

Annual Plan Draft AOV - Innovative Learning

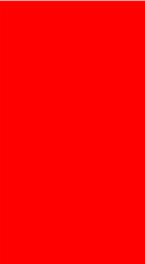
Activity/Output	RAG Analysis	Outcomes	Next Steps
Early development and learning about NPDL process (in line with Cluster NPDL timelines)	Green	5 teachers (3 leaders, 2 classroom teachers) have been involved in the development work and gaining shared understandings. School conditions rubric completed to provide baseline data for tracking progress over time. 2020 Annual plan closely aligned with 4 Dimensions of NPDL	Continue with CORE PLD as part of cluster project work. Include whole staff in PLD. Modify planning template to include NPDL elements - shared planning together.
Teachers will use the Silverstream Learning Framework to inform planning and teaching	Green	Both teams have made amendments to their inquiry planning templates (to reflect the different dimensions of the learning framework). Akō Iti Outcomes: Been the focus of iTime planning. Has helped to assess the class and see where the holes are, helped us to target teaching what the children don't know. More explicit teaching of the language. Akō Nui Outcomes: Has brought planning together - more consistency, greater understanding of the framework and how it links to our inquiry teaching	Make connections between learning framework and NPDL to create a unified (and simplified) learning model. Trial spotlight as a means of simplifying planning in Year 4-6
Implementation of Play.Sport in Year 4 team	Green	All three Year 4 classrooms enjoyed their involvement in Play.Sport and now have a much broader approach to lessons. Year 3 classrooms adapted iTime through a physical education lens and were used as a model school by Play.Sport facilitators for 12 educators from Wanganui to visit and observe.	Use NPDL framework to integrate Health and PE and to incorporate greater agency into lessons.
Work with other schools to contribute to the collaborative development of a consistent and coherent learning pathway for all students in Upper Hutt.	Amber	Initial draft of Coherent Pathways document was reworked using a bicultural lens. A revised Arotake (purpose statement) was then drafted and 4 main concepts have been developed; <ul style="list-style-type: none"> ○ Tuakiritanga - identity (includes whakapapa) ○ Ako ○ Whanaungatanga - relationships, where you connect to (including mana whenua) ○ Manaakitanga - care Each concept is supported by an essence statement, the role of the kaiako and essential learning.	Finalise draft and go out to Phase 2 testing design back in schools, including student and parent voice.

Red: Incomplete/Need to Accelerate

Amber: Still on track but slower than expected

Green: Complete/Going to plan

Annual Plan Draft AOV - Partnerships

Activity/Output	RAG Analysis	Outcomes	Next Steps
Hautu Self Review		Self review took place on Monday 25th November. Analysis and next steps in document shared with BOT	Next steps outlined in Review document
Work with parents to gain a shared understanding of expectations: <ul style="list-style-type: none"> • Positive Communication • Celebrating learning / Reporting • Learning partnerships 		Mid Year Feedback Survey Results (Shared at term 3 BOT meeting) showed significantly improved perceptions of the school's partnerships with families. 4 Learning Partnerships themes identified through Lisa's Sabbatical, and initial feedback shared with families. Review of Transition and Induction processes underway in Term 4.	Follow up Review of processes in relation to remaining 3 themes from Lisa's sabbatical: ~Culture Counts ~Quality Reporting ~Simple Learning Models
Participation in Upper Hutt Education network <ul style="list-style-type: none"> • UHEN PLD • All network groups have Silverstream representation 		Very positive engagement in the Upper Hutt Education Network this year, with representation at the following groups: Upper Hutt Principals Association, AP/DP Network, UPLIC, Lead Teachers Network, Kaitiaki Network, SENCO Network, Office Managers Network and the Coherent Pathways work party. In addition to the above working groups. Our Staff also participated in Cluster organised PLD in relation to: NPDL (5 staff involved), Upper Hutt Education Network Teacher Only Days (All teaching staff involved), Change Leadership (3 teachers involved), Culturally Responsive Practices (3 teachers involved)	Continued involvement in this network, particularly the NPDL pathway and work we do together in relation to Culturally Responsive Practices.
Grow networks within the parent community and wider Upper Community <ul style="list-style-type: none"> • Māori parents network • Pasifika networks • Multicultural Hui 		Prioritised Establishment of Partnerships network: 'Silverstream Connex' This is going really well with very enthusiastic engagement by staff and parents involved. Finished year with a very positive International Night. Māori parents network has not been established. Pasifika networks have not been established.	Build network for Māori families Improved relationships & consultation with iwi Consultation with various ethnicities Expand on International night with other cultures included.

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Annual Plan Draft AOV - Empowered Students

Activity/Output	RAG Analysis	Outcomes	Next Steps
Teachers explicitly teach and reinforce the language of Growth Mindsets and the Learning Pit		<p>Akō Iti Outcomes: Made a progression - teaching values in Year 1, Year 2 & 3 zones of regulation and introduce the learning pit etc</p> <p>Akō Nui Outcomes: Started well in first 2 terms - language still being used, NED show in Term 3 helped reinforce messages</p> <p>Me and My School survey shows improvement from 2017 - 2019 in the dimensions of “trying my best”, “keep going when things get hard” and “doing as much as I can”</p>	Continue to use language and reinforce messages about growth mindset
Student voice is integrated into classroom life and Professional Growth and Development systems		<ul style="list-style-type: none"> • Incorporated a student voice component as part of appraisal system • Learning programmes all incorporate student voice (to varying degrees) • Ako Iti using seesaw to share their voice themselves • Still some inconsistency in how student voice is acted on and implemented 	Strengthening how we use student voice - incorporating SV more explicitly in learning conferences.
Teams work collaboratively to build agentic practices, beyond voice and choice		<p>Akō Iti Outcomes: Real clarity about the role of the teacher in promoting agentic practices for children.</p> <p>Akō Nui Outcomes: Biggest growth area as a team - tied in with inquiry, students are more motivated and engaged.</p> <p>Overall self motivation, independence and self management has come a long way (we are particularly seeing this in improved behaviour across the school).</p>	Strengthen and continue to build on agency, particularly in writing contexts.
<p>All staff participate in Cultural Responsiveness PLD</p> <ul style="list-style-type: none"> • New strategies are transferred into classroom practice equipping children with a strong sense of identity and belonging 		<ul style="list-style-type: none"> • Staff and students have been sharing their pepeha and whakapapa as a first step (Akō Iti trip to HIBS demonstrated increased mana and sense of identity) • International Night was attended by many staff and families - recognising the value of celebrating our diverse community • Closer links to local iwi through the kaitiaki network, cluster Cultural Responsiveness Group and marae meeting. • Staff had much more specific evidence relating to their own CRP that they have shared during attestation meetings. 	<p>Matua Steve to visit again.</p> <p>Staff sharing personal whakapapa with.</p> <p>Support staff involvement in PLD</p> <p>Visits to Orongomai.</p> <p>Increase everyday use of Te Reo.</p> <p>deepen understanding of Tātaiako in relation to practice</p>
<p>All staff participate in Zones of Regulation PLD</p> <ul style="list-style-type: none"> • Use Zones in classroom programmes • Students are supported to self regulate independently 		<p>Shared terminology across the school - relievers also use.</p> <p>Haven't needed to be as explicit with ZOR toolkits etc as children are much more self managing this year.</p> <p>Now noticing parents using this language.</p> <p>Behaviour has improved over the course of the year. Less need for 'crisis' intervention, much more coaching and guiding of appropriate behaviours.</p>	Ako Iti classes continue to focus on Zones of Regulation, and Akō Nui classes beginning to implement Quality Circle Time.
Writing PLD reinforces agentic learning in context of writing		Feedback from PLD outcomes showed that teachers felt their ability to engage learners in writing had progressed. We also are better at providing children with authentic and meaningful writing experiences	Strengthen deeper levels of agency by involving students in goal setting and next steps discussions.

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Annual Plan Draft AOV - Empowered Staff

Activity/Output	RAG Analysis	Outcomes	Next Steps
Writing PLD <ul style="list-style-type: none"> • Shared high expectations • Consistency of Practice • Personal Inquiries • Strengthen systems around analysis of data and practice analysis conversations 		<p>Report shared at September BOT meeting. Aspects of the Writing PLD that were mentioned as most effective were:</p> <ul style="list-style-type: none"> - The learning and ideas around engaging children to write - Unpacking of goals and in-class support - Writing moderation - Mini-lessons - Syndicate discussions and learning sessions - Julie's approachability and gentle manner. <p>Writing data this year to be added once complete</p>	<p>Strengthen Agency in Writing. Integrate writing in more authentic ways Cross schools moderation. Teachers have a target group of high priority learners. Teachers unpacking individual student data to inform teaching steps.</p>
Refresh staff understanding of school wide behaviour expectations and systems		<p>Behaviour Review completed in Term 2 with a set of goals and actions to inform the Annual plan. Overall behaviour across the school has improved throughout the year.</p>	<p>Refresher training around behaviour data processes. Signage and expectations around the school.</p>
Develop shared understanding of Cultural Competencies		<p>Teachers are more confident learning Te Reo and Te Ao Maori. Teachers have a shared understanding of why pepeha is important for identity, and have prepared their own and shared with colleagues. Teachers have taught pepeha to their students and have a shared school goal of all Silverstreamers knowing their pepeha. Karakia used in all meetings All staff know the school song and cluster karakia.</p>	<p>Share pepeha training with support staff Noho Marae trips and activities establish links with iwi. Karakia integrated across the school All Silverstreamers knowing knowing the school song and actions. Further unpacking of Tātaiako and how it relates to teaching practice</p>
Refine systems to grow Teacher agency & authentic Teaching as Inquiry cycles (PG&D)		<p>This year we have further refined our Professional Growth and Development (PG&D) systems to add clarity to teacher inquiry. Changes to our coaching and goal setting template have been made to provide clearer connections with the professional learning we are doing in writing. Outcomes:</p> <ul style="list-style-type: none"> • Peer observations were really effective in building trust amongst staff • Everyone appreciated the opportunity to observe each other • Resulted in quality conversations about practice 	<p>Continue with peer observations Incorporate peer observations again next year. Strengthen connection between TAI processes and target students</p>

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