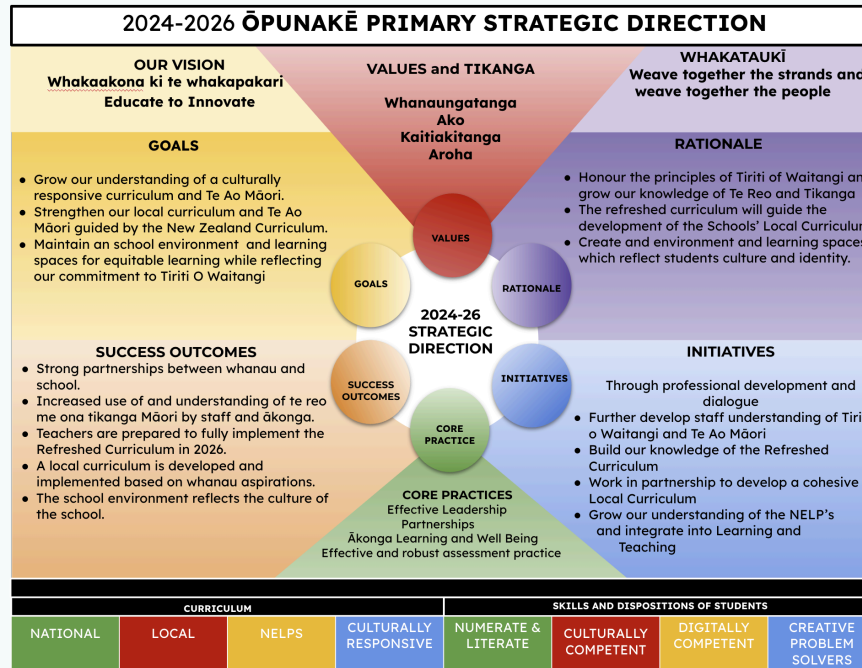


Ōpunakē Primary Strategic and Annual Implementation Plan

2024 to 2025

Educate to Innovate
“Whakaakona ki te whakapakari”



Objective One: LEARNERS AT THE CENTRE

With learners/ākonga and their whānau at the centre of education, we will...

1. ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
2. have high aspirations for every learner/ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Objective Two: BARRIER-FREE ACCESS

In providing the best education opportunities and outcomes are within reach for every learner/ākonga we will...

3. reduce barriers to education for all, including Māori and Pasifika learners/ākonga, disabled learners/ākonga and those with learning support needs
4. ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

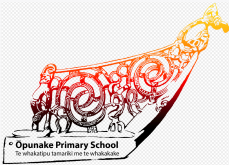
Objective 3 QUALITY TEACHING AND LEADERSHIP

In the knowledge that quality teaching and leadership make the difference for learners/ākonga and their whanau, we will...

5. meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
6. develop staff to strengthen teaching, leadership and learner support capability.

[NELPS Full Copy](#)

Ōpunakē Primary Strategic Section 2024-2025

	2024	2025	2026 (Objectives to consider for new Strategic Plan in 2026)
	Terms 1 to 4	Terms 1 to 4	Terms 1 to 4
NELP	Objective 1, 2 3, and 5	Objective 1, 2 3, and 5	Objective 1, 2 3, and 5
Board Objective	127 (1) b(ii) and (iii) 127 (1) c and d 127 (2) e	127 (1) b(ii) and (iii) 127 (1) c and d 127 (2) e	127 (1) b(ii) and (iii) 127 (1) c and d 127 (2) e

STRATEGIC GOALS	Annual Goal: 2024	Annual Goal: 2025	Annual Goal:2026
Grow our understanding of a culturally responsive curriculum and Te Ao Māori.	1.1 Establish a whanau group consisting of teachers, BOT, and community members with expertise in Te Ao Māori (the Māori worldview) to further develop culturally responsive practices school wide.	1.1 Collaborate with local iwi: Build relationships with local Māori iwi, hapu and community members and seek their guidance and input on incorporating Te Ao Māori perspectives into the curriculum.	1.1 Work with the whanau group and iwi to promote an inclusive school environment that embraces Te Ao Māori and respects the cultural diversity of the community.
	1.2 Arrange regular professional development sessions led by outside educators and cultural experts to deepen the understanding of Te Ao Māori and culturally responsive curriculum practices.	1.2 Regularly communicate the school's progress in growing its understanding of Te Ao Māori and culturally responsive curriculum to interested parties, including parents and the wider community.	1.2 Regularly communicate the school's progress in growing its understanding of Te Ao Māori and culturally responsive curriculum to interested parties, including parents and the wider community.
	1.3 Integrate tikanga Māori: Embed Māori cultural practices and protocols (tikanga) into school routines and activities to promote cultural understanding and respect. Other cultures in the school to be recognised.	1.3 Evaluate assessment methods to ensure they are culturally sensitive and appropriate for Māori learners and incorporate Māori ways of knowing and demonstrating knowledge.	1.3 Continue to arrange regular professional development sessions led by outside educators and cultural experts to deepen the understanding of Te Ao Māori and culturally responsive curriculum practices.
NELP	Objective 1, 2 4,5 and 6	Objective 1, 2 4,5 and 6	Objective 1, 2 4,5 and 6
Board Objectives	127 (2) a 127 (2) b (i) (ii) (iii)	127 (2) a 127 (2) b (i) (ii) (iii)	127 (2) a 127 (2) b (i) (ii) (iii)

STRATEGIC GOAL	Annual Goal:2024	Annual Goal:2025	Annual Goal: 2026
<p>Arrange regular professional development sessions led by outside educators and cultural experts to deepen the understanding of Te Ao Māori and culturally responsive curriculum practice</p>	<p>2.1 Through the Apple Learning Community, maintain professional learning communities where teachers can collaborate, share best practices, and collectively work on curriculum development with colleagues.</p>	<p>2.1 Involve teachers, students, parents, and community members in the ongoing local curriculum development process. Seek their input and feedback to ensure a holistic and equitable approach is considered which reflects various perspectives.</p>	<p>2.1 Implement robust PLD for teachers to keep abreast of curriculum development and change. Continue to redevelop and hone the local curriculum reflects the cultural diversity and expectations of our community while ensuring it is culturally responsive to learners and their whanau.</p>
	<p>2.2 Develop assessment practices that aligns with the principles of the New Zealand Curriculum. Focus on formative assessment and use assessment data</p>	<p>2.2 Foster strong links between the school and the local community. Encourage community members to share their expertise and resources that can enhance the local curriculum.</p>	<p>2.2 Continuously review and evaluate the effectiveness of your local curriculum. Make adjustments as needed to keep it current and responsive to changing needs.</p>
	<p>2.3 Ensure that the local curriculum reflects the cultural diversity of our community and is culturally responsive to learners and their whanau.</p>	<p>2.3 Further develop local curriculum to ensure it reflects the cultural diversity of our community and is culturally responsive to learners and their whanau</p>	<p>2.3 Evaluate assessment practices to ensure that they align with the principles of the New Zealand Curriculum. Formative assessment and use assessment data is being used to inform teaching and learning.</p>
<p>NELP</p>	<p>Objective 1, 2, 3, 4</p>	<p>Objective 1, 2, 3, 4</p>	<p>Objective 1, 2, 3, 4</p>

Board Objectives	127 (1) (d)	127 (1) (d)	127 (1) (d)
STRATEGIC GOAL	Annual Goal:2024	Annual Goal: 2025	Annual Goal: 2026
Create a learning environment and learning spaces for equitable learning while reflecting our commitment to Tiriti O Waitangi	3.1 Integrate te reo Māori (the Māori language) and tikanga Māori (Māori customs and traditions) into the curriculum and learning spaces. This includes signage, classroom resources, and culturally relevant content.	3.1 Establish professional learning communities where teachers can collaborate on culturally responsive teaching practices and share effective strategies.	3.1 Organize cultural celebrations and events throughout the school year to acknowledge significant Māori and other Ethnic cultural dates and milestones
	3.2 Establish a meaningful relationship with local iwi, and hapu regularly consult with them on school policies, programs, and cultural matters.	3.2 Continue to integrate te reo Māori (the Māori language) and tikanga Māori (Māori customs and traditions) into the curriculum and learning spaces. This includes signage, classroom resources, and culturally relevant content.	3.2 Collaborate with local Māori organisations including iwi and community groups to enhance cultural learning opportunities for students and create a supportive network.
	3.3 Ensure that resources, including funding, materials, and facilities, are allocated equitably to address any disparities in learning environments.	3.3 Continuously monitor and evaluate the school's progress in upholding Te Tiriti o Waitangi principles and making learning spaces equitable. Use feedback and data to make improvements.	3.3 Continue to ensure that resources, including funding, materials, and facilities, are allocated equitably to address any disparities in learning environments

NELP	Objective 1,2	Objective 1,2	Objective 1,2
Board Objectives	127 (1) (a) and (b)	127 (1) (a) and (b)	127 (1) (a) and (b)
STRATEGIC GOAL	Annual Goal:2024	Annual Goal: 2025	Annual Goal:2026
Students,whanau and teachers will develop their understanding of cultural, social and emotional, economic and environmental wellbeing.	<p>4.1 To foster a culture of well-being and hauora among our students, promoting physical, mental, emotional, and social health, ensuring a safe and supportive environment that enables every child to feel safe and achieve</p> <p>4.2 Implement daily physical activity routines to encourage a healthy and active lifestyle.</p> <p>4.3 Offer counselling and support services for students facing mental health challenges.</p>	<p>4.1 Continue to foster a culture of well-being and hauora among our students, promoting physical, mental, emotional, and social health,ensuring a safe and supportive environment that enables every child to feel safe and achieve</p> <p>4.2 Implement daily physical activity routines to encourage a healthy and active lifestyle. Use outside facilitators when available.</p> <p>4.3 Continue to offer counselling and support services for students facing mental health challenges.</p>	<p>4.1 Continue to foster a culture of well-being and hauora among our students, promoting physical, mental, emotional, and social health,ensuring a safe and supportive environment that enables every child to feel safe and achieve</p> <p>4.2 Implement daily physical activity routines to encourage a healthy and active lifestyle.</p> <p>4.3 Implement daily physical activity routines to encourage a healthy and active lifestyle. Use outside facilitators when available.</p>
NELP	Objective 1 to 6	Objective 1 to 6	Objective 1 to 6
Board Objectives	127 (1) (a) (b)	127 (1) (a) (b)	127 (1) (a) (b)

STRATEGIC GOAL	Annual Goal: 2024	Annual Goal 2025	Annual Goal 2026
Ensure the school meets new legislative requirements for Learning and Teaching	5.1 Reading, writing and mathematics taught for one hour daily. 5.2 Curriculum change implemented as per guidelines 5.3 Implement Common Practice Model 5.5 Improve student attendance.		
Annual Section 2024			
Domain	Teaching, Learning and Assessment Pedagogy (Ako)		
Strategic Goal	Grow our understanding of a culturally responsive curriculum and Te Ao Māori		
Nelps	Objective		
Annual Goals	Key Actions	Responsibility, Resources and Time Frame	Outcomes and Measure of Success
1.1 Establish a whānau group consisting of teachers, BOT, and community members	Seek guidance and knowledge from respected Māori elders (kaumātua) to ensure that curriculum developments align with cultural protocols and values.	<u>Responsibility:</u> Principal, teachers,BOT, school community, Evaluation Associates <u>Resources Required:</u> Evaluation Associates 100 hours PLD, BOT funded release for teachers, hospitality costs	<u>Outcomes:</u> Members of the school community, including teachers and BOT members, will develop a deeper understanding of Te Ao Māori and

<p>with expertise in Te Ao Māori (the Māori worldview) and culturally responsive education.</p>	<p>Clearly articulate the purpose and goals of the whānau group. Ensure that all members understand the vision, which will include improving Māori student achievement, fostering cultural awareness, or strengthening partnerships between the school and the Māori community.</p> <p>Establish a regular meeting schedule for the whānau group. Encourage collaboration, discussion, and the sharing of ideas and best practices. Meetings should be respectful and inclusive, allowing all voices to be heard.</p> <p>Work with teachers, BOT and members of the whānau group to create a plan that outlines specific actions and strategies to embed Te Ao Māori and culturally responsive practices within the school. This will involve curriculum changes, language initiatives, and cultural celebrations.</p> <p>Include student “voice” to ensure that the voices and perspectives of Māori students are heard and considered in decision-making.</p>	<p><u>Timeframe:</u> Term 1-4</p>	<p>culturally responsive education, leading to increased cultural competency.</p> <p>The school will be better equipped to engage and support Māori students by creating a culturally responsive and welcoming learning environment.</p> <p>Key partnerships between the school and community established.</p> <p>Teachers and staff will have access to tailored professional development opportunities to improve their cultural competency and pedagogical skills in culturally responsive teaching.</p> <p>Student voices sought to inform decision making.</p> <p>Feedback from teachers, students and the school community</p>
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	<p>Unpack the common practice model</p> <p>Celebrate other cultural identities within the school to increase a sense of belonging.</p> <p>Implement PLD in Culturally Responsive Curriculum with a focus on numeracy and literacy through Evaluation Associates</p> <p>Continue to build an understanding of The Mātaiaho especially in numeracy and literacy</p>		<p>Teacher understand and are actively implementing the Common Practice Model and Te Mātaiaho</p> <p>Structure Literacy taught across the school.</p> <p><u>Success Measures</u></p> <ul style="list-style-type: none"> ● A whanau group will be established including kaumatua, teachers, school and community whānau members. ● A plan of action collaboratively developed to embed Te Ao Māori in the school. ● Teachers understand and are actively implementing the Common Practice Model and Te Mātaiaho as evidenced in planning and assessment. ● Achievement targets met
<p>1.2 Arrange regular professional development sessions led by</p>	<p>Before planning professional development sessions, conduct a needs assessment with teachers to identify their specific areas of interest and learning needs related to Te Ao</p>	<p><u>Responsibility:</u></p> <p>Principal Teachers SENCO</p>	<p><u>Outcomes:</u></p> <p>Improved achievement and progress outcomes for students</p>

<p>outside educators and cultural experts to deepen the understanding of Te Ao Māori and culturally responsive curriculum practices</p>	<p>Māori and cultural responsiveness. This will help tailor the sessions accordingly.</p> <p>Identify qualified outside educators and cultural experts with expertise in Te Ao Māori and culturally responsive curriculum practices.</p> <p>Plan a regular schedule for professional development sessions. Consistency is key to ensuring that staff have ongoing opportunities to deepen their understanding.</p> <p>Utilise the knowledge of our kaumatua to ensure that the professional development incorporates local Māori culture and context.</p>	<p><u>Resources Required</u></p> <p>Evaluation Associates Teacher release (BOT Funded) Kaumatua</p> <p><u>Timeframe:</u> Term 2 to 4</p>	<p>Equitable outcomes for students Staff understand aspirations of iwi/whānau and ākonga Māori, and work in genuine partnership.</p> <p>The whakapapa of all of our families is acknowledged and welcomed</p> <p>Staff articulate what culturally sustaining practice is and actions are taken in the classroom that reflect this practice.</p> <p><u>Success Measures:</u></p> <ul style="list-style-type: none"> ● Student progress and achievement ● Whanau events are well attended including learning meetings. ● Planning, assessment and teaching reflects a culturally responsive approach.
<p>1.3 Integrate tikanga Māori: Embed Māori cultural practices and protocols (tikanga)</p>	<p>Provide support for all staff to learn about Māori culture, history, and tikanga. We will work with Kaumatua and the community to share their knowledge</p>	<p><u>Responsibility:</u></p> <p>Principal Teachers SENCO</p>	<p><u>Outcomes</u></p> <p>Increase in use of Te Reo in the classroom.</p>

<p>into school routines and activities to promote cultural understanding and respect. Other cultures in the school to be recognised.</p>	<p>Review and adapt the school curriculum to include Māori perspectives, history, and language. Incorporate Māori stories, legends, and cultural elements into our local curriculum.</p> <p>Work towards using more Te Reo in the school by formalising requirements in our curriculum documents.</p> <p>Create an inclusive environment where Māori students feel valued and respected. Display Māori artwork, flags, and symbols, signage in the school.</p> <p>Working towards the implementation of Te Mātaiaho</p>	<p><u>Resources Required</u></p> <p>Evaluation Associates Teacher release (BOT Funded) Kaumatua</p> <p><u>Timeframe:</u> Term 1 to 4</p>	<p>Teachers are using ANZH to plan relevant content, ensuring content is relevant to our ākonga, particularly emphasising the place of Māori as tangata whenua.</p> <p>Teachers supported through Evaluation Associates to implement Te Mātaiaho in the classroom.</p> <p><u>Success Measures:</u></p> <p>Evidence of increased Te Reo in the classroom, on the walls, and teachers using more te reo in formal situations.</p>
<p>Domain</p>	<p>Teaching, Learning and Assessment Pedagogy (Ako)</p>		

<p align="center">Strategic Goal Two</p>	<p align="center">Arrange regular professional development sessions led by outside educators and cultural experts to deepen the understanding of Te Ao Māori and culturally responsive curriculum practice</p>		
<p>Nelps</p>	<p align="center">Objective: 1,2,4,5 and 6</p>		
<p align="center">Annual Goals</p>	<p align="center">Key Action</p>	<p align="center">Responsibility and Time Frame</p>	<p align="center">Expected Outcomes And Success Measures</p>
<p>2.1 Through the Apple Learning Community, maintain professional learning communities where teachers can collaborate, share best practices, and collectively work on curriculum development with colleagues.</p>	<ul style="list-style-type: none"> ● Foster a culture of collaboration and shared expertise among educators within the Apple Learning Community. ● Facilitate regular meetings and discussions led by our Apple Coaches to encourage teachers to exchange ideas and best practices that positively impact classroom instruction. ● Ensure that all educators in the Apple Learning Community have the resources and tools necessary to effectively collaborate and share their knowledge. ● Develop a sustainable model for ongoing professional development, encouraging teachers to engage in continuous learning and improvement. ● Promote the integration of innovative teaching methods and technology into the curriculum through collective efforts and integrated units that are co planned. 	<p>Term 1 -4 Apple Coaches External Providers Principal Teachers</p>	<ul style="list-style-type: none"> ● Apple technologies are being used effectively in the school to enhance learning opportunities and equity. ● The school maintains its Apple Distinguished School status. <p><u>Success Measures</u></p> <p>Continued partnership with Apple NZ</p> <p>Ms Ogle and Mr Barr using Apple coaching techniques in PLD sessions with teachers</p> <p>Students using devices appropriately and creatively</p>

	<ul style="list-style-type: none"> ● Use Apple Technologies widely to engage and motivate students by using a range of Apps and pedagogy. 		
<p>2.2 Develop assessment practices that aligns with the principles of the New Zealand Curriculum. Focus on formative assessment and use assessment data</p>	<ul style="list-style-type: none"> ● Review current assessment practices in line with current pedagogy. ● Work with Evaluation Associates to frame assessment around culturally relevant topics that resonate with students' backgrounds and experiences. ● Promote formative and group assessments, which are aligned with the cultures' within our school with an emphasis on community and collective knowledge sharing. (E.g Bobby Hunter maths assessment examples) ● Assessment timetable, including moderation expectations reviewed and shared with staff. ● Professional Readings and resources shared. ● Observations and discussions with teachers will focus on how student achievement information / student voice is being used to inform teaching and learning. ● The targeted assistance and programmes for all identified learners/ākonga will be regularly reviewed 	<p>Term 1 -4</p> <p>External provider</p> <p>School leaders</p> <p>Teachers</p>	<ul style="list-style-type: none"> ● Data that is backed by evidence and is robust and reliable and is used to inform future planning and reporting to all parties including whanau, BOT, learners and teachers. ● Teachers are using formative assessment data to refine their teaching strategies. This includes adjusting the pacing of lessons, offering additional resources, or trying different instructional methods ● The school meets legislative requirements. <p><u>Success Measures</u></p> <p>All projects completed</p> <p>All special programmes achieve improved outcomes for students.</p>

	<p>for effectiveness and next steps set. A range of evidence based assessments to validate teachers OTJs.</p> <ul style="list-style-type: none"> • Teach 1 hour of mathematics, reading and writing per day, using good quality assessment data as the basis for planning and teaching. 		
<p>2.3 Ensure that the local curriculum reflects the cultural diversity of our community and is culturally responsive to learners and their whanau.</p>	<ul style="list-style-type: none"> • Collaborate with Evaluation Associates to design culturally responsive curriculum content. This will include teaching content, learning and assessment. • Integrated Curriculum Pedagogy strengthened and implemented across the school, including whole school units. • Through participation and action as individuals, or members of groups, and using authentic learning contexts students will explore ways of: gaining knowledge of the natural resources of New Zealand, understanding the environment and the impact of people on it (cause and effect), sharing attitudes and values that reflect feelings of concern for the environment. ways to take action to ensure the well-being of their own environment and that of future generations. (Kaitiakitanga) 	<p>Term 1 -4</p> <p>External provider</p> <p>School leaders</p> <p>Teachers</p>	<ul style="list-style-type: none"> • Our local curriculum resonates with our teachers, students and community. • Integrated units are planned and implemented, and work shared with parents and whanau. • All learner's/ākonga see the relevance of what they learn in school to their future lives. • All learner's/ākonga understand the meaning of kaitiakitanga in the school and wider local community <p><u>Success Measures</u></p>

			School Local curriculum reflects needs and community values as evidenced in school documents, newsletters, website etc
	Whanaungatanga (Relationships)		
Strategic Goal Three	Create a learning environment and learning spaces for equitable learning while reflecting our commitment to Tiriti O Waitangi		
NELPS	Objective 1, 2, 3, 4		
Annual Goals	Action	Responsibility, Resources and Time Frame	Outcomes and Measure of Success
3.1 Integrate te reo Māori (Māori language) and tikanga Māori (Māori customs and traditions) into the curriculum and learning spaces. This includes signage, classroom resources, and culturally relevant content.	<ul style="list-style-type: none"> Work with Graphix New Plymouth to update all school signage and install bilingual signage throughout the school to create an immersive environment for learning Te Reo Māori. Provide professional development and training for teachers to enhance their understanding of Te Reo Māori and Tikanga Māori. Ensure that classroom resources, including books, visual materials, and digital content, reflect Māori culture and values. 	<p style="text-align: center;">Graphix Evaluation Associates Teachers Students</p>	<ul style="list-style-type: none"> School environment reflects our school community Teachers are using Te Reo and Tikanga in the classroom A range of resources are purchased to support learning and teaching Teachers use https://kauwhatareo.govt.nz/en/ <p>Success Measures</p>

			<p>Classrooms reflect greater use of Te Reo</p> <p>Students voice</p>
<p>3.2 Establish a meaningful relationship with local iwi, and hapu regularly consult with them on school policies, programs, and cultural matters.</p>	<ul style="list-style-type: none"> • Continue to build relationships through whanau with both Taranaki Iwi and Ngati Ruanui • Appoint a BOT community engagement coordinator or liaison who is responsible for establishing and maintaining relationships with whanau and iwi. • To establish clear channels of communication, such as newsletters, emails, phone calls, and in-person meetings, to keep whanau and iwi informed about school events, initiatives, policies and progress. 	<p>BOT</p> <p>Teacher</p> <p>Principal</p>	<ul style="list-style-type: none"> • BOT appoint Whanau Liaison • Opunake Primary School will have strong relationships with students, families/whānau that are built on a shared understanding of their aspirations for their children. Student's strengths, progress and needs will be identified and responded to. Relationships with whanau will be strengthened as they will be involved in decision making. <p><u>Success Outcomes</u></p> <p>Whanau group established</p>

<p>3.3 Ensure that resources, including funding, materials, and facilities, are allocated equitably to address any disparities in learning environments.</p>	<ul style="list-style-type: none"> • Funding allocated in budget to support target learners • We will continue to use (no fee funding grant) to ensure all students have access to extra curriculum and curriculum events and outings. • Resources will be purchased to support classroom and special needs programmes to ensure all students have equitable access to the curriculum. 	<p>BOT Teacher Principal</p>	<ul style="list-style-type: none"> • All students have access to all events and outings. • A safe environment for all learners where they feel supported and have the confidence to take risks in their learning. All learners are active participants making positive choices <u>about their learning and behaviour.</u> <p><u>Success Outcomes:</u> Equitable outcomes for students All students involved in activities A range of resources purchased to support Special need programmes. WAKA Time</p>
<p>(Hauora) Wellbeing</p>			
<p>Strategic Goal Four</p>	<p>Students, whanau and teachers will develop their understanding of cultural, social and emotional, economic and environmental wellbeing.</p>		
<p>NELPS</p>			
<p>Annual Goal</p>	<p>Key Actions</p>	<p>Responsibility, Resources and Time Frame</p>	<p>Outcomes and Measure of Success</p>

<p>4.1 To foster a culture of well-being and hauora among our students, promoting physical, mental, emotional, and social health, ensuring a safe and supportive environment that enables every child to feel safe and achieve</p>	<ul style="list-style-type: none"> ● Offer students multiple opportunities to share stories and experiences and connect these to learning. Learn about every child. ● Help students develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. develop a 'can-do' attitude and the drive to make ideas happen – persistence, resilience, growth mind-set. ● Create a positive and inclusive school culture that emphasises kindness, empathy, and respect. (Use school WAKA model) ● Develop and enforce anti-bullying policies to ensure a safe and supportive environment. ● Continue to implement PB4L (new WAKA model) ● Educate students about responsible and balanced technology usage, including online safety and digital citizenship. 	<p>PB4L Team Principal Teachers</p>	<ul style="list-style-type: none"> ● Students feel safe and comfortable in school. ● As we introduce the new WAKA model we want to ensure that all whanau and the wider community become familiar with the new school values, and understand why they are important to the school. <p><u>Success Outcome</u></p> <p>Ongoing relationship with Blue Couch and Arahunga Counselling Services Continued relationship with Nga Ruahine for whanau support Improved Attendance</p>
<p>4.2 Implement daily physical activity routines to encourage</p>	<ul style="list-style-type: none"> ● Engage in physical activity for at least 30 minutes every day to maintain personal fitness and health. ● Use physical activity as a means to reduce stress and improve mental well-being. 	<p>Teachers</p>	<ul style="list-style-type: none"> ● Students are actively involved in PE and sport. ● All students are provided with opportunities to participate in events

<p>a healthy and active lifestyle.</p>	<ul style="list-style-type: none"> • Create inclusive sports programs that accommodate students of all abilities, fostering a culture of participation and teamwork. • Promote values like sportsmanship, fair play, and respect for opponents within the school's sports culture. 		<p>and sports, and this is equitable. No student will be disadvantaged due to their financial circumstances.</p> <p><u>Success Outcomes</u></p> <p>School effectively uses a range of providers to improve “skills delivery” across various codes. Work with Blue Couch on Sportsmanship completed.</p>
<p>4.3 Offer counselling and support services for students facing mental health challenges.</p>	<ul style="list-style-type: none"> • Further develop our relationship with Blue Couch Counselling and Arahunga to support student mental health and well being. • Establish peer support programs where older students can mentor and support younger ones in building well-being skills 	<p>SEnCo PB4L Team Blue Couch Arahunga Nga Ruahine</p>	<ul style="list-style-type: none"> • Students who require additional mental health support are provided with timely and appropriate support from the best provider to meet their needs. <p><u>Success Outcomes</u></p> <p>All funding is being fully utilised to support students and their whanau.</p>

Maths: Achievement Target One 2024

<u>Year 5</u>	Maori	European	Other
Above	1	1	1
At	5	4	
Below	2	2	
<u>Year 6</u>			
Above	2	1	
At	7	7	
Below	3	3	
<u>Year 7</u>			
Above	0	1	
At	6	6	
Below	4	1	

Background

During 2023 we have had a significant focus on maths. We are implementing a mixed ability, problem based approach to mathematics. Whilst we have had better results this year, we still have cohorts of students across this school not achieving at expected levels. We have seen better than expected shifts in progress this year, but this has not translated into a huge increase in overall achievement at the “at and above levels”. The transient nature of the school has impacted on the data.

Target Group: These students and Year groups will be targeted for additional support in 2024

Key Actions

Data will be analysed to ...

- find trends
- identify areas of strength
- identify areas for improvement
- identify groups and individual students at risk of not achieving
- identify students who need to be extended.
- identify areas where progress needs to be accelerated
- set improvement targets

Teachers will use the data to formulate and implement teaching and learning plans that:

- differentiate learning for students
- accelerate the learning of target students
- make effective learning and teaching decisions based on needs
- provide effective feedback to students
- set improvement targets
- conduct ongoing formative assessment that allows for ongoing feedback and improved decision making for teaching and learning.

Teachers will work closely with school leadership and Alim teacher to

- set targets in mathematics and based on robust analysis of data.
- prioritise and plan for the teaching and learning of specific learning objectives;
- ensure effective explicit teaching of learning objectives;
- monitor student learning against priority learning objectives through self-, peer-, and formal formative and summative assessment practices
- Arrange for multiple exposures to concepts using digital resources where they can support further exposure to learning objectives for students
- ensure direct feedback for students and further learning opportunities where appropriate

With support from Maths lead and Alim teacher

- implement professional development that increases teacher capacity for enhancing student efficacy, motivation, and engagement
- ensure planning and teaching programmes reflect practices that enhance student efficacy, motivation, and engagement;

We will closely monitor attendance, and follow up on unjustified absences.

Reading: Achievement Target Two

<u>Year 5</u>	<u>Maori</u>	<u>European</u>	<u>Other</u>
<u>Above</u>		1	1
<u>At</u>	7	3	
<u>Below</u>	3	1	
<u>Year 6</u>			
<u>Above</u>	1	6	
<u>At</u>	7	7	

Below	4	3	
Year 7			
Above	4	4	
At	5	6	
Below	4	5	

Background

Historically, reading has been a forte of our school; however, in recent years, we have observed a trend where a notable number of students are not meeting the expected levels of comprehension. Although our students exhibit strong reading abilities in classroom group settings with teacher support, their performance in testing situations does not consistently reflect this proficiency.

As we delve into trend analysis and data evaluation, it is crucial to maintain a comprehensive perspective on overall progress and achievement. We must remain mindful of the significance of "Overall Teacher Judgements" in our assessments. This holistic consideration ensures that our approach is nuanced and reflective of the diverse factors influencing students' reading capabilities beyond just summative assessment.

Target Students and class levels

Key Actions

1. Gather and analyse good quality summative and formative data.
 - Conduct diagnostic assessments to identify specific reading strengths and weaknesses. This information will guide targeted interventions e.g. teachers' are completing running records regularly and analysing the data school wide to monitor and accelerate learning.
 - PAT data analysed to identify target areas.

- planning is thorough and in depth for target students.
 - Improved progress and achievement
2. To improve teacher pedagogy in teaching and learning of reading.
 - Ongoing PLD for teachers
 - Ongoing monitoring of target students with principal and Resource Teacher of Literacy
 - Online PLD accessed for additional support.
 3. Small-group reading sessions based on students' reading levels. This allows for more personalised attention and tailored instruction.
 4. Reinforce phonics skills, especially for students struggling with decoding. Provide explicit instruction on phonetic patterns and word recognition.
 5. Teach explicit comprehension strategies, including predicting, summarising, questioning, and making connections. Model these strategies during reading sessions. (Sheena Cameron)
 6. Implement evidence-based reading intervention programs designed to address the specific needs of 'at risk' readers. These programs will provide structured, systematic instruction.
 7. Engage parents in promoting a reading-friendly environment at home. Provide resources, tips, and strategies for parents to support their children's reading development.
 8. Culturally relevant reading materials will be used to engage students and make reading more relatable

Writing Achievement Target: Year 2 and 6

Year 1 : Students	Maori	European	Other Ethnicity
Above	2 students	1	0
At	4	2	2
Below	5	5	
Year 6:			
Above	2	5	
At	6	10	
Below	6	1	

Background: Writing remains an area where a number of students are not yet meeting expected levels. Target groups for 2024. Move 17 below students to meeting "at expectation"

Actions:

Formative Assessments: Use formative assessments throughout the year to gauge students' understanding of the deeper and surface features. This provides real-time feedback that helps tailor instruction.

Goals need to be set for this cohort and regularly reviewed to monitor progress.

To consolidate teacher pedagogy in teaching and learning of writing.

Ensure students write every day, and provide students with exemplars of good writing (age appropriate) for students to understand what they have to achieve to improve their writing and ensure students receive regular feedback/ feedforward.

Individual Conferences: Schedule one-on-one conferences with each student to discuss their academic goals, challenges, and personal interests. This creates a space for open communication.

Observations: Observe students during various classroom activities to gain insights into their engagement levels, collaboration skills, and preferred working methods.

Inclusive Classroom Practices and Best Practice Model: Be aware of and accommodate diverse needs, including those of students with different learning abilities, cultural backgrounds, and individual challenges.

Explore use of the Writer's Toolbox

Work towards improving attendance of Target Students through close monitoring and prompt action. Engage parents and whanau in discussions around "Learning and Achievement"

Other School Priorities:2024

Domains	Processes	Description
Learning At the Centre NELP 1 and 2	Know the learner	We have planned to meet with whanau prior to school commencing 2024
		Teachers will do a short interview with students at the beginning of the year.

		Learner Focused Interviews 2024
		Responsive Curriculum PLD commences Term 1 2024
		SENCO follows transition protocols and shares information with teachers
		Introduce New WAKA values and Tikanga Programme at the beginning of the year.
	Learning and Teaching	Planning authentic units using our curriculum integration model and based on student questions.
		STEAM Club including E Sports. Purchase PC to support ESports \$20,000
		Use Apple Apps to support quality learning and teaching. Continue with PLD with school based Apple Coaches.
		Strengthen Learning Through Play
		Principal to lead Reading PLD DP to lead writing PLD Alim Teacher to lead Maths PLD
	Assessment for Learning	Use assessment to differentiate learning and teaching
		Mixed ability grouping is a priority
		SENCO to plan and maintain special programmes and evaluation of programmes
	PB4L	Total revamp of PB4L including vision and values and systems. (Separate plan)
	Writers Toolbox	Explore costings for writers toolbox and practicalities. \$8000

	Attendance	Explore and implement a range of strategies to improve student attendance.
<p>Quality Teaching and Leadership and Capital Spending</p> <p>NELP 3</p> <p>BOT Objectives 127(1) (b) (i)</p> <p>127 91) and (2)</p> <p>Barrier Free Access to Learning</p> <p>NELP 2</p> <p>Board Objective (1) (a) (ii) and (iii)</p> <p>(1) (c)</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability</p>	<p>PB4L</p> <p>Coaching for teachers through Evaluation Associates (Responsive Curriculum)</p> <p>Leadership PLD for, Deputy, and senior staff as available. Coaching leaders around goals (principal)</p> <p>Principal Wellbeing and PLD carried over \$6000 (T4-2023-T2 2024) (from NZEI Principal Agreement Settlement)</p> <p>(\$6000 Term 2 2024)</p>
	<p>Property</p> <p>Maintaining a safe and healthy school environment</p>	<p>Pool maintenance and repair</p> <p>Cyclical painting \$10,000</p> <p>Maintain School <u>Evacuation Scheme</u></p> <p>Senior playground (carried over \$20,000 BOT Funds and \$20,000 TSB funding)</p> <p>Emergency drills every term to maintain Fire Evacuation Scheme</p> <p>Major clean up of school grounds especially tree work \$5,000</p> <p>Life Ed December 2024</p> <p>Swim Safe Term 1 2024</p>
		<p>Ongoing policy review</p> <p>School Docs</p>

	School Signage	Allocate \$10,000 to revamp school
	PC computers for E sports	Allocate \$12,000
	Large format printer	Carried over from 2023 \$15000

