



## Duntroon School

The **BEST** we can be! • Ko te **PAI** e taea e tatou!

**Vision Statement:** *The BEST we can be. Ko te pai e taea e tatou!*

BEST stands for the following:

*B - Believe in myself*

*E - Empowered to learn*

*S - Socially Responsible*

*T - Thinkers and Learners for life*

*Our 4 core values of Honesty, Respect, Perseverance, Co-operation and Inclusion sit within our vision.*

Refer Regulation 7 (a)

**Summary of the information used to develop this plan:**

Using the school vision and creating overarching goals to sit within them, we did a parent survey asking to prioritise the following regarding their own children;

**Believe in myself**

**Well Being - Hauora:** *Guide our students to grow their health and wellbeing; supporting them to develop **belief in themselves**, resilience, and adaptability, to live well-rounded, active lives with thriving life skills.*

**Empowered to learn.**

**Learning - Ako:** *Create a stimulating and engaging academic learning environment, with a strong focus on literacy and mathematics, that **empowers students to learn** and is ambitious for all students.*

**Socially responsible**

**Equity for all -Mana Ōrite:** *Create a strong culture of community and equity; where we give effect to Te Tiriti o Waitangi, celebrate diversity, and engage closely with our community, encompassing our desire for students to be **socially responsible**.*

**Thinkers and learners for life**

**Growth - Tipuranga:** *Grow our students to be self-managing future-focussed thinkers, who embrace innovation, showing that they are **thinkers and learners for life**, and strive to become life-long, contributing global citizens.*

We asked what parents think we are already doing well in terms of our vision statements. We asked them to rank our vision statements from what they believed to be most to least important. We asked for future areas of development in the areas stated in our vision statements.

**Overwhelmingly our parents believed that we need to continue to –**

*Create a stimulating and engaging academic learning environment, with a strong focus on literacy and mathematics, that **empowers students to learn** and is ambitious for all students.*

**This will be the focus for 2024-2025 strategic planning.**

*The development of these goals also came from evaluation through our Education Review Office review*

Refer Regulation 7 (c)

<p><b>Strategic Goals</b> <i>These are our priorities for improvement which have been identified through our community consultation, our data and ERO evaluations.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Board Primary Objectives</b> <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Links to Education requirements</b> <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p><b>How will we achieve or make progress towards our strategic goals?</b> <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i>  <i>These must be based on the identities, needs and aspirations or your school community.</i>  <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p><b>What do you expect to see?</b> <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p> <p><b>How will you measure success?</b> <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p>Create a stimulating and engaging academic learning environment, with a strong focus on literacy and mathematics, that <b>empowers students to learn</b> and is ambitious for all students.</p>	<p>(a)every student at the school is able to attain their highest possible standard in educational achievement; and (b)the school— (i)is a physically and emotionally safe place for all students and staff; and</p>	<p><b>Objectives 1, 2 and 3 LEARNERS AT THE CENTRE</b> <i>Learners with their whānau are at the centre of education.</i> <i>Have high aspirations for every learner/ākonga, and support these by partnering with their</i></p>	<p>➡ Identification of students who need acceleration. Or cohorts of students. These students added to the learning support register and part of the Duntroon School Accelerated Learner programme. Priority learners identified as either, Maori, English Language Learners and/or having special education needs. Identification of strategies to assist with this.</p>	<p>➡ Significant progress indicated by acceleration. Through constant monitoring seeing students get closer to or achieving the expected curriculum level in the selected areas of focus. In 2024 this is Writing and Mathematics. We will be using Duntroon School English and Mathematics indicators to assess children at points throughout the year (Termly) Alongside this, teachers will triangulate information from formative assessments. This will include daily work samples and work within a group and independent setting. This will be kept in the form of formative notes and</p>

<p>Through data from 2023, identifying, accelerating and monitoring of students who are not at their expected curriculum level.</p> <p><i>Writing boys cohort to be accelerated</i></p> <p><i>English Language Learners to be accelerated</i></p>	<p>(ii)gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii)takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p> <p>(c)the school is inclusive of, and caters for, students with differing needs.</p>	<p><i>whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i></p> <p><b><u>BARRIER FREE ACCESS</u></b> Great education opportunities and outcomes are within reach for every learner.</p> <p><i>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</i></p> <p><b><u>QUALITY TEACHING AND LEADERSHIP</u></b> Quality teaching and leadership make the difference for learners and their whānau.</p> <p><i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</i></p>	<p>Deliberate acts of teaching in areas of development.</p> <p>Staff Discussions and sharing of planning and assessments in staff meetings.</p> <p>Resources for students that are required to accelerate learning.</p> <p>Allocation of funding to pay for extra teacher aide hours has been approved by the Board of Trustees.</p> <p>Exposing teachers to some professional learning and development in areas of development throughout the year.</p> <p><b>The above steps show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</b></p> <p><b>In reference to <a href="#">Education (School Planning and Reporting) Regulations 2023</a></b> the school gives effect to Te Tiriti o Waitangi, including by—</p> <p>(i)working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii)taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii)achieving equitable outcomes for Māori students.</p>	<p>recorded in our accelerated learning file for these individuals. We will record and report on successes and pitfalls along the way regularly. This will be communicated to parents at every available opportunity. Whanau engagement and support will be a key to this success and parents will be informed about deliberate acts of teaching and how they can best support their students within this partnership.</p> <p>Our accelerated learning model is well embedded in classroom practice, and we will continue to evaluate its effectiveness moving forward.</p> <p>All information, evidence, data will be collected and reported to the Board of Trustees in the form of a mid-year and end of year report.</p> <p>Next steps from this data will be identified and will inform Board and management level response.</p>
<p>Create a stimulating and engaging academic learning environment, with a strong focus on literacy and mathematics, that <b>empowers students to learn</b> and is ambitious for all students.</p> <p>Continue on our journey to creating (and evaluating) the Duntroon School Local curriculum framework which is aligned with the national curriculum (including the refresh of the national curriculum) framework and reflects the aspirations of staff, students, whanau and the local community. Also evaluating the effectiveness of our core curriculum programmes.</p> <p><i>Evaluation of PR1ME Maths and ongoing development and</i></p>	<p>(a)every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b)the school—</p> <p>(i)is a physically and emotionally safe place for all students and staff; and</p> <p>(ii)gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii)takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p> <p>(c)the school is inclusive of, and caters for, students with differing needs.</p>	<p><b><u>Objectives 1, 2 and 3 LEARNERS AT THE CENTRE</u></b> <i>Learners with their whānau are at the centre of education.</i></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p><b><u>BARRIER FREE ACCESS</u></b> Great education opportunities and outcomes are within reach for every learner.</p> <p><i>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</i></p>	<p><b><u>PR1ME Mathematics</u></b> Monitor a cohort of students (Year 7 2024) from the beginning of 2024 to evaluate the effectiveness of our switch to PR1ME mathematics.</p> <p><b><u>Refreshed Curriculum</u></b> Give priority to the continued development and embedding of the refreshed curriculum merging into our Duntroon School Local Curriculum.</p> <p><b>The above steps show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</b></p> <p><b>In reference to <a href="#">Education (School Planning and Reporting) Regulations 2023</a></b> the school gives effect to Te Tiriti o Waitangi, including by—</p> <p>(i)working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii)taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p>	<p><b><u>PR1ME Mathematics</u></b> This will be done by using their 2023 end of year result. Teachers will administer the PR1ME placement test each term to see progress.</p> <p>We will see evidence that PR1ME mathematics is as effective of a programme for our students as the past mathematics programme we were using at school.</p> <p>All information, evidence, data will be collected and reported to the Board of Trustees in the form of a mid-year and end of year report.</p> <p>Next steps from this data will be identified and will inform Board and management level response.</p> <p><b><u>Refreshed Curriculum</u></b> At the end of 2025 the refreshed areas of the New Zealand Curriculum will have merged and be embedded in our Duntroon School local curriculum framework. We intend to support our team to receive more refreshed curriculum professional learning and development through the Ministry of Education. As of February 2024, we have attended 2 Ministry of Education sessions.</p> <p>Planning designs – (year, term, week) will include the new curriculum phases and the indicators of ‘understand, know, do.</p> <p>We will be using the indicators and the new curriculum phases within our teaching and assessment from the end of 2025.</p>

*embedding of the  
refreshed NZ curriculum*

(iii) achieving equitable outcomes for Māori students.

**Business as usual targets for 2024**

**Curriculum targets – ‘Business as usual’ for 2024**

90% of the whole school to be at or above the expected curriculum level by the end of 2024 in Reading Writing and Maths

80% of all students of ‘other ethnicity’ to be at or above the expected curriculum level by the end of 2024 in Reading Writing and Maths

**Target shifts -**

**Whole school target** - A shift from 80% at or above expectation in reading to 90%. A shift from 82% at or above expectation in writing to 90%. A shift from 82% at or above expectation in Maths to 90%.

**Other Ethnicity Target** – (This target applies to English Language learners who have been at Duntroon School for two years or longer) A shift from 59% at or above expectation in reading to 80%. A shift from 50% at or above expectation in writing to 80%. A shift from 78% at or above expectation in Maths to 80%.

**Board priorities for curriculum and achievement based on end of year 2023 data**

-Keep the same target of 90% of all of the school to be at or above the expected level in Reading, Writing and Maths for 2024.

-To have a target of 80% of our students of ‘other ethnicities’ to be at or above the expected level in Reading, Writing and Maths for 2024.

-To keep the budgets the same for the Literacy and Maths areas.

-Continue to spread Better Start Literacy and structured literacy throughout the school as we are seeing such an impact on literacy skills in the junior areas. This in turn will continue to boost results.

-Invest extra money in teacher aides (which the BoT has already agreed to do) for our ESOL students and target students.

-Keep acceleration of students a priority for 2024. This will include those English Language Learners who are not at expectation.

-All students who are not at the expected level will be part of the accelerated model.

Writing will become one of our annual targets. This will include a boys group of writers with a focus on engagement and motivation in writing.

-English Language learners goal to be discussed as a team and put into the strategic plan. Based on a 24 month outcome.