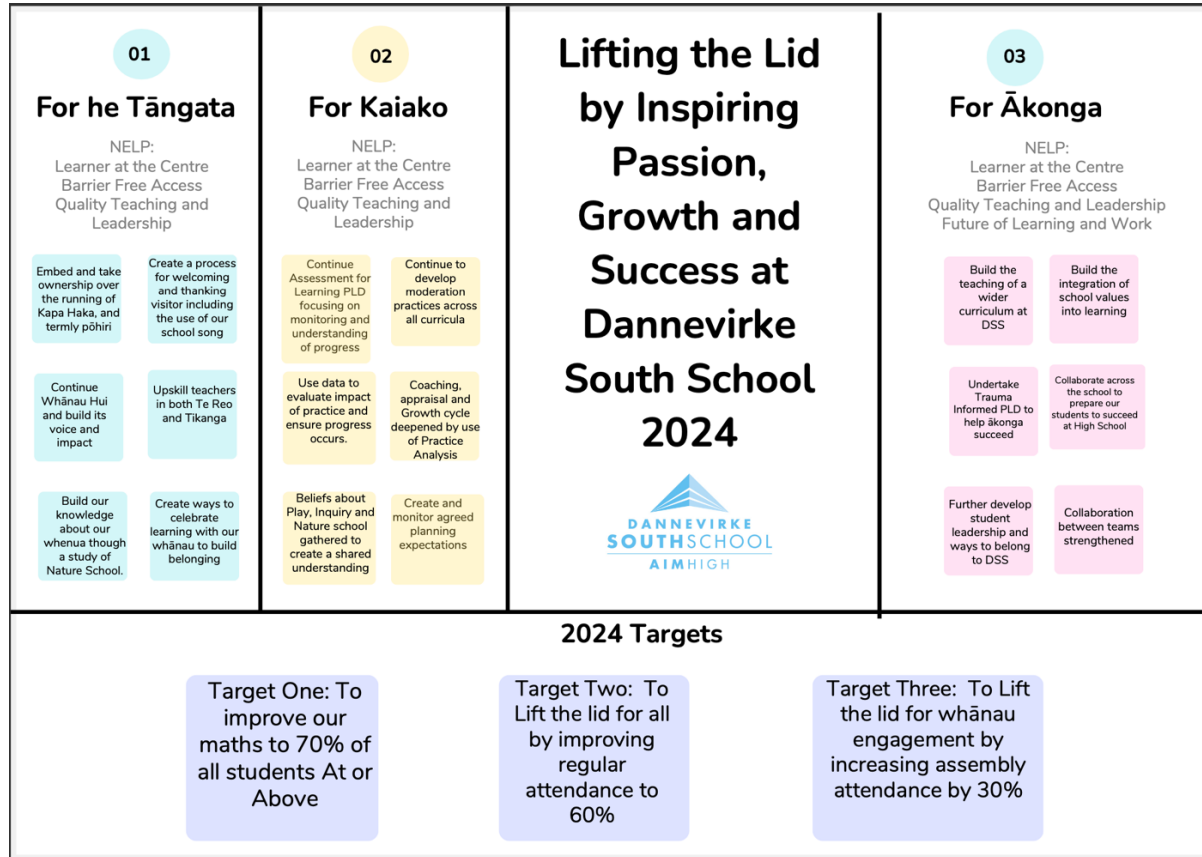


# 2024 Dannevirke South School Annual Implementation plan



## Summary of the plan

This year we are focused on Lifting the lid for impact. We are using many strategies to help our ākonga and staff be their very best and for the impact of these actions to be shown in our data (both achievement and progress).

### **Where we are currently at:**

- In 2023 we focused on Lifting the Lid- ensuring that we are having high expectations for both behaviour and achievement for our students. In 2023 there was a real focus on building the school's culture and levels of behaviour. This was very impactful and evidenced in reduced stand downs and improved engagement in learning.
- One part of this work was to build our sense of belonging and connection and a big piece of this was building the presence of Te Ao Māori in our school. We had our first pōhiri in remembered history and restarted our Kapa Haka group- both of which occurred with the support of both of our local Iwi. In 2024 we wish to continue and deepen this work.
- As a teaching staff we did a lot of Assessment for Learning professional development resulting in more robust data and in 2024 we will focus on the use of data to ensure progress for our ākonga.

### **How will our targets and actions give effect to Te Tiriti o Waitangi:**

- We are engaging with Māori community and using their voice to help create (and reflect upon) both our strategic and annual plans.
- This year we wish to build the strategic impact of our whānau Hui group as we were focused on establishing this in 2023.
- We have a whole school focus on the water in our whenua. This will create a space for students and staff to learn about the local history of our bush land and school (from both Iwi) and understand and build our role as kaitiaki of this space.
- We continue to upskill all of our staff in both te reo and tikanga and are working as a team to find ways we can help increase our knowledge and use of te reo in our staffroom and classes.
- We are creating a school wide tikanga for the welcoming and thanking of visitors, including the use of our school waiata. We are also developing our very first pair of Cultural leaders.
- We are continuing to build our Kapa Haka and look at ways that we can grow skill in our staff and also include more students.
- We are focusing this year on finding ways to increase and deepen our connections with our whānau

## Goal One: He Tangata

### Annual Target/Goal:

Target Three: To Lift the lid for whānau engagement by increasing assembly attendance by 30%

### What do we expect to see by the end of the year?

We wish to see the many strategies listed below creating more opportunities and spaces for whānau to re-engage with school. Whānau involvement and engagement with school and teachers has definitely decreased due to Covid and we want to provide opportunities where we can normalise whānau involvement and presence at school again. Research shows that if teachers and whānau are connected this can positively impact learning for our ākonga- we also believe that it can improve attendance levels as well.

Goal	Action	Who is responsible	Resources required	How will we know we have been successful?
<b>He Tangata</b>	Create a process for welcoming and thanking visitors, including the use of the school song	Mātauranga Māori unit holder and Principal	Funding for school funded Creatives teacher who will help to support this.	Each student will know the school waiata plus at least one song that they can use to thank visitors or speakers.
	Continue Whānau Hui and build its voice and impact	Principal and Mātauranga Māori unit holder	Time of staff after hours plus funding for kai.	The whānau Hui group will begin to examine data, discuss trends and suggest strategies that may help progress. The group will become more consistent in its make-up and also share more ideas to help positively impact our ākonga.
	Embed and take ownership over the running of Kapa Haka, and termly pōhiri	Kapa Haka leaders, Principal and Mātauranga Māori unit holder	As needed to travel and possibly kākahu	Our Kapa Haka will become something that runs all year. Teachers will be upskilled in the songs and a select team will build their confidence and be able to run this group A competitive team that

				will compete in the regional Kapa Haka competition.
	Create ways to celebrate learning with our whānau to build belonging	All staff and Belonging unit holder	Possibly for kai	We will create space and opportunity for whānau to come and see and celebrate all that their children are doing. Attendance at these events will increase.
	Upskill teachers in both Te Reo and Tikanga	All staff	Reliever costs and cost fees	More staff will improve their te reo and Tikanga knowledge. As a staff we will brainstorm ways we can create opportunities for us to practice and embed this knowledge in the school day- both in class and in the staffroom.
	Build our knowledge about our whenua though a study of Nature School.	All staff	Possibly for lwi support and transport costs	We will learn about our Nature School area and understand the stories both lwi have about this area. We will learn about our role as kaitiaki.

## Goal Two: He Kaiako

### Annual Target/Goal:

Target One: To Lift the lid for our maths achievement with 70% of all students at or above

### What do we expect to see by the end of the year?

We want to see Assessment for Learning practices not only implemented but their impact tracked and reflected upon to ensure teachers practice is positively impacting student progress and achievement.

Goal	Action	Who is responsible	Resources required	How will we know we have been successful?
<b>He Kaiako</b>	Continue Assessment for Learning PLD focusing on monitoring and understanding of progress	All staff, Principal, Jenna, Senior leadership and Ben Laybourne	Use of centrally funded PLD hours	We will strengthen Assessment for Learning practices including the use of data to measure impact and progress. We will have a consistent understanding of expected progress across all teachers and our rates of progress and data will improve.
	Continue to develop moderation practices across all curricula	All teachers, Principal, Jenna, Anna, Team leaders and Ben Laybourne	Use of centrally funded PLD hours and staff meeting times	Marking and assessing of students when making Overall Teacher Judgements will be more consistent across the school and when compared to summative testing.
	Use data to evaluate impact of practice and ensure progress occurs.	All teachers, Principal, Jenna, Anna, Team leaders and Ben Laybourne	Use of centrally funded PLD hours and staff meeting times	Teachers will use data to target their teaching, measure impact and track

				progress of students. This will result in improved progress and achievement data.
	Coaching, appraisal and Growth cycle deepened by use of Practice Analysis	All teachers, Principal, Jenna, Senior leadership and Ben Laybourne	Use of centrally funded PLD hours and reliever hours	Teacher practice will continue to be refined and strengthened through the use of the growth cycle and coaching. Practice analysis PLD will deepen the depth of these conversations.
	Create and monitor agreed planning expectations	All teachers and team leaders	None	An agreed expectation for planning across the school will be established and Team Leaders will monitor this as part of observations and appraisal.
	Beliefs about Play, Inquiry and Nature school gathered to create a shared understanding	All teachers	None	An agreed understanding of the purpose of Play/Inquiry and Nature school will be created after current beliefs are explored.

## Goal Three: He Ākonga

### Annual Target/Goal:

Target Two: To Lift the lid for all by improving regular attendance to 60%

### What do we expect to see by the end of the year?

We want to see regular attendance improving for all our ākonga to 60% of students attending school regularly (90% or higher attendance) across our school.

Goal	Action	Who is responsible	Resources required	How will we know we have been successful?
He Ākonga	Build the teaching of a wider curriculum at DSS	Principal and Leadership team	Curriculum funding and funding for trips	Staff will become more confident in their teaching of the Arts, Science and Social Studies this year through the Our Whenua-our water unit and Production. Students will have experienced strong teaching in these 3 areas.
	Build the integration of school values into learning	Principal, Belonging unit holder and Leadership team	Staff meeting hours	Students and staff will know and unpack each of our school values. These will be considered when planning for learning and our positive and passionate school culture will continue to be developed.

	Undertake Trauma Informed PLD to help ākongā succeed	Principal, Kāhui Ako, and Leadership team	Kāhui Ako centrally funded PLD hours and possibly funding for DSS PLD	Staff will understand how trauma affects students' brains and responses. They will be able to connect this to students in their classes. Different strategies will be utilised with this understanding and negative behaviour will begin to reduce.
	Collaboration between teams strengthened	All staff	None	OTJ will be more consistent across the school due to teams collaborating when moderating and making judgements.
	Collaborate across the school to prepare our students to succeed at High School	All staff , Principal and Leadership team	Staff meeting hours	Examination of the specific skills and strategies to help ākongā succeed in the common assessments will ensure that these skills are taught throughout the school. The PAT results will also improve due to this teaching.
	Further develop student leadership and ways to belong to DSS	Within school teacher and Principal	Within school funding, prizes etc for fun days	Student leaders will be even more active in our school, leading and initiating activities to strengthen the sense of belonging at DSS. Head



				students will lead Prize Giving with the support of the Cultural Leaders.
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