

Rotorua Central CoL – Strategic Plan 2021 - 2024

Achievement Challenges

2021

- Collate and review strengths and challenges for individual schools
- Support schools to consolidate effective teaching practice in Writing, Reading and Mathematics using Learning Progression Frameworks
- Connect teachers across our schools to develop collaborative inquiry into specific curriculum area development
- Connect & support teachers in the continued use of the PACT Tool

2022

- Continue to develop/embed the 4 strategic aims of 2021
- Support schools to provide professional learning for new teachers

2023

- Continue to develop/embed the 4 strategic aims of 2021/22
- Support schools to provide professional learning for new teachers

2024

- Support the sustainability of Professional Learning in Numeracy across the Kahui Ako Schools

Literacy & Numeracy – Supported by an ASL and two within School Representatives (literacy/ numeracy)

Culturally Responsive Pedagogy Localised Curriculum Supported by 2 x ASL's and a within school representative

- Collate and review strengths and challenges for individual schools
- Establish a personalised action plan for each school using the Theory of Improvement model
- Support professional learning needs for schools/teachers

- Increased knowledge, understanding and use of Local Histories
- Implementation and sustainability of localised curriculum

- Support sustainability of localised curriculum and culturally responsive pedagogy

- Support sustainability of localised curriculum and culturally responsive

Student agency, Transitions, Engagement and Culturally Responsive Practice

All learners show a 0.4 or greater effect size in Maths, Reading and Writing in one year.

Achievement Challenges

2021

2022

2023

2024

Engagement, Attendance & Transitions
Supported by LSC's & a within School representative /SENCO

- Collate and review barriers for Schools.
- Provide equitable engagement opportunities for at risk tamariki and their whanau
- Engage in PLD to improve programmes for students with additional needs
- Engagement, attendance and transition support teachers across our Kahui Ako
- Collate Learning Support Register (LSR) for each school and establish collective data needs and analysis

- Support sustainability of a holistic approach to engagement, attendance and transition challenges for tamariki and their whanau
- Provide equitable engagement opportunities for at risk tamariki

- Ongoing support to sustain a holistic approach to engagement, attendance and transition challenges for tamariki and their whanau

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Visible Learning Assessment Capable Learner
Supported by an ASL & a within School representative

- Teachers and students understand what they are learning, how they are going and where they need to go next, and can interpret assessment results and act on this understanding
- Provide opportunities for teachers to develop understanding of VL processes
- Initiate and evaluate Capability Assessment of all schools in VL

- Teachers and students exhibit the characteristics of assessment capable learners
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Student agency, Transitions, Engagement and Culturally Responsive Practice

All learners show a 0.4 or greater effect size in Maths, Reading and Writing in one year.



Central Kahui Ako Literacy and Numeracy Theory of Improvement

Goal - Support teachers and learners to develop

Short Term outcome

Teachers continuing to develop their knowledge and use of the Learning Progression Frameworks for effective teaching in Literacy and Numeracy.

December 2021

Medium Term outcome

Learning Progression Frameworks becoming more embedded with schools, being used by Kaiako and Tauira alike. Common language being used within and across our Kahui Ako cluster for effective teaching and learning within Literacy and Numeracy.

June 2022

Long Term outcome

Learning Progression Frameworks in Literacy and Numeracy embedded in all kura. Tauira and Kaiako aware of and using the LPF's to guide teaching and learning. Planning reflects the use of these. New staff provided with PD around how to use the LPF's effectively.



December 20



Central Kahui Ako Literacy and Numeracy Theory of Improvement

OUTCOMES	ACTIVITIES/ACTIONS	DEADLINE	PERSONNEL	SUCCESS CRITERIA (To show outcomes met)	MEASURES OF ACHIEVEMENT	KEY QUESTIONS
Teachers are using the Learning Progression Frameworks - Numeracy and Literacy to guide assessment and planning. Tauria and Kaiako use the language of the Learning Progression Framework to identify their successes and next steps in learning.	Teachers will engage in Kahui Ako TOD: - Best teaching practises - LPF and PaCT workshops on offer Hui - WSL with ASL - supports and celebrations within each Kura as well as opportunities to gather as a full team.	May 2021 Ongoing Term 2/3/4				What Impact are these actions having on student agency, engagement and/or achievement? How are we using the Learning Progression Framework effectively in our kura? Does our teaching practise follow the

	<i>Moderation Opportunities - WSL with ASL</i> - Coming together to moderate writing to ensure judgements are similar across kura.	Term 2/3/4			Moderation will show how judgements are being made - need for PD if there are big discrepancies	
	<i>Whānau Hui</i> - Kura offering opportunities to whanau for discussion and learning about LPF used in reporting to parents	Each Kura as needed				
	<i>Kaupapa based staff/team meetings - WSL</i>					
	<i>In class visits and teacher support</i>					

		Ongoing within each kura				
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<u>Schools Support Network Hui</u> - June 2021 Attendance - Whakarewarewa (Hinei), RI (Becks), Glenholme (Susan), Otonga (Gareth & Niel), RGHS (Sarah), RBHS (Anna & Noreen), Ngakuru (Rachel & Sue) • Workshops and learning around curriculum document refresh - why? *Bicultural *Ease of Use *Clarity * • Learning Progression and PaCT driving the Literacy and Numeracy Curriculum • High Schools - Assessment Readiness tool -PaCT - High school need to implement by 2023?	
<u>Sheena Cameron Writing Workshop</u> - June 2021 Attendance - All RI staff, Glenholme (Susan) • Best practice for proofreading and editing work for students • A common language for editing - does this need to be implemented across all of our kahui ako so students know what each symbol represents • Wrap Up time - how this can look in our classrooms - feedback feedforward for students - can cross over into other areas of learning too such as maths.	
<u>Rotorua Girls High School TOD</u> - July 2021 Becks to RGHS to share how integration and assessment looks within Intermediate classes Why? Assessment readiness - steering teachers away from teaching 'their subject' new ways and big changes - conversations will need to happen not just within but across departments - supporting the high school in this transition process - What do our primary classes have to offer as support?	
<u>ARB's and MAtematics Curriculum</u> Becks has been looking at the 'new' layout and use of the ARB's as they are linked to the LPF's and how teachers MAY use them within their programmes. Also looking at the layout of the Mathematics curriculum and the ways it is linked into the LPF's too. Some teachers haven't discovered this yet. To discuss these ideas at hui with other WSL's.	

Literacy Hui - Within Kura Leaders - Tuesday 3rd August

Present - Becks (RI), Jose (Whakarewarewa), Noreen(RBHS), Sarah(RGHS), Ruth & Matt(Otonga), Susan(Glenholme), Sue(Ngakuru) Raewyn(RI)

Apologies - Malfory, SDA -new Principal

Agenda

- Introductions
- Kura Goals - outline and share what each kura is achieving so far
- How are we implementing Learning Progressions to assist PaCT judgements - going backwards to come forwards
- Non-negotiables - Sheena Cameron's editing symbols - should we use them or something like it across all our kura so students have consistency?
- TOD - what did our colleagues get out of it? What ideas were brought back into classes?
- Other whakaaro
- **Kura goals** -all kura are really pleased to reflect on what was discussed and set as goals for this year (theory of improvement) So far all kura are well on the way to achieving what they had set out to achieve. Whakarewarewa have accomplished goals of implementing Quick 60 and will be looking at devising new goals when in discussion with ASL at the end of August. All kura report to enjoying' the process of delving deeper into the use of LPF's to support PaCT judgements. We are aware that we have had to come backwards to move forwards. Rotorua Intermediate are looking at linking the current Learning Progressions created from LPF's to the PaCT tool, to make judgement making time easier. Otonga kura are enjoying their journey so far. They are all on board with using these tools and as the year progresses, will continue to develop. Glenholme have/are embedding the Learning Progressions within planning for all teachers, using ideas from the CPT site itself to help with planning. RBHS and RGHS making good headway with the LPF's and getting each department on board. Sarah(RGHS) planning visits to another kura with Noreen, to see it in action - Orewa College. Becks and Jose to attend that visit as well (we have intermediate students at our kura so good to see how it flows across into the transition to the high school area. Ngakuru are happy with the way they are utilising the LPF's and thinking of ways to ensure new staff are familiar - could get in touch with Glenholme to see how staff induction are done.
- **Non-negotiables** - Becks shared the ideas that came out of a recent hui with Sheena Cameron and Louise Dempsey - editing focus. They shared how important it is to have the SAME and CONSISTENT editing tools/symbols when checking students writing, for students AND teachers. Discussion around if it would be beneficial for our whole Community to have the same type of thing as our students all flow onto each other and they wouldn't be learning a new symbol/tool each time they come across a new teacher/kura. Team liked the idea, so some will develop further - Becks to set up a team of three/four to look at - Junior school, Senior school, Intermediate and High schools.
- **TOD** - discussion around ideas that were taken back to kura as a result of TOD. A lot of guidance and support from the Glenholme and Wairakei workshops - ideas around how to plan and use, rather than 'one offs' using the ideas each day so it becomes the norm. Teacher have used the Wheku art ideas on the ipads back in class. The Pick a Path google forms have been used, and students are really enjoying using the different way to write their stories. Workshops around Autism and ESOL etc have opened some teacher eyes to be more aware of different learners and ways to support them. Brain breaks are being utilised in some classes - RI have this as an expectation built into daily programme.

- **Other Whakaaro** - Noreena and Sarah shared the changes to assessment readiness and what it means for High Schools, which then has a flow on effect for Intermediates and Primary schools. Students to be assessed against PaCT and reading level 4(end of) before they can start NCEA levels. Becks shared ideas around the ARBS and how they link to the LPF's - could be useful to help teachers make judgements if they are a little unsure about a student(s) but not to use these as the definitive assessment - OTJ still very important and using a variety of evidence, ARBs could be a part of that. Ruth (Otonga) will make contact with Jose(Whakarewarewa) in regards to using PaCT and other ideas that Whakarewarewa have implemented. Susan (Glenholme) happy to help assist kura as well in the journey, especially through planning and how to imbed the LPF's so it becomes the normal.
- We are wanting to have a couple of moderation meetings with each other. Later in term 3 and early term 4 - Becks to set up.

Maths Hui - Within Kura Leaders - Wednesday August

Present - Becks (RI), Desma (Whakarewarewa), Rachel(RBHS), Wendy (Malfroy) Cheryl (Otonga), Molly(Glenholme), Rachel (Ngakuru) Raewyn(RI)

Apologies - Sarah(RGHS), SDA -new Principal

Agenda

- Introductions
- Kura Goals - outline and share what each kura is achieving so far
- How are we implementing Learning Progressions to assist PaCT judgements - going backwards to come forwards
- Non-negotiables - Just like with our literacy should we develop non-negotiables of what should be included within a great maths session? Is this consistent across kura and our learning community?
- Other whakaaro
- **Kura Goals** - Kura are still focusing on Literacy with LPF's and PaCT. Maths will be a bigger focus for kura next year. RI has it as a focus for PLD this year as Level 4 needs to be completely understood - what is actually needing to be taught as a Level 4 session - Workshops are in place to help teachers gain ideas and knowledge about specific areas. Used each Tuesday. Whakarewarewa have implemented the ALIM programme and it is going very well. They are seeing some positive spin off's with it already. Desma is really happy with what is happening with their target groups. Glenholme are still enjoying the process of using the LPF's in planning directly - Molly outlined how they are looking for OPPORTUNITIES within teaching - coverage - and teachers are including these in planning ie: what cross strand teaching ideas are being taken out of some of the focus (integration number with measurement ideas etc. This is opening eyes and allowing for a little more coverage than teaching each strand on it's own. Ngakuru discussed ideas about how to get new staff on board. Also finds it frustrating when she (Rachel) rang the 'guru' having patai about LPF's and PaCT and he couldn't answer them - she had to tell him -w e all agreed that that is very frustrating - so what can we do about this?

Wendy shared ideas about how maths is running at Malfroy and are happy with the way things are tracking along there. RBHS are getting stuck into the ideas around PaCT and how to use it. Rachel shared thoughts about the massive changes coming into High Schools over the next year or so and teachers needing to get on board. Thai can be tricky for some teachers, but she thinks that it is starting to move along. • Non-negotiables - Just like with our literacy should we develop non-negotiables of what should be included within a great maths session? Is this consistent across kura and our learning community? Discussion around this and we will revisit again at our next hui. However, it was nice to hear that the way we structure the maths sessions in the primary sector (ie: warm up, learning, reflection) is how Boys high teachers structure their sessions as well. • Other whakaaro - Molly posed an excellent whakaaro/pata... teachers not having the confidence to teach at a higher level, so are keeping their students 'at' a level OR trying to get the more senior classes to take those students. We discussed how this is a very real problem - plus how important it is to expose our students to Higher level thinking within mathematics - not just keep them where they are because that's 'where they are' how do we encourage the wonderful aha moments of some students are being kept at a level. Rachel and Becks offered the services of teachers within their kura to help support Primary schools with the teaching of Level 3 and Level 4. We discussed running workshops/ inviting teachers to oru kura or going to their kura to help support - we will look at this towards the end of the term. Rachel said she'd love to come in to help teachers and support them in Level 4 thinking. • Wendy shared the ideas around Dimmock - how it is not a very good programme - no kura is using this within our Kahui Ako. • Becks closed with thanking all the kura and outlined how making the connections with each other from today is important. Also she will be coming into kura again later in the term to revisit goals set and set new targets if needs be with each kura.	
Orewa College Visit Who: Sarah (RGHS), Noreen (RBHS), Jose (Whakarewarewa) Becks (ASL and RI) Purpose: For us to see and hear how the College has implemented the LPF's and PaCT across their whole kura. How it worked by beginning with Year 10 then working it's way across the whole kura Why: The new changes for High Schools with assessment readiness for NCEA - PaCT seems to be the tool that MOE are going to get High Schools to use. Plus the curriculum refresh also utilises the LPF's. Visiting Orewa College will help our Kahui Ako high schools check if they are on a good path for implementing within their kura, what have they achieved so far, what possible barriers are and how to avoid them, by seeing it in action at Orewa. The College goes from Y7-Y13, so it is good for Jose and Becks to see this transition across the different year levels and how this might outlook for our students going into Boys and Girls High as Year 9's. Unfortunately this trip was postponed (right tha the last moment - we were actually sitting in the airport) due to the August 17th Lockdown (Covid.) There are plans in the pipeline for it to still go ahead later in the year.	
Lockdown - Aug - Sept 2021. Reflecting on what mahi is provided for whanau and students during this time - how each kura is managing our unique situation and what type of	

expectations each kura within our kahui ako has. Reading (FB)pages there seems to be a number of very stressed out kaiako across our country, continual zooming, assessments being given due to expectations - so just wanted to gauge where our kura are at and see if that rings true for us as well - especially in the primary sectors - different for High Schools.

[Pangarau Whakaaro](#)

[Reo Ataata Whakaaro](#)

Hui with Hinei - Tuesday and Wednesday wk 8

Conversation around getting ALiM and MST into our kahui ako

Already have Rotorua Intermediate (MST), Whakarewarewa (ALiM) and Malfroy ALiM) on this waka.

Get the ball rolling for this as a focus for other kura in 2022.

Becks to look into how this is implemented in kura to be able to sell it to those who don't have the programme going yet.

Info - [tki](#)

Putting together an editing poster for across kahui ako for kaiako to use so that all students and kaiako use the same symbols when proofreading and editing mahi - no confusion when transitioning from class to class or kura.

Also still gathering voice from each kura, whakaaro about lockdown.



Central Kahui Ako Cultural Responsiveness Theory of Improvement

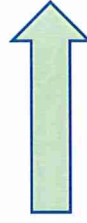
Goal - Support teachers and learners to develop a localised curriculum that is culturally responsive for teaching and learning opportunities.



Short Term outcome

Teachers are using their cultural knowledge to create or develop resources for their localised curriculum that results in quality teaching and learning opportunities for all students.

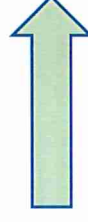
December 2021



Medium Term outcome

Teachers are using their cultural knowledge to implement the developed localised curriculum effectively.

June 2022



Long Term outcome

Localised curriculum is being fully implemented effectively across all Central Kahui Ako Schools.

December 2022



Central Kahui Ako Cultural Responsiveness Theory of Improvement

OUTCOMES	ACTIVITIES/ACTIONS	DEADLINE	PERSONNEL	SUCCESS CRITERIA (To show outcomes met)	MEASURES OF ACHIEVEMENT	KEY QUESTIONS
Teachers are using their cultural knowledge to create or develop resources for their localised curriculum that results in quality teaching and learning opportunities for all students.	Teachers will engage in Marae Visits: - Tikanga - Pohiri process	Ongoing	All Staff Te Taumata ASL – Kahui Ako	Teachers and students engaged in the processes	Itinerary for visits Student and Teacher reflections	What Impact are these actions having on student agency, engagement and/or achievement?
	Te Reo Classes (Te Ahu o te Reo Maori Programmes)	Ongoing	Te Taumata ASL – Kahui Ako	Teachers and Students speaking Te Reo	Resources/Guidelines for Pohiri process	What do we need to do differently to improve the cultural knowledge of our students?
	Wānanga/PLD/TOD - Trial He Pataka Korero - Marae or school based - Te Rangihakahaka	By July	Te Taumata (TOD as specified by the school and in consultation with ASL)	Classroom cultural resources being used	Teacher feedback	
		February/March		Classroom/learning environment reflects cultural responsiveness	Google Forms (survey) - Student voice - Whanau/Iwi/Hapu/Community voice	
	Local School Whakapapa				Collect Student Voice	

	- Whānau/Team/ House group <i>Whānau Hui</i> <i>Digital Technology</i> - Create their own stories - Haka/Waiata Kaupapa based staff/team meetings <i>Develop a Cultural Responsive matrix to measure growth</i> <i>In class visits and teacher support</i>	Term 2/3/4 Ongoing Ongoing	ASL – Kahui Ako ASL – Kahui Ako, Te Taumata ASL – Kahui Ako	Teachers are using the Matrix to measure student cultural knowledge.	Progress Report.	
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Assessment Capable Learners

Objective:

Knowledge and understanding of Capability Assessments. An ability to co-create a Visible Learning induction book for each school and establish video clips of exemplar Visible Learning practice.

Rationale:

We are striving to improve our students' assessment capability, because research tells us that children who are assessment capable are more likely to achieve. The various elements that help develop assessment capability, such as those listed below, are ones that according to Professor John Hattie's research, have the highest effect size on achievement.

Elements that influence students' assessment capability:

- Teachers' assessment capability and their capacity to share intentions and purpose with students
- Clarity of expectations for teachers to achieve and students to engage with
- Understanding of the purpose of 'learning progressions for both teachers and students to guide progress
- Use of *exemplars* to assist in clarity of expectations, including worked examples as part of an active learning programme
- Sharing of, and the understanding of assessment data by students, to peers, parents and teachers
- Feedback on measurable outcomes and feedforward for future progress from teacher and peers
- Students' ability to to know:
 - Where am I going? What are my goals?
 - How am I going? What progress is being made towards the goal?
 - Where to next? What direction needs to be undertaken next to better progress?

Achievement Challenges:

2021	2022	2023	2024
• Teachers and students understand what they are learning, how they are going and where they need to go next, and can interpret assessment results and act on this understanding. • Provide opportunities for teachers to develop understanding of VL processes. • Initiate and evaluate Capability Assessment of all schools in VL.	• Teachers and students exhibit the characteristics of assessment capable learners. • Initiate and evaluate Capability Assessment of all schools in Visible Learning.	• Teachers and students exhibit the characteristics of assessment capable learners. • Initiate and evaluate Capability Assessment of all schools in Visible Learning.	• Teachers and students exhibit the characteristics of assessment capable learners. • Initiate and evaluate Capability Assessment of all schools in Visible Learning.

Ngakuru School	
Seventh Day Adventist	Handbook: Creating, reviewing and making use of Visible Learning Handbook to clarify and embed expectations Effective Feedback: Developing consistent effective feedback expectations and strategies Literacy Learning Progression: Learners understand the Learning Progressions and are able to articulate where they are at and where to next. Visible Learning Handbook: Creating, reviewing and making use of Visible Learning Handbook to clarify and embed expectations Effective Feedback: Developing shared school wide expectations for effective feedback
Whakarewarewa School	
Glenholme School	Clarity of Visible Learning Expectations: • Visible Learning evident in every classroom (LI, SC, language, progressions, values & dispositions) • Using Learning Progression Frameworks in our planning • Using exemplars in our planning and teaching • Students understanding and sharing their PaCT reports Visible Learning Handbook: Creating, reviewing and making use of Visible Learning Handbook to clarify and embed expectations Effective Feedback: Developing consistent effective feedback expectations and strategies
Malfroy School	
Otonga School	Dispositions: Develop the Otonga dispositions of the Four Winds Feedback: Feedback using the PACT language, based around the learning progressions framework Effective Feedback: Schoolwide Feedback expectations are set. Feedback related to the Learning Intention and Success Criteria is embedded classroom practice. Learning Progressions: Embedding our RIS Learning progressions in the areas of reading, writing and maths. Learners can articulate where they are at on the Learning Progressions and where to next.
Rotorua Intermediate	
Rotorua Girls High School	Learning Intentions and Success Criteria: Consolidate the shared language of Learning Intentions and Success Criteria across our school. Feedback: Professional development in the giving and receiving of effective feedback.
Rotorua Boys High School	Visible Learning Handbook: Complete the RBHS Visible Learning Handbook of the guiding principles to ensure sustainability. Learning Progressions: Embedding our Learning Progressions at RBHS; consolidating tracking sheets with milestones which highlights progression.

Where to Next:

Glenholme Visible Learning Journey

- An opportunity for new schools / teachers to see the step by step journey Glenholme went through as the longest school on our journey

Within "Catch Up" - Wednesday 7th July, 1.30pm @ The Fainting Goat

- Introductions: To meet all of the Visible Learning Within leaders in each school for networking and collaborating purposes
- Share our individual Visible Learning goals for 2021 and a summary of what Visible Learning looks like in each school.
- To share our Visible Learning handbooks (for schools who have begun theirs)
- Identify focus areas for further Collaborative "Get Togethers"

Within "Catch Up" - Focus Requests

- Visible Learning Handbook
- Effective Feedback
- Learning Intentions / Success Criteria & Learning Progressions

Resource Bank

- Feedback Workshops
- Visible Learning Handbooks
- Progressions

