local curriculum should be unique and responsive to the priorities, preferences and issues of our community.

Design learning opportunities for learners to contribute to their communities and build their capabilities.

Our Goals



Numeracy / Literacy / Wellbeing

Numeracy Goal:

To continue to consolidate DMIC in the classroom and to realign assessment strategies to that of DMIC

Literacy Goal:

To Raise Student Achievement - In Reading - To have our learners reading at their expected age levels.

Wellbeing:

To promote the health and wellbeing of all our learners/staff through the introduction of robust systems to monitor, support and improve their hauora.

Healthy Active Learning:

Joint government initiative to promote and improve the wellbeing of children through healthy eating/drinking and quality physical activity

Pomaria Primary School Strategic Plan

2022 - 2024

<p>Teaching and Learning</p> <ul style="list-style-type: none"> To ensure all teaching staff continue to deliver the New Zealand Curriculum, catering to all learners and their individual needs and capabilities All of our second language learners are able to access the New Zealand Curriculum successfully. 	<p>Embed assessment and leadership professional development. Embed the development of the practices known to make a difference to student learning outcomes. Develop the assessment literacy of our learning leaders. Staff to actively participate in Practice Analysis Conversations (PAC) and classroom observations (OBS).</p> <p>Develop a school wide understanding of our ELLS programme and policies. Complete ongoing reflections of how we support our ELLS each term to meet their needs and the needs of new students to the school. Review the transition to an English school for our newest migrants to ensure that they have the best start to their schooling. Support our ELLS learners in mainstream classrooms.</p>
<p>School Organisation and Structures</p> <ul style="list-style-type: none"> Have effective structures in place that enable the growth of teachers and learners. 	<p>Provide specialist teachers to support the growth of digital learning. Budget and fund resources to release Leaders to grow teachers and work with learners in classrooms. Budget and fund learning support co-ordinator to support learning needs of students in specialised programmes.</p>
<p>Personnel</p> <ul style="list-style-type: none"> Ensure teachers and staff nurture growth for a lifetime of learning for our learners. 	<p>The growth cycle process will reflect the New Zealand Teachers Council PTC's and teacher professional standards for attestation. Growth cycle procedure and policy is in place. The appraisal process will be active throughout the year for teaching staff in order to support learners progress and achievement. Teachers will engage in cycles of inquiry throughout the year to ensure best teaching practice. Support staff will be involved in the appraisal process according to the different positions held.</p>
<p>Property</p> <ul style="list-style-type: none"> Maintain and develop the school environment to support growth and student needs. 	<p>To provide a safe physical environment for the school community. To follow the 10 year Property Management Plan and repair and upgrade learning spaces as required. As we grow provide effective learning spaces to meet the needs of our learners. Budget and resource for effective learning spaces for staff and outside agencies. Provide for day to day maintenance of buildings and property.</p>
<p>Finance</p> <ul style="list-style-type: none"> To effectively manage the school budget to meet the needs of student outcomes and strategic plan. 	<p>Budget to reflect the learning needs of Maori, Pacifica, ESOL and special needs in addition to all other students. Operate effective internal procedures that monitor finance and expenditure. Allocate funds to achieve the aspirations of the Strategic Plan.</p>

STRATEGIC GOAL 1:

To promote the health and wellbeing of all our learners/staff through the introduction of robust systems to monitor, support and improve their hauora. And to strengthen connections with the wider community including whānau and local activity providers.

Healthy Eating (Lunches)

Learning support co-ordinator

Social worker in school

Restore Resilience Programme

Dance Therapy

Sport Waitakere

Tuilaepa Youth Mentoring Services (TYMS)

Well-being survey

Te Rito

Springboard Trust

Legalwise Seminar

PLD (Tony Burkin)

Early Finish Days

Alert level strategic plan

Teacher only Days

Well-being survey

Teacher Reflections

CCD Assessment strategy

Mixed Ability Grouping

Math Summer School

Personalised Learning

STRATEGIC GOAL 2

To Student Achievement- In Reading-To have our Learners reading at their expected age levels.

PLD Contract MOE

Explicit Acts of Teaching

Developing a stronger connection

Well being Inquiries

3 way Conference Goal setting

Personalised learning Goals

Target Learners

Partnerships with Whanau

Community Involvement

Self Management

Parent Workshop

Local Curriculum

Tuakana Teina

Health/Wellbeing

Literacy - Reading

Numeracy

STRATEGIC GOAL

To continue to consolidate and re-align assessment strategies.

More Leadership - Mentors

Math Mentors

STEM Activities

Parent workshops

Whanau Hui

3 way Conferences Goal setting

Key Competencies, planning, assessment and reporting

Key: Enablers (red) / Next steps (black)



Specific Focus: PRIME, Assessment and Planning

<u>Specific Strategies for 2022</u>	<u>When</u>	<u>Who</u>	<u>Budget</u>	<u>Expected Results</u>	<u>Actual Results/ future plans</u>
<u>Construction of Maths Assessment Tasks:</u> Maths team to work alongside Assessment team to select tasks relevant to each indicator in the CCD. Maths team to assist with creating tasks and assessment team to create assessment in google forms.	All terms	Maths Team Assessment Team		Assessment tasks to be created on google slides and link applied to the indicators on the CCD – Each member of the team to work on each level. Clayton to convert these into google forms.	
<u>Numeracy data collection</u> Basic Facts assessment is timed. NO materials to be used. This test is to identify instant knowledge. Enter data on etap every term under the Basic Facts entry. ** TBC how we can differentiate for some of our learners. CCD Assessment tasks are to be used with support from the maths team. This support will be on-going and catered to the different needs to our staff.	All terms All terms	All Teachers/ Assessment Team All Teachers/ Assessment team		Teachers to understand how to use data to inform their practice to raise achievement. Keeping to the time limit is crucial for consistency. Maths team will create assessment tasks the term before they are to be administered. Assessment data to be collected using marking schedule which will determine	

Literacy Development Plan 2022

Specific Focus: Literacy – Reading

Literacy Team: Phyllis Mobsby, Justine Presland-Rudolph, Audrey Puhipuhi, Jyothi Puranam



<u>Specific Strategies for 2022</u>	<u>When</u>	<u>Who</u>	<u>Budget</u>	<u>Expected Results</u>	<u>Actual Results</u>
<u>Identify Target Learners</u> Staff to target all Learners. Staff to target Māori/Pasifika Learners. All PLGs have TA Support to help target Learners.	Term 1 – 4	All class teachers	\$3000	Raise Literacy levels. Using the data to inform effective teaching practice (e.g. guide next teaching steps)	
<u>Teaching and Learning in Literacy</u> During PD/workshops (levels) provide a variety of tools and resources. Charlene Mataio from Tools 4 Teachers – Guided Reading. Literacy Lead Teachers working alongside class teachers. Use the Resources i.e. Effective Literacy Practice and the Literacy Learning Progressions. (Other resources - First Steps, ELLPS, SELLIPS.)	Term 1 – 4	All class teachers		At PD/workshops, teachers will share their effective teaching practice. Improved teaching of Guided Reading to raise Learners' achievement in Reading.	
<u>Assessment</u> <u>Reading:</u> Ready to Read testing used to assess reading and track progress and identify next steps. (Ready to Read testing kits can be accessed from PLG Leaders, additional testing readers can be found in the Resource Room). Support new staff and BT to analyse results. <u>Writing:</u> Assessment as learning.	Term 1 – 4	All class teachers		Using Ready to Read testing kits following specified guidelines to ensure consistency across school. All data loaded onto ETAP. Data collated and analysed. Feedback to teachers, BOT. Results analysed and interpreted by classroom teachers to identify next steps and inform programmes.	
<u>Professional Development – Literacy Leaders</u> Literacy Team: Phyllis, Jyothi, Audrey and Justine coached/mentored by Charlene Mataio Tools 4 Teachers. Guided Reading modelling and Staff PLD. Literacy Lead teachers will mentor, support teachers implementing the PLD and give report. Manija Bennett: (Te Puna)	Term 1 – 4	Literacy lead teachers		Literacy Leaders will attend their PLD and will feedback and give school wide PLD. Increase teacher pedagogical content knowledge and aim to lift teacher capability.	

Implementation Integrate the following into classroom programmes: Shared, guided and reciprocal reading, SSR, Reading to, with and by, ESOL into classroom programmes. Guided Reading goals derived from Tools4Teacher in class observation. Continue to develop our culturally responsive practices and Relationship Based Learning. Resources – purchase/use resources to support Literacy programmes. Sunshine online, Study Ladder, Literacy programmes for I-pads.	Term 1 – 4	School wide	↓	Effective teaching practice across the school to raise literacy levels. Learners and Home taking more ownership and responsibility for literacy. Integration of ICT resources/tools in the classroom programme.	
Informing Community Strengthen ‘Home and School’ Link E.g. Home Reading, ClassDojos. Community Consultation Positive reinforcement strategies (E.g. Home School Link.) Informing home on the data results and learning progressions. Learners Goals, Goal setting evening, Parent & Teacher interviews, Learner Led Conferences. Formal reporting; mid-year and end of year. BOT Walk throughs.	Term 1 – 4	Community School wide	↓	More informed, engaged and involved community and Learners. Understanding of Literacy expectations and progress. Link with the global community.	
Collate, analyse and interpret data Report to staff to share findings and where to next. Liaise with CMT with regards to Literacy programmes and cross curricular links to Inquiry Learning/Mapping. Report to BOT. BOT School Wide Target Report (Kevin/Donna/Clayton). Sharing across the school, at PLG, Year Level, Impact Coach and Literacy Lead Teachers.	Term 1 – 4	CMT School wide and Community	↓	Clear, consistent moderated data on where we are now. Identify shifts made and gaps for further development. Expectations for achievement in literacy reviewed using data. Learning conversations consistently taking place to support and instill effective teaching practice.	

'Hau Ora' Well-Being Annual Plan 2022



<u>Specific Strategies for 2022</u>	<u>When</u>	<u>Who</u>	<u>Budget</u>	<u>Expected Result</u>	<u>Actual Result</u>
Learners					
<u>Supporting Healthy Eating</u> -Breakfast Club -Fruit in Schools -Free Lunches -Water in School	Term 1-4	Local Volunteers 5+A day Charitable Trust MOE – Spotless Catering	- Sponsors Sanitarium/Fonterra -Ministry of Education Funded N/A	- All learners have access to regularly provided and healthy lunch and breakfasts at school. Children are able to concentrate and learn better at school	
<u>SWIS worker</u> - Programme of work as defined within social worker in school's role as well as catering to the specific needs within the school context	Term 1-4	Whaea Rosana	\$900 (Family works)	- Seasons Programme - One on one and group sessions with learners - Liaising, visiting, and meeting with families - Through school referral process working with identified learners and whanau requiring support and liaising with teachers -Networking with outside	

				agencies that provide support for whanau	
<u>School and Classroom programmes</u>	Term 1-4	Classroom Teachers Senior Management Lead Teacher – Achmat Esau	N/A	- Pedagogical Practice of Culture Responsive and Relationship Based Learning is embedded into the classroom and school programme	
Senior and Middle Management					
<u>Wellbeing</u> Deliberate strategies to promote well-being of self and other staff	Term 1-4	Senior Management	N/A	- Weekly Senior Management meeting – open and transparent communication	
Teachers					
<u>School Systems and Processes</u> Early Finish Covid 19 – Red level and Orange level strategic Plan	Term 1	Senior Management Teachers		- Staff are encouraged to leave the school grounds by 3.30pm to spend time with their families. On meeting days – 4pm finish - Strategic Plan developed and followed to ensure the safety and well-being of Pomaria Learning	

				Community, including regular contact during lockdown, support network developed through distributed leadership, online learning support and guidance	
<u>Wellbeing</u>					
Teacher Only Days	TBC		TBC	- Teacher only days strategically placed through the school calendar.	
Post and Praise		All Staff	N/A	Opportunity to celebrate and acknowledge the work of each other	
Well-being Week		All Staff	TBC	- Focus on well-being of staff through positive acknowledgement of peers	

Senior and Middle Management					
<u>Professional Development</u>					
-Springboard Trust	TBC	PLC Leaders	TBC	-Leadership skill building, working collaboratively as a management team and working with others to build leadership capability	
-Legalwise Seminar	Term 1	Senior Management	\$2000	-Critical updates in Education Law for Senior Management	
<u>Wellbeing</u>					
Deliberate strategies to promote well-being of self and other staff	Term 1-4	Senior Management	N/A	- Weekly Senior Management meeting - open and transparent communication	
Teachers					
<u>Professional Development</u>					
Tony Burkin Investing in our Psychological Capital (unlocking the key to workplace well- being) Follow up PD sessions to be confirmed.	Term 4	Teachers	?	-Deliberate actions supporting well-being (build their own psychological capital)	
<u>School Systems and Processes</u>					
Early Finish Fridays	Term 1-4	Senior Management Teachers		- Staff are encouraged to leave the school grounds by 3.30pm to spend time with their families.	

Health & Physical Education /Curriculum Mapping 2022

PE Coordinators; Roihario Maguire, Achmat Esou, Melyssa Lee



<u>Specific Strategies for 2022</u>	<u>When</u>	<u>Who</u>	<u>Budget</u>	<u>Expected Result</u>	<u>Actual Result</u>
Resupplying necessary sports equipment as the need arises.	Term 1-4	PE-coordinators	\$3000	Sufficient equipment to run sports effectively all year round.	
Henderson Sports Cluster annual membership fee.	Term 1	PE-coordinators	\$300		
PE Incidentals - laundry, sports fees			\$200		
Establish sporting skills for upcoming Cluster Sporting events throughout the year.	Term 1-4	PE-coordinators		Participation and representation of Pomaria Learners in all sport events throughout the school year, with the exception of swimming. Creating opportunities for learners to make experiences and gain confidence and self worth in other areas of learning.	
Strengthening relationships with Auckland Rugby Union & promoting rugby union coaching skills as well as participation in rugby. Working with ARU to assist in training Pomaria Learners.	Terms 2 - 3	PE-coordinators		Rugby Skills Coaching Sessions (Boys & Girls) - Years 3 -6 Participation in Rugby events.	
Build & promote relationships with Touch NZ.	Terms 1- 4	Achmat Esau		Participation in Turbo Touch.	
Promote traditional Maori games, i.e. Ki o Rahi	Terms 2 - 4	PE-coordinators		Introduce traditional Maori games, i.e. Ki o Rahi	

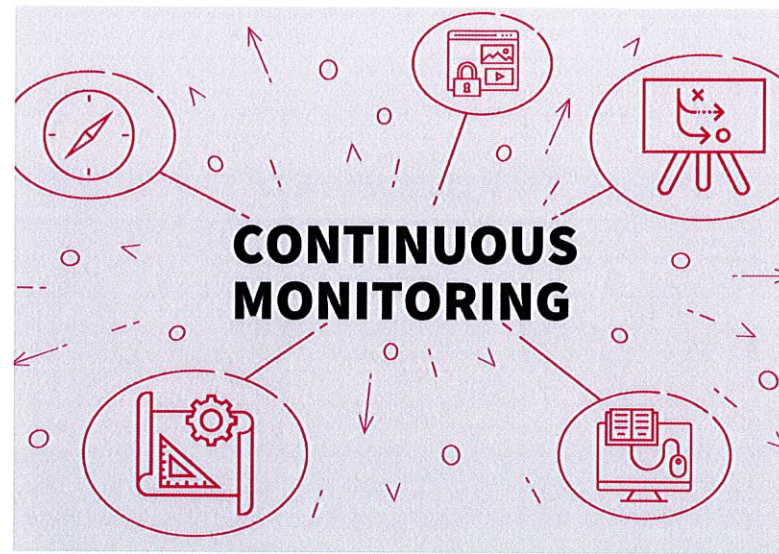
		Waitakere Sport			
long-jump pit ready for framing and sand and a cover. Carlos to research costs.	Term 3	PE coordinators Carlos & Jo		To help with high jump skills	
Work with Jan Scott / travel wise and Kiwi Can	Term 1-4	PE coordinators			
Plan and implement a programme to enhance and identify social and physical aspects of the classroom or school environment by promoting the wellbeing of learners, teachers and the community. Staff and Well-being initiatives	Term 1-4	On-going with all Pomaria Staff and PE Team Sarah Jacob		To practice citizenship and promote wellbeing in the classroom, school and community. Promote health initiatives by having a Health Day Initiative.	
Sports exchanges with other schools in our Cluster	Term 3-4	PE coordinators		Practice with other schools Build relationships	
Teachers building relationships with the community	Term 1-4	PE coordinators		Sporting games against other schools, against parents, against learners	

Monitoring



Actual Outcomes: Numeracy

- That every learner has a strong foundation of number knowledge and number sense and the ability to solve word problems.
- Increase teacher pedagogical and Maths content knowledge
- Continue to develop our culturally responsive practices / relationship based learning.
- To have our Yr.3 Pacific and Maori learners as a priority area of focus.
- To accelerate the identified Yr. 4 Pacific and Māori learners through building teacher pedagogical content knowledge in new Assessment strategies.



Actual Outcomes: Literacy

- Raise student achievement in reading.
- Increase teacher pedagogical content knowledge.
- Continue to develop our culturally responsive practices / relationship based learning.
- To have our Yr.3 Pacific and Maori learners as a priority area of focus.
- To accelerate the identified Yr 3 Pacific and Māori learners through building teacher pedagogical content knowledge in reading using Assessment for Learning (knowing the learner, using evidence, sharing the learning, being clear about the learning-co-constructing success criteria and feedback and feed-forward).



Actual Outcomes: Health/Wellbeing

- All learners/staff at Pomaria feel valued.
- All learners and staff experience personal success and are happy to be at school.
- Outcome - To strengthen our connection with the wider community including whānau and local health and physical activity providers

Reporting



- **Board of Trustees**
- **Professional Learning Groups (Management Meetings)**
- **Teachers & Support Staff - PLG Meetings**
- **Community - informal manner**

- **BOT - Term 2/4 - Progress reports on target learners**
- **Term 1 - Assessment**
- **Term 2 - Goal Setting**
- **Term 3 - Goal Review**
- **Term 4 - EOY Reports**