



To flourish our 3 Kete - *Mātauranga* Knowledge, *Āhuatanga* Character, *Whanaungatanga* Relationships.

To Flourish our 3 Kete in 2024

*Character* - Responsibility to be the best we can

*Relationships* - Wellbeing & Kindness

*Knowledge* - Students flourishing at 60% or above

### Annual Plan 2024

INITIATIVE	ACTION PLAN	WHO	TIMEFRAME	RESOURCES	ACHIEVEMENT MADE
<ul style="list-style-type: none"> <li>Teachers skilled and confident in Literacy</li> </ul>	<p><b>READING:</b></p> <ul style="list-style-type: none"> <li>To continue to ensure that teaching / learning programmes are of high quality and responsive to next steps and are engaging. Teacher Professional Growth is an opportunity to further support this next step.</li> <li>To implement strong interventions to support accelerating the identified 'target students' (see table below). Progress</li> </ul>	All Staff	<p>Term 1 = Week 3 (whānau are informed) Term 2 / 3 / 4 = Week 4 &amp; 9</p>	<p><b>READING:</b></p> <ul style="list-style-type: none"> <li>Learning Support to work daily with target groups.</li> <li>Digital programmes such as Sunshine Online, Epic, Digital readers, Word <a href="#">chain</a>, Reading Prodigy.</li> </ul>	

*points (Weeks 4 & 9): analyse, reflect and respond to the learning of the target students.*

- *To maintain and accelerate Reading achievement of our Year 4- 8 cohort to 60% At or Above expected Curriculum level.*
- *Learning Spaces will delve deep into data Weeks 4-5 in Terms 2 & 4 with learning programmes reflective of the data, being in place by Week 6.*

*WRITING:*

- *To continue to ensure that teaching / learning programmes are of high quality and responsive to next steps and are engaging. Teacher Professional Growth is an opportunity to further support this next step.*
- *Target students*

*WRITING:*

- *Learning Support to work daily with target groups.*
- *Digital programmes such as Sunshine Online and [Word chain](#),*

	<p><i>To implement strong interventions to support accelerating the identified 'target students' (see table below). Progress points (Weeks 4 &amp; 9): analyse, reflect and respond to the learning of the target students.</i></p> <ul style="list-style-type: none"> <li>● <i>To lift Writing achievement of our Year 4- 8 cohort to 60% At or Above expected Curriculum level.</i></li> <li>● <i>Learning Spaces will delve deep into data Weeks 4-5 in Terms 2 &amp; 4 with learning programmes reflective of the data, being in place by Week 6.</i></li> <li>● <i>Writing Rubrics for each child to be updated during 'Real Time Reporting'.</i></li> </ul> <p><b>MATHS:</b></p> <ul style="list-style-type: none"> <li>● <i>To continue to ensure that teaching / learning programmes are of high quality and responsive to next</i></li> </ul>			<p><b>MATHS:</b></p> <ul style="list-style-type: none"> <li>● <i>Learning Support to work daily with target groups.</i></li> <li>● <i>Digital programmes such as Sunshine</i></li> </ul>	
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<ul style="list-style-type: none"> <li>Teachers skilled and confident in Mathematics</li> </ul>	<p>steps and are engaging. Teacher Professional Growth is an opportunity to further support this next step.</p> <ul style="list-style-type: none"> <li>Engage and implement learning from school-wide PLD with Learner First Rob Profitt White over the next 2 years.</li> <li>To engage with Professional Development for Year 7-10 with our Kahui Ako</li> <li>Target students.... To implement strong interventions to support accelerating the identified 'target students' (see table below). Progress points (Weeks 4 &amp; 9): analyse, reflect and respond to the learning of the target students.</li> <li>To maintain and accelerate Maths achievement of our Year 4- 8 cohort to 60% At or Above expected Curriculum level.</li> </ul>			<p>Online, Mathletics, Maths Buddy.</p> <ul style="list-style-type: none"> <li>School-wide PLD with Learner First Rob Profitt White over the next 2 years.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• <i>Learning Spaces will delve deep into data Weeks 4-5 in Terms 2 &amp; 4 with learning programmes reflective of the data, being in place by Week 6.</i></li> <li>• <i>Forward thinking about formalised assessment (assessment tools)</i></li> </ul>	<i>Year 7 / 8 Staff</i>			
<ul style="list-style-type: none"> <li>• <i>Grow and continue to embed to embed Āhutatanga Programme (Positive Behaviour for Learning)</i></li> <li>• <i>Engage and embed Collaborate Problem Solving</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To complete Student Survey - wellbeing / engagement in Term 2</i></li> <li>• <i>To continue to engage with MoE Tier 2 training</i></li> <li>• <i>To utilise our RTLB support to continue to embed CPS (including session through RTLB Changing the Lens of Behaviour (CPS &amp; Trauma Informed) Co-Lab</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Deputy Principal &amp; Students across the school</i></li> <li>• <i>Learning Space Leaders &amp; Deputy Principal</i></li> <li>• <i>Learning Space Leaders, LSC, Deputy Principal &amp; Principal</i></li> </ul>	<p><i>Term 2</i></p> <p><i>Throughout the year</i></p> <p><i>Fortnightly Pastoral Care meetings</i></p>	<p><i>DP and Principal attending Ross Greene conference in November</i></p> <p><i>RTLB Co Lab</i></p>	
<ul style="list-style-type: none"> <li>• <i>Develop further our Cultural Narrative</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>For all staff and Board to attend Tuahiwi workshop 1</i></li> <li>• <i>For our Senior tamariki to give back to our local marae</i></li> </ul>	<p><i>All Staff</i></p> <p><i>Year 7 / 8 tamariki</i></p>	<p><i>July 19th</i></p> <p><i>Term 2 TBC</i></p>	<i>Cost of workshop</i>	

<ul style="list-style-type: none"> <li>• <i>Implement a rich authentic student inquiry each term linked to our local environment and / or community</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To continue to embed our Te Reo Champions language acquisitions plan throughout our kura</i></li> <li>• <i>To ensure staff members have the opportunity to engage in Te Ahu o Te Reo opportunity.</i></li> <li>• <i>Continue to grow our Kapa Haka programme</i></li> <li>• <i>Grow Community connections</i></li> <li>• <i>To continue to embed our NZ Histories / Local Curriculum Southbrook School Curriculum <a href="#">Curriculum</a></i></li> </ul>	<p><i>All Staff</i></p>	<p><i>Throughout the year</i></p>		
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Ensure that our Puketeraki Kahui Ako mission statements are woven through our Annual Plan:

Our mission statements:

MĀTAITIPU   Vision for young people	MĀTAIRANGI   The guiding kaupapa	MĀTAIREA   To focus on supporting progression
<p>Mātaipitu hei papa whenuakura.   Grow and nourish a thriving community.</p> <p><b>Our actions will be guided by our young people's vision.</b></p> <p><i>The educational vision for young people, as conceived by young people.</i></p>	<p>Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.   Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.</p> <p><b>Everything we do will express the centrality of Te Tiriti o Waitangi.</b></p> <p><i>The overarching kaupapa, expressing the centrality of Te Tiriti o Waitangi and its principles, and New Zealand's vision for education.</i></p>	<p>Mātai ka rea, ka pihi hei mähuri. Build and support progression.</p> <p><b>Kaiako will use responsive pedagogy to support progress of ākonga.</b></p> <p><i>What thriving looks like for ākonga at each of the five phases of learning.</i></p>
<p><i>In a nutshell: Because ākonga are at the centre of education, their aspirations for themselves as learners matter. Ākonga need to feel the curriculum is relevant and to see themselves reflected in what they are learning.</i></p>	<p><i>In a nutshell: The curriculum takes its direction from Te Tiriti o Waitangi and its principles, particularly its provision for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and for fair and equitable educational processes and outcomes for Māori and for all ākonga. New Zealand's vision for education affirms the importance of inclusive, equitable, and connected learning that achieves advances for all ākonga.</i></p>	<p><i>In a nutshell: The curriculum starts from the premise that all ākonga are taonga who can achieve their potential and excel. Their progress through the phases of learning is cumulative and strengths-based. Meaningful pace and progress are supported by teachers using responsive pedagogy.</i></p>

*This Strategic Plan was approved at the Board of Trustees Meeting on February 14th 2024.*

\_\_\_\_\_ *Rebekah Hennessy (Presiding Member)*

\_\_\_\_\_ *Julie Walls Principal*