



## Peninsula Primary School Strategic Plan 2024-2025

### Annual Plan 2024 - EoY Evaluation

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#### **Our Mission:**

To empower students to learn, grow and shine as confident, connected and actively involved lifelong learners

#### **Our Vision:**

We will Learn, Grow and Shine by;

- Showing respect to self, others and the environment
- Showing responsibility for ourselves, others and our actions
- Showing resilience in times of challenge, risk and continued growth

#### **Our Values:**



<b>We will deliver .....</b>	<b>because we want.....</b>	<b>so that.....</b>
<p style="text-align: center;"><b>Learners at the centre</b> <b>Ko ngā ākonga kei te ngākau</b></p>	<p>To provide education that supports, challenges and prepares all learners/ākonga to reach their full potential while meaningfully incorporating te reo Māori and tikanga Māori into everyday school life and the curriculum</p>	<p>learners/ākonga can thrive in, adapt and contribute to a rapidly-changing world</p> <p>We can support, challenge, and prepare all ākonga to reach their full potential</p> <p>learners develop a deep understanding and appreciation of the rich cultural heritage of Māori, fostering a sense of belonging and cultural identity</p> <p>our tamariki and staff can contribute to the revitalisation and normalisation of te reo Māori</p>
<p style="text-align: center;"><b>Environment</b> <b>Kete Aronui</b></p>	<p>To create a safe environment that supports physical and emotional well-being, instils pride in students and the school that affirms our learners/ākonga for who they are.</p>	<p>learners/ākonga and their communities are reflected in their learning and go on to be confident and connected lifelong learners</p>
<p style="text-align: center;"><b>Connection to community</b> <b>Hononga ki te hapori</b></p>	<p>To authentically embrace and celebrate the diverse cultures and languages of our school community where learners/ākonga, their whānau and communities build strong relationships.</p>	<p>all learners/ākonga and their whānau feel welcome and have ownership and a place/tūrangawaewae in the school</p>
<p style="text-align: center;"><b>Opportunity</b> <b>Ōritetanga</b></p>	<p>To provide children with a diverse and enriching range of experiences and opportunities.</p>	<p>learners/ākonga and staff aspire to their best and are proud of their achievements</p>

## Annual plan 2024 - EoY milestone report

Learners at the centre Ko ngā ākonga kei te ngākau		
Plan	Action	
<p><b>Provide differentiated learning</b></p> <p>Tailor teaching methods to accommodate diverse learning styles, abilities, and interests.</p> <p>Provide personalised learning plans to address individual strengths and areas for growth.</p>	<ul style="list-style-type: none"> <li>Teachers plan and teach using a range of instructional methods</li> </ul>	<p>Teachers incorporated a variety of instructional methods, including direct instruction, collaborative learning, hands-on activities, digital tools, and inquiry-based learning. Professional development sessions focused on enhancing strategies for differentiated teaching and culturally responsive practices.</p> <p>Observations during walkthroughs indicate increased student engagement, with diverse instructional approaches observed in most classrooms. Feedback from student voice surveys suggests that many students appreciate the variety in teaching methods.</p>
	<ul style="list-style-type: none"> <li>Teachers regularly use formative assessment practices to gauge student understanding and development of next steps</li> </ul>	<p>Teachers have embedded formative assessment tools such as peer and self-assessments, quizzes, and check-ins into their regular teaching routines. Data gathered has been used to adjust instruction and set student-specific learning goals. Anecdotal reports and lesson observations show teachers using real-time feedback to adjust their lessons. Student progress tracking systems indicate improved clarity around learning objectives.</p>
	<ul style="list-style-type: none"> <li>Teachers use mixed ability grouping in maths and writing</li> </ul>	<p>Teachers implemented mixed ability grouping to promote collaboration and peer teaching. Grouping strategies were supported by professional learning</p> <p>Increased collaboration and mutual support among students have been noted, particularly in writing. Teachers report improved confidence in lower-achieving students and the development of leadership skills in higher-achieving students.</p>
	<ul style="list-style-type: none"> <li>Teachers to identify those who need IEP/IBP/ICP and regularly review plans and actions with whānau</li> </ul>	<p>Teachers identified students needing Individual Education Plans (IEP), Individual Behavior Plans (IBP), or Individual Curriculum Plans (ICP) early in the term. Collaborative meetings with whānau were held to co-develop these plans and review progress. All identified students have current and actionable plans, regularly reviewed with input from whānau. Improvements in student engagement and progress have been noted for many of these students, particularly in behaviour and literacy development.</p>
<p><b>Encourage inclusive practices</b></p> <p>Foster an inclusive</p>	<ul style="list-style-type: none"> <li>integrate diverse content into lesson plans</li> </ul>	<p>Teachers incorporated diverse content across subjects, such as multicultural literature, historical perspectives from multiple cultures, and art forms from various traditions. This was supported by resource sharing and planning sessions focused on embedding diversity in teaching.</p>

<p>environment that welcomes learners from diverse backgrounds, cultures, and abilities</p>		<p>Student engagement increased, with many expressing curiosity and interest in learning about different cultures. Teacher reflections indicated that lessons with diverse content fostered deeper conversations and greater inclusivity. Classroom displays showcased students' work related to cultural studies, reinforcing the value of diversity in learning.</p>
<p>Implement resources and support for students who are bilingual</p>	<ul style="list-style-type: none"> <li>Identify the languages spoken by the student and affirm them in meaningful manner</li> </ul>	<p>Surveys and parent-teacher interviews were used to identify the languages spoken by students. Teachers incorporated greetings, common phrases, and resources in these languages during lessons and in the classroom environment. Some classrooms displayed multilingual signage and used students' languages during celebrations and presentations.</p> <p>Students reported feeling more valued and included when their languages were acknowledged. Whānau feedback highlighted appreciation for the school's efforts to affirm their linguistic heritage. Peer interactions showed greater respect and interest in different languages.</p>
	<ul style="list-style-type: none"> <li>Invite parents of different cultures to come in and share a talent - cooking, weaving, dancing, song</li> </ul>	<p>Parents and whānau from various cultural backgrounds were invited to share their talents, including traditional cooking, weaving, dance, music, and storytelling. Events were organised to provide students with hands-on experiences in cultural practices. Participation rates for these events have been building, and both parents and students expressed positive feedback. SLT noted that these activities fostered stronger connections between the school and the wider community. Students showed pride in their cultural heritage and interest in learning about their peers' traditions.</p>
<p><b>Teacher Professional Development</b></p>	<ul style="list-style-type: none"> <li>Support teachers in developing cultural competence and adapting teaching methods to meet the needs of diverse students</li> </ul>	<p>Discussions at team level regarding cultural competence were conducted, emphasising understanding and respecting students' cultural backgrounds, values, and experiences. Teachers received resources to help them adapt teaching strategies to align with the diverse needs of their learners. Classroom observations and coaching sessions provided targeted feedback on implementing diverse needs.</p> <p>Teachers reported increased confidence in addressing the needs of diverse learners and demonstrated a deeper awareness of cultural nuances in their interactions. Lesson plans increasingly reflected culturally relevant materials and teaching methods.</p> <p>Year 0-2 - workshops and co-teaching for Maths by maths specialist Huia Tau - intervention programme run by</p>
	<ul style="list-style-type: none"> <li>Provide ongoing professional development for educators to stay current with pedagogical best practices</li> </ul>	<p>Professional development sessions were organised throughout the year, covering topics such as assessment for learning, Maths PDL, differentiated instruction, digital tools for teaching. Teachers also participated in webinars and collaborative learning groups to stay updated on global educational trends.</p>

		Classroom implementation of new strategies was observed, with a positive impact on student engagement and learning outcomes.
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>Use a variety of formative and summative assessments to gauge student progress</li> </ul>	<p>Assessment data was analysed during team meetings to identify trends and inform teaching adjustments.</p> <p>Formative assessments were particularly effective in identifying learning gaps early. Summative assessments showed overall improvement in achievement across key areas such as Reading, Writing and Maths</p>
	<ul style="list-style-type: none"> <li>Provide constructive feedback that guides further learning and development</li> </ul>	<p>Teachers focused on providing timely, specific, and actionable feedback, both orally and in writing. Feedback emphasised strengths, addressed areas for improvement, and suggested next steps for learning. Teachers used rubrics and exemplars to clarify expectations and help students internalise feedback for self-improvement.</p>
<p><b>Te Reo and Tikanga</b></p> <p>Our kaiako and taura will support the growth and development of the Māori language within our kura through a progressive Te Reo Māori curriculum. Our Kaiako and taura support a strong, healthy, thriving Māori language in New Zealand</p>	<ul style="list-style-type: none"> <li>Collaborate with local iwi</li> </ul>	Partnership established with Te Kawerau a Maki - first meeting in December 2024
	<ul style="list-style-type: none"> <li>Professional Development in Māori educational success as Māori</li> </ul>	Not undertaken in 2024
	<ul style="list-style-type: none"> <li>Provide professional development opportunities for teaching staff in te reo Māori pronunciation, basic phrases, and tikanga Māori.</li> </ul>	<p>Tikanga/Te Reo leader took all classes throughout the school with teachers and teacher aide staff present as PD. Staff were encouraged to use te reo Māori in their daily interactions with students.</p> <p>Increased use of te reo Māori was observed across the school, both in formal and informal settings.</p>
	<ul style="list-style-type: none"> <li>Teaching of te reo Māori is incorporated into all curriculum areas</li> </ul>	<p>Teachers integrated te reo Māori into lesson plans across various subjects. Examples included using te reo for instructions and incorporating Māori stories into literacy. Staff collaborated to create cross-curricular resources reflecting both language and tikanga Māori.</p> <p>Students developed greater familiarity with te reo and appreciated its normalisation within their learning.</p>

Environment		
Plan	Actions	
<p><b>Provide holistic development</b></p> <p>Focus on the holistic development of learners, addressing not only academic skills but also social, emotional, and physical well-being.</p>	<ul style="list-style-type: none"> <li>Assess the current state of well-being across the four dimensions of Te Whare Tapa Whā (Taha Wairua, Taha Tinana, Taha Whānau, Taha Hinengaro) and Mana Potential</li> </ul>	<p>Planning and teaching involved well-being across the dimensions of <i>Taha Wairua</i> (spiritual well-being), <i>Taha Tinana</i> (physical well-being), <i>Taha Whānau</i> (family and social well-being), and <i>Taha Hinengaro</i> (mental and emotional well-being). The school also explored how the Mitey programme linked in with this concept. (Mitey has taken over Mana Potential this year)</p>
	<ul style="list-style-type: none"> <li>Provide training and professional development for staff members on the principles of Te Whare Tapa Whā and Mana Potential and how to incorporate them into their roles.</li> </ul>	<p>Staff participated in professional development workshops on the principles of the Mitey programme. Training included understanding the holistic well-being model, practical ways to incorporate it into teaching, and strategies to recognise and nurture students' and staff's <i>mana</i>.</p> <p>Trauma informed practice PLD at Teacher Only Day and a conference attended by SLT.</p>
	<ul style="list-style-type: none"> <li>Establish a confidential and safe space where students can express their thoughts and feelings</li> </ul>	<p>Use of Pulse for Students and Staff</p>
<p><b>Student Leadership Opportunities</b></p> <p>Provide opportunities for students to take on leadership roles within the school.</p>	<ul style="list-style-type: none"> <li>Student Council - Year 6 house leaders run the school council with an inquiry focus</li> </ul>	<p>Year 6 house leaders were given the opportunity to lead the school council. The council adopted an inquiry-based approach to address school-wide issues and initiatives.</p>
	<ul style="list-style-type: none"> <li>Year 6 Leadership</li> </ul>	<p>Year 6 students were offered a variety of leadership opportunities, including leading assemblies, mentoring younger students, and managing responsibilities in sports, cultural events, and school operations. Leadership workshops and mentoring sessions supported the development of essential skills.</p>
<p><b>Wellbeing</b></p> <p>Implement wellness programmes that address physical health through exercise and nutrition</p>	<ul style="list-style-type: none"> <li>Health and PE curriculum teaching</li> </ul>	<p>Pulse, Mitey, Life Education, PC4L (Positive Culture 4 Learning developed this year to be implemented in 2025)</p>

<p><b>Physical Environment</b></p> <p>Enhance the physical environment of the school to ensure it is accessible to all students, staff and visitors by improving safety, enhancing learning spaces, increasing accessibility, and promoting sustainability.</p>	<ul style="list-style-type: none"><li>● Update classroom layouts to optimise learning environments.</li><li>● Beautification of the grounds</li><li>● Sustainable practice</li><li>● Students taught recycling / composting practices at school</li></ul>	<p>Classrooms defined into single cell rooms, to help with noise etc. One Year 5/6 room moved to an empty classroom to give more room in the open plan space.</p> <p>Projects to enhance the school grounds included planting native shrubs/trees, and creating murals with student involvement. Whānau and community members contributed resources and labour during working bees.</p> <p>Sustainable initiatives were introduced, such as waste reduction strategies, water conservation measures, and energy-efficient practices. New systems for recycling and composting were implemented school-wide with several classes undertaking this as their inquiry.</p>
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Connection to community Hononga ki te hapori		
Plan	Actions	
<p><b>To foster Pride and Identity</b></p> <p>Encourage a sense of pride and identity among students by showcasing their achievements and talents.</p> <p>Celebrate cultural events and milestones to affirm the uniqueness of each learner</p>	<ul style="list-style-type: none"> <li>Plan and organise events that celebrate the diverse cultural backgrounds of our akonga/whānau. This will include festivals, performances, and exhibitions that showcase their traditions, art, music, and cuisine</li> <li>Develop a calendar that highlights important cultural events and milestones throughout the year</li> </ul>	<p>A variety of events were organised to honour and celebrate the diverse cultural backgrounds of students (<i>ākonga</i>) and their families (<i>whānau</i>).</p> <p>A school-wide cultural calendar was created to highlight key events, milestones, and observances from different cultures, such as Matariki, Diwali, Lunar New Year, Pasifika Language Weeks. Teachers used it to align lesson plans and activities with cultural milestones, fostering inclusivity.</p>
<p><b>Clear Communication</b></p> <p>Establish strong connections with families and the broader community to create a supportive network</p> <p>Involve parents in school activities and decision-making processes.</p>	<ul style="list-style-type: none"> <li>Parent workshops</li> <li>Surveys</li> </ul>	<p>The school prioritised building meaningful relationships with families and the community through open communication, regular events, and collaborative initiatives. Efforts included:</p> <ul style="list-style-type: none"> <li>Hosting open afternoons/evenings to discuss student progress and gather input on school initiatives.</li> <li>Creating a regular newsletter to keep families informed.</li> <li>Partnering with local organisations for events and projects that benefit the school and community.</li> </ul>



Opportunity - Ōritetanga		
Plan	Actions	
Curriculum Enhancement	<ul style="list-style-type: none"> <li>Continue to review our existing curriculum to ensure it includes diverse perspectives, cultures, and topics.</li> </ul>	<p>A review of the school's curriculum was undertaken over the year to identify areas for incorporating diverse perspectives. Teachers reviewed inquiry planning, lesson plans and learning materials to assess representation of different cultures, voices, and perspectives.</p>
Extracurricular Activities	<ul style="list-style-type: none"> <li>Provide a wide variety of activities that encompass sports, arts, academic clubs, community service, and more.</li> </ul>	<p>Sports teams were successful this year - netball and basketball. Cluster sports - numbers? Ki o Rahi tournament at Rutherford College, with senior students coming down to train our Year 5/6 students</p> <p>Kapa haka - competition. Pasifika group Cultural cooking sessions for parents and students</p>
Enrichment programme	<ul style="list-style-type: none"> <li>Offer specialised classes or workshops in subjects like robotics, coding, creative writing, foreign languages, or advanced mathematics.</li> <li>Provide opportunities for students to explore areas of interest that may not be covered in the regular curriculum</li> <li>Encourage independent study projects that allow students to delve deeply into topics of personal interest.</li> <li>Provide guidance and resources for students to conduct research and present their findings to peers and teachers</li> </ul>	<p>Spike Lego sets were introduced in all classrooms to support STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning. Teachers participated in professional learning and development (PLD) sessions to gain confidence in integrating Spike Lego into lessons, focusing on coding, engineering principles, and collaborative problem-solving. Classroom activities incorporated Spike Lego into inquiry-based learning, fostering creativity and critical thinking.</p> <p>Year 5 and 6 students were encouraged to pursue their own inquiry projects, choosing topics of personal interest and conducting research, experimentation, and presentations. Teachers provided guidance on inquiry processes, including question formulation, information gathering, analysis, and communication of findings.</p> <p>Dedicated language classes were organized during special Language Weeks (e.g., Māori Language Week, Pasifika Language Week, and Asian Language Week). Students were introduced to basic phrases, cultural contexts, and practical applications of languages, such as te reo Māori, Samoan, Mandarin, and others. Teachers collaborated with community members and external experts to ensure authentic and engaging language experiences.</p>