



**Paparoa Street School
Annual Implementation Plan
2024 - 2025**

Strategy 2024 - 2025



Our Vision: Learning... to inspire and impact

Our Values:

He Paparoa, He Whenua nōku, He Paparoa, Manaakitia, He Paparoa, Kia ngākau whitawhita, Kia māia, Kia manawanui

Kindness

Belonging

Bravery

Passion

Our Learners

Our Partnerships

Our People

Strategy

Our Learners are at the centre of their own learning and our school environment provides authentic learning opportunities. [NELP Priority 1.2.3.4.5](#)

We have strong positive connections with whānau, iwi, and our diverse community. [NELP Priority 1.2.3.4.5](#)

We invest in our staff to deliver the best outcomes for our learners. [NELP Priority 1.2.3.4.5.6](#)

Success

Our learners are confident, engaged and supported to reach their full potential. They are proud of their learning journeys: where they have been, where they are going next and the impact they have on others.

Our community is proud of our school and understands and support our learning beliefs. Our school culture is inclusive and reflects the diversity of our community.

Our team of high performing staff are engaged, feel valued and utilise their strengths to consistently deliver evidence - based best practice.

Focus Areas for 2024- 25

We will implement initiatives that encourage collaboration, positive student behaviour and enhance wellbeing.

We will strengthen partnerships with whānau to support every child through their individual learning journey.

We will strengthen and grow our leadership pathways.

We will enhance digital safety and learning.

We will partner with learning providers and other schools to support transitions and develop best practice pedagogy.

We will provide targeted professional learning opportunities for staff to strengthen their teaching practice and grow their capabilities.

We will continue to develop our indoor and outdoor learning spaces to support our learning beliefs and student capabilities.

As a culturally responsive school, we will recognise and value the rich cultural knowledge and skills all learners have.

Through strong collaboration we will continue to develop our two-year induction programme for Beginning Teachers.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

| OBJECTIVES | 1 | 2 | 3 | 4 | 5 |
|------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| | LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner | QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau | FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives | WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable |

| PRIORITIES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| | Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures | Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs | Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy | Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning | Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work | Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY) |

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

OUR LEARNERS

Measures

OUR LEARNERS: Our learners are at the centre of their own learning and our school environment provides authentic learning opportunities.

Focus Area 2024

We will implement initiatives that encourage collaboration, positive student behaviour and enhance wellbeing.

We will enhance digital safety and learning.

We will continue to develop our indoor and outdoor learning spaces to support our learning beliefs and student capabilities.

MEASURES 2024

There is a consistent relational, responsive and restorative approach to behaviour management across the school.

Our values continue to be lived and articulated by students and all staff

We are confident that our students are safe online at Paparoa Street School and have measures in place to ensure this.

Our Hybrid model continues to support learning at home and school.

Our students are engaged in learning beyond the classroom, utilising our school, local and city wide natural environment.

Our school natural environment supports our students creative and holistic learning.

Goal 1: Our Learners - Strategy Implementation 2024

GOAL: Our Learners are at the centre of their own learning and our school environment provides authentic learning opportunities.

OUTCOME: Our learners are confident, engaged and supported to reach their full potential.

They are proud of their learning journeys: where they have been, where they are going next and the impact they have on others.



INITIATIVE 1: We will implement initiatives that encourage collaboration, and positive student behaviour and enhance wellbeing.

| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------|----------|
| Behaviour management information document to be available for parents | Leadership | Leadership | On School Website School Newsletter | Term 1 2024 | | |
| A child speak version to be displayed and regularly used with learners in the classroom. | Leadership | Teachers | Laminated displays | Term 1 2024 | | |
| Align behaviour policy with documentation | Leadership | Leadership | School Docs updated | Term 1 2024 | | |
| Behaviour management evidence-based guide provides a consistent approach across the school | Team Leaders and Leadership | Team Leaders and Teachers | Guide for each kāinga DP to work with team leaders to provide workshops during CRT focusing on a targeted aspect of the guide. To establish COPS groups around a specific need | Term 1 2024 Ongoing 2024 Term 2 2024 | | |
| Restorative Practice PD | Leadership | Leadership | PD Budget allocation | Term 2 2024 | | |
| Review whole school reward systems including 'house points' to ensure alignment with Behaviour Management Policy | Leadership | Leadership, Team Leaders and Teachers | Time schedule | End of Term 2 2024 | | |
| Regular well-being/ friendship groups available to students according to need. | Leadership | Leadership and Team Leaders | DP/SENCo to run workshops with wellbeing resources. | End of Term 2 2024 | | |

| | | | | | | |
|----------------------------------------------------------------------|------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|--|
| Support provided for parents in regards to their child's well-being. | Leadership | Leadership | To establish regular drop-in sessions for parents with Mana Ake addressing a specific need. Newsletter - Katherine's Corner (information to parents) | Ongoing throughout the year Ongoing 2024 | | |
|----------------------------------------------------------------------|------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|--|

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INITIATIVE 2: We will enhance digital safety and learning

| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|------------------------------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Updated BYOD policy | DT Leaders | DT Leaders | BYOD Policy | 2023 Draft Completed Term 1 Review, Apr24 Term 4 Review, Nov24 | | |
| Updated User Agreement | DT Leaders | DT Leaders | Student User Agreement | 2023 Draft Completed Term 1 Review, Apr 24 Term 4 Review, Nov24 | | |
| Cyber Safety - Linewize Software implemented schoolwide | DT Leaders | DT Leaders Year 3-6 Class Teachers | Linewize Software | Software installed and operating in 2023 Staff training Feb24 Term 1 Review, Apr24 Term 4 Review, Nov24 | | |
| John Parsons Staff Professional Development | Leadership Class Teachers | Leadership Class Teachers | John Parsons | May 21st | | |
| John Parsons Parent information evening | Leadership | Leadership and Class Teachers | John Parsons | May 21st 2024 | | |
| Upskill of the community Possible workshops if required | Leadership | Leadership | Netsafe/ John Parsons | Term 3 | | |
| Cyber Safety Program Taught Y3-6 | DT Leaders Year 3-6 Class Teachers | DT Leaders Year 3-6 Class Teachers | Be Internet Awesome Slideshow based, circle time lessons on a variety of cyber-safety concepts Interland Gamification of the Be Internet Awesome resource | 35 Lessons to be taught as circle times throughout the year. 1-2 a week or in larger blocks as needed by each group of learners | | |

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|----------|----------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|--|
| Learning | DT Leaders Classroom Teachers | DT Leaders Classroom Teachers | <u>DT Leaders</u> Providing PD around what is available and how it can be used <u>School Devices</u> iPads and Chromebooks and associated apps and programmes | Ongoing | | |
|----------|----------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|--|

Goal 1: Our Learners - Strategy Implementation 2024

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OUTCOME: Our learners are confident, engaged and supported to reach their full potential.

They are proud of their learning journeys: where they have been, where they are going next and the impact they have on others.



INITIATIVE 3: We will continue to develop our indoor and outdoor learning spaces to support our learning beliefs and our student capabilities.

| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------|-------------------------------------------------------------------------------------|-------------|----------|----------|
| Outdoor learning Spaces are engaging for students and support our curriculum | Team Leaders | Class Teachers Learning Assistants | Woodwork tables operational Term 1 Shade for outdoor areas 2024 | Term 4 | | |
| Collect Student voice regarding learning at PSS | Leadership | DP | Google Form for older children Think tank groups run by DP | Term 3 | | |
| Audit Learning beliefs in action and how the environment supports this | Leadership Team Leaders | Kāinga leaders | Learning Beliefs | Term 1 | | |
| Discovery Learning in Yrs 1-4 supports personal inquiry by students and provides choices in line with our learning beliefs | Team Leaders | Class Teachers Learning Assistants | Learning Beliefs. Kath Murodch book "Getting personal with Inquiry". | Term 2-3 | | |
| "1 day" teaching supports inquiry model and curriculum focus on Arts and wellbeing | Team Leaders | CRT teachers | Budget for CRT team to purchase resources to support programme delivery | Term 1-3 | | |
| Maintain position as Kaitiakitanga of our local environment | Team Leaders | CRT teachers | Chris P- CRT programme. Cultural Narrative learning. Rutland Reserve. CCC. | Term 3 | | |
| Review Yearly Camps and investigate other EOTC opportunities | Leadership Team Leaders | Yr 5/ 6 teachers Leadership Team Leaders | Leadership Time | Term 3 | | |

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|-----------------------------------------------------------------------------------------------------|------------|---------------------------------------------|----------------------------|-------------|--|--|
| Review of Yr 1&2 learning programmes to ensure consistency and alignment with our learning beliefs. | | Janelle Kesha Leadership Team Leaders | RTLB - Early years project | Term 4 | | |
| Providing sports play spaces | BoT | BoT and Principal | BOT sports court | Term 4 | | |
| New furniture purchased for Rangī in line with consistency across school | Leadership | Teachers Learners | <u>Furniture</u> | End of year | | |

OUR PARTNERSHIPS

Measures

OUR PARTNERSHIPS: We have strong, positive connections with whānau and our community

Focus Area 2024

We will strengthen partnerships with whānau to support every child through their individual learning journey.

We will partner with learning providers and other schools to support transitions and develop best practice pedagogy.

As a culturally responsive school, we will recognise and value the rich cultural knowledge and skills all learners have.

MEASURES 2024

100% of parents / caregivers attend of impact meetings twice a year

50% of parents / caregivers attend curriculum , wellbeing and information sessions

Our PTA membership has increased and is sustained

Paparoa Street School is seen in our community as the school of choice for our preschools in our zone.

We have strong connections prior to enrolment with our feeder preschools.

Our Yr 0-2 learning programme meets the needs of all students: developmentally, academically and holistically

We are a school of choice for international students.

Our diverse cultures are represented in our PTA and attendance at school events

We actively engage our culturally diverse families in regular hui.

Goal 2: Our Partnerships - Strategy Implementation 2024

GOAL: We have strong positive connections with whānau, iwi, and our diverse community.

OUTCOME: Our community is proud of our school and understands and supports our learning beliefs.
Our school is inclusive and reflects the diversity of our community.



INITIATIVE 1: We will strengthen partnerships with whānau to support every child through their learning journey.

| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|--------------------------------------------------------|-------------------------|--------------------------|-----------------------------------------------------|---------------------------|----------|----------|
| Start-Up Meetings Impact Meetings | Leadership Team | Team leaders Teachers | Time scheduled | Week 2, Term 1 | | |
| Wednesday after school Teacher/Parent Connect | Leadership Team | Teachers | Time scheduled | Ongoing | | |
| Whānau Hui | Leadership Team | Leadership | Time scheduled | Term 2 | | |
| Provide learning opportunities for our community | Leadership Team | Teachers | John Parsons Mana Ake Refreshed Curriculum | Term 2 From term 2 | | |
| PTA relationship is prioritised | BOT Principal | Leadership | Principal / DPs attend meetings | Ongoing | | |
| Reporting to Whānau | Principal Leadership | Leadership | Leadership to attend hui | Ongoing | | |

Goal 2: Our Partnerships - Strategy Implementation 2024

GOAL: We have strong positive connections with whānau, iwi, and our diverse community.

OUTCOME: Our community is proud of our school and understands and supports our learning beliefs.
Our school is inclusive and reflects the diversity of our community.



INITIATIVE 2: We will partner with learning providers and other schools to support transitions and develop best practice pedagogy.

| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|----------------------------------------------|-------------|-----------------------------------|-----------------------------------------------------------|---------------|----------|----------|
| Teacher PLD sessions | Principal | Leadership | CORE Education PLD | Term 4 | | |
| RTLB transition programme | Principal | Janelle Kesha | Team leader - Janelle Kesha's involvement in RTLB project | Term 4 | | |
| Develop a relationship with St Albans School | Principal | Principal Leadership Team | St Albans School Leadership Leadership Team | End of term 4 | | |
| TOD workshop on the new curriculum | Leadership | Leadership MOE Curriculum advisor | Curriculum Providers | Term 4 | | |

Goal 2: Our Partnerships - Strategy Implementation 2024

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OUTCOME: Our community is proud of our school and understands and supports our learning beliefs.
Our school is inclusive and reflects the diversity of our community.



INITIATIVE 3: As a culturally responsive school, we will recognise and value the rich cultural knowledge and skills all our learners have.

| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|----------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------|---------------|----------|----------|
| Niho Taniwha PLD | Principal DP | Principal DP | Books purchased for each team. Principal and DP attending PLD day | End of Term 1 | | |
| Grow teacher capability in culturally responsive pedagogies | Principal DP | DP Team Leaders Class Teachers | Niho Taniwha. Team Leader PLD - Core education. | End of term 4 | | |
| Whānau Hui | Principal DP BOT | DP Cultural competencies leader | Community Leadership | End of Term 2 | | |
| Engage with our Muslim community | Principal Leadership | Leadership | Migrant Advisor - MOE | End of Term 2 | | |
| Identify and activate key community members to broaden cultural representation and belonging | Principal | Principal SENCO | Volunteers Incentives Meetings | Ongoing | | |
| Develop a plan for growth of international students and engage with international student agencies | BOT and Principal | Principal Deputy Principal | Membership subscription - SIEBA. Enroller - new portal for international enrolments Travel | End of term 3 | | |

OUR PEOPLE

Measures



OUR PEOPLE: We invest in staff to deliver the best outcomes for our learners

Focus 2024

We will strengthen and grow our leadership pathways.

We will provide targeted professional learning opportunities for staff to strengthen their teaching practice and grow their capabilities.

Through strong collaboration we will continue to develop our two-year induction programme for Beginning Teachers.

MEASURES 2024

Team Leaders are confident to lead their teams, understand their pipeline and work effectively with teachers and senior leadership team.

Teachers are confident in their delivery of core learning and Paparoa Street inquiry learning model

Teaching practice is consistent across the school

3rd Year teachers are competent and confident practitioners.

They meet the PTC for full registration and can mentor others in Paparoa Street Learning Models

Goal 3: Our People - Strategy Implementation 2024

GOAL: We invest in staff to deliver the best outcomes for our learners.

OUTCOME: We will strengthen and grow our leadership pathways.

INITIATIVE 1: Kāinga leaders are confident to lead teams, understand their work pipelines and work effectively with teachers and senior leadership team.



| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|-----------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------|----------|----------|
| CPPA Middle Leadership programme | Principal and senior leadership team | Kāinga Leaders | CPPA facilitators | Term 3 2024 | | |
| Tony Burkin Interlead Pipeline leadership workshop | Principal | Senior Leadership Team and Kāinga Leaders | Interlead | Phase one Term 1 2024 Phase Two Term 4 2024 | | |
| Dare to Lead - Leadership Reading Group. | Principal | Leadership team | Dare to Lead - Brene Brown Book. Leadership Release Time. | Term 1 - 4 2024 | | |
| Unit Holders Coaching | Principal | Kāinga Leaders and Leadership team | Action plan | Key Check in times. Twice a term throughout the year, | | |
| Deputy Principal coaching and mentoring training | Principal | Deputy Principal | CPPA middle leaders programme | End of 2024 | | |
| Strengthen Induction Programme for all new staff including professional learning expectations | Principal | Leadership | Leadership | End of term 3 | | |
| Principal Wellbeing and Learning | BOT | Principal | Refresh, Reconnect, Refocus workshop - online and face to face - 15 weeks | Term 1 - 4 2024 | | |

Goal 3: Our People - Strategy Implementation 2024

GOAL: We invest in staff to deliver the best outcomes for our learners.

OUTCOME: We provide targeted professional learning opportunities for staff to strengthen their teaching practice and grow their capabilities.

INITIATIVE 2: Teachers are confident in the delivery of core learning and Paparoa Street Inquiry learning model.
Teaching practice is consistent across the school.



| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|-------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------|----------|
| Action Plans for Student achievement targets are developed and owned by teachers | Leadership | Team leaders Class teachers | Student Achievement Targets in Maths, writing CRT time | Action plan by March 8 | | |
| PLD in Kath Murdoch Inquiry | Leadership - DP | DP | Kath Murdoch's books: "Power of Inquiry" "Getting personal with Inquiry" DP Run staff meeting | End of Term 1 | | |
| Collaborative planning by team leaders to ensure consistent delivery to teams | Team Leaders | Team Leaders | Collaborative Planning slide deck | Term 4 | | |
| PLD learning in Te Mātaiaho (curriculum) | Principal /DP | DP | Evaluation Associates Leadership | Term 4 | | |
| Progressions developed in line with curriculum phases of learning and progressions for maths and literacy updated | Principal /DP | DP | MOE Curriculum advisor | Maths -End Term 1 Literacy - End of term 1 | | |
| Learning Assistants will be impactful in the learning space | Leadership | DP/SENCo | PD for teaching staff on effective use of LA's in the learning space. PD for LA's in particular areas of need. | End of Term 2 Ongoing 2024 | | |

Goal 3: Our People - Strategy Implementation 2024

GOAL: We invest in staff to deliver the best outcomes for our learners.

OUTCOME: We provide targeted professional learning opportunities for staff to strengthen their teaching practice and grow their capabilities.

INITIATIVE 3: Through strong collaboration, we will continue to develop our two year induction programme for Beginning Teachers.



| Key Actions | Accountable | Responsible | Resources | Complete by | Review 1 | Review 2 |
|----------------------------------------------------------------|--------------------------|------------------------|------------------------------------------------------------|--------------|----------|----------|
| PSS PRT mentor programme. | Leadership | Mentor Teachers PRT | PSS PRT documentation 0.2 release time CRT | Ongoing 2024 | | |
| Tutor teachers and PRT meet weekly and document learning goals | Leadership | Mentor Teachers PRT | PSS PRT documentation 0.2 release time CRT | Ongoing 2024 | | |
| PRTs attend connection meetings outside of school | PRT | PRT Mentors | CORE Education PRT workshops 0.2 release time CRT | Ongoing 2024 | | |
| PRTs observe experienced teachers in action | Mentor teachers. PRT. | PRT | 0.2 release time CRT. 4 Minute walkthroughs | Ongoing 2024 | | |

Paparoa Street School gives effect to Te Tiriti o Waitangi by:

| | |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</p> | <ul style="list-style-type: none"> ● Mihi whakatau at the start of each term for all new akonga and staff, following tikanga of mana whenua and supported by mana whenua. ● Consultation with mana whenua in the development of our kura's local curriculum and cultural narrative ● Kura, whānau and community events/hui, ● Professional learning and development opportunities offered to kaiako in collaboration mana whenua, Ngāi Tuahuriri, workshops ● Kaupapa of board meetings reflect the kahui ako and mana whenua tikanga ● Policies in relation to Te Tiriti o Waitangi are actively reviewed and in place via our school policies (SchoolDocs) ● Demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture |
| <p>Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</p> | <ul style="list-style-type: none"> ● Incorporating te reo Māori, mātauranga Māori, and tikanga Māori into teaching and the day-to-day life of our school ● Kaiako PLD will include sessions throughout the term with a cultural responsiveness focus, including developing the knowledge and skills in Te reo Māori and Tikanga Māori. These sessions led by kaiako who have the cultural leadership capacity across the kura ● All meetings start and end with karakia and follow expected tikanga. ● Kapa haka opportunity for all ākonga within the kura on a weekly basis. ● Professional Learning available - kaiako supported and encouraged to participate in Te Reo Māori courses ● Kaiako supported to develop their pepeha ● Kaiako actively use Te Reo in authentic contexts throughout the kura ● Adequate funding for resources for ākonga and kaiako to access ● Bilingual signage within learning spaces and throughout the kura. |
| <p>Achieving equitable outcomes for Māori students/ākonga</p> | <ul style="list-style-type: none"> ● Kapa haka opportunity for all ākonga within the kura on a weekly basis. ● Kapa haka ropu opportunity for all ākonga ● Weekly whānau group hui for all Māori ākonga and kaiako during school hours providing a context for learning where the language, identity and culture of Māori learners and their whānau is affirmed. ● Kaupapa of the learning spaces reflect the kahui ako and mana whenua tikanga ● Within target groups Māori ākonga are identified and supported to achieve and make accelerated progress ● monitoring achievement to provide support (including learning support) or extension programmes as required ● Affirming ākonga Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi |

Student Achievement Targets 2024 Māori Students

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------|---------------------------|---------------|-------------|
| Curriculum Area/s: Literacy and Communication and Maths | Target group: Māori Students | Target group demographics: Māori students | | | |
| Annual Target: To accelerate the progress of Māori students not currently meeting expectation by 3+ curriculum sublevels in reading, writing and / or maths | Strategic Goal: Our Learners | Year level | Number of students | Female | Male |
| | | 1 | 4 | 2 | 2 |
| | | 2 | 9 | 1 | 8 |
| | | 3 | 11 | 5 | 6 |
| | | 4 | 9 | 3 | 6 |
| | | 5 | 7 | 2 | 5 |
| | | 6 | 4 | 2 | 2 |
| | | Total | 44 | 15 | 29 |
| | | Priority Learner Status | | | |
| | | Curriculum Area | Number of students | Female | Male |
| Maths | 10 | 4 | 6 | | |
| Reading | 23 | 8 | 15 | | |
| Writing | 8 | 2 | 6 | | |
| Historical Situation: When analysing our data in regards to Māori achievement, we notice that at the end of 2023, 20% of our Māori students are working towards expectation in writing and maths and 21% in reading. As a result, we have identified Māori achievement as a potential target for 2024, recognising that what is best for Māori benefits all students. | | | | | |

| Writing | Māori | Pasifika | All students | Priority Learners (ethnicity) Writing Progress | |
|-----------------------------|--------------|-----------------|---------------------|-------------------------------------------------------|-----------------|
| Above beyond | 0 | 0 | 0 | | Māori |
| Working beyond | 5 | 1 | 51 | | |
| Working within expectation | 36 | 10 | 326 | | Pasifika |
| Working towards expectation | 10 | 2 | 50 | | |
| Working towards | 0 | 0 | 4 | | |
| Total | 51 | 13 | 432 | | |

Priority Learners (ethnicity) Writing Progress

Māori

- A total of 51 students at Paparoa Street School identify as Māori; this is 12% of our school population.
- 80% of Māori students are working within or beyond in writing.
- 20% of Māori students are working towards in writing

Pasifika

- A total of 13 students at Paparoa Street School identify as Pasifika; this is 3% of our school population.
- 84% of Pasifika students are working within or beyond in writing.
- 15% of Pasifika students are working towards. This is 2 students, one of whom is ORRS funded. The other has identified needs and has intervention learning support.

| Reading | Māori | Pasifika | All students | Priority Learners (ethnicity) Reading Progress | |
|-----------------------------|--------------|-----------------|---------------------|-------------------------------------------------------|-----------------|
| Above beyond | 1 | 0 | 18 | | Māori |
| Working beyond | 15 | 3 | 158 | | |
| Working within expectation | 11 | 4 | 105 | | Pasifika |
| Working towards expectation | 3 | 0 | 19 | | |
| Working towards | 4 | 2 | 20 | | |
| Total | 34 | 9 | 320 | | |

Priority Learners (ethnicity) Reading Progress

Māori

- A total of 51 students at Paparoa Street School identify as Māori; this is 12% of our school population. Of those 34 Māori students are included in this data.
- 79% of Māori students are working within or beyond in reading.
- 21% of Māori students are working towards in reading.

Pasifika

- A total of 13 students at Paparoa Street School identify as Pasifika; this is 3% of our school population. Of these, 9 Pasifika students are included in this data
- 78% of Pasifika students are working within or beyond in reading.
- 22% of Pasifika students are working towards. This is 2 students, one of whom is ORRS-funded. The other has identified needs and has intervention learning support.

| Maths | Māori | Pasifika | All students | Priority Learners (ethnicity) Maths Progress | |
|-----------------------------|--------------|-----------------|---------------------|-----------------------------------------------------|-----------------|
| Above beyond | 0 | 0 | 12 | | Māori |
| Working beyond | 17 | 3 | 133 | | |
| Working within expectation | 24 | 6 | 226 | | |
| Working towards expectation | 10 | 4 | 58 | | Pasifika |
| Working towards | 0 | 0 | 3 | | |
| Total | 51 | 13 | 432 | | |

Priority Learners (ethnicity) Maths Progress

Māori

- A total of 51 students at Paparoa Street School identify as Māori; this is 12% of our school population.
- 80% of Māori students are working within or beyond in maths
- 20 % of Māori students are working towards in maths

Pasifika

- A total of 13 students at Paparoa Street School identify as Pasifika; this is 3% of our school population.
- 69% of Pasifika students are working within or beyond in maths.
- 31% of Pasifika students are working towards.

Student Achievement Action Plan Māori

| What action will be taken to meet the target | When | By whom | Resourcing allocated | Expected outcome | Outcome |
|---------------------------------------------------------------------------------------------|----------------------------------|--------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------|
| Assessment | | | | | |
| Identification of target students | Term 1, Week 5 | Kāinga teachers | CRT time | Student names added to Target | |
| Complete Assessments in line with Assessment Map | First round end of Term 1 | Kāinga teachers | N/A | assessments complete and entered on HERO | |
| Resourcing | | | | | |
| Teaching to The North East - book Purchase a Copy for each Kainga to support PLD | Ordered Term 1 | DP | PLD Budget | Team Leaders lead teams in working through these texts as PLD | |
| Niho Taniwha Books - professional reading Purchase a Copy for each Kainga to support PLD | Ordered Term 1 | DP | PLD Budget | | |
| Teacher Professional Learning | | | | | |
| Team Leader PLD - Core Education Tataiako | Term1, Week 6 | DP, Ngaire - Core Ed | PLD | Team leaders capability to work in cultural competency space is increased so they are confident to run PLD for teachers | |
| Teaching to The North East - book Niho Taniwha Books - professional reading | Regular sessions throughout year | Team Leaders Teachers | Books supplied through PLD Budget | Teachers have an understanding of best practice for Māori and | |

| | | | | | |
|-------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------|---------------------|-----------------------------------------------------------------------|--|
| Culturally responsive teaching Reading | | | Team time allocated | this is evident in classroom practice. | |
| Whānau Sharing and Education | | | | | |
| Whānau Hui | Early Term 2 | DPs, Principal, Nicole (Cultural competency lead) | | Whānau are engaged in partnership regarding their children's learning | |
| Student Agency | | | | | |
| Collection of student voice around learning beliefs and how Māori students see themselves as learners | Early Term 2 | DP, Cultural competency lead | | Student voice of Māori learners informs practice | |

Student Achievement Targets 2024

Writing

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------|---------------------------|---------------|-------------|
| Curriculum Area: Literacy and Communication | Target Group: Year 2-6 | Target group demographics: All students in Years 2-6 | | | |
| Annual Target: To accelerate progress of 80% of students in Years 2-6 by 3 or more sublevels in writing | Strategic Goal: Our Learners | Yr level | Number of students | Female | Male |
| | | 2 | 59 | 28 | 31 |
| | | 3 | 55 | 24 | 31 |
| | | 4 | 56 | 26 | 30 |
| | | 5 | 80 | 33 | 47 |
| | | 6 | 70 | 38 | 32 |
| | | Total | 320 | 149 | 171 |
| Historical Position: In the 2nd half of 2023, a school wide intervention in writing resulted in significant progress in writing. We want to sustain and build on this in order to move overall achievement in writing. We will do this by focussing on the 76% of students currently achieving at expectation in writing. It is our intention that in doing this we will raise overall achievement levels in writing, thereby moving our school wide writing data to be more closely aligned with reading. | | | | | |

| Writing | Totals end of year 2023 | Percentage of the school | Total percentage | Writing Progress - Schoolwide <ul style="list-style-type: none"> • 88% of our learners are working within or beyond expectations in the curriculum area of writing, • 12% of our learners are working towards expectation in writing • Of the 4 students achieving well below expectation, 2 are ORRS funded students, 1 has identified global delay and receives MOE in class support funding. The 4th student is an English second language learner who also has other identified learning needs. |
|-----------------------------|--------------------------------|---------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Above beyond | 0 | 0 | 88% | |
| Working beyond | 51 | 12% | | |
| Working within expectation | 326 | 76% | | |
| Working towards expectation | 50 | 11% | 12% | |
| Working towards | 4 | 1% | | |

| Action Plan Writing | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------|----------------------|-----------------------------------------------------------------------------|---------|
| What action will be taken to meet the target | When | By whom | Resourcing allocated | Expected outcome | Outcome |
| Assessment | | | | | |
| Writing sample collected for all children, levelled using progressions and moderated in kāinga. Sample used to help inform OTJ | By end of term 1 | Class teachers | N/A | Writing OTJ entered on HERO once per term | |
| E Astle rubric available for assessment | On-going | Class teachers | | E Astle rubric for triangulation for writing samples | |
| Moderating twice per year with Kāinga and Horizontal | Term 2 Writing Sample Term 4 Writing Sample | Class teachers | N/A | Consistent levelling of writing samples | |
| Resourcing | | | | | |
| Sheena Cameron Books | On-going | Class teachers | N/A | Resources stock-take completed and high quality resources in use in classes | |
| Investigate ESOL resources to support in class Scaffolding language/scaffolding learning | End of term 2 | Katherine | | | |
| Stocktake current resources | By End Term 1 | Each team to be responsible | Team budget | | |
| Teacher Professional Learning | | | | | |
| Unpacking Sheena Cameron Resources | CRT Term 1 | Jo McCormick | 1 x day relieving | Teachers confident in using resource | |

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------|--|
| Team Leader visit to Clearview to look at writing programme - writing revolution/balance | CRT Term 2 | April Prince Team Leader | Team leader release time | | |
| Whānau Sharing and Education | | | | | |
| Series of parent workshops/videos: reading / writing in Newsletters | Term 2, 3, 4 | Team Leaders | | Parents are informed and support class programmes | |
| Library open and welcome for whānau | All year | Librarian Team Leaders Principal | | Library is open and used by community | |
| Student Agency | | | | | |
| Kids speak progressions used to support students to co-construct goals for writing | All year | Class teachers | | Students can articulate their goals and reflect on progress through learning conversations | |
| Collect student voice around writing genre and topics | Termly | Teachers via Team Leaders | | Students engaged in writing purpose | |
| Teaching and Learning | | | | | |
| The big write (link in PD) - explicit teaching/workshops - piece of writing over the week = | Term 2, mid point check in 5 weeks | Team leaders Class teachers | | | |
| The Syntax Project - April to investigate | Term 2, mid point check in 5 weeks | Team leaders | | | |
| Split screen of integration as social sciences through literacy | On-going | Class teachers | | | |

Student Achievement Targets 2024 Maths

| | | | | | |
|-----------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------|---------------|-------------|
| Curriculum Area/s: Mathematics | Target Group: Whole school | Target group demographics: <i>Students not currently achieving at expectation (end of 2023)</i> | | | |
| Annual Target: For 100% of students to be working at or beyond expectation in Maths | Strategic Goal: Our Learners | Year level | Number of students | Female | Male |
| | | 1 | 0 | 0 | 0 |
| | | 2 | 10 | 4 | 6 |
| | | 3 | 15 | 4 | 11 |
| | | 4 | 13 | 6 | 7 |
| | | 5 | 9 | 3 | 6 |
| | | 6 | 12 | 8 | 4 |
| | | Total | 59 | 25 | 34 |

Historical Position:

At the end of 2023, 86% of our students were working at or beyond expectation in mathematics. This is consistent with 87.5% in 2022.

In Years 2-6 students made significant progress in the second half of 2023. The number of students working beyond expectation increased as follows:

- Year 2 an increase of 16% achieving beyond
- Year 3 and increase of 15% achieving beyond
- Year 4 an increase of 11% achieving beyond
- Year 5 and increase of 19% achieving beyond
- Year 6 and increase of 10% achieving beyond

At Year 2 and 3 while the number of children working beyond expectation increased (Yr 2: 2% - 38%, Yr 3: 25% - 49%) the number of children working towards also increased. (Yr 2 9% - 24%, Yr 3: 5% - 22%)

| | Totals end of Year 2023 | Percentage of the school | Total Percentage | Maths Progress - Schoolwide <ul style="list-style-type: none"> 86% of our learners are working within or beyond expectations in the curriculum area of mathematics 14% of our learners are working towards expectation in mathematics Of the 3 students working well below expectation, 2 are ORRS funded students and 1 has identified global developmental delay and receives MOE in class support funding. |
|-----------------------------|-------------------------|--------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Above beyond | 12 | 3% | 86% | |
| Working beyond | 133 | 31% | | |
| Working within expectation | 226 | 52% | | |
| Working towards expectation | 58 | 13% | 14% | |
| Working towards | 3 | 1% | | |

Action Plan Maths

| What action will be taken to meet the target | When | By whom | Resourcing allocated | Expected outcome | Outcome |
|---------------------------------------------------------------------------------|----------------------|-------------------------------|----------------------|----------------------------------------------------------------------------------|------------------|
| Assessment | | | | | |
| DMIC pre assessment measurement task | By term 2, week 3 | Class teachers | | Baseline data collected | |
| JAM - all target children full JAM | By the end of term 1 | Class teachers | | All children in target group JAM tested and recorded on Hero | |
| Resourcing | | | | | |
| Maths learning progressions - measurement and number drafted | By end of Term 1 | DP | | Teachers and students using progressions to inform goal setting and assessment | |
| NUMICON - investigate the use of this resource Visit to St Patrick's Bryndwr | By the end of term 2 | Team leaders Janelle Kesha | CRT time | Teachers are more confident using NUMICON to support learning across the school. | |
| Teacher Professional Learning | | | | | |
| PSS maths website for all planning and PLD information | By end Term 2 | DP | | Teachers are able to access support for planning | Completed Term 1 |
| Maths - progressions | By end Term 2 | DP | | Students can articulate their goals and reflect on | |

| | | | | | |
|----------------------------------------------------------------------------------------|------------------|--------------------|--|----------------------------------------------------------------------------------------------------------|--|
| | | | | progress through learning conversations | |
| MIndset maths books - maths through play. Re-introduce these resources to teachers | By end of term 2 | Team leaders | | Teachers confident in using resource | |
| Whānau Sharing and Education | | | | | |
| Impact meetings | Term 2 | Class Teachers | | Students can articulate their progress through Impact meetings | |
| Maths evening / Learning in Action tour What does an hour a day of maths look like? | Term 3 | Team leaders DP | | Parents are informed and able to support learning at home | |
| Student Agency | | | | | |
| Learning Conversations | Each term | Class teachers | | Students can articulate their goals and reflect on progress through learning conversations | |
| Integration of maths behaviours | On-going | Class teachers | | Students and teachers set goals based on children's maths behaviours as well as knowledge and strategies | |

Student Achievement Targets 2024 Yr 2/3 Maths

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------|---------------------------|---------------|-------------|
| Curriculum Area: Mathematics | Target group: Year 2 & 3 | Target group demographics: Year 2 & 3 Maths | | | |
| Annual Target: To accelerate progress, by 3 or more curriculum sublevels, of Year 2 & 3 students who are not currently meeting expectations in maths | Strategic Goal: Our Learners | Year level | Number of students | Female | Male |
| | | 2 | 10 | 4 | 6 |
| | | 3 | 15 | 4 | 11 |
| | | Total | 25 | 8 | 17 |

Historical Position:

At the end of 2023, 86% of our students were working at or beyond expectation in mathematics. This is consistent with 87.5% in 2022.

In Years 2-6 students made significant progress in the second half of 2023. The number of students working beyond expectation increased as follows:

Year 2 an increase of 16% achieving beyond
 Year 3 and increase of 15% achieving beyond
 Year 4 an increase of 11% achieving beyond
 Year 5 and increase of 19% achieving beyond
 Year 6 and increase of 10% achieving beyond

At Year 2 and 3 while the number of children working beyond expectation increased (Yr 2: 2% - 38%, Yr 3: 25% - 49%) the number of children working towards also increased. (Yr 2 9% - 24%, Yr 3: 5% - 22%)

Action plan Year 2 and 3 Maths

| What action will be taken to meet the target | When | By whom | Resourcing allocated | Expected outcome | Outcome |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------|----------------------|----------------------------------------------------------------------------------|---------|
| Assessment | | | | | |
| Year 1-3: JAM (GloSS for Year 3 if more appropriate) | Within the first 6 weeks at school. Term 1 for Year 2 & 3 target students, all students Term 4. | Class teacher | | Baseline data collected for all students | |
| Year 1-3 Measurement DMIC task | By Term 2, week 3 | Class teacher | | | |
| Year 4-6 e-asTTLe Number test | By Term 1, week 6 | Class teacher | | | |
| Year 4-6 GloSS | By Term 3, week 9 | Class teacher | | | |
| Year 4-6 e-asTTLe Measurement test | By Term 2, week 3 | Class teacher | | | |
| Resourcing | | | | | |
| Maths learning progressions: Measurement and number drafted | By end of Term 1 | DP | | Teachers and students using progressions to inform goal setting and assessment | |
| NUMICON - investigate the use of this resource. Visit to St Patrick's, Bryndwr | By the end of term 2 | Team leaders | CRT time | Teachers are more confident using NUMICON to support learning across the school. | |

| Teacher Professional Learning | | | | | |
|-----------------------------------------------------------------------------------------|---------------|--------------------|-------------------|-------------------------------------------------------------------------------------|--|
| PSS maths website for all planning and PLD information | By End Term 1 | DP | | All PLD materials and planning support are in one place and accessible by teachers, | |
| DMIC - BT observations of Roger / Kate B | Term 3 / 4 | | PRT release time | PRT's are confident in using DMIC approach to maths | |
| Term 2 Staff meetings maths and writing optional - what does a week in maths look like? | Term 2 | Team leaders DP | Staff meeting | Teachers agentically select area for PLD focus | |
| Whānau Sharing and Education | | | | | |
| Maths evening / Learning in Action tour What does an hour a day of maths look like? | Term 3 | Team leaders DP | | Parents are informed and able to support learning at home | |
| Student Agency | | | | | |
| IKAN assessment for goals | On-going | Class teachers | | Students know their next steps and manage their own knowledge practice | |
| Weekly menu choices with flipped learning | On-going | Class teachers | | | |
| Teacher and Learning | | | | | |
| Balanced timetabling of number and strand maths | On-going | Class teachers | Maths PLD website | | |
| Focus on consistent planning and pedagogy | On-going | Class teachers | Maths PLD website | | |