



Growing our future together through
awesome achievement,
brilliant behaviour and being connected citizens.



The 'Addington Attitude' is made up of qualities and deeply held beliefs about what is important and desirable. They are expressed through the ways in which people think and act.





To ensure curriculum design and delivery is learner focused so every student can experience success as they recognise use their strengths across the curriculum and reach their full potential.

NELP 2 3 4 6



To keep the well being and strengths of the whole child at the centre of all we do, through mana enhancing, inclusive and culturally responsive practises.

NELP 1 3 5 8



To strengthen the relationships we have with our students, whānau, tangata whenua and our wider community

NELP 1 2 3 5 7 8





Awesome Achievement

Engagement and Agency 2021

School wide Mathematics Achievement 2021 / 2022

School wide Literacy Achievement

Quality Te Reo Māori instruction and a MMI pathway to bilingual classroom 2021

Māori and Pasifika Student Achievement 2021

Effective Literacy and Numeracy Practice 2021

Assessment Responsive Practice (including Conductive Education specific practices)

Digital Technologies Curriculum 2021
Communication Technologies Conductive Education 2021 / 2022

The Arts/Creatives

Effective distributed leadership

Authentic contexts for curriculum integration and deep learning 2021



Brilliant Behaviour

Students resilience and self regulation

Strengths based approach to relationships and leadership 2021/2022

Adoption of a wellbeing model

Emotional intelligences and language

Gratitude and mindfulness practices

Quality Physical Activity 2021/2022

Reduction in students on Tier 2 & 3 interventions including stand-downs



Connected Citizens

Inclusive Playground Redevelopment Project 2021

Culturally responsive connections with our Māori Whānau and Pasifika Community 2021

Promotion and education of our families and wider community about Conductive Education 2021

Friends of Addington

Anytime responsive /Digital reporting to whānau 2022

A measure of connectedness

Explore connectedness over time for whanau (Y0-Y6) 2022

Explore other multicultural responsive practices 2022

Systems and Processes

- Transitions to and from School - Cohort entry
- School Enrolment Zone

External Processes

- Commitment to Kahukura Wellbeing
- Reciprocal Community connection



STRATEGIC PLAN 2021-2023

Addington Te Kura Taumatua

growing our future 



Awesome Achievement

- To use the curriculum refresh as a vehicle for discussion about and improvements in school wide pedagogical practices - including learning design, digital practice and assessment
- To build on structured literacy practice in YO-2 and to implement a researched scope and sequence / school wide approach to structured literacy



Brilliant Behaviour

- To ensure our students cultural identity is recognised and celebrated through the increased use of Te Reo Māori daily (incidental, planned and tikanga influenced) and an understanding of the history
- To build on responsive practices that support those students whose families who have travelled to make Aotearoa their home (2022/23 Pasifika focus)



Connected Citizens

- To create opportunities for students of all ages to take the lead with their strengths and passions within their class, team, school and wider community eg - academic, sporting, creative, cultural, service

The sustaining of these systems and practices also remain a focus priority at a leadership and team level (Business As Usual)



- Deep Learning Design Protocols
- Hybrid Learning
- Just in Time Maths
- Practice Analysis Conversation (context may differ)
- Collaborative Partnerships
- Strength Coaching
- PB4L and HAL



To use the curriculum refresh and a vehicle for discussion about and improvements in school wide pedagogical practices - including learning design, digital practice and assessment

OUTCOMES

- Ensure hearts lead minds
- Grow reciprocal local relationships
- Collaborate with Community
- Stratically plan for ākonga success
- Strengthen cultural and inclusive capabilities
- Understand and use the progressional models and UKD elements
- Make time for change conversations

And

Support the mahi of the

- Te Reo Strat Goal team
- Structures Literacy Strat Goal team

And its relationship to curriculum refresh and our planning, delivery and assessment of curriculum

ACTIONS

Term 1

Use the readiness tool to identify our starting point (include supporting evidence)

Staff PLD in the Understand, Know, Do progression model

Attend webinars for English, Mathematics and Statistics curriculum

Term Two

Connect back to UKD by completing the Guided Module and how this relates to our prior experiences in Aotearoa Histories and Deep Learning design

Term Three

Begin to look the, Mathematics and Statistics curriculum in action in Addington Te Kura Taumatua and how they currently reflect and align to the new frameworks

Term Four

Begin to look the English, curriculum in action in Addington Te Kura Taumatua and how they currently reflect and align to the new frameworks

Begin exploring the Technology, Arts and Science refreshed drafts

SUCCESS INDICATORS

To be working at least at the Implement Change stage of the tool or at least moved 1 level

We are refreshing our school or cluster vision with our ākonga, whānau, mana whenua, and community to ensure it describes what high aspirations and success look like for them.

We are developing relationships with whānau, mana whenua, and the community and together we have established ways to engage.

We are planning to collaborate with our ākonga, whānau, school board, mana whenua, community, and cluster to respond to *Te Mātaiaho* in our strategic plans.

We are using *Te Mātaiaho* to lead our review of local curriculum and to design strategic goals and processes.

We are exploring ways we can address bias and inequities, give effect to *Te Tiriti o Waitangi*, and deliberately remove barriers to learning and wellbeing.

We have a coherent professional learning plan to support our staff and community to implement *Te Mātaiaho*.

We are deliberately strengthening our cultural and inclusive capabilities in collaboration with colleagues and wider professional networks.

We are using the progressions model and UKD elements in the design of our existing learning programmes and we are beginning to identify ways to create new experiences.

We are working with ākonga and whānau to strengthen the way we notice, recognise, and respond to learning and progress.

We have planned for regular and ongoing active conversations and for feedback loops.

WHO

- ANGE BOLGER
- TONI- JAYNE MILES
- Donna (Kahukura Co lead Principal)

RESOURCING

- <https://curriculumrefresh.education.govt.nz/>
- Readiness Tool
- Webinars,
- Kahukura Curriculum Strategic Team inc text Teaching to the North East
- Staff meetings / Leadership Team meetings
- Impact Analysis - synthesis
- Just in time Maths - synthesis
- Deep learning - synthesis

COST - Release for Lead staff



Addington Te Kura Taumatua

STRATEGIC FOCUS 2023

To use the curriculum refresh and a vehicle for discussion about and improvements in school wide pedagogical practices - including learning design, digital practice and assessment

ACTION	WHO	TIME LINE	RESOURCES	COMMUNICATION
<p>Term 1 Use the readiness tool to identify our starting point (include supporting evidence)</p> <p>Staff PLD in the Understand, Know, Do progression model</p> <p>Attend webinars for English, Mathematics and Statistics curriculum</p>	<p>Strat Team Teaching Staff Whānau Group?</p>		<p>ONGOING Kahukura Group</p>	<ul style="list-style-type: none"> Rubric
<p>Staff Meeting</p>	<p>Teachers</p>	<p>Term 1</p>	<p>Staff Meeting</p>	<ul style="list-style-type: none"> Leadership text - Teaching to the North East by Russell Bishop
<p>Attend webinars for English, Mathematics and Statistics curriculum</p>	<p>Strat Team Literacy Team JIT Maths Leads</p>		<p>Release time</p>	<ul style="list-style-type: none"> Regular Strat Team meetings
<p>Term Two Connect back to UKD by completing the Guided Module and how this relates to our prior experiences in Aotearoa Histories and Deep Learning design</p>	<p>Teachers</p>	<p>Term 2</p>	<p>Staff meeting Team Time</p>	<ul style="list-style-type: none"> Communication with Brent Langford and Rob Proffitt White
<p>Term Three Begin to look the, Mathematics and Statistics curriculum in action in Addington Te Kura Taumatua and how they currently reflect and align to the new frameworks</p>	<p>Strat Team JIT Maths Leads</p>	<p>Term 3</p>	<p>Meeting time</p>	<ul style="list-style-type: none"> Conversations with Kahukura, Literacy, JIT Maths , Deep learning or contacts of other schools. Email. Visit schools.
<p>Term Four Begin to look the English, curriculum in action in Addington Te Kura Taumatua and how they currently reflect and align to the new frameworks</p>	<p>Strat Team Lit Leads</p>	<p>Term 4</p>	<p>Meeting Time</p>	<ul style="list-style-type: none"> Verbal communication during TOD, emailing out to staff. School calendar
<p>Begin exploring the Technology, Arts and Science refreshed drafts</p>	<p>Strat team</p>			<ul style="list-style-type: none"> Feedback and feedforward to Board consultation



ACTION PLAN 2023

Addington Te Kura Taumatua

To build on structured literacy practice in YO-2 to implement a researched scope and sequence / school wide approach to structured literacy

OUTCOMES

- To inquire into what is currently happening in our kura.
- Observe and reflect on how Structured Literacy is implemented in other schools.
- To maintain voracity of the PLD that has happened in the junior school (BSLA).
- Create a shared understanding of what Structured Literacy is.
- Kaiako explore an assessment tool to enhance learning outcomes for tamariki in Literacy.
- Kaiako delve into, observe, explore and begin teaching lessons using the systematic approach from "The Code" as a spelling programme (YR3-6).
- Opportunities for staff to reflect and be given feed-forward feedback.

ACTIONS

- To create a staff questionnaire/google form to see how phonemic awareness, spelling and phonics programmes are being taught in the different teams.
- Enquire into how schools are using a Structured Literacy programme that includes Liz Kane, BSLA, LLLL. Arrange times to visit.
- Enquire/research the role of becoming a facilitator of BSLA. Staff in the junior school continue to complete the Better Start Literacy Approach Micro-credential.
- Professional Development for all staff on the Science of Reading and the resource "The Code - Liz Kane"
- Kaiako use their new knowledge from the TOD to assess, analyse and group the tamariki in their class using the assessment tool that aligns with "The Code - Liz Kane"
- Lessons are modelled from Caroline (RTLIT) during TOD and in classrooms during release time. Questions, making slideshows and the lesson structure is discussed with Caroline and in teams.
- Reflect in discussion across teams in a staff meeting. Feed-forward feedback from Caroline (RTLIT)

SUCCESS INDICATORS

- Staff start to think about/evaluate their own Literacy practice.
- Some of the Structured Literacy team visit and observe other schools in Christchurch.
- Some of the junior staff (YR0-2) are signed up to complete their BSLA Micro-credential and Amber/Toni-Jayne has signed up to complete their facilitator training.
- Staff are engaged in the content throughout the day (TOD).
- All tamariki at our kura are assessed using the phonological awareness screening tool and grouped accordingly.
- Kaiako begin creating and implementing lessons from "The Code" into their daily teaching.
- Teachers share what's going well with implementing "The Code" into their practice. They will reflect on the feedback given from Caroline and continue on their Structured Literacy journey.

WHO

- Amber (Lead)
- Toni-Jayne (Coach)
- Sarah
- Grace
- Ange Bond

RESOURCING

- Purchasing of resources "The Code - Liz Kane" x7 copies
- Read and Grab cards (Little Learners Love Literacy).
- Little Learners Love Literacy Readers
- Teacher Only Day (whole day).
- Release cover for 3-4 teachers (2 days) during Term 2 24th April



STRATEGIC FOCUS 2023

Addington Te Kura Taumatua

To build on structured literacy practice in YO-2 to implement a researched scope and sequence / school wide approach to structured literacy



ACTION

WHO

TIME LINE

RESOURCES

COMMUNICATION

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- Reflect in discussion across teams in a staff meeting. Feed-forward feedback from Caroline (RTLIT)

- Structured Literacy Team
- Amber/Toni-Jayne to contact schools to arrange visits. Staff from SL team to visit.
- Amber.
- Kaiako interested in the junior school.
- Caroline (RTLIT), Amber, Toni-Jayne
- All kaiako at Addington Te Kura Taumatua.
- Caroline (RTLIT), Toni-Jayne and teaching staff.
- All kaiako. Reflection questions to be prepared by SL team.

- Term 1
- Term 1
- Term 1 - Enquire
- Training (Signed up by the end of the year to start T1 2024 cohort)
- Teacher only day - 24th April 2023
- Term 2
- End of Term 2 - Term 3
- Term 4

- Time to collaborate in strategic meeting to get ideas for staff questionnaire.
- Connections with other schools. Donna/Glenys/Toni-Jane.
- Caroline (RTLIT)
- Copies of "The Code" (x7)
- TOD
- Read and grab cards.
- Teacher release for observing, planning, create. (4 teachers x2 days - rolling release to cover certain teams)
- New Structured Literacy readers.
- Time in a staff meeting in T4 (30 mins)

- Email / Google form
- Conversations with lead team, for contacts of other schools. Email. Visit schools.
- Emailing Canterbury University. Applying via website.
- Communication with Caroline (RTLIT) via email. Meetings with her at school. School calendar.
- Verbal communication during TOD, emailing out to staff. School calendar.
- Teams to communicate with Caroline/Toni-Jayne/Amber during release time for support. Email contact. School calendar.
- Email. School calendar of staff meeting. Email agenda item to staff.

To ensure our students cultural identity is recognised and celebrated through the increased use of Te Reo Māori daily (incidental, planned and tikanga influenced) and an understanding of the history

OUTCOMES

- To bring our cultural narrative to life in all aspects of our day. Having authentic connections to our environment at kura and intertwining our local history
- Tikanga is just as powerful as language. Being able to embed practices that recognise inherent diversity of Māori will help us understand our learner's lives, ambitions and dreams
- Tūrangawaewae - first we must start at our feet. Who we are and where we come from is important first to then empathise and learn from others.
- Taura Māori to have the opportunity to learn, experience and know they can be successful as Māori. Broadening their perception of what's considered key learning areas.
- Continuing to hold events and connection time to celebrate Te Ao Māori and important events as a community.

ACTIONS

- Creating initiatives to support new staff in teaching and learning our cultural narrative.
- Workshop 1 & W2 with Tuahiwi Ed.
- Following on mahi from Ōnuku and Kaiapoi Pā
- Weekly Slides delivered to kaiako and kaiāwhina to tautoko language and tikanga knowledge.
- Kaiako to unpack the Niho Taniwha text
- Kaiako reading and being prepared for Te Reo sessions
- To ensure the process of Mihi, mihimihi, pepeha and waiata tautoko is taught correctly and is delivered the same no matter the context within the kura.
- Strengthen our bond with Harakeke and ensuring considerations and input are made.
- Diving into the NZAHistories curriculum and looking at a local event
- Participation as Māori in rōpū such as Te Tipuranga
- Tamariki and staff being able to deliver their pepeha. Opportunity to do this should be frequent
- Māori rōpū for taura Māori to participate in traditional activities
- Tapping into whānau strengths, engage and build relationships and continue relationships eg: Whaea Ash - Kapahaka
- Māori Language week celebration, through Golden time
- Matariki, demonstration whānaungatanga by inviting our hāpori into the kura one evening.
- Connection with board and establishing a mihi whakatau

SUCCESS INDICATORS

- Staff meeting time to introduce, discuss and guide staff through the cultural narrative pieces
- Kaiako and kaiāwhina attending either workshop
- Kaiako attending Te Ahu o Te Reo Māori semester 1 & Semester 2
- Kaiako unpacking and prepared to use the information/ learning provided in the slides
- Kaiako having what is required ready for Te Reo sessions with Nicole
- Kaiako feeling prepared for Niho Taniwha PD with Dr Melanie Riwai Couch
- Following resources created in 2022 to support this tikanga
- Relationships established with Harakeke and other classes/ collaborations in the kura
- ANZH Deep Dive 3 - Christchurch Earthquake (Our land) . Consideration to mana whenua when designing this mahi
- Te Tipuranga performances and celebrations
- Māori taura feeling empowered to be apart of Te Tipuranga
- Tamariki and kaimahi being able to stand and successfully deliver pepeha and/or mihi
- Tuakana Teina opportunities during traditional Māori kemū and activities
- Whānau taking on a teaching and learning role within our kura working with their strengths
- Holding a Matariki evening
- Holding a TWoTRM golden time event
- Mihi whakatau will be established and had a least one held

WHO

- Nicole Baxter-Warren - lead
- Becky Harding
- Juanita Bryers
- Anneliese Stephens
- Liam Makinson
- Tracey Maloney

RESOURCING

10 copies of Niho Taniwha for staff

1 day Professional Development (TOD) with Dr Melanie Riwai-Couch

.6 funding for Quality Te Reo Teaching



STRATEGIC FOCUS 2023

Addington Te Kura Taumatua

To ensure our students cultural identity is recognised and celebrated through the increased use of Te Reo Māori daily (incidental, planned and tikanga influenced) and an understanding of the history

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WHO

- Nicole to lead, coach Beccy, Tracey & Anneliese
 - Any staff who haven't attended
 - All
 - Nicole - input encouraged
 - All
 - Tracey for Hāpua, Beccy for Ngahere, Nicole for Waonui
 - All
 - Nicole, ? , Sam & Astrid
 - All team members
 - Tracey, Nicole, Liam?
 - All staff
 - Nicole and Liam, anyone else?
 - All team members in their respective teams & Juanita
 - Beccy to take lead, Jaunita
 - All
 - All team, tumuaki and board
- Nicole to tautoko anyone wanting to take a lead in any area

TIME LINE

- End Term 1 into Term 2
- Access dates Term 1
- Beginning Term 3
- All year
- End Term 1
- All year
- Term 1 & revisit Term 3
- Establish first connect Term 1
- Start Term 3
- All year
- All year
- Term 2
- Term 2 Week 6
- Term 3
- Term 2
- Term 4

RESOURCES

- Rauemi already created. About going through and checking fit for purpose
- Website information
- Discussion & Planning
- Google slides, TAoTRM, websites, news, social media
- Niho Taniwha pukapuka
- Lesson sent out Friday before the next weeks session
- Kāi Tahu - TAoTRM, Reo Māori Mai, Tāringa, social media
- Hui with Harakeke
- Using Deep dive framework and Niho Taniwha
- Whaea Ash, uniform
- Exposure and learning, TAoTRM
- Lunchtimes, Friday's, Term 4
- Connection and kōrero, face to face meet and greet
- Staff, organisation doc
- Staff, organisation doc and roles and responsibilities
- Proposal, check-in, Professional development on tikanga

COMMUNICATION

- Google drive, email, hui, staff hui, HERO to inform whānau,
- Research on the internet, emails, hui, tumuaki
- Hui, staff hui
- Emails
- Donna, emails, doc recording progress
- Email, google doc
- Emails, Kānohi ki te kānohi
- Emails, Kānohi ki te kānohi
- Staff tui, team hui, emails, calendar
- Videos, slides through ĩmera (email)
- Calendar, email, facebook messenger
- HERO post and Kānohi ki te Kānohi
- HERO post , HAIL, ĩmera
- HERO post , HAIL, ĩmera
- Initial Hui with tumuaki team about best approach



To build on responsive practices that support those students whose families who have travelled to make Aotearoa their home (2022/23 Pasifika focus)

OUTCOMES

- Increased engagement of families that have travelled to make NZ their home, in particular Pasifika families in school events and student learning.
- Establish connections with in our Kura, wider Pasifika community and other similar kura in Christchurch.
- Students having targeted and specific opportunities to develop their understanding and use of English.
- Opportunities for Pasifika students to use and showcase their own language and cultural competencies with their peers and community.
- Maintain increased visibility and representation in the school environment of our cultural make up.
- Lift Pasifika students achievement levels in Reading, Writing and Maths.
- Provide opportunity for Pasifika students to be successful in a variety of platforms, digitally, culturally and through language.
- Enhance our teachings staff knowledge of a variety of families groups who have travelled to make Aotearoa their home.

ACTIONS

- In school staff PLD throughout the year, targeted ESOL, festivals.
- Work on the Moana Production to highlight and celebrate our kura's diverse culture.
- Regular communication in the newsletter about significant cultural events and celebrations
- Continue to build Talanoa, and relationships through fanau connections.
- Continue to establish relationships with fanau who can be our experts and champions.
- Investigate and establish platforms for students and families to engaged in to support their understanding of school and language development e.g Seesaw, Learning Village and Talanoa App.
- Build on our previous year's fono, with a look at bi-annualising this event.
- Student Performance and cultural extension and student engagement
- Develop Connections with Schools and local community groups.
- Developing Resources for best practice teaching

SUCCESS INDICATORS

- Pasifika Families being present in school events
- International families utilizing school connections and services to engage with their child's learning and school activities.
- Pasifika and ESOL Student voice can show how they feel connected and listened to and seen at Addington Te Kura Taumatua.
- Teachers are resourced, informed and are able to use resources to support ESOL best practices for literacy growth and culturally responsive practices.
- Use of appropriate assessments which enable success and to track positive growth in students reading, writing and maths.

WHO

- Sheryn Follero (Lead)
- Katy Craib
- Lyn Petch
- Christy Bealing

RESOURCING

- .2 Staffing
- 3 x teacher aides
- ESOL funding @\$40,000



STRATEGIC FOCUS 2023

Addington Te Kura Taumatua

To build on responsive practices that support those students whose families who have travelled to make Aotearoa their home (2022/23 Pasifika focus)

ACTION	WHO	TIME LINE	RESOURCES	COMMUNICATION
1. In school staff PLD throughout the year, targeted ESOL, festivals.	1. CLDL/ESOL Team / Glenys/ Tony-Jayne	1. See calendar	1. Action plan for Pasific Education 2020-30/ ELLP pathways / CLDL best practice / Flourish PLD .	1. Calendar / Email - staff and lead team / Staff Meeting agenda and minutes / Hero
2. Work on the Moana Production to highlight and celebrate our kura's performance to be with an authentic and appropriate.	2. Strat Team, Support Staff CLDL Team	2. Term 2 & 3	2. Time to collaborate / Tama Mai Saute, Pasifika champions / Makaleta.	2. Meet with stat and production teams / TMS
3. Regular communication in the newsletter about significant cultural events and celebrations. E.g international week.	3. Sheryn	3. Regular Events see calendar, Week6 Term 2	3. Online calendar.	3. School calendar / Hail / Seesaw / paper/ Hero
4. Continue to build Talanoa, and relationships through fanau connections and establish relationships with our champions.	4. CLDL team SL /Jo Grace / Identified champions /Makaleta	4..Start term 1	4. Time , events / Fanau Voice / Student Voice / School community.	4. Connecting with key families. Ways to do this? Preferences/What suits. How digitally connected are our families? How to push notify (Phone/Text popular)
5. Investigate and establish platforms for students and families to engaged in to support their understanding of school and language development e.g Hero Seesaw, Learning Village and Talanoa App.	5 Sheryn	5. Start term 1	5. Community / school connections, Learning Village, Seesaw, Talanoa app.	5. Online, seesaw, hail, learning village, talanoa app. / Hero
6. Build on our previous year's fono, with a look at bi-annualising.	6. Strat Team	6. Week 3 Term 3	6. Time. School space, Funds to provide maanakitanga for Fono, 7. Uniforms, Time, Space, Pasifika Percussion & Performance / 1st Language Groups / Cultural Leader Role / Arts / Sports (Golden Time / Lunch Activity / Year end celebration Ulalole, funds to show maanakitanga.	6. emails, 7. Seesaw, Hail, teachers, assemblies, outside events/ Hero
7. Student Performance and cultural extension and student engagement.	7. Strat team / student Leadership/ TMS /Manal	7. start term	8. Time, Hillmorton / Riccarton Primary Cluster schools- Sacred Heart / South /Preschools - Lalaga /church, Makaleta	8. emails, visits schools
8. Develop Connections with Schools and community groups	8. CLDL team /Sheryn /	8 Start term 1	9. Learning Village/ PLD Flourish /Time, planning days with CLDL /ESOL team	9. MOE, TKI, ESOL cluster schools, learning Village.
9. Developing Resources for best practice teaching	9 CLDL Sheryn	9, Term 1		



ACTION PLAN 2023

Addington Te Kura Taumatua

To create opportunities for students of all ages to take the lead with their strengths and passions within their class, team, school and wider community eg – academic, sporting, creative, cultural, service

OUTCOMES

- Enhance our student leadership programme to give our leaders mana around our kura and community.
- Provide opportunities for all senior students (Year 5&6) to lead and develop leadership opportunities in their areas of passion.
- Communicate success with school and wider community.
- Provide opportunities for senior students to identify and understand their personal strengths and use them in and throughout the school and wider community.
- Provide opportunities to foster student well-being through school and community social events/activities.
- Create an understanding for students about the importance of their well-being so they can be the best versions of themselves for their learning and their community.

ACTIONS

- Develop our "Kaitiaki" leadership programme in the Hāpua team.
- Students have active roles in the organising of school and community events in their area of passion.
- Regularly sharing students extra-curricular achievements in different online publications (e.g. HAIL/HERO Community Feed etc)
- Senior students engaging in the Strength Explorers programme with assistance from Emma Chivers.
- Planning quarterly school/community events or activities that the students are leading/heavily involved.
- Explicitly teaching the Well-being model of Te Whare Tapa Wha and strategies to improve student well-being so students can develop understanding and independence to look after their own well-being.

SUCCESS INDICATORS

- All students will have opted into a "Kaitiaki" passion group, created a vision statement and the actions of these groups will be taking place.
- Student in leadership roles e.g. whānau kapene will be regularly meeting with Well-being team members to plan and organise school and community events.
- Teaching staff will be making a concious effort to find out their students achievemtns outside of school and sharing these with Well-being team members.
- Students will be able to identify strengths and put these into practice to enhance their learning.
- At least once a term, students are leading and participating in a fun, mana-enhancing event that increase student well-being, e.g. Top Team.
- Children are able to discuss the Te Whare Tapa wha model in their own words and independently model strategies that enhance their own well-being.

WHO

- Nic Thomassen (Lead)
- Adam McRandle (Lead)
- Alanna Rush
- Samantha Bloxham
- Kerry Johnson
- Michael Davidson

RESOURCING

- Sessions with Emma Chivers
- Community members assistance
- Release Time - 1 hour fortnightly for team leads.
- Tū Manawa funding application.
- PLD opportunities.



STRATEGIC FOCUS 2023

Addington Te Kura Taumatua

To create opportunities for students of all ages to take the lead with their strengths and passions within their class, team, school and wider community eg – academic, sporting, creative, cultural, service

Using assessment practices that gather information to identify students strengths, inform teacher practice

ACTION	WHO	TIME LINE	RESOURCES	COMMUNICATION
<p>Develop our "Kaitiaki" leadership programme in the Hāpua team.</p> <p>Students have active roles in the organising of school and community events in their area of strength and passion.</p> <p>Regularly sharing students extra-curricular achievements in different online publications (e.g. HAIL/HERO Community Feed etc)</p> <p>Senior students engaging in the Strength Explorers programme with assistance from Emma Chivers.</p> <p>Planning quarterly school/community events or activities that the students are leading/heavily involved in.</p> <p>Explicitly teaching the Well-being model of Te Whare Tapa Wha and strategies to improve student well-being so students can develop understanding and independence to look after their own well-being.</p>	<ol style="list-style-type: none"> Hāpua team teachers (Adam, Sheryn, Kerry & Christy) SLT, Hāpua teachers, Student Leadership & Well-being team, Student Leaders. All classroom teachers & Well-being team. Hāpua teachers (Adam overseeing) Student Leaders, Well-being and Student Leadership team, SLT. All classroom teachers, Nicole Baxter-Warren to support teaching around the whenua etc, students Y 1-6. 	<ol style="list-style-type: none"> Term 1-4 2023 Term 1-4 2023 Term 1-4 2023 Term 1 2023 Term 1, 2, 3 & 4 2023 Term 1 & 2 2023 	<ol style="list-style-type: none"> Time to collaborate between Hapua teachers and Student Leadership & Well-being team. Time to organise and plan, release time to meet with student leaders, Training of all school publication systems such as HAIL, HERO etc. Strength Finders - Emma Chivers Finance needed to purchase then resell (reimbursement). Marketing budget for event promotion. Release time to meet with student leaders. Nicole's time, Te Whare Tapa Wha resource to each teacher, Sparklers, Twinkl, Wainui staff retreat, planning time. 	<ol style="list-style-type: none"> Emails/Calendar/HERO Staff Feed & regular updates during Staff Briefings and Meetings. Meetings, HERO publications, Seesaw, Calendar reminders of events, paper flyers etc. HAIL, HERO - Community Feed, SEESAW. Emails, Seesaw & HERO posts to whānau as well classroom displays. Meetings, HERO publications, Seesaw, Calendar reminders of events, paper flyers etc. Emails, explicit teaching, HERO publication etc.



ACTION PLAN 2023

Addington Te Kura Taumatua

STRATEGIC TARGET (2023) AND ANNUAL AIM (2023)



Ensuring curriculum design and delivery is learner focused so every student can experience success as they recognise use their strengths across the curriculum and reach their full potential.

Keeping the well being and strengths of the whole child at the centre of all we do, through mana enhancing, inclusive and culturally responsive practises.

TARGET

- Every learner at Addington Te Kura Taumatua will continue to flourish and succeed.
- Inclusive, strength based (wellbeing) focussed practices are the foundation of improved reading, writing and mathematics
- Every learner will make at least one years worth of progress for a years worth of teaching (**2023 focus - Reading and Consolidation Check - Maths**)

OUTCOMES

- Staff are supported to implement inclusive progressions based T & L, enabling personalised teaching to meet the needs of all learner
- Students and whānau are more involved in their child's progress and achievement in relation to the core curriculum areas in NZC
- Staff, students and whanau understand how each child learns (strengths) to support the development of personalised and more inclusive learning pathways [which includes how spaces are used].
- The school (staff, leadership, bot) reflect on previous and current achievement data and use this to evaluate the effectiveness of the T&L (pedagogy, practice, programmes & environment).

BASE LINE DATA

Whole School Māori Pacifica	Of Concern	Working Towards	Working At	Working Above
READING	30% 31% 14%	21% 12% 29%	25% 25% 0%	24% 27% 57%
MATHS	10% 11% 6%	21% 28% 22%	51% 48% 66%	18% 13% 6%

Our 2023 Year 4 and Year 6 are additional identified cohorts of interest

MONITORING

- Principal
- Tumuaki and SLT Team
- SENCO / Pastoral Team

RESOURCING

- PLD Facilitation
- Staff Meeting times
- Use of CRT
- Teacher release if needed
- HERO Guides

STRATEGIC TARGET AND ANNUAL AIM (2023)

WHO	WHAT	WHEN	MEASURES/PROGRESS
<p>Principal and Associate Principals (Tumuaki)</p> <p>Team Leaders (SLT) Teaching Staff</p> <p>SLT, Team Leaders and Teaching Staff</p>	<p>PROGRESSION BASED TEACHING AND LEARNING</p> <p>Staff complete relevant and appropriate ongoing PD.</p> <p>Staff refine progressions for learners across core curriculum area of reading, writing and maths to ensure that these are inclusive.</p> <p>Staff refine the Addington Te Kura Taumatua assessment and reporting overview including across team moderation.</p> <p>To build on structured literacy practice in Y0-2 to implement a researched scope and sequence / school wide approach to structured literacy</p> <p>The deliberate use of teaching spaces is planned for and links to T&L. (learners needs and next steps)</p> <p>WHĀNAU ENGAGEMENT</p> <p>Ways to engage students and parents more in learning goal setting and progressions are identified and implemented.</p>	<p>Beginning T2/2023 - Teacher Only Day 24th April</p> <p>Maths 2022-23 Reading 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>On going</p> <p>T2 Learning Conversations</p>	<p>Staff attendance at PD.</p> <p>Refined progressions are updated within HERO and are available for staff, students and whānau</p> <p>An updated whole school assessment and reporting overview is purposeful, in that it supports the teaching and learning programmes within the school.</p> <p>PAC and Growth Cycle Reflections show links between the environment* and T&L.</p> <p>*Ref:Deep Learning Quadrant</p> <p>Process is in place (before start of T1) for setting goals in core curriculum areas with whanau and learners at goal setting meetings at the start of T1 2023.</p> <p>Meetings are held with whanau to explain progressions (In the elad up to Term 2 Learnign Conversations.</p>



ANNUAL TARGET 2023

Addington Te Kura Taumatua

STRATEGIC TARGET AND ANNUAL AIM (2023)

WHO	WHAT	WHEN	MEASURES/PROGRESS
<p>Tumuaki SLT Team leaders</p> <p>All staff</p> <p>SENCO SLT Team leaders</p> <p>SLT</p> <p>SLT All Staff</p>	<p>KNOWING OUR LEARNERS</p> <p>Tumuaki Team to develop a system to identify any potential learning differences and a system to identify each learner’s strengths.</p> <p>Staff implement the system for identifying any potential learning differences and each learner’s strengths</p> <p>Guidelines are developed then implemented to ensure the system is used effectively and consistently across the school.</p>	<p>term 2 and 3 2023</p> <p>Term 4 (sampling)</p> <p>By Term 1 2024</p>	<p>Define inclusive learning - equity and excellence for all.</p> <p>Define learning strengths and new terminology</p> <p>Framework/Process - noticing [what are signs], adjusting (through planning) - focus on teaching - start using for identified LD children this year.</p> <p>A system is documented to identify any learning difference and is being used for all learners. Results are shared and discussed with whānau at learning conferences</p> <p>Learner strength is celebrated</p> <p>Random sample of whānau following conferences</p>



ANNUAL TARGET 2023

Addington Te Kura Taumatua

STRATEGIC TARGET AND ANNUAL AIM (2023)

WHO	WHAT	WHEN	MEASURES/PROGRESS
<p>SENCO Tumuaki SLT Team leaders All staff</p>	<p>TEACHING AS INQUIRY</p> <p>Teaching and learning programmes, including those for priority learners, are continuously refined to incorporate learnings from student progression data and effective practice is identified and shared across the school.</p> <p>Systems are in place to identify and closely monitor progress for groups of learners (for example, at risk, Māori and high ability) and to put additional adjustments/measures in place for those target learners who have not made the expected levels of progress (needs to involve whanau).</p>	<p>Termly</p> <p>2x Term</p>	<p>Data (showing amount of progress and achievement) is available for groups and cohorts of learners on a more regular basis. Data shows learners achieve their goals.</p> <p>Audit random sample of staff growth cycle documentation to ensure achievement data is discussed. and Self Review /Next steps identified.</p> <p>Learning plans and/or programmes show differentiated programs are in place to meet the needs of individual learners. Audit to check for target learners.</p> <p>(Impact Analysis Process)</p>



ANNUAL TARGET 2023

Addington Te Kura Taumatua