Te Kauwhata Primary School
Strategic and Annual Plan for
2024 - 2025

Principal's endorsement:	Brian Martin (Principal)
BoT's endorsement:	Michelle Croucher (Chair)
Submission date to the Ministry of Education:	22.02.24

Introductory Section

Vision	'Successful learners in an engaging, inclusive environment'
	In 2021, stakeholders of Te Kauwhata Primary School took part in the Strategic Leadership for Principals Programme (SLPP) through Springboard Trust.
	The BoT recognised that strategic leadership is a pivotal element for improved school performance, thus giving the opportunity of the principal to attend this PLD. For the principal, the ability to plan, manage and report as the fulcrum of your community ensures strong relationships and the right conditions for everyone to thrive.
	A part of this professional learning was that we needed to update our vision statement from:
	'Developing confident, connected, actively involved lifelong learners'
	to
	'Successful learners in an engaging, inclusive environment'
	The BoT and leadership team spent hours coming up with a new statement that they believed was aspirational in 2021 and one that we will continue to pursue in 2024 and 2025. They recognised that this new statement will also be a key driver as the school looks to relocate in 2028 to the Lakeside development on Scott Road, we want the new school to be a physical environment that is inclusive and engaging and one that promotes success for all students
	Our school vision has the following three keywords - successful, engaging and inclusive. These three words are the basis on which our strategic goals will be built over the next three years.
	Our why?

Success -

In 2019 we asked our community to give us their ideas and thoughts on what success looks like for our children. Out of that wealth of information was birthed the following statements:

- Success means 'Our students and community are engaged'
- Success is when our 'Wellbeing is looked after'
- Success is when 'We are Learning'
- Success is when we 'Grow as people'
- Success is when our school 'Promotes success for all'

As you can see this definition of success is holistic and doesn't focus on the academic achievements of students. This definition of success still drives us and is one we aspire to get to as a school community. These definitions of success are still relevant 5 years on!

To meet the aspirations of all our learners having success at TKP our strategic goal is to '**Deliver equitable outcomes for all students at Te Kauwhata Primary School**'.

Engaging -

As a school, we recognise that one of the most important indicators of school is the relationships that are formed between student-teacher and teacher to whaanau/families. Without these relationships, a child will struggle to learn and function in a school environment. Hence, we have 'engaging' in our vision - we want our students to engage in their learning in the classroom and the wider school community. We want our students to develop quality relationships with their teachers and for teachers to connect with parents and whaanau.
We believe that we do this well but can always do better therefore our second strategic goal is to - '**Grow engagement in the classroom, the school and wider community**'.

	Inclusive -
	The final part of our vision statement focuses on creating an inclusive environment. As a school, we pride ourselves on our culture of CARE and how our staff and children care for students who struggle in their learning, have specific learning needs, and students who need that little bit of extra awhi and aroha to engage in the everyday classroom programme. While we believe this is a strong part of who we are as a school, we know that we aren't perfect and we want to continue to create a learning environment that is culturally inclusive, engages all learners and delivers equitable outcomes for all students.
	Therefore the last strategic goal for the next three years is to - **'Strengthen our school culture where learning and success is celebrated'.**
Mission / Statement	'Learning Together' ~ Kia Ngaatahi te Ako
	TKP is committed to 'Kia Ngaatahi te Ako' (Learning Together), 'Manaakitia' (We C.A.R.E), and lifting the achievement of our community through developing student well being and engagement in an inclusive environment.
	<u>Learning Together – 'Kia Ngaatahi te Ako'</u>
	Learning together is a part of our vision statement for all our learners. Our vision for learning together includes:
	· Open classrooms for parents and students · Whaanau involvement in school life · Effective communication between home and school · Our graduate profile is embedded in our school culture · Tuakana teina within school · Tuakana teina beyond our school eg with college, local ECE's · Use of community experts in our learning

	- Family and community involved in learning eg reading in class, teaching skills, sewing, knitting, science etc - College students visiting to coach sport, perform for us etc - Engagement with hapu, iwi and local marae - A child's cultural toolkit is utilised in learning - Inclusion of ALL cultures, abilities, backgrounds etc - Culturally responsive pedagogy - Whaanaungatanga - Environment team is effective – our school, our community, our country, our planet - Honesty from students and teachers about - what you can do and what you want to learn - Children knowing their personal strengths and how they can work with others - Collaboration - Sharing our successes - Learning in groups in class - Maintain a broad view of learning ie not just numeracy and literacy but also key competencies, soft skills, all curriculum areas - Broaden aspirations by identifying career paths linked to learning - Staying curious – students experience of culture of life-long learning with the opportunities for students to see whaanau and staff learning as well - Students following their own inquiry and then exchanging information - Learners becoming the teachers – sharing knowledge with others (could be cultural knowledge, specific skills or interests, sharing of personal stories related to the curriculum

'Learning together'- 'Kia ngaatahi te ako'

"**Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.**
I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha."

"Through the eye of the needle pass the white threads, the black thread, and the red threads. Afterwards, looking to the past as you progress, hold firmly to the law, to faith but most all to love forsake all else."

Kiingi Pootatau Te Wherowhero

This tongikura was shared by the first Maaori King, Pootatau Te Wherowhero after he was anointed as the King for all Maaori, in 1858 at Ngaaruawaahia. This proverb is about establishing connections and collaborating to achieve the same vision and goals together.

A maaori view of 'learning together' or 'Kia ngaatahi te ako' is about establishing teaching and learning relationships where the kaiako and each tamaiti brings their own 'matauranga' or 'knowledge' to their akomanga (classroom). Creating these reciprocal learning relationships enables everyone to be empowered to learn from each other. In Te Ao Maaori the 'tuakana-teina' approach enables reciprocal learning partnerships, where the role can be reversed at any time as the value of this approach is 'ako'.

Kia ngaatahi te ako is also about kaiako establishing strong, genuine and productive relationships with not only the tamaiti but also their whaanau, wider whaanau, hapu and iwi to ensure learning is collaborative for the benefit of our taonga, the tamaiti. As a result creating connections that will enable experts in our whaanau community to work with tamariki and kaiako at Te Kauwhata Primary. "Ako is grounded in the principle of reciprocity and also recognises that the learner and whaanau cannot be separated." (Ka Hikitia, 2008, p.20).

	## 'Kia ngaatahi te ako' **"Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.** I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha." *Kiingi Pootatau Te Wherowhero* I te tau 1858 i tuu teetehi kaupapa whakahirahira ki Ngaaruawaahia, aa, ko te koroneihana o te Kiingi Maaori, a Pootatau Te Wherowhero. Naana i tuu hei kiingi moo Ngaai Maaori, naana hoki i tohaina i te whakatauaakii nei. Ko te moemoea, kia here i ngaa maata waka o te ao Maaori, kia hoe tahi te katoa. Ahakoa te tamaiti, ka whaanau mai a ia me oona anoo pumanawa, kei a ia hoki oona ake wheako whaiora. Maa ngaa kaiako me oona ake puukenga e awhina a taatou tamariki, e hanga ai te tuuaapapa maatauranga ki te akomanga. Heoi anoo i eetahi waa maa ngaa tamariki e aarahi ana i te kaiako, 'kia ngaatahi te ako'. Koira anoo teteehi aahua o te tiro a te Maaori ki toona ao. He whakawhanaunga whakautuutu, he mahi tuakana teina. Ko te hua o teenei, ko te whakamana tangata. Waihoki, ki te mahitahi ngaa kaiako, ngaa maatua, ngaa hapu, me ngaa tohunga o too taatou haapori, ki te waihanga, ki te whakatinana hoki i teenei huarahi "kia ngatahi te ako" e tipu ake ai o taatou nei taonga, ngaa tamariki, hei aakonga pakari, aakonga tuu maia, he kaha hoki te ahurea i te Kura tuatahi o Te Kauwhata. "Ko te ngako o te ako, kia kaua e wehe te whaanau mai te tauira, puumau tonu he tautuutu te hononga. " (Ka Hikitia, 2008, p.20).
Values	Students and staff at Te Kauwhata Primary School will be encouraged and supported to explore, adopt and model the following school values (We C.A.R.E - Manaakitia). ● Communicate ~ Koorerotia: To have a voice and express myself, For friendships, To belong ● Aspire ~ Hookaka: Discover, Dream BIG, Take risks, Strive to Succeed ● Respect ~ Whakaute: Honesty, Rights and Responsibility, Kindness and Tolerance ● Engage ~ Whai Waahi: With self, With others, With the world, With learning, With life.
Te Ao Maaori and Cultural Diversity	<u>Te Ao Maaori</u> Our curriculum will acknowledge the principles of Te Tiriti o Waitangi and the bi-cultural heritage of New Zealand. All reasonable steps will be taken to provide instruction in Tikanga Maaori (Maaori culture) and Te Reo Maaori (Maaori language) for full time students should their parents request it. All learners will have the

	opportunity to acquire and develop knowledge of Te Reo Maaori me oona Tikanga. Indicators will be: ● Te Reo Maaori and Tikanga is planned for ● Te Reo Maaori is used effectively in daily classroom interactions ● All learners have continued opportunities to improve their knowledge of Te Reo Maaori me oona Tikanga ● Local protocol / 'kawa' is respected and followed ## Cultural diversity Our curriculum will acknowledge, reflect and celebrate New Zealand's cultural diversity, and value the histories and traditions of its people. Indicators will be: ● Contexts for learning in English, The Arts, NZ Histories, and Social Sciences will reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community. ● Our school will offer opportunities for kapa haka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extracurricular. ● Learning in classrooms will draw upon the cultural toolkit / cultural capital of our students to ensure that contexts for learning are culturally responsive ## Whaanau Engagement and Local Interests Our curriculum will draw on and recognise the expertise of all stakeholders including, local businesses, school staff, our students, whaanau, Mana Whenua, Tainui, and our wider community. Through ongoing engagement and input from our community through our whaanau committee and whaanau hui we are creating an environment that reflects Tainuitanga.

Principles that guide us collectively:	

High Expectations
Our curriculum supports and empowers all staff and students to learn as they strive to achieve personal excellence, regardless of their individual circumstances.

Indicators:
- Learners can talk about their strengths and weaknesses, and with support from teachers and/or family/whanau, set challenging but achievable goals for future learning.
- Teachers use rich assessment data to set meaningful 'growth' targets for future learning by all groups of learners.
- Teachers 'inquire' into the impact of their teaching (Teaching as Inquiry) and act appropriately to improve practice.

Treaty of Waitangi
Our curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All learners will have the opportunity to acquire and develop knowledge of te reo Maori me ona tikanga.

Indicators:
- Te Reo and Tikanga are evident in teacher planning.
- Te Reo is used effectively in daily classroom interactions.
- All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga.
- Local protocol / 'kawa' is respected and followed.

Cultural Diversity
Our curriculum acknowledges, reflects and celebrates New Zealand's cultural diversity, and values the histories and traditions of its people.

Indicators:
- Contexts for learning in English, The Arts and Social Sciences reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.
- Our school offers opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.

Inclusion
All learners have equal opportunities to learn and succeed regardless of gender and /or ethnicity. Learning and success will be recognised and celebrated.

Indicators:
- Individual learner's strengths are recognised and extended.
- Classroom and school programmes reflect the needs of all groups of learners.
- Learner progress is not hindered for reasons of gender, ethnicity or disability.
- Knowledge of, and opportunity to interact with diverse groups of learners is evident for all.

Curriculum @ TKP
'Learning Together ~ We C.A.R.E'
'Kia Ngatahi te Ako ~ Manaakitia'

Learning to Learn
All staff and students are reflective learners and take responsibility for their own learning processes, learning how to learn.

Indicators:
- Teaching, learning and assessment reflects meta-cognitive and Key Competency development.
- Assessment for Learning practices are evident in all learning zones with all learners being able to drive and reflect on their learning.
- Planning incorporates e-learning approaches.
- Inquiry by all learners is built upon curiosity and the desire to discover!

Community Engagement
Our curriculum reflects learning through current and topical events that connect with learner's wider lives, drawing on and recognizing the expertise and support of whanau and community.

Indicators:
- Our school community is regularly consulted about the school curriculum and learning, including whanau support
- Support and skills of whanau and community are utilised wherever appropriate and possible.
- Student-led conferences are understood and supported by all the school community.
- Parents / caregivers and the wider school community are actively involved in school activities.
- Our 'open door' policy is maintained.

Coherence
Our curriculum reflects a shared understanding and enables coherent transitions between all learning zones and teams while opening up pathways to further learning.

Indicators:
- Our vision is shared and modeled by all.
- There is consistent understanding and knowledge of current pedagogy evident through quality teaching and learning programmes school-wide.
- Contexts for learning reflect the school's curriculum and annual plan.
- Further learning is evident through knowledge of and use of higher order thinking skills.
- Learning Zones are print rich environments and reflect current teaching and learning across the curriculum.

Future Focus
Our curriculum encourages all learners to look to the future by exploring such issues as sustainability, citizenship, enterprise and globalization.

Indicators:
- Learners understand the concept of 'sustainability' through the principles that underpin being an Enviro-School.
- Citizenship is modeled through the 'Cool Schools' programme and TKP values; this incorporates digital citizenship.
- Learners seek to solve problems by exploring a wide range of possibilities with a view to future outcomes and impact.
- Learners grow to become global citizens and understand the significance of this for today and the future.

TKP's Plan on a Page

This document is an outcome of our ongoing check-ins with Springboard, our Board, our staff, our community and our students.

As you can see this document contains our vision, our symbols for We CARE, our mission statement, and our school ruru mascot.

This document also contains our initiatives that will enable us to meet our strategic goals and our statements of success - that we will measure ourselves against over the next three years.

Updated for 2024!

Our Vision

Succcessful learners in an engaging, inclusive environment

Vision Statement: Successful learners in an engaging, inclusive environment

Our Strategic Goals	Our Initiatives	Our Success Statements
Deliver equitable learning outcomes for all students at Te Kauwhata Primary School	Engage with and activate effective PLD in Te Reo Maaori, Maths and Literacy from critical experts Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years	Our staff have the confidence, capability and disposition to respond to the needs of every learner within the school
Grow engagement in the classroom, the school and the wider community	Strengthen student and community engagement so that our school supports the aspirations of whaanau, our community, and shows respect to all cultures Continue to strengthen and grow the community partnerships that our school has in Te Kauwhata	Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP
Strengthen our school culture where learning and success are celebrated	Embed the aspirations of all our students and stakeholders so they become a part of our TKP School culture Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students Be intentional in working collaboratively with ECEs and TKC to help students transition into, through and beyond our TKP School culture	Maaori and other cultural groups achieve success in their learning through their own worldview We work as a community that focuses on our tamariki and their success in the 21st Century

TKP Strategic Goals and Initiatives and the National Education Learning Priorities

While we have developed our strategic goals, the initiatives on how we will meet, and defined our success statements, our biggest driver will be to meet the National Education Learning Priorities through our strategic plan. The NELPS are the drivers for the following objectives:

Objective 1: Learners at the centre - Learners with their whaanau are at the centre of education
Objective 2 - Barrier free access - Greater educational opportunities and outcomes are within reach for every learner
Objective 3: Quality teaching and leadership - Quality teaching and leadership make the difference for learners and their whaanau
Objective 4 - Future and learning and work - Learning that is relevant to the lives of New Zealanders today throughout their lives

 The document below shows how the Objectives for Education / NELPS are linked to our strategic goals, our initiatives and success statements for the next three years.

NELPS	Our Strategic Goals	Our Initiatives	Our Success Statements
Objective 2 - NELP Priority 4: Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy	Deliver equitable learning outcomes for all students at Te Kauwhata Primary School	Engage with and activate effective PLD in Te Reo Maaori, Maths and Literacy from critical experts *Broaden and sustain the PLD around the Unteach Racism to include all staff (new staff, returning staff and support staff).* *#Note - this initiative is now embedded and is a part of our schools induction process where new staff have to comple in te the module.* Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years	Our staff have the confidence, capability and disposition to respond to the needs of every learner within the school
Objective 3 - NELP Priority 5: Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning			
Objective 3 - NELP Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce			

Objective 1- Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Grow engagement in the classroom, the school and wider community	Strengthen student and community engagement so that our school supports the aspirations of whaanau, our community, and shows respect to all cultures	Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP
Objective 2 - NELP Priority 3: Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs		Continue to strengthen and grow the community partnerships that our school has in Te Kauwhata *Encourage the ongoing implementation of PB4L-SW Tier 2 across the school and implement PB4L-SW Tier 3 by the end of 2024 #Note - PB4L is embedded and so this is now business as usual*	Our staff explore creative and innovative ways through the PB4L-SW programme to support their tamariki in their learning.

Objective 1 - NELP Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Strengthen our school culture where learning and success are celebrated	~~Continue to foster a school culture where our students' cultural aspirations are a part of their everyday learning experience.~~	Maaori and other cultural groups achieve success in their learning through their own worldview
Objective 4 - NELP Priority 7: Collaborate with industries and employers to ensure learners/ aakonga have the skills, knowledge and pathways to succeed in work		Embed the aspirations of all our students and stakeholders so they become a part of our TKP School culture

Be intentional in working collaboratively with ECE's and TKC to help students transition into, through and beyond our TKP School culture

Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students | We work as a community that focuses on our tamariki and their success in the 21st Century |

Complete at the end of the calendar year:
- [2022 - 2025 Reflection against Success Statements](#)

Our Roadmap to Success

Here is our roadmap for the next three years to ensure that we will fulfil our vision of 'Successful learners in an engaging, inclusive environment'. This roadmap indicates the time frame on which each initiative will run. There will be a reflection on each initiative throughout the year to ensure that we are on track. Here is a link to our measurement document and how we will measure each initiative.

Strategic Goal	Year 1 - 2022				Year 2 - 2023				Year 3 - 2024				2025				Success
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Deliver equitable learning outcomes for all students at Te Kauwhata Primary School	Engage with and activate effective PLD in Te Reo Maaori, Maths and Literacy from critical experts																Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school
	Develop leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years

Identify leadership capabilities | | | | Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years

Engage with PLD to support leaders | | | | Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years

Ongoing Growth of Leadership | | | | Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years

Ongoing Growth of Leadership | | | | |
| | Explore the PLD around Unteach Racism and implement change in classrooms and across the school by 2023

In 2022 this PLD focused on Teaching staff only - | | | | Broaden and sustain the PLD around the Unteach Racism to include all staff (new staff, returning staff and support staff).

As of 2024 - Unteach Racism will be a part our induction programme | | | | | | | | | | | | |

	in 2023 all staff will engage with this PLD.																
Strategic Goal	Year 1 - 2022				Year 2 - 2023				Year 3 - 2024				2025				Success
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Grow engagement in the classroom, the school and the wider community	Strengthen student and community engagement so that our school supports the aspirations of whaanau, our community, and shows respect to all cultures																Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP
	Identify communication strengths and weaknesses Reviewed every Term				Engage with stakeholders to support the development of a school communication plan Reviewed every Term				Ongoing monitoring of school communication against plan Reviewed every Term				Ongoing monitoring of school communication against plan Reviewed every Term				
	Encourage the ongoing implementation of PB4L-SW Tier 2 across the school and implement PB4L-SW Tier 3 by the end of 2024 Reviewed every 6 months of 3 year cycle As of 2024 - PB4L is embedded to the point that it can be considered business as usual. There will still be an action plan in place but it doesn't need to be a strategic initiative to achieve our goal!																Our staff explore creative and innovative ways through the PB4L-SW programme to support their tamariki in their learning.

																		New goal in 2024 and 2025 Continue to strengthen and grow the community partnerships that our school has in Te Kauwhata	Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP

Strategic Goal	Year 1 - 2022				Year 2 - 2023				Year 3 - 2024				2025				Success
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Strengthen our school culture where learning and success are celebrated	Continue to foster a school culture where our students' cultural aspirations are a part of their everyday learning experience Reviewed every 6 months of 3 year cycle								Embed the aspirations of all our students and stakeholders so they become a part of our TKP School culture Reviewed every 6 months								Maaori and other cultural groups achieve success in their learning through their own worldview
	Be intentional in working collaboratively with ECE's and TKC to help students transition into, through and beyond our TKP School culture Reviewed every 6 months of 3 year cycle																We work as a community that focuses on our tamariki and their success in the 21st Century
Strengthen our school culture where learning and	Embed TKP's Graduate Profile and definition of success through dialogue, discussion and								Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students								Maaori and other cultural groups achieve success in

success are celebrated	linking it to the learning of our students			their learning through their own worldview

Annual Plan

Strategic and Annual Plan: GOAL 1 Deliver equitable learning outcomes for all students at Te Kauwhata Primary School Initiative 1: Engage with and activate effective PLD in Te Reo Maaori, Maths and Literacy from critical experts	NELPS included in this initiative: NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
Outcome: Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school	Measures: Increase in student achievement in maths, literacy and te reo Maaori (Schoolwide data collection) ● Growth in teachers ability to teach Te Reo Maaori ● Growth in teachers ability to teach maths through observations ● Growth in teachers ability to teach literacy through observations ● Survey staff before and after PLD to ask them to reflect upon their growth

Key Actions	Accountable	Responsible	Resources	Completed by:
Engage with Facilitators for PLD - Maths, Te Reo Maaori and literacy ● Bruce - Moody Maths, ● Ruth Foulkes - Literacy, ● Te Reo Maaori - Te Puna Reo Maaori ● Maaori Achievement - Wayne Lunjevich	Brian / BOT	Michael	Time/ Facilitator/ Money	End of Term 3 2024
2024 Annual Plan set through data analysis	Brian / Bot	SLT	Time / BoT	End of 2023 Completed by January 2023
Organise Relievers for staff release days	Brian	Brian	Time/Money/ Relievers	Ongoing

Ongoing engagement with Facilitators for PLD in Maths, Te Reo Maaori and Literacy	Brian	Brian/ Michael	Time/Money/Experts/Staff	Terms 1 - 3 2024
Collation of data to present to Board	Brian	DP's	Time/Money/ Students / BoT	Terms 2 and 4 2024
Organise Staff Meetings	Brian	Michael	Staff/Facilitator/ Time/	Term 1 2024
Observations of staff	Brian	Michael	Money / Staff / Time	Term 2 and Term 3

#Note - Our PLD in Literacy (AFOL) links to Too Taatou Haerenga's Achievement Challenge 1 - To raise the achievement in literacy for all Year 1 - 13 learners with a focus on accelerating the students who need it (Link to Achievement Challenge).

End of Term Evaluation (Link to measurement document)

Term 1	Term 2	Term 3	Term 4

ANNUAL PLAN: GOAL 1 Deliver equitable learning outcomes for all students at Te Kauwhata Primary School **Initiative 2:** Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years	NELPS included in this initiative: NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
Outcome: Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school	**Measures:** Increase in time spent in PLD in leadership development Increase in the cohesion / collaboration of a growing leadership group and staff Ongoing Observations of effective pedagogy across the school (Internally and externally)

Key Actions	Accountable	Responsible	Resources	Complete by
Engage with Facilitators for PLD to embed existing PLD in Maths and Literacy	Brian	Michael	Time/ Facilitators/ Money	End of 2023
Organise Staff Meetings	Michael	Michael	Staff/Facilitator/ Time/	Term 1 2024
Organise Relievers for staff release days	Brian	Brian	Time/Money/ Relievers	Ongoing
Organise Team Meetings	Team Leaders	Team Leaders	Staff/Time	Ongoing

Ongoing communication with stakeholders	DPs	DPs	Staff/Time	Every term
Survey of staff	DPs	DPs	Staff/Time	Term 3
Observations of staff in Literacy and Maths	Brian	Michael	Money / Staff / Time	Terms 2 & 3

#Note - Our focus on developing effective pedagogy in Literacy (AFOL) links to Too Taatou Haerenga's Achievement Challenge 1 - To raise the achievement in literacy for all Year 1 - 13 learners with a focus on accelerating the students who need it (Link to Achievement Challenge).

End of Term Evaluation (Link to measurement document)

Term 1	Term 2	Term 3	Term 4

Strategic Goal - Deliver equitable learning outcomes for all students at Te Kauwhata Primary School

This section reviews our achievement data from 2023 and also shows the targets we have set ourselves for 2024

NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy

Curriculum and Achievement Plan
Our Curriculum and Achievement Plan explains the expectations we have of students at each year level at TKP. This document is used by teachers to formulate OTJ's twice a year.

Te Kauwhata Primary School ~ Curriculum Achievement Plan

	Phase 1 - Refreshed Curriculum								Phase 2 - Refreshed Curriculum				Phase 3 - - Refreshed Curriculum		
	First Year at School				Second Year at School		Third Year at School		Year 4	Year 5		Year 6	Year 7		Year 8
	Reading														
	After 1 month at school	After 6 months at school	After 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1			Within Level 1		At Level 1	Early Level 2	Within Level 2	At Level 2	Early Level 3	Within Level 3	At Level 3	Early Level 4	Within Level 4	At Level 4
Expectation/s against time at school — Used in Years 3 - 6	Red (Level 3)	Yellow (Level 6-8)	Blue (Level 9 - 11)	Green (Level 12-14)	Orange (Level 15-16)	Turquoise (L 17-18)	Purple (Level 19-20)	Gold (Level 21-22)	(Level 23-25) Age 8.5 - 9.5	Age 9.5-10.5 (Level 26-27)	Age 10 - 11 (Level 27 - 28)	Age 10.5-11.5 (Level 28-30)	Age 11.5-12.5	Age 11 - 12	Age 12.5 - 13.5
National Signposts	NZ Curriculum / LLPs - Reading (TKP Teacher notes)	NZ Curriculum / LLPs - Reading (TKP Teacher notes)	NZ Curriculum / LLPs - Reading (TKP Teacher notes)	NZ Curriculum / LLPs - Reading (TKP Teacher notes) / 6 Year Survey - C.A.P., Word Reading, BURT	NZ Curriculum / LLPs - Reading (TKP Teacher notes)	NZ Curriculum / LLPs - Reading (TKP Teacher notes)	NZ Curriculum / LLPs - Reading (TKP Teacher notes)	NZ Curriculum / LLPs - Reading (TKP Teacher notes)	NZ Curriculum / LLPs - Reading (Teacher notes)	NZ Curriculum / LLPs - Reading (Teacher notes)	NZ Curriculum / LLPs - Reading (Teacher notes)	NZ Curriculum / LLPs - Reading (Teacher notes)	NZ Curriculum / LLPs - Reading (Teacher notes)	NZ Curriculum / LLPs - Reading (Teacher notes)	NZ Curriculum / LLPs - Reading (Teacher notes)
TKP Signposts	5.1 Survey / TKP Reading Progs (Portfolios)	Running Records 5.6 Survey / TKP Reading Progs (Portfolios)	Running Records / TKP Reading Progs (Portfolios)	Running Records / TKP Reading Progs (Portfolios) / 6 Year Survey - C.A.P. >18 / Word Rdg: >14 / BURT: >20	Running Records / TKP Reading Progs. (Portfolios)	Running Records / TKP Reading Progs. (Portfolios)	Running Records / TKP Reading Progs. (Portfolios) / New Reading Progressions L15 - L22 - Updated T1 2020	Running Records / TKP Reading Progs. (Portfolios) / STAR - Scale score - 53.8	Running Records / Probe / TKP Reading Progs (Portfolios) / e-asTTle - 1301 - 1346 - 2P / 1347 - 1372 - 2A / STAR - Scale Score - 81.4	Running Records / Probe / TKP Reading Progs (Portfolios) / e-asTTle 1390 - 3B	Running Records / Probe / TKP Reading Progs (Portfolios) / e-asTTle - 1401 - 1416 - 3P / STAR - Scale Score - 97.6	Running Records / Probe / TKP Reading Progs (Portfolios) / e-asTTle - 14017- 1424- 3P / 1425 - 1430 - 3A / STAR - Scale Score 109.0	Running Records / Probe / TKP Reading Progs (Portfolios) / 1446 - 1469 - 4B	Running Records / Probe / TKP Reading Progs (Portfolios) / 1470 - 1501 - 4P / STAR - Scale Score - 117.9	Running Records / Probe / TKP Reading Progs (Portfolios) / 1502 - 1555 - 4A / STAR - Scale Score - 125.2
Better Start Literacy Approach — Used in Years 1 - 2	Kaakano			Tupu		Maahuri	Raakau								

	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3		At Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Beginning School	Beginning School	Within Level 1	Within Level 1	Working at Level 1	Within Level 2	Within Level 2	Working at Level 2	Within Level 3	Within Level 3	Working at Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes) 6 Year Survey - Writing Vocab. >40 Dictation >33 Letter ID > 52 e-asTTle Scale Score 745 - 1202 Level 1B	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1234 - 1292 Level 1P e-asTTle Scale Score 1320 - 1346 Level 1A	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1371 - 1395 - Level 2B e-asTTle Scale Score 1418 - 1440 Level 2P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1441 - 1461 Level 2P e-asTTle Scale Score 1462 - 1483 Level 2A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1502 - 1521 Level 3B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1522 - 1540 Level 3P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1541 - 1557 - Level 3P 1558 - 1576 Level 3A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1594-1612 Level 4B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1629-1647 Level 4P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1665-1682 Level 4A
TKP Signposts	5.1 Survey TKP Writing Progs. Punctuation Ladder TKP Sight Words Lists	5.6 Survey TKP Writing Progs Punctuation Ladder TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder - Step 1 TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder Step 2 TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder Schonell The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder - Step 3 The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder - Step 4 The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder Schonell The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder Schonell The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder - Step 5 The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder - Step 5 The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder - Step 5 The Code - Liz Kane	TKP Writing Progs. Punctuation Ladder - Step 5 The Code - Liz Kane

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Maths

	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Pre / Early Level 1	Early Level 1	Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3	Within Level 3	At Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum Numeracy Framework Stage 0-1	NZ Curriculum NUmeracy Framework Stage 1-2	NZ Curriculum NUmeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 4	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Working at Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 6	NZ Curriculum Numeracy Framework Working Within Stage 6	NZ Curriculum Numeracy Framework At Stage 6	NZ Curriculum Numeracy Framework Beg. Stage 7	NZ Curriculum Numeracy Framework At Stage 7 early Stage 8	NZ Curriculum Numeracy Framework At Stage 8
TKP Signposts	5.1 Survey Diagnostic Interview TKP Maths Progressions	5.6 Survey Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs PAT Maths Scale Sc. - 21.4	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc. - 30.6	Diagnostic Interview PAT Maths TKP Maths Progs	Diagnostic Interview PAT Maths TKP Maths Progs PAt Maths Scale Sc. - 38.9	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale Sc. - 45.1	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale Sc -49.6	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale Sc -55
Diagnostic Interview Please remember to use the progressions. This is a guide only. Children MUST be working within the area to be deemed to be AT that level	Diagnostic Interview If a child is working between Question 1 and Question 8, they are working in Early Level 1		Diagnostic Interview If a child is working between Question 9 and Question 15, they are working Within Level 1	Diagnostic Interview If a child is working between Question 16 and Question 18, they are working At Level 1	Diagnostic Interview If a child is working between Question 19 and Question 26, they are Within Level 2 **Please note, there is no Early Level 2		Diagnostic Interview If a child is working between Question 27 and Question 29, they are At Level 2	Diagnostic Interview If a child is working between Question 30 and Question 37, they are Within Level 3 **Please note, there is no Early Level 3		Diagnostic Interview If a child is working between Question 38 and Question 40, they are At Level 3	Diagnostic Interview If a child is working between Question 41 and Question 56, they are Within Level 4 **Please note, there is no Early Level 4		Diagnostic Interview If a child is working between Question 57 and Question 60, they are At Level 4

Te Reo Māori

	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 2	Taumata 2	Taumata 2	Taumata 3	Taumata 3	Taumata 3
TKP Signposts	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3

Tier 1	Quality Teaching and Learning Programmes - based on creating clear learning pathways that are co-constructed by the learner and the teacher. These programmes will target the learning needs of the individual children to accelerate their progress (OTJ's - Literacy, Maths)
Tier 2	Short Term Supplementary Learning Support Intervention Programmes - these operate in and outside the classroom environment. These are designed based on the data from the students and created to support the targeted learning needs (Refer to Support Matrix @TKP)
	School wide interventions - HPP (Hei Awhiawhi Tamariki ki te Panui Pukapuka), Talk to Learn, STEPS, Targeted Literacy (one to one support from a LA or Tamariki Motuhake intervention) and Maths support (Tamariki Motuhake intervention), Early Words, Dyslexia intervention?
Tier 3	Long Term Supplementary Learning support - Support sought by the school where a referral is written to access specialist support agencies (Refer to Support Matrix @TKP)
	ORS (Ongoing Resource Scheme) RTLB (Resource Teacher for Learning and Behaviour), RTLit (Resource Teacher of Literacy), SLT (Speech Language Therapist), OT (Occupational Therapist), I.R.F (Interim Response Fund), RTV (Resource Teacher Visual), RTD (Resource Teachers of the Deaf), SEA (Special Education Advisor), BLENNZ (Blind and low vision education New Zealand)

Summary of Students Learning - 2022 - 2024

Student Learning

All results are based on our 'TKP Curriculum and Achievement Plan' in conjunction with standardised assessments (in Reading, Writing and Maths only). Te Reo Maaori Progressions are used to formulate our students' OTJ results in Te Reo Maaori.

Reading

At or above - %age (number)
<mark>Shaded yellow below 60%</mark>
<mark style="background-color:cyan">Shaded blue above 75%</mark>

	2022	2023	2024
All	210 / 294 71.5%	210/311 67.5%	??
Boys	94 / 143 65.8%	101/161 62.7%	??
Girls	116 / 151 76.9%	109/150 72.7%	??
NZE	93 / 113 82.3%	90/114 78.9%	??

Writing

At or above - %age (number)
<mark>Shaded yellow below 60%</mark>
<mark style="background-color:cyan">Shaded blue above 75%</mark>

	2022	2023	2024
All	176 / 294 59.8%	187 /311 60.1%	??
Boys	70 / 143 48.9%	84/ 161 52.2%	??
Girls	106 / 151 70.2%	103/ 150 68.7%	??
NZE	80 / 113 70.8%	83/ 114 72.9%	??

Maths

At or above - %age (number)
<mark>Shaded yellow below 60%</mark>
<mark style="background-color:cyan">Shaded blue above 75%</mark>

	2022	2023	2024
All	187 / 294 63.6%	205/ 311 65.9%	??
Boys	97/ 143 67.9%	109/ 161 67.7%	??
Girls	90/ 151 59.6%	96/ 150 64%	??
NZE	84/ 113 73.6%	92/114 80.7%	??

Te Reo Maaori

At or above - %age (number)
<mark>Shaded yellow below 60%</mark>
<mark style="background-color:cyan">Shaded blue above 75%</mark>

	2022	2023	2024
All	140 / 294 47.6%	150 / 311 48.2%	??
Boys	63/ 143 44%	79/ 161 49.1%	??
Girls	77 / 151 51%	71/ 150 47.3%	??
NZE	49 / 113 43.4%	54/ 114 47.4%	??
NZ M	72/ 136	72/ 130	??

NZM	84 / 136 61.7%	79/130 60.8%	??
Pas.	18 / 23 78.2%	21/29 72.4%	??

NZM	71 / 136 52.2%	66/ 130 50.8%	??
Pas.	15/23 65.2%	18/29 62.1%	??

NZM	75/ 136 55.1%	75/ 130 57.7%	??
Pas.	15/23 65.2%	21/29 72.4%	??

	52.9%	55.4% %	
Pas.	10/23 43.5 %	10/29 34.5 %	??

#Note: this is the second year we are formally collating data for Te Reo Maaori

2023 - End of Year data

Te Reo Maaori at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	3/59 5.1%	23/36 63.9%	32/51 62.8%	21/54 38.9%	17/45 37.8%	26/38 68.4%
All boys	1/31 3.2%	14/19 73.7%	16/24 66.7%	19/29 65.5%	5/20 25%	16/21 76.2%
All girls	2/28 7.1%	9/17 53%	16/27 59.3%	11/25 44%	12/25 48%	10/17 58.8%
NZM boys	1/10 10%	8/12 66.7%	9/12 75%	2/12 16.7%	2/9 22.2%	9/10 90%
NZM girls	1/9 11.1%	4/5 80%	9/14 64.3%	4/10 40%	8/11 72.7%	13/15 86.7%
NZE boys	0/14 0%	5/6 83.3%	3/5 60%	7/11 63.6%	3/10 30%	6/8 75%

NZE girls	0/10 0%	8/12 66.7%	9/15 60%	5/8 62.5%	2/6 33.3%	2/8 25%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Reading at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	38/59 64.4%	14/36 38.9%	37/51 72.5%	37/54 68.5%	28/45 62.2%	28/38 73.7%
All boys	18/31 58.1%	5/19 26.3%	16/24 66.7%	18/29 62.1%	12/20 60%	15/21 71.4%
All girls	20/28 71.4%	9/17 52.3%	21/27 77.7%	19/25 76%	16/25 64%	13/17 76.5%%
NZM boys	7/10 70%	2/12 16.7%	7/12 58.3%	4/12 33.3%	4/9 44.4%	7/10 70%
NZM girls	4/9 44.4%	2/5 40%	9/14 64.3%	8/10 80%	9/11 81.8%	3/5 60%
NZE boys	6/14 42.9%	3/6 50%	9/10 90%	10/11 90.9%	8/10 80%	7/8 87.5%
NZE girls	10/10	3/6	9/10	7/8	4/6	6/8

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100%	50%	90%	87.5%	66.7%	75%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

<u>Writing</u> at or above expectation - %age (number of students) - Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	31/59 52.5%	18/36 50%	33/51 64.7%	35/54 64.8%	20/45 44.4%	22/38 57.9%
All boys	13/31 41.9%	5/19 26.3%	15/24 62.5%	16/29 55.5%	6/20 30%	12/21 57.1%
All girls	18/28 64.3%	13/17 76.5%	18/27 66.7%	19/25 76%	14/25 56%	10/17 58.8%
NZM boys	3/10 30%	1/12 8.3%	6/12 50%	4/12 33.3%	1/9 11.1%	5/10 50%
NZM girls	4/9 44.4%	3/5 60%	8/14 57.1%	8/10 80%	8/11 72.7%	4/5 80%
NZE boys	6/14 42.9%	4/6 66.7%	5/5 100%	9/11 81.8%	5/10 50%	6/8 75%
NZE girls	8/10	6/6	8/10	6/8	3/6	5/8

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	80%	100%	80%	75%	50%	62.5%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

<u>Maths</u> at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	33/59 56%	13/36 36.1%	33/51 64.7%	37/54 68.5%	29/45 64.4%	32/38 84.2%
All boys	15/31 48.4%	7/19 36.8%	17/24 70.8%	21/29 72.4%	14/20 70%	18/21 85.7%
All girls	18/28 64.3%	6/17 35.3%	16/27 59.3%	16/25 64%	15/25 60%	14/17 82.4%
NZM boys	4/10 40%	1/12 8.3%	8/12 66.7%	6/12 50%	4/9 44.4%	8/10 80%
NZM girls	3/9 33.3%	1/5 20%	10/14 71.4%	7/10 70%	8/11 72.7%	4/5 80%
NZE boys	6/14 42.9%	5/6 83.3%	5/5 100%	11/11 100%	10/10 100%	7/8 87.5%

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NZE girls	9/10 90%	3/6 50%	6/10 60%	7/8 87.5%	5/6 83.3%	6/8 75%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Summary against delivering equitable learning outcomes for all learners at TKP:

Our overall results in 2023 have shown consolidation across most learning areas since 2022-
- 4% decrease in children achieving at the expected curriculum level in Reading
- 0.3% increase in children achieving at the expected curriculum level in Writing
- 2.3% increase in children achieving at the expected curriculum level in Maths

While we have made further headway in delivering equitable learning outcomes for students particularly in reducing gender disparity for writing and maths, we still have a long way to go to deliver equitable outcomes for all the different groups within our school!

From the analysis of variance we have seen that our Maaori students are continuing to underachieve against non-Maaori in Reading, Writing and Maths. The disparity between Maaori and NZE has decreased in Reading from 20.6% in 2022 to 18.1% in 2023, increased in Writing by 3.5%(18.6% in 2022 to 22.1%) and increased in Maths by 4.5% (18.5% in 2022 to 23% in 2023). In Te Reo Maaori our Maaori students are outperforming our NZ European students by 8%. (55.4% to 47.4%). We need to continue to reduce the disparity between Maaori and NZE with more emphasis on targeted learning programmes. A part of this mahi will be to continue to use the Rongohia te Hau culturally responsive observational tool to observe staff in 2024 as a part of their appraisal. We will also continue with our school-wide focus on writing as this area that we have discussed with ERO as our biggest challenge in the next couple of years.

In 2023, we will have completed our second year with a full pathway for year 1 to year 6 of our Maaori tauira to have opportunities to strengthen their cultural identity and gain confidence in their own abilities. The kaiako and the children of Ngaa Maramara o Ngaa Muka are supporting our kura in developing its cultural identity which is important as we try to lift the achievement of all our learners by becoming a fully culturally responsive environment.

Also from the analysis of variance it has been identified that gender disparity between boys and girls has decreased by 5% in Maths with girls now closer to the boys working 'At and Above' the curriculum expectation level. In Writing the gender gap has decreased 4.8% (from 21.3% in 2022 to 16.5% in 2023), with more boys working 'At and Above' the expected curriculum level. In Reading, both the boys and girls curriculum achievement levels were reduced while maintaining a similar 10% disparity gap between the higher girls and lower boys achievement levels. In Te Reo Maaori the disparity level has completely reversed with boys now achieving higher than girls by 1.8%.

Next Steps:

While we have seen a positive increase in different Year groups working above the 60% threshold of students being 'At and Above' we understand that there is still a lot to be done to see all our children have accelerated progress in Reading, Writing, Maths and Te Reo Maaori. Therefore we will continue with our 'Assessment for Learning' PLD journey in 2024 that will support our teachers to develop their curriculum

knowledge and pedagogical content knowledge in reading, writing and maths. As part of our ongoing journey of improvement, we are also working with ERO on an evaluation for school improvement which is focused on lifting the achievement of our students in writing. We will also be in the second year of our Better Start Literacy Programme in 2024.

2024 - Tamariki Motuhake Learning Improvement Plan to deliver equitable learning outcomes for students at TKP

Domains	Goals / Challenges	Target	Short Report

Students' Learning - Literacy - Writing

Link to Kaahui Ako ~ Too Taatou Haerenga Achievement Challenge: - To raise the achievement in literacy

Goals / Challenges

Goal:
To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.

Year 1 - 3 Team Challenge

To raise the achievement in writing for all Year 1 - 3 learners with a focus on accelerating the students who need it.

Target

Aim - To raise the achievement of the 37 students in Years 1 - 3 who currently need acceleration in their writing.

To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.

With a clear focus on
- 17 Maaori Learners
- 12 NZE Learners
- 25 Boys

Short Report

Year 1 - 3 Writing Challenge

	End of 2023	T2 2024	EOY - 2024
All	37 / 37 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Boys	25 / 25 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Girls	12 / 12 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
NZE	12 / 12 100% Below	?? / ?? 100% Below	?? / ?? 100% Below

for all Year 1 - 13 learners with a focus on accelerating the students who need it.	Key - Red - Not Achieved Blue Achieved	● 12 Girls	NZM	17 / 17 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Other (Pac. Learners, Asian, MELAA)	8 / 8 100% Below	?? / ?? 100% Below	?? / ?? 100% Below

<u>Mid-Year Progress towards Year 1 - 3 Writing goal:</u>

●

<u>End of Year Summary - Year 1 - 3 Writing goal:</u>

Goal:
To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.

Year 4 - 6 Team Challenge

To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.

Key -
Red - Not Achieved
Blue Achieved

Aim - To raise the achievement of the 46 students in Years 4 - 6 who currently need acceleration in their writing.

To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.

With a clear focus on
- 20 Maaori Learners
- 12 NZE Learners
- 27 Boys
- 19 Girls

Year 4 - 6 Writing Challenge

	End of 2023	T2 2024	EOY - 2024
All	46 / 46 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Boys	27 / 27 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Girls	19 / 19 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
NZE	12 / 12 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
NZM	20 / 20 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Other (Pac. Learners, Asian,	14 / 14	?? / ??	?? / ??

MELAA)	100% Below	100% Below	100% Below	

Mid - Year Progress towards Year 4 - 6 Writing goal:

End of Year Summary - Year 4 - 6 Writing goal::

Goal:
To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.

Ngaa Maramara o Ngaa Muka Team Challenge

To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.

Key -
Red - Not Achieved
Blue Achieved

Aim - To raise the achievement of the 23 students in NMoNM who currently need acceleration in their writing.

To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.

With a clear focus on
- 23 Maaori Learners
- 15 Boys
- 8 Girls

NMoNM Writing Challenge

	End of 2023	T2 2024	EOY - 2024
All	23 / 23 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Boys	15 / 15 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Girls	8 / 8 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
NZE	0 / 0 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
NZM	21 / 21 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
Other (Pacific and Asian)	2 / 2 100% Below	?? / ?? 100% Below	?? / ?? 100% Below

End of Year Summary - NMoNM Writing goal:

2024 - Tamariki Motuhake Action Plan

Action	Who?	How?	Resources/ Resourcing	How will we know it is successful?	Internal Evaluation
Schoolwide Learning Challenge - Writing To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that	Year 1 - 3 Team Year 4 - 6 Team Team NMoNM Leaders / Learning Assistants BOT	Teachers identify at-risk learners (Tamariki Motuhake) within their classroom / Teams - across teams Close analysis of what baseline data indicates informing practice Teachers to document students acceleration through overviews and plan for ongoing acceleration Teachers to plan for acceleration - sharing the next steps with learners through feedback and feedforward Continue to use 'Spotlight' to support student agency in writing, reading and maths Team Leaders to check that their Teams are responding to the needs of at-risk learners (Tamariki motuhake) - discuss at Team meetings	Monitoring: Ongoing moderation; e-asTTle writing, assessments; running records in reading and the diagnostic recording sheet in maths Monitoring of the children's progress through school overview system Yolanda Soryl prog; monitor progress and	Our at-risk learners (Tamariki Motuhake) will develop a greater self efficacy in their learning Schoolwide improvement in the achievement of the all the students who are currently working below or well below the curriculum expectation for their year group in writing. Staff will be empowered as they document how the acceleration occurs through their overviews and share this with others	Term 1 Term 2 Term 3 Term 4

need it.			Major focus on accelerating of learners within each teams challenge from Term 1 - 4	ach. of year 1 and 2 cohort	All students will show improvement and we will celebrate their success	
Aim - To accelerate the achievement of all the students in Year 1 - 6 who are currently below the curriculum expectation in their writing.			Collate progress and achievement data each term - using relevant assessment tools - successes shared on data wall Moderation of writing in teams and as a whole school	The Code - Years 3 - 6 in NMONM and Year 4- 6 Team Resourcing: budget considerations: PLD for relevant courses;	Our students evidence of learning will show improvement and contain feedback and feedforward from the teacher (AFOL) There will be consistent teaching across the school as our teachers use AFOL principles to enhance their students learning experiences	
Maths PLD will still be a focus across the school but our writing challenge will be the big focus for 2024!			Moderation as whole school for reading and maths Regular check-ins and learning conversations at team / leadership meetings around at-risk learners (Tamariki Motuhake) initiative and what's working well Coaching and Mentoring meetings with each teacher by Maths Leader/DP or LSC/ that will focus on at-risk learners and their teams challenge PLD in Maths with Bruce Moody and 'Assessment for Learning' with Ruth Foulkes	Learning Assistant support hours; purchase appropriate resources where necessary Teachers to use the Maths "Seed' Videos from Bruce Moody that are linked to our progressions as a resource on how to teach a concept to their children		
#This challenge supports our Kaahui Ako achievement challenge to improve Literacy Learning outcomes for all learners from Years 1 - 6			Teachers will engage in regular learning conversations around the learning of their at-risk learners (Tamariki Motuhake) Teachers will reflect upon their teaching and change their programme to ensure that all learners' needs are being met A focus on learning at all school run events Teachers to be observed using the rongohia te hau observation tool to continue to develop a classroom environment that is culturally responsive for learners Modelling of lessons by experts to support the development of teachers practice Teachers will take on new practices that they have seen through working with Bruce Moody and Ruth Foulkes (or through watching 'Seed Videos' - Maths only) Review resources and ideas from PLD so all staff are familiar with them and their place in their classroom programme	*2024* 🗎 *2024 - PLD hour …*		

		Staff to attend staff meetings with Bruce or Ruth and put into practice what they learn in these meetings			

Additional notes '

- The Appraisal programme will support our Teacher inquiries into an aspect of their teaching they need to improve upon
- At-Risk learners (Tamariki Motuhake) will be identified in teaching and learning overviews
- Formative Assessment @TKP will be evident across all teaching spaces as a school wide expectation within AFOL PLD
- The TKP Curriculum and Achievement Plan will support and guide teachers when determining where learners are achieving
- Leadership team -observation of staff in their classroom using the 'Rongohia Te Hau - Culturally Responsive and Relational Pedagogy Observational Tool
- Staff will engage in PLD in Literacy, Maths, and Te Reo Maaori
- Senior leadership team will monitor the records of feedback given to students in their learning. These findings will be regularly shared with staff as a part our schools administrative checks that Team Leaders are asked to complete

ANNUAL PLAN: GOAL 2	NELPS included in this initiative:

Grow engagement in the classroom, the school and the wider community **Initiative 1:** Strengthen student and community engagement so that our school supports the aspirations of whaanau, our community, and shows respect to all cultures.	**NELP Priority 2 -** Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures **NELP Priority 3 -** Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs
Outcome: Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP	**Measures:** Students will be highly engaged, taking risks and will have developed agency in their learning Our school will support the cultural aspirations of parents and whaanau Attendance data across the kura will increase in 2024

Key Actions	Accountable	Responsible	Resources	Complete by
Observations of classroom practice in relation to student engagement, student agency and agentic learning etc	Senior Leadership Team	SLT and Team Leaders	Staff/Time	Ongoing
Ongoing implementation of Spotlight	Brian	Loren	Time / Staff /Loren	Ongoing
Collect student voice on engagement and their aspirations (Compare to 2023)	Senior Leadership Team	DP's	Time / Staff	Redo in Term 3 2024
Develop and Implement Action Plan of community engagement and community	SLT	Carolyn	Staff/ Time	Term 1 2024

aspirations etc				
Through hui - gather aspirations of hapuu for NMoNM and children in our kura	Carolyn and Sarah Jayne	Sarah Jayne and Carolyn	Hapuu / Staff / Time / BoT	Ongoing
Use Too Taatou Haerenga Attendance Service to support families who face barriers in sending their children to school	Carolyn and Brian	Carolyn / Whaea Girlie	Staff/ Time	Ongoing

#Note - Our focus on attendance and engagement aligns with Too Taatou Haerenga's Achievement Challenge 3 - Grow attendance and engagement across Too Taatou Haerenga (Link to Achievement Challenge)

End of Term Evaluation (Link to measurement document)

Term 1	Term 2	Term 3	Term 4

Annual Plan - GOAL 2 ctd... Grow engagement in the classroom, the school and wider community	NELPS included in this initiative: NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs			

Student Engagement	2023 Attendance and Engagement goals				
• Grow engagement in the classroom, the school and wider community	• Percentage of learners attending school regularly will increase to 55% across the school in 2024 • Percentage of learners moderately attending or who attend school irregularly will decrease to 40% in 2024	**Ministry of Education Attendance Targets**			
		Measure	**2022** **TKP**	**2023** **Target**	**2024** **Target**	**2026** **Target**

		Percentage of akōnga attending school **regularly** (attending more than 90%, an average of 9 days a fortnight)	49.35%	Aim 60% Term 2 37.62% EOY 39.44%	MOE - 70% TKP Aim - 55% Term 2 EOY	75%
	- Percentage of learners who are chronically absent will decrease to 5% in 2024 - The number of students arriving late to school will reduce to less than 4% in 2024 - Students will be engaged with school and learning, feeling emotionally and physically safe. - TKP will remove the financial strain on parents by being a part of the school donations scheme - Kaahui Ako Kaiawhina to support the families of TKP by helping them get their children to school - Parents / caregivers believe their children are engaged in school and their learning, and want to come to school each day. Key - Red - Not Achieved Blue Achieved Ongoing	Percentage of akōnga who are **moderately absent** or have **irregular attendance** (attending more than 70% up to 90%, missing two to three days a fortnight)	45.15%	Aim 35% Term 2 47.2% EOY 52.8%	MOE - 25% TKP Aim - 40% Term 2 EOY	22%
		Percentage of akōnga who are **chronically absent** (attending 70% or less, missing three or more days a fortnight)	5.5%	Aim 5% Term 2 15.18%	Aim 5% Term 2	3%

			EOY	EOY	
			7.76%		
		Comment:			

ANNUAL PLAN: GOAL 2 **Grow engagement in the classroom, the school and wider community** ## Initiative 2: Continue to strengthen and grow the community partnerships that our school has in Te Kauwhata	NELPS included in this initiative: NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs
Outcome: Our community will see that TKP is the primary school of choice in our region	Measures: We will develop a narrative around the different aspects of our amazing school and promote these in our community Long term measure - we will see our students remain at our school until it is time to leave in Year 6

Key Actions	Accountable	Responsible	Resources	Complete by
Ongoing Communication with community groups	BoT and Brian	SLT and Team Leaders	Staff/Time	Ongoing
Host community events and hui to promote our school	BoT and Brian	SLT and Team Leaders	Time / Staff	Ongoing
Develop our TKP narrative - culture of inclusion and belonging	Senior Leadership Team	DP's	Time / Staff	Ongoing
Network with new community groups	SLT	Carolyn	Staff/ Time	Ongoing

[End of Term Evaluation (Link to measurement document)](#)

Term 1	Term 2	Term 3	Term 4

ANNUAL PLAN:
GOAL 3

Strengthen our school culture where learning and success are celebrated

Initiative 1:

Embed the aspirations of all our students and stakeholders so they become a part of our TKP School culture

NELPS included in this initiative:

NELP Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

NELP Priority 7 -
Collaborate with industries and employers to ensure learners/ aakonga have the skills, knowledge and pathways to succeed in work

Outcome: Maaori and other cultural groups achieve success in their learning through their own worldview	Measures: Our community and student's cultural aspirations will be documented, valued and nurtured by all staff at TKP.			
Key Actions	**Accountable**	**Responsible**	**Resources**	**Complete by**
Implement action plan to include student voice on their cultural aspirations (Continue to survey stakeholders)	Brian	Leadership Team Tania and Michael	Time/Staff/ Students	Ongoing
Implement changes based on Action Plan	SLT	Leadership Team	Time / Staff	Ongoing
Evaluate changes and develop next steps	SLT	Leadership Team	Time / Staff	Term 1 2024
Redo survey on the cultural aspirations of parents and students in 2024 (NMoNM - use hui from Term 3 2023 - 14.09.23))	Brian	Leadership Team Tania and Michael	Time / Staff / Money / BoT	Term 1 2024

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Survey on Vision and Values - to see how we are tracking in living these as a kura	BOT	SLT	Time / Staff / Money / BoT	Term 3 - BoT Consultation

[End of Term Evaluation (Link to measurement document)](#)

Term 1	Term 2	Term 3	Term 4

ANNUAL PLAN: GOAL 3 Strengthen our school culture where learning and success are celebrated **Initiative 2:** Be intentional in working collaboratively with ECE's and TKC to help students transition into, through and	NELPS included in this initiative: NELP Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying NELP Priority 7 - Collaborate with industries and employers to ensure learners/ aakonga have the skills, knowledge and pathways to succeed in work

beyond our TKP School culture	

Outcome: We work as a community that focuses on our tamariki and their success in the 21st Century	Measures: Increase in the sharing of information regarding students and their learning between learning centres. Collaborate with different centres to develop a TKP action plan for children who transition into and through our kaahui ako

Key Actions	Accountable	Responsible	Resources	Complete by
Continue to work within Kahui Ako relationships to implement and monitor transition to TKP plan with ECE's	Year 1 - 3 Leader	ECE Liaison / LSC	Time / Staff	Ongoing
Continue to work within Kahui Ako relationships to implement Transition to TKC action plan	Michael	Michael / LSC's / Carolyn / WST and Year 4 - 6 Leader	Time / Staff /	Term 2, 3 and 4 2024
Create a seamless approach to sharing information between schools	Michael / Carolyn	LSC / Leadership	Time / Staff	Ongoing
Develop Transition to TKC Bilingual Unit - action plan	Michael / Tania / Whitney and Kuia (TKC)	Michael and WST	Time / Staff /	Term 4 2024

#Note - Our mahi with ECE's and other community groups aligns with Too Taatou Haerenga's Achievement Challenge 3 - Grow attendance and engagement across Too Taatou Haerenga (Link to Achievement Challenge).

End of Term Evaluation (Link to measurement document)

Term 1	Term 2	Term 3	Term 4

ANNUAL PLAN: GOAL 3	NELPS included in this initiative:
Strengthen our school culture where learning and success are celebrated	NELP Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
Initiative 3: Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students	NELP Priority 7 - Collaborate with industries and employers to ensure learners/ aakonga have the skills, knowledge and pathways to succeed in work

Outcome: Maaori and other cultural groups achieve success in their learning through their own worldview	Measures: TKP's Graduate Profile and definition of success will be a part of our students experience at TKP			
Key Actions	Accountable	Responsible	Resources	Complete by
Review Graduate Profile with staff	Principal	Michael	Time / Staff	Term 1 2024
Review Success at TKP definition with staff	Principal	Michael	Staff/ Time	Term 1 2024
Complete Pre and Post surveys on our staff's understanding of our Graduate Profile and ways that it can be used in the classroom	Principal	Michael	Staff/ Time	Term 1 and 4 2024
Brainstorm ways in which we can add these two documents to our classroom program	Principal	Leadership / Staff	Time / Staff	Term 2 2024
Develop an Action Plan to implement our Graduate Profile	Principal	Leadership / Staff	Time / Staff	Term 2,2024
Monitor implementation through staff meetings, team meetings, school events and communication with community	SLT	Staff	Time / Staff/ Student Leaders?	Term 3 2024
Link our learning communities aspirations to our Graduate Profile and implement accordingly	Principal	Michael	Staff/ Time	Ongoing

End of Term Evaluation (Link to measurement document)

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Term 1	Term 2	Term 3	Term 4

Note This strategic plan will be supported by our
📄 *2024 - NELP Schoolwide strategies to support Annual Plan (BAU)* which is a document that focuses on how our everyday actions will support this annual plan.