



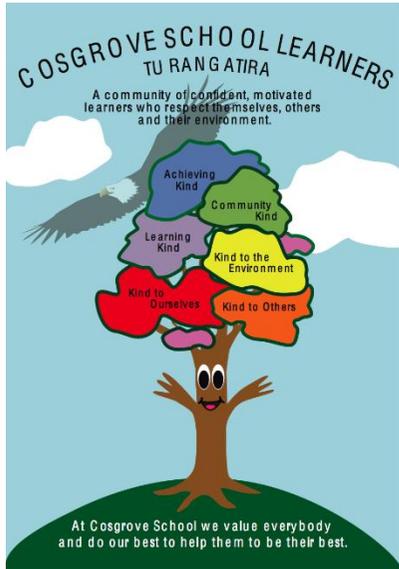
Cosgrove School

Strategic Plan and Annual Plan 2023-25 2024 edition

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Vision Statement

To develop a community of motivated learners who respect themselves, each other and their environment.



Mission Statement

To improve learning outcomes by building a 'kind' school through engaging our whole community to value learning, themselves, and others.

Values Statement

To provide a safe, supportive and inclusive environment by developing a culture of positive respectful relationships through the implementation of the Cosgrove Way.

Aims:

The aims of a whole school positive behaviour approach are:

1. To promote teaching and learning.
2. To enhance the pupils' self-esteem and encourage self-respect and respect for others.
3. To encourage pupils to develop their independence through becoming responsible for their own behaviour and achieving self-discipline and self-control.
4. To develop interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolution skills.

These aims contribute to:

1. Educational achievement
2. Emotional security
3. Personal growth
4. Moral development
5. Socialisation

Cosgrove school values centre around “The Cosgrove Way.”

Introduction:

In 2009 the Six Kinds were introduced to the school.

Kind to Myself

Kind to Others

Kind to the Environment

Learning Kind

Achieving Kind

Community Kind

These became the school values and were depicted in the form of a tree. In each class there is a poster of our learning tree and there are several around the school. The poster includes an eagle. The eagle originates from the statement “If you want to fly like an eagle don’t hang around turkeys.” Eagles are those seen doing the Six Kinds. At Cosgrove School, we encourage all to become eagles.

In 2016 the school embarked on further improving learning outcomes by being involved in Positive Behaviour for Learning (PB4L) and becoming a PB4L school. Also during that year, we looked at Jenny Mosley’s Golden School (GS) model. While we see that PB4L being beneficial for the school we also acknowledge that implementing the requirements of being a GS in its entirety, covers most if not all of the requirements of being a PB4L school. As a result, at Cosgrove, we have chosen to go down the GS road and have renamed it, the “Cosgrove Way” as it still includes our core values coming from the Six Kinds.

COSGROVE BOARD

The board emphasises strategic leadership rather than administrative detail, has a clear distinction of board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive.

MANAGEMENT

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.

Education Act 1989, Section 75 and 76

The legal responsibility of boards of trustees is determined by section 75 of the Education Act 1989:

s.75 Boards to control management of schools—

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals—

A school's principal is the board's chief executive in relation to the school's control and management.

Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal—

Shall comply with the board's general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day-to-day administration.

THE SCHOOL AND ITS COMMUNITY

Cosgrove School is a co-educational primary school catering for 520 (end of 2022) Y1-6 students. An effective property management plan ensures an attractive working environment providing areas that are multi-purpose. A school library/learning hub in the two-storey classroom block sit beside attractive play areas and fields. The school provides high quality educational opportunities for its students. A very positive ERO report in 2016 substantiated this and feedback from community surveys further verifies high levels of support for the school, staff and programme delivery. The school has grown substantially over the past few years due to the growing positive reputation and the fact we had no enrolment scheme. However, with the introduction of an enrolment scheme we are seeing the roll slowly decline to a much manageable level.

NATIONAL EDUCATION PRIORITIES

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p>1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
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PRIORITIES	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Rigorous self-review systems underlie a reflective school culture to improve delivery and effectiveness in all areas of our operation.

STUDENT ACHIEVEMENT

Cosgrove School aims to accelerate student achievement in order to ensure students are "at or above " curriculum levels before they leave to go into Year 7.

Generally, the students are achieving at the following curriculum levels:

Junior school - working and achieving at Levels 1-2

Senior school - working and achieving at Level 2-3

Each year reliable normed along with unnormed achievement data is analysed to measure effectiveness of programmes and provide information for programmes of professional development and resourcing.

CULTURAL DIVERSITY

The school community is multi-cultural with several nationalities represented. There is a constant change occurring in the make-up of the school. Currently Maori 40%, Pacifica 38%, European 11% and Asian 11%. The values and concepts underlying the Treaty of Waitangi contribute to a school wide philosophy of manakitanga, aroha and mana. The school kaumatua and proactive parents support the school to ensure we cater and nurture for all members of our learning community. The school has a commitment to fostering effective home'/school partnerships as seen within the strategic direction, as the most effective tool in raising student achievement. The school recognizes that the student's background, culture and family have an influence their learning and achievement outcomes. The more we value and recognise these factors in our school, the more we will realise the potential of this partnership with parents.

NATIONAL CURRICULUM STATEMENTS – delivery through the -

Learning areas:

- English
- Mathematics
- Technology
- Science

Key Competencies

- | | | |
|---|--|--|
| ➤ Social
Science | ➤ Managing Self | ➤ Thinking |
| ➤ Health &
Well Being | ➤ Relating to
Others | ➤ Using
Language,
Symbols and
Texts |
| ➤ The Arts—
Dance,
Drama,
Visual Art,
Music | ➤ Participating
and
contributing | |

Cosgrove School Board has documented and monitors the implementation through the following documents:

- : Charter and Strategic Plan
- : Annual Development Plan
- : 5 Year Property Plan
- : Policy
- : Procedure Handbook – A-Z Folder (procedures)
- : Schemes of Work and Planning Folder
- : Performance Management System
- : Budget and Audit Reports
- : School Self Review process
- : Assessment CARR (collection, analysis, report, recommendations)
- : Behaviour Management Plan
- : Child Protection Handbook

- : Administration Files: Meeting Minutes, Correspondence, Parent Communication
- : Ministry Circulars, Gazette notices, NZSTA

Cultural diversity and Maori/Pacifica and Special Needs and Pasifika dimension

How the school will reflect New Zealand's cultural diversity?

Pacific Rim Group

- Kapa Haka groups
- Samoan Group
- Indian Group

Classrooms teachers to integrate and use Te Reo and Tikanga

Children attending cultural festivals.

How the school will reflect the unique position of the Maori/Pacifica and Special Needs culture?

School has a recognized kaumatua who participates fully in school occasions where appropriate.

Reporting to community on progress of Maori/Pacifica and Special Needs children

Maori/Pacifica and Special Needs protocol is an integral part of school culture: powhiri, blessings,

A school a philosophy for creating successful learners aligning PTC, Ka Hikitia, Taitiako, and Pacifica Ed Plan as a guiding document

What reasonable steps will the school take to incorporate tikanga Maori/Pacifica and Special Needs (Maori/Pacifica and Special Needs culture and protocol) into the school's curriculum?

Kapa Haka groups promote tikanga Maori/Pacifica and Special Needs and Te Reo at all levels of the school

What will the school do to provide instruction in te reo Maori/Pacifica and Special Needs (Maori/Pacifica and Special Needs language) for full time students whose parents ask for it?

A school wide Te Reo Maori/Pacifica and Special Needs programme being developed and will be implemented and revised.

What steps will be taken to discover the views and concerns of the school's Maori/Pacifica and Special Needs community?

Annual hui to report on Maori/Pacifica and Special Needs achievement across the school.

This provides an opportunity for discussion on Maori/Pacifica and Special Needs achievement and initiatives across the school.

Pasifika

What reasonable steps will the school take to incorporate Pacifika culture

Pasifika cultural groups

What steps will be taken to discover the views and concerns of the school's Pacifika community?

Meet each year to:

Annual report to the community.

Annual reporting on achievement.

Receive feedback on current issues.

Communicating with local Pacifika community

CREATING SUCCESSFUL LEARNERS

Cosgrove School is multicultural school, with a high percentage of **Maori/Pacifica and Special Needs**, a growing number of **Polynesian**, a lower percentage of **European** and some **Asian** children in attendance.

We acknowledge and are committed to implementing accelerated learning and teaching strategies which reflect the diversity of our school. We believe the principles which uphold the dominant cultures in our school of Maori/Pacifica and Special Needs and Pasifica are applicable to all cultures and to this end, embrace the concept of **Ako as defined in Ka Hikitia 2008**.

AKO describes a teaching and learning relationship where the educator is also learning from the student and where educators' practices are informed by the latest research and are both deliberate and reflective (Ka Hikitia, 2008).

AKO is grounded in the principle of reciprocity (i) recognising that the learner and whanau cannot be separated (ii) the learner and the educator cannot be separated.

We understand the reciprocal nature of educating a child and strive to apply teaching practices which acknowledges student culture and builds on what they know.

As a learning community we believe the **values** enconced in our '**Kinds**' **tree** to be linked with **AKO**, forming the foundation on which the culture of our school is built.

Culture Counts: knowing, respecting and valuing who students are, where they come from and building on what they bring with them.

Productive Relationships: Maori/Pacifica and Special Needs students, Whanau, hapu, iwi, educators and all stakeholders within the school community sharing knowledge and expertise with each other to produce better mutual outcomes for all learners.

We believe accelerated learning:

- is learning how to learn
 - meta-cognition
 - thinking
 - organising and reorganising information
 - solution orientated
 - creative
- happens at both school and home
- is engaging, animated and active
- involves making meaning
- allows us to make informed decisions / choices

- builds confidence, self-esteem and a belief in oneself
- to be a developmental journey
- ignites a thirst for understanding, knowledge and innovation
- creates visions and dreams
- is achievable
- Home School Partnerships

We believe learning enables all people to understand the world in which they live and to find their place in it knowing they make a difference.

Children Learn Best:

- Children learn best when their physical and emotional needs are met and they are central to the learning process taking ownership of their learning:
 - being part of the decision making about what they would like to learn
 - setting goals and working towards achieving them
 - being able to discover answers to their questions
 - knowing where they are at in their learning
 - understanding what their next learning steps are
 - knowing where to go to find information or get support
 - through collaboration and shared learning experiences
- When they are in a secure environment which reflects them and their culture, giving them a sense of belonging
- When the environment they are in fosters the development of quality relationships between teachers and children, and children and children.
- By engaging in purposeful and interesting learning tasks which are achievable, allowing them to meet with success

For Successful Accelerated Learning to Occur Teachers:

Need to be organised

- with activities and resources identified and ready
- understanding and implementing the principals of Assessment for Learning effectively to direct the learning and teaching
- by making Learning Intentions and Success Criteria explicit and visible around the room

Need to build strong Home and School Partnerships

- actively encourage open communication by building strong home and school partnerships with parents, whanau and caregivers
 - Productive partnerships – educators, Maori/Pacifica and Special Needs students, their Whanau, iwi, hapu sharing knowledge and expertise with each other
 - listening as much as talking
 - sharing information
 - dialogue
 - providing feedback
 - increasing understanding (*Graham, J. 2003*)
- Having an open door policy where, at the convenience of both teacher and parent, opportunities are available to address successes and concerns face to face (kanohi e te kanohi)
- Reporting to parents, Whanau and caregivers is transparent, specific and in line with National expectation:
 - What the child can do
 - What the child is learning / focused on
 - What the child's next learning steps are
 - How parents, Whanau and caregivers can help at home

"Individuals or groups are in partnership when they each accept some responsibility for solving a problem or achieving a task, and establish processes for accomplishing the task that promotes learning and shared power over decisions related to partnership." (Timperley, H. & Robinson, V. 2002)

Need to provide an active and engaging learning environment where children take ownership of their learning

- Interactive learning between:
 - Teacher and child / children (groups & whole class)
 - Peers
 - In small groups which may be mixed ability, social, across levels, like interests,
- Children have input into their learning
 - Help to decide what themes / or topics could be the focus
 - Inquiry learning where children frame the questions to be investigated

- Positive environment:
 - Children feel safe to take risks and mistakes and errors are accepted as part of learning
 - Every child and culture is acknowledged and valued
 - Learning experiences which cater for different learning styles and build on the 'intelligences' each child is strongest / weakest in are planned for
 - Taking responsibility and independent learning skills are taught
 - Assessment of the children's learning is based on Assessment for Learning and is a natural part of the learning / teaching cycle

- the physical environment is conducive to learning:
 - learning centres for curriculum areas are clearly visible
 - resources are organised, labelled and accessible
 - Tidy with children's work on the wall which is reflective of the children's learning
 - Learning intentions and success criteria are displayed appropriately
 - Children have access to learning intentions and success criteria
 - The children's progress is visible e.g. reading rocket / kete, progress ladders, writing trains

**Ka Hikitia – Managing for Success / Maori/Pacifica and Special Needs Education Strategy
Pasifika**

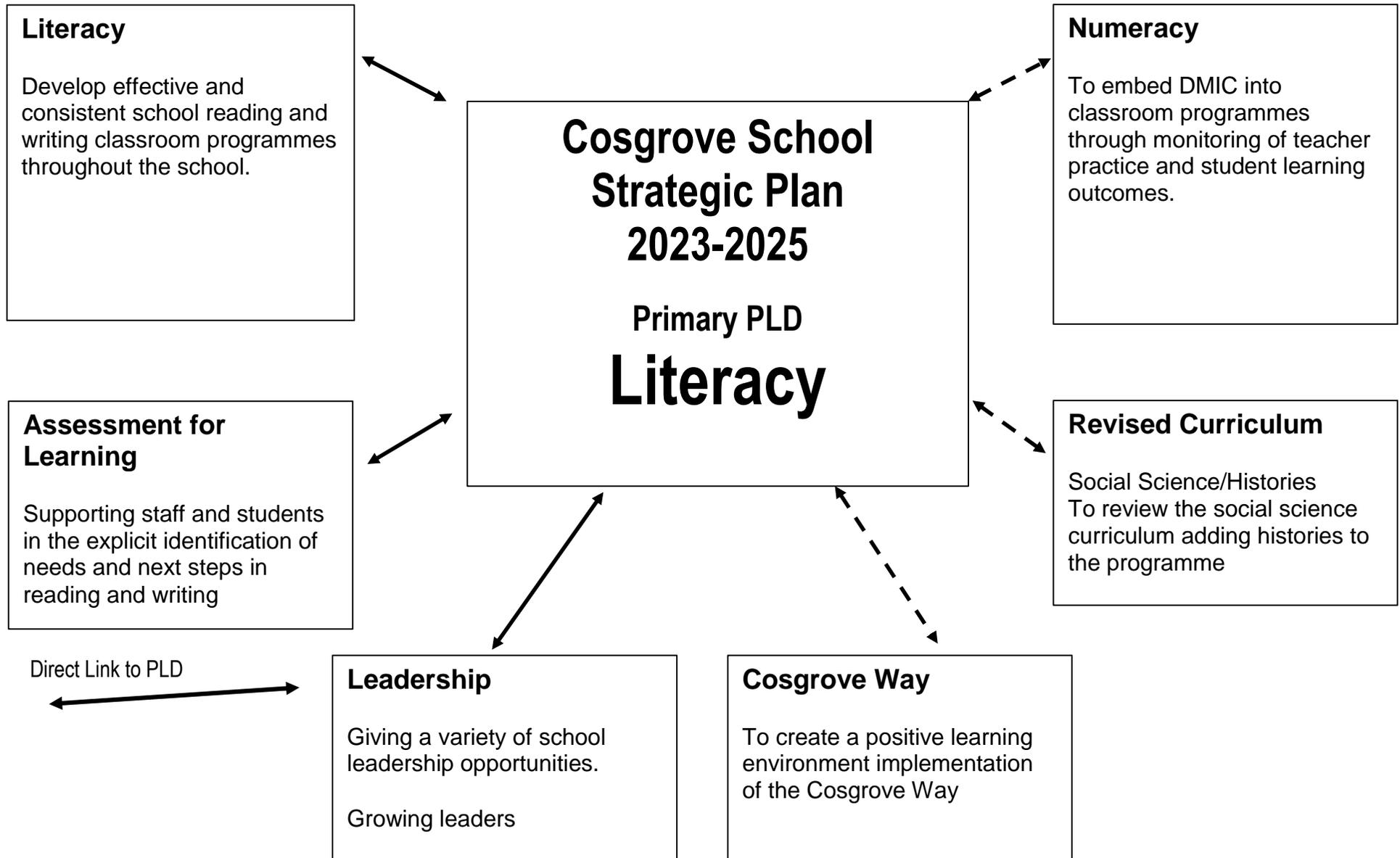
- Children are valued for who they are, their culture is acknowledged, included and viewed as a cultural advantage – not a problem
- The values and attitudes they bring to their learning are understood and built upon
- Where possible, cultural perspectives are incorporated into learning
- Expectations are high – there is no deficit model, all are able to achieve success
- Collaborative learning (**AKO**) is central – group strategies to deepen and refine thinking, peer assessment to enhance reflective learning practices
- Talk is encouraged – to ask questions, explain things, describe points of view or to think aloud
- Home and school partnerships are fostered

**Kura tu, kura ora, kore mate –
A school that is alive, vibrant and standing together will not die**

Children with Special Needs

Within this charter it is accepted that children with special needs will be given equal opportunity to develop to the best of their ability and where funding is available extra resources will be directed specifically towards helping them develop. This extra resourcing could be physical or personnel or both.

Cosgrove School
Strategic Plan
2023-2025



Goal 1: Literacy

Where have we come from with developing

We have spent a number of years working with consultants to improve the literacy learning of the students at Cosgrove. In 2019 the PLD came to a conclusion but COVID came to our shores. Over the past two years with COVID and home learning we have seen a drop in the learning outcomes of the students. It was also evident that, while the PLD was of a high quality, there were still huge inconsistencies in the practice of delivering quality literacy lessons between classes.

Research has shown there is a noticeable rise in student attainment when there is high and consistent teaching practices within each classroom.

One of the major goals of this PLD is to reduce the variance of practice in delivering quality literacy between classrooms.

<u>Strategic Goal</u>	<u>Strategic Goal Development</u>	<u>Year</u>	<u>Expected Outcomes</u>
1.1: To lift student achievement by developing effective and consistent school reading and writing programmes within each classroom.	1.1.1: Timely collection of reading and writing assessment information to inform planning and professional development - Raising the quality of teaching to meet needs of diverse students	2023-25	1.1.1a: Student data is used to inform decisions on content and nature of reading and writing (2023-25) 1.1.1b: Teacher's observations inform direction and goal setting. (2023-25)
	1.1.2: Based on evidence of teacher's and student's needs, professional development is undertaken to improve teaching	2023-25	1.1.2a: Teachers reflect on their own learning needs and those of students when enquiring into the effectiveness of their pedagogical content knowledge. (2023-

<p>1.2: Review Literacy in line with the implementation of the Refreshed Curriculum</p>	<p>practices and pedagogical content knowledge, first in reading then in writing.</p> <p>1.1.3: Best practice is embedded into reading and writing through mentoring and observation in order to lift student achievement in literacy.</p> <p>1.1.4: Sustainable whole school approach to teaching and learning of reading and writing is developed.</p> <p>1.1.5: Effective staff development and classroom teaching is monitored.</p> <p>1.2.1 Review documentation received and make adjustments accordingly related to our local curriculum</p>	<p>2023-25</p> <p>2023-24</p> <p>2024-26</p> <p>2024-26</p> <p>2024-25</p>	<p>2025)</p> <p>1.1.3a: Teaching of reading comprehension and writing will reflect best practice and research for raising student achievement. (2024-2025)</p> <p>1.1.3b Coaches/mentors trained to assist classroom teachers improve and support best literacy practice.</p> <p>1.1.4a: Leadership, mentoring, teaching guidelines and resources support best practice. (2024-25)</p> <p>1.1.5a: Bi-annual review of the effectiveness of staff development. (2024-25)</p> <p>1.2.1a Documentation reviewed and implemented into our local curriculum</p>
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Goal 2: Sustainability Through Effective Leadership

Skilled leadership is the key to improving practice within Cosgrove School. Developing effective leadership will lead to ensuring teaching practice is of a high quality.

Literacy development will be the vehicle to develop effective leadership.

<u>Strategic Goal</u>	<u>Strategic Goal Development</u>	<u>Year</u>	<u>Expected Outcomes</u>
<p>2.1: To build effective leadership capacity within the school in order to effectively lead and promote a consistent high standard of teaching and learning within each classroom.</p>	<p>2.1.1: To grow and develop leaders and mentors along with possible pathways for aspiring leaders, using literacy development as an avenue.</p>	<p>2023</p>	<p>2.1.1a: Identified leaders that would like to grow their skills.</p> <p>2.1.1b: Leaders work with literacy consultants to develop their literacy practice and mentoring and coaching skills.</p>
	<p>2.1.2: To provide leadership development opportunities in order to ensure sustainable management of curriculum development, teaching and learning initiatives.</p>	<p>2023-25</p>	<p>2.1.2a Have a mentoring and coaching programme that develops school leaders using the literacy pathway.</p> <p>2.1.2b: Leaders given opportunity to work</p>

	<p>2.1.3: To continue developing school leadership philosophy towards a state of trust.</p>	<p>2023-25</p>	<p>work with staff to ensure the effectiveness, the sustainability, and development of the curriculum</p> <p>2.1.3a: Responsibilities spread across the staff with little interference as to how the responsibilities are carried out unless needed.</p>
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Goal 3: Assessment for Learning

Assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.

Assessment, teaching, and learning are inextricably linked as each informs the others.

Assessment is a powerful process that can either optimise or inhibit learning, depending on how it is applied.

<u>Strategic Goal</u>	<u>Strategic Goal Development</u>	<u>Year</u>	<u>Expected Outcomes</u>
3.1: To develop assessment capable learners who understand what they are learning and why, how they are progressing, where they will go next and how to get there.	3.1.1: To increase the capacity of students so they are engaged and active participants in the learning process.	2023-25	3.1.1a Lesson plans show deliberate efforts to develop assessment capable visible learners allowing for regular feedback to students 2024 3.1.1b Teachers deliberately and actively create a climate of trust in their classroom and have effective teacher-student relationships. 2025 3.3.1c Students and Staff know it is ok to take risks to say 'I don't know' or 'I need help.' 2024 3.1.1d Students can explain the assessments they take, where they are at

	<p>3.1.2: To develop the skills of the staff in literacy to enable them to know and understand the impact they are making on learning in a supportive and safe environment.</p>	<p>2023-24</p>	<p>and their next learning steps.2025</p> <p>3.1.1e Our school culture encourages and shows our students actively seeking feedback from their teachers and peers. 2024</p> <p>3.1.1f The students in the school have a voice and believe they are listened to. 2024</p> <p>3.1.2a Staff have the skills and knowledge to effectively use data and evidence to plan their lessons and next learning steps. 2023</p> <p>3.1.2b There is a shared responsibility in addressing any achievement and progress concerns in an environment in which they are comfortable sharing achievement and progress data. 2025</p> <p>3.1.2c Staff can use multiple methods of assessment gathering to determine impact including diagnostic, formative and summative methods. 2024</p> <p>3.1.3a Students actively seek feedback from their teachers and peers. 2025</p> <p>3.1.3b Teachers have had the opportunity</p>
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	<p>3.1.3: To develop a school culture in literacy where feedback is regarded as an integral component to learning for both students and staff.</p>	<p>2023-25</p>	<p>to learn about the different levels of feedback and are building a culture in the classroom where feedback is welcomed and valued. 2024</p> <p>3.1.3c Teachers plan lessons which allow for regular feedback to students. 2024</p> <p>3.1.3d Teachers are given feedback as part of the appraisal system. 2024</p>
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Goal 4: Cosgrove Way

Aims:

The aims of a whole school positive behaviour approach are:

1. To promote teaching and learning.
2. To enhance the pupils' self-esteem, and encourage self-respect and respect for others.
3. To encourage pupils to develop their independence through becoming responsible for their own behaviour, and achieving self-discipline and self-control.
4. To develop interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolution skills

<u>Strategic Goal</u>	<u>Strategic Goal Development</u>	<u>Year</u>	<u>Expected Outcomes</u>
<p>4.1 To continue to promote the Cosgrove Way in order to provide a safe, supportive and inclusive environment by developing a culture of positive, respectful relationships.</p>	<p>4.1.1 To continue to embed the Cosgrove Way into the culture and ethos of the school, to create and positive environment where positive behaviour is encouraged and acknowledged</p>	<p>2023-25</p>	<p>4.1.1 All staff and students are familiar with “The Cosgrove Way” establishing a positive school culture where positive behaviour is both encouraged and acknowledged. (2023-25)</p>
	<p>4.1.2 Developing a structured (Quality Circle Time), solution focused and safe way students can discuss and find solutions to issues they are facing in a positive setting.</p>	<p>2023-25</p>	<p>4.1.2 Quality Circle Time is actively used, as student voice, to raise concerns and develop solutions in a safe environment. (2024-2025)</p>
	<p>4.1.3 Creating a common and consistent approach to dealing with behavioural issues in the playground as part of the Cosgrove Way.</p>	<p>2023-25</p>	<p>4.1.3 Positive atmosphere in the playground with reduced incidences of poor behaviour. (2023-25)</p>

Goal 5: Numeracy

The whole staff have been part of the DMIC PLD for Numeracy for the previous three years. Class practice has been supported by outside mentors and PLD meetings every term. Teachers are more confident and content knowledge is stronger.

<u>Strategic Goal</u>	<u>Strategic Goal Development</u>	<u>Year</u>	<u>Expected Outcomes</u>
5.1 Clear social norms to be established with students being confident to express and justify their solutions	5.1.1 Teachers will establish group norms including “talk moves” within their class with a shared understanding of how these work in the classroom setting.	2024-2026	5.1.1 Group norms will be displayed and students will be able to articulate these.
5.2 Teachers collaboratively record the possible anticipated strategies students may use to find solutions for set tasks.	5.2.1 Teachers will work together to solve the mathematical tasks using a variety of strategies anticipating what students may do.	2024-2026	5.2.1a Strengthen Teacher content knowledge with possible strategies. 5.2.1b Teachers will discuss their anticipated solutions with each other and be well prepared to support student strategies to solve tasks.
5.3 Continue to develop student agency	5.3.1 Learning goals for students will be shared and align with the curriculum levels students should be learning at. 5.3.2 Students will develop their knowledge of what they are learning and their next steps.	2024-2026	5.3.1 Learning Goals are visible for students at appropriate curriculum levels. 5.3.2 Students will be able to share what they are learning and what their next steps are.
5.4: Review Numeracy in line with the implementation of the Refreshed Curriculum	5.4.1 Review documentation received and make adjustments accordingly related to our local curriculum		5.4.1a Documentation reviewed and implemented into our local curriculum

2024 Action Plan

<p>in reading then writing.</p> <p>1.1.3 Best practice is embedded into reading and writing through mentoring and observation in order to lift student achievement in literacy.</p> <p>1.2.1 Review documentation received and make adjustments accordingly related to our local curriculum</p>	<p>1.1.2b Professional development is provided to the literacy team along with observations to further improve their practice.</p> <p>1.1.2c Literacy Team coached how to coach other teachers.</p> <p>1.1.2d Literacy Team will follow the same process as above for writing</p> <p>1.1.2e Staff meetings are held each term based on observations, data, and needs, on an aspect of literacy to improve teacher practice.</p> <p>1.1.3a Literacy team coaching and observing others teachers within their syndicate in delivering effective reading lessons.</p> <p>1.2.1 Review and follow the guidelines and best fit to our school needs and local curriculum with Teacher Only Days and staff meetings to develop Teacher knowledge</p>	<p>One</p> <p>Term One - four</p> <p>Term One - Two</p> <p>Terms Three - Four</p> <p>Terms One - Four</p>	<p>their practice and have become expert teachers of reading</p> <p>1.1.2c Literacy team confident to coach other staff on effective teaching of reading.</p> <p>1.1.2d Literacy Team are effective teachers of writing and are able to support other teachers to improve their practice.</p> <p>1.1.2e Relevant timely staff meetings held to assist teachers with their practice of teaching literacy.</p> <p>1.1.3a Improved teacher practice in reading throughout the school as seen through observations and increase in student data.</p> <p>1.2.1 Reviewed guidelines made changes to our local school curriculum and completed TOD and staff meetings to inform and develop teacher knowledge.</p>
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2. Sustainability Through Effective Leadership

2.1 To build effective leadership capacity within the school in order to lead and promote a consistent high standard of teaching and learning within each class.

2.1.1 To grow and develop leaders and mentors along with possible pathways for aspiring leaders, using literacy development as an avenue.	2.1.1a Literacy leadership team coached and mentored how to lead and develop other staff using literacy as a vehicle.	Terms One to Four	2.1.1a Literacy Leaders have regular meetings with facilitators developing their mentoring skills and leading literacy in their syndicates.
2.1.2 To provide leadership development opportunities in order to ensure sustainable management of curriculum development, teaching and learning activities	2.1.2a Using management units, appoint staff to be responsible to lead and organise areas of the school such as ICT, Library and where interaction with other staff is required	Terms One to Four	2.1.2a Staff selected and given opportunity to take on specific responsibilities.

3. Assessment for Learning

3.1 To develop assessment capable learners who understand what they are learning and why, how they are progressing, where they will go next and how to get there.

<p>3.1.1 To increase the capacity of students so they are engaged and active participants in the learning process.</p>	<p>3.1.1a To develop lesson plans that show deliberate efforts to develop assessment capable learners allowing for regular feedback to students</p> <p>3.1.1b To develop a culture where students in the school have a voice and believe they are listened to.</p>	<p>Terms One - Four</p>	<p>3.1.1a Learning intentions are obvious to students, which means students will be able to self assess against the success criteria, therefore know their next steps.</p> <p>3.1.1b Students have the opportunity of being heard and to participate in the decision making process that may affect them, through tell a good tale and circle time</p>
<p>3.1.2 To develop the skills of the staff in literacy to enable them to know and understand the impact they are making on learning in a supportive and safe environment.</p>	<p>3.1.2a To develop the staff's skills and knowledge to effectively use data and other evidence to plan their lessons and next learning steps.</p>	<p>Terms One - four</p>	<p>3.1.2a Regular team meetings are scheduled to analyse and discuss data and observations, to assist with targeted planning</p>

<p>3.1.3 To develop a school culture in literacy where feedback is regarded as an integral component to learning for both students and staff.</p>	<p>3.1.3a Teachers have had the opportunity to learn about the different levels of feedback and are building a culture in the classroom where feedback is welcomed and valued.</p>	<p>Term 2 Term 2 - 4 Term 2 - 4</p>	<p>3.1.3a Staff meeting on different kinds of Feedback</p> <p>3.1.3b Teachers are regularly using different kinds of feedback within the literacy program.</p> <p>3.1.3c Teachers regularly give feedback to students specific to their learning.</p>
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<p>4.1.3 Creating a common and consistent approach to dealing with behavioural issues in the playground as part of the Cosgrove Way.</p>	<p>Time</p> <p>4.1.3a Reward system reinforced to encourage students to obtain kind cards.</p>	<p>Term 2 - 4</p> <p>Term 2 - 4</p> <p>Terms 1-4</p>	<p>4.1.2c Teachers taking QCT each week.</p> <p>4.1.3a Students receive rewards for playground behaviour eg spin the wheel</p>
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Goal 5: Numeracy

5.1 Clear social norms to be established with students being confident to express and justify their solutions

<p>5.1.1 Teachers will establish group norms including “talk moves” within their class with a shared understanding of how these work in the classroom setting.</p> <p>5.2.1 Teachers will work together to solve the mathematical tasks using a variety of strategies anticipating what students may do.</p> <p>5.3.1 Learning goals for students will be shared and align with the curriculum levels students should be learning at.</p> <p>5.3.2 Students will develop their knowledge of what they are learning and their next steps.</p> <p>5.4.1 Review documentation received and make adjustments accordingly related to our local curriculum</p>	<p>5.1.1a Coconstructed & discussed with students so they understand the purpose of each one.</p> <p>5.1.1b Students are able to demonstrate the established Group Norms and talk moves during learning times.</p> <p>5.2.1a Strengthen Teacher content knowledge with possible strategies.</p> <p>5.2.1b Teachers will discuss their anticipated solutions with each other and be well prepared to support student strategies to solve tasks.</p> <p>5.3.1 Learning Goals are visible for students at appropriate curriculum levels.</p> <p>5.3.2 Students will be able to share what they are learning and what their next steps are.</p> <p>5.4.1 Review and follow the guidelines and best fit to our school needs and local curriculum with Teacher Only Days and staff meetings to develop Teacher knowledge</p>	<p>Term One</p> <p>Term One</p> <p>Term One - Four</p> <p>Term One - Four</p> <p>Term One - Four</p> <p>Term Four</p>	<p>5.1.1a Norms and Talk moves will be displayed, modelled and explained for student understanding.</p> <p>5.1.1b Students will be able to articulate these using the “Talk Moves” when talking about their learning with confidence at their level.</p> <p>5.2.1a Teachers will become familiar with the possible strategies to solve tasks.</p> <p>5.2.1b Teachers will discuss strategies & solutions to better understand the process and justifications</p> <p>5.3.1 Students are able to see and talk about the learning goals for the appropriate curriculum levels.</p> <p>5.3.2 Students share and understand what they are learning and their next steps.</p> <p>5.4.1 Reviewed guidelines made changes to our local school curriculum and completed TOD and staff meetings to inform and develop teacher knowledge.</p>
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Curriculum

Review

Ongoing Core Curriculum Areas

	2023	2024	2025	2026
Major Practice	Literacy - Reading Writing	Literacy - Writing	Maths	Literacy - Reading
Monitoring/Evaluating	Maths	Literacy - Reading	Literacy - Writing	Maths
Survey /Review/Plan	Literacy - Writing	Maths	Literacy - Reading	Literacy - Writing

Other Curriculum Areas Spread Over Four Years

	2023	2024	2025	2026
Major Practice	Social Science/Histories	Science	The Arts/Technology	Health/PE

Monitoring/Evaluating	Digital Technology	Social Science/Histories	Science	The Arts/Techno
Survey / Review/Plan	Science	The Arts/Technology	Health/PE	Learning Languages
Learning Languages				
<p>Cohorts and Pedagogy will be integrated into all reviews. Reviewers will identify how</p> <ul style="list-style-type: none"> · learning and teaching programmes are culturally inclusive · how pedagogy is applied to the learning and teaching programme <p>How listening and viewing, and speaking and presenting are integrated into the curriculum area being reviewed</p>				
Cohorts	Priority Learners	Maori & Pasifika	CWSN & CWSA	ESOL
Pedagogy	Key Competencies	Values & Kinds	Concept Based Learning	Differentiation

Curriculum Refreshment Procedures

To systematically go through each curriculum area, review and implement changes in line with the expectations as set out in the revised learning area.

Aims	Actions	Time	Outcomes
<p>Each review will follow a similar process in order to implement each learning area of the refreshed curriculum.</p>	<p>For each learning area a curriculum review team will be organised and formulated using school expertise/consultants.</p> <p>The team will:</p> <p>Review the changes that have been made in the learning area and prepare an action plan for the implementation of the learning area.</p> <p>Collect relevant data and obtain whole school community voice, (kaiako, whanau, tamariki) to inform the development of learning experiences for Cosgrove Curriculum Overview.</p> <p>Plan and implement professional development for the staff in line with the changes.</p> <p>Communicate changes with the school and school community.</p>	<p>2023-2025</p>	<p>The voices of the whole school community are heard and recognised</p> <p>Teachers will be implementing refreshed curriculum</p>

	<p>Each review will include:</p> <ul style="list-style-type: none">- student voice- progressions- Understand, Know and Do- integration of Mātauranga Māori which will sit at the heart of the learning areas - with key competencies, literacy, and numeracy		
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	<p>To develop Staff capabilities in the teaching of science</p> <p>Identify strengths and needs</p> <p>Report and feedback</p>	<p>Term 3</p> <p>Term 4</p>	<p>Team and staff meetings on understanding the Science curriculum and enhancing the teaching and learning of it</p> <p>Planning for Science as teams</p> <p>Collect data for 2025</p> <p>Identify the barriers in teaching and learning of Science</p> <p>Syndicates will report on teaching and learning of Science. School will provide feedback to the board of trustees, add to the community newsletter and share with the staff</p> <p>Share the new Science curriculum with the staff</p>
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Poutama Reo

The improvement journey for Cosgrove School.

Term 1:

Focus: Teaching and Learning

Goal: He Hikoki - Teachers are aware of their professional responsibility to support students to value, acquire and use Maori language.

Quality Indicators to achieve in Term 1:

Planning - Teachers are using Cosgrove Primary School te reo Maori learning programmes in their planning.

Delivering - Teachers are in the early stages of implementing their planning in the classroom.

Monitoring - Teachers are beginning to develop systems and assessments to monitor the effectiveness of learning programmes in place.

Focus: Student Agency

Goal: He Hikinga - Students recognise the value of Maori language and want to learn.

Quality Indicators to achieve in Term 1:

Planning - The student is aware of te reo Maori lessons in the school.

Delivering - The student is regularly participating in progressive te reo Maori lessons.

Monitoring - The student knows what level they are at for te reo Maori and is beginning to develop an understanding of their next learning steps.

Additional:

Learning Karakia to

- Start meetings/learning
- End meetings/learning
- Before eating

Term 2:

Embedding the quality indicators of Teaching and Learning and Student Agency from Term 1.

Term 3:

Focus: Whanau, Hapu and Iwi

Goal: He Hikinga - The school is committed to increasing engagement with whanau, hapu, and iwi.

Quality Indicators to achieve in Term 3:

Planning - The school has made engagement with a number of local whanau, hapu, and iwi to develop the schoolwide progressive Maori language strategy plan.

Delivering - The delivery of the progressive Maori language strategy plan reflects the aspirations of **those engaged** local, whanau, hapu, and iwi for Maori language.

Monitoring - Whanau, hapu, and iwi are involved in creating assessments to monitor the effectiveness of Maori language programmes.

Term 4:

Focus: Leading

Goal: Leaders in governance and management take all the necessary steps to enable a transition into He Hikinga.

Quality Indicators to achieve in Term 4:

Planning - A schoolwide progressive Maori language strategy plan is initiated.

Delivering - Leaders and the school board are focused on identifying where resources will be targeted to grow te reo Maori schoolwide.

Monitoring - Leaders and the school board will establish a system to monitor the school's progressive Maori language strategy plan.

Policy and Procedure

Review

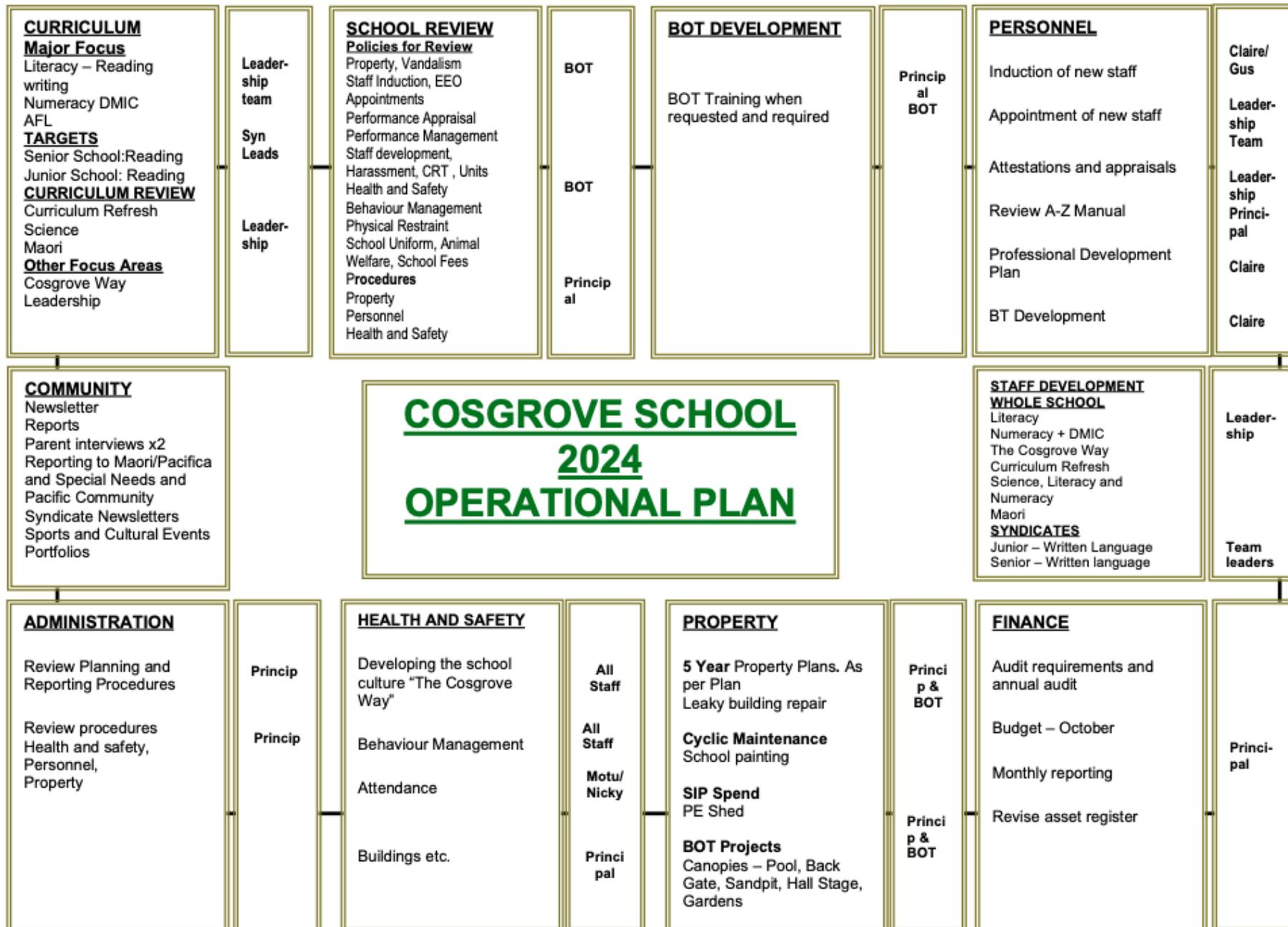
Cosgrove School Policy and Procedures Review Timetable

	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
Cyclic Tasks	Tidy grounds Building Inspection Photocopy Paper Stationery Teacher Only Days	Draft Job Descriptions Building Inspection Asset Audit Set Targets	Interim reports out Goal setting interviews Job Descriptions finalised Lock down Evacuation Drill - Fire Building Inspection MOE 1 March returns Strategic Plan to MOE	Building inspections	Building Inspections Lockdown	Playground safety check Spouting check Reports and portfolios home Parent teacher interviews Building Inspections Evacuation Drill - gas
<u>2025</u> Policy Implementation and procedure review	<u>Health and Safety - Review:</u> Review procedures to do with the policies below and any other related ones, included are: Access to Pupils, Accidents to Pupils, Emergency Drill, EOTC procedures, First aid, Parent Communication, Parent Helpers, Police Interviews, PHN, Accidents to pupils, Abuse Procedures, Cyber safety Procedures, Admin Medication, Visitors					
Policy Review Timetable	Civil Defense and Emergency Management	EOTC Transportation	Adult/Student contact Parent Involvement	Parental Concerns/ Complaints	Administration of Medication Skin Infections	Cyber Safety
<u>2026</u> Policy Implementation and procedure review	<u>Personnel - Review:</u> Review procedures to do with the policies below and any other related ones, included are: Beginning Teachers, Leave of absence, NZEI, Professional Development, Relieving Teachers, School Hours, Meetings – Staff, Syndicate etc., Staff responsibilities, Syndicates, Teacher Release, Teacher only Days, Cleaning and caretaking, Professional ethics.					
Policy Review Timetable						
<u>2024</u> Policy Implementation and procedure review	<u>Property - Review:</u> Review Parent Information Booklet, Staff Induction Booklet, and any procedures not covered in this Review Plan, classroom care and maintenance, grounds, insurance, keys, vandal damage, furniture. <u>Personnel - Review:</u> Review procedures to do with the policies below and any other related ones, included are: Beginning Teachers, Leave of absence, NZEI, Professional Development, Relieving Teachers, School Hours, Meetings – Staff, Syndicate etc., Staff responsibilities, Syndicates, Teacher Release, Teacher only Days, Cleaning and caretaking, Professional ethics. (Only policies that need amending presented to BOT)					
Policy Review Timetable	Property Management Professional Guidelines	Staff Induction Vandalism	EEO Appointments	Performance Appraisal Performance Management	Staff Development Harassment	CRT Units

Cosgrove School Policy and Procedures Review Timetable

	<u>July</u>	<u>August</u>	<u>Sept</u>	<u>October</u>	<u>Nov</u>	<u>Dec</u>
Cyclic Tasks	1 July Roll Return Building Inspection ESOL funding application	Building Inspection	Onehunga Weed spraying Building Inspections	Building Inspection Budget Prep for next year Stationery requirements for next year Yr 6 Grad organisation	Budget Prep Playground safety check Reports Stationery Requirements Building Inspection	Principal Appraisal Set Budget Building Inspection Reports to Parents
<u>2025</u> Policy Implementation and procedure review	<u>Review & Legislation - Review:</u> Review procedures to do with the policies below and any other related ones, included are: School Charter, codes of conduct, promotion of school, meeting procedures, BOT training, reporting to parents, students and community on achievement.					
Policy Review Timetable	Roles and Responsibilities BOT School Self Review	Documentation			Protective Disclosures	
<u>2026</u> Policy Implementation and procedure review	<u>Finance & Curriculum Review:</u> Review procedures to do with the policies below and any other related ones, included are: Financial procedures within the school, includes budget preparation, financial control, spending, etc. Plus general curriculum policies and procedures.					
Policy Review Timetable	Financial Management	Credit card Facility	Financial Portfolio	Assessment Curriculum Review	Curriculum delivery Homework	
<u>2024</u> Policy Implementation and procedure review	<u>Health and Safety Review:</u> Review procedures to do with the policies below and any other related ones, included are: Policies and procedures around student management and health and safety of both staff and pupils, child abuse, discipline cool choice.					
Policy Review Timetable	Health and Safety	Behaviour Management	Physical Restraint	School uniform	Animal Welfare	School fees

2024 Operational Plan



2024 TARGETS

Junior Syndicate SAT 2024

Baseline Data from Board Report 2023

Yr 2: Total students – 89
Below – 44 students – (49%)
At – 44 students – (49%)
Above – 1 student – (1%)

Yr 3 Total students –84
Well Below– 23 students (27%)
Below – 32 students (38%)
At – 17 students (20%)
Above – 12 students (14%)

To raise the achievement of students in writing

Target for Yr 2s

Shifting 22/44 (50%) students from Below to At (25% increase to AT and above)

Target for Yr 3'

Shifting 16/32 (50%) students from Below to At (19% increase to AT and above)

<u>Strategic Goal</u>	<u>Strategic Goal Development</u>	<u>Term</u>	<u>Expected Outcomes</u>
<p>Teachers will develop skills to deliver an effective writing programme to improve student achievement.</p>	<p>Teachers will attend PD on</p> <ul style="list-style-type: none"> - the framework for writing - fostering creativity - developing student vocabulary - improving sentence structure 	<p>Term 1 - 4</p>	<p>Outcomes- Teachers will have attended PD and be using strategies & content knowledge gained to develop students' writing creativity, vocabulary and sentence structure.</p>
	<p>Teachers will use the skills they have learnt in their classroom writing programme</p>	<p>Term 1 - 4</p>	<p>Teachers have used a variety of strategies and skills to encourage and develop student writing in their class</p>
	<p>Teachers identify target children within their class</p>	<p>Term 1 - 3</p>	<p>Target students were identified in the class and strategies were used to improve writing</p>
	<p>Monitoring & review the effectiveness of PD within the classroom</p>	<p>Term 2 -4</p>	<p>Teachers have monitored and reviewed the effectiveness of PD within the classroom through discussions at team meetings</p>

Senior SAT 2024 - To raise the achievement of our Pasifika students in Writing

Baseline Data from Board Report 2023

Yr 4 (32 students)
 Well Below – 16 students (50.1%)
 Below – 8 students (25%)
 At – 6 students (18.8%)
 Above – 2 students (6.3%)

Yr 5 (25 students)
 Well Below – 12 students (48%)
 Below – 7 students (28%)
 At – 6 students (24%)
 Above – 0 students

Yr 6 (23 students)
 Well Below – 9 students (39%)
 Below – 7 students (30.4%)
 At – 5 students (21.7%)
 Above – 2 students (8.7%)

Target for improving student achievement in Writing

Target for Yr 4's

To increase the percentage of year 4's achieving at and above by 43%

Target for Yr 5's

To increase the percentage of year 5's achieving at and above by 44%

Target for Yr 6's

To increase the percentage of year 6's achieving at and above by 52%

<u>Strategic Goal</u>	<u>Strategic Goal Development</u>	Term	<u>Expected Outcomes</u>
<p>With external and internal support, teachers will be able to upskill, enabling them to deliver a writing programme that improves student achievement.</p>	<ul style="list-style-type: none"> ● Teachers will attend PD (observing facilitators, observing models of good practice, learning to moderate writing and effectively use e-asttle rubrics). ● Planning caters for identified needs and make full use of available resources. Use modelling books and exemplars as a guide and reference point. ● Learn to give effective feedback and feed forward to enable students to know where they are, what they need to do to move to next level. ● Monitoring and reviewing the effectiveness of PD of in-class practice 	<p>Terms 1 – 4</p> <p>Terms 1 & 3</p> <p>Terms 1 – 4</p> <p>Terms 1 – 4</p>	<p>Teachers will be more confident in their teaching and assessing of writing.</p> <p>Analyse data and student work to formulate next steps / target groups and know how to use different resources</p> <p>Be able to use LI and SC to give effective feedback and promote self-assessment skills.</p> <p>Discussing ideas and strategies in team meetings. Ongoing reflective practice.</p>

