



2023 Charter and Strategic Aims (including planning): STOKE SCHOOL

Who are we? Stoke School opened on the 28 December 1845 and is the second oldest continuous public school in Aotearoa. In 2020 we turned 175 years old.

- A state funded co-educational contributing school, catering for children from Year 0 to Year 6. We are well supported by ancillary staff. Due to past rapid roll growth, we have had an enrolment scheme put in place since 17th of December 2016.
- Stoke School is proud of its cultural diversity with 26% of our students of Māori descent, 16% Pacific Island, 55% New Zealand Europeans. The rest of the roll (3% - 8 students) is made up of 7 other ethnic groups.
- Our School is well supported by the community. Parents become involved willingly in classrooms, sporting, cultural and social activities involving children. Stoke School has an active PTA fundraising group and a very proactive Board of Trustees.
- Stoke School is an active member of Community of Learners “Te Kahui Ako o Omaio ki Tahunanui”. These schools are Enner-Glynn School, Nayland Primary, Nelson Christian Academy, Birchwood School, Tahunanui School, Broadgreen Intermediate and Nayland College. Our children interact frequently with these schools through sporting challenges; shared learning, Kapa Haka Festivals and Musical events such as Rock Fest. Our teachers interact regularly within the cluster and are part of a shared learning community as we all develop Teaching as Inquiry around many foci, such as Writing, Reading, Mathematics and Cultural Competency. We welcomed Early Childhood Education to this in 2018.
- Stoke School has wonderful pre-school centres in our local community, and we really enjoy the interaction with each centre. We have regular interaction, and we enjoy opening our doors and facilities for their use.
- We are proud of our ever-growing connection to our wider community, and we encourage the use of our grounds and facilities by community groups.



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Our kowhaiwhai



Our school kowhaiwhai represents the inter-connected relationship of the key stakeholders of our school, with the children at the heart of the matter.

Ko te Tamaiti te Pūtake o te Kaupapa

Our link to our kahui ako

Te Kāhui Ako o Ōmaio ki Tāhunanui
Ko Ōmaio ki uta Ko Tāhunanui ki tāi
Ko Āorere moana ki waho Koinei te
whaitua e horapa nei i te Kāhui ako o
Ōmaio ki Tāhunanui
Nau mai, tahuti mai ki tō mātou pae
tukutuku





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Mission



To provide a respectful, supportive environment, where our children strive to achieve highly and be the best they can in all they do as life long learners

Vision



“Tū iti tū tonu mai”

We are proud, humble and will keep striving

Values



“We’re STOKED”

Supportive: help each other be friends and in learning too

Tūturu: to be real, authentic – yourself!

One Whānau: we’re all in this together!

Kaitiakitanga: Guardians of our tūrangawaewae

Enthusiastic: Positive, motivated and happy in our learning

Diverse: We are all unique and this is valued and celebrated in our learning

Rules:

Respect



Responsibility



Safety





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Te Tiriti o Waitangi

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making.

"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9.

The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board, including by:

- ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori
- taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori
- having equitable outcomes for Māori students.

Stoke School's commitment to the principles of te Tiriti o Waitangi is currently reflected through the following:

Partnership and consultation - We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We access cultural advice as appropriate and consult with our Māori community in creating and maintaining our school charter/strategic plan so that it reflects local tikanga Māori, mātauranga Māori, and te ao Māori.

Protection and self-determination - We respect each person's cultural diversity and their right to follow their cultural direction. We take all reasonable steps to offer teaching in te reo Māori and tikanga Māori as part of the government's [Maihi Karauna](#) strategy to revitalise Māori language.

Participation - We promote equitable Māori achievement and equal opportunities for all members of the school community, including our staff and our students who need extra support at school.

However, we look to the Tiriti o Waitangi for specific responsibilities under the Tiriti as we change our consciousness about what makes a culturally capable teacher and what are our responsibilities under the Tiriti of Waitangi.



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Stoke School supports ākonga Māori achievement by tracking the attendance and achievement of all ākonga Māori. By providing appropriate learning support, and other support or extension programmes and processes for our ākonga Māori, as they progress through their schooling. And, by evaluating and continually improving school programmes and teaching practices as well as reporting on ākonga Māori achievement to parents, the school community (as appropriate), the board, and the Ministry of Education.

How are we doing these things?

Based on the Relationship Based Learning (RBL) approach to improving equity (Teaching to the North-East: Relationship-based learning in practice, R Bishop 2019) Stoke School continues to grow the capability of the professional teaching and learning team to reduce inequity and grow equality for our learners – minoritized learners, all learners and their whānau.

The Stoke School Board of Trustees support and work with the staff to improve and gain equitable outcomes for students through,

Relationship-based Leaders of Learning – R Bishop, 2019

- *Create a family-like context for learning by;*

- Rejecting deficit explanations for learners' learning,
- Caring for and nurturing the learner, including their language and culture,
- Voicing and demonstrating high expectations,
- Ensuring that all learners can learn in a well-managed environment so as to promote learning,
- Knowing what learners need to learn.

- *Interact within this family-like context in ways we know promotes learning by;*

- Drawing on learners' prior learning,
- Using Formative assessment: Feedback,



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- Using Formative assessment: Feed-forward,
- Using Co-construction processes,
- Using Power-sharing strategies,
- *Monitor learners' progress and the impact of the processes of learning by assessing how well learners are able to; (Using the GPILSEO model)*
- set goals for their learning, (GOALS)
- articulate how they prefer to learn, (PEDAGOGY)
- explain how they prefer to organise/be organised in their learning/learning relationships and Interactions, (INSTITUTIONS)
- participate in leadership roles and functions, (LEADERSHIP)
- include others in the learning context and interactions, (SPREAD)
- provide evidence of how well they are progressing and what progress they are making, (EVIDENCE)
- take ownership of their own learning. (OWNERSHIP)

We will build our staff to be **leaders in practice** (teaching and learning)

To be successful we need to building leadership capacity to provide ...

<p>At a school level</p>	<p>Term by term problem solving and goal setting pertaining to progress of Māori students towards schools' AREA goals (attendance retention, evidence and achievement) is evident. Actions are taken based on the information gathered. Resourcing is reflective of this focus.</p>	<p>Principal (Chair), Deputy Principal, BoT Chair, Senior Management Team members, other staff.</p>
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At a team leader level	Using evidence gathered at syndicate level, co-construct ways that they can support their staff to support Māori student learning.	Syndicate leaders (junior and senior)
At a class level	Using evidence of Māori student performance in their classes, teachers co-construct ways that can change their teaching so that Māori students can more effectively improve their learning and outcomes.	Chaired by co-construction leaders (or appropriate delegate) teachers in departments.
And through demonstration of cultural competency	<p>Cultural competency relating to Māori is the ability to understand and appropriately apply cultural values and practices underpinning Māori worldviews and perspectives.</p> <p>Being culturally competent with Māori means we acknowledge, and show respect, for Māori ways of knowing and doing things, putting aside any preconceptions we may have.</p> <p>With our responsibility to honoring the Treaty of Waitangi, it's about being sensitive and knowledgeable, The support of Potama Pounamu to develop understanding about how entrenched we are in our own cultures and learning to step out and be open to embracing the Māori way of doing things.</p> <p>In education, it means getting it right for Māori learners and using culture as an asset to build potential.</p> <p>In terms of language, it means engaging in upskilling te reo (through NMIT – Te Ahu o Te Reo or through other professional learning development, thus ensuring teachers and staff meet the expectations within their work matrix and teacher registration requirements).</p> <p>As a collective we will work to engage our Treaty Partner in Ngati Apa ki te Ra, other local iwi and the iwi of our whānau to better understand the outcomes and desires for whanau and their tamairiki.</p> <p>We need to move from taura here to mātauranga a iwi and ātanga and in order to do this we need to be open to changing perspectives and building relationships to do this.</p>	



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This is monitored for effect and impact through...

AREA data (Attendance, Retention, Engagement and Achievement), And,

Goals for:

Attendance – Attendance goal is 92% school wide. (Our attendance for term 4, saw us complete the year on 90.4% attendance for 2022).

Attendance data is shared and discussed at class, syndicate and whole school level - disaggregated by:

- o Ethnicities
- o Class
- o Year group

Retention – Minimizing events that impact on continuous instruction (pastoral, sick bay visits, tamariki unable to find equipment...) is a priority school wide.

Retention data is often anecdotal data recorded by the class teacher. But, in addition is it,

- o PB4L (Positive Behavior for Learning)
- o Lateness (Attendance)
- o Withdrawals/stand-downs/suspensions

Engagement – Children develop the attributes and dispositions to be active participants in their own learning. It is expected that teachers monitor learners' progress and the impact of the processes of learning by assessing how well children are able to:

- Set goals for learning – tino rangatiratanga
- Articulate how they learn effectively (student voice collection is an important aspect of this)
- Explain how they prefer to organise/be organised for their learning, learning relationships and interactions – co-construct.
- Participate in leadership roles and functions, such as the Board of Students
- Provide evidence of how well they are progressing and what progress they make/ are making
- Take ownership of their learning – co-construct and power sharing

A diverse range of activities are offered to the children, and all are encouraged to participate and follow their interest. School communicates with parents and whānau so that they are aware of what is available to their tamariki – feedback and feed forward

The Board ensures that no child misses out based on their circumstances.



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Engagement data

- o Voices – survey, impact coaching, observations voices
- o Any other survey results focused on tone/culture/climate (eg wellbeing school data (NZCER))
- o Reflections from PB4L data
- o PB4L data

Achievement – We seek to promote expected and accelerated progress and equity for all. Achievement is seen in its widest and most holistic sense and includes areas of school life beyond the academic including cultural, sports and social activities.

Opportunities on offer to support learners:

- Reading Recover (from 6 years old), Multi-Lit (from Year 3), Forbes (literacy intervention), Hei Awhiawhi Tamariki ki te Panui Pukapuka.
- RTLiT and RTLB intervention and support, MOE (Ministry of Education) support to run programs as appropriate – such as lego club, nurture group, social skills
- MOE specialist interventions – such as educational psychologists, speech language therapists, occupational therapists

Achievement data

- o Progress and attainment in areas of the learning you have data on
- o disaggregated by ethnicity, Class and Year group
- o teaching as inquiry processes
- o Target student tracking

and through our Aroro.

Aroro is our guiding focus for curriculum. It has four core concepts related to Te Ao Māori. These are priorities but not exclusive to engaging akonga in teaching and learning. The four concepts are open to review, and are currently identified as:

- Whanaungatanga “Reach me before you teach me” - Whanaungatanga is a māori method for creating a sense of belonging and unity for ALL our learners, their whānau and our wider contributing community. It is about establishing and then maintaining respectful working relationships.



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- Turangawaewae “Reach me before you teach me” - Tūrangawaewae is a place where we feel especially empowered and connected. These are our foundations, our place in the world, our home.
- Tino Rangatiratanga - creating intrinsically motivated learners - “Reach me before you teach me” – digs deeper and includes our harder to teach students. Tino rangatiratanga is enhanced by effective teaching, which establishes a space for learning and self-empowerment in the classroom. Students who understand how to succeed or how to reach their potential will be more engaged and resilient. The power to learn and make decisions will rest equally with them and the teacher. Effective teachers empower students, with the WHY and the HOW, And,
- Kaitiakitanga - “Reach me before you teach me” – digs deeper and includes our harder to teach students In the Māori worldview, people are closely connected to the land and nature. Kaitiaki is a Māori term used for the concept of guardianship, for the sky, the sea and the land. A Kaitiaki is a guardian, and the process and practices of protecting and looking after the environment are referred to as Kaitiakitanga.

And, moving forwards **Developing Local Curriculum** as a supportive document that reflects whanau, ākongā and curriculum aspirations for all learners, with a particular focus on our Māori, Pasifika and priority learners.

Our local curriculum will reflect;

Ka Hikatia

- **Te Whānau:** Education provision responds to learners within the context of their whānau
- **Te Tangata:** Māori are free from racism, discrimination and stigma in education
- **Te Kanorautanga:** Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
- **Te Tuakiritanga:** Identity, language and culture matter for Māori learners
- **Te Rangatiratanga:** Māori exercise their authority and agency in education.

Embrace Tātaiako -the competencies are:

- **Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.



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- **Whanaungatanga:** actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga:** showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga:** affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako:** taking responsibility for their own learning and that of Māori learners.

And engage fully in **Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, The Aspirations and Expectations of Te Taihū (PRODUCED BY Te Kāhui Mātauranga o Te Taihū).**

Through: **Governance and Leadership** - Te Arataki me te whakahaere. Co-determining, monitoring, and reporting on Māori learner achievement. Active influence and direction by Māori in education governance and leadership.

Te Reo me Ōna Tikanga - Kaupapa Māori integration into curriculum content

And,

Quality Teaching pedagogy - Providing education that is inclusive and reflective of Māori learners and Māori knowledge. Documents such as Ka Hikitia, Tātaiako and Te Taihū Iwi Education Strategic Plans are reflected in the Strategic Plans, Charters and Professional growth Cycle for schools and their staff.

As a staff we will work with **Potama Pounamu** 'to effect 'critical' change(.) we must develop equitable and excellent learning contexts in which our tamariki mokopuna and rangatahi feel they belong and can be successful as Māori.

We must seek opportunities for mana whenua, iwi and whānau to speak into these spaces so that their knowledge and expertise can define more determined and authentic cultural and learning pathways for our rangatira mō āpōpō.

This requires relational and interdependent engagement processes, informed by past experiences, in order to realise the potential of rangatahi and whānau going forward.' This is a shared work for all staff.



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Research base: Effective teaching is potentially the largest single school influence on pupil achievement. (Hattie)

The best predictor of student achievement is improving the instructional practices of teachers. (Leithwood, Day, Sammons, Harris & Hopkins)

The practice of improvement is about changing three things:

- The values and beliefs people in schools have about what is worth doing and what is possible to do.
- The structural conditions under which the work is done.
- The ways in which teachers learn to do the work. (Elmore)

“The fact is that given the challenges we face, education doesn't need to be reformed - it needs to be transformed. The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.” (Sir Ken Robinson)

“Extensive research has proven that students learn best when they are: actively involved in decision making, initiating learning, collaborating together, making connections within and across learning areas.” (Ministry of Education)

“Shifting the focus from being responsive to the culture of others to developing and being part of cultural relationships with others, legitimates the aspects of culture that are less tangible but fundamental to the identity and wellbeing of all people.” (Mere Berryman, Dawn Lawrence, and Robbie Lamont, 2018)

“Dialogue within responsive pedagogy requires relationships in which risk taking is encouraged, where there is no shame in being a “not knower” and where it is understood that everyone brings with them knowledge, ways of knowing, and experiences of value to share. Understood in this way, dialogue is foundational to responsive pedagogy; it is not simply a teaching technique or strategy. ((Mere Berryman, Dawn Lawrence, and Robbie Lamont, 2018)

“Responsive approach (culturally responsive pedagogies) includes learners in their own determination and supports teachers to become even more professional and productive.” (R Bishop, 2019)



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What do we want to achieve for all learners?

Improved and more equitable outcomes – improved and more equitable engagement

How will we know? Improvements in AREA data, engagement in Aroro and change of the practice of all teachers who engage learners in learning that values cultural treasures (tangible and intangible), encourages independent learning and provides challenge through kōrero, titiro and whakarongo (speaking, observing, and listening) to help create a learner-centred teaching environment

A- Attendance (punctuality) – gender, ethnicity, class, syndicate and whole school considerations

R- retention (any school activity which interrupts continuous instruction)

E-engagement (part iii of the profile: children knowing what they are learning, how they are successful and knowledge of next learning steps)

A- Achievement (expected outcome, accelerated progress and improved equity)

And our Aroro – as described above.

Strategic Goals	Strategies for Achieving Goals	Annual Improvement Plan Targets / Activities 2023	Success Indicators (What does this look like in 2025?)
<p>Ngā Ākonga: Students are our focus. (NELP 1: Learners at the centre – Learners with their whānau are at the centre of education)</p> <p>All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.</p>	<p>Relationship based Learning Practices – Co-construction, impact coaching and guiding coalition.</p> <p>NZCER well-being survey</p> <p>BosS (Board of Students) established and engaged in sharing voice.</p> <p>Voice collection reviewed and amalgamated so voice more accessible for use.</p> <p>Explore options for incorporating knowing students into class</p>	<ul style="list-style-type: none"> • Aim 1.1 – Review pedagogy and teaching as inquiry practices to accelerate and support student achievement. • Aim 1.2 – Review and consolidate strategies to grow student well-being. • Aim 1.3 – Embed and reinforce the capacity of our students to own and be responsible for their own learning. 	<p>Teachers know the child by compiling relevant student profiles.</p> <p>School reaches benchmarks at important milestones linked to key competencies.</p> <p>Students are aware of student agency and are active participants in their learning.</p> <p>Student ownership of results is evident through student voice and conferences.</p>



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	<p>systems (such as Te Awa Whakamana for behaviour) Develop strategies for improving attendance that are self-sustaining (building on from 2022 successes).</p>		<p>All students enjoy academic success across all levels of the National Curriculum Equity of results achieved across gender and ethnicity Students enjoy successful transitions from pre-school to school, class to class and from school to Intermediate with well-being at the forefront of info collated Attendance sits at <92%</p>
<p><i>Haumāuiui: Achievement Learning is our goal. (NELP 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner)</i> All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.</p>	<p>PLD for all teachers: Te Mātaiaho, the draft curriculum framework.</p> <p>Implement Aotearoa New Zealand's Histories across the school in 2023</p> <p>Engage in Kahui groups for leadership in literacy, numeracy and Aotearoa New Zealand Histories curriculum.</p> <p>All teaching staff will become familiar with the refreshed Social Sciences curriculum and how Aotearoa New Zealand's Histories fits within this learning area.</p>	<ul style="list-style-type: none"> • Aim 2.1 – Review and critique pedagogical practices and assessment practices with consistency school-wide, to accelerate and support student achievement. • Aim 2.2 – Develop multi-level participation in the review of the Stoke School curriculum and consolidate relationships with a growing local curriculum, shared with Kahui Ako. 	<p>Consistent assessment data is collected and analysed to make decisions about teaching and learning. All teachers' data is current, relevant and used as a basis for inquiry. All students enjoy academic success across all levels of the National Curriculum Equity of results achieved across gender and ethnicity. Clear goals are set and shared around achievement and staff can talk about the impact they have on these goals. BOT has an up-to-date student achievement data picture and can plan based on this.</p>



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	<p>All teachers will grow capacity to deliver local curriculum – including learning about te reo and te ao māori</p>		<p>The Kahui Ako is using our current kura data to inform their practices</p>
<p>Ako: Kia Whakaako Teaching and Learning, Teaching is our craft. (NELP 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau) Teachers effectively teach all groups of students so they can learn and achieve:</p>	<p>Culturally responsive pedagogy accelerates equity for marginalised learners.</p> <p>Professional Learning contract for 2023: Poutama Pounamu PLD, in particular, provides a framework for teachers to explore assumptions and biases and use inquiry processes. to make changes to their practice. PLD could be challenging for staff.</p> <p>Optional professional development – Te Ahu o Te Reo</p> <p>There is significant progress in shifting teaching to the 'North East' corner through quality Coaching</p> <p>1.3 (link to Kahui goal)The following RBL pillars are</p>	<ul style="list-style-type: none"> • Aim 3.1 – Embed future focused and innovative learning environments which promote collaborative learning and engagement. • Aim 3.2 – Embed the culturally safe learning environment for all learners (staff, whānau, ākongā). • Aim 3.3 – Review a cultural knowledge (identity) and be critical thinkers who are advocates of change to improve educational outcomes for all learners. 	<p>2025 – the long game... Targeted student learning intervention identified through self-review. Teaching as Inquiry informs collaborative change and professional development. Considered risks taken in a supportive learning environment. Whānau are seen as active participants in the learning process and concepts of Ako are embedded. Conversations about change and learning are commonplace across all levels of the school community. BOT has knowledge of current staff development areas and participates in professional learning contracts as appropriate. Curriculum Action Plans are embedded and are a source for teachers to identify target students</p>



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	<p>sustained in the practices of all schools: impact coaching, co-construction, monitoring meetings (guiding coalition) and voice collection</p>		
<p>Whānau a Kura: Community - Inclusivity is our foundation. (NELP 1: Learners at the centre – Learners with their whānau are at the centre of education</p> <p>NELP 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives) Maintain a responsive and inclusive community culture which believes all students can and will achieve.</p>	<p>Kanohi ki te kanohi</p> <ul style="list-style-type: none"> - finding new ways to form partnerships with whānau • developing stronger connections with local marae, hapū, iwi, and communities • continuing to build staff capability in te reo Māori and tikanga Māori and culturally sustaining pedagogies • further incorporating mātauranga Māori within school ways of working and curriculum • developing new ways to foster teacher / whānau wellbeing in their relationships <p>Continue work to embed Te Whare Tapa Wha work at Stoke School with whānau engagement and support</p> <p>All transition practices are reviewed, amended as required and clearly documented.</p>	<ul style="list-style-type: none"> • Aim 4.1 – Embed methods of reporting to our community. • Aim 4.2 - Acknowledge our relationships with Māori / Pasifika families and support their involvement with teaching and learning. • Aim 4.3 – Well-being of our Whānau (students, families and staff) is monitored and embedded to maintain a more positive culture. 	<p>2025 – the long game... School will continue to work with supporting agencies to support the whole family from within the school context Whānau are present at times throughout the day and feel they can contribute Student and Whānau world views are consistently reflected in school practices and interactions Students, staff and community feel safe, supported and understood Māori achieving success as Māori; Pasifika achieving success as Pasifika A fully inclusive environment Our staff and community work collaboratively with students with learning needs Our BOT reflects our community without the need to co-opt members</p>



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	Share new reporting format and timeframes and survey for feedback.		
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Strategic Planning for outcomes Reducing Disparity – learning strategies for success

Model		Literacy	Math's	Local Curriculum
Benchmark (2022 data summary)	Goals for 2023: <ul style="list-style-type: none"> - Accelerate progress of all students performing below expectation within each class who meet these criteria. - To reduce the disparity gap for our marginalised students in literacy (reading) to 10% across all groups 			
	Reading: (2022 data) Māori cohort outcomes - Above or At achievement- 64% Below and Well below- 36% Of this – 19/45 (42%) accelerated progress. 11/45 (24%) sufficient progress. 15/45 (33%) insufficient progress.	Math: (2022 data) Māori cohort outcomes - Above or At achievement-64 % Below and Well below- 36% Of this – 16/45 (36%) accelerated progress 19/45 (42%) sufficient progress 10/45 (22%) insufficient progress We did not improve the outcome difference to 10% or less for Māori learners.	Engage fully in Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, The Aspirations and Expectations of Te Taihū (PRODUCED BY Te Kāhui Mātauranga o Te Taihū). <ul style="list-style-type: none"> - No data available as new document in 2022 	Engage fully in the curriculum refresh. <ul style="list-style-type: none"> - Data is PLD for Aotearoa NZ



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	<p>Māori cohort outcomes - Above or At achievement- 54.1% (out of 61 ākonga) Below and Well below-45.9 % Of the comparable cohort this – 19/45 (42%) accelerated progress 10/45 (22%) sufficient progress 16/45 (36%) insufficient progress We did not improve the outcome difference to 10% or less for Māori learners.</p> <p>Pasifika cohort outcomes - Above or At achievement- 53.4% Below and Well below- 46.6% Of this –5 /12 (42%) accelerated progress 3/12 (25%) sufficient progress 4/12 (33%) insufficient progress We did improve the outcome for Pasifika learners. There is less than a 10% difference compared to NZ European cohort and this is to be celebrated.</p>		<p>Pasifika cohort outcomes - Above or At achievement-43 % Below and Well below- 57% Of this –4/12 (36%) accelerated progress 4/12 (36%) sufficient progress 3/12 (27%) insufficient progress We did improve the outcome for Pasifika learners.</p>	<p>Histories provided.</p>
<p>G Goals (Focus on disparity) always about reducing a disparity How do we measure progress? <i>What are the disparity goals?</i> <i>Yearly goals that are monitored termly</i></p>	<p>A clear focus on improving the engagement, participation and achievement of the students being targeted by understanding, developing and implementing a pedagogy proven to be</p>	<p>To monitor if we are accelerating equity through the RbL focus</p> <p>Accelerate (that is at a faster pace than before and at a pace which closes the gap for learners) outcomes for learners.</p>	<p>To monitor if we are accelerating equity through the RbL focus</p> <p>Accelerate (that is at a faster pace than before and at a pace which closes the gap for learners) outcomes for learners.</p>	<p>1)All teaching staff will become familiar, and continue to grow understanding and competency in and with the curriculum refresh and the timeline for this (Aotearoa New Zealand's Histories implemented in 2023, all</p>



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	<p>effective.</p>	<p>To target priority learners – our underachieving Māori, Pasifika and learning support students. To develop framework to support progression in writing for our underachieving writers.</p> <p>To increase student efficacy and see themselves as writers.</p> <p>To provide professional knowledge and learning around writing and it's role in literacy development for all learners.</p>	<p>To target priority learners – our underachieving Māori, Pasifika and learning support students. To develop framework to support progression in math – with a foci on stage 5 transitions. Into stage 5, through stage 5 and beyond for our Y3 and Y4 learners.</p>	<p>8 learning areas implemented in 2026)</p> <p>2)Implement Aotearoa New Zealand's Histories across the school in 2023</p> <p>3)All teaching staff will become familiar with the refreshed Social Sciences curriculum and how Aotearoa New Zealand's Histories fits within this learning area.</p> <p>4)Identify what needs to be altered, added, or deleted from our current Social Sciences programme in order to align our school curriculum with the refreshed Social Sciences curriculum (to be implemented by 2026)</p> <p>5)Look ahead and plan for future learning areas to be refreshed (Math and English next)</p>
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<p>P Pedagogy (To meet the goal) What we need to know / do?</p>	<p>A means of implementing this proven pedagogy consistently and with integrity, so that teachers and in turn all students can understand and implement the new practices. This requires teachers understanding the new theories of practice, in their day-to-day classroom relationships and interactions with students and teaching colleagues.</p>	<p>Power-sharing (allowing schools to be self-determining about their assessment tools, rates of acceleration etc) FB and FF if their data set up can in fact show them acceleration (see evidence column)</p> <p>Teachers co-construct writing with learners than ignites prior learning.</p> <p>Embed new practices and learning to increase capability and engagement.</p> <p>Ensure practice is based on the effective delivery document for mathematics.</p>	<p>Power-sharing (allowing schools to be self-determining about their assessment tools, rates of acceleration etc) FB and FF if their data set up can in fact show them acceleration (see evidence column)</p> <p>Teachers co-construct writing with learners than ignites prior learning.</p> <p>Embed new practices and learning to increase capability and engagement.</p> <p>Ensure practice is based on the effective delivery document for mathematics.</p>	<p>All teaching staff will become familiar with the curriculum refresh and the timeline for this</p> <p>Implement Aotearoa New Zealand's Histories across the school in 2023</p> <p>All teaching staff will become familiar with the refreshed Social Sciences curriculum and how Aotearoa New Zealand's Histories fits within this learning area.</p> <p>Identify what needs to be altered, added, or deleted from our current Social Sciences programme in order to align our school curriculum with the refreshed Social Sciences curriculum (to be implemented by 2026)</p> <p>Look ahead and plan for future learning areas to be refreshed</p>
<p>I Institution (A set of rules or</p>	<p>A consideration that</p>	<p>Leadership meetings</p>	<p>Leadership meetings</p>	<p>Teachers to meet</p>



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<p>codes) What do we want to have happen?</p>	<p>pedagogical reform might require new institutions (changes to systems or structures) in classrooms. For example desks in rows might not be the best system for undertaking a more relational, dialogical approach to pedagogy.</p>	<p>Regular (dated) monitoring conversations based on assessment timepoints in the year.</p> <p>2022 data reviewed, analysed, reported to BoT, Charter targets written</p> <p>Stoke School Writing Criteria - Review and adapt (ALL Contract 2014 - 2016) a best practice for teaching of writing</p> <p>All teachers Review writing process and implement school-wide - staff meeting organised Term</p> <p>All teachers Students sharing and celebrating their writing (Walkthrough Term 2)</p>	<p>Regular (dated) monitoring conversations based on assessment timepoints in the year.</p> <p>Explore various approaches to create Delivery Documents for each area of the school.</p> <ul style="list-style-type: none"> - Y0-2 - Y3-4 - Y5-6 <p>Curriculum Delivery Documents to contain;</p> <ul style="list-style-type: none"> - Guides of how to teach maths in the Juniors - Knowledge - Strategy - What are they? <p>Deliberate acts of teaching</p> <ul style="list-style-type: none"> - Problem solving -What it it & how to implement in programme? -Big ideas in Mathematics - Strand fit 	<p>regularly to discuss new curriculum Kahui ako work to support curriculum review Evidence of curriculum delivery in class and syndicates</p>
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		<p>Teacher walkthrough to share writing practice</p> <p>Students will receive regular feedback on the message of their writing</p> <p>Oral language focus - talk, before and during writing</p> <p>Having an in-class target writing group operating within the school nil Term 2 - 4</p> <p>e-asTTle data collected and analysed nil Term 3 Year 3 - 6</p> <p>Writing moderation for reporting purposes Term 2 and Term 4</p> <p>Writing interventions operating if required (Term 3/4)</p>	<ul style="list-style-type: none"> - What are they? - Implementation & integration - Strategies & activities - Independent Activities - Group boxes, targeted to learning need, resources available 	
<p>L Leadership (Makes sure the institution is held up)</p>	<p>A relational, dialogical approach to pedagogy</p>	<p>Have instructional conversations that</p>	<p>Directions to be lead by research driven practices</p>	<p>Staff meetings lead new learning.</p>



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<p>How do leaders create opportunities / grow leadership?</p>	<p>may see different and more distributed opportunities for leadership to emerge. For example it will promote people as being initiators of their own learning and who take responsibility and leadership for supporting the learning of others.</p>	<p>support school leaders to arrange their data and monitor in a way that they are looking for improvement for all and acceleration for some.</p> <p>School leaders to “report” or submit their data.</p>		<p>Staff attend Kahui Ako teams and provided with time to feedback to school teaching team. Curriculum documents to reflect changes in curriculum at delivery level. Continuity across school.</p>
<p>S Spread (How do we make sure everyone is doing it well) How do we spread / share what works well / effective practice?</p>	<p>New classroom relationships and interactions will need a means whereby they are able to be spread to include all students (across classrooms and across year levels) and all teachers (across the school and from within the community) in the school.</p>	<p>Create a means to share practices in this area.</p> <p>Can deploy deeper support to schools in need.</p>	<p>Create a means to share practices in this area.</p> <p>Can deploy deeper support to schools in need.</p>	<p>Create a means to share practices in classroom. Develop resource bank Share links to core learning within the planning phase for local curriculum</p>
<p>E Evidence (Drives everything what makes the improvement) What data sets are we using & how are we using them?</p>	<p>A means whereby the progress of all students can be monitored to inform the ongoing changes in instructional. The gathering and</p>	<p>Data in Rdg, Wrtg and Maths for ALL WHICH students shows:</p> <ul style="list-style-type: none"> • Progress 	<p>Data in Rdg, Wrtg and Maths for ALL WHICH students shows:</p> <ul style="list-style-type: none"> • Progress 	<p>Student voice will articulate learning and success in learning within the local curriculum Whanau will know what we are teaching and</p>



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	<p>examination of classroom evidence provides practice.</p>	<ul style="list-style-type: none"> • Acceleration and sufficient acceleration • Attainment at expected levels. <p>Disaggregated by:</p> <ul style="list-style-type: none"> • Age • Gender • Ethnicity 	<ul style="list-style-type: none"> • Acceleration and sufficient acceleration • Attainment at expected levels. <p>Disaggregated by:</p> <ul style="list-style-type: none"> • Age • Gender • Ethnicity 	<p>when. Teachers will report to whānau about local curriculum content in reports.</p>
<p>O Ownership (know what to do and own it) How do we take ownership / own what is happening?</p>	<p>New understandings and practices must be owned and understood by all members of the school, and they must begin to move out into the community.</p>	<p>When we are all together monitoring, celebrating, planning based on Kahui Ako wide data.</p>	<p>When we are all together monitoring, celebrating, planning based on Kahui Ako wide data.</p>	<p>We have written and reviewed draft local curriculum that reflects new National curriculum review</p> <p>Link to further explicit strategic planning here</p>

Whakawhanaungatanga allows space for people to express what's in their heart's, rather than what we want to hear. It reveals the aspirations and barriers for kaiako, whānau, and communities.



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Deeper planning for improved outcomes – Relationship Based Learning – building Leadership, Voice, Impact Coaching, Co-construction and Local Curriculum

Building Leadership – Relationship Based Learning

Model	Board and Principal	Principal and Leadership	Staff – Teachers and Paraprofessionals	Whānau and Tamariki (ākonga of Stoke Sch)
<p>G Goals (Focus on disparity) always about reducing a disparity How do we measure progress? <i>What are the disparity goals?</i> <i>Yearly goals that are monitored termly</i></p>	<p>ensure that the school sets goals related to improving Māori students' attendance, retention, engagement and achievement (AREA), developing staff commitment to the goals they set and the models of intervention they decide on, and ensuring that the goals are clear, measurable and achievable</p>	<p>ensure that the means of implementing the goals of the school are effectively working.</p>	<p>ensure that goals are established at appropriate levels that focus on improving Māori student academic, retention, engagement and achievement goals (AREA)</p>	<p>Connected – in conjunction with tamariki, whanau, staff, board and local iwi, improve knowledge and connectedness.</p> <p>Effective Relationships with whanau and family – further develop effective relationships with whanau supported by quality, accurate data to enhance outcomes for learners and ensure that the charter and strategic plan reflect our community goals and aspirations.</p> <p>Wellbeing – staff (great news and Vitae), Tamariki – Kai ako Kai ora, Whare tapa wha, Whanau –</p>



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				relationship building To collect voice and build relationship which allow us to improve the outcomes for learners and for Māori learners to have success as Māori and for Pasifika and priority learners to experience success and enjoy being at school.
P Pedagogy (To meet the goal) What we need to know / do?	<ul style="list-style-type: none"> - ensure that the conditions where effective (culturally responsive) pedagogy can occur are provided - develop a culture of evidence-based, problem-solving within the school - ensure an orderly and supportive teaching and learning environment 	<ul style="list-style-type: none"> - ensure that they provide active oversight and consideration of the teaching programme - support the implementation of a culture of evidence-based problem-solving across the school 	<ul style="list-style-type: none"> -ensure that they provide support for the conditions wherein effective pedagogy can occur support the implementation of a culture of evidence-based problem-solving across the school 	To continue to build opportunities for whānau and tamariki to engage at school Coffee/tea group Change our school systems to match whānau expectations. Korero with whānau with increased frequency about learning, success and their tamariki
I Institution (A set of rules or codes) What do we want to have happen?	ensure that institutional, organizational and structural supports are aligned so as to support effective pedagogies in	ensure that the alignment of institutional, organizational and structural supports are aligned so as to support	promote collective responsibility and accountability and the opportunity to engage in pedagogic conversations	Whanau to be welcome at school. Whanau to articulate challenges and successes.



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	classrooms, and constructive problem-solving conversations for effective pedagogical purposes	effective classroom pedagogies ensure that an orderly and supportive learning environment is implemented effectively	about student achievement and wellbeing by means of conducting departmental level co-construction meetings ensure an orderly and supportive learning environment	Whanau to feel school is a safe place for their culture, for their tamariki and for them to express opinions and perspectives
L Leadership (Makes sure the institution is held up) How do leaders create opportunities / grow leadership?	ensure that leadership is distributed throughout the organisation so that leadership tasks are carried out at appropriate levels	undertake tasks appropriate to the senior leadership team as part of a distributed leadership approach	ensure that leadership is promoted with and for all teachers and students	Plan regular contact opportunities – formal and informal opportunities.
S Spread (How do we make sure everyone is doing it well) How do we spread / share what works well / effective practice?	ensure that all teachers are involved in realising the goals of the school create educationally meaningful relationships within the school and beyond through effective networking ensure that Māori parents and families are able to participate in their children's education	ensure that the means of spreading the reform to all members, leaders, students and their families is working effectively	ensure that all teachers are included in co-constructing ways to meet the educational needs of Māori learners	Use digital technologies platforms to evolve communications.
E Evidence (Drives everything)	ensure that the data	ensure that data	ensure that evidence of	Collect whānau voice.



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<p>what makes the improvement) What data sets are we using & how are we using them?</p>	<p>management systems are appropriate for formative and summative purposes ensure that discipline systems are aligned with pedagogic practices</p>	<p>management systems are working to support formative and summative purposes ensure that discipline systems are working in association with pedagogic processes</p>	<p>student performance is used for the systematic monitoring of student progress and pedagogic improvement</p>	<p>Use whānau voice to support changes in practice for teaching and learning and for supporting well-being of tamariki/ākonga.</p>
<p>O Ownership (know what to do and own it) How do we take ownership / own what is happening?</p>	<p>ensure that school resources, including staffing and finance, are strategically aligned to pedagogical purposes ensure that a culture of Māori student improvement becomes normal in the school</p>	<p>assist with ensuring that school resources, including staffing and finance, are strategically aligned to pedagogical purposes</p>	<p>ensure that all resources are strategically aligned to pedagogic purposes</p>	<p>Whānau ask for what they want for their tamariki. Improved whānau understanding and confidence in teaching and learning at Stoke School Whanau values and spirations influence decision-making with regards to teaching and learning</p>
<p>Activities to meet this outcome:</p>	<p>setting vision and goals in relation to Māori (and Pasifika) achievement</p> <ul style="list-style-type: none"> • changing the organisational structure and policies to support pedagogic reform • spreading the 	<p>inducting new teachers into the school culture</p> <ul style="list-style-type: none"> • ensuring quality data management systems are in place and working • reforming the timetable to allow 	<p>setting Māori achievement goals for their department/faculty</p> <ul style="list-style-type: none"> • gathering evidence of the participation and achievement of Māori students in their 	<p>Kanohi ki te kanohi meetings</p> <p>Consultation</p> <p>Analysis and use of voice collected.</p>



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	<p>reform to include all concerned</p> <ul style="list-style-type: none"> ensuring ownership of the reform selecting new staff who will commit to the reform changing school policies and processes that limit Māori student achievement overseeing the compatibility of assessment and reporting with the school's aspirations to include parents and community in the education of their students integration of all professional development in the school so that all PD is focused on achieving the school's goals ensuring that funding is reprioritized so as to achieve the school's goals 	<p>pedagogic interventions to take place in a quality, sustainable manner</p> <ul style="list-style-type: none"> ensuring that the discipline system works in a way that is supportive and caring of learning classroom relationships ensuring that all professional development initiatives work in concert towards the school's goals supporting teachers who are having problems coming to terms with the transformation of the school's culture participating in school co-construction meetings. 	<p>department/faculty</p> <ul style="list-style-type: none"> from this evidence, determine the implications for Māori students, for teachers in the department/faculty and for self as pedagogic leaders acting as a pedagogic leader for staff to support individual teachers' pedagogy emerging from evidence of student outcomes and from evidence of teacher observations acting as a general pedagogic leader (emerging from aggregated teacher observation data) reprioritising funding and resourcing at appropriate levels supporting the use of assessment for pedagogic purposes participating in co-construction meetings for syndicate/ leadership 	
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			<ul style="list-style-type: none"> conducting co-construction meetings for subject departments for cross-curricular groupings 	
Accountability and Measures of Success	<p>To be highly effective we will demonstrate:</p> <ol style="list-style-type: none"> Māori students' performance statistics, in terms of attendance, retention, engagement and achievement (AREA) are the same (if not better) as national averages for all students. The educational experiences of Māori students in our school are as good as, if not better, than those of all other students in our school Our school has established an academic vision, goals and targets that are focused on improving Māori student attendance, retention, engagement and achievement by specified measures. Our school has changed its policies, organisational structures and practices as part of a total institutional reform aimed at improving Māori student attendance, retention, engagement and achievement. The professional learning opportunities provided for our teachers focus on improving Māori student learning and associated AREA data Leaders in our school demonstrate their understanding that pedagogic (instructional) leadership has powerful effects on student outcomes and that such leadership needs to be distributed throughout the institution. All teachers understand that other factors influence Māori students AREA, and all teachers are adamant that they are able to improve Māori students' educational AREA within the institution. All teachers in our school demonstrate caring relationships and high expectations of Māori students' learning on a daily basis. All teachers in our school use a range of discursive teaching interactions including using students' prior knowledge, providing feedback and feed-forward and engaging in the co-construction of new knowledge with students on a regular basis. All teachers in our school use a range of teaching strategies on a daily basis and these tend to promote interactive, collaborative learning among students. 			



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| | <ol style="list-style-type: none">11. All teachers' planning for learning is based on them responding to a detailed knowledge of Māori and other students' progress.12. Our school has strong evidence-driven networks with other institutions of a similar nature, with a strong focus on how we together might address the need to improve Māori students' AREA performance.13. Our school has developed quality systems (AREA, ARORO and new and developing 'just in time' measures) to identify Māori student attendance, retention, engagement and achievement that allow us to monitor their progress over time and to inform our institutional responses.14. All teachers in our school use evidence of student progress to inform changes in their teaching practice and to inform collaborative problem-solving with their colleagues and with students. (Co-construction and impact coaching)15. Our school has developed a means of supporting teachers to assist Māori learners to use evidence of their own progress so as to identify what they need to learn next.16. While our school leaders understand that other factors influence Māori students AREA outcomes they are adamant that they are able to improve Māori students' educational AREA within the school. |
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KEY FOCI THROUGH RBL for priority learners, including Māori, Pasifika and other minoritized students and for all learners
Voice – the words and intentions of the people (Aim 4)

Model	Attendance	Retention	Engagement (Q3 Voices - what can we do better)	Achievement
<p>G Goals (Focus on disparity) always about reducing a disparity How do we measure progress? <i>What are the disparity goals?</i> <i>Yearly goals that are monitored termly</i></p>	<p>The school community feel that their voice is heard and actioned therefore they will want to attend voice collection sessions as they feel their voice is valued. To have students attend 92% of the time – and to be able to share about absences.</p>	<p>Creating a sustainable process for collecting and synthesizing voice data and actioning suggestions.</p>	<p>Whole school community co constructing what they feel will make the biggest difference to student achievement and progress at their school</p>	<p>Voices data show that schools have made progress in addressing the key themes identified in the previous year.</p>
<p>P Pedagogy (To meet the goal) What we need to know / do?</p>	<p>Kanohe ki te kanohe Inquire and ask, face to face Develop relationship of support and reduce feelings of whakama about having children absent (including reasons for absence).</p>	<p>Record and put into action</p>	<p>Support with Board and Board of student's to garner engagement. Set up safe kaupapa with whānau about being at school</p>	<p>Share what we are assessing, share what the impact is on ākonga learning journeys Plan alternate pathways for successful outcomes where needed (to support learners and their diversity).</p>
<p>I Institution (A set of rules or</p>	<p>Whānau attend voice</p>	<p>Whānau feel heard and</p>	<p>Whānau voice informs</p>	<p>Whānau are visible and</p>



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<p style="text-align: center;">codes) What do we want to have happen?</p>	collection	their contributions are valued	practices and changes within the school	heard in the school and in conversations about learning and school culture
<p>L Leadership (Makes sure the institution is held up) How do leaders create opportunities / grow leadership?</p>	<p>Voice collection is timetabled and in place Voice is shared (unidentifiable but shared) Actions are put in place with leadership support Support staff to connect with whānau.</p>	<p>Provide kaupapa support for staff. Continue to explore culturally appropriate models for engagement. (Pasifika and Māori)</p>	<p>Continue to connect and invite to coffee/tea cookie group for whānau to come and share about school. Develop leadership with BosS (Board of Students).</p>	<p>Meetings are scheduled and checkpoints are shared with whānau Whānau have input into the timing of these Whānau have input into the kaupapa around these events. Staff are flexible to try new things.</p>
<p>S Spread (How do we make sure everyone is doing it well) How do we spread / share what works well / effective practice?</p>	<p>Monitoring systems are engaged in by leaders, other staff are invited to attend and contribute</p>	<p>Get the good news stories out Share the individual characteristics of the school that make it a great place to be. (paper, newsletter)</p>	<p>BosS check in. Invite others kanohi ki te kanohi.</p>	<p>Syndicate leaders to develop kaupapa for this in meetings. Set aside meeting time for this to occur.</p>
<p>E Evidence (Drives everything what makes the improvement) What data sets are we using & how are we using them?</p>	<p>Improvement in attendance at school – meet 92% goal.</p>	<p>Reduction in incidents, increase in attendance (whanau wide)</p>	<p>Increased physical attendance. Improved lines of communication. Whānau feel they can contact school and there</p>	<p>Comparison report data</p>



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			will be a response.	
O Ownership (know what to do and own it) How do we take ownership / own what is happening?	Take action on voice sentiments – links all sentiments from all voice	Reduction in stand downs. Increase in understanding school wide – anecdotal data gathered.	Parents are in school. No waiting at the gate. Student data for behaviour decreases. Tier 2 tamariki are supported and have reduced impact on peers.	Achievement outcomes are met (or surpassed).



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Impact Coaching and Co-construction – the pedagogic actions of the teachers (Aim 1 and 2 and 3)

Model	Attendance	Retention	Engagement (Q3 Voices - what can we do better)	Achievement
<p>G Goals (Focus on disparity) always about reducing a disparity How do we measure progress? <i>What are the disparity goals?</i> Yearly goals that are monitored termly</p>	<p>Frequency of meetings (teacher attendance). Two times a term have meaningful group coaching discussions (to help a teacher set and meet goals) (e.g: term 1 & term 3) week 4 do snapshot week 5 co-construction meeting week 7 co-construction check in at syndicate (where are you at in the process?) week 9 co-construction check in at syndicate).</p> <p>Leave co-construction meeting with a timeline of what is happening and when to ensure you meet the goals.</p>	<p>4 co-construction meetings a term are seen as valuable by staff. (Gained through teacher voice)</p>	<p>Teachers confidently put themselves forward for impact coaching session with accredited coaches.</p> <p>Teachers independently engaged in snap-shot coaching cycles.</p> <p>Teacher video own practice and analyse the data for themselves. This data supports co=construction practices.</p>	<p>Teachers changing and responsive practice in the classroom improving practice for an improvement in student achievement</p>
<p>P Pedagogy (To meet the goal) What we need to know / do?</p>	<p>These conversations need to be focused. Roles can be assigned with meetings</p>	<p>Halfway through the year staff to complete a digital</p>	<p>SUGAR cycle:</p>	<p>Teachers having a clear understanding of profile</p>



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	<p>to keep them so. E.g., I know I have met my goal and my students are having acceleration. To agree on a coaching model and build shared understanding of what that model is...</p>	<p>anonymous survey about the process.</p>	<p>Snapshot – Understanding/reflection (with coach or individual) – Goal setting - Action – Reflection and back to snapshot (evidence of progress)</p>	<p>Use of teacher snapshot data as a starting point to see if progress is being made</p>
<p>I Institution (A set of rules or codes) What do we want to have happen?</p>	<p>2022 build knowledge of the coaching model. 2023 – working on developing a common language, focusing on Growth & Development. Having courageous conversations in a timely manner. Seeing a challenge as an opportunity. Working on using evidence to drive conversation and looking beyond the surface of evidence. Making sense of the narrative and thinking that sits behind/alongside evidence by asking questions/reframing if necessary and asking again. Developing further</p>	<p>WST to design and send out survey. Collate data, feedback from teachers. Use data for on-going review.</p>	<p>There is a consistent and shared practice and Kaupapa for,</p> <ol style="list-style-type: none"> 1. Impact coaching 2. Co-construction <p>And that these practices are moderated for consistency.</p>	<p>Teachers to complete the termly timetable requirements</p>



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	<p>the Kaupapa that actions regular tracking and monitoring through evidence-based conversations.</p> <p>The AST works in conjunction with the WST to best spread coaching skills across the school.</p>			
<p>L Leadership (Makes sure the institution is held up) How do leaders create opportunities / grow leadership?</p>	<p>WST sharing release to support coaches.</p> <p>AST to help support staff meetings, if needed.</p> <p>Other trained coaches to lead co-construction meetings rather than the AST.</p> <p>Sharing overarching goal with all teachers and getting them to review it as we go along, asking and getting feedback on how well we are doing.</p>	<p>Staff informed at the beginning of the year feedback will be gained regarding the process.</p>	<p>AST (K Goomes) and WST (S Oates) support staff to engage in the prifle and the pedagogical practices of RBL (Relationship Based Learning) through meetings, impact coaching conversations.</p> <p>The WST is supported by trained school wide facilitators in these practices.</p>	<p>To ensure feedback is given back to individuals and whole staff based on data and voice</p>
<p>S Spread (How do we make sure everyone is doing it well) How do we spread / share what works well / effective practice?</p>	<p>Timetable things in (mentioned above) in advance, into the meeting timetable.</p> <p>How can we build this into everything and therefore</p>	<p>Consistency in approach / process across all 3 co-construction groups.</p> <p>Week 9 whole staff share co-construction goals, brief</p>	<p>Moderation of these Kaupapa is upheld throughout the year.</p> <p>Teachers have a voice in the Kaupapa.</p>	<p>Week 9 whole staff before syndicate co-construction meeting sharing goal and progress made</p>



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	<p>drop other things? Plan for this</p> <p>Ask hard questions and make people accountable.</p> <p>Because we value this we need to take care to not throw other stuff on top.</p> <p>Prioritize this.</p> <p>This is about improving things (not change for change sake).</p>	<p>outcome with each other before syndicate meeting.</p>		
<p>E Evidence (Drives everything, what makes the improvement)</p> <p>What data sets are we using & how are we using them?</p>	<p>OTJ (Overall Teacher Judgement) termly</p> <p>Student voice</p> <p>Teachers having a clear picture.</p> <p>Termly teacher voice collection:</p> <p>To what extent are we supporting you (teacher) to make changes in their teaching which have effected accelerated progress for your minoritized student achievement?</p>	<p>Teacher voice half way through the year collected</p> <p>WST checking staff Area data for reflections/data/information on how goals are being met, progress being made etc.</p>	<p>Co-construction meeting minutes</p> <p>Impact coaching profiles.</p> <p>Classroom teaching discussions,</p> <p>Aroro</p> <p>AREA data</p>	<p>WST checking and collecting; snap shot data, teachers voice, co-construction goals and outcomes from Area Data sheets, student voice</p>



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<p>O Ownership (know what to do and own it) How do we take ownership / own what is happening?</p>		Improvement in reflections based on learning in syndicate meetings.		Improvement in reflections based on learning in syndicate meetings. Improvement in quality of conversation data from coaching conversations and co-construction conversations.
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Local Curriculum – the desired content of whanau, tamariki, the kura, (board and staff) (Aim 1 and 2 and 3)

Model	
<p>G Goals (Focus on disparity) always about reducing a disparity How do we measure progress? <i>What are the disparity goals?</i> <i>Yearly goals that are monitored termly</i></p>	<p>Build a Local Curriculum that is based in place-based education A local curriculum that reflects te ao māori, that embraces purakau as accepted pedagogical educational practice.</p> <p>A local curriculum that; Has ako as a basis for “reciprocal non-hierarchical relationship between the student and the teacher. Ako acknowledges knowledge and experiences of both kaiako/teacher and akonga / learner in the shared learning experience. The quality of this relationship is strengthened through open-mindedness, humility, respect and care shared between kaiako and akonga. Ako recognises that the students and whānau cannot be separated. As such, ako incorporates two aspects (Ministry of Education, 2018):</p> <ul style="list-style-type: none"> • Recognising a student as a holistic person, build on what they bring to the learning environment, respect and value their contribution. • Recognising a student as a productive partner in the shared learning experience, where we can take what everyone brings to build a better outcome for all. <p>Engages in the Educational Goals outlined in Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, with a particular school focus on strengthening relationships to enable to journey laid out in this document to be begun and carried out with manaakitanga, and specifically to create a greater critical consciousness, cultural and relational pedagogy and kaupapa Maori professional development for Stoke School</p> <p>New Zealand Histories component – implementation and embedding of histories</p> <p>Engage with community on Best Evidence Synthesis and Tapasa research to support learning for target groups such as math and literacy priority students and Pasifika aspirations.</p>



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	MAHI	MAHI	AREA (Monitoring)	ARORO (Cultural capabilities)
<p>P Pedagogy (To meet the goal) What we need to know / do?</p>	<p>Place-based education will:</p> <p>strengthen a learner's identity and reinforce a sense of belonging and pride in their local environment.</p> <p>help to deliver a culturally responsive curriculum.</p> <p>develop expertise around digital technologies used to document and share place-based learning.</p> <p>provide an authentic context for learning Te Reo Māori</p> <p>extend learning beyond the classroom; connect students and schools with communities.</p> <p>improve outcomes for Māori learners by making curriculum content relevant to their language, culture and identity.</p>	<p>Localized curriculum will:</p> <p>Engage in the Educational Goals outlined in Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, with a particular school focus on strengthening relationships to enable the journey laid out in this document to be begun and carried out with manaakitanga, and specifically to create a greater critical consciousness, cultural and relational pedagogy and kaupapa Maori professional development for Stoke School</p> <p>A local curriculum that reflects te ao māori, that embraces purakau as accepted educational pedagogical practice.</p>	<p>the capacity to ensure that all learners feel good and function well. A key element within this is the way in which learners see teachers valuing them as individuals.</p> <p>Learner agency, 'all students will be agentic learners'</p> <p>Agency is having the power or capacity to act and make choices. In a learner-centered environment, learners have agency over their learning and classroom systems serve the needs and interests of the learner.</p> <p>Agency involves the initiative or self-regulation of the learner.</p> <p>Evidence from the Best Evidence Synthesis programme indicates</p>	<p>The Aroro document creates a pathway for engaging and tracking the growth and development of ākonga in</p> <ol style="list-style-type: none"> 1. The New Zealand Curriculum 2. Te Ao Māori 3. Local curriculum <p>Through whanaungatanga, tūrangawaewae Tino rangatiratanga And, Kaitiakitanga.</p> <p>We aspire to "reach me before you teach me".</p> <p>Build a pathway to add sustainability and ensure we champion Te Ao Māori, Te Reo Māori and Māori world views.</p> <p>Ensure we meet our Tiriti</p>



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	<p>encourage a sense of stewardship over the local environment. build relationships between schools and manua whenua. equip students with skills used by professionals working in the fields of community development and environmental science</p>		<p>that learners are increasingly engaged and motivated when their teachers value them as individuals.</p> <p>Tapasā states that educational success is achieved when teachers;</p> <ul style="list-style-type: none"> - recognise and build on what Pasifika learners, their parents, families and communities already understand value and what they know (p.3) <p>Whanau engagement being positive at home and positive towards schooling. Learner and Whānau celebrating successes at school.</p>	<p>obligations and identify and make progress on areas we are not doing well.</p>
<p>I Institution (A set of rules or codes) What do we want to have happen? How are we using this across the school?</p>	<p>Learner Profiles – transition planning Ensure tamariki are well prepared and ready for further learning as they leave at Year 6 (Transition planning) Tracking and monitoring</p>	<p>Investigate ways we can continue to support our tamariki – SENCo intervention, and in-class support and opportunities</p>	<p>Learner profile used to measure successful ākonga achievement and engagement</p>	<p>Complete Aroro Termly Shared as reflection in syndicate to hear what others are doing and set goals for the following term.</p>



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	systems for provocations for play reviewed			
L Leadership (Makes sure the institution is held up) How do leaders create opportunities / grow leadership?	Embed practices through a set of guidelines to be developed.	Syndicate planning around local curriculum e.g. Mr Science.	Discuss AREA data with a team teaching buddy termly. Feedback given on AREA data. Meeting times set to work on AREA (and ARORO) individually and as part of a team.	Provide time in meeting spaces to work on these documents, provide support to work collaboratively on these documents. Monitor these documents for growth and change.
S Spread (How do we make sure everyone is doing it well) How do we spread / share what works well / effective practice?	Develop an over view of coverage and plan for the term ahead – identify gaps and opportunities for play based learning experiences.	Term reflections on what's been done and not done. Set goals for future local curriculum coverage.	Develop a profile of effective practice and agree what this looks like school wide. Make school wide practice open to the team for observation and sharing – in house learning.	Share Aroro Share activities which promote cultural capabilities in class for teachers and learning for ākonga.
E Evidence (Drives everything what makes the improvement) What data sets are we using & how are we using them?	Student voice Reporting Teacher observation and feedback. (in reporting and voice collection).	Year over view expectation – new Aotearoa New Zealand Histories document, the Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, The Aspirations and Expectations of Te	Attendance Assessment Etap data for pastoral care Student voice Whānau survey	Termly monitoring and feedback where appropriate. Develop a tool to measure progress and increased capacity – teacher code of conduct, teacher professional standards.



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		Tauihu (PRODUCED BY Te Kāhui Mātauranga o Te Tauihu) document tracking and exploring. ERO indicators. Hautū tool.		
O Ownership (know what to do and own it) How do we take ownership / own what is happening?	To be developed with class teacher.	To be developed with class teacher.	To be developed with class teacher. Increase teacher capability in the North East Quadrant (R Bishop)– impact coaching engagement	Student voice Teacher voice Whānau feedback and sharing.

Through these acts Stoke School works to demonstrate kāwanatanga (honourable governance), to build rangatiratanga (Agency) and mana taurite (equity) and better honour the Te Tiriti o Waitangi.



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The Board of Trustees must ensure the School has a clear sense of purpose by establishing its strategic objectives, documenting these objectives in a school charter, and monitoring progress in achieving these objectives. Our Charter documents these goals. It is a document that we update and review regularly. It is a public statement to our parents, staff and students of our commitment to achieving these goals. We can also use it to measure, review and report on our progress to meeting these goals. It is forward looking and it reflects the uniqueness of our School and our community. The Board of Trustees at Stoke School agree that this is the set direction for 2021.

Signed:

Chairperson, Board of Trustees

Principal

Date

