

STRATEGIC PLAN 2024-2025

KIA MATAARA KA TIPU KA TAEA **ASPIRE GROW ACHIEVE**

ASPIRE
KIA MATAARA

GROW
KA TIPU

ACHIEVE
KA TAEA

OUR VALUES

ENSURE TEACHING & LEARNING EXCELLENCE

BE INCLUSIVE & CULTURALLY RESPONSIVE

PROMOTE LEARNER AND STAFF WELLBEING

DEVELOP AN EXEMPLARY PHYSICAL ENVIRONMENT

Ensure effective pedagogies that embrace diversity

Ensure all children achieve at equitable rates

Initiatives that support teaching and learning are targeted and effective

Voice is gathered and used for improvement

Every child's culture is identified, acknowledged and valued

Barriers are identified and addressed for all learners

Opportunities are provided for cultures to be valued and celebrated

Develop a school wide wellbeing implementation plan.

Ensure a safe physical and emotional environment.

Tailored professional learning for staff

Gather ideas from the school community and area experts for improving the school environment

Develop a future focused property/physical environment/resources plan

Investigate avenues of property development funding

The New Pedagogies for Deep Learning (NPDL) and Microsoft Showcase School initiatives are embedded .

Equitable outcomes for Māori and Pasifika learners are evident

Academic and other annual targets are achieved

Assessment capable learner behaviour is embedded

Cohesive and progressive Te Ao and Te Reo Māori curriculum foci

Engaged learners that reach their learning potential

Community voice in local curriculum design evident

Authentic opportunities for success to be recognised, shared and celebrated

Feedback from staff and children that shows initiatives are enhancing resilience and wellbeing

Safe 365 program fully implemented to monitor schoolwide health and safety

Behaviour support and counseling initiatives are effective

A dynamic and systematic master plan that encompasses 'the environment as the third teacher' (Malaguzzi / Brown)

A physical environment that addresses environmental challenges

Initiatives that incorporate community values, ideas and input

CHALLENGE

COLLABORATION

DIVERSITY

LEARNING

RESPECT

Annual Strategic Targets Plan 2024

Strategic Targets		Month & Status	Progress/Variance
<p><i>Strategic Goal:1</i></p> <p>Ensure Teaching and Learning Excellence</p>	<p>Target 1: Assemble Schoolwide Achievement data and set targets by the end of Term 1. Monitor and report throughout year as per schedule.</p> <p>Special Focus: Māori and Pasifika student targets</p> <p>Personnel: All teachers and ELT and Leadership Team to analyse and respond</p> <p>Targets / Baseline Data (EOY 2023)</p> <p>Reading: 64% at or above (up 8%) IMSACT: 54% at or above IPSACT: 53% at or above</p> <p>Writing: 66% at or above (up10%) IMSACT: 61% at or above IPSACT: 59% at or above</p>	Jan/Feb	<ul style="list-style-type: none"> ● Design Days: refocussed on structured literacy fundamentals. ● Emma, Rennatta and Liz ran a PLD session for all staff on the code which supports the systematic teaching of spelling
		Mar	<ul style="list-style-type: none"> ● Instructional grouping in core areas up and running
		April	<ul style="list-style-type: none"> ●
		May	<ul style="list-style-type: none"> ●
		June	<ul style="list-style-type: none"> ● Collation of Mid-Year Data ● Interim analysis of data by school leaders and teachers
		July	<ul style="list-style-type: none"> ● Presentation of mid-year data (reading, writing, maths) to Board
		August	<ul style="list-style-type: none"> ●
		Sep	<ul style="list-style-type: none"> ●
		October	<ul style="list-style-type: none"> ● Final achievement testing and assessment begins
		Nov	<ul style="list-style-type: none"> ●
Dec	<ul style="list-style-type: none"> ● 		

Maths: 68% at or above (up 8%)

IMSACT: 58% at or above

IPSACT: 62% at or above

Targets 2024

Reading: 72% at or above

IMSACT: 66% at or above

IPSACT: 65% at or above

Writing: 72% at or above

IMSACT: 69% at or above

IPSACT: 70% at or above

Maths: 74% at or above

IMSACT: 65% at or above

IPSACT: 70% at or above

Specific Initiatives: Reading

1./ Reinforcement and teaching of implementing the CODE in structured literacy in Term 1 – Design Days

2./ See Structured Literacy section below

3./ Aligning Hero reading goals and Structured Literacy (SL) Goals in Term 1

EOY Achievement Target Results 2024

Reading: % at or above

IMSACT: % at or above

IPSACT: % at or above

Writing: % at or above (Year 6; 70%)

IMSACT: %% at or above

IPSACT: % at or above

Maths: % at or above (Year 6: 74%)

IMSACT: % at or above

IPSACT: % at or above

Progress Over Time – (to be added during 2024 including mid year from HERO)

EOY SUMMARY

Reading Commentary:

Piwakawaka (Y 0-1)

Pukeko (Y 2)

Kereru (Y 3-4)

Tui (Y 5-6)

Writing Commentary:

Piwakawaka (Y 0-1)

Pukeko (Y 2)

Kereru (Y 3-4)

Tui (Y 5-6)

4./Embedding of SL teaching in Pukeko & Piwakawaka and use of Heggerty

5./ Induction for new teachers

6./ All staff to develop team targets and foci end of Term 1 – monitor throughout year.

Specific Initiatives: Writing

1./ Current approach utilising asttle Writing tool and PLD from Writing Leader

2./ Embed the writing aspects of SL in Pukeko and Piwakawaka

3./ Whole Staff PL around Sheena Cameron's 'The Writing Book'

Specific Initiatives: Maths

1./ After meeting with MOE Curriculum Adviser agreed to wait until review complete then access MOE PLD from Oct 2024

2./ Early exploration of Structured Maths

Maths Commentary:

Piwakawaka (Y 0-1)

Pukeko (Y 2)

Kereru (Y 3-4)

Tui (Y 5-6)

<p>Target 2: Structured Literacy Approach Trial to improve and accelerate the progress of Year 1,2 and 3 children (MOE goal)</p> <p>1./ Cost: PLD Nil – provided from RTLB</p> <p>2./ Personnel: All Piwakawaka / Pukeko teachers</p> <p>3./ Introduction of CODE for all teachers and levels by June</p> <p>4./ Purchase of remaining targeted teaching resources to value of 3.5K</p> <p>5./ Present SL related achievement data gain information with staff and board</p> <p>Specific Initiatives / Inputs / Outputs</p> <p>1./ RTLB personnel have been allocated to specific teachers as ongoing mentors</p> <p>2./ Identify specific gaps in children’s learning and address</p>	Feb	● Set plan for implementation including induction in SL for new teachers
	March	● RTLB continues to work with individual teachers
	April /May	●
	June	●
	Aug	●
	Sep	●
	October	●
	Nov	●
	Dec	●

<p>Target 3: To embed the Incubator Stage and achieve Microsoft Showcase School Status</p> <p>Specific Initiatives /Inputs / Outputs</p> <p>1./ Explore optional BYOD implementation</p> <p>2./ Explore relationship with Rocket Lab to enhance Innovation Station – Space Station – Gavin to contact</p> <p>3../ Completion of School’s Digital Vision in collaboration with Nicole UTB</p> <p>4./ Resourcing of equipment to value of \$2500</p> <p>5./ Principal to visit schools in Adelaide, Brisbane and NYC with expertise in digital curriculum.</p> <p>6./ Achieve Showcase Status in October 2024</p> <p>7./ Apply for 200 hours UTB PLD to assist with school wide development of digital curriculum</p> <p>8./ Review and modify / improve Innovation Station programme (Luisa and Leadership team)</p> <p><i>Includes</i></p>	Jan / Feb	<ul style="list-style-type: none"> ● Timetable of Minimeets to for year completed. ● Modifications to the programme have encompassed STEAM – including engineering, science, and other forms of technology
	Mar	<ul style="list-style-type: none"> ● Luisa granted a further year for Cyber-safety Project and every lesson begins with a cyber-safety activity. ● On track to fulfil Showcase requirements bey October
	April	●
	May	●
	June	●
	Aug	●
	Sep	●
	October	●
	Nov	●
	Dec	●

<p><i>Strategic Goal:2</i></p> <p>Be Inclusive and Culturally Responsive</p>	<p>Target 4: Develop the Local Curriculum, Aotearoa NZ Histories, and embed NPD approach across school.</p>	Jan / Feb	<ul style="list-style-type: none"> ● Gavin contacted Manurewa marae to establish contact people to guide the leadership team in organising visits to Matutukuturi and marae.
	<p>Initiatives</p>	Mar / Apr	<ul style="list-style-type: none"> ●
	<p>1./ Develop approach to Term 2 focus with Renu Sikka (MOE) in April</p>	May	<ul style="list-style-type: none"> ●
	<p>2./ Leadership Planning Day in March</p>	June	<ul style="list-style-type: none"> ●
	<p>3./ Emma to weave NPD approach through focus on history</p>	July	<ul style="list-style-type: none"> ●
	<p>4./ Gavin to contact Manurewa Marae and establish key contacts</p>	Aug	<ul style="list-style-type: none"> ●
	<p>5./ Continue to collect voice from all stakeholders relating to effectiveness</p>	Sep	<ul style="list-style-type: none"> ●
		October	<ul style="list-style-type: none"> ●
		Nov	<ul style="list-style-type: none"> ●
		Dec	<ul style="list-style-type: none"> ●

Strategic Targets		Month & Status	Progress/Variance
<p><i>Strategic Goal: 2</i></p> <p>Be Inclusive and Encourage Participation</p>	<p>Target 1: To develop and embed a progressive Te Reo Maori Programme from Year 1 -6</p> <p>Initiatives / Inputs / Outputs</p> <p>1./ NELP 5: Meaningfully incorporate te reo Māori and tikanga into the everyday life of the place of learning</p> <p>2./ Identify a programme of base multi-level te reo Māori across the school</p> <p>3./ Introduce to leadership team in Term 1 for implementation in Term 2</p> <p>4./ Each teacher to include goal in teaching as Inquiry related to growing knowledge of te reo Māori</p> <p>5./ Budgetted use of Erana Kake Te Ao Māori consultant 2.5K</p>	Jan /Feb	● ELT to establish te reo Māori programme in collaboration with Whaea Erana Kake
		Mar	● Introduce at Curriculum Planning Day
		April	●
		May	●
		June	●
		Aug	●
		Sep	●
		October	●
		Nov	●
		Dec	●

Strategic Targets		Month & Status	Progress/Variance
<p><i>Strategic Goal: 3</i></p> <p>Be Culturally Responsive</p>	<p>Target 1: To engage with Hillpark School's Maori, Pasifika and other cultures' whānau to celebrate and enrich learning in language weeks, general curriculum and celebrations.</p> <p>Initiatives / Inputs / Outputs</p> <p>1./ Continue consultation with relevant whānau to take responsibility for language week activities.</p> <p>2./ Conduct planning meetings to organise and resource programmes, events and performances utilising whānau skills.</p> <p>3./Culminate these initiatives in a Cultural Celebration day / night in Term 4 that additionally serves as a fundraiser.</p> <p>4./ Participate in Tapasa PLD as a staff from Term 2 in order to examine effective pedagogy for Pasifika children.</p>	Jan / Feb	<ul style="list-style-type: none"> ● Continue to unpack feedback into Strategic Plan ● Begin planning for community involvement on local curriculum and Aotearoa NZ Histories for Term 2
		March	<ul style="list-style-type: none"> ● Plan meetings and contact Māori Whānau Group for term 2 focus and involvement in curriculum through out year
		April /May/ June	<ul style="list-style-type: none"> ●
		Sep	<ul style="list-style-type: none"> ● ●
		October	<ul style="list-style-type: none"> ●
		Nov	<ul style="list-style-type: none"> ●
		Dec	<ul style="list-style-type: none"> ●

Strategic Targets		Month & Status	Progress/Variance
<p><i>Strategic Goal:4</i></p> <p>Develop and Exemplary Physical Environment</p>	<p>Initiatives</p> <p>1./ Whole school scan and survey of current school property and environment to identify defects and ad areas for improvement to set a satisfactory base level of appearance and functionality</p>	Feb	<ul style="list-style-type: none"> ● Principal has reviewed 2023 consultation feedback from community and the board have broadly discussed the type of facilities desired including,; 1. A canopy covered turf area that could accommodate the school community for large events and address outside activity by children that addresses environmental concerns such as high rainfall in Auckland preventing sport and recreation 2. A separate turf area for the playing of field sports and activities
	2./ Identify responsibilities for developing a master plan of the ideal physical environment at the school	Mar	●
	3./ Further consultation with community concerning expertise or building on ideas from 2023 consultation information	April	●
	3./ Enact a partnership with architect and or playground experts to develop ‘a dynamic and systematic master plan that encompasses the environment as the the third teacher	May	●
	4./ Examine and identify appropriate funding sources suitable for projects of this size with an emphasis on any facilities developed being for community and school use.	June	●
		Aug	●
		Sep	●
		October	●
		Nov	●
		Dec	●

