

## Mission Statement

Ako Mo Te Ora, Learning for Life

## Vision

We are connected and equipped for life

## Strategic Goals:

- 1 - Growing learner capability
- 2 - Growing our localised curriculum
- 3 - Strengthening connections and partnerships
- 4 - Enhance our school environment



Annual Plan 2024

| Initiative One  | NELPS Strat Goal                 | How (Actions)  | Accountable & Responsible  | Success Measure   | When and Who   | Budget/Resources  |
|---|----------------------------------|--|--|---|--|---|
| <b>Growing Learner Capability</b> <ul style="list-style-type: none"> <li>Improve teaching pedagogy to enhance teaching practices benefiting students learning outcomes.</li> <li>Strengthening distributed leadership.</li> </ul> | <b>NELPS 3:6, 2,4 SG 1</b>       | <ul style="list-style-type: none"> <li>Individualised professional learning based on each teachers need Murray Gadd writing workshop and teaching resources to support teacher development.</li> <li>Use Learning Progression Framework to make writing OTJ's.</li> <li>Increasing the unit holder role descriptions to provide more opportunity for leadership</li> <li>Utilising Staff for their strengths - reviewing unit holder role descriptions</li> <li>Self review of classroom and schoolwide practice in reading, writing and Math</li> <li>Principal to mentor student leader roles in the school regular meetings with to add</li> </ul>  | Principal Leadership Team<br>All Staff<br><br>Principal Leadership Team<br>All Staff | <ul style="list-style-type: none"> <li>Improved Teacher Knowledge of the NZC levels and the tools to assist in making OTJ's. Unpacking the new curriculum documents as they are delivered to schools</li> <li>Using the full Pact tool for all OTJ's by EOY</li> <li>Shifting away from single writing samples to observational judgements backed by LPP/Pact</li> <li>Provide assurance to the board that we confidently meet the 1 hour per day per area requirement.</li> <li>Review current role descriptions and meet 1-1 with unit holders to refine going forward.</li> </ul>  | <ul style="list-style-type: none"> <li>Continues throughout the year, ongoing</li> <li>Scott</li> <li>Staff</li> </ul> | \$8000<br>PLD fund  |
|   |                                  |  |  | Time required<br><br>Terms 1-3  | Staff PLD<br><br>As required terms 1-4<br>TOD week 1 term 1<br><br>Facilitator<br><br>Scott/ Leading DP and AP         |   |
| <b>Initiative Two</b>   | <b>NELPS Strat Goal 3:6 SG 3</b> | How (Actions)  | Accountable & Responsible  | Success Measure   | When and Who   | Budget/Resources  |
| <b>Growing our localised curriculum</b>   | NELPS 3:6 SG 3                   | <ul style="list-style-type: none"> <li>One Critical friend observation is to be completed in terms 1, 2, 3.</li> <li>Staff will have a new critical friend each term. An opportunity to be exposed to a variety of quality practices in our own school.</li> <li>Staff observations and feedback will be stored electronically and accessible to staff at any time via principals' shared drive</li> <li>Staff set up a Tuakana-Teina system to create their own additional release for observations.</li> <li>Classroom environments &amp; planning will support this process. No additional portfolios are required</li> <li>Update school curriculum information to align to the new levels for years 1-3 and 4-6, understand, know, do.</li> </ul> | Every teacher<br>Scott<br>Julie<br>Carly   | <ul style="list-style-type: none"> <li>Three critical friend observations completed by end of Term 3</li> <li>We see positive shifts in teacher practice.</li> <li>Teachers are excited about the process</li> <li>Any areas of concern are immediately addressed.</li> <li>Goals are set and PLD provided to support growth</li> <li>Evidence of 'Our Code, Our Practice' is embedded into teaching practice.</li> <li>Implementation of assessment for learning (AFL) PLD in their classroom practices.</li> <li>Improved Teacher Knowledge of the NZC levels and the tools to assist in making OTJ's. Unpacking the new curriculum documents as they are delivered to schools</li> <li>Articulate three local stories and reflect on why migration is an important context for the past, present and future of Aotearoa.</li> <li>Consistent teaching from class to class</li> <li>Juniors learning L1 Middle learning L2 Seniors</li> </ul> | <ul style="list-style-type: none"> <li>Terms 1-3</li> </ul>  | <ul style="list-style-type: none"> <li>AP release days—6 days per year \$2100 from BS</li> </ul>                                |
| <b>Adopting the refreshed curriculum</b>  |                                  |  |  |   | Time required<br>Ongoing   | Staff PLD<br><br>Facilitator<br><br>Within school teachers<br>Leticia Kelly,<br>Nadar Harpu when required to support the unpack |

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| Initiative/Strat   | NELPS Strat Goal                                       | How (Actions)   | Accountable & Responsible  | Success Measure   | When and Who   | Budget/Resources  |
|--|--|---|--|---|--|---|
| <b>Initiative Three</b>  |  |   |  | learning L3   |  |   |
| <b>Acceleration and Disparity</b><br>Close the disparity between Maori and Non-Maori learners<br>Embrace the Culturally Responsive Pedagogy respecting the mana of the students and key stakeholders.<br>Close the gap between male and female learners. | <b>NELPS 2:3, 2:4, 1:2, 3:5, 1:1</b><br><b>SG 1, 3</b> | <ul style="list-style-type: none"> <li>Target groups are identified for the needs of these learners in order to accelerate progress.</li> <li>Use prior assessment information, prior knowledge of students when planning for Maori and priority students.</li> <li>LSC and SLT to track/ monitor all Reading/ Writing/ Maths</li> <li>Use the co-inquiry approach to identify barriers and strategies for acceleration.</li> <li>Establish students in Years 1/3/5 to track in Maths 2024 onward to identify the school impact in math programs</li> <li>Increase awareness around culturally responsive pedagogy</li> </ul> | Julie Choppin (lead)<br>Students Teachers<br>LSC<br>Leadership Team<br>Puhue Board | Clean Data EOY 2024<br>Reading - Maori, Non-Maori, Boys, Girls.<br>Writing - Maori, Non-Maori, Boys, Girls.<br>Maths - Maori, Non-Maori, Boys, Girls.<br>Student Voice          | <ul style="list-style-type: none"> <li>Leadership Team</li> <li>LSC</li> <li>All Staff</li> <li>Board</li> </ul> | <ul style="list-style-type: none"> <li>Teacher Aides</li> <li>Reading recovery</li> <li>Early Literacy Support</li> </ul> |
| <b>Initiative Four</b>   |  |   |  |   |  |   |
| <b>Property Enhancements</b><br>Complete the Board funded, PTA supported and MOE 5YA building projects to support safe learning in a range of settings   | <b>NELPS 1:1</b><br><b>SG 2</b>                        | <ul style="list-style-type: none"> <li>Modernise the toilet block</li> <li>Create 2 additional break out spaces, 1 in room 5 and 1 in room 6</li> <li>Update 10YPP and review money set aside for future painting requirements</li> <li>Complete works identified on roofing specialist report</li> </ul>   | Scott Wilson<br>Board  | Success Measure<br><ul style="list-style-type: none"> <li>Completion term ¾ holidays (planned)</li> <li>Completion term ¾ holidays (planned)</li> <li>Term 1 updated</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing</li> </ul>  | <ul style="list-style-type: none"> <li>PTA/Board \$100k</li> </ul>  |
|  |  |   |  |   | Time required<br><ul style="list-style-type: none"> <li>Ongoing</li> </ul>                                       | Budget/Resources<br>As required<br>Facilitator  |
|  |  |   |  |   | Time required<br><ul style="list-style-type: none"> <li>Ongoing</li> </ul>                                       | Budget/Resources<br>As required<br>Staff PLD<br>N/A<br>Facilitator<br>N/A   |