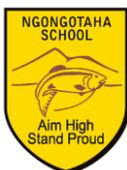


Ngongotaha School Strategic Plan January 2024- December 2025



**"Aim high, stand proud"
"Iti rearea teitei kahikatea ka taea"**



Ko au ko Ngongotaha, ko Ngongotaha ko au

Ngongotaha School, was established in 1911 on the outskirts of Rotorua in a village type setting as a one class school with 33 students. We now have the equivalent of 18 teaching spaces, which comprise a blend of traditional and variable space classrooms. The community is well served by three local marae with an additional two marae that are on the outskirts of Ngongotaha itself. Ngongotaha School has a positive partnership local community and iwi. We value the importance of Te Tiriti o Waitangi and ensure all students at Ngongotaha School learn about their local area, history, traditions, language, and all aspects of Te Ao Maori. In addition to English Medium, students at Ngongotaha School are given the opportunity to learn in a Māori Medium environment using Te Marau Akura. We provide an environment for all students, staff, and whanau where an understanding, appreciation and respect of Māori and other cultures is fostered.

Sited on three levels, the school has well-established grounds, to provide a range of physical activities to develop movement, fitness, flexibility skills and an attitude for good sportsmanship. We offer open areas between buildings, a musical playground, 9-hole mini putt course, Whare Wānanga, a well-resourced Library, Solar Heated Swimming Pool, a turfied play area, a nature walk, extensive playgrounds and large field spaces. Shade is provided to many of the classrooms and play areas via shade sails and well-established trees that provide demonstrating the Board's commitment to providing our students with appropriate safety from the sun. The school is well maintained providing an attractive, stimulating environment for students.

The school's community reflects a wide socio-economic base and is a blend of both rural and urban environments. The central business area is vibrant and provides the community with all essential services. Pre-school facilities include day care centres, Kindergarten and Kohanga Reo.

The school welcomes and embraces all students and endeavours to provide the best environment to suit the individual needs of each child. We receive funding from the Ngati Whakaue Education Endowment Trust Board, which enables us to provide specific programmes for students who are at risk of not achieving in literacy and numeracy. Trained teacher aides facilitate this program and are well supported by our Learning Support Co-Ordinator.

We believe that students learn best in an environment when positive relationships are developed and where whanaungatanga is fostered. All classes are well resourced, and the Board employs teacher assistants to carry out specific programmes. Teacher and student support, from specialist teachers, is evident within the school. Students are encouraged to develop leadership skills and take ownership and responsibility for their learning and our staff empower all students to achieve personal excellence through shared and authentic experiences inside and outside of the classroom. Learning programmes recognise the multicultural society in which we now live encouraging and supporting a mutual respect for cultural differences and beliefs and to help children foster an appreciation of their environment.

Our Vision:

We will provide quality teaching and learning opportunities to enable our students to be Confident, Connected, Actively Involved Lifelong Learners.

Our Values:

G- Growth- - Grow by having a go.
R- Respect - Respectful, kind, and caring.
E- Equality - Everyone is important.
A- Achievement - Are keen to succeed.
T- Trust- Trustworthy and honest.

T - Tū pakari i ngā mahi katoa
A - Awhina mai i ngā mea katoa
U - Uia mai te kōtahitanga
K - Kia whai te mātauranga
E - E whakapono, kia matatika



Strategic Goals January 2024 to December 2025

In consultation with wider school community, Board members, local iwi, staff and students.

Strategic Goal 1	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Fostering a Positive, Supportive and Inclusive Environment:</p> <p>We are committed to creating a school culture that is welcoming, inclusive, and respectful of diversity. In our school every student and staff member will feel valued and supported, regardless of their background, identity, or abilities.</p> <p>Link to the NELP- 1, 2, 3, 4, 8</p>	<ul style="list-style-type: none"> • To achieve this, we will implement initiatives that promote empathy, understanding, and inclusivity throughout the school community including extramural activities. • We will host regular community events such as cultural festivals and open days to bring parents, students, whanau, iwi, and staff together. • We will ensure Māori students in both Rumaki and mainstream settings, are engaged in their learning and are achieving educational success, with pride in their unique identity, language, and culture as Māori. • We will implement initiatives to promote inclusivity and embrace diversity within the school community. • We will continue to engage with local iwi and strengthen connections with our local marae for cultural enrichment. • We will continue to use technology for regular updates and communication via the school app, ensuring parents are well-informed about their child's progress. • We will continue to host CAKE nights to facilitate dialogue and collaboration between parents, teachers, and the community. • We will continue to provide comprehensive reports on students' progress either in written format or via whanau evenings, every term to keep parents informed and engaged in their child's education. • Appropriate programmes put in place by management and PB4L team for individual students as needs arise. • DPs to continue to have close relationships with outside agencies to ensure students and staff are receiving appropriate support and guidance. • IEPs created by classroom and specialist teacher in place for all individually funded students and other students as the need arises. • SENCo to keep Learning Support register up to date and made available to staff and Kahui Ako. • Continued emphasis on Staff wellbeing • PLD provided to all staff, as required, to ensure they can provide specific support to children with special needs. • Te Ao Māori team to continue to develop Te Ao Māori, Tikanga, te reo Māori throughout the school by working in classes and through whole staff PLD. • All staff to continue to engage with Māori whanau about educational success for their tamariki at various times through the year- whanau hui, written reports, seesaw. • Increased student voice through student council meetings each fortnight 	<p>Individually funded students are identified by management and supported in their education and social development.</p> <p>Whanau will feel confident engaging with the school in various ways.</p> <p>All children will feel included and supported in their education journey.</p> <p>Students with special learning needs will be supported in their learning so that they can progress in relation to The New Zealand Curriculum and fully participate in and contribute to their school and community environment.</p> <p>We will see a reduction in behaviour related incidents due to strong PB4L systems.</p> <p>Staff will be well and upskilled to be able to give students the energy and commitment they need.</p>

Strategic Goal 2	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Enhancing Academic success and Life skills</p> <p>Our school will provide a well-rounded education that includes life skills and prepares students for future challenges while fostering open, transparent, and effective communication between the school, whanau, and the wider community.</p> <p>Link to the NELP- 2, 3, 4, 6, 7</p>	<ul style="list-style-type: none"> • To achieve this, we will include life skills into our localised curriculum including financial literacy, resilience, healthy food choices and critical thinking. • We will continue to strengthen core subjects like reading, writing and mathematics while incorporating hands on interactive learning experiences. • Teachers will be supported to improve pedagogy, teaching, learning and assessment practices which will lead to increased student progress and achievement. • We will offer a wide range of extracurricular activities that focus on diverse skills, such as gardening, cooking, music, and drama. • We will ensure an even distribution of resources, ranging from extra support programs to extra classroom activities for children with a high degree of ability allowing all learners to achieve. • Curriculum areas will be reviewed by curriculum teams and BOT will be kept informed- See BOT meeting schedule. • All classes will provide access to a localised and balanced curriculum including all areas of the curriculum. Senior teachers will monitor this through the Professional Growth Cycle process. • Target students will be identified by the management team at the end of the year. Strategies will be designed by LSC and monitored by teachers to support their learning throughout the year. • Support programmes will continue to be put in place at the beginning of the year for literacy and numeracy which are then monitored by Alison (SENCO) and Daphne (LSC) • Rumaki student achievement data will be collected by Management team at the middle and end of the year and measured against progress over time and mainstream results. • Kahui Ako professional development to continue when scheduled by the CoL • Teacher development and PLD to support learning within class. • Professional Growth Cycle in place for all staff and refined as necessary. • Teaching staff to have an individual inquiry and PLD focus for the year and to attend PLD based around that focus. • Continue to provide provisionally registered teachers with a mentor and enrol them into the Beginning teachers program. 	<p>Whanau will understand how their child is progressing academically and feel comfortable speaking with their child's teacher about academic progress.</p> <p>Children will develop the skills needed to be strong, productive members of our community.</p> <p>Staff PLD strategies implemented into classroom practice.</p>

Strategic Goal 3	How will we achieve or make progress towards our strategic goals?	How will you measure success?
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<p>Adapting to future Challenges</p> <p>Our students will be prepared to navigate the evolving challenges they will face in the future, including those related to technology and social issues and the growth within our community.</p> <p>Link to the NELP- 1, 7, 8</p>	<ul style="list-style-type: none"> • To achieve this, we will develop programs that teach students about digital safety, responsible media use, and how to navigate the online world. • We will implement initiatives to address bullying, peer pressure, mental health, providing students with the tools they need to cope and thrive. • Through high quality support programs created by our LSC, we will ensure students receive support for diverse learning needs including tailored assistance for each student. • As our school's enrolment will significantly grow due to proposed housing developments in the area, we will need to work alongside, local authorities, central government, MOE, developers to ensure the schools growth is sustainable and does not compromise the quality of education or the well-being of our students and staff. • We will continue to take all reasonable steps to ensure rich learning and engagement in Tikanga Māori and Te Reo Māori with equal access to opportunities and resources for all akonga including those new to the area. • Continue to create awareness and understanding of our bi-cultural heritage whilst ensuring the unique identity of our community is withheld. • Rumaki program and Kaiako are supported by PLD throughout the year and progress and achievement is analysed to develop next steps. Increase to 4 Rumaki classes in 2023 if we can source more fluent Kaiako. 	<p>Reduction in the number of students who display high levels of anxiety.</p> <p>High quality support programs to assist high quality class programs producing high levels of success for our students.</p> <p>Timely developments of teaching and learning facilities (classrooms) to cater for the additional growth in our school roll.</p>
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Strategic Goal 4	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Every student will meet our Schoolwide goal of 90% attendance by 2026.</p> <p>All of our students and whanau will see the importance of regular, consistent attendance and attend school at least 90% of the time.</p> <p>Link to the NELP- 2, 3</p>	<ul style="list-style-type: none"> • Identify and eliminate barriers that impact on participation and attendance. • Develop and implement strong schoolwide policies to identify and support children with poor attendance. • Connect and work with whanau to improve attendance. • Celebrate individual children and classes of children with improved and high levels of attendance. 	<p>We will have a 90% attendance rate for all students who attend Ngongotaha School.</p> <p>There will be a reduction in children taking time out of school during term time.</p> <p>Our students will develop a strong work ethic and want to attend school each day that they are well.</p>

Annual Implementation Plan 2024

Actions to support goal 1. Development of a variety of School-wide cultural events	Who is Responsible?	Timeframe	How will you measure success?
Ahurei Kapahaka festival	Jamie Thompson Ana Te Whata Kawahaka team	Term 4 2024	This event is always a huge success
Matariki Breakfast	Te Ao Maori team	Term 3 2024	A high rate of community attendance
Duali festival	Craig McFadyen Indian Community	Term 4 2024	A high rate of community attendance Strong support to organise and run the event from our Indian community
Pacific Island festival	Craig McFadyen Pacific Island Community	Term 1 2024	A high rate of community attendance Strong support to organise and run the event from our Pacifica community

Actions to support goal 1. Continue to build connections with local iwi	Who is Responsible?	Timeframe	How will you measure success?
Representatives from mana whenua to attend powhiri to welcome new whanau and discuss the design that has been gifted to our school uniform	Craig McFadyen Te Pouari Newton	February 2024	
Continuation of Te Ao Māori program schoolwide- marae visits, local purakau, etc	Te Ao Māori team	Ongoing	Through Te Ao Māori assessment

Actions to support goal 1. Continue to inform whanau with ways their can support their learners	Who is Responsible?	Timeframe	How will you measure success?
Regular CAKE nights held to inform whanau of literacy, numeracy, anxiety, strategies while holding a school disco to cater for childcare	Alison Astwood Daphne Williams	Once per term	Attendance of parents at CAKE nights will continue to rise
Continuation of various forms of home/school communication- app messages, week at a glance message, Kidzone, Seesaw, school Facebook Photos page, etc.	Craig McFadyen	Ongoing	
Actions to support goal 2. Increased life skills	Who is Responsible?	Timeframe	How will you measure success?

Resilience groups established to explicitly teach resilience to specific children who need additional support	Alison Astwood Daphne Williams	Ongoing	
Financial Literacy within all classes. Senior school to use Banqur to support financial skills in a realistic context.	Jane Nunn- numeracy lead Numeracy team Senior school teachers	Ongoing	
Regular trips by all teams to support classroom learning and the localised curriculum. These trips will be funded by the Board to reduce costs for whanau.	Team leaders Board	Planned in December 2023 and ongoing throughout 2024	
Hands on activities incorporated into regular classroom lessons	All classroom teachers	Ongoing through 2024	

Actions to support goal 2. Structured Literacy	Who is Responsible?	Timeframe	How will you measure success?
Amy and Chrissy to complete Micro-credential through University of Canterbury	Amy Hardy Chrissy Keogh	March 2024	Completion of study
Teneille to complete required work to become School Wide BSLA Facilitator	Teneille McFadyen Rose Powley (RTLit)	December 2024	Completion of study
Debbie Carroll to complete Micro-credential through University of Canterbury	Debbie Carroll	December 2024	Completion of study
Restructure of assessment schedule to fit with Schoolwide Assessment schedule expectations	Teachers of Whanau Ngahere Alison Astwood	June 2024	We will have an assessment structure that is more realistic but still allows us to gain all the information needed

Actions to support goal 2. School wide writing focus	Who is Responsible?	Timeframe	How will you measure success?
Year 0-2 10 minutes handwriting, in addition to BSLA daily	Teachers of Year 0-2	Ongoing through 2024	Letter formation will become automatic and reduce confusing when writing.
Year 3 and above- 30 minutes of writing daily	Teachers of Year 3-6	Ongoing through 2024	Improvement in writing data
Support groups for junior handwriting (withdrawal)	Alison and Daphne	Ongoing through 2024	Improvement in handwriting
Whole school focus on writing including staff PLD	All staff	Ongoing through 2024	Improvement in writing data
Actions to support goal 2. Children who require additional support	Who is Responsible?	Timeframe	How will you measure success?
Target students will be identified by the management	Alison Astwood	Term 1 2024	Achievement of target goals

team at the end of the year and strategies designed by LSC and monitored by teachers to support their learning throughout the year.	Daphne Williams		
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Actions to support goal 3. Specific programs to help keep students safe online and in real life	Who is Responsible?	Timeframe	How will you measure success?
Guest speaker from 'Our Kids Online' for whanau and staff to develop skills to keep children safe online.	Craig McFadyen	Term 1 2024	Whanau will feel more confident with children learning online.
Creation of programs for online safety	Drewe Craig McFadyen Sue Hughson	Created Term 1 2024	Children will have the knowledge to learn and live safely in an online world.
Continuation of PB4L programs	Daphne Williams PB4L team	Ongoing	Strong PB4L culture schoolwide

Actions to support goal 3. Sexuality Education	Who is Responsible?	Timeframe	How will you measure success?
We will follow the NZ Curriculum regarding Sexuality Education but, as evidenced in the community survey, we will ensure whanau are well informed about what is taught.	Craig McFadyen Classroom teachers	Ongoing 2024	Children will be able to access the NZ Curriculum while whanau that have identified concern for schools teaching Gender Identity are informed of what is being taught
We will continue to regularly survey the community regarding the H&PE curriculum.	Craig McFadyen	Term 3 2024	Information supplied by community via survey.

Actions to support goal 3. Development of subdivision at 31 Ngongotaha Road	Who is Responsible?	Timeframe	How will you measure success?
Work alongside property developers, builders, council to keep community informed of timeframe and progress.	Craig McFadyen	Ongoing	Whanau will feel informed of progress
Work alongside MOE Property and Logistics team to ensure we are building the classrooms and facilities to accommodate the increase in roll.	Craig McFadyen MOE Megan Hill RDT Pacific	Ongoing	Building jobs

Actions to support goal 4. Improvement of school attendance	Who is Responsible?	Timeframe	How will you measure success?
Use of school van to pick up children with chronic	Senior Management	Begin Jan 2024 ongoing	Improvement of children with chronic absenteeism

absenteeism			
Reward at assembly for highest weekly attendance (trophy and chairs)	Daphne Williams	Ongoing 2024	Children encouraging their classmates to attend regularly
All classroom teachers to follow schoolwide attendance policy and procedures.	Classroom teachers	Ongoing 2024	Improved attendance
Apply for funding through MOE to cover cost of Van usage and employment of TA to pick children up	Alison Astwood	Term 4 2023	Ongoing funding to continue program

Reporting to the Board in 2024

	Term 1 27th February	Term 1 9th April	Term 2 28th May	Term 3 20th August	Term 4 22nd October	Term 4 26th November
Student Achievement	<p>Targets for the year</p> <p>Target Students</p> <p>LSC and SENCO plan for the year</p>	<p>PB4L Goals for the year</p> <p>Attendance Goals for the year</p>		<p>Ngati Whakaue Programme midyear update</p> <p>Attendance midyear update</p> <p>Target Students midyear update</p> <p>Whole school academic data</p>		<p>Student Achievement outcomes (including target students)</p> <p>Attendance outcomes</p> <p>PB4L outcomes</p> <p>Ngati Whakaue Programme outcomes</p>
Curricula	<p>Te Ao Maori plan for the year</p>				<p>Social Sciences report</p> <p>Science report</p> <p>Digital Technologies report</p>	<p>Te Ao Maori outcomes</p> <p>P.E report</p> <p>The Arts report</p>
Special Topic	<p>Confirm this year's Budget</p> <p>Property Projects for the year</p> <p>Appoint BOT Presiding Member</p>	<p>Kahui Ako plan for the year</p> <p>Teachers Registration update</p>	<p>Enrolment Zone update</p> <p>Parent teacher interview update</p>	<p>Budget Review</p>	<p>Kahui Ako Outcomes</p> <p>Teachers Registration update</p>	<p>Property Updates</p> <p>Budget for following year</p> <p>Next year's Charter and Strategic Plan</p> <p>Next year's confirmed Staffing</p>
Principal's report	<p>Roll</p> <p>Banked Staffing</p> <p>ERO</p> <p>Curriculum report</p> <p>Professional Development</p> <p>Health and Safety</p> <p>Property update</p> <p>Finance</p> <p>Complaints</p> <p>Stand downs and suspensions</p> <p>Policies to review.</p>	<p>Roll</p> <p>Banked Staffing</p> <p>ERO</p> <p>Curriculum report</p> <p>Professional Development</p> <p>Health and Safety</p> <p>Property update</p> <p>Finance</p> <p>Complaints</p> <p>Stand downs and suspensions</p> <p>Policies to review.</p>	<p>Roll</p> <p>Banked Staffing</p> <p>ERO</p> <p>Curriculum report</p> <p>Professional Development</p> <p>Health and Safety</p> <p>Property update</p> <p>Finance</p> <p>Complaints</p> <p>Stand downs and suspensions</p> <p>Policies to review.</p>	<p>Roll</p> <p>Banked Staffing</p> <p>ERO</p> <p>Curriculum report</p> <p>Professional Development</p> <p>Health and Safety</p> <p>Property update</p> <p>Finance</p> <p>Complaints</p> <p>Stand downs and suspensions</p> <p>Policies to review.</p>	<p>Roll</p> <p>Banked Staffing</p> <p>ERO</p> <p>Curriculum report</p> <p>Professional Development</p> <p>Health and Safety</p> <p>Property update</p> <p>Finance</p> <p>Complaints</p> <p>Stand downs and suspensions</p> <p>Policies to review.</p>	<p>Roll</p> <p>Banked Staffing</p> <p>ERO</p> <p>Curriculum report</p> <p>Professional Development</p> <p>Health and Safety</p> <p>Property update</p> <p>Finance</p> <p>Complaints</p> <p>Stand downs and suspensions</p> <p>Policies to review.</p>

Statement of Variance

Target group Improvement Plan
WRITING 2024

Strategic Goal:

Enhancing Academic success and Life skills

Our school will provide a well-rounded education that includes life skills and prepares students for future challenges while fostering open, transparent, and effective communication between the school, whanau, and the wider community.

Annual Target: **WRITING**

Target cohort- Year 3 and Year 6

All target children will have moved at least 2 Asttle sublevels, by the end of the school year

Baseline Data:

End of 2023 data: Year 2 children 50% (33 of the 66 students) are writing well below or below their expected level (this includes Rumaki and ORSs funded children)

Year 5 children 63% (41 of the 68 students) are writing well below or below their expected level (this includes Rumaki and ORSs funded children)

Key Improvement Strategies:

- To identify target children and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students

When	<i>What (Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices)</i>	Who	Indicators of Progress (What will we see?)
<p>By December 1st 2024</p> <p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT</p>	<ul style="list-style-type: none"> • Target students to have their individual needs identified and specific programmes put in place to address them. These are to be recorded in the tracking of target students' forms. • Children working well below their chronological age are to have an Individual IEP to help identify strengths and areas for development. Next learning steps to be sequential and specific and timely. • They are to have instructional writing daily. (Mon-Thurs) • Monitoring meetings to discuss the progress of target students. • Moderation between classes and schoolwide to ensure assessment consistency schoolwide • Provide regular opportunities for the target children to write on a 	<p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Literacy Team Classroom</p>	<ul style="list-style-type: none"> • Specific learning goals established • Accelerated progress due to specific monitoring/ action plan • Acc progress • Acc progress • Increase in correct spelling

	<p>range of contexts that are meaningful and relevant to their world</p> <ul style="list-style-type: none"> • Spelling lists for children (see change to assessment timetable) • Liaise with families to encourage and promote the sharing of writing in the home. CAKE evening • Access outside agencies: RTLit/ RTLB/ ICS where deemed necessary and helpful • Ngati Whakaue targeted at Year 3, 4 and 5 children • Literacy team to run staff meetings to upskill teachers on specific target children and groups 	<p>Teacher Classroom Teacher Classroom Teacher Classroom Teacher</p> <p>Senco and LSC Senco and LSC Literacy Team</p>	<ul style="list-style-type: none"> • Increase in confidence and engagement • Shared goals with whanau • Targeted support <ul style="list-style-type: none"> • Targeted support • Teachers specifically monitoring target children and accelerating
<p>Monitoring: <i>(How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?)</i></p> <ul style="list-style-type: none"> • Monitoring from Literacy Team • Monitoring by Te Whanau Wai and Manu and children have IEPs monitored by the class teachers 			
<p>Resourcing: <i>(How much money and time is needed? Who will help us?)</i></p> <ul style="list-style-type: none"> • Ngati Whakaue funding • SEG funding 			

Target group Improvement Plan
READING 2024

Strategic Goal:

Enhancing Academic success and Life skills

Our school will provide a well-rounded education that includes life skills and prepares students for future challenges while fostering open, transparent, and effective communication between the school, whanau, and the wider community.

Annual Target: READING

Year 3 children will have an instructional reading age of Gold, or above, by the end of the school year.

Baseline Data:

End of 2023 data: Year 2 children - 39% (27 of 68 children) are reading below or well below their expected level

Key Improvement Strategies:

- To identify target children and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students

When	<i>What (Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices)</i>	Who	Indicators of Progress (What will we see?)
<p>By December 1st 2024.</p> <p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT</p>	<ul style="list-style-type: none"> • Review assessment data (Running Records, formal and informal classroom observations) to determine the particular learning needs of the target students. • Target students to have their individual needs identified and specific programmes (class or withdrawal) put in place to address them. To be recorded in the tracking of target students' forms. • Children working well below their chronological age to have an Individual IEP to help identify strengths and areas for development and to accelerate achievement. Next learning steps to be sequential and specific. This is to be shared with team leaders. • Planning to reflect the needs of these children. Target children are to have instructional reading daily. • Monitoring meetings to discuss the progress of target students • Provide regular opportunities for the target children to read to, and read with an adult to ensure reading mileage • Provide a range of reading material that will engage the reader in meaningful 	<p>Literary Team</p> <p>Literary Team</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Literary Team</p>	<ul style="list-style-type: none"> • Specific learning goals established • Accelerated progress due to specific monitoring/ action plan • IEPs created/reviewed each term, • IEPs used to focus learning/ teaching • Moving on tracking sheet • Moving on tracking sheet • Practise of reading strategies • Practise of reading

	<p>contexts and will expose them to reading across the curriculum</p> <ul style="list-style-type: none"> • Develop a range of comprehension strategies to ensure these students are reading for meaning • Liaise with families to encourage and promote reading in the home, give out holiday reading packs, advice and resources to support learning at home • Ngati Whakaue Programme for Year 2 target children- Quick 60 • Reading Recovery for Y2 and Y3 target children • Access outside agencies: RTLit/ RTLB/ ICS where deemed necessary and helpful • Literacy team to run staff meetings to upskill teachers on specific target children and groups • Running records completed on all target children at least once a term 	<p>Classroom Teacher Classroom Teacher</p> <p>Classroom Teacher Classroom Teacher Senco and LSC Senco and LSC</p> <p>Literacy Team</p>	<p>strategies</p> <ul style="list-style-type: none"> • Practise of reading strategies • More milage and buy in from parents • Targeted help • Targeted help • Targeted help • Better class programmes • Teachers specifically monitoring target children and accelerating them
<p>Monitoring: <i>(How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?)</i></p> <ul style="list-style-type: none"> • Phonics programme in all junior classes can also be attributed to the progress • Continued monitoring and targeted teaching needs to continue 			
<p>Resourcing: <i>(How much money and time is needed? Who will help us?)</i></p> <ul style="list-style-type: none"> • Ngati Whakaue funding and SEG funing to provide withdrawal programmes and TA's in Junior school classes to support • RTLit targeted at Year 2 			

Target group Improvement Plan
MATHS 2024

Strategic Goal:

Enhancing Academic success and Life skills

Our school will provide a well-rounded education that includes life skills and prepares students for future challenges while fostering open, transparent, and effective communication between the school, whanau, and the wider community.

Annual Target: MATHS

Year 3 children will be working at early Level 2, or above, of the NZ curriculum in Number and Algebra, by the end of November

Year 5 children will be working at Level 3 of the NZ curriculum in Number and Algebra, by the end November

Baseline Data:

At the end of 2023: Year 2 children 36% (25 of 68 students) were below or well below the expected curriculum level for maths

Year 4 children 35% (21 of 60 students) were below or well below the expected curriculum level for maths

Key Improvement Strategies:

- To identify target children and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students

When	<i>What (Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices)</i>	Who	Indicators of Progress (What will we see?)
<p>By December 1st 2024</p> <p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT</p>	<ul style="list-style-type: none"> • Class timetables to reflect adequate time devoted to the teaching of mathematics (minimum of 3 hours per week). The teaching of maths should ideally take place during prime learning times, i.e. before lunchtime, preferably in the morning block.. • Students should be aware of their learning goals and next steps in learning. • Funding for Maths Whizz for all Year 5 and 6 children • Teachers attend beneficial maths PLD courses offered by facilitators, if and when these are available, and deemed appropriate by the maths curriculum team or management. • Goal sheets to be used for monitoring progress. • GloSS and knowledge testing to be carried out mid-year 	<p>Classroom Teacher</p> <p>Maths Curriculum team</p> <p>Outside agencies (e.g. RTLB) as deemed necessary and appropriate.</p>	<ul style="list-style-type: none"> • Progress shown each term on individual trajectory sheets • Individual goal sheets regularly updated. • Students will have the basic facts knowledge and place value understanding to solve number and algebra problems at the expected curriculum levels.

	<p>and in November to assess progress and achievement.</p> <ul style="list-style-type: none"> • Use of maths trajectory sheets, updated by week 8 of each term. 		
<p>Monitoring: <i>(How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?)</i></p> <ul style="list-style-type: none"> • Student progress will be closely monitored by the classroom teachers, and the maths curriculum team. • Trajectory sheets will be used to record student progress. • RTLB 			
<p>Resourcing: <i>(How much money and time is needed? Who will help us?)</i></p> <ul style="list-style-type: none"> • Our school is very well resourced in this area. • An appropriate maths budget will be set by the BOT for the purchase of any maths resources deemed necessary by the maths curriculum team, as well as for professional development opportunities for teachers. 			