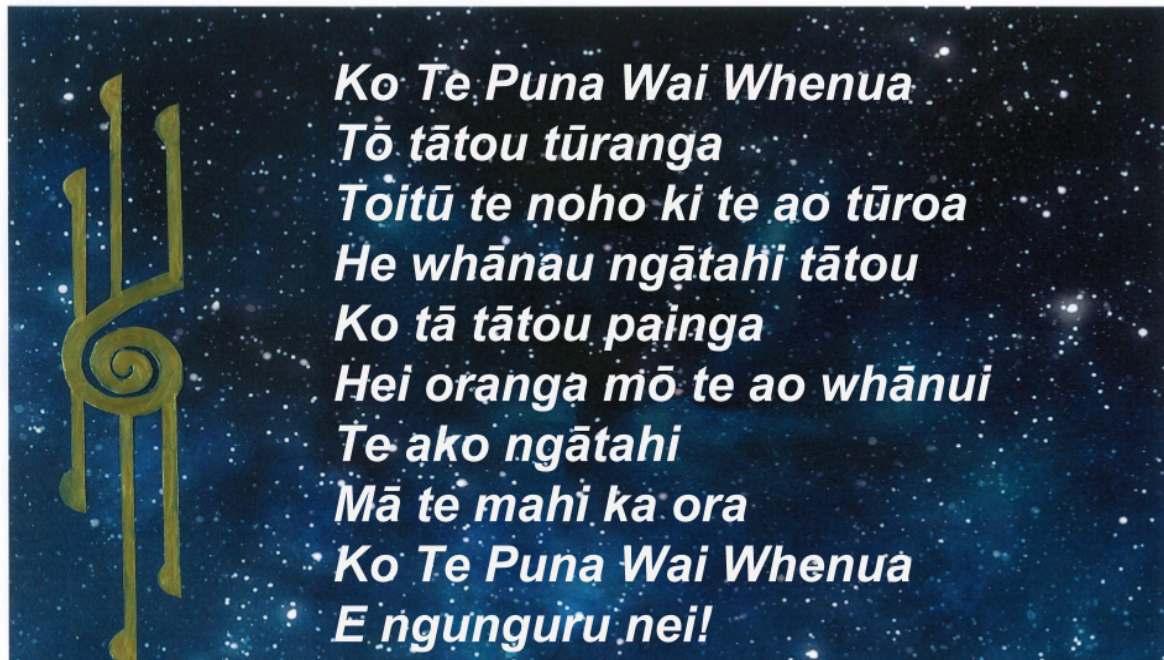


# SPRINGLANDS SCHOOL

## Te Kura o Te Puna Wai Whenua



2021-2024

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# VISION

## Tō tātou tūranga Tō tātou wā mua     Ō tātou tāngata Tō tātou painga

### Our Place, Our Future, Our People, Making a Difference

#### Tō tātou tūranga     Our Place

To promote a partnership with parents, nurturing a safe and caring place where children are engaged learners immersed in motivating and challenging programs that are fun and enjoyable. To develop the 'mauri' to reflect the unique qualities of the school, high educational achievement expectations, and connected team focus on growing learners and leaders.

#### Tō tātou wā mua     OUR FUTURE:

To develop students to become thoughtful, productive, positive citizens in an ever changing world utilizing latest technologies.

#### Ō tātou tāngata     OUR PEOPLE:

To develop honest, resilient students operating in partnership with the community where positive relationships are valued and acknowledged. A team approach to education.

#### *Tō tātou painga     MAKING A DIFFERENCE:*

To challenge learners to reach their full potential and 'make a difference' to their own lives, the lives of others; both locally and globally. Our School mihi introduces our vision and values and was developed in 2018 in consultation with students, parents, staff and the community.

#### Our Mission

"To build a TEAM of confident, connected life-long learners actively involved in 'making a difference'

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## School Profile

Established in 1886, Springlands School is located on the western side of Blenheim, in sunny Marlborough. We offer exciting high quality authentic learning experiences for around 400, Year 0-6 students. Springlands Primary School is a part of a supportive and diverse community. We have always been held in very high regard as a successful, innovative school and strive to make a difference by developing lifelong learners.

Our school Mihi, developed in 2018 introduces us to our school community and forms the umbrella for our localised curriculum. Our students use a range of skills and attributes related to human flourishing. e.g. creativity, connectedness and collaboration, problem solving, wellness, and capacity to establish and pursue personal and collective visions. Sound understandings in Numeracy and Literacy enable this type of learning to occur. Our Whakataukī Ma te mahi ka ora; From hard work comes success, drives our high expectations of our learners.

We are extremely proud of our students who enthusiastically contribute to the holistic nature and physical environment as part of the schools involvement with Enviro Schools. Facilities to enhance learning include a performing arts room, hall, courts, library, conference room and 20 dynamic classrooms that reflect high quality, modern teaching and learning.

Our students are well known for their respectful nature and ability to take a risk. We have a deep sense of belonging within Springlands and justifiably feel that our school is outstanding in meeting the educational, social and emotional needs of its pupils.

## Recognising New Zealand's Cultural Diversity

Ko te ahurei o te tamaiti arahia  
o tatou mahi  
“Let the uniqueness of each child guide our work”

At Springlands School we have developed and will continue to evaluate practices that reflect New Zealand's cultural diversity and the unique position of Māori. We promote equity and excellence for diverse learners through the concepts of Manaakitanga (caring for emotional, physical, spiritual and mental wellbeing), Whanaungatanga (establishing links, making connections and relating to people), Ako (reciprocity - where learning is a two-way process i.e. the child is both teacher and learner, and vice versa), and mahi tahi (working together collaboratively).

Integral to that philosophy is the recognition and celebration of our unique New Zealand bicultural heritage. Te Reo and tikanga will be integrated in programmes, values and practices. We will take all reasonable steps to provide instruction in tikanga (Māori culture) and Te Reo Māori (Māori language) for students

Ka Hikitia is about our inclusive pedagogy and our kawa (school culture).  
It is what we believe at Springlands that is unique to our school - our kaupapa.  
Ka Hikitia focuses our attention on culturally responsive relationships and partnerships  
It is about learning Nga Tikanga Ako (Our learning norms) Nga Tikanga, (Our school rules)  
and our whakataukī: Ma te mahi ka ora, (From hard work comes success).

All cultures within our school (20% Māori; 62% NZ, 4% Other, 6% Pasifika; 7% Asian) are valued, accepted, and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximising the potential of each student.

Our Cultural Diversity Team develops a plan to ensure we strive to promote culturally connected opportunities for all. For our Pasifika learners' we promote participation, engagement and achievement through the employment of a parent liaison, community celebrations, and Pasifika performing arts specialist and kaiawhina programmes.

We have active kapa haka groups and whole school kapa haka. Leaders contribute to the success of Māori following Tū Rangatira as a guide. We strive to grow the use of Te Reo Māori ensuring all children have regular opportunities in Te Reo Māori. Visits to the local Marae with celebrations as appropriate eg school hangi enhance our curriculum. Consultation with our community and ensuring our localised curriculum gives effect to Māori places of significance in our region are part of our practices.

## Strategic Statement:

The Springlands School Board of Trustees operates a governance model that is strategic rather than operational. The Charter is Board led entrusting the principal to carry out the implementation through delegations to school leaders.

We follow the School Evaluation Indicators: Effective Practice for Improvement and Learner Success

The indicator domains are as follows:

1. Stewardship
2. Leadership of conditions for equity and excellence
3. Educationally powerful connections and relationships
4. Responsive curriculum, effective teaching and opportunity to learn
5. Professional capability and collective capacity
6. Evaluation, inquiry and knowledge building for improvement and innovation



Strategic Aims	Annual Goals 2021	Annual Goals 2022	Annual Goals 2023
<p>All our Strategic Goals aim to:</p> <ul style="list-style-type: none"> <li>follow the principles of Piritahi and strive for EQUITY EXCELLENCE and BELONGING</li> <li>to increase the students achieving at expected curriculum level in Numeracy and Literacy.</li> </ul>			
<b>Strengthening Teacher/Leadership Capability</b>	<p>1 Strengthen culturally responsive practices and relational pedagogies.</p> <p>2 Build responsive local curriculum through New Pedagogies for Deep Learning, including digital technologies.</p> <p>3 To increase student achieving at expected curriculum level in Numeracy (See Achievement Target )</p>	<p>Strengthen reflective practice of culturally and relational pedagogies.</p> <p>Embed NZ History into responsive local curriculum.</p>	<p>Embed culturally responsive practices and relational pedagogies to our kura.</p> <p>Continue to reflect with community on local curriculum and make changes as necessary.</p>
<b>Hauora</b>	<p>4.Promote equity and excellence and belonging through school wide practices with a focus on Hauora.</p> <p>5 Explore restorative practices to increase positive behaviour for learning into school wide practices.</p>	<p>Strengthen Hauora practices school wide with a focus on Equity, Excellence and Belonging.</p> <p>Implement strategies that cater for challenging behaviours to improve staff and student wellbeing.</p>	<p>Strengthen Hauora practices school wide with a focus on Equity, Excellence and Belonging.</p> <p>Implement strategies that cater for challenging behaviours to improve staff and student wellbeing.</p>
<b>Community/Iwi/Māori Engagement</b>	<p>6 Establish and strengthen learning partnerships: to enable Māori to achieve success as Māori.</p>	<p>Through community engagement and culturally responsive</p>	<p>Learning partnerships are enable all cultures to achieve success.</p>

for the diverse range of cultures represented in our kura

relationships develop a responsive curriculum.

## Springlands School Annual Plan 2021

Strengthening Teacher/Leadership Capability			
Goals	Actions	Who	Indicators of Progress.
1. Strengthen culturally responsive practices and relational pedagogies.	<ul style="list-style-type: none"> <li>All teachers involved in collaborative spirals of inquiry.(Mahi Tahī)</li> <li>Each teacher to monitor and evaluate the progress of 4 priority learners to measure the impact of changes to their practice.</li> <li>Raise achievement in mathematics.</li> <li>Reflective practice is embedded in Mahi Tahī work</li> <li>Professional development in Developing Mathematical Inquiry Communities DMIC</li> <li>Increase awareness of culturally responsive practices and examine unconscious bias through 'Blended on line learning. and Akonga group.</li> <li>Raise the achievement of students with special learning needs, and support students with special abilities to broaden/extend their progress</li> <li>Professional Growth Cycle</li> <li>Create collaborative learning environments that strengthen pedagogies.</li> </ul>	<p>In school leads with support from across school leads.</p> <p>Leadership Team</p> <p>Numeracy Team</p> <p>Cultural Diversity Team</p> <p>Inclusive Education Team</p> <p>Leadership Team</p>	<p>Numeracy team with WSL and ASL ensure processes for Mahi Tahī ensure all teachers are involved in a collaborative inquiry that measures the impact.</p> <p>DMIC observations and goals related to Mahi Tahī.</p> <p>Two to attend 'Blended on line learning' and pass on to Akonga group.</p> <p>Special needs register to identify needs. Monitor progress through monitoring and moderation practices. Kaiawhina and special programmes support in place.</p> <p>PGC related to actual practice and not on top of work.</p> <p>Staff work together in leadership, mahi tahī, paired rooms, operational, curriculum and teams to strengthen collaborative practice.</p>
2. Implement and make visible our local curriculum through New Pedagogies for Deep Learning. (Localised curriculum)	<ul style="list-style-type: none"> <li>Monitor and evaluate school conditions for deep learning.</li> <li>Embed new pedagogies for Deep Learning into a responsive curriculum: Pedagogical practices, Learning partnerships and Learning Environments. Leverage digital technologies to enhance learning</li> <li>Embed agreed inquiry model into practice.</li> <li>Reflect on local curriculum to strengthen ensuring a balanced curriculum building competencies valued for lifelong learners.</li> </ul>	<p>Deep Learning Team</p> <p>E .Learning Team</p>	<p>Deep Learning school conditions monitored and new goals set.</p> <p>School wide and team planning reflect localised curriculum. Update curriculum design documents to reflect changing practices. Systems in place to support PD in See-Saw, Mathletics, Reading Eggs, Google, Hapara. Digital Curriculum staff meeting</p> <p>Inquiry model evident in practice for children, staff and Board. . Revisit local curriculum following consultation. Embed the key competencies /6 C' s in planning .</p>

<b>Hauora</b>			
4.Promote equity and excellence and belonging through school wide practices with a focus on <b>Hauora</b> .	<ul style="list-style-type: none"> <li>Continue to define equity, excellence and belonging</li> <li>Develop a shared understanding of Hauora.</li> <li>Continue to review and reflect on systems to improve Hauora for all learners.</li> <li>Identify and remove barriers to achievement.</li> </ul>	<p>Hauora Team</p> <p>Inclusive Education Team</p> <p>ESOL team</p>	<p>Define Equity, Excellence and Belonging.</p> <p>Staff meetings to discuss Hauora. Hauora team to action goals and recommendations. .</p> <p>Teams regularly discuss barriers to achievement. CAPS.</p>
5 Explore restorative practices to increase positive behaviour for learning into school wide practices.	<ul style="list-style-type: none"> <li>Deepen staff understandings of positive behaviour for learning and develop coherent systems.</li> <li>Creating positive learning environments.</li> <li>Facilitate shared learning and responsibilities for school wide expectations.</li> <li>All staff have the opportunity to participate in the Piritahi Kahui Ako Staff Only Day related to wellbeing and keynote speaker (Mind of Manner).</li> <li>Promote reflective and restorative practices.</li> <li>Ensure staff and teams have a good understanding of their own hauora and well-being within the teaching profession. especially in relation to Covid 19.</li> <li>Value, teach, understand, support and be aware of our student hauora.</li> <li>Follow the Piritahi Kahui Ako action plan related to the Hauora Workstream</li> </ul>	<p>Leadership team and all staff.</p>	<p>Hold regular staff meetings to develop coherent behaviour systems.</p> <p>Reflect on learning environments regularly in teams and leadership meetings.</p> <p>Staff to attend Piritahi iSOD</p> <p>Review behaviour management policies to align with PB4L principles</p> <p>Survey staff. Ensure staff wellbeing is monitored and flexible staffing arrangements made to protect Hauora.</p> <p>Health Focus term 1. Life Education.</p> <p>Goals reflect Piritahi action plan.</p>
<b>Community/Iwi/Māori Engagement</b>			
<p>6 Establish and strengthen learning partnerships: to enable Māori to achieve success as Māori.</p> <p>for the diverse range of cultures represented in our kura</p>	<ul style="list-style-type: none"> <li>Develop a culturally responsive plan to strengthen community engagement and continue to improve outcomes for Māori</li> <li>Become familiar with Ka Hikitia 2020 and reflect on and implement.</li> <li>Student Voice/Whānau Voice</li> <li>Liaison with Deep Learning team to ensure curriculum considers parent voice.</li> <li>Increase student and parent agency with a focus on sustainability "to make a difference"</li> <li>Continue to engage with our Pasifika families through parent liaison.</li> <li>Strengthen Pasifika opportunities.</li> </ul>	<p>Leadership Team</p> <p>Culturally Diversity Team</p> <p>Parent Liaison</p>	<p>Cultural responsive team meet and form action plan.</p> <p>Ka Hikiita staff meeting</p> <p>Teachers knowing their learners</p> <p>Knowing your learner meetings and adjust programmes for learners needs.</p> <p>Whānau feeling a part of their child's learning.</p> <p>Rongohia te Hau data collected and analysed</p> <p>Consultation with students, whanau regularly.</p> <p>Celebrate learning twice a year with community.</p> <p>Celebrate Matariki and Gala.</p> <p>Go M.A.D (Make a Difference) team re-established to give students a voice</p> <p>Creative in schools to operate Pasifika Proud Programme</p> <p>Parents feel comfortable at school.</p>

## Achievement targets

3

Focus: Mathematics

Annual Aim: Improve Maths achievement and assessment practices, and develop Teaching as Inquiry

- Work collaboratively to meet the regional challenges identified by the Piritahi Kahui Ako (CoL). Refer to Piritahi Framework 2020/21

- Together with professional development in Mathematics (DMCI) and spirals of Inquiry teachers will identify 4 priority learners to measure the impact of their mahi.

Note:

Analysis of school-wide Maths data from December 2020 identified some needs across a range of cohorts The data showed that overall 75% of students were achieving At or Above their expected Maths level according to the Piritahi Kahui Ako revised curriculum level interpretations. These interpretations are based on a curriculum level being covered in two years so the expectations are higher than in past years.

Mathematics data	All	Māori	Pasifika
Year 6	83%	79%	
Year 5	73%	53%	
Year 4	80%	64%	
Year 3	79%	65%	
Year 2	87%	80%	
All	75%	70%	56%

The table below shows that areas of most need at the end of 2020 were Y3, and Y5, Māori students are achieving lower by 5% below all students.. Pasifka students have shown improvement from 40% to 56% however they are achieving lower than all students.

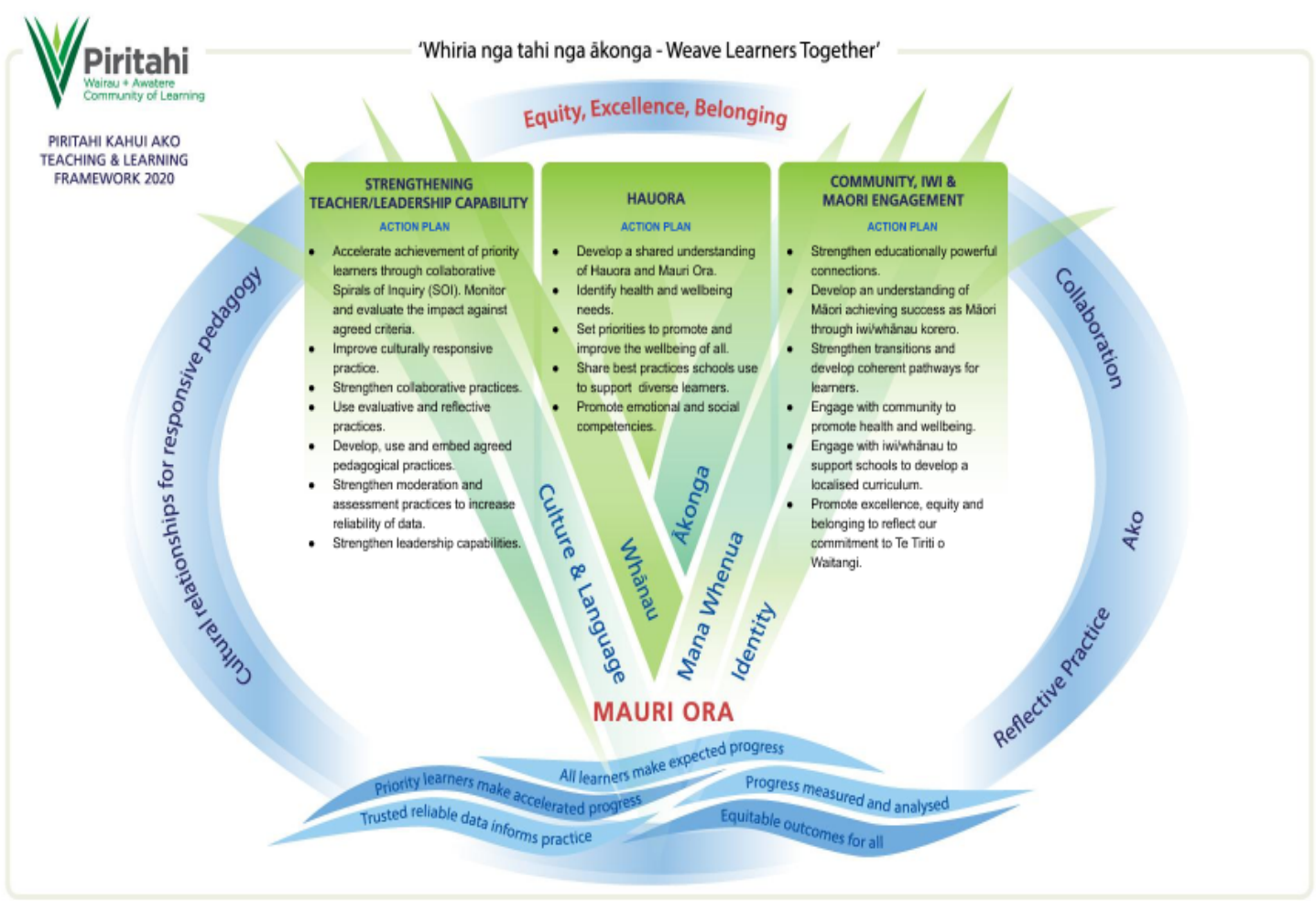
Leadership team  
Team leaders  
SENCO  
Numeracy team

2021 Target

The four targeted students per class including Māori and Pasifika, achieving below the expected curriculum level in Mathematics in Years 4-6 will all make accelerated progress (i.e. 2 or more sublevel shifts) by the end of 2021.



Springlands School adopts the Piritahi Teaching and Learning Framework 2021 to support the strategic direction of the school.







# Piritahi Kahui Ako Annual Plan 2021

<p><b>Vision</b></p> <p><i>‘Whiria nga tahi nga ākonga - Weave Learners Together’</i></p> <div style="text-align: center;"> <p>Whānau      Identity</p> <p>Culture &amp; Language      Mana Whenua</p> <p><b>Mauri Ora</b></p> </div>		<p><b>Principles</b></p> <ul style="list-style-type: none"> <li>• Equity, Excellence, and Belonging</li> <li>• Collaboration</li> <li>• Cultural Relationships for Responsive Pedagogy</li> <li>• Ako</li> <li>• Reflective Practice</li> </ul>
		<p><b>Achievement Success Indicators</b></p> <ul style="list-style-type: none"> <li>• All learners make expected progress</li> <li>• Priority learners make accelerated progress</li> <li>• Progress measured and analysed</li> <li>• Trusted reliable data informs practice</li> <li>• Equitable outcomes for all</li> </ul>
<p><b>Workstreams / Action Plans</b></p>		
<p><b>Strengthening Teacher/Leadership Capability</b></p> <ul style="list-style-type: none"> <li>• Accelerate achievement of priority learners through collaborative Spirals of Inquiry (SOI). Monitor and evaluate the impact against agreed criteria</li> <li>• Improve culturally responsive practice</li> <li>• Strengthen collaborative practices</li> <li>• Use evaluative and reflective practices</li> <li>• Develop, use and embed agreed pedagogical practices</li> <li>• Strengthen moderation and assessment practices to increase reliability of data</li> <li>• Strengthen leadership capabilities</li> </ul>	<p><b>Hauora</b></p> <ul style="list-style-type: none"> <li>• Develop a shared understanding of Hauora and Mauri Ora</li> <li>• Identify health and wellbeing needs</li> <li>• Set priorities to promote and improve the wellbeing of all</li> <li>• Share best practices schools use to support diverse learners</li> <li>• Promote emotional and social competencies</li> </ul>	<p><b>Community, Iwi &amp; Māori Engagement</b></p> <ul style="list-style-type: none"> <li>• Strengthen educationally powerful connections</li> <li>• Develop an understanding of Māori achieving success as Māori through iwi/whānau korero</li> <li>• Strengthen transitions and develop coherent pathways for learners</li> <li>• Engage with community to promote health and wellbeing</li> <li>• Engage with iwi/whānau to support schools to develop a localised curriculum</li> <li>• Promote excellence, equity and belonging to reflect our commitment to Te Tiriti o Waitangi</li> </ul>

[We recognise the Statement of Education and Learning Priorities.](#)