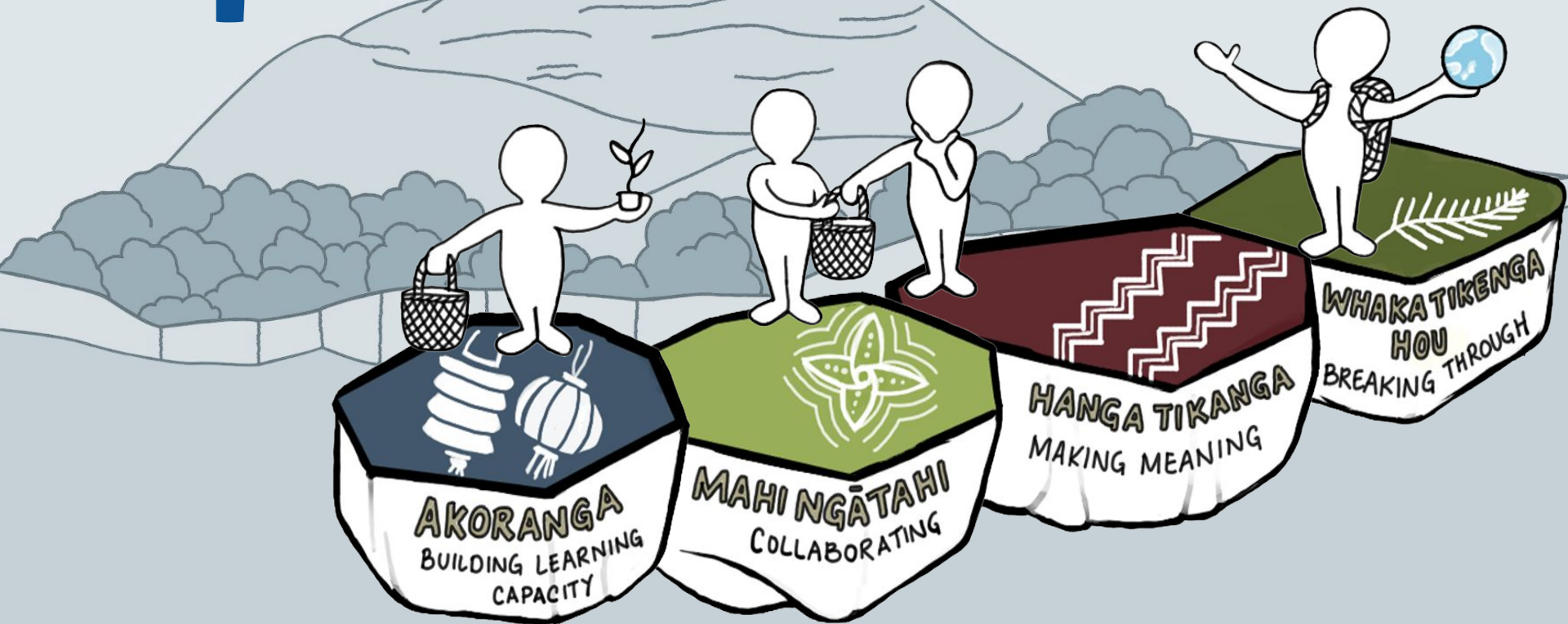


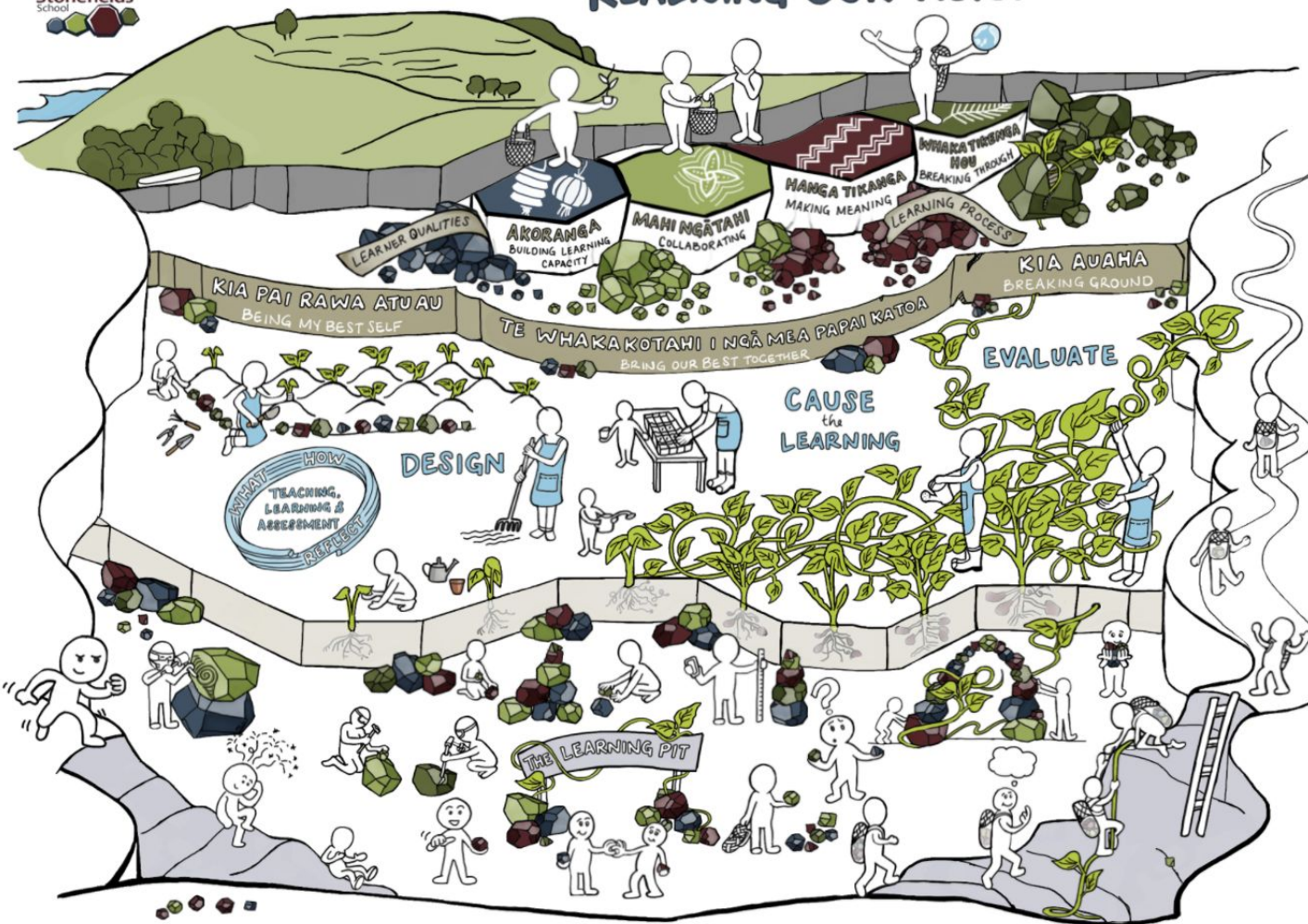
NZAI

Improvement - Getting it in our DNA

Aspiration



REALISING OUR VISION



Vision Aspiration

What we are aiming for?



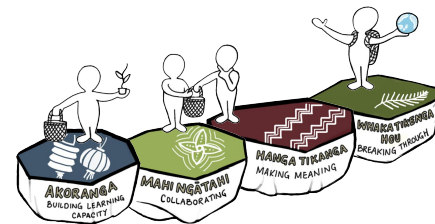
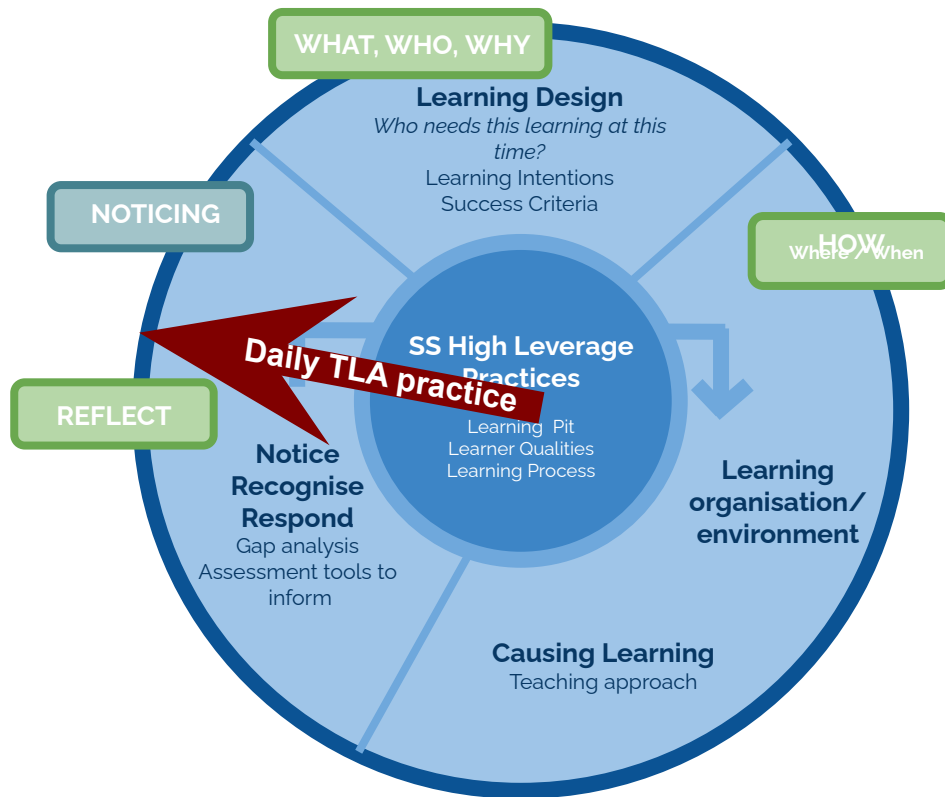
Teacher/Learning Assessment Practice

What we do together with whānau

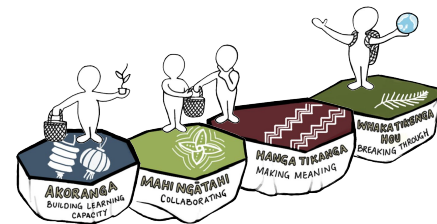
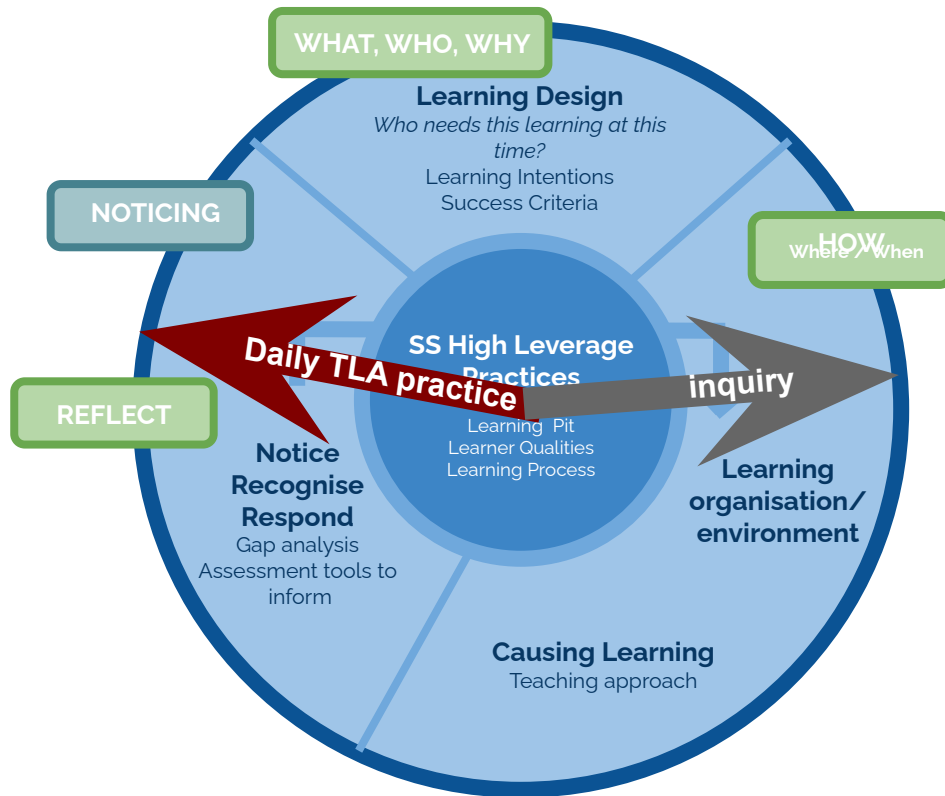
Learner Outcomes

What success looks like

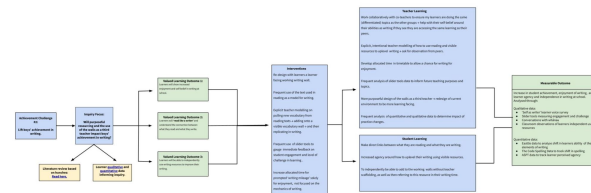
TLA – Daily practice



TLA – Inquiry | Improvement mahi



Beginning



Expert

Sarah H Inquiry
Charley Inquiry

Education Hub - Inquiry prompts
Tahurangi resources to support spirals of inquiry

Improvement

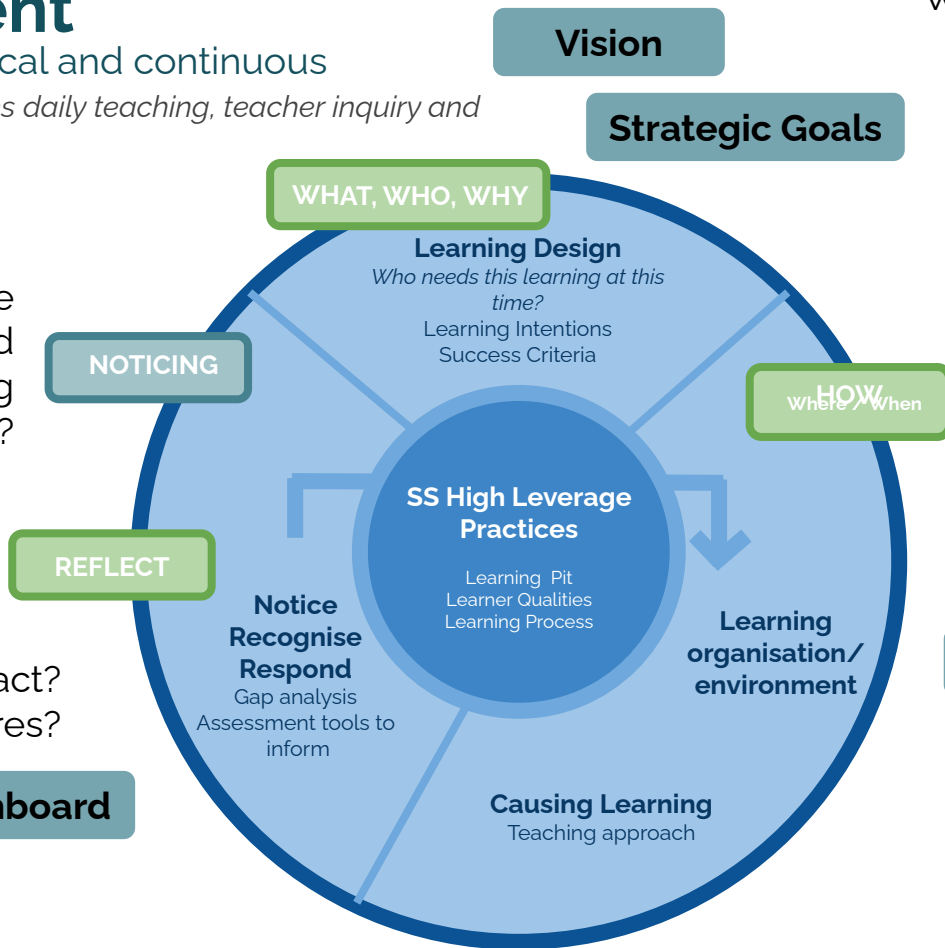
@ Stonefields is cyclical and continuous

The TLA model here informs daily teaching, teacher inquiry and Strategic Planning

What are we noticing, what is and isn't going/working well?

What is our impact?
Measures?

Improvement Dashboard



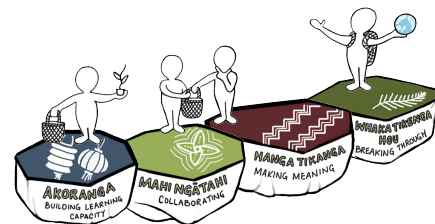
What are we trying to **improve**

- Vision
- Strategically?
- As a hub team?
- For whom?

How will we?

- Strategic initiatives?
- Inquiry process?
- BEST practice

Strategic Initiatives



A stylized illustration of a landscape. In the background, there is a large, rounded hill with some faint lines suggesting contours. In the middle ground, there is a row of trees with rounded, bushy canopies. In the foreground, there is a stone wall made of rectangular blocks, running across the frame. The overall style is simple and graphic, with a muted color palette of blues, greys, and light blues.

**What does success
look like?**

What do we value?

Framework

Reporting - Are we any better off?

Who are we? - our demographic, stats for learners, staff, community

Attendance - data

What - have we been focussing on?

Our Success Measures

Agency for all

Identity, Belonging & Wellbeing for all

Strong Foundation Learning

Powerful learning - Engaging & Real

Strong partnerships

Impactful teaching

Values Lived

What we are currently prioritising?

Improved basics, writing

Designing real Learning

Parent Partnership for learning gain

Knowledge of new curriculum

How well did we do?

How well do our **whānau, kaiako ākonga**, like what we do?

How well do we **teach**?

How well do our ākonga **attend**

How well do our ākonga **engage, be agentic and learn**?

Are we any better off?

How well did our ākonga progress?

How have we improved over the last 5 or so years?

How have we improved over the last 5 or so years?

What's next?

What is this telling us about our next improvement goals?

School developed

Edge

SchoolTalk

Where is the data stored

What do we value? What are we aiming for?

Te Tiriti honoring

Wellbeing

Learners and staff understand the importance of and actively maintain and improve their **hauora**

Hauora Tool

Learning & Progress

Learners exceed curriculum expectations in **foundational learning** including reading, writing, mathematics and communication.

Basic Facts, spelling

R, W, M - OTJ, PAT

Progressions

Identity

Learners have a strong sense of identity, confident and know how to further their learning

Progressions

Agency Tool?

Learners are **resourceful** and know what to do when they are stuck in their learning

Progressions

Agency Too, surveys?

Strong relationships with Learners

Strong relationships are established.

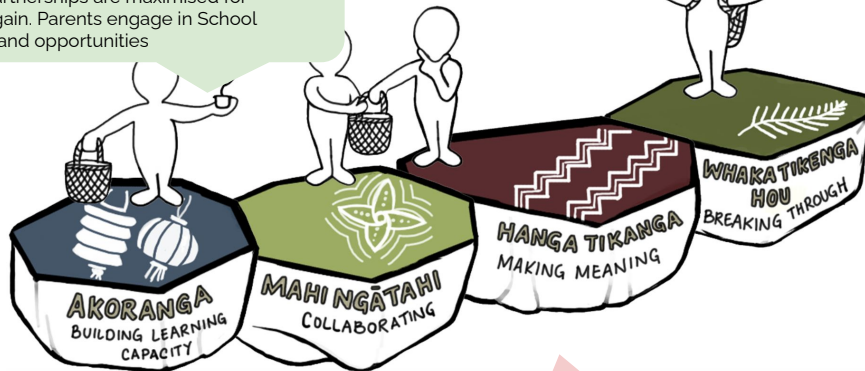
Kotahi Whānau

Parent Partnership

Strong relationships are established. Home School Partnerships are maximised for learning gain. Parents engage in School activities and opportunities

Take action - Learners and staff have a strong sense of efficacy to have the power to act.

RROL



Values are lived

Learners act as kaitiaki guardians of the environment

RROL

Relate well to others - our learners are inclusive and value diversity

Agency Tool?

Meaning Makers

Learners and staff are thinkers, problem solvers and investigators who have a deep understanding of the learning process

Progressions, RROL

Collaboration High functioning teams, high satisfaction

Surveys

Who are we?

Student numbers, ethnicities, gender etc
Staff numbers, support staff etc

Attendance Stonefields has high attendance rates and exceed like schools attendance

Edge attendance

Satisfaction

Staff rate Stonefields School as a great place to learn and work

Surveys

Happy and Positive

Learners are happy and safe at School - Whānau/Learners

Surveys

Satisfaction

Learners/Parents/whānau are satisfied the with their education and the School in general

BEST Tool

Surveys

Quality Teaching & Learning

Staff are lead learners
Feedback is welcomed and continuous improvement embraced

Sliders

Engagement

Learners are challenged and enjoy learning.

Surveys

Equity

We strive for equitable outcomes for all.

Progress tool

**What are our information
needs?**

**Are there Assessment
tools already developed?**



Assessment Tools

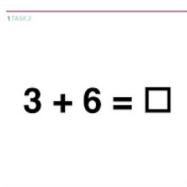
Critical to Know Assessment/Information Tools



Running Record

The running record assesses a learners ability to decode and comprehend reading texts in reading.

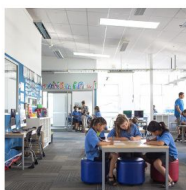
[Read More](#)



GLOSS

Gloss is used to understand learners understanding and application of number knowledge and strategies.

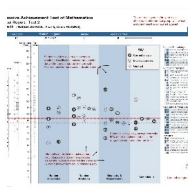
[Read More](#)



E-AsTTle

We use e-AsTTle reading, writing and maths to give insight into standardised assessment data.

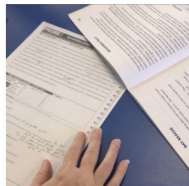
[Read More: Writing | Reading & Maths](#)



PATs

We use PATs in reading and maths to give insight into standardised assessment data.

[Read More](#)



Reading Probe

Probe assesses a learners ability to decode and comprehend texts in reading.

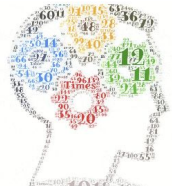
[Read More](#)

it	the	was
my	to	we
of	that	up
on	than	went
she	there	when
so	they	you

NZCER Essential Word Lists

The essential lists spelling test assesses a learner's ability to spell high frequency words.

[Read More](#)



Mōhio

Mōhio is used by learners to practise basic facts.

[Read More](#)



Tupu Mātauranga

Are a series of sight word, spelling and basic facts cards that are designed to help reinforce automaticity at home.

It automates testing of the timetables/ division facts

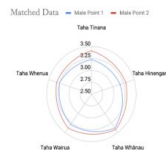
[Read More](#)



Te Whare Tapa Whā

The Te Whare Tapa Whā Tool provides us with a wider richer view of learners self perception of their well-being.

[Read More](#)



ASPT

The Agency Self Perception Tool (ASPT) can be used in parts or as a whole tool to inform teachers about learners self-perception of their agency.

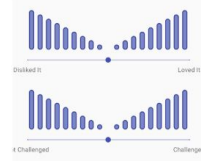
[Read More](#)



Whānau kotahi

The Parent Engagement Tool is used to track parents attendance and depth of relationships.

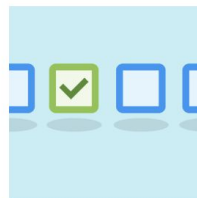
[Read More](#)



Slider Tool

The slider tool is used at the end of a lesson to provide teachers with insights about how challenged and engaged the learners were in their learning.

[Read More](#)



Annual Surveys

Annual surveys are completed each year around August/September to gather learner, staff and parent voice to inform strategic implementation and next steps.

[Read More](#)



Learner Voice

Learner voice is simply having conversations with children and asking them questions or testing their thoughts about things.

[Read More](#)

What information do I need to know how each of our learners are going and what their next steps are?

Insight Tools – Prototyped

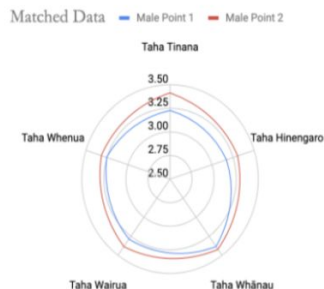
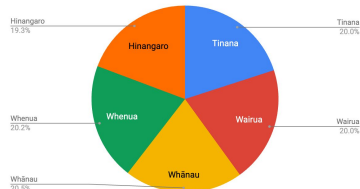


Te Whare Tapa Whā

The Te Whare Tapa Whā Tool provides us with a wider richer view of learners self perception of their well-being.

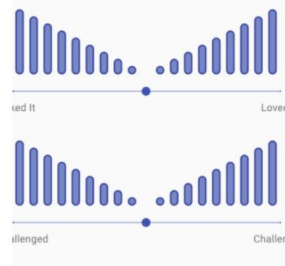
[Read More](#)

Balance of Average Responses



ASPT

The Agency Self Perception Tool (ASPT) can be used in parts or as a whole tool to inform teachers about learners self



Slider Tool

The slider tool is used at the end of a lesson to provide teachers with insights about how challenged and engaged the learners were in the learning.

[read more](#)

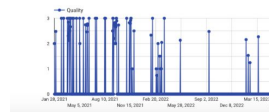
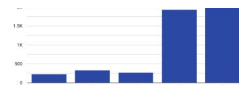


Kotahi

Whānau kotahi

The Parent Engagement Tool is used to track parents attendance and depth of relationships.

[Read More](#)



School developed

Edge

SchoolTalk

Where is the data stored

What do we value? What are we aiming for?

Te Tiriti honoring

Wellbeing Target

We aim to maintain a balanced Hauora (20%) across all 5 areas of wellbeing | Te Whare Tapa Wha

Hauora Tool

Learning & Progress - Target

After 6 years we aim for 92% or greater achieving at or above expectation in reading, writing, communication and mathematics including the basics

Basic Facts, spelling

R, W, M - OTJ, PAT

Progressions

Identity Target

We aim for Learners report a strong sense of belonging <3.4/4 and they are happy with who they are <3.4/4

Progressions

Agency Tool

Resourceful Target

We aim for an average score of 3/4 for each agency element.

Progressions

Agency Too, surveys

Strong relationships Target

We aim for learners to share they have strong relationships with their teachers >3.3/4

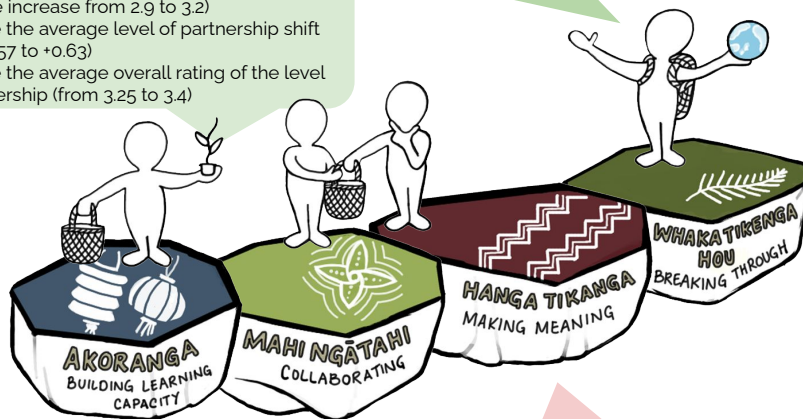
Kotahi Whānau

Parent Partnership Target

Increase the number of recorded connects (average increase from 2.9 to 3.2)
Increase the average level of partnership shift from +0.57 to +0.63
Increase the average overall rating of the level of partnership (from 3.25 to 3.4)

Take action Target Learners and staff evidence how they have the power to act.

RROL



Values are lived Target

We aim for > 3/4 learners and teachers rating for kaitiaki - regard for resources and the environment

RROL

Relate well to others Target

We aim for learners responses to be >3/4 on questions related to inclusive and

Agency Tool?

Meaning Makers Target

We aim for learners to self-report confidence of using the learning process >3/ 4

Progressions, RROL

Collaboration Target

We aim for staff to report >3.3/4 on questions related to team function and collaboration

Surveys

Who are we?

Student numbers, ethnicities, gender etc
Staff numbers, support staff etc

Attendance Stonefields has high attendance rates and exceed like schools attendance

Edge attendance

Staff Satisfaction Target

We aim to maintain high levels of work satisfaction > 3.3/4

Surveys

Happy and Positive Target

We aim for Learners & whānau to report high levels of happiness and safety at School >3.3/4

Surveys

Satisfaction Target

We aim for Learners & whānau to report high levels of satisfaction the with their education and the School in general

BEST Tool

Quality Teaching & Learning Target

We aim for at least 0.5 progression shift in TLA strategic focus.
Teachers rate seeking feedback > 3.4/4

Surveys

Engagement Target

We aim for high levels of engagement and enjoyment in learning - sliders

Surveys

Equity Target

We strive for equitable outcomes for all.

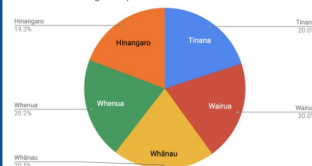
Progress tool

Wellbeing

Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of learning and life.



Balance of Average Responses

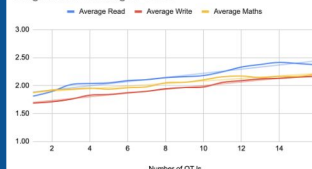


Learning & Progress

Strong foundation literacies are essential for enabling further learning and success



Longitudinal Tracking of OTJs



Identity

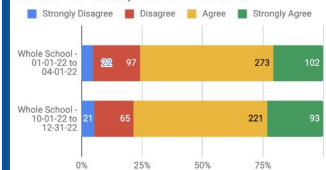
Potential is realised when learners feel like they belong are comfortable and knowledgeable about their identity and are more likely to take action to achieve the goals that align with them.



Resourceful

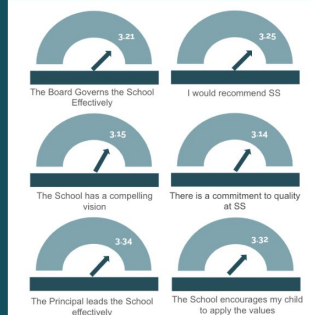
The confidence and capability to adapt to challenge is essential in preparation for an uncertain future.

When I am Stuck, I know what to do



Satisfaction (Parents)

High levels of satisfaction lead to better partnerships which in turn leads to better outcomes for learners. Low satisfaction often leads to positive change.



Team Function

High functioning teams have an accelerated impact on student outcomes



Relate to Others

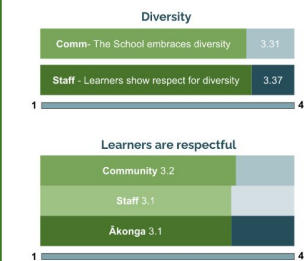
Collaboration, seeking diverse perspectives and relating well with others is an essential capability for an uncertain future.

We have some real strengths and areas for improvement related to Collaboration.



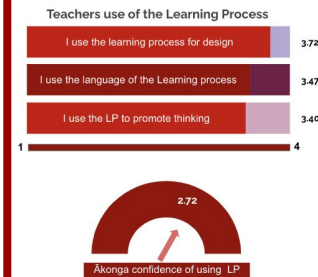
Values Lived

Kaitiakitanga encourages children to interact with the environment in respectful and sustainable ways



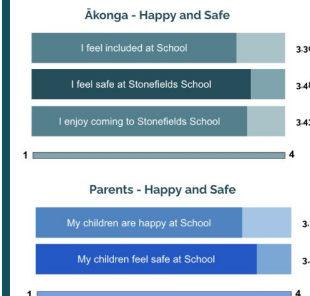
Learning Process

Being able to think and problem solve are essential capabilities for learning and life.



Happy & Positive (Ākonga, parents)

Engaged and motivated staff perform well, which in turn leads to more positive outcomes for learners.



Strategic Priority 3 Community Partnerships

Measure - Kotahi whānau Tool, 4 connects calendared each year, Parent satisfaction

What did we do? - Summary

Te Pataka Ako was established as a Community Hub to provide opportunities to support parents in areas that were highlighted by our community as opportunities for further learning e.g. parents workshops, writing, reading together etc.

A communication strategy was developed and implemented to improve parent partnership with the intention to achieve learning gain.

We have co-created scripts and scaffolds to support progress connects with parents to grow teacher confidence.

Connects with parents have been tracked in our prototype 'Kotahi Whānau' tool to see if we equitably engage all parents. We are also tracking the types of communication that are most effective.

Developing further tools to support teachers and whānau to partner when things aren't going so well has emerged as a future priority.

What Happened?

Of the 4 planned connects we averaged 2.9. The overall average partnership rating was 2.25 out of 3. The level of parents shifted .57 across the year. Maori whānau achieved the highest partnership rating.

Parents remain satisfied with the general direction of the school. A key indicator statement, "I would recommend Stonefields School to other families" remains highly positive, with 92% of responses agreeing or strongly agreeing.

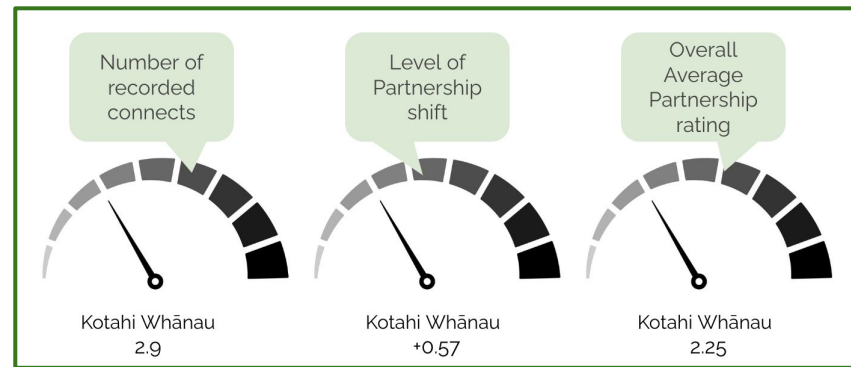
The combined average response for these 7 questions is 3.23/ 4.

Our Target of >3.3/4 response was **exceeded**

Where to Next?

Further clarity is needed on the purpose of various parent connects and more practical tools to support and strengthen parent partnership is a next priority. In 2023 we aim to:

- Increase the number of recorded connects (average increase from 2.9 to 3.2)
- Increase the average level of partnership shift from +0.57 to +0.63)
- Increase the average overall rating of the level of partnership (from 2.25 to 2.4)

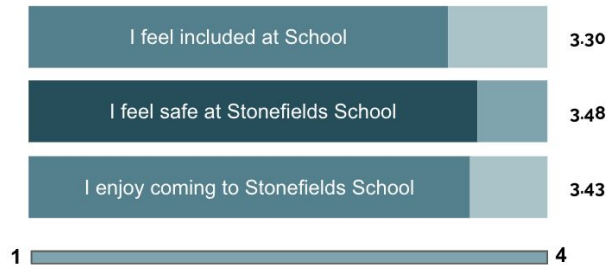


Happy & Positive

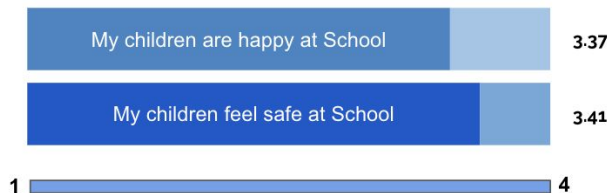
(Ākonga, parents)

Engaged and motivated staff perform well, which in turn leads to more positive outcomes for learners.

Ākonga - Happy and Safe



Parents - Happy and Safe



Happy & Positive Success Measure

Learners are happy and safe at School - Whānau/Learners

Happy & Positive Target

We aim for Learners & whānau to report high levels of happiness and safety at School
>3.3/4

Summary

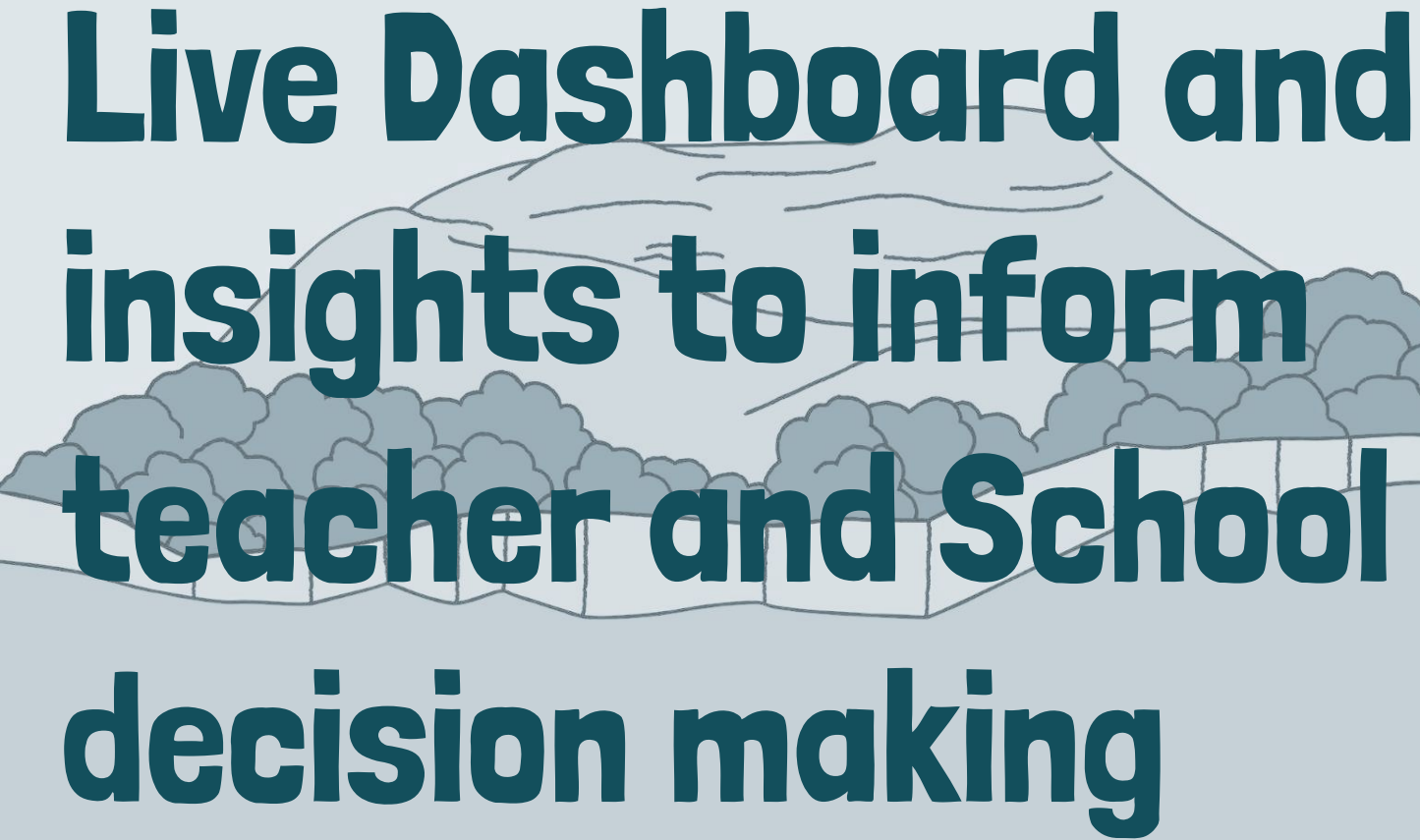
Tracking happiness and positivity continues to be important following the pandemic.

Both Parents | whānau and Learners rate very high levels (> 3.4/4) of happiness, safety and inclusion at School.

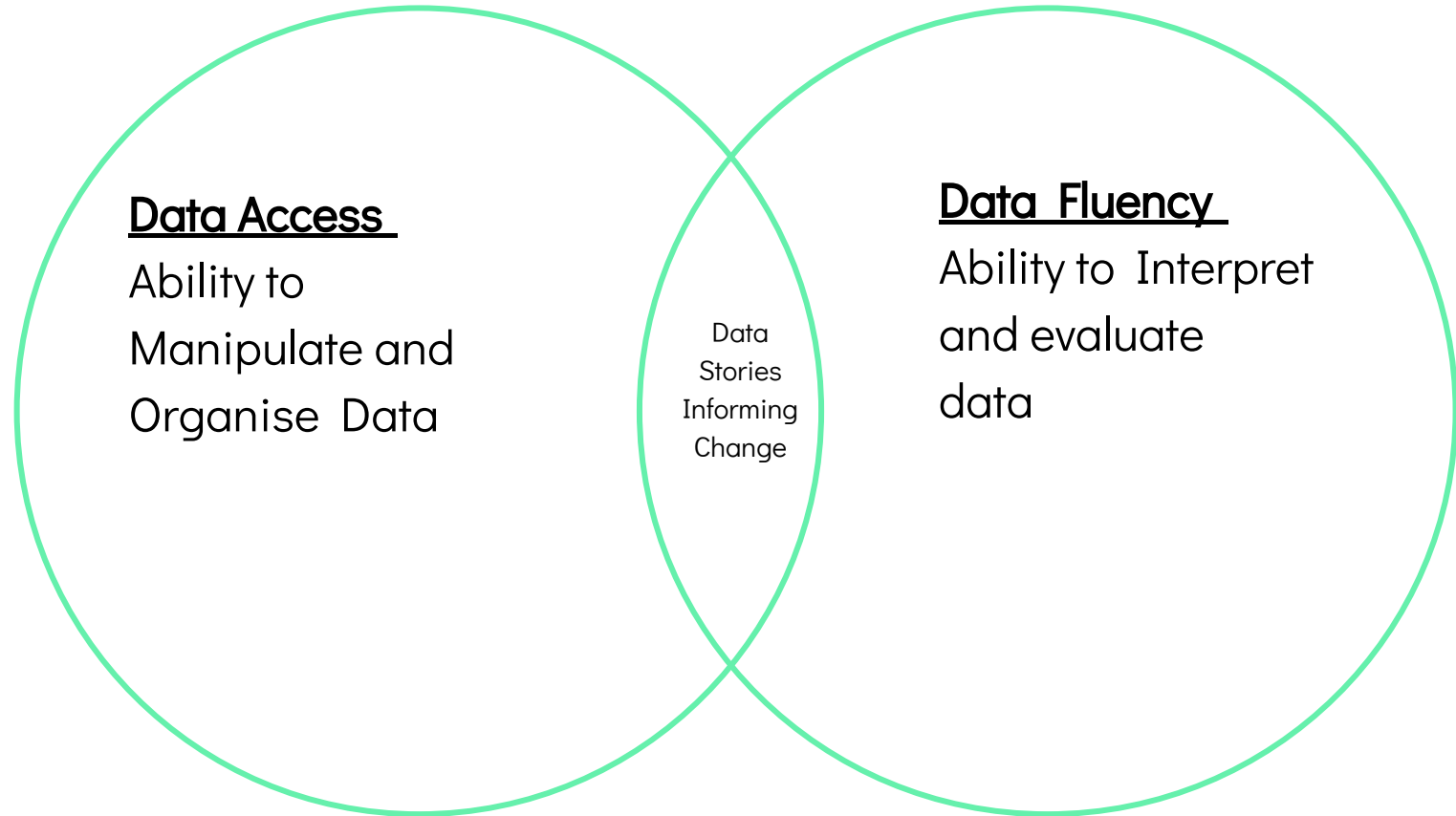
We **exceed** our target - All aspects of happiness and being positive about coming to School averages greater than 3.3 out of 4.

Next Steps

Insights and our data suggest continuing a focus on Wellbeing is critical. A key goal of the 2023 strategy will be to "Resource learners and staff to actively maintain their wellbeing and sense of agency and purpose."

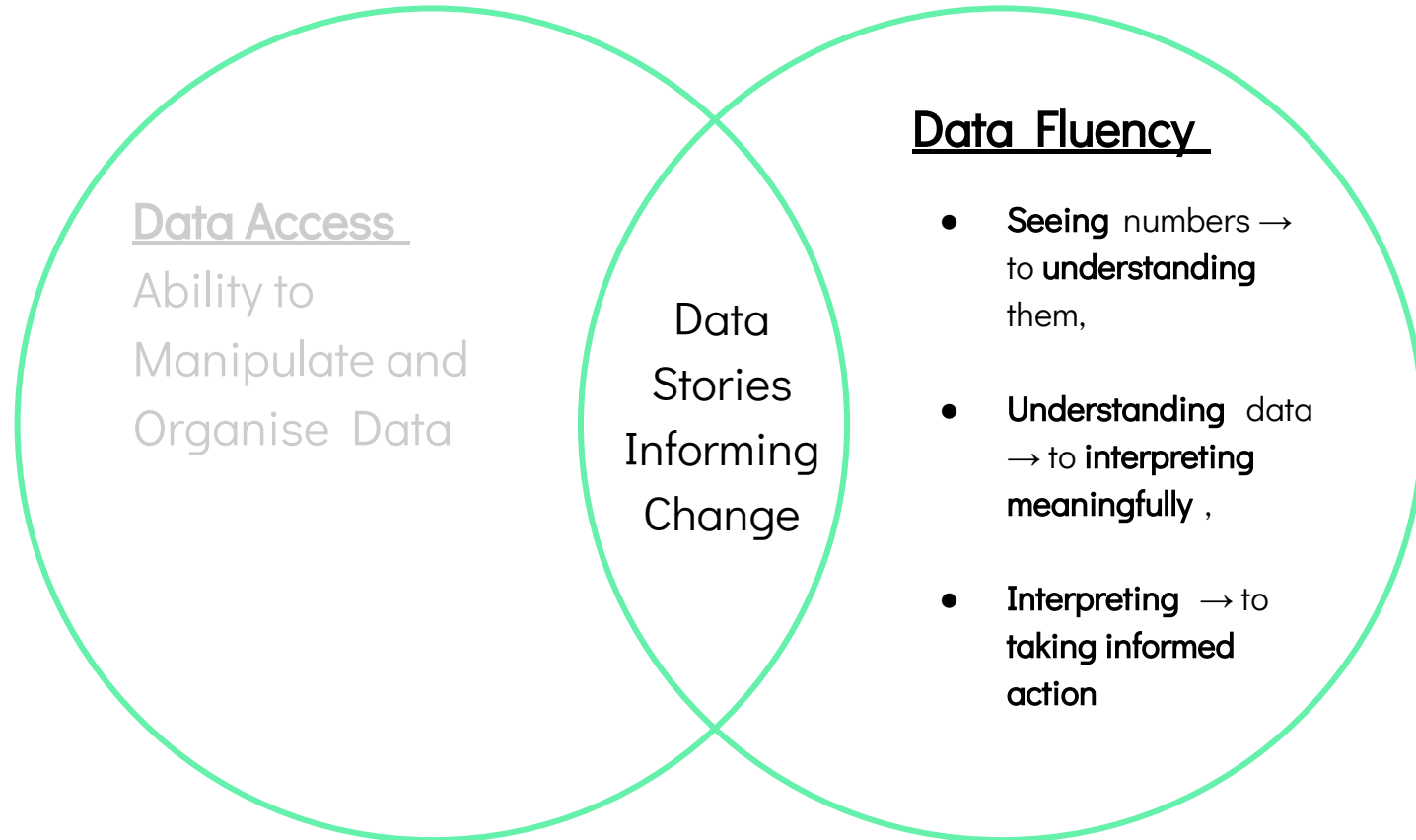


**Live Dashboard and
insights to inform
teacher and School
decision making**





Experience (Inquiry/ Data Conversations)



→
Making Data Organisation Easier

←
Experience (Inquiry/ Data Conversations)

Data Access

- **Overwhelmed** by numbers → **Focus** on what matters
- **Reactive to** the past → **Responsive** to current needs
- **Compliance** gathering data for others → **Shared Ownership** of the data

Data
Stories
Informing
Change

Data Fluency

- **Seeing** numbers → to understanding them,
- **Understanding** data → to interpreting meaningfully ,
- **Interpreting** → to taking informed action

Live Dashboard

[Download Report](#)[Reset Filters](#)

Select an OTJ

OTJ Name

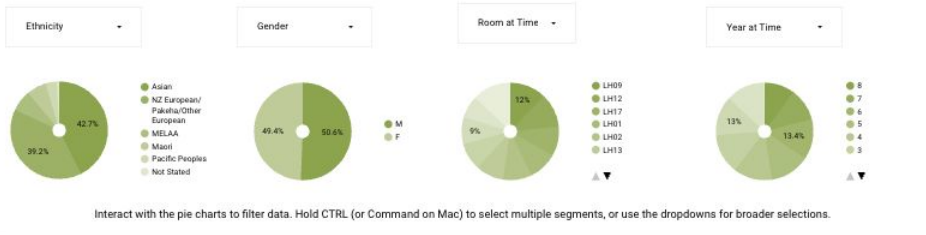
Select a Learner

Name

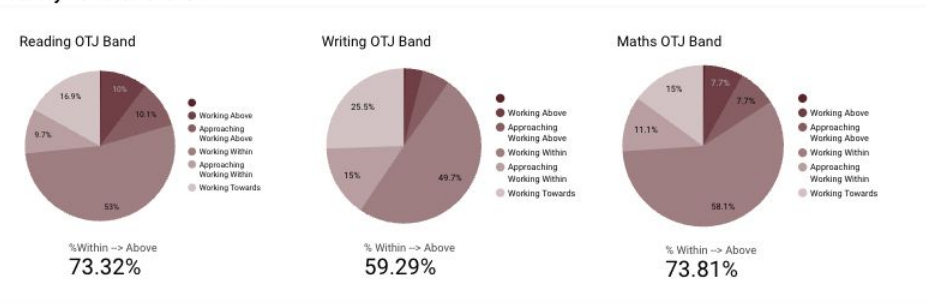
Number of Learners

954

Filter by Demographics (Optional)

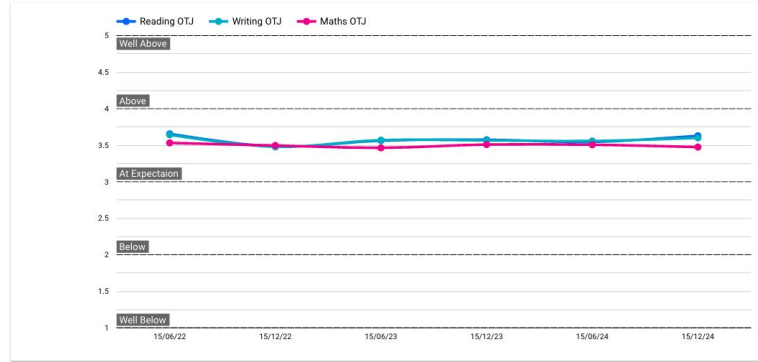


Filter by Achievement Level

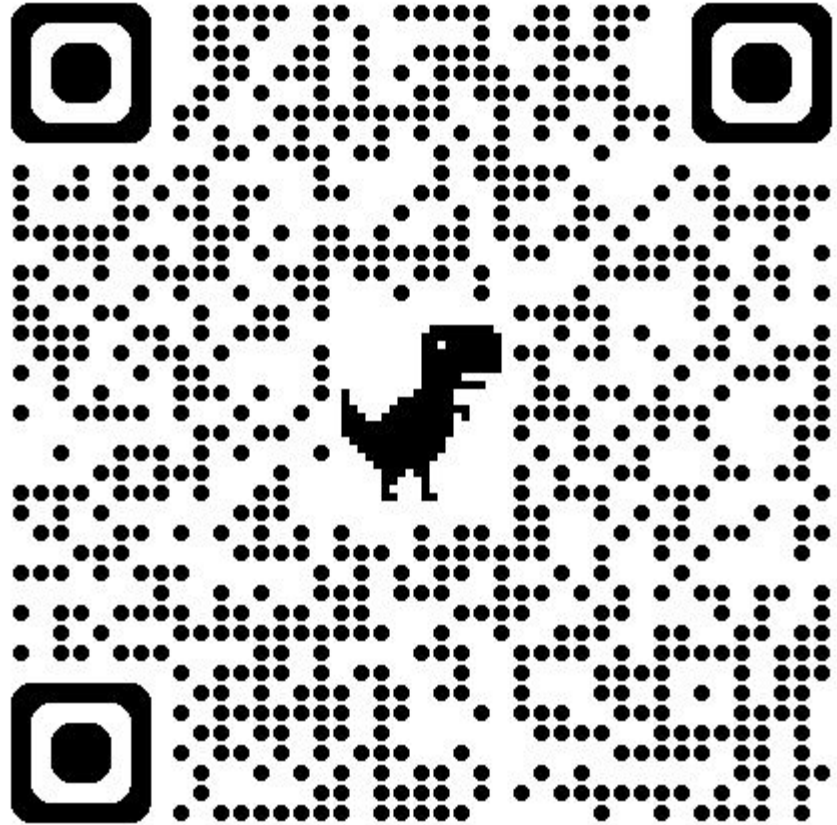


Demo Improvement Dashboard

Achievement over Time



<https://shorturl.at/M3T0M>





Capturing our

Improvement mahi

Playbook



gather evidence, artifacts,
images, reflections under the
following broad headings

**What are you setting
out to improve,
achieve?**

What have you been noticing?
What is the data telling you?

**So Now What - Next
Steps?**

What is the learning?
What will you keep doing, do
differently?

NOTICING

WHAT, WHO, WHY

Learning Design

*Who needs this learning at this
time?*

Learning Intentions
Success Criteria

HOW
Where / When

**Taking Action - What
are you going to do?**

What knowledge do you need
to build?
What initiatives are you going to
implement? Why?
What does the research, your
colleagues tell you?

REFLECT

**SS High Leverage
Practices**

Learning Pit
Learner Qualities
Learning Process

inquiry

**Notice
Recognise
Respond**

Gap analysis
Assessment tools to
inform

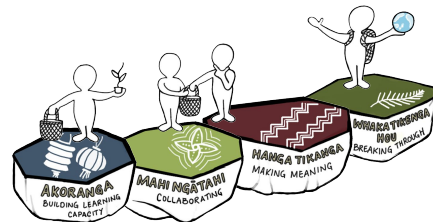
**Learning
organisation/
environment**

Causing Learning

Teaching approach

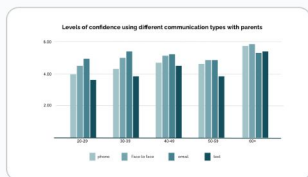
What Happened?

What evidence do you have of
the impact
What shifts did you have?
What was the impact of the
intervention

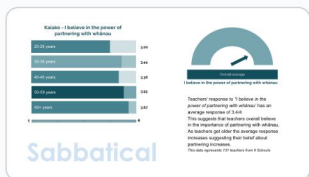


A PLAYBOOK EXAMPLE

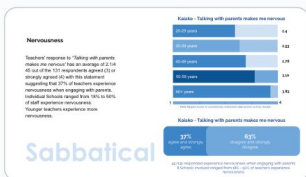
BEING EVIDENCED ABOUT WHAT IS HAPPENING



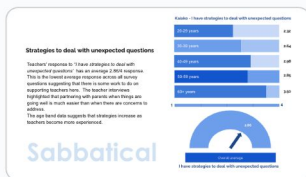
17



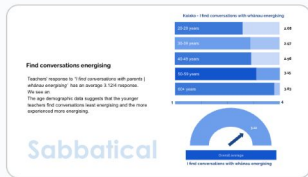
18



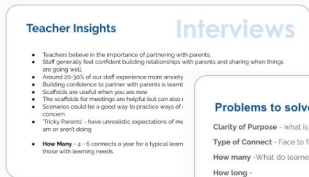
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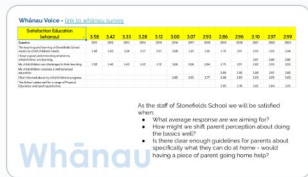
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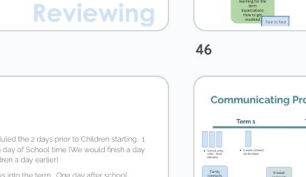
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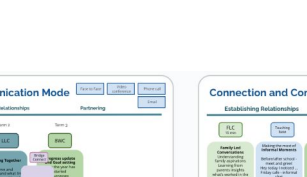
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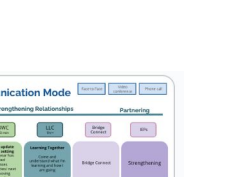
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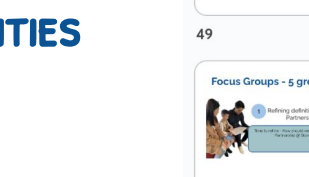
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IDEATING POSSIBILITIES

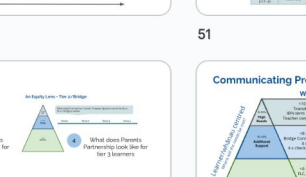
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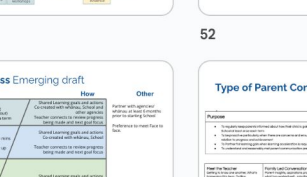
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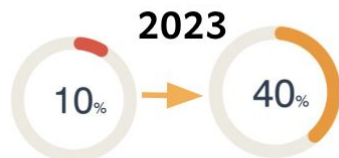


**Sharing how we are
going?**

N's Parent Partnership journey . . . an impact story over 2 years

What was D like as a learner when he was in Yr 1 in 2023? He was

- an active boy and his teacher noticed that he found sitting and listening hard
- interested maths and loved reading
- very reluctant to write

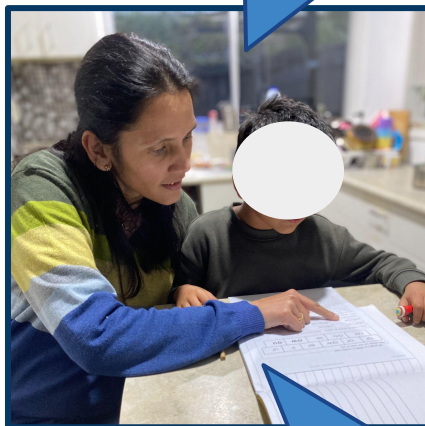


Namita's rating of Divit's
motivation to write

What workshops you have attended and how did they help you support D?

- Writing and maths workshops - 2023
- Writing workshop - 2024
- They helped me understand how to help D better by focussing on what is needed to learn at that particular time.

Communication and regular feedback from your child's teacher to know what needs improving is very important.



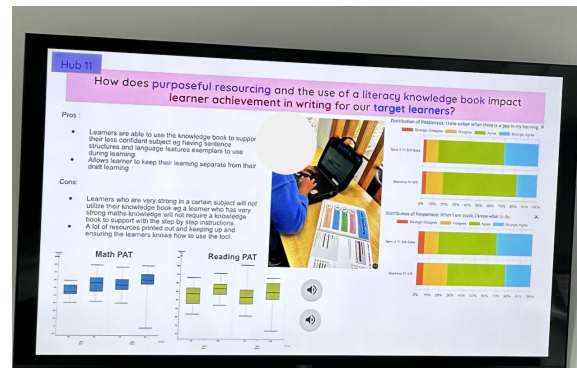
When teachers see the parents taking interest and supporting at home, they also feel encouraged to approach the parent comfortably. Parents need to be proactive in their child's learning and they will excel.

What is one thing more than anything else that strengths parent partnership?

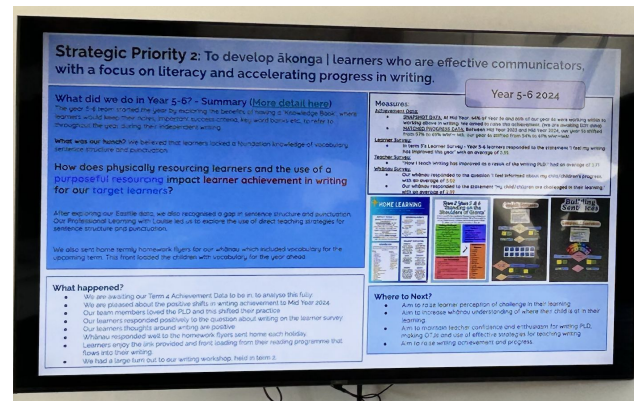
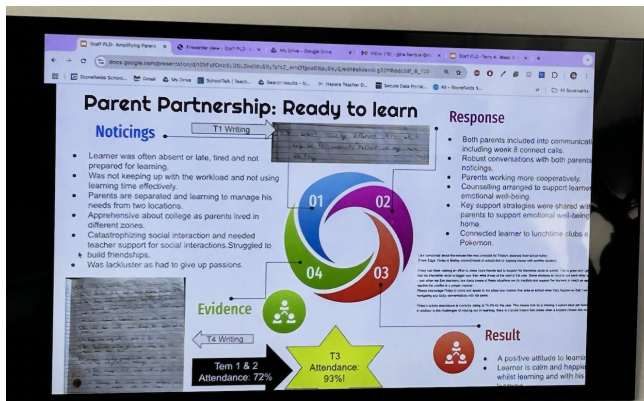
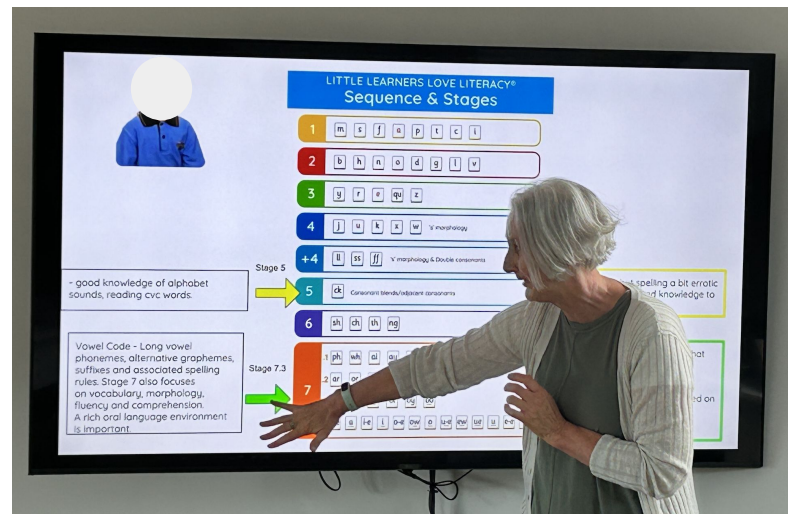
- Communication and regular feedback.
- Being proactive.
- D's Yr2 literacy teachers sent me photos of his writing and told me his next steps e.g using different sentence starters. This helped me to focus on what I needed to help him with at home. I worked with him on this for two weeks and now he knows how to start his sentences in different ways.
- It doesn't have to be a meeting, a quick drop in to check and find out what he needs to work on next, then I can follow up at home.



Namita's rating of Divit's
motivation to write

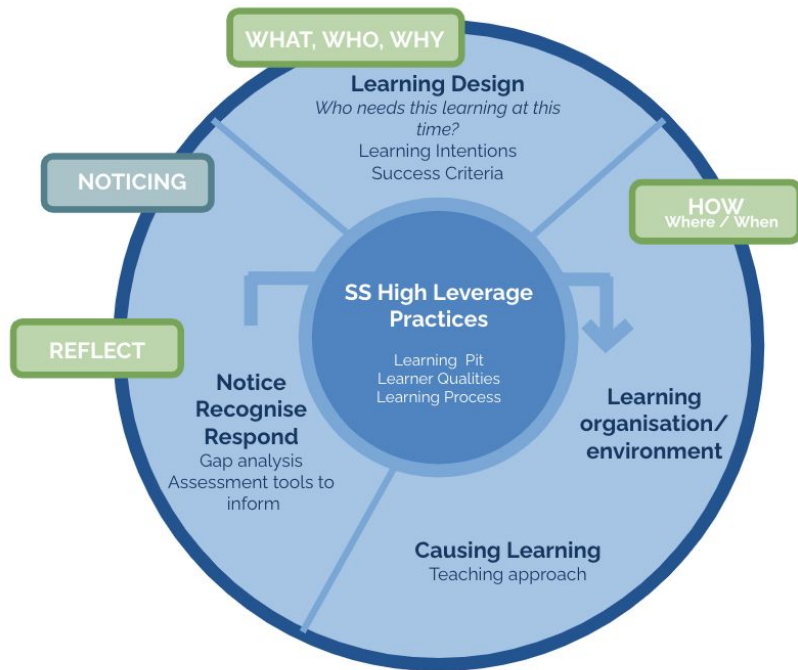


Impact Stories



Strategic Review Site

Parent Partnership



GOAL 3 To actively engage, empower and enable our whānau families and community to support improved learning outcomes and progress for all ākonga learners.		Term 1	Term 2	Term 3	Term 4
Vision Drivers Anita, Shoba, Sarah M Lucy, Jenn Bridget	Initiative 3.1 Review and implement equitably the partnership communication plan following feedback from both parents and kaiako.	3.1.1 - Develop a revised Communication schedule 3.1.2 - Develop a revised Communication strategy to close some knowledge gaps	3.1.3 - Implement and review the revised communication plan.		
	Initiative 3.2 Update our home learning guidelines and expectations.	3.2.1 - Review and update our current home learning guidelines and expectations.	3.2.2 - Monitor usage through analytics and focus group parents. Track and capture progress through impact stories		
	Initiative 3.3 Grow teacher capability and confidence to establish and strengthen relationships with Parents.	3.3.1 - Partnering with parents is part of each teachers inquiry focus 3.3.2 - Provide opt in PLD opportunities for teachers to grow their confidence and tool box for partnering with parents 3.3.3 - Whānau Kotahi Tool refined to improve user satisfaction			
	Outcomes - What will success look like? <ul style="list-style-type: none"> Whānau actively engage in partnership to support their child's learning at home Whānau feel well informed about their children's learning, progress and next steps. Whānau share that there are adequate opportunities to engage with the school. Teachers feedback that partnerships with parents is having a positive impact on learning outcomes and progress for ākonga learners. 		Measures: Participation - An increasing number of parent attend workshop offerings Events tracked Kotahi Whānau tool - increased level of partnership evident across the year maintain or > 225/3, Connects av 2.9 (2023) goal 3 Whānau Survey Parent Partnership - I actively engage and participate in my child's learning - increase to >3.2 Satisfaction in Education - I feel informed about my child/children's progress increase to >3.2 Teacher Survey Parent Partnership - Levels of parent/whānau engagement at Stouffville School are high increase to >3.0 The whānau kotahi tool has been a useful way to track parent engagement increase to >3.0		



Parent Partnership - HOW

Strategic Implementation

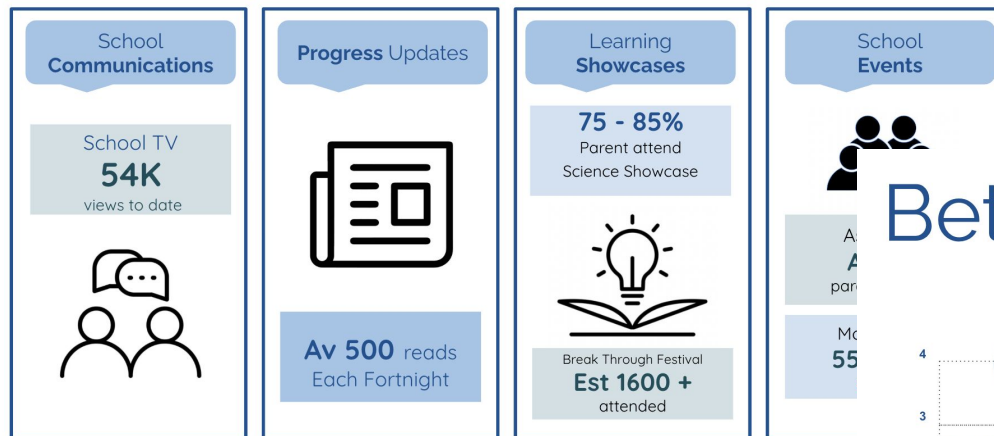


Parent Partnership - REFLECT

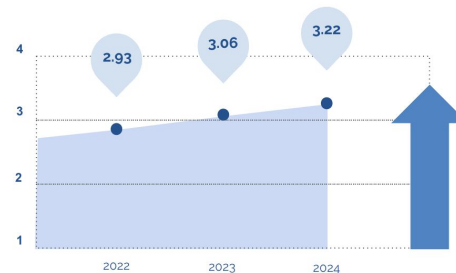
Improvement Measures

Data sharing

↑ Parent Engagement




Better Together



There are sufficient opportunities to engage with the School



Data sharing



Improvement Dashboard

[Improvement at Stonefields](#)

[About Us](#)

[Building Learning Capacity](#)

[Collaborating](#)

[Making Meaning](#)

[Breaking Through](#)



Akoranga - Building Learning Capacity

Wellbeing

Learners and staff understand the importance of and actively maintain and improve their **hauora**

[Click for more information](#)

Staff



Learners



Learning and Progress

Learners exceed curriculum expectations in foundational learning and including reading, writing, mathematics and communication.

Longitudinal analysis shows that the longer learners stay at Stonefields School, the higher they achieve

Data sharing



Kia ora e te whānau | Greetings all

Eid Mubarak to all our staff and learners who celebrate!

Home Learning at Stonefields School

In our yearly whānau survey, we asked *"I have a good understanding of what my child/ren is learning"*. We were not satisfied with the 2.97/4 average response we received and are actively working to improve this. As part of our strategy to better partner with you, we have been reviewing our Home Learning guidelines to provide more clarity for everyone. We are also utilising feedback from the 2024 parent focus groups, who had invaluable insights and ideas to support parents.

Stonefields School's approach to home learning is informed by research. A lot of research suggests that homework can indeed have a negative impact on student learning. However there are specific home learning tasks that can support and accelerate learning, these are:

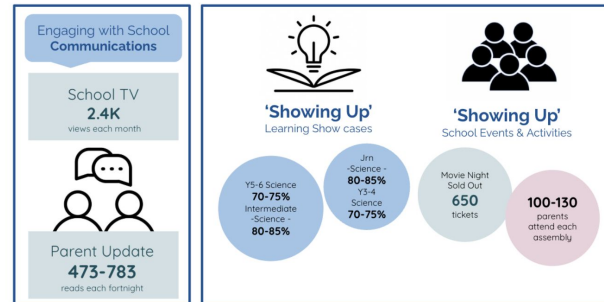
- **Reading Mileage** - spending time reading each night. Recommendation: up to 20 mins every weeknight.
- **Building automatic recall** - practising age-appropriate foundation knowledge like basic facts, sight and spelling words so that automatic recall is developed.
- **Reinforcing current learning** - specific tasks are set that build on and reinforce learning that has already been taught, needs to be finished, or reinforced further at home.

We asked,
you said,
we heard,
so now that ...

Kia ora e te whānau | Greetings all

As you know, strengthening Parent Partnership is one of our 2024 strategic priorities. A significant review of our communication plan took place earlier in the year to ensure how we engage with parents is valuable.

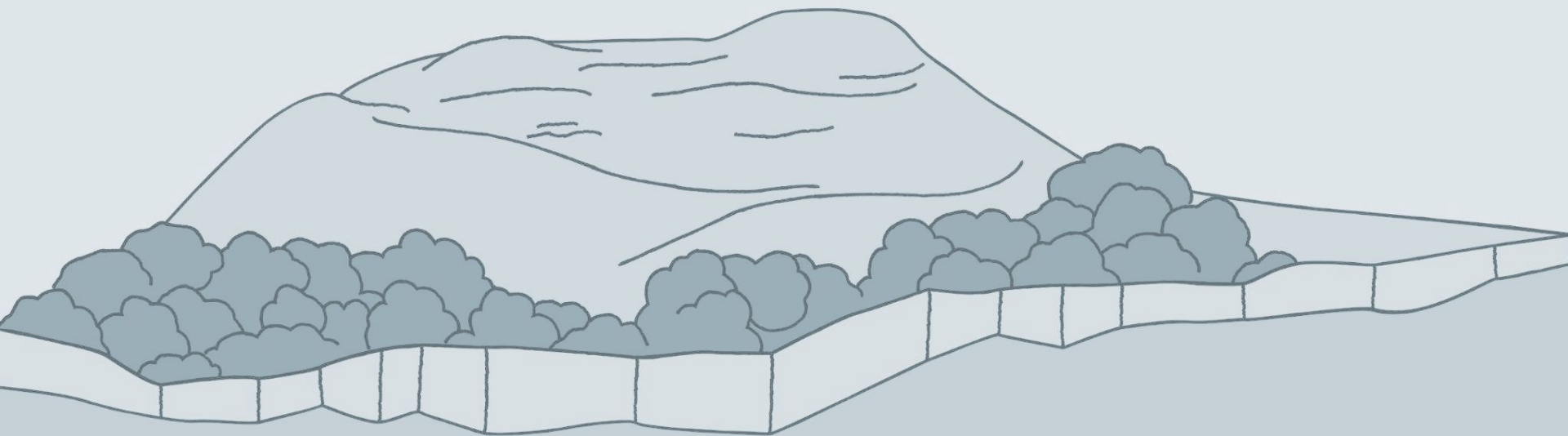
We have also been tracking participation levels at village and school-wide events to see if we are providing the right kind of opportunities. We are pleased to share that we have seen a noticeable increase over recent years. Here are some mid-year insights that show the level of community engagement with our communications, learning showcases and wider school activities. This community always shows up for their kids!



We are blown away by a number of new emerging opportunities being provided that are being driven by parents. The recent BandQuest entry, Marimba group performing this Saturday, a new community garden being planned, and the inaugural teams going to AIMS next week - all made possible through partnership and good people coming together to make great stuff happen for our kids and community. Parent Partnership and engagement is truly powerful.

We are currently working on how we best support parents to help their child at home. From our conversations with a number of parents you tell us that the informal catch ups are useful to know what the next small step is for your child. Our Home Learning website is getting an overhaul as we listen carefully to you about what is most useful.

Ngā mihi nui,
Sarah and the team



Deciding on what next?

Improvement

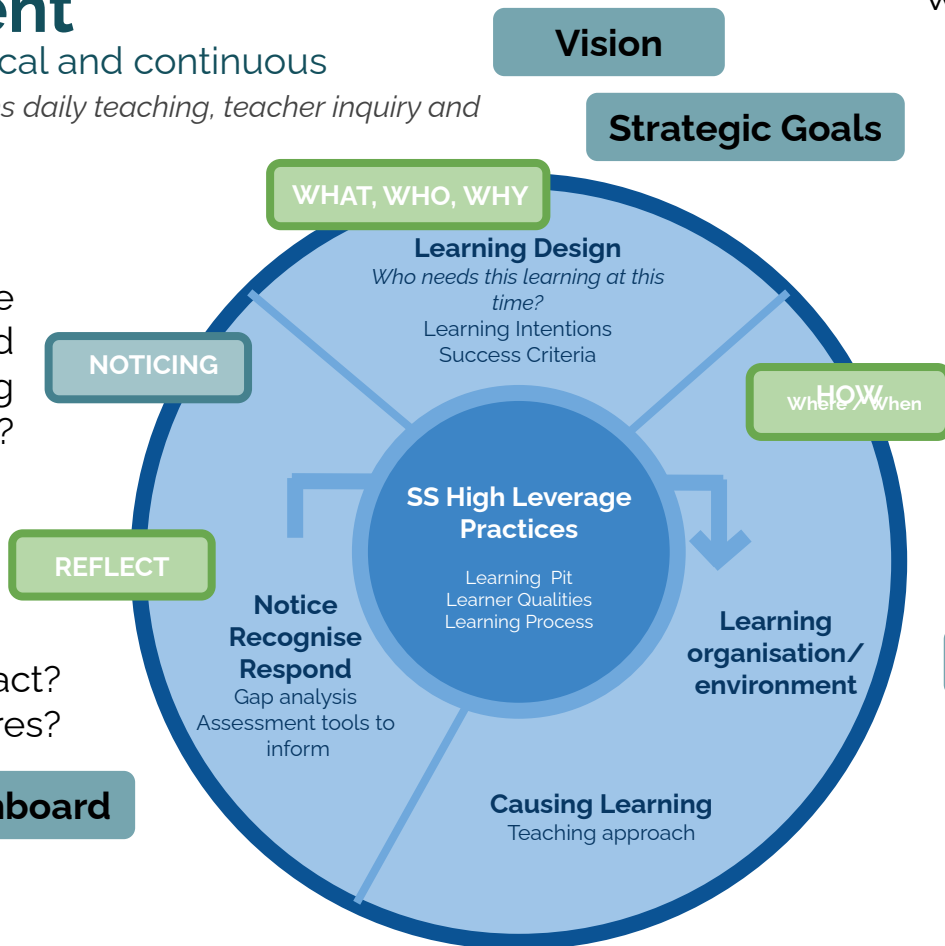
@ Stonefields is cyclical and continuous

The TLA model here informs daily teaching, teacher inquiry and Strategic Planning

What are we noticing, what is and isn't going/working well?

What is our impact?
Measures?

Improvement Dashboard



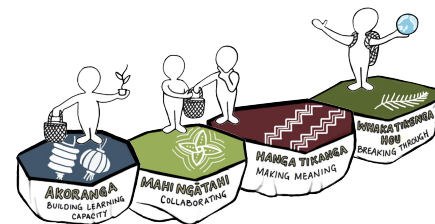
What are we trying to **improve**

- Vision
- Strategically?
- As a hub team?
- For whom?

How will we?

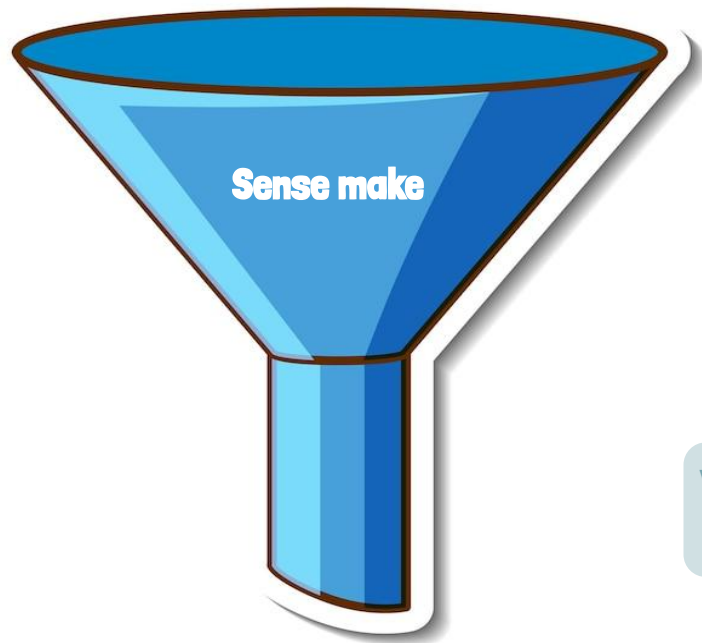
- Strategic initiatives?
- Inquiry process?
- BEST practice

Strategic Initiatives



Reflect/Notice

Data analysis, insights, info



Strategic priorities



Whānau, Staff, ākonga
Feedback and Satisfaction

BEST
Teacher
practice

Challenge
Engagement



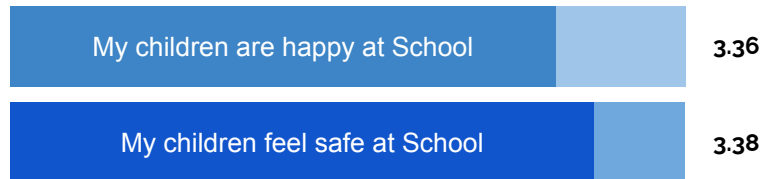
Te Puna Matauranga
Agency self perception tool



Kotahi

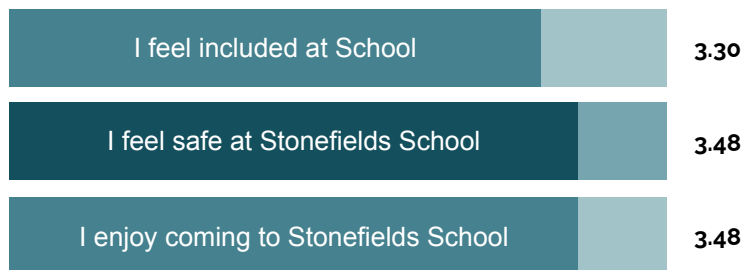
Surveys

Parents | Whānau - Happy and Safe

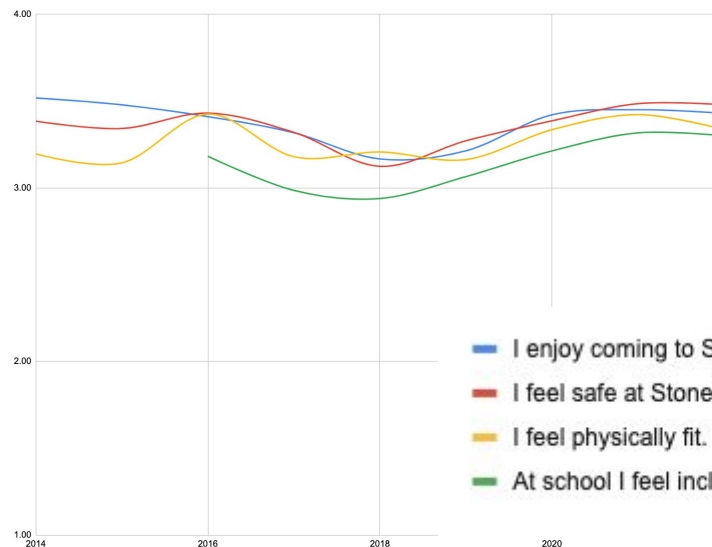
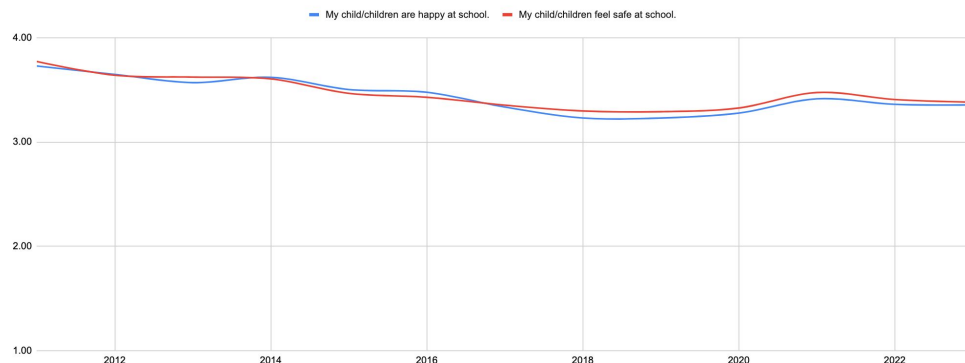


1  4

Children | Ākonga - Happy and Safe



1  4



3.48

I enjoy coming to school.
Up 0.05 from 2023

- I enjoy coming to Stonefields School.
- I feel safe at Stonefields School.
- I feel physically fit.
- At school I feel included.

Triangulating Data

We asked,
You said
We heard
So now that

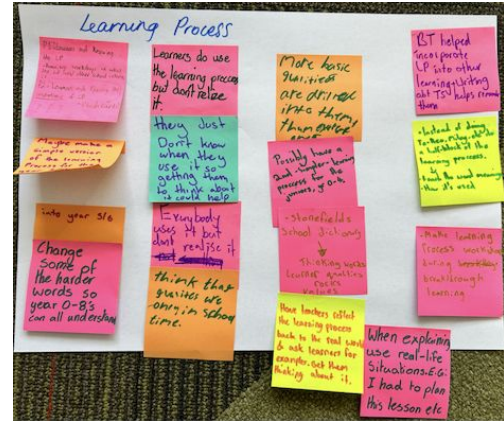
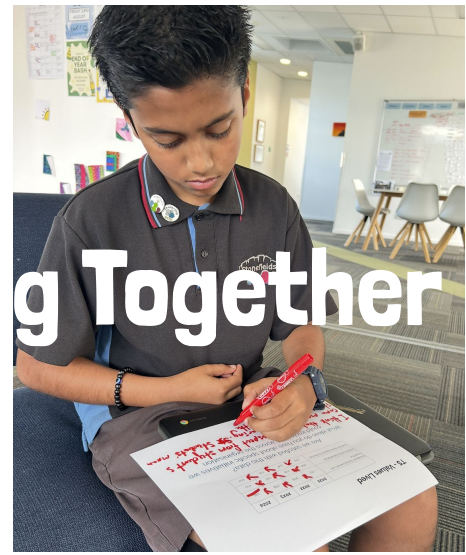
	2021	2022	2023	2024
Parents	3.22	3.18	3.10	3.16
Teachers	3.13	3.09	2.89	2.85
Support staff	2023 - 20% disagree 10% strongly disagree			2.88
Learners	3.12	3.10	2.99	3.00

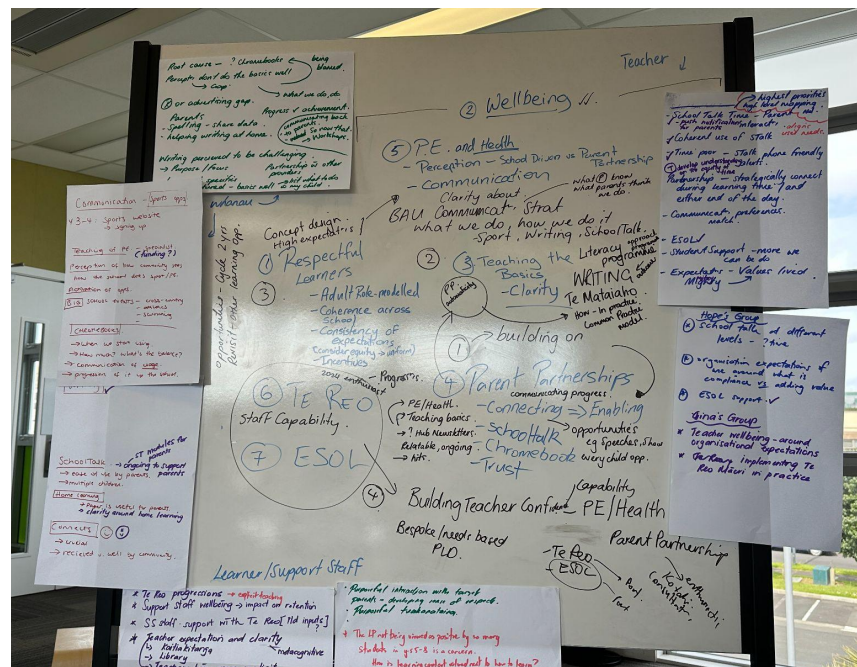
Are we satisfied with these average responses?
What would we be satisfied with?

Analyse Shift in Strategic Goal areas

	2021	2022	2023	2024
Parents/ whānau are supportive of the staff	3.32	3.09	2.89	3.17
Levels of parent/ whānau engagement at Stonefields School are high	3.25	2.88	2.89	3.17
The termly connects with parents/ whānau have been valuable.	3.00	3.20	2.81	3.22
I actively build positive relationships with parents/ whānau	3.59	3.53	3.43	3.46
Parents/ whānau are engaged as active participants in their child's learning	3.08	3.21	2.78	2.93
I feel confident initiating conversations with parents/ whānau		3.57	3.30	3.46

What ideas do you have about growing parent partnership and a sense of togetherness?





To collectively embed the mantras (behaviours/habits) that exemplify the School values lived.

To grow teacher knowledge of the refreshed Mathematics and English Curriculum whilst continuing to embed impactful teaching methods and the SS teacher effectiveness principles.

To actively partner with whānau | families to support improved learning outcomes and progress with a focus on the refreshed curriculum areas

To embed the MITEY and Healthy Active Learning Approaches to enhance learner wellbeing

Emerging priorities

Gratefulness

Awesomeness

Kindness

Happiness

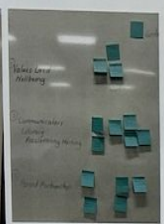
How many of the 150 kupa Maori do we know?

① Values Lived

② Refreshed Curr Effective Methods

③ Partnership

④ Wellbeing



Consideration between many and values?

Progresses for values lived

Staff values lived: How are we progressing? (values lived)

Confusing for living values

household group challenges

Value lived in hub teams

ongoing work on PO and other values

PO: You need specific PD

PS: As we don't change much, but 750 that we are school group of

Respite workshops

focus on one area at a time

Buddy visits or man groups for observations

Learning centre group - cross teams

Videos of effective teachers

Hub rep parents to help spread messages

Relationship Building W/ whānau

Social get together for parents in hub/whānau

Tougher conversations to parents about their child (ST engagement and screen)

Values: Success criteria what would it look like?

Maori's visible to 3 stake holders

regular values meetings across schools

Explicit teaching of what the look like

Action plan for values step by step illustration map as acronym (for you) scaffold step by step

Aligning ST progress with connection

2x LLCs TL + TA (ST can work on their values)

Accountability for all whānau members

Interventions for children who are struggling to promote the values

Post-1600: Home learning group

After school: Home learning group

Continue to do Maori partnership & challenge value of

Heart

Health promotion to school

Under Allotment in school

Clear and more agreement on working on only those etc

Sport

Sports teams

Staff sports teams

Family sports/club being done

Fitness

Regular school fitness challenges

Fitness challenges

Fitness challenges

Fitness challenges

Community Connection

More opportunity for groups to connect

Supporting and connecting the community

Stronger relationships with the community

Stronger relationships with the community

Stronger relationships with the community

Stronger relationships with the community

Stronger relationships with the community

Stronger relationships with the community

Videos of good PE teaching

Teachers ready to bring active role model

PE teaching

PE teaching

17/18 band 10/10 programme for all

17/18 band 10/10 programme for all

Emerging Goals for 2025

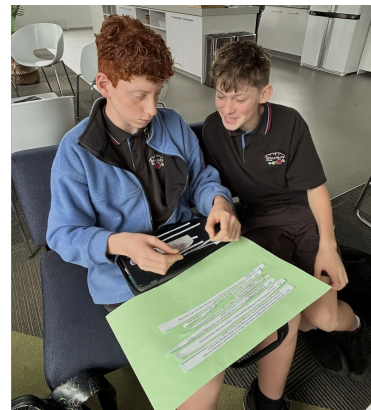
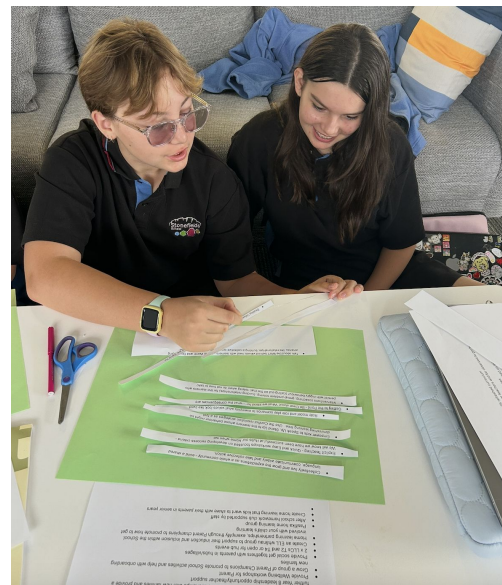
- To collectively embed the values (Gratitudo, Kindness, Happiness, Awesomeness) into the school curriculum and the ST teacher effectiveness principles.
- To actively partner with whānau to support in supporting learning outcomes and progress with a focus on the whānau curriculum areas.

To embed the HETV and Healthy Active Learning Approaches to enhance learner wellbeing

Crowdsourcing Initiatives

To collectively embed the mantras (behaviours/habits) that exemplify the School values lived.
please rank the f





GOAL 2

To collectively embed the mantras (behaviours/habits) that exemplify the School values lived.

Term 1

Term 2

Term 3

Term 4

Vision Leads

AU
OB
KJ
HG
SS

Initiative 2.1

Establish clarity about what we stand for and what the collective School expectations are. (clarity behaviour expectations)

2.1.1 Review and refine the School Behaviour expectations through a restorative | relationship lens

2.1.3 Review which mantras are most impactful and which ones might be missing.

2.1.2 Strengthen our learning culture of warm and demanding whānau like relationships and build collective positive strategies and approaches to respond to the behaviours that distract from the learning.

Initiative 2.2 Develop and share creative ways to exemplify and teach the values as behaviours | mantras | habits in our hubs, villages and wider School community

2.2.1 Hubs and Villages trial a range of strategies to reinforce when values are lived and upheld e.g. values postcard home etc

2.2.2 Build knowledge about incremental behavioural change | habit formation

2.2.3 Student council to role model and develop initiatives that live the School values e.g. peer mediation

2.2.4 Review which initiatives have had the most buy in

Initiative 2.3

Grow learners confidence and capability to respond to their peers when faced with challenges e.g apply the Collaborative problem solving (Conflict Resolution)

2.3.1 Understand and apply the conflict resolution strategies to resolve challenges.

2.3.2 Look for patterns and provide learning opportunities for groups of learners, staff to explicitly coach and upskill in social strategies e.g. the child that constantly calls out

2.3.3 Positively reinforce situations where learners have been empowered to resolve their own and hub challenges to uphold the desired learning culture

Outcomes - What will success look like?

- Values are tangibly lived through actionable behaviours (mantras)/habits e.g. a regard for the environment and resources both inside and outside the hubs is evident
- Hear staff and learners reinforcing and celebrating when the values are lived 'whakanui'
- Hear learners/staff using strategies when the values need to be lifted up when it's becoming 'whakaiti'. (e.g. Learning time is being diminished) know when to ask for help and to collaborate together - Step Up, Stand Up to collaboratively problem solve
- Staff and role model and communicate how, through actions and words the values lived

Measures:

- Our whole community report that the SS values are upheld and lived (Stakeholder surveys - further questions to be added)
- Student Council feedback on the interventions that support the values being lived

Takeaways

**How do you create
a culture of
improvement?**

**How do you measure
what you value,
provide information in
real time, for
incremental
improvement?**

Q and A

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Improvement Network



The StoneFields School
COLLABORATIVE