

## Foxton Primary School Annual Plan 2024-2025

### SELF DETERMINATION

DISCOVERING OPPORTUNITIES THAT ADVANCE OUR ASPIRATIONS. ASPIRATIONS THAT ENHANCE OUR OPPORTUNITIES.

#### Strategic goal 1:

The needs of every learner are identified and every learner is supported and motivated to achieve success in literacy, numeracy, Te Reo and across all other curriculum areas so that they achieve curriculum expectations or beyond, and realize their own unique potential.

Annual Goals	Strategies (what we will do)	Resources (what we will need)	Who is responsible	When it will be completed	When progress will be reported	Report
Identify, implement, trial and practice effective programmes for learning with a focus on literacy	1. Continue to use targeted planning in all core areas to ensure that teachers are planning purposefully, effectively and planning for specific needs.	Template available for planning and monitoring ALiL PLD will support current monitoring.	Leadership Team	Needs to be checked regularly	End 2024 2025	
	2. Teacher to maintain monitoring and tracking of students to ensure that students are identified early for intervention or support.					
	3. The school has processes in place for moderation of samples of work to ensure the validity and reliability of data used in assessment.	Appropriate resources available for support in moderation E.g. Resources/ People	Leadership Team	Every Term	End 2024	
	4. Appropriate PLD needed for classes to implement a Structured Literacy Programme	Resources will need to be purchased depending on the specific Structured Literacy programme chosen	Leadership ALiL teacher	Term 3, 2024	Mid 2025	
	5. With support from	Definition of Critical		Term 3 2024	Mid 2025	

	<p>Manaiakalani, research, exploration into 'Critical Literacy' and what this means for teachers in their own literacy practice.</p> <p>6. Support from RTM to assess level of Reo ā-waha for rumaki students and to support in the development of a Reo ā-waha programme in increase levels of te reo Māori in the Rumaki senior class</p> <p>7. PLD for junior classes for literacy</p>	<p>Literacy from Manaiakalani Structural Literacy and a consistent approach across all curriculum strands.</p> <p>Reo ā-waha resources will need to be purchased to capitalize and support a Reo a Waha programme. Mahi by Mahi PLD for Rumaki kopa</p> <p>Accelerated Learning in Literacy (AliL) 2 year contract;</p>	<p>Manaiakalani facilitator/In school SLT</p> <p>RTM/Rumaki Kaiako</p> <p>Leadership</p>	<p>End term 3 2024</p> <p>End 2024/25</p>	<p>Mid 2024</p> <p>End 2024/25</p>	
Identify acceleration programme/s in the core subjects of writing, reading and mathematics, including those identified as Gifted or Talented	<p>1. LSC and SENCO to explore effective intervention programmes or support for children identified as 2 or more levels below expected learning level.</p> <p>2. Accelerated Learning in Mathematics (ALiM) 2 year contract for Senior Bilingual Class to start in Term 2.</p> <p>3. Identify Gifted and Talented children in core areas using current and up to date data.</p>	<p>Explore funding through RTLB, ICS, High Needs Data Analysis</p> <p>Stock-take needed on mathematics resources in senior bilingual class.</p> <p>Data analysis</p>	<p>LSC/SENCO</p> <p>Teacher/Leader of mathematics</p> <p>LSC/SENCO</p>	<p>Term 2, 2024</p> <p>Beginning Term 2, 2024</p> <p>Beginning Term 2, 2024</p>	<p>End 2024</p> <p>End 2024/2025</p> <p>End 2024</p>	

	4. Identify areas of giftedness in the wider curriculum or Te Ao Māori in order to support students in their gifts/talents.	Data Analysis, staff & whānau referrals	Leadership, Staff, whānau	Beginning Term 3, 2024	End 2025	
Staff development of Personal Growth Cycle (PGC) in order to inquire into effective practices and to ensure consistency of practice and procedure school-wide	<ol style="list-style-type: none"> <li>1. Whole staff goals (as recommended by ERO) in the review of assessment, planning, monitoring and moderation practices and procedures.</li> <li>2. Staff to develop their own goals based on PLD needs or goals identified from the Teacher Professional Learning Standards.</li> <li>3. Staff are regularly receiving feedback and feed forward on practice.</li> <li>4. Teachers are selecting appropriate mentors for growth in their identified areas.</li> </ol>	<a href="#">PGC Document 23/24</a>  <a href="#">Teacher Standards</a>  Observation Conversations recorded to assist with PGC, Goal settings and better practices.	Leadership	Termly PGC Hui	End 2024	
Ensure that Positive Behaviour for Learning –School Wide systems are implemented to improve student engagement in learning and student achievement lifts	<ol style="list-style-type: none"> <li>1. Ensure PB4L procedures are being followed and action planning is regular and effective.</li> <li>2. Establish a tier 2 team to (LSC/SENCO) carry out FBA's on behavior and explore appropriate behavior interventions.</li> </ol>	<a href="#">PB4L School-wide Information</a>  Etap information	Leadership/S ENCO/LSC  Tumuaki/PB4L	Checked Termly	End 2024	

	<ol style="list-style-type: none"> <li>3. Regularly collate, analyze and discuss data from PB4L in order to gain understanding on school wide behaviors</li> <li>4. Establish regular times, dates that deliberate teaching of values in happening in classes</li> <li>5. Ensure values are displayed and used in classrooms</li> <li>6. Maintain connections with the PB4L School Wide team for support and continued PLD for staff.</li> </ol>	<a href="#">School Values</a>				
--	--	-------------------------------	--	--	--	--

**OUR PEOPLE, OUR WEALTH: DEVELOP AND SUSTAIN  
OUR PRINCIPLE HOME: MAINTAIN AND RESPECT**

**Strategic goal 2:**

Facilitate and support strong and effective relationships between the tamariki, staff, parents, whānau, BOT, iwi and community which will enable the children & whanau to become active members of the community.

To develop collaborative learning relationships/partnerships with whanau, iwi, hapū, marae and other kura	<ol style="list-style-type: none"> <li>1. All staff to attend Raukawa Tanga Day for schools (Horowhenua Kahui Ako)</li> <li>2. Two noho at local marae per year</li> <li>3. Encourage whānau to use the 'School Loops App' to receive information, attendance etc.</li> <li>4. Develop a new school website that reflects the new buildings, learnings and values of the kura.</li> </ol>	<p>Kahui Ako dates/times for Raukawa Tanga Day. Resources needed for any workshops delivered. Key contacts for marae in Foxton School Loops App, Reminder pānui to go out to whānau on regular basis</p> <p><a href="#">School website</a></p>	<p>Leadership</p> <p>Leadership</p> <p>Leadership</p> <p>Leadership, BOT</p>	<p>Yearly</p> <p>Yearly</p> <p>At least termly</p> <p>In current development</p>	<p>End 2024</p>	
---	---	--	--	--	-----------------	--

	5. Support other kura in Te Ao Māori as or when needed or asked.	Support from RTM and local principals.	All staff	When needed		
<p>To support whanau to nurture their childrens' wellbeing through an ongoing holistic wellbeing approach.</p> <p>NB: An attempt must be made to seek programmes that can be also delivered in te reo Māori.</p>	<ol style="list-style-type: none"> <li>1. Provide wellbeing and health programmes for students and whānau</li> <li>2. Utilise the 'Well-being Specialist' for referrals for children's well-being, health needs</li> <li>3. Provide students with nourishment for effective learning</li> <li>4. Develop learning/behaviour plans for identified students focused on well-being and whānau approach</li> </ol>	<p>Support from LSC, Well-being Specialist and effective health programmes</p> <p>Well-being specialist (Nick Barr)</p> <p>Lunch in Schools, fruit in school programmes</p> <p>MOE Behaviour specialist, RTLB, LSC to support with individual planning</p>	<p>LSC, SENCO, Well-being Specialist, RTLB</p> <p>Leadership</p> <p>SENCO</p>	End of 2024	End 2024	
<p>To create pathways into, through and out of schools in the Kahui Ako, by providing quality education within students' local geographic area, and by supporting strong transition relationships between Early Childhood and primary and between primary and secondary.</p>	<ol style="list-style-type: none"> <li>1. Transition planning for Te Pā Harakeke and Rumaki Junior class</li> <li>2. School Information for local ECE's, including transition, enrolment etc</li> <li>3. Develop a policy/statement to include in the enrolment process.</li> <li>4. Discussion with Manawatū College staff regarding transition strategies, particularly for those in the Rūmaki Unit.</li> </ol>	<p>Official transition planning and organization</p> <p>Information booklet to be created for ECE's and future enrolments</p> <p>Review current enrolment policy</p> <p>Review of the current transition planning</p>	<p>Leadership of school &amp; Puna Leadership/Junior Staff</p> <p>Leadership/BOT</p> <p>Leadership/Senior staff/Māori staff of Manawatū College</p>	End of 2024	End 2024	

## TE REO, TAONGA: HALT THE DECLINE AND REVIVE

### Strategic goal 3:

Ensure the growth and development of languages/te reo me ōna tikanga within the school and wider community

<p>Develop processes for the learning, progress, assessment and reporting of te reo Māori in the bilingual classes.</p>	<ol style="list-style-type: none"> <li>1. Review the use of the rubric in the bi-lingual classes</li> <li>2. Develop or use current assessment tools to gain understanding of progress</li> <li>3. Review how we report te reo Māori progress to whānau</li> </ol>	<p><a href="#">Te Reo Māori Rubric (Bi-lingual)</a> Staff/student voice</p> <p>NZCER te reo Maori survey for students</p> <p>Report template</p>	<p>All staff</p> <p>Leader of Te Reo Māori/RTM Leadership</p>	<p>End of Term 2, 2024</p>	<p>End of 2024</p>	
<p>Explore approaches, strategies, and assessments to develop an oral language programme for our rumaki learners</p>	<ol style="list-style-type: none"> <li>1. Use summative and formative assessment data to determine levels of language</li> <li>2. Utilize RTM to help with assessment of students and the analysis of Hopukina data to aid in the development of a Reo-ā-waha programme for rumaki learners.</li> <li>3. Mahi by Mahi PLD for junior classroom to be applied for asap</li> <li>4. Develop a speech competition with other like classrooms (Shannon School, Levin Intermediate)</li> </ol>	<p>Hopukina</p> <p>Hopukina data and analysis</p> <p>PLD application</p> <p>Utilise RTM, local kuia/kaumatua to organise Māori Womans Welfare League</p>	<p>Rumaki Staff</p> <p>RTM, Senior Rumaki teacher</p> <p>Leadership</p> <p>Rumaki Staff</p>	<p>Term 4, 2024</p>	<p>End 2024</p>	
<p>Ensure all staff are supported in the improvement of their te reo Māori capability to support</p>	<ol style="list-style-type: none"> <li>1. Through normal, regular teacher observations, appropriate levels of</li> </ol>	<p>Observations</p>	<p>Leadership</p>	<p>Yearly</p>	<p>End of 2024</p>	

students and the level of te reo Māori is appropriate to the settings of the classroom.

language will be determined.  
2. Staff to be continuing their journey of te reo Māori to the appropriate level in their own classroom. This includes support staff.

PLD for te reo Māori. Staff to determine the best course/strategy for themselves and their learning. E.g. online, night classes, 1:1 mentoring and which provider would be the most appropriate.

--	--	--	--	--	--