

Summary of the plan

For 2025 we are a member of the Manaiakalani Te Purapura Ngātahi o Manaiakalani (TPNoM) cluster of schools. With the support of a Manaiakalani regional manager supporting teachers each Monday, the students are learning to learn and use digital technology (chromebook or iPad) to become a cybersmart digital citizen. Two staff members are learning to accelerate literacy learning for students from Year 3 to Year 8 and Two staff members are learning to accelerate mathematical learning for all students also needing structured literacy tier two and tier three support.

Where we are currently at:

We currently have thirty-eight students with one Year 8 student and six Year 7 students. We have 10 Year 6 students this year.

Regulation 9(1)(e)

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

All staff are supported to access professional development so there is a collective understanding of what it means to give effect to Te tiriti o Waitangi. Measures

- Māori whānau have regular and positive engagements with our education services through termly meetings with classroom teachers
- Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism
- Māori learners are achieving excellent and equitable education outcomes
- Māori learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our education services
- Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori

Indicators of Success - how do we know if we are successful?

- Māori learners are engaged and achieve excellent education outcomes. Classroom teachers adapting pedagogy to meet Māori students as Māori
- Māori whānau, hapū, and iwi are active partners with education services, defining and supporting excellent outcomes for Māori
- Te reo and tikanga Māori are evident in everyday activities in the school or kura through daily lessons and teachers using Te reo Māori throughout the day
- Local whānau, hapū, and iwi have a trusting relationship with school

Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

2205 - continuing with mathematics being taught through the “Maths No Problem” programme.

Literacy programmes include structured literacy. Accelerated Literacy Learning using the iDEAL platform in Year 3-8 and Accelerated Learning in Maths are introduced to the teaching programmes.

As a member of the Manaiakalani programme we have access to research measuring the effectiveness of our pedagogy.

Some of the components of the research being undertaken through this Manaiakalani programme:

- collection of assessment data at 2 timepoints across a year in Reading, Writing and Maths using NZCER PAT assessments and Easttle writing.
- classroom observations of teachers in action
- collaborative reflection and goal setting based on data analysis
- links to international and New Zealand research on effective literacy practice
- continued collection and sharing of resources and exemplars
- opportunities for middle leaders to grow leadership and teachers to improve practice
- opportunities for classroom teachers to improve literacy practice through an in depth support programme

Annual Implementation Plan

| Strategic Goal 1a | | | | |
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| Annual Target/Goal: All children achieve their potential no matter where they are. Key to this are strong foundational skills in reading, writing, and maths. These skills enable children to succeed in schooling and their everyday lives, now and in the future. | | | | |
| What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d) | | | | |
| With two staff accessing the professional development of Accelerated Literacy Learning (ALL) and two staff accessing the professional development of Accelerated Learning in Maths (ALiM), twenty-six targeted students will be at or within one level below the expected level for their time at school. | | | | |
| Actions | | | Timeframe | How will you measure success? |
| <i>Detail the key actions you'll take this year to reach your annual target listed above</i> | | | <i>This is optional however is useful to help with your planning</i> | <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Regulation 9(1)(b) | | | | |
| Who is Responsible | | Resources Required | | |
| Regulation 9(1)(c) | | Regulation 9(1)(c) | | |
| Two staff on Accelerated Literacy Learning (ALL) and this gives two classes (30 students) free access to the iDEAL platform from Learning matters | Principal and Staff | MOE resourcing for 8-10 days release | One year | Beginning assessment - implementation of programme - End assessment |
| Two staff on Accelerated Learning in Maths (ALiM) | Principal and Staff | MOE resourcing for 8-10 days release | One year | Maths PAT (March and October) |
| Writing development with support from the Manaiakalani programme | Principal / Literacy Leader | \$500 to join the Manaiakalani Edpotential software | One year (Ongoing) | Maths PAT (March and October) Easttle Writing (Term 1 and Term 4) |
| Maths No Problem Levelled programme | Principal and Staff | MOE Provided textbooks and workbooks | One year (Ongoing) | Maths PAT (March and October) |



Annual Implementation Plan

| Strategic Goal 1b | | | | |
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| Annual Target/Goal: Attendance is the first step in developing literacy and numeracy skills and achieving educational success. Regularly attending school also supports connection, belonging and participation, builds relationships and supports students to develop lifelong skills. | | | | |
| What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d) | | | | |
| Term 1 attendance showed 35% of students attended regularly. The National Target is 80%. School target for 2025 is 53% (STAR National average at T2 20204) | | | | |
| Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b) | Who is Responsible | Resources Required | Timeframe <i>This is optional however is useful to help with your Planning</i> | How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template</i> Regulation 9(1)(d) |
| Develop an attendance process flow chart | Principal | MoE online res. | T2 week 2 | |
| Monitor attendance fortnightly using flow chart | Principal | Attendance data | Fortnightly to end of year | Increased attendance |
| Follow up on attendance concern | Principal | Through fortnightly monitoring | | |
| Communicating regularly with whānau through school newsletter on attendance | Principal | Every day matters termly attendance report | 2 times a term | Increase attendance |

Annual Implementation Plan

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| <p>Strategic Goal 2 Extending community connections</p> | | |
| <p>Annual Target/Goal: Community connections and networks increase learning opportunities for students, especially Year 7 and 8 students.</p> | | |
| <p>What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)</p> | | |
| <ul style="list-style-type: none"> Local networks are approached to create additional opportunities for students e.g. sports clubs Collaboration with local schools to generate specialist learning opportunities especially for senior students e.g. trips, arts and music; Members of the local community are invited to the School to share their enthusiasms and passions with the students e.g. machinery, tools; Year 7 & 8 students appreciate the opportunities offered by a smaller school e.g. leadership role School maintains referral networks to access specialist support for their families and caregivers. | | |
| <p>Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)</p> <ul style="list-style-type: none"> Local networks are approached to create additional opportunities for students e.g. sports clubs Collaboration with local schools to generate specialist learning opportunities especially for senior students e.g. trips, arts and music; Year 7 & 8 students appreciate the opportunities offered by a small school e.g. leadership roles; | <p>Who is Responsible</p> <p>Regulation 9(1)(c)</p> <p>Principal Deputy Principal / WSL BOT subcommittee Senior class teacher</p> <p>Principal Deputy Principal / WSL BOT subcommittee Senior class teacher</p> | <p>Resources Required</p> <p>Regulation 9(1)(c)</p> <p>Learning programmes introduced the school and sporting clubs supporting these programmes</p> <p>North Canterbury Sports Trust coaching Implementing Garden to table programme Continuing student entry into Epro8 Wonder Project Rocket Challenge</p> <p>Year 7 and 8 students are invited to events held by other schools in the Kātote khaki ako</p> <p>Year 7 and 8 students having trips to Christchurch City Art Gallery for art lessons</p> <p>Year 7 and 8 students attend the National Young Leaders day event</p> <p>Year 7 and 8 students leading cultural opportunities including Strum Strike Blow, Choir, Kapa Haka</p> |
| | | <p>Timeframe</p> <p><i>This is optional however is useful to help with your planning</i></p> <p>Ongoing</p> <p>At least five of the nine 2024 Year 6 students stay for Year 7 in 2025</p> <p>Ongoing</p> <p>At least five of the nine 2024 Year 6 students stay for Year 7 in 2025</p> |
| | | <p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)</p> |

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| <ul style="list-style-type: none">Members of the local community are invited to the School to share their enthusiasms and passions with the students e.g. machinery, tools; | <p>Principal learning Deputy Principal / WSL</p> <p>Timetabling so whānau and extended community members can join with classroom teachers to provide opportunities for students</p> <p>BOT subcommittee Senior class teacher</p> | <p>One year At least five of the nine 2024 Year 6 students stay for Year 7 in 2025</p> |
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