

Normanby School Annual Implementation Plan 2024



Our Mission

To provide an inclusive environment where positive relationships support lifelong learners.

Our Vision

For all our ākonga to become 'Normanby S.T.A.Rs'

Our Motto

“Titiro ki Runga”

At Normanby School we encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on our school S.T.A.R Values; *Self-Manage, Team, Achieve and Respect*, which bring our Vision and Mission to life.

Our Values



2024 Implementation Plan Summary

The end of our 2023 year has seen us in another phase of change and transition as we undertake the hugely important task of appointing the next Principal of Normanby School, our third in 12 months. As a staff we are also in a phase of inducting new teachers to our school and our systems and processes.

In 2023 we collected Whānau voice on the aspects of our 3 overarching school goals, *OUR STUDENTS, OUR STAFF, OUR COMMUNITY*, that they felt were of greatest importance and deserved to be prioritised in our 2024 strategic direction. Wellbeing and safety were high on the list of priorities so you will see a big focus in this area under **GOAL 1 - OUR STUDENTS**.

As our Government works to refresh the New Zealand Curriculum - Te Mātaiaho, so too do we keep our staff fresh and up to date with new developments. Teacher Only Days and ongoing professional development in the refreshed learning areas are a priority for us in 2023 - 2027, in alignment with Ministry expectations for implementing Te Mātaiaho in our school. Our school-wide commitment to the Relationship-based Learning approach, which is our model of best practice, and therefore our *common* practice, also features strongly as we introduce and upskill all our teachers in this pedagogy to achieve **GOAL 2 - OUR STAFF**.

Achieving **GOAL 3 - OUR COMMUNITY** will require a commitment by students, staff and whānau to strive for continuous improvement in this area. Alongside our South Taranaki Kahui Ako, we want to understand who is in our community and strengthen our existing community relationships. We want to engage with our community as much as we can, in ways that work for our community. We will value the contributions of our community and will ask how we can give back. Developing and strengthening meaningful, educationally significant connections, communication and relationships with Māori whānau, hapū, iwi and parents, families and communities will enable us to achieve our mission, to provide an inclusive environment where positive relationships support lifelong learners.

As a learning community, we want to ensure that we can make the shift from acknowledgement to authentic understanding and valuing of Te Tiriti o Waitangi and its principles. We endeavour to ensure that our Māori learners are consistently well supported to achieve success with a strong, secure sense of their cultural identity. We will provide explicit instruction in Te Reo Māori for all our learners, and support our staff to improve their own capabilities in the learning of te reo Māori me ōna tikanga and mātauranga Māori.

Quality Teaching and Learning Strategies to support student progress in 2024

Relationship-based Learning pedagogy:

- Rejecting deficit explanations for student learning - students' language, culture and heritage are seen as assets to 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
- Knowing what students need to learn and how you are going to teach it
- Draw on prior learning
- Provide feedback and feedforward - assessment for learning
- Employ co-construction and power-sharing strategies
- RbL Part 3 Voice Collection data informs focus areas for teachers to respond to student needs
- North-East Monitoring/Co-construction Meetings/Moderation Meetings

Supporting students with diverse learning needs:

- Funding secured for students with high needs, learning needs, language and communication needs, health and safety needs, and behavioural needs and targeted allocation of Learning Assistant support
- Individual Education Plans, Safety Plans and Behaviour Plans in place
- Incredible Years strategies (Teacher and Teacher Aide training)
- Restorative Practice strategies (Staff training (PB4L School-Wide)
- Early identification and tracking of students not meeting year-level expectations
- Implementation of a targeted variety of Tier 2 intervention programmes such as; *FivePlus*, *SevenPlus*, Tier 2 BSLA groups, Quick 60, Early Words, HPP.

<p>Goal 1</p> <p>Our Students</p> <p>To have access to a range of learning opportunities which develop key understandings, knowledge and skills needed to become lifelong learners.</p>	<p>Our Current Position</p> <p>We know that wellbeing is vital for student success and is strongly linked to learning. We want our learners to have a sense of belonging and connection to school, to whānau, friends and the community. We want them to experience achievement and success and to be resilient when facing change and challenge. As part of our ongoing commitment to supporting students to understand and develop knowledge about their own wellbeing, we are implementing Wellbeing for Learning - Pivot - an evidence-based survey tool that focuses on ensuring students feel supported and ready to learn. We want to understand the wellbeing of our students and be able to identify those who are struggling with their wellbeing in order to teach them the skills necessary to be well in their own lives. Community consultation informs us that parents, whānau and ākonga want an opportunity to reflect on wellbeing and learn more about the things that affect how they feel each day. They want a safe way to communicate if they are in need of help.</p> <p>Staff understanding, knowledge and application of Restorative Practice, one of a range of initiatives within PB4L, requires revitalisation and training. Only 3 current staff members have been involved in Restorative Practice professional development in the last 10 years and we have had a significant turnover of staff since this time. We know the RP model builds inclusive networks of positive, respectful relationships across the school community and has proven effectiveness in improving ākonga well-being, increasing educational achievement, and addressing problem behaviour. It is time for all our staff to be expert restorative practitioners.</p>		
<p>Goal 1 Targets</p>	<ul style="list-style-type: none"> • Data analysis and tracking across the year will indicate an improvement in student general wellbeing (Level 1), resilience, belonging and safety (Level 2), and the protective domains such as health, hobbies and sleep (Level 3). • Students surveys and voice collection will show an improvement in student understanding of how restorative practice helps them to maintain positive, respectful relationships with each other and with staff at Normanby School. • Student achievement data in literacy and maths will illustrate that 80% or more of our students are achieving at or above the expected curriculum level which can, in part, be attributed to a strong sense of wellbeing at school. 		
<p>Goal 1 Initiatives and Outcomes 2024</p>	<p>Key Actions</p>	<p>Responsibility, Resources and Time Frame</p>	<p>Key Outcomes and Success</p>
<p>1.1 Enhance wellbeing by developing our school culture so ākonga can successfully participate in learning and contribute to the community.</p>	<p>1.1a Collect baseline wellbeing data in the domains of safety, belonging, and resilience (15 questions).</p> <p>1.1b Weekly wellbeing check-in (5 questions) and requests for check-ins with wellbeing staff at Normanby School.</p> <p>1.1c Health & PE curriculum lead teacher to unpack the data and work with the leadership team to:</p> <ul style="list-style-type: none"> • Analyse strengths • Analyse developments over time • Identify disparities • Establish further actions • Reflect on common insights • Share practice <p>1.1d Regular recognition across the school community of different opportunities to connect to students about their wellbeing including; Term 1 focus on whakapapa and belonging, Relationship-based Learning, PB4L, restorative practices, Healthy Active Learning, eSafety, bullying prevention, celebration of diversity, mental health awareness, whare tapa whā, student leadership</p>	<p>Puanga Hub (Y4-6) by mid-term. Logins and explicit teaching on use of the Pivot tool (why, how).</p> <p>Puanga Hub (Y4-6), Puanga Hub teachers, Principal.</p> <p>TIC Health & PE, senior leadership team, end of Term 1, then mid and end of Terms 2-4</p> <p>All staff All ākonga Parents and whānau</p>	<ul style="list-style-type: none"> • To have robust baseline and over-time data which will contribute to set improvement targets • Ākonga have a sense of belonging and connection to school, to whānau, to friends and the community. • Ākonga experience achievement and success (in their learning, in their relationships with others) • Ākonga are resilient and have the capacity to 'bounce back'. • Ākonga are socially and emotionally competent, are socially aware, have good relationship skills, are self-confident, are able to lead, self-manage and are responsible decision makers. • Ākonga understand their place in the world, are confident in their identity and are optimistic about the future. • Identified insights and trends will inform our decisions on future wellbeing target areas and foci, and to support wellbeing curriculum development. • Related policies and procedures are robust and have been communicated with the school

	initiatives, Pause Breathe Smile, etc.		community who have an opportunity to provide feedback about our policies through the School Docs portal. All staff are aware of their responsibilities towards student wellbeing.
	1.1e Ensuring rigorous school policies and procedures are in place for student wellbeing, including detail about internal and external referral processes for students who may need support with their wellbeing. Whole staff understanding of mandatory reporting requirements. Targeted wellbeing training as it becomes available.	Senior leadership team Board Parents and whānau	
1.2 Strengthen our Restorative Practices to maintain positive, respectful relationships within our school; staff to staff, staff to student and student to student, by using best-practice tools and techniques.	1.2a Collect baseline data: <ul style="list-style-type: none"> Staff Refresh Survey School Leader Refresh Survey Year 4-8 Student Refresh Survey 	Term 1 All staff Student Leaders (Year 6) Students Y4-6	<ul style="list-style-type: none"> Evaluation of current knowledge and understanding. Use the information gained to tailor the RP training to meet our needs.
	1.2b Engage with Restorative Practice professional development providers	Principal	<ul style="list-style-type: none"> Schedule targeted PLD sessions from Term 2.
	1.2c Restorative Essentials training for all staff - Teacher Only Day and regular PLM training sessions led by SLT using the <i>Restorative Practice Kete - Book 2 Restorative Essentials</i> module training guides.	Senior Leadership Team All staff All students	<ul style="list-style-type: none"> Build a relational culture in our classrooms and in our school. Staff will gain a sound knowledge of the foundational aspects of RP Develop skills and a relational approach to effective communication and restorative conversations Equip staff to de-escalate situations successfully, enabling all staff to 'keep the small things small'
Monitoring and Evaluation of Goal 1 Initiatives and Targets	1. Scheduled whole staff Teacher Only Day , Tuesday 4th June, 2024 - <i>Restorative Essentials</i> in-service training with Jo Chamberlin (Restorative Practice facilitator).		
Goal 2 Our Staff To develop professional capability, always aiming for equity, effectiveness and excellence.	Our Current Position We are currently in a phase of becoming self-sustaining in our Relationship-Based Learning practices at Normanby School. We have one accredited Impact Coach on staff who leads RbL in our school. We have several teachers on staff new to, or recently introduced to the RbL approach as our common practice model. All our teachers need to be consistently using effective teaching strategies and practices in adaptive ways to promote equitable and excellent learner outcomes. Our processes, including collaboration, moderation and impact coaching, to improve the impacts of teaching on the learning and achievement of all our ākonga are continuously improving. In 2023 we began using the Te Mātaiaho progression model and Understand, Know, Do (UKD) elements to design topics and tasks for our ākonga, building on the Aotearoa NZ Histories strand of the Social Sciences learning area. This year our energy and efforts will focus on using the progression model (UKD) in the refreshed learning areas of English and Mathematics & Statistics.		
Goal 2 Targets	<ul style="list-style-type: none"> Student achievement data in literacy and maths will illustrate that 80% or more of our students are achieving at or above the expected curriculum level which can, in part, be attributed to improved relationships and teacher capability through embedding the culturally responsive RbL pedagogy. Teachers' profile evidence collection will show growth over time, with movement towards the north-east becoming evident Voice collection will illustrate improvement over time in how well ākonga UNDERSTAND what they are learning, KNOW how and why they are experiencing success in their own learning, and can demonstrate that learning through the relevant and cognitively challenging tasks designed for them (DO). 		
Goal 2 Initiatives and Outcomes 2024	Key Actions	Responsibility, Resources and Time Frame	Key Outcomes and Success

2.1 Strengthen understanding of our common code of effective and culturally responsive teaching practice (Relationship-based Learning), including implementing change in how we engage in open, constructive conversations about the opportunities for sustained improvement.	2.1a Attend South Taranaki Kāhui Ako RbL Research workshop.	Term 1 All staff	<ul style="list-style-type: none"> Develop school-wide knowledge of the research behind Relationship-based Learning
	2.1b Attend South Taranaki Kāhui Ako RbL Cafe - 'Agentic Positioning' workshop (and any other RbL profile sessions as they become available)	Term 1 - 4 All staff	<ul style="list-style-type: none"> Develop school-wide understanding of the Relationship-based Learning profile and pedagogy
	2.1c Formulation of school-wide PGC goal - RbL Profile Part 1.1: Agentic Positioning	Principal All classroom teachers	<ul style="list-style-type: none"> Collective commitment to making a difference in the area of agentic positioning - rejecting deficit explanations for student learning.
	2.1d Teacher observations with voice collection and Impact Coaching	RbL Impact Coaches All classroom teachers 1 full observation and termly snapshot observations	<ul style="list-style-type: none"> Impact coaching data will track change/improvement. We aim to see evidence of shift to the 'north-east'
	2.1e North-East monitoring (co-construction) / Group Coaching / Moderation meetings	Termly Impact Coaches / Team Leaders / Principal All classroom teachers	<ul style="list-style-type: none"> Build teacher knowledge and understanding around being an effective 'North-East' teacher, and to engage in deliberate, systematic processes and reasoning, leading to improved outcomes for all learners.
2.2 Continue to implement <i>Te Mātaiaho</i>, the refreshed New Zealand Curriculum in order to strengthen what we do so that all ākonga excel and experience success in their learning.	2.2a use the NZC English Getting Started Guide to: <ul style="list-style-type: none"> explore the revised English learning area familiarise staff with the progression model and the three interwoven elements of Understand, Know, and Do work towards using the Understand, Know, and Do structure to design topics and tasks. 	Senior Leadership Team Classroom teachers	<ul style="list-style-type: none"> Build our collective awareness and grow our understanding of the refreshed English and Mathematics and Statistics learning areas within Te Mātaiaho.
	2.2b use the NZC Mathematics and Statistics Getting Started Guide to: <ul style="list-style-type: none"> Learn about the key changes in mathematics and statistics Find starting points to explore and use the refreshed curriculum content Connect to resources, guidance material, supports and PLD 		
	2.2c Embed and sustain the refreshed Te Ao Tangata/Social Sciences learning area.	Team Leaders All classroom teachers	<ul style="list-style-type: none"> Teacher collaboration to design learning experiences that weave the three elements of <i>Understand</i>, <i>Know</i>, and <i>Do</i> together so that student learning is deep and meaningful.
Monitoring and Evaluation of Goal 2 Initiatives and Targets			
Goal 3 Our Community To engage our community to be	Our Current Position Normanby School has been a central hub of the township of Normanby since the first school was built in 1876. Our hope is for a strong connection with our community always. We want our parents, our whānau, our hapū, our iwi, and our families, to be involved in the life of our school. We want to develop our existing knowledge about the place we stand upon, the people who live here and those who lived here in the past. Our South Taranaki Kāhui Ako are continuing to engage with local iwi to facilitate kāhui-wide professional learning opportunities. We would love to learn the stories of our		

<p>actively involved in the life of our school and continue to build positive and meaningful community partnerships.</p>	<p>people and our area, and gain clarity around our school's own pepeha. We want to establish meaningful, reciprocal, educationally relevant relationships with our communities, in ways that work for our communities.</p> <p>We have a wonderful opportunity this year to engage with the Maori Achievement Collaborative, a professional learning and development pathway by principals for principals focused on changing education outcomes for Māori students. In all: "Leaders helping leaders to become better leaders!" It is visionary and transformational and aims to build the capability of schools to inquire into, recognise and delete barriers impeding improved educational and cultural outcomes for Māori in partnership with students, whānau, hapū and iwi.</p>		
<p>Goal 3 Targets</p>	<ul style="list-style-type: none"> • Voice collection will illustrate changes over time in what the perceived enablers and barriers to student learning are at Normanby School. • MAC Strategy: Building knowledge based on prioritised bodies of knowledge and needs identified through inquiry. • MAC Strategy: Facilitating the understanding of key concepts, strategies and documents and developing tools and plans to confidently and competently implement them in school. 		
<p>Goal 3 Initiatives and Outcomes 2024</p>	<p>Key Actions</p>	<p>Responsibility, Resources and Time Frame</p>	<p>Key Outcomes and Success</p>
<p>3.1 Connect with and work in partnership with whānau, hapu and iwi to foster reciprocal learning centred relationships.</p>	<p>3.1a Engage with parents and whanau through school events, hui, and surveys:</p> <ul style="list-style-type: none"> • Term 1 Head Start Hui • Term 3 Learning Conferences • Parent Information Evenings • Real-time reporting on SMS Hero • Whanau days • Working Bees • PTA events • School Production and Prize Giving • Targeted surveys • Community Feed on SMS Hero • Caregiver Communication on SMS Hero • School Facebook page 	<p>All staff All students Whanau and parents Wider school community</p>	<ul style="list-style-type: none"> • Strengthening meaningful, educationally significant connections, communications and relationships with Māori whānau, hapū, iwi and parents, families and communities. • School processes and practices for consultation are improving with Māori whānau, hapū iwi and parents, families and communities • Community collaboration is strengthening to enrich opportunities for students to become confident, connected, actively involved learners. • Learner outcomes are well promoted
<p>3.1b South Taranaki Kāhui Ako engagement and professional learning opportunities with local iwi</p>	<p>Principal All staff STKA ASTs and WSLs</p>		
<p>3.1c Māori Achievement Collaborative engagement:</p> <ul style="list-style-type: none"> • A series of facilitated cluster hui per year • A specified number of 1:1 facilitated hui with each school • A one day facilitated regional Wānanga • A 3-day National Wānanga - Marae based: Living by Māori values. 	<p>Principal</p>		
<p>3.1d South Taranaki Kāhui Ako Voice collection</p>	<p>Term 3 Parent/Whanau group Student group Leadership group Support staff group Teacher group STKA trained voice collectors and voice 'cleaners' and 'sorters' (e.g. Cognition Education)</p>	<ul style="list-style-type: none"> • Identified perceived enablers and barriers to student learning at Normanby School 	
<p>3.2 Increase our understanding, expand our knowledge & use of te reo me ōna</p>	<p>3.2a Support staff who commit to additional professional development in learning te reo Māori me</p>	<p>Principal Staff opting to take on extra study</p>	<ul style="list-style-type: none"> • Staff personal/professional growth and commitment to meeting the Standards for the Teaching

tikanga and mātauranga Māori.	ōna tikanga (Te Ahu o Te Reo Māori)	One weekly meeting after school Two times 2-day Wānanga	Profession: <i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</i> by practising and developing the use of te reo and tikanga Māori.
	3.2b Scheduled Te Reo Māori me ōna tikanga lessons in daily timetabling, and provision of resourcing to enable teachers to provide language learning opportunities to all students.	Daily lessons in all classes Long term planning using Wai Ako school subscription Levels 1 and 2: Beginning to use te reo Māori. All students All staff	<ul style="list-style-type: none"> Improved confidence to speak te reo Māori in both students and staff Improved knowledge of te reo Māori kupu and everyday phrases Giving effect to Te Tiriti of Waitangi
	3.2c Welcome our new tutor and re-establishing our Kapa Haka	Whaea Bee (supported by Whaea Shavorn and Whaea Irma) All staff All students Performance group	<ul style="list-style-type: none"> High engagement levels Giving effect to Te Tiriti of Waitangi
	3.2d Engage with MAC, STKA and Resource Teacher of Māori for professional learning opportunities to support staff to experience deep learning in relation to te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.	Principal All staff Outside providers	<ul style="list-style-type: none"> Māori learners are well-supported to achieve success with a strong sense of their cultural identity. Giving effect to Te Tiriti of Waitangi
Monitoring and Evaluation of Goal 3 Initiatives and Targets			

<p>How our 2024 Annual Implementation Plan will give effect to Te Tiriti o Waitangi</p>	<p>We do this by:</p> <ul style="list-style-type: none"> working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori Track achievement data to ensure equitable outcomes for Māori students providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori. <p>Normanby School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.</p> <p>Partnership</p> <p>Normanby School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.</p> <p>We consult with our local Māori community on the development of our strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).</p> <p>Protection</p> <p>Normanby School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia, Ka Hāpaitia</p> <p>We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.</p> <p>We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).</p> <p>Participation</p>
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	<p>Normanby School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.</p> <p>Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).</p>
Evaluation:	

Date ratified:	Date for publication: 31 March 2024
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