



Buckland School Strategic and Annual Implementation Plan

2025

Mission Statement

Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.

Be Lifelong Learners

- Motivated and enthusiastic about learning
- Be Literate & numerate
- Be IT capable & confident
- Able to think critically & creatively
- Be an informed decision maker

Relate Well to Others

- Use communication tools effectively in a range of situations
- Accept diversities
- Be proud of own and others' achievements

Our Vision for Learning at Buckland School

Be Active Participants

- Participate in a range of social, cultural, physical and intellectual activities
- Contribute to the well-being of self, others and the environment.

Have High Self Esteem

- Be confident
- Take risks and challenge self to solve problems and adapt to new challenges.
- Be independent
- Show courage
- Strive for excellence in all areas

Strategic Plan

Vision Statement: (Refer Regulation 7 (a))

Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.

Summary of the information used to develop this plan/How did you create this plan (Refer Regulation 7 (c))

- ERO and School evaluation 2023, using the School Improvement Framework,4 identified and agreed on Te Tiriti o Waitangi and Responsive Curriculum/Planning as two areas that could be strengthened.
- Three Board Surveys for whanau one in 2022 which gained views on local curriculum and further surveys in 2023 and 2024 on expectations of the school and ideas for improvement provided community aspirations for the school.
- Data gathered from staff and students and whanau on strengths/needs for the future in regards to local curriculum, literacy teaching, Refreshed curriculum requirements.
- Evaluation of our 2024 Annual plan and new Government priorities: Attendance and Achievement.
- Discussions with local Ngaati Tamaoho iwi and goals of their education plan Te Ara Maatauranga o Ngaati Tamaoho.
- Data gathered on levels of our students, leading to staff agreement of gaining further knowledge and use of the inclusion of a Structured Literacy approach in our Literacy programmes and the use of a new Mathematics programme using one of selected MOE mathematics resources.

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p>To continue to develop the two areas: Te Tiriti o Waitangi and Responsive Curriculum/Planning as agreed by the school and ERO in 2023. This includes increasing te ao Maori, te reo and tikanga within teaching and learning programmes across the school which is supported by professional development for teachers.</p>	<p>All of section 127 (1) applies: (a) every student at the school is able to attain their highest possible standard in educational achievement; and (b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6. Te Maataiaho and the Common Practice Model The Te Maataiaho Implementation support packs The Literacy and Communication and Maths Strategy. Attendance and Engagement Strategy</p>	<p>The school will be giving effect to Te Tiriti o Waitangi Aakonga and whanau will have a strong sense of belonging and see their identity, language and culture exhibited in the school. All our aakonga will have high self-esteem and feel valued and positive about their learning. There will be positive reciprocal relationships between home and school where all feel able to approach each other.</p>	<p>The school will align itself with the goals of the Ngaati Tamaoho strategic plan. The school will continue to strengthen positive and reciprocal relationships with Ngaati Tamaoho and whanau and will be supported. Teachers/Support Staff will attend Professional Development opportunities with the Kaahui Ako and Ngaati Tamaoho. Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi.</p>	<p>Target group of students will be identified and monitored and shifts in attendance, engagement, involvement, academic and social areas will be measured. Staff and aakonga survey on how well our school values are being exhibited will be undertaken. A NZCER Well-Being survey will be used for older students and results analysed.</p>

	<p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p> <p>Section 164 Teaching and Learning Programmes</p> <p>Section 165 Monitoring of and reporting on student performance.</p>	<p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia – Ka Hapaitia</p> <p>Tau Mai te Reo The Action Plan for Pacific Education 2020 – 2030</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi.</p>	<p>Whanau are involved in supporting their children’s regular attendance and well-being leading to positive academic gains.</p> <p>The school will be providing an increasing amount of te ao Maori, te reo and tikanga for learners/aakonga.</p> <p>Teacher knowledge of the history of the local area and its people and stories, has increased and they are confident to teach the Aotearoa NZ Histories curriculum strand.</p>	<p>A schoolwide te reo plan will be implemented.</p> <p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for groups of students e.g. Maaori, Pasifika, Additional needs students.</p> <p>Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maori, te reo and tikanga.</p>	<p>Records will be kept by teachers of whanau engagement in school events and learning opportunities.</p> <p>Tracking of teacher growth and change in practice through surveys, discussions, observations of practice.</p> <p>Analysis of schoolwide data of te reo programmes and cultural events.</p> <p>Annual whanau feedback carried out by leadership team/Board to measure satisfaction with implementation of programmes, events, etc.</p>
<p>To strengthen school-wide internal evaluation processes and consolidate and build on teacher pedagogical content knowledge through professional development of Structured Literacy and Structured Maths approaches, leading to acceleration of all our learners/aakonga progress and achievement in the basics: reading, writing and mathematics.</p>	<p>All of section 127 (1) applies but particularly:</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>(b) the school is inclusive of, and caters for, students with differing needs.</p>	<p>NELP Priorities 1, 2, 3, 4, 6.</p> <p>Te Maataiaho and the Common Practice Model</p> <p>The Te Maataiaho Implementation support packs</p> <p>The Literacy and Communication and Maths Strategy.</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy &</p>	<p>Internal evaluation processes have been strengthened. Improved outcomes in Reading and Writing for all students, particularly Maori, Pacifica students and students with Additional Needs.</p> <p>Literacy programmes use a balance of a Structured Literacy approach alongside other successful approaches to enhance learning.</p> <p>Mathematics programmes use a balance of a Structured Mathematics approach alongside other successful approaches to enhance learning.</p>	<p>We will identify individuals and groups of students who need to be targeted particularly Maori and Pacifica, additional needs students who are not achieving or progressing to expectation levels.</p> <p>We will work with external facilitators and in-school experts to further build pedagogical content knowledge of Structured Literacy and Mathematics skills.</p> <p>We will engage in professional development opportunities from our Kaahui Ako workstreams in Literacy, Mathematics and Local Curriculum</p> <p>We will use within school and across school teachers, and internal expertise of colleagues to support classroom practice.</p>	<p>Assessment and internal evaluative processes to identify what is working for which groups of students in Literacy and Mathematics and to plan accordingly.</p> <p>Ongoing and regular aakonga learning and progress achievement data analysis with respect to our Reading, Writing and Mathematics programmes.</p> <p>Tracking of teacher growth and change in practice through surveys, discussions, observations of practice.</p>

<p>To build and consolidate teacher pedagogical content knowledge through professional development of Structured literacy and Structured Mathematics approaches, to accelerate the reading writing and Mathematics progress of all our learners/aakonga.</p>		<p>NZ Child and Wellbeing Strategy</p>	<p>Teachers knowledgeable of and confident to use the Structured literacy and Structured Mathematics approaches, and teaching and assessment resources.</p> <p>Whanau knowledge of the teaching of literacy is enhanced and supportive of school efforts.</p>		
<p>To provide aakonga with a robust, relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.</p>	<p>All of section 127 (1) applies:: (a) every student at the school is able to attain their highest possible standard in educational achievement; and (b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and (c) the school is inclusive of, and caters for, students with differing needs; and (d) the school gives effect to Te Tiriti o Waitangi, including by— (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6. Te Maataiaho and the Common Practice Model</p> <p>The Te Maataiaho Implementation support packs</p> <p>The Literacy and Communication and Maths Strategy.</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia – Ka Hapaitia</p> <p>Tau Mai te Reo The Action Plan for Pacific Education 2020 – 2030</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi.</p>	<p>Our local school curriculum actively reflects our communities’ and local tangata whenua priorities for their tamariki as well as curriculum changes indicated in Te Maataiaho.</p> <p>School leaders, Kaiako, whanau and aakonga are excited and engaged with our local school curriculum.</p> <p>Our local curriculum will be published on our website and available to our whanau.</p> <p>Kaiako are clear and confident on the learning that matters within our local school curriculum and accesses and utilises it easily with aakonga.</p> <p>We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum.</p> <p>We expect high attendance rates across the school and regularly communicate this to whanau.</p>	<p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with mana whenua, whanau and tangata whenua.</p> <p>We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community.</p> <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p> <p>We will engage in ongoing local Kaahui Ako professional development opportunities and workstreams about Te Maataiaho for school leaders and Kaiako.</p> <p>We will use the progressions model and ‘Understand, Know and Do’ elements in the design of our existing learning programmes.</p> <p>We will continually promote high attendance within our school community.</p> <p>We will follow the Ministry guidelines to improve attendance.</p>	<p>Annual tracking of our local school curriculum development and implementation plan against the Te Maataiaho implementation guidance.</p> <p>Annual aakonga, Kaiako and whanau feedback methods to measure engagement and understanding of our local school curriculum.</p> <p>Annual aakonga learning and progress achievement data analysis with respect to our local school curriculum.</p> <p>Annual Kaiako learning and progress data analysis with respect to our local school curriculum.</p> <p>Annual aakonga and whanau feedback to measure satisfaction with reporting.</p> <p>Annual aakonga wellbeing and belonging measures.</p> <p>Daily and term tracking of attendance rates of students.</p>

	<p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>					
--	--	--	--	--	--	--

ANNUAL IMPLEMENTATION PLAN

Summary of the plan

Our Strategic goals relate to our Improvement Framework goals, the priorities for New Zealand education, the Refreshed Curriculum and the continuing journey we are on to have positive and reciprocal relationships with our school community, whanau, mana whenua and tangata whenua.

Where we are currently at:

[Regulation 9\(1\)\(e\)](#)

In 2023 the school worked with ERO, using the School Improvement Framework, and identified two areas that it agreed to develop further: Te Tiriti o Waitangi and Responsive Curriculum/Planning. This work began and progress was made in a number of areas where the school provided additional opportunities for students, whanau and staff to develop and value a responsive curriculum. There was a focus throughout the school on implementing the Aotearoa, New Zealand History strand. Planning and classroom programmes were enthusiastically delivered by teaching staff and students were responsive to new learning. Evaluation of the school plan has taken place with adaptations made to the plan for 2025 including the two Ministry of Education priorities: Attendance and Lifting of Achievement.

Staff undertook a range of Professional Learning Development opportunities including working with a PLD provider on Maaori History, visits to significant sites, Te Tiriti o Waitangi during 2023. This continued with staff being enthusiastic members of the Kaahui Ako Local Curriculum workstream. Knowledge gained was then shared with other staff members and implemented into class programmes. 2024 saw an increase in Te Reo Maaori into classrooms.

During 2023 our Local Curriculum document was finalized and communicated to our school community. 2024 saw changes to this as the Refreshed Curriculum was introduced. This will be ongoing.

During 2023 we began working on the new directions by the Government and Ministry of Education and the work on refreshing our New Zealand Curriculum by being involved in initial discussions and presentations by Ministry personnel. As a staff we began looking into the two initial draft documents: literacy and mathematics. Goals within this strategic plan continues this work ensuring our Local Curriculum reflect current trends and initiatives.

During 2024 we undertook whole school professional development in Structured Literacy and changes to class programmes resulted throughout the school. This work will be consolidated over 2025. At the end of 2024 we decided on the direction our Mathematics programmes would take by agreeing to the use of the Ministry resource; Maths No Problem.

How will our targets and actions give effect to Te Tiriti o Waitangi:

[Regulation 9\(1\)\(g\)](#)

Our targets and actions give effect to Te Tiriti o Waitangi by abiding by the principles of Te Tiriti o Waitangi: reciprocity, active protection, partnership, equity, equal treatment, and being responsive to the needs of our community, mana whenua and tangata whenua.

How plan includes the teaching and learning strategies and programmes to support students to progress and achieve:

[Regulation 9\(1\)\(f\)](#)

This school plan includes teaching and learning strategies and programmes that will support students to progress and achieve across the curriculum but in particular in the Literacy and Mathematics areas and in building te reo and tikanga in the school.

Strategic Goal 1
 To continue to develop: Te Tiriti o Waitangi and Responsive Curriculum/Planning as agreed by the school and ERO in 2023. This includes increasing te ao Maori, te reo and tikanga within teaching and learning programmes across the school which is supported by professional development for teachers.
[Regulation 9\(1\)\(a\)](#)

Annual Target/Goal:
 Our Curriculum and Planning will sustain progress made in 2024 and show a continuing increase in building knowledge of te ao Maori, te reo and tikanga that will be responsive to our students and to the Principles of the Te Tiriti o Waitangi.
[Regulation 9\(1\)\(a\)](#)

What do we expect to see by the end of the year?

- Kaiako have a growing understanding and use of the Principles of Te Tiriti o Waitangi.
- Kaiako will continue to enhance their knowledge and confidence in cultural capability and the teaching of tea o Maori, te reo and tikanga.
- Aakonga will have experienced new learning opportunities and be increasingly knowledgeable of te ao Maori and tikanga.
- Aakonga will be using te reo with increasing confidence and frequency.
- Whanu will become increasingly involved in events and curriculum initiatives.

[Regulation 9\(1\)\(d\)](#)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
<p>The school will continue to align itself with the goals of the Ngaati Tamaoho strategic plan.</p> <p>The school will develop a positive reciprocal relationship with Ngaati Tamaoho and whanau and will be supported.</p> <p>Teachers/Support Staff will attend Professional Development opportunities with the Kaahui Ako and Ngaati Tamaoho.</p> <p>Staff will be given further opportunities to become more knowledgeable about Te Tiriti o Waitangi.</p> <p>The use of a schoolwide te reo Maaori plan will continue to be implemented which shows</p>	<p>Board Principal Staff</p> <p>All Staff members Ngaati Tamaoho personnel Whanau</p> <p>Teachers involved in Localized Curriculum Kaahui Ako Workstream</p> <p>All Staff</p> <p>All teaching staff</p>	<p>Ngaati Tamaoho Strategic Plan</p> <p>Release for work with Ngaati Tamaoho personnel Planning for Staff meetings</p> <p>Funding for Ngaati Tamaoho personnel to be involved in the school</p> <p>Release for Workstream leaders Funding of any costs involved Planning for Team/Staff meetings</p> <p>Course costs Leytia Preston (facilitator) involvement</p> <p>Funding for any resources required.</p> <p>Costs involved in the running of events.</p>	<p>2024 - 2025 Strategic plan</p> <p>On-going</p> <p>Throughout 2025</p> <p>2025 On-going for new staff</p> <p>Term 1 2025</p> <p>On-going</p>	<p>The school will incorporate the goals of Ngaati Tamaoho into their strategic plan and will be making progress in meeting these.</p> <p>A positive and reciprocal relationship will exist with Ngaati Tamaoho that helps with the development of the school and values the support, input and efforts of both groups.</p> <p>Staff will be responsive to professional development and gain understanding and skills to support students better through their involvement in professional development.</p> <p>Te Tiriti o Waitangi professional development opportunities will be recorded.</p> <p>All classes will be following the Te Reo Maaori plan.</p> <p>All students will have met the requirements of Level 1 with older children working on achieving Level 2</p> <p>Te Reo Maaori will be spoken more frequently throughout the school.</p>

<p>progress of student knowledge and use of te reo Maaori.</p> <p>Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maaori, te reo and tikanga.</p> <p>Senior students will be given the opportunity to experience the historical Rangiriri event.</p> <p>Visits for students and staff to local sites of significance will be organised.</p>	<p>All Staff SLT Team members</p> <p>SLT Leadership team ERO All Staff</p>	<p>Funds allocated for EOTC events and activities</p>	<p>On-going 2025</p>	<p>Assessment of the use of Te Reo and tikanga will take place. On-going evaluation of classroom programmes and schoolwide practices will be evident and recorded.</p> <p>Students and whanau will experience a range of cultural activities, e.g. marae visit, powhiri, visits to sites of local significance.</p>
---	--	---	--------------------------	---

Strategic Goal 2
 To strengthen school-wide internal evaluation processes and consolidate and build on teacher pedagogical content knowledge through professional development of Structured Literacy and Structured Maths approaches, leading to acceleration of all our learners/aakonga, progress and achievement in the basics: reading, writing and mathematics.
 Regulation 9(1)(a)

Annual Target/Goal:
 The teaching of Literacy and Mathematics programmes will be using a balanced approach including the teaching of Structured Literacy and Structured Mathematics skills. Student progress and achievement will be accelerated.
 Regulation 9(1)(a)

What do we expect to see by the end of the year?

- Kaiako have a growing understanding of the Refreshed Curriculum in English and Mathematics and will be using new resources in classroom programmes to enhance the Literacy development of students.
- Kaiako have a growing understand of the Refreshed Mathematics curriculum and will be using the Maths No Problem resources to enhance mathematical development of students.
- Aakonga will be making steady progress in literacy and mathematics will be meeting the progressions at their level and Phase.
- School-wide internal evaluation in Literacy and Mathematics processes will be strengthened.

Regulation 9(1)(d)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
We will identify individuals and groups of students who need to be targeted particularly Maori and Pasifika, additional needs students who are not achieving or progressing to expectation levels.	SLT Teaching Staff Support Staff	Leadership Unit Allocation PLD Budget Operations Budget Staffing (FTTE) allocation / Board funded teacher Te Maataiaho Curriculum Document	February 2025 On-going identification and evaluation throughout the year	Students who have been identified will be well supported and making progress to achieve and get closer to expectation levels – assessment tasks. Target students will be enthusiastic learners – observations of on task behaviours, engagement and participation in their learning.
We will take part in internal and external PLD opportunities to consolidate and build pedagogical content knowledge of Structured Literacy and Mathematics.	Teachers	English Refresh Document Common Practice Model Literacy & Communication & Maths Strategy	On-going	A range of PLD opportunities will be undertaken by staff that support them to teach effectively.
We will engage in professional development opportunities from our Kaahui Ako workstreams.	All Teaching Staff Literacy Lead Mathematics Lead Teachers Across School teachers	Timetabling for release/observation/modelling Assessment resources	Throughout the year. Reporting back after each hui.	Lead teachers will attend Kaahui Ako Literacy and Mathematics workstreams. Knowledge from the workstream will be shared with teaching staff at team & staff meetings. Across School Literacy teacher will be involved in the school.

<p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for specific groups of students.</p>	<p>SLT Lead teachers Teachers</p>	<p>Release for observations, moderation, assessment</p> <p>Planning for the use of CRT time for Team days</p>	<p>On-going 2025</p>	<p>Internal evaluation processes will be strengthened and will be enhancing the progress of individuals and groups of students.</p> <p>School wide agreement of our Buckland School Overviews in Literacy/English and Mathematics.</p>
<p>Baseline information for where students are at in relation to new curricula (English/Mathematics) will be gathered.</p>	<p>SLT Lead teachers Teachers</p>		<p>Early 2025</p>	<p>Baseline information will be available early in the year that can be used to compare with end of year data.</p>
<p>Teachers will familiarize themselves with and use new assessment resources, analyse data of individuals and groups to monitor and plan for student progress and achievement.</p>		<p>Costs involved in the purchasing of assessment resources (when they become available)</p> <p>Release for observations of administration of assessment resources.</p>	<p>On-going 2025 (as resources become available)</p>	<p>Teachers will have a good understanding of the assessment requirements and be using the resources effectively to provide valid and reliable information to inform their teaching.</p>
<p>Through observation and modelling of within school and across school teachers, and colleagues with expertise we will support classroom practice, use of the progressions and ‘Understand, Know, Do of the Refreshed Curriculum.</p>	<p>Literacy Lead Teachers Specialist teacher Lead teachers</p>		<p>Throughout the year</p>	<p>Planning will include the progressions and ‘Understand, Know, Do’ of the Refreshed curriculum.</p> <p>Teaching staff will be open to and involved in modelling and observation. They will participate in discussions to improve teaching practice and support colleagues – Professional Growth cycle.</p> <p>New MOE literacy/mathematics resources and Assessment resources will be being used effectively to support programmes of learning for individuals and groups.</p>
<p>We will provide a range of specific programmes to support students who are not making the desired progress.</p>	<p>Specialist teacher Classroom teachers SENCO/ LSC Teacher Aides RTLB/RTLit</p>	<p>On-line programmes funded – Reading Eggs, Mathletics, Writer’ Tool Box</p> <p>Agility with Sound Programme</p> <p>New MOE Phonics Resources</p> <p>Funding of Teacher Aides</p>	<p>Throughout the year</p>	<p>Students will have access to programmes that will support their Literacy and Mathematics learning and will be making steady progress – The Code, Yolanda Soryl, Maths No Problem, Reading Eggs, Mathletics, Writer’ Tool Box.</p> <p>Resources will be allocated to support individuals and groups of students – Teacher Aides/On-line programmes e.g. Agility with Sound, Rainbow Reading, etc</p> <p>RTLB/RTLit/LSC/MOE will be involved with our students where necessary.</p>

<p>We will provide opportunities for parents and whanau to learn about what we are doing at school to support their children’s learning in literacy and mathematics at home.</p>	<p>Classroom teachers SLT Lead Teachers</p>	<p>Resourcing for support equipment / food & drinks, etc</p>	<p>Term 1 Term 2</p>	<p>Literacy sessions for parents have been held. Mathematics sessions for parents have been held. Three-way conferences/visits to classroom. Individual meetings with parents. Sharing of student learning – Class DoJo, emails, newsletters etc. Parents/whanau will feel empowered to share their knowledge and expectations and support their children’s learning.</p>
--	---	--	--------------------------	--

<p>Strategic Goal 3 To provide aakonga with a robust, relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.</p> <p>Regulation 9(1)(a)</p>				
<p>Annual Target/Goal: We will build awareness and grow understanding of Te Maataiaho and the need to high attendance rates with Kaiako and whanau. Regulation 9(1)(a)</p>				
<p>What do we expect to see by the end of the year?</p> <ol style="list-style-type: none"> Attendance rates of our aakonga are high throughout the year and meet or exceed MOE guidelines. Kaiako have developed in-depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Maataiaho. This will include aakonga and whanau having had opportunities to engage in understanding Te Maataiaho and the changes that are happening. Kaiako will have knowledge of and confidence to use ‘Understand, Know, Do’ and new Assessment & Reporting resources within the curriculum areas. Kaiako will continue to develop their knowledge and confidence in cultural capability We understand our communities’ priorities for their tamariki We have a strengthening relationship with mana whenua and tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local curriculum. Kaiako have a growing understanding of Te Maataiaho: Social Sciences, (in particular ANZH) Technology and Arts learning areas <p>Regulation 9(1)(d)</p>				
<p>Actions <i>Detail the key actions you’ll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>
<p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with whanau and tangata whenua.</p>	<p>Principal/DP Lead Teachers Teaching Staff</p>	<p>School’s Local Curriculum Document Leadership Unit Allocation</p>	<p>On-going Throughout the year</p>	<p>Teacher planning and implementation of programmes will reflect local curriculum documents, refreshed curriculum documents and will be responsive to the needs of aakonga. – Progress of students against progressions in the phases: Phase 1 – Yr 1 – 3, Phase 2 – Yrs 4 – 6, Phase 3 – Year 7 & 8.</p>

<p>We will build awareness and grow understanding with our school community of Te Maataiaho, through Literacy and Mathematics sessions, communication channels such as school newsletter, class communications.</p>	<p>Principal Lead Teachers</p>	<p>PLD Budget Operations Budget Staffing (FTTE) allocation</p>	<p>On-going Throughout the year</p>	<p>Kaiako will have a good knowledge of the Refreshed curriculum and will be implementing this in class programmes. Our school community will be informed of the changes due to the Refreshed curriculum and the timeframes.</p>
<p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p>	<p>Principal/DP All Staff</p>	<p>Te Maataiaho Curriculum Document English Refresh Document Maths & Stats Refresh Document Common Practice Model</p>	<p>On-going Throughout the year 29 Jan 3 June Further day TBC</p>	<p>School leaders and curriculum leaders will attend MOE PLD opportunities. All teaching staff will attend Kaahui Ako teacher only day and within school teacher only day.</p>
<p>We will engage in ongoing local Kaahui Ako professional development opportunities and workstreams about Te Maataiaho for school leaders and Kaiako.</p>	<p>Curriculum Lead Teachers Across School & Within-School Kaahui Lead Teachers Monique – Ngaati Tamaoho Educational leader</p>	<p>Science, Technology & Arts Refresh Documents Literacy & Communication & Maths Strategy The Te Maataiaho Implementation support pack and on-line resources Timetabling for release/observation/modelling Assessment resources Funding of Teacher Aides Meeting allocation</p>	<p>On-going Throughout the yea</p>	<p>All staff will attend Maths No Problem Professional Development and subsequent PLD. School leaders and curriculum leaders will attend Kaahui Ako professional development opportunities on Te Maataiaho. Leaders will share their new knowledge with the rest of the staff. We will work with the Ngaati Tamaoho Education Lead to build knowledge and skill in the delivery of our Local Curriculum.</p>
<p>We will revise our Assessment schedules and reporting formats to address MOE changes to Assessment and Reporting requirements.</p>	<p>Teaching Staff</p>		<p>On-going Throughout the year MOE Timeframes</p>	<p>Planning documents and learning programmes will use the elements: Understand, Know and Do and the progressions. New Assessment resources will be used to assess and monitor student progress and achievement. Our reporting formats will be revised to come in-line with the new NZ education direction. The school is prepared for full implementation of the Refreshed curriculum as directed by the Ministry of Education timeframes.</p>

There will be an expectation that there are high attendance rates of our aakonga. We will use Ministry guidelines of daily reporting, the Traffic Light system and resources to track and monitor individuals and groups of aakonga. Regular communication of Ministry guidelines on attendance will be provided to whanau.

Principal
Teachers
Board

Promote high attendance within our school community.

Allocation of time for tracking of attendance

Ministry guidelines to improve attendance will be followed.

Attendance rates of individuals and groups of aakonga will meet (exceed) Ministry expectations.