

# ASHBROOK SCHOOL est. 1959

We know and uphold our mission, vision and values of Ashbrook – Papatewai!

All students are actively engaged in their learning.

We have clear expectations. We collectively own our expectations as teachers, students and parents.

We have a localised curriculum that is RICH in local experiences – it's relevant and authentic to our place and students.

We all have ownership of getting children to school, being at and enjoying school.

Our school finance and property supports RICH learning and growing teacher capabilities and student agency.



**Te Ao Māori:** Ashbrook School is founded on the commitment to the land on which it is built that is summed up by the whakatauki *Kia mau ki Papatewhaitanga* (Hold firm to all that is Papa te Whai). Ashbrook School sits on an area rich in medicinal healing plants. As a school we endeavour to honour our obligation to Te Tiriti o Waitangi by identifying opportunities to weave Te Reo and Tikanga Māori throughout all that we do. Our goal is to model culturally responsive learning practices to ensure that our Māori students succeed as Māori. \*We note, that in 2022 100% of our students identify as Māori. Therefore, our targets reflect Māori student achievement as meaning for all!

## Vision& Mission

### RIICH in Attitude and Actions!

#### Mission

Our learners will be RIICH in their attitudes and actions in learning!

#### Values

RIICH - Respect Identity and Integrity, Challenge, and Honesty.

*We look after ourselves, each other, our whanau, and all those that make up our community – RESPECT.*

*We know who we are, where we are from, and our history - IDENTITY.*

*We do this by making ourselves accountable and doing the right thing even when not seen - INTEGRITY.*

*We challenge ourselves and one another to be creative and innovative in our learning – CHALLENGE.*

*We tell the truth, even when its hard – HONESTY.*

*We accept uniqueness and difference as the cornerstone of being inclusive and making everyone feel they belong as part of our community. We work as a team and help one another out.... And we do all of this because we value learning and the currency it gives us to succeed in our future world therefore we are RIICH!*

#### Our commitment to our community

Ashbrook School acknowledges the cultural diversity of our local and national society. Our roll is comprised of children that are Māori. Ashbrook School recognises the unique position of Māori within New Zealand society, and is privileged to offer families the option of enrolling their children in the school's full immersion Rumaki classroom. The school is also very welcoming of pupils from other cultures, offering access to personnel and specialised assistance to support their participation in mainstream classroom programmes. Our mainstream classes include te reo Māori as part of our everyday language.

Ashbrook School acknowledges the stakeholders that make up the wider community and our desire to form effective partnerships. This includes our students, whanau, staff, Whakatohea iwi, Opotiki schools and ECE, local business and industry. Partnerships are at the heart of what we do. Together we will:

- provide a nurturing foundation for learning, a localised curriculum that recognises holistic achievement of our students, and a supportive learning environment to meet the needs, interests, and abilities of all students.
- maintain and foster the key components of a safe and healthy environment.
- encourage high expectations in social behaviour, academic, cultural, and sporting achievement, instilling in our children the importance of taking responsibility for their learning and actions.
- maintain a friendly and welcoming environment that acknowledges the vital relationships with the school, and the school's bilingual history.

## **STRATEGIC OVERVIEW OF OUR GOALS: 2023-2025**

### **1. All students will be able to effectively engage and access the Local Curriculum and/or Te Marautanga o Aotearoa.**

#### **Mathematics**

- We will plan innovative programmes that have a high degree of engagement that is interwoven with our UOI (unit of inquiry) – there is a strong evidence base of engagement across the whole school.
- We will continue to have strong systems of monitoring cohorts of priority students' progress, monitor the impact of programmes, monitor and critique the deliberate acts of teaching, monitor and critique the pedagogy of peers in mathematics, with the goal of building authentic collaboration.
- We will report in authentic and meaningful contexts to parents on mathematical progress at least 2 times in the year.

#### **Literacy & Local Curriculum**

- We will report in authentic and meaningful contexts to parents on literacy progress at least 2 times in the year.
- We will strategically integrate and collaboratively develop our literacy tasks into our local curriculum to engage all students.
- We will identify key writing and reading tasks that capture our local narratives and continue to add to our bank of local curriculum 'kete'.
- We will continue to monitor progress of P2 students in literacy and monitor the impact of local Curriculum and integration of literacy

### **2. Develop our unique school culture that supports local aspirations and school roll growth.**

#### **Te Reo Māori / Community relationships**

- Embed the Ashbrook Learning Progressions in Te Reo Māori for monitoring of impact of learning.
- Te Reo Māori for 2023/4 will be taught in mainstream classrooms by a specialist teacher employed within the classroom context.
- Monitor and address attendance in our school.
- School wide actions will be initiated to build upon PR and community perception of our school so that perception is positive within the community.
- New entrant promotional focus – visits formal and informal to all Early Childhood Centres.

#### **School culture**

- The development of a programme for new entrants who don't have any literacy / readiness for school focus.
- Embed explicit RIICH language and explicit actions that develops a school culture that is open friendly and child focused.
- Monitor and address attendance in our school.
- We will use data from ETAp to analyse behaviour of children and develop specific actions that build on a RIICH positive culture.
- Restorative practices are used within the school and the students, teachers and parents are becoming familiar with it.

## Annual plan – 2024

### **Goal 1 All students will be able to effectively access the NZ Curriculum and/or Te Marautanga o Aotearoa as lifelong learners in Literacy and Numeracy.**

#### **Baseline data 2023:**

- **Mathematics.** 13 (18%) students are tracking within the green strand of our ALP progressions. 35 (48%) students are tracking within the dark blue strand of our ALP progressions. 24 (33%) students are tracking within the light blue strand of our ALP progressions. 2 (2%) students are tracking within the red strand of our ALP progressions.
- **Writing.** 13 (18%) students are tracking within the green strand of our ALP progressions. 30 (41%) students are tracking within the dark blue strand of our ALP progressions. 21 (30%) students are tracking within the light blue strand of our ALP progressions. 8 (11%) students are tracking within the red strand of our ALP progressions.
- **Reading.** 13 (18%) students are tracking within the green strand of our ALP progressions. 41 (57%) students are tracking within the dark blue strand of our ALP progressions. 16 (22%) students are tracking within the light blue strand of our ALP progressions. 2 (2%) students are tracking within the red strand of our ALP progressions.

#### **Target:**

75% - 80% at achievement level green or dark blue band for writing.

(59% were at the green and dark blue for 2023 for writing)

75% of students at the green or dark blue band for mathematics.

(66% were at the green and dark blue for 2023 for mathematics)

<b>Action</b>	<b>Timeframe /Costs</b>	<b>Who?</b>	<b>Outcome</b>
A. Mathematics is integrated and embedded into the UOI, especially in the middle and senior school.	1 staff meeting per term to plan	Senior Teacher, Principal	<ul style="list-style-type: none"> <li>- 2 staff monitoring meetings per term and gallery walks of what integration is happening in the classroom with mathematics – visible evidence of math integration on the walls in classrooms.</li> <li>- Using the ALPs analysis format in mathematics, staff will report on engagement and progress of their cohort formally once per term – to all staff.</li> <li>- There will be books that have evidence of journaling of the ALPS in mathematics.</li> <li>- Critical analysis of the prime maths programme and effectiveness of it across the middle and senior school.</li> </ul>
B. Written Mathematics Journal trial with year 5 to year 8 group to build vocab in mathematics.	2 meetings per term showing journals to all staff Purchase of math journals	Principal and Teachers	
C. Prime math's to be closely monitored to assess the impact and progress in senior school, with the introduction into the middle school.	Purchasing of resources - \$1200	Senior Teacher, Principal	
<b>Literacy &amp; Local Curriculum</b> D. Reciprocal writing to commence to build on purpose. E. To have a clear purpose to write and leadership to develop specific writing 'expectations' [teaching philosophy in writing]. F. Modelling and quality model books to be developed / purchased or borrowed from national library. G. Develop a scaffolded modelling books by all teachers for students.	Release time for all teachers with Eval Associates X 4 days.	Teachers and Principal Other adults Evaluation Associates	<ul style="list-style-type: none"> <li>- Set up reciprocal writing using books with adults using our target groups or P2 writers.</li> <li>- Using National Library books – DP joined rural National literacy initiative to support model books.</li> <li>- A clear and precise writing handbook will be developed collaboratively by staff – finished by term one with Evaluation Associates.</li> <li>- Using ALPS in our modelling books with students to develop clear learning pathways and explicit progress.</li> </ul>
H. Leadership and teachers to monitor the progress of light blue cohort of the 21 students in Year 1 & 2.	Termly check in. 2-3 staff meetings per term to review.	Teachers and Principal	<ul style="list-style-type: none"> <li>- Using ALPs and individual teacher support to monitor progress and impact of any initiatives used.</li> </ul>

**Annual plan – 2024**

<b>Goal 2. Develop a positive unique school culture that supports local aspiration and has a point of difference.</b>			
<b>Action</b>	<b>Timeframe/ Costs</b>	<b>Who?</b>	<b>Outcome</b>
I. All stakeholders (teachers, students, parents, BOT) to commence a consultation and development with the Principal which will develop a concise 5 year strategic plan that is innovative and stakeholder friendly. Strategic Plan will be developed with the support and guidance of the Springboard Trust. The Plan will be reviewed following the development of the Strategic Plan.	Term 1 – Vision, Stakeholders. Term 2 – Future State, Goals and Initiatives, Roadmap. Term 3 – Measurement, Annual Plan. Term 4 – Present and Celebrate	Principal to lead, with support from the BOT  Students  Parents  All staff	To have a robust and concise strategic plan for the whole school that is understood and reflective of the aspirations of the community stakeholders.  A school wide student graduate profile will be developed that supports our values and aligns with our strategic plan.  Ashbrook school will have documentation that clearly aligns with the strategic plan – eg: Staff handbooks, Teacher expectations.
J. One day per term we will have open days for the parents.	2024 - termly	All Staff	One event per term that encourages parents to attend and view children’s learning in an informal setting. Matariki involvement, Three way conferences and parent challenge, assemblies are open and communicated via Facebook.
K. New entrant promotional focus – visits formal and informal to all Early Childhood Centres.  L. To embed a programme for NE who don’t have any literacy / readiness for school focus.	6-8 week programme each term Co teacher employed	Junior lead teachers and Co teachers	NE growth continues to increase – New Enrolments.  Confident NE students who are developing literacy and numeracy. Takaroa room to focus on pre-entry skills and reception to build readiness for class based activities.  Develop an ALP for NE skills learning through play.
M. To embed the Te Reo Māori programme and ALPs in mainstream classrooms.  N. Employ a Te Reo Māori support staff to ensure Māori students have more positive role models in the school.	Each term – weekly delivery	Specialist teacher as part of the Teachers Salary	Wider use of Te Reo in the school. There is a more focused approach to language acquisition in the school (Te Reo Māori)  A Co teacher and Sports specialist to help role model in the senior end of the school and support pastoral care.
O. To have all staff aligning to the values of the school, be using Restorative Practise in dealing with behaviour. Embed explicit RIICH language and explicit actions that develops a school culture that is open friendly and child focused.	Term by term	Leadership and teachers working with Co teachers and auxiliary staff	To hear and see all adults using the language of RIICH in their dealings with children, for children to be able to understand and be using the language explicitly in the playground.

**GOAL 3. Attendance – to have 80% of our children above 85% attendance – a shift from 70% of children currently above 85%.**

Action	Timeframe/ Costs	Who?	Outcome
<p>P. Teachers to monitor daily attendance and any students identified as being of concern will be home visited / contacted and pastoral care support made available.</p> <p>Q. Teachers will share their attendance with whanau, family and student, those that are under the 80% mark.</p>	Each term	<p>Principal, Deputy Principal, and all staff</p> <p>Teachers</p>	<p>Identified all children who are falling in 'of concern' area and having improvement in their attendance. Teachers to build close and robust relationships with those who have poor attendance and data will be shared.</p> <p>No deficit thinking around attendance.</p>
<p>R. Barriers to returning to school will be identified by management team and teachers and addressed accordingly – with the focus on what can the school do differently to encourage positive attendance (i.e., remove deficit thinking).</p>	Ongoing	<p>Teaching staff</p> <p>Principal</p> <p>Attendance teacher</p>	<p>Less unjustified absences.</p> <p>Higher justified absences compared with unjustified.</p> <p>Term by term report to the Board.</p>
<p>S. Positively support and celebrate all children who were and have attended above 90% each term.</p> <p>T. Any student who has improved each term will also be celebrated in a unique way. Celebrations held for students above 95%.</p>	Ongoing	<p>Attendance Manager</p> <p>Principal and Teachers</p>	<p>Celebrations of those who are consistently attending school – 90% and above.</p> <p>School treats to reinforce those students who have improved -95% and above to have café treat.</p>
<p>U. Alternative programmes / EOTC will be run by a small team to promote students not at school and develop them returning and entering regular classroom programmes.</p>	Principal / Teachers / Co teacher	<p>Principal and specialist team</p> <p>Matua Dallas/Matua Adrian</p>	<p>Students of concerns have a pathway to reconnect with school and positively engage with the school and its personnel.</p> <p>A Co teacher and Sports specialist to help role model in the senior end of the school and support pastoral care.</p>