

# Hora Hora School Annual Implementation Plan 2024

## Summary of the plan:

In 2023 a community-wide survey was conducted. The Board identified three key themes that came through in the survey – Communication & Connection, Assessment & Achievement and School Culture & Behaviour.

These have formed our Strategic Goals as listed below and the Annual Plan has come out of these Goals. Below are the actions we will implement to achieve these goals.

## Where we are currently:

The community survey identified:

- a need for timely, accurate communication from the school, and connection to our local area including the Maungatautari mountain, *maunga*, Waikato River, *awa* and Karaapiro Lake, *roto*.
- concern that the Behaviour Plan needed revising and publishing in School website
- a need to assist senior students with developmental social issues.
- a desire to get “Back to the Basics”.

End of Year data showed that the percentage of students who were at or above in Writing and Mathematics had dropped and Reading had remained the same as in 2022.

- *At the end of 2023 52% of all students (77% of Year 3 – 8 students) were at or above the expectation for their year level in Reading.*
- *By the end of 2023 73% of students were at or above the expectation for their year level in Writing.*
- *By the end of 2023 76% of students were at or above the expectation for their year level Mathematics.*

## Regulation 9(1)(e)

### How will our targets and actions give effect to Te Tiriti o Waitangi:

The Statement of **National Education and Learning Priorities** (NELP) tells us to create education environments that are learner-centred, and our learners, and especially our Māori and Pacific learners, are successful.

It encourages us to

- ensure our school and students are safe, and inclusive, and free from racism, discrimination, and bullying.
- strengthen the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work, and life.
- collaborate more with whānau, employers, industry, and communities, as completed with our community surveys.
- take account of learners’ needs, identities, languages, and cultures in our daily practice and
- incorporate te reo Māori and tikanga Māori into everyday activities at school.

Regulation 9(1)(g)

Strategic Goal 1: Communication & Connection							Regulation 9(1)(a)
Annual Target/Goal: We will strengthen communication with the wider community and connection to the local environment to encourage participation in and growth of our school.							Regulation 9(1)(a)
By the end of 2024...							Regulation 9(1)(d)
Actions: Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Time frame				How will you measure success? Regulation 9(1)(d)
			Term 1	Term 2	Term 3	Term 4	
• Clear, organised Communication to our community.	Board, Principal, Staff	Digital Calendar on Website Skool Loop website Facebook page revise Termly class Newsletter on website	Digital Calendar set up on school website. Regular updates as required. <i>Put Staff Term Planner onto HHS Sharepoint</i>	Review & revise, update			<ul style="list-style-type: none"> <li>Calendar is the parent go to and they are kept informed of daily/weekly/monthly happenings and any changes.</li> <li>Staff will have a go to for all staff related termly plan events</li> </ul>
More interaction between ECEs and the High Schools at transition points .... New Entrants and Year 8.	Principal and Board	Invite ECE's to open days and/or Ag Day Brochures made and delivered to ECE's. Invitation crafted to High School Board to meet the Hora Hora board social meet and greet	Invite Play group to visit. For a playdate. Create Brochure for ECE and deliver to town ECE's and Play Group.	HHS Board meet with CHS Board – social meet and greet.	CHS Information evening for Year 7 & 8 students & parents – invite CHS principal & ex-students	Invite ECE's & Playgroup to Ag Day.  Year 8 visit to CHS and/or St Peter's.	Roll will increase. General feedback will be more positive. Retain more Year 7 & 8 students
Build connections with our wider community and local environment.	Principal, Board and Staff	Identify the local resources ...people, land, river, and lake.  Finlay Park Visit - \$1200	Visit Finlay Park to learn about and see the Hora Hora Power Station site and Village. Visit Finlay Park Museum to view model of the river pre-flooding. <i>AotearoaNZHistories(ANZH) - Learning our Local History</i>	Trees for Survival Planting on local farm. <i>Science – looking after our local environment</i>	Invite older community members in to school to talk about life & school in their day. <i>ANZH - Learning our Local History</i> <i>Tie in with Grandparents Day</i>	Marae visit <i>ANZH - Learning our Local History/ connecting with our Mana whenua.</i>	Greater community engagement Participation in events will increase.

			<i>Load planning and record of visit onto the Kahui Ako shared drive.</i>	Arrange visit to Sanctuary Maunga. <i>ANZH/Science – local history/ care for our environment.</i>			
--	--	--	---	--	--	--	--

**Strategic Goal 2 : Achievement & Assessment** Regulation 9(1)(a)

**Annual Target/Goal:** We will deliver a comprehensive curriculum with an emphasis on Literacy and Numeracy.  
 Regulation 9(1)(a)

- *By the end of 2024 85% of students will be Reading at or above the expectation for their year level.*
- *By the end of 2024 85% of students will be Writing at or above the expectation for their year level.*
- *By the end of 2024 90% of students will be Mathematics at or above the expectation for their year level.*

**By the end of 2024...** Regulation 9(1)(d)

Actions: Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Time frame				How will you measure success? Regulation 9(1)(d)
			Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"> <li>• Assessment will take place as written in the Assessment &amp; Reporting document. <i>See attachment</i></li> </ul>	Principal & Teaching Staff	The Code PLD for Michael \$500 2 day course  Writer's Toolbox with Kahui Ako PLD & subscription to their on-line resources, PLD and Scoring. \$1580 1yr, \$1380 3 yr	<b>All Levels</b> <i>The Code/iDeal weekly spelling</i>  <b>Year 3 – 8</b> PAT Listening Comp Reading Comp Reading Vocab Mathematics Basic Facts Tests STAR Reading <i>Writing Samples x2 scored by Writer's Toolbox &amp; action points actioned</i> <b>Year 1 - 3</b> 5- & 6-year Nett's JAM	<b>All Levels</b>  <b>Year 4 – 8</b> GLOSS Probe or Running Records Spelling Age Test <i>Writing Samples x2 scored by Writer's Toolbox &amp; action points actioned</i> <b>Year 1 - 3</b>	<b>All Levels</b> <i>The Code/iDeal weekly spelling test</i>  Basic facts Tests for all.  <i>Writing Samples x1 mid-term Rimu analysis by Writer's Toolbox Tawa &amp; Karaka moderation</i>  5- & 6-year Nett's JAM	<b>All Levels</b>  <b>Year 4 – 8</b> GLOSS Probe or Running Records Spelling Age Test <i>Writing Samples x2 scored by Writer's Toolbox &amp; action points actioned</i> <b>Year 1 - 3</b>	<ul style="list-style-type: none"> <li>• Analysed Data will show progress.</li> <li>• Independent Education Plan (IEP's) will be revised and/or achieved &amp; archived.</li> </ul>

			iDeal Phonological Awareness iDeal Reading Records	5- & 6-year Nett's JAM iDeal Phonological Awareness iDeal Reading Records iDeal Spelling Assessment for children at school for 1 year	iDeal Phonological Awareness for NE iDeal Reading Records as needed	5- & 6-year Nett's JAM iDeal Phonological Awareness iDeal Reading Records iDeal Spelling Assessment for children at school for 1 year	
<p>Identify students who are not achieving at or above in Literacy &amp; Numeracy, implement supports to make progress.</p> <p>Ensure appropriate time is set aside daily for Literacy &amp; Numeracy teaching.</p> <p>Create an integrated curriculum covering all areas of the curriculum to inspire students</p>	Principal & Teaching Staff	<p>Quick 60 programme</p> <p>Teacher Aides, PLD for Teachers &amp;/or Teacher Aides as requested. (Numicon, Quick 60, Structured literacy &amp; The Code.</p> <p>Writers' Toolbox</p> <p>iDeal programme access \$295 per teacher</p> <p>Other PLD identified by Teachers, approved &amp; funded within Budget guidelines e.g., Structured Literacy, Liz Kane –</p>	<p>IEPs will be written for identified students.</p> <p>Relevant Ministry applications and appointments set up.</p> <p>RTLB support applied for as necessary.</p> <p>Teacher PGC identified by end of week 5.</p> <p>Teachers teaching is aligned across the levels and classrooms.</p>	<p>Progress analyse &amp; IEPs updated &amp; changed as necessary or completed and archived.</p> <p>Student removed if IEP achieved.</p> <p>Teachers' PGC updated as needed.</p>	<p>→</p> <p>→</p>	<p>Analysed Data collected for Literacy &amp; Numeracy will show progress.</p> <p>Classroom observations with professional discussions completed.</p> <p>Classroom Timetables reflect all Curriculum requirements.</p> <p>Classroom Teacher Planning will reflect differentiation.</p> <p>Implementation of Structured Literacy and Maths Structured Approach across school gives unified progressive teaching focus and student progress.</p>	

		<p>The Code, Science &amp; the Environment. Maths Structured approach and Numicon</p> <p>On-line programmes – Reading Eggs &amp; Maths Seeds for Tawa, Mathletics for Karaka &amp; Rimu</p>	<p>Independent activities to reinforce teaching</p>				<p>Seamless transitions across classrooms</p> <p>Embedded learning as practice in a variety of ways reinforces understanding</p>
<ul style="list-style-type: none"> <li>• Neuro-diverse students catered for</li> </ul>	Principal & Teaching Staff	<p>See above.</p> <p>Speech to text and Text to speak software. Appropriate devices, stylus, and APPS.</p>	<p>With RTLB or necessary Ministry assistance, set up classroom/s as a Dyslexic/autism/sensory/ADHD/ODD - friendly space.</p> <p>Set classroom environment to suit neurodiversity of students within class, as needed</p>				<p>All students able to work and succeed within classroom.</p> <p>SES, RTLB, Speech Language Therapist, Occupational Therapist support students to meet MoE requirements.</p>
Identify students who are achieving above in Literacy & Numeracy, implement supports to extend progress further.	Principal & Teaching Staff	<p>Investigate on-line learning through VLN Network.</p> <p>U2 school \$300pa + \$88 per student for 15 week term.</p>	<p>Cross- class grouping</p> <p>External extension programmes, if required and/or available</p>				<ul style="list-style-type: none"> <li>• Assessment Data Analysis</li> <li>• Students will be challenged &amp; working at their level</li> </ul>
Use Science as a vehicle to inspire & accelerate Literacy & Numeracy	Principal & Teaching Staff  CPS Science Teacher	<p><b>House of Science (HoS) Kits</b> \$800 pa</p> <p><b>CPS Science Extension</b> \$400 for 2 terms per</p>	<p>Students participate in science in class through HoS Kits</p> <p>Year 6 &amp; 8 students attend CPS Science</p>			<p>Year 7 students attend CPS Science</p>	<p>Increased student interest in all things Science.</p> <p>Year 8 students equipped for High School Science programme.</p>

		student (Parent Commitment)	Extension once a week for 2 hours.		Extension once a week for 2 hours.		Year 6 & 7 Science knowledge & understanding increased
--	--	-----------------------------	------------------------------------	--	------------------------------------	--	--

<b>Strategic Goal 3: School Culture &amp; Behaviour</b>							
Regulation 9(1)(a)							
<b>Annual Target/Goal:</b> We will cultivate a school culture where everyone feels heard, seen, and safe with defined expectations in the way they behave and learn.							
Regulation 9(1)(a)							
<b>By the end of 2024...</b>							Regulation 9(1)(d)
Actions: Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Time frame				How will you measure success? Regulation 9(1)(d)
			Term 1	Term 2	Term 3	Term 4	
<p>Clear Behaviour Management Plan updated &amp; gazetted in School Docs <i>See appendix</i></p> <p>There will be clear leadership expectations from the Board to the Principal through to staff and students who know understand and rely on the expectations of the Behaviour management plan and Communication policy</p> <p>All families see their values and cultures reflected in the learning programmes.</p>	Principal & Teaching Staff	Clear structure of consequences set out as an infographic.	<p>Students will be introduced to the updated Behaviour Plan and made aware of acceptable &amp; unacceptable behaviour and the consequences.</p> <p>The Plan will be visible within each classroom.</p> <p>Parents will be informed through Term 1 Class Newsletters and at the Meet the Teacher evening. It will be uploaded to the website and available to all.</p> <p>A copy of the Behaviour Plan will be included in our enrolment pack.</p>	Revise & remind	Revise & remind	Revise & remind	<ul style="list-style-type: none"> <li>• Incident Reports</li> <li>• Pastoral Records</li> <li>• Restraint reports</li> <li>• All students will know the expectations of the Behaviour Management Plan</li> <li>• All families will see their values &amp; cultures reflected in the school &amp; the learning programmes.</li> <li>• Parents, Teachers, and students will be aware of the Plan and the actions taken/consequences when poor behaviour occurs.</li> <li>• Number of complaints will reduce.</li> <li>• Poor behaviour will be lessened.</li> <li>• Happy, confident students, staff &amp; community</li> <li>• Cultural traditions through drama, song, stories &amp; celebrations will be evident.</li> </ul>

Tracking of Student Behaviour through staff access to Edge and the Pastoral Care option.	Principal & Staff		Staff PLD with MUSAC at ToD to use assessment & Behaviour options on-line	Reports generated as necessary to see patterns of behaviour/consequences			<ul style="list-style-type: none"> <li>Behaviour patterns, triggers, etc can be identified &amp; action adjusted accordingly.</li> </ul>
Implement social programme for the school – <b>Being the Best</b>	Facilitator – Sue Lyons Principal Teaching Staff	<b>Being the Best programme</b> (Girls) 14 weeks 9 or 10x Yr 5 - 8 \$1500 (\$4500) Possible 2nd half year programme No cost -Boys 8x Yr 5 – 8	Teacher for programme will teach the programme as set out in the workbook.	Programme continues			<ul style="list-style-type: none"> <li>relationships between students will be respectful and friendly.</li> <li>students equipped with tools to deal with emotions / conflict resolution in social situations</li> </ul>
<b>Give effect to Te Tiriti</b>							<b>Regulation 9(1)(g)</b>
As per the <b>Education guidelines Te Reo, Tikanga, Matauranga</b> are evident in our classroom practice each day.	<b>All staff</b>		Classroom displays, teacher interactions and teacher planning give effect to Te Tiriti by using Te Reo as well as English,	Revise, if necessary & remind	Revise, if necessary & remind	Revise, if necessary & remind	<ul style="list-style-type: none"> <li>Teachers and Children will learn words, stories, waiata, karakia and cultural customs embedded in school culture.</li> </ul>
<b>Creation of Class Treaties</b> at the beginning of the year.	All staff		Within 2 weeks of Term 1 – discussion with class, Treaty formulated in appropriate Kidspeak, signed & referred to regularly in line with the revised Behaviour Plan  The Treaty will be visible within each classroom.	Revise, if necessary & remind	Revise, if necessary & remind	Revise, if necessary & remind	<ul style="list-style-type: none"> <li>children will have input into what is acceptable behaviour and know the consequences for poor behaviour.</li> </ul>
<b>School Learning Tree &amp;</b>			Focus on Learning Tree, Self-Manager &	Focus on explorer – Ako - learning	Communicator	Thinker Wairua-	<ul style="list-style-type: none"> <li>Students will understand the</li> </ul>



<p><b>Competencies</b> are discussed, understood &amp; embedded as a 'way of being' as a student, link to</p>			<p>Citizenship - Whanau – social well-being – Manaakitaga - sincerity, equality, equity, the pou in roots of the tree.</p>		<p>Wananga – problem solving, communicating</p>	<p>Spiritual well-being</p>	<p>Learning Tree and Competencies and see themselves as Learners using these to help them grow and learn.</p>
<p><b>Connection to Local Area</b></p>	<p>Principal &amp; all staff</p>	<p>Transport and entrance fees as required. Teacher PD for Te Reo</p>	<p>Teaching staff will model correct pronunciation of local names Maungatautari, Hora Hora, and Karaapiro, Waikato and teach children to pronounce the words correctly and to learn the origin/meaning of each of the words.</p>	<p>On-going – build upon local words with Te Kooutu, Hautapu, Te Miro, Roto-o-rangi, etc</p>	<p>→</p>		<ul style="list-style-type: none"> <li>• The request from Mana Whenua will be honoured and our staff and students will build their knowledge of Te Reo and the local area.</li> </ul>