

STRATEGIC PLAN 2024-2025

KIA MATAARA KA TIPU KA TAEA **ASPIRE GROW ACHIEVE**

ASPIRE
KIA MATAARA

GROW
KA TIPU

ACHIEVE
KA TAEA

OUR VALUES

ENSURE TEACHING & LEARNING EXCELLENCE

Ensure effective pedagogies that embrace diversity.

Ensure all children achieve at equitable rates

Initiatives that support teaching and learning are targeted and effective

Student Voice is gathered and used for improvement

BE INCLUSIVE & CULTURALLY RESPONSIVE

Every child's culture is identified, acknowledged and valued

Barriers are identified and addressed for learners with specific learning needs.

Opportunities are provided for cultures to be valued and celebrated

PROMOTE LEARNER AND STAFF WELLBEING

Develop a school wide wellbeing implementation plan.

Ensure a safe physical and emotional environment.

Tailored professional learning for staff

DEVELOP EXEMPLARY PHYSICAL ENVIRONMENT

Gather ideas from the school community and area experts for improving the school environment.

Develop a future focused property/physical environment/resources plan

Investigate avenues of property development funding

The New Pedagogies for Deep Learning (NPDL) and Microsoft Showcase School initiatives are .

Equitable outcomes for Māori and Pasifika learners are evident

Academic and other annual targets are achieved

Assessment capable learner behaviour is embedded

Cohesive and progressive Te Ao and Te Reo Māori curriculum foci

Learners that meet their learning potential

Community voice in local curriculum design evident

Authentic opportunities for success to be recognised, shared and celebrated

Feedback from staff and children that reflects initiatives are enhancing resilience and wellbeing

Safe 365 program fully implemented to monitor schoolwide health and safety

Behaviour support and counseling initiatives are effective

A dynamic and systematic master plan that encompasses 'the environment as the third teacher' (Malaguzzi)

A physical environment that accommodates environmental challenges

Initiatives that incorporate community values, ideas and input

CHALLENGE

COLLABORATION

DIVERSITY

LEARNING

RESPECT



2025 Annual Plan / **Statement of Variance at EOY**

Ensure Teaching and Learning Excellence	ASPIRE	GROW	ACHIEVE
	Key Initiatives / Baseline Data	Targets/Projected Outcomes for 2025	How will we measure success?
<p><i>Programmes, strategies, and initiatives to sustain and improve student achievement and teacher capability.</i></p>	<p>1. Annual Reading, Writing and Maths targets. 2024 EOY Baseline Data</p> <p>Reading: Overall: 63% at or above (64% for 2024). IMSACT: 52% at or above. (Identified Māori student achievement targets) IPSACT: 56% at or above (Identified Pasifika student achievement targets)</p> <p>Writing: Overall: 53% at or above IMSACT: 52% at or above. IPSACT: 51% at or above.</p> <p>Maths: Overall: 70% at or above (up 12% for 2024) IMSACT: 63% at or above. IPSACT: 65% at or above.</p> <p>Personnel: ELT / Mathematics / Curriculum Lead</p>	<p>Targets for 2025 At or above expectation.</p> <p>Reading: Overall: 72% at or above. IMSACT: 68% at or above. IPSACT: 68% at or above.</p> <p>Writing: Overall: 72% at or above. IMSACT: 70% at or above. IPSACT: 70% at or above</p> <p>Maths: Overall: 74% at or above. IMSACT: 72% at or above. IPSACT: 74% at or above</p> <ul style="list-style-type: none"> • New Mathematics and English Te Mātaioho focus with PLD a major focus as part of teacher and leader TAI (see below) 	<ul style="list-style-type: none"> • Consistency of teaching practices around Sheena Cameron literacy book approach PLD. • Assessment and reporting mid-year and end of year will establish our level of progress and achievement across school. • Following the further establishment by teams of year level sub goals – monitoring ongoing at team meetings: Term 1-4 • School wide coherence in approaching pedagogy in the core areas. Evidence of fidelity of pedagogy in planning checks and observations of teaching practice: North East research base • Improved assessment data interpretation and use in Years 3, 4, 5 and 6 using e asttle reading, writing and maths tool. • Embedding structured literacy approach in Piwakawaka and Pukeko teams.

	Statement of Variance at EOY		
	<p>2. Reinforcement and continuous embedding / extension of teaching and implementing the CODE approach to spelling across the school.</p> <ul style="list-style-type: none"> Ongoing focus by AP and Team Leaders. 	<ul style="list-style-type: none"> Professional Development fidelity reflected in student spelling and monitoring of general writing. Year 4 teachers proficient in implementing SL CODE 	<ul style="list-style-type: none"> Assessment capable learners who become increasingly independent in spelling ability.
	Statement of Variance at EOY		
<p>Personnel: AP / Team Leaders</p> <p>3. Continuation of Structured Literacy (SL) to accelerate and improve progress of Year 1/2 and 3/4 students in reading and writing.</p>	<ul style="list-style-type: none"> Continue develop Provisionally Registered Teachers knowledge of SL. RTL B PLD provision. Implementation of SLA allowance (.53) from MOE with emphasis on ELL when appointing SLA teacher Differentiated PLD for Year 4 teachers and where required at Year 5/6 by already trained teachers Refer to yearly overview of timing of PLD Introduction of new English Curriculum – plan developed with facilitator Completion of Kereru SL Resources 13.5K 	<ul style="list-style-type: none"> Consistency of practice for teachers with Year 1,2 and 3, 4 practice in observations and programme planning. Assessment data in structured literacy shows improvement in new goals on HERO. Analysis with teachers and reporting to the board Terms 1,2,3. Completed update of English Delivery Documentation 	

Statement of Variance at EOY		
4. Focus on using assessment tools to enable children to use AFL skills to chart next steps for writing independently and with teacher	<ul style="list-style-type: none"> Assessment tool / responsive pedagogy refresh Term 2 – Writing Leader 	
Statement of Variance at EOY		
5. Implement new Mathematics Curriculum and Review Pedagogy and Achievement Goals <ul style="list-style-type: none"> Curriculum days will produce a shared understanding of the requirements and identified pedagogical shifts to raise achievement Collaborate with Renu Sikka / Misha Shamdas (Te Mahau) to facilitate Mathematics Curriculum PLD programme Introduce and integrate the PR1ME mathematics resource into school wide practice and HERO using Te Mahau and trained PR1ME consultants: Term 2 – 4 Two Tui Teachers will undertake ALIM programme to accelerate focus groups of children 	<ul style="list-style-type: none"> Staff confident and have sufficient content knowledge to fully implement this area of Te Mātaioho by end of 2025 All teacher mathematics planning to reflect all strand learning intentions from new curriculum end of Term 3 and understand within year pedagogy and expectations Co - facilitation of Curriculum Days with Te Mahau, Rob Proffit-White and facilitator personnel To complete all associated PLD and link with HERO goals by term 3 Construct a PLD plan that links curriculum and book and online resources ALIM teachers to present acceleration model to teachers and results of focus groups so approach can be replicated across school 	<ul style="list-style-type: none"> Evidence of individual class focussed pedagogy and schoolwide achievement improvement Evidence of individual class focussed pedagogy and team fidelity Evidence of individual and team competence in integrating planning and assessment tools in mathematics pedagogy Two ALIM teachers present the model of acceleration and results of research at PLD sessions

	<ul style="list-style-type: none"> Two Mathematics Lead Teachers across school appointed to coordinate new curriculum implementation and associated PLD and resource implementation 	<ul style="list-style-type: none"> Facilitate PLD refreshment on use, interpretation and analysis of AstLLe and other assessment tools Carry out school wide GAP resource analysis and apply budget 	
	<p>Statement of Variance at EOY</p>		
	<p>6. To further embed the incubator stage and achieve Microsoft Showcase status.</p> <ul style="list-style-type: none"> Continue to enhance the innovations station progress led by Digital Learning Leader. Principal to implement identified innovations observed in Adelaide, Brisbane and New York City with expertise in Digital Curriculum. Principal to lead process for qualification of Microsoft Certification for 6 staff Become a host school for MIEE visits and seminars. Extend scope of Microsoft Showcase and Innovation to extend to STEM 	<ul style="list-style-type: none"> Further resource Innovation Station by 3.5K. Identify features of DC programs observed to improve progress and implementation at Hillpark. Confirm with digital curriculum vision - plan and review future developments with digital curriculum leader. Budget to extend Innovation Station resources to Stem - 6K. Secure House of Science subscription – 2K Review Digital curriculum / STEM Plan Term 2 	<ul style="list-style-type: none"> To achieve Microsoft Showcase status by October 2025. Extent to which PC programs have improved through observations and teacher feedback. Teachers demonstrate and report increased efficiency in implementing digital curriculum. Surveys 2x per year to collect data on programme effectiveness. Term 2 and 4
	<p>Statement of Variance at EOY</p>		

	<p>7. Continue to develop the delivery of local and Aotearoa/New Zealand Histories Curriculum.</p> <p>Personnel: ELT / Team Leaders / Teachers</p> <ul style="list-style-type: none"> • Create connections with Manurewa Marae to develop Te Ao Māori local curriculum through RTLB liaison person. • Term 3 focus on Aotearoa/New Zealand histories inquiry/NPDL lens. Including formal visit by all children to Manurewa Marae • Continue to collect voice from all stakeholders and involve them in related activities and programmes. • Co-develop related job description with new Cultural Leadership Leader (Kapa Haka and Te Ao Māori) and MOE advice in local curriculum. • Bilingual signage for school values and the development of a pre - mural of the history of the school to be co-constructed by whānau and children 	<ul style="list-style-type: none"> • Create connections with Manurewa Marae to develop Te Ao Māori local curriculum through RTLB liaison person. • Term 3 focus on Aotearoa/New Zealand histories inquiry/NPDL lens. Including formal visit by all children to Manurewa Marae • Continue to collect voice from all stakeholders and involve them in related activities and programmes. • Co-develop related job description with new Cultural Leadership Leader (Kapa Haka and Te Ao Māori) and MOE advice in local curriculum. • Bilingual signage for school values and the development of a pre - mural of the history of the school to be co-constructed by whānau, children and Erana Kake who has researched the history of the area – Pukepuke – Budget 4K: Minor Capital Works 	<ul style="list-style-type: none"> • Students will have experienced learning about local marae, maunga and historical/modern day contexts. • Teachers and students will show evidence of a balanced / critical cultural view of Aotearoa/New Zealand history related to our local context. • Signage and mural completed by Term 3
	<p>Statement of Variance at EOY</p>		

Be Inclusive and Culturally Responsive	ASPIRE	GROW	ACHIEVE
	Key Initiatives	Targets/Outcomes for 2025	How will we measure success?
<p><i>Programmes, strategies, and initiatives that assist teachers to build culturally responsive pedagogy that benefit all students in their approach in achievement and learning.</i></p>	<p>8. To develop and embed a progressive Te Reo Māori programme ‘Wai Aka’ in English – Medium Schools’ for Year 1-6.</p> <p>Personnel: Te Ao / Te Reo Māori Lead / ELT</p> <ul style="list-style-type: none"> Cultural Leadership Leader (Te Ao Māori) to co-lead implementation of programme beginning in Term 1 PLD in regular meetings. Each teacher to include a goal in teaching as inquiry cycle related to Te Reo Māori. Implement recommendations and guidance from Te Ao/Te Reo Māori consultant – 2K. Every teacher and student to develop pepeha confirming to relevant approach e.g. non-Māori to use Te Tangata model with assistance from Cultural advisor. Principal to focus on this area in Principal Conversations. Develop learning / attendance partnerships and ownership by mamawhēnua in learning programmes 	<ul style="list-style-type: none"> To complete a progressive plan for Te Reo that has built in fidelity monitoring address inconsistency in practice and provide professional support. Constructed by end of Term 2 Differentiated PLD support Term 2: timetabled support document Specific individual achievement goals for staff (SMART) Practical model based on Tautai o le Moana / MAC methodology: RMTVR 	<ul style="list-style-type: none"> By assessing impact of programme in building a base knowledge and practical proficiency at each level by end of year. Evidence of progress in goals TAI and Principal Conversations. Increasing incorporation of Te Ao and Te Reo Māori in signage around the school. Documented progressive Te Reo / Te Ao Māori plan published by Term 3. Improved achievement data for Māori / Pasifika students
	<p>Statement of Variance at EOY</p>		

	<p>9. To engage with the schools Māori, Pasifika and other cultures whanau to celebrate and enrich learning and participation in language weeks, curriculum and celebrations.</p> <p>Personnel: Te Ao / Te Reo Māori Lead / Pasifika Lead / Leadership Team / Teachers / Identified Learning Support</p>	<ul style="list-style-type: none"> • Three whānau consultation meetings (Term 1, 2 3) to outline plan, policies and initiatives to raise or enhance Māori student achievement, signage, attendance and Māori achieving success as Māori • Strategic Plan specific meetings Term 2,3 with Manu Māori and Māna Pasifika • Principal to undertake Tautai o le Moana programme successfully in order to increase cultural responsiveness and pedagogy in this area. Focus on attendance, engaging pedagogy and academic achievement. Refer to Tautai o le Moana PLD timeline. Budget 2 K. 	<ul style="list-style-type: none"> • Feedback from community about perceptions of increased ownership of cultural initiatives at school. • Evidence of community input into school curriculum and initiatives. • A successful Cultural Celebration event that involves all students, the PTA and other stakeholders. • Evidence of teacher pedagogy improvement that has an impact on student achievement and confidence. • All staff to participate in Tapasā (Pasifika culturally responsive pedagogy) Ter 2 PLD, from Term 2. Led by Principal after Tautai o le Moana PLD in Term 1
	<p>Statement of Variance at EOY</p>		

Promote Learner and Staff Wellbeing	ASPIRE	GROW	ACHIEVE
	Key Initiatives	Targets/Outcomes for 2025	How will we measure success?
<i>Programmes, strategies, and initiatives that embrace student/staff wellbeing and resilience in a challenging world.</i>	<p>10. Staff:</p> <ul style="list-style-type: none"> Consult with Dr Sven Hansen of the Resilience Institute to undertake follow up questionnaire to compare 2024 individual and collective data for teachers. Review school wide Wellbeing Plan that reflects the professional and social needs and aspirations of staff in Design days: Term 1. Development of processes for success to be recognised, shared, and celebrated. Schoolwide NZCER Staff Wellbeing Survey issued by <p>Personnel: ELT</p>	<ul style="list-style-type: none"> Staff to have a base knowledge of their principles and practical applications of resilience and wellbeing backed by data. Regular PLD in Monday Mihi and other professional learning meetings. Revised wellbeing/resilience plan published/finalised in Term 1 as a result of Design day feedback. All new staff fully inducted in resilience training when they start. Individual Results data by Term 2 	<ul style="list-style-type: none"> Feedback from staff on effectiveness of program with modifications made as a result of suggestions. Positive gains in school climate survey to be reissued in 2025 (base data collected in 2023). Spot surveys to show positive results in wellbeing/resilience growth in 2024. Consistent evidence of classroom programme implementation by team leaders. New staff report being familiar with and conversant in our approach to resilience/wellbeing.
	<p>Students:</p> <ul style="list-style-type: none"> Induction in Pause-Breathe-Smile program for new teachers and revision for existing teachers. Use of texts with mental health themes Refinement of school wide behaviour lessons. Specific wellbeing/resilience focus for student leadership team. Monitoring of restorative practices implementation effectiveness. <p>Personnel: DP / ELT</p>	<ul style="list-style-type: none"> All staff fully inducted by Behavioural Support lead. Input incorporated into weekly plans included in lessons. Principal to facilitate involvement of student voice and survey data with student leadership team. Regular professional learning with emphasis on consistency/consolidation of practice. 	<ul style="list-style-type: none"> Evidence of effective Pause-Breathe-Smile implementation in classroom programmes. Appropriate behaviours enhanced by program and in records of behavioural incidents. Student leaders taking prominent visibility in wellbeing/resilience issues and participating in surveys. Positive review in collaboration with PB4L consultant.

	Statement of Variance for EOY
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Develop an Exemplary Physical Environment	ASPIRE	GROW	ACHIEVE
	Key Initiatives	Targets/Outcomes for 2025	How will we measure success?
<p><i>Future developing the physical environment of the school that enables and enriches school community experiences in:</i></p> <ul style="list-style-type: none"> • Sport and Physical Education • Play • Nature • Cultural activities. 	<p>11. A whole school scan and survey of current school property and environment to identify defects and area for improvement to set a satisfying level of appearance and functionality.</p> <ul style="list-style-type: none"> • Identify responsibilities for developing a master plan. • Continue to develop a partnership with architect of school environment planner to develop a dynamic and systematic master plan that encompasses the concept as environment being the third teacher (Malaguzzi/Brown). • Examine and identify appropriate funding sources suitable for projects of magnitude with an emphasis on community and school usage. Visits to schools who have effectively undertaken this approach • Complete 5YA Classroom modernisation programme and update of 10YPP for Term 4. <p>Personnel: Principal / Board Member</p>	<ul style="list-style-type: none"> • Further development of consultation approaches to gain stakeholder inputs. • Plan developed with Keanu Heather by Week 5: Term 2 • Concept drawings of master plan completed that can be utilised when applying for funding. • Comprehensive plan and possible co-opting of architect to develop master plan. • Priority list of projects for funding applications from MOE and other funding sources. • Plan with Project Manager. 	<ul style="list-style-type: none"> • Report to staff and board based on future feedback from all stakeholders to feed into master plan, term 2 and 3. • Development team confirmed early Term 2. • Concept drawings on display in appropriate area of school for community and school personnel to view. • Adoption of finalised plan by board in Term 4. • Publishing list of identified projects to stakeholders. • All projects planned for or completed by Term 4.
	<p>Statement of Variance for EOY</p>		