

# Annual Plan 2024

## Strategic Goal 1

**Inspire and engage, through partnerships, all students, their whānau and community in authentic, innovative, and localised curriculum learning so that they can be successful in their lives, now and in the future.**

<b>Strategy</b> - To evaluate the consistency of teaching and learning practices in mathematics across the school (2023 ERO priorities for Improvement).	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
Achieve as mathematicians at levels equal to or beyond their age/curriculum expectations.	Regularly monitor and review student progress in mathematics adjusting practices to better meet ākonga needs.
Strengthen knowledge and application and basic facts.	Strengthen their understanding and use of task types and teaching approaches.
Know their next steps as mathematicians (goals, understanding) and know what they need to do to get there	Provide ākonga with regular formative feedback.
	Engage in professional learning in mathematics.
	Review school mathematics delivery plan and expectations for year levels considering alignment with Te Mātaiaho progress outcomes and steps.

<b>Strategy</b> - A strong partnership is developed with Puketeraki Marae.	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
Increase their knowledge of Puketeraki and the whenua and the stories associated with mana whenua.	Inquire into local knowledge and stories, fostering relationships and connections with whānau and mana whenua.
Have opportunities to build relationships with the mana whenua of Puketeraki marae.	Work alongside mana whenua and Puketeraki marae to build authentic partnerships

<b>Strategy</b> - The science of learning (including evidenced based pedagogy in mathematics and literacy learning) is embedded as best-practice at Port Chalmers School.	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
Increase their knowledge and application of sounds, spelling patterns and semantics.	Enhance their capability in the teaching of spelling and handwriting.
Increase correct formation and fluency with handwriting.	Teach phonological and phonemic knowledge according to school scope and sequence.

Outcomes Expected	
<b>Strategy</b> – To have informed and supportive whānau involved in the school, supporting their children’s endeavours	
<i>Ākonga will</i>	<i>Kaiako will</i>
Be involved with sharing learning opportunities with their whānau and wider community	Provide and plan for regular opportunities for whānau to connect and engage through school wide social and curriculum events  Report on student progress in clear, useful and accessible ways to whānau and the school community

## Strategic Goal 2

### ***Giving effect to Te Tiriti o Waitangi to build on our positive environment embracing our rich cultural diversity in all we do***

<b>Strategy</b> - To develop effective and culturally responsive pedagogy which supports and promotes student learning.	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
Experience programmes that incorporates mātauranga Maori learning, te reo and tikanga integrated across the curriculum	Adopt an agentic discourse, seeing themselves as change makers, taking responsibility for student outcomes.  Recognise and deeply value the richness of the cultural knowledge and skills that students bring to the classroom as a resource for developing multiple perspectives and ways of knowing

Outcomes Expected	
<b>Strategy</b> – Teachers are confident and competent with using te reo Māori and tikanga, integrating and embedding this into daily classroom practices	
<i>Ākonga will</i>	<i>Kaiako will</i>
Increase their confidence and use of te reo Māori	Engage in ongoing professional learning linked to te reo Māori  Increase their confidence and use of te reo Māori within teaching – sharing te reo Māori texts, integrating whakatauki, waiata, pūrakau, te reo Māori within learning programmes and tasks.

Actions	
Coaching and feedback on practice Targeted professional learning Sharing practice Analysis and use of data as part of internal review process – ākonga and kaiako Ongoing monitoring of ākonga progress with acceleration plans for identified ākonga	Use of Poutama Reo self review tool – LT, kaiako and ākonga  Timetabled regular kaiako meetings to increase te roe Māori and review planning  Hui a whānau Ākonga voice
<b>Timelines</b> – all actions will run all year	
<b>Resourcing</b> – budget, staffing and M unit allocation prioritised to meet actions above	
<b>Priority</b> given to ākonga whose needs have not yet been met within the actions and resourcing above.	

# Annual Targets 2024

<b>Strategic Goal</b>	<b>Strategic Goal 1</b> <i>Inspire and engage, through partnerships, all students, their whānau and community in authentic, innovative, and localised curriculum learning so that they can be successful in their lives, now and in the future.</i>
<b>Strategy</b>	To integrate 'understand, know, do' planning into curriculum design and action especially in mathematics. (from 2023 ERO Priorities for Improvement) To evaluate the consistency of teaching and learning practices in mathematics across the school (from 2023 ERO Priorities for Improvement)
<b>Outcomes expected</b>	Achieve as mathematicians at levels equal to or beyond their age/curriculum expectations with a focus on Māori ākonga

Baseline Data	Achievement Target
From 2023 end of year data - 85% (84/99) students achieved at or above the expected levels 46% (38/83) of students made accelerated learning progress, which is more than a year's learning progress compared with 35% (29/83) in 2022 46% (38/83) of students made accelerated learning progress, which is more than a year's learning progress compared with 35% (29/83) in 2022	All ākonga achieving as mathematicians at levels equal to or beyond their age/curriculum expectation.

<b>Strategic Goal</b>	<b>Strategic Goal 2</b> <i>Giving effect to Te Tiriti o Waitangi to build on our positive environment embracing our rich cultural diversity in all we do.</i>
<b>Strategy</b>	Ensuring that the school is enacting the articles and intentions of Te Tiriti O Waitangi in a meaningful and sustainable way for learners, their whānau, hapū and iwi (from 2023 ERO Priorities for Improvement).
<b>Outcomes expected</b>	Increase confidence and use of te reo Māori. Increase confidence and use of te reo Māori within leaching – sharing te reo Māori texts, integrating whakatauki, waiata, pūrakau, te reo Māori with learning programmes and tasks

Baseline Data	Achievement Target
Establish baseline information for students in relations to te reo Māori progressions as set out in Poutama Reo and Te Aho Arataki Marau mō te Ako i Te Reo Māori (Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13)	Ākonga will increase confidence and use of te reo Māori
Establish baseline information and planning for teachers, leaders in relation to te reo Māori progressions as set out in Poutama Reo and Te Aho Arataki Marau mō te Ako i Te Reo Māori (Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13)	Increase confidence and use of te reo Māori within leaching – sharing te reo Māori texts, integrating whakatauki, waiata, pūrakau, te reo Māori with learning programmes and tasks