



# Cockle Bay School: *Annual Plan 2022*

Key for prioritising of actions in annual plan

Priority 1 - a Key focus of the year	Priority 2 - plan for this work to be done dependent on disruption	Priority 3 - an important focus, but if there is disruption these actions may be carried to 2023
--------------------------------------	--	--

## Strategic Focus: AKO (DESIGN)

*GOAL 1: Design a local curriculum in partnership with the community that focuses on student progress & achievement, learner agency and wellbeing.*

**Key idea: Student Progress and Achievement**

**Annual aim (target):** Accelerate the progress of all students in Mathematics in Year 3-6 and Reading Year 1-2.

Actions	Responsibility	Update on Outcomes
<b>Accelerated learning in Mathematics (NELP Priority 4 &amp; 6)</b> 1.Students apply the Learner Profile capabilities in mathematics in goal setting, use of student agency to plan next steps etc. 2.Implement measurement tools (including PaCT) to identify students, strengths, needs and achievements early in the year.	1.Phebe/ Catherine/ Amber/ Jenn/ Vicky  2.Phebe/ Catherine/ Amber/ Jenn/ Vicky	
<b>PACt (NELP Priority 4 &amp; 6)</b> 1.Unpack Learning Progression Framework in writing and mathematics to ensure teachers are confident, follow-up workshops 1-to-1 coaching. 2.Implement PACt schoolwide for writing and mathematics. Enter data on PACt for groups of students in each class. This will be used to support OTJs.	1.PhebeCatherine/ Amber/ Jenn/ Vicky/ Michelle M-B  2.PhebeCatherine/ Amber/ Jenn/ Vicky/ Michelle M-B	
<b>Accelerated learning in Reading (NELP Priority 4 &amp; 6)</b>	1.Marie, Michelle	

<p>1. Develop and implement a school-wide philosophy of teaching and learning in Reading. 2. Implement measurement tools to identify students, strengths, needs and achievements early in the year.</p>	<p>M-B 2. Dorothy, Phebe and Michelle M-B</p>	
<p><b>Key idea: Local Curriculum Design</b></p>		
<p><b>Actions</b></p>	<p><b>Responsibility</b></p>	<p><b>Update on Outcomes</b></p>
<p><b>Āheitanga</b> 1. Introduce Āheitanga to staff. 2. Consider how Āheitanga will form part of our curriculum. Show clear links between Āheitanga and Learner Profile. 3. Plan how we will use Āheitanga at transition points.</p>	<p>1. SLT and 4 appointed WSL teachers</p>	
<p><b>Pedagogy</b> 1. Support the vision of the CBS Pedagogy (<a href="#">triangle</a> model) with PLD for all staff.</p>	<p>1. Dorothy, Phebe, Rochelle, team Leaders</p>	
<p><b>Culturally responsive curriculum (<a href="#">NELP Priority 5</a>)</b> 1. Plan how Mātauranga Māori will be woven through CBS curriculum. 2. Interview all students who identify as Māori and record their strengths, pepeha, likes/dislikes, dreams on etap Learner profile. This is to deepen the relationship between students and teachers so the curriculum can be made relevant (<a href="#">NELP Priority 2, 3 &amp; 6</a>). 3. Seek to find ways to honour the treaty of Waitangi across the year. 4. Introduce basic phrases in Maori, Chinese, Japanese, Samoa, Tonga and other Pacific nations where students identify a history (<a href="#">NELP Priority 4</a>).</p>	<p>1. Dorothy, Phebe, Harry</p>	
<p><b>Learner Profile</b> (knowledge, capabilities of our learners) 1. Strengthen the knowledge component in the learner profile, starting with reading and mathematics. 2. Strategically plan for teaching of the Learner Profile in school wide inquiry planning.</p>	<p>1. Dorothy, Phebe, Team Leaders</p>	<p>I</p>
<p>Achieve Silver Enviroschool status</p>	<p>1. Sarah F-B and</p>	

<p>1. Staff, students and the community working collaboratively towards Silver status goals. 2. Work towards new enviro initiatives, eg. beehive on school grounds</p>	enviro team.	
<p><b>Wellbeing</b> 1. Introduce and implement Pause, Breath, Smile.</p>	Marie, Dorothy, Phebe	
<p><b>Key idea: Staff capability</b></p>		
<p><b>Actions</b></p>	<p><i>Responsibility</i></p>	<p><i>Update on Outcomes</i></p>
<p><b>New Curriculum refresh</b> 1. Team leader PLD for curriculum refresh 2. Team Leaders to work with DP to embed new curriculum in current themes. 3. Introduce Aotearoa Histories NZ, including 'understand, Know, do' and PLD with Tamsin Hanley (<i>NELP Priority 2</i>). 4. Include Howick 175years in PLD in Aotearoa histories curriculum refresh. 5. Use 'artist in residence' to further develop understanding of local history and culture. 6. Work with Confucius Institute and Chinese community to introduce teaching of Mandarin language and Chinese culture to Weka and Kotuku teams.</p>	Dorothy, Phebe, Harry, Team Leaders	
<p><b>Local Curriculum (Concept Based Learning, Pedagogy &amp; Learner Profile)</b> 1. Teachers make explicit links between big ideas/ concepts and learning experiences. 2. Teachers to make clear links in daily planning to Theme plan. 3. Explore how the inquiry model fits with teaching and learning. 4. Make links with local community resources.</p>	Phebe, Team Leaders	
<p><b>Culturally Responsive Pedagogy (<i>NELP Priority 2 &amp; 5</i>)</b> See <a href="#">Action plan</a> for developing a culturally responsive school.</p>	SLT, Harry, 4 appointed WSL	

<p>1. Develop an overarching statement about what it means to be culturally Responsive at CBS.  2. Define what 'culturally responsive pedagogy' looks like at CBS.  3. Explore key resources related to Culturally responsive teaching and learning eg. Tepasa/ Ka Hikitia /Hikairo Schema (<i>NELP Priority 3</i>)  4. All teachers to plan and teach (30 minutes per week) Te Reo and Tikanga Maori (<i>NELP Priority 5</i>).  5. Priority given kapa haka in school timetables.  6. Enhance Maori within the school environment eg. planting at Matariki  7. Board review of Hautū revisited.</p>		
<p><b>Wellbeing</b>  1. Wellbeing review, using data from:  2. Student Voice including PB4L data (<i>NELP Priority 1</i>).  3. Teacher Voice about wellbeing (<i>NELP Priority 1</i>).  4. Promote Health and Safety as a shared responsibility</p>	<p>SLT, Rochelle,  Catherine, Harry</p>	
<p><b>Build Leadership capacity of Middle Leaders</b>(<i>NELP Priority 6</i>)  1. All Team Leaders attend a leadership workshop focussed on curriculum design</p>	<p>External facilitator</p>	
<p><b>Build Leadership capacity for Senior Leaders</b> (<i>NELP Priority 6</i>)  PLG groups and attendance at NZPF/ APPA Conference.</p>	<p>SLT</p>	
<p><b>PB4L: Cockle Bay Way</b>  1. Consistently deliver the PB4L matrix and restorative practice and expectations across the school (<i>NELP Priority 1</i>).</p>	<p>Phebe, Catherine,  Team Leaders</p>	
<p><b>Strategic Focus: MAHITAH</b>  <i>GOAL 2: Strengthen partnerships with family, whānau, Waipaparoa Kāhui Ako and the wider community to support and enhance student learning.</i></p>		
<p><b>Key idea: Partnerships with Whānau</b></p>		
<p><b>Actions</b></p>	<p><b>Responsibility</b></p>	<p><b>Update on Outcomes</b></p>
<p>Open morning for parents to be invited into school (Pandemic</p>	<p>Team Leaders</p>	

<b>dependent)</b> 1. Each team plans for 2 opportunities for parents to come into school.		
<b>Coffee with SLT (Pandemic dependent)</b> 1. Plan out dates and times and advertise these.	1.SLT	
<b>Strengthen connections with Whānau (NELP Priority 2 &amp; 5)</b> 1. Discussion with Maori parents around 'Strive on' and parent input into school 2. Discussion with Maori parents on student progress, achievement and distance learning. 3. Explore connections with Umupuia Marae and continue to look for opportunities to work with Howick College Māori department and Matariki Marae. 4. Work collaboratively with the families of Māori, Pacific and those with learning support needs (including gifted) to promote engagement in school eg. IEP, cultural celebrations (NELP Priority 3).	1.SLT/Harry 2.SLT 3.SLT/Harry 4.SLT/Harry	
<b>Reporting to parents using a digital format</b> 1. Explore the potential of different platforms to inform parents in a timely manner of their child/ren's progress and achievement as part of the formal reporting process. 2. Embed Seesaw into Distance Learning pedagogy.	Rochelle, Phebe, Team Leaders	
<b>PTN</b> 1. Review of PTN constitution	Board	
<b>Board</b> 1. Review of Board Governance manual 2. Board induction for new members. 3. New strategic plan	Board  Dorothy	
<b>Key idea: Waipaparoa Kahui Ako</b>		
<b>Actions</b>	<b>Responsibility</b>	<b>Update on Outcomes</b>
Collaboration with kahui Ako	SLT and 4	

1. Actively participate in; the development of the new Achievement Challenge, transition rubrics and Āheitanga. 2. Introduce Āheitanga to staff (also listed under local curriculum).	appointed WSL	
<b>WSL</b> 1. Work with Within School Leaders (WSL) to further the goals of the school/kahui ako and their own professional growth	SLT and 4 appointed WSL	

### Strategic Focus: KAITIAKITANGA

*Goal 3: Provide a bi-cultural, future focussed learning environment that meets the needs of our school community. Our school environment will be fully identifiable as a school of Aotearoa.*

#### Key idea: Property initiatives

<b>Actions</b>	<b>Responsibility</b>	<b>Update on Outcomes</b>
Toilets	Board	
Communication system	Board	
Office/ admin upgrade	Board	
Classroom upgrade for Room 5 & 6	Board	
Drainage	Board	
Mitigate risks around Kiss n' go	Board	
Complete review of cyclical maintenance	Board	
Asset register update	Dorothy/Ginny	
Explore possibilities of additional classroom	Board	
Explore possibilities of Nature trail	Phebe	