

Annual Implementation Plan 2024

Summary of the plan

We have three main goals that we will be working on in 2024 each aimed at ensuring that our children make the very best of their opportunities at our kura:

Goal 1: To enhance children's academic achievement. In 2024 we will be focusing primarily on Writing. We have made positive strides forward in this curriculum area in 2023 and will continue to build on the solid foundation we have made. We will do this through a combination of Structured Literacy, which will equip our tamariki with the technical skills such as spelling, as well as looking at deeper features to develop a love of writing. Our teachers will be provided with good quality professional development, and a schoolwide approach to this key curriculum area will ensure consistency across the classrooms.

Goal 2: Reflecting our Community within our School. We will look at ways to encourage our community to support the work we do at school and to encourage whānau to be part of their tamariki's learning. We will be focusing on celebrating the cultural diversity of our school - embracing language, culture and identity. We will also be incorporating the history and ecology of our local area within classroom programmes.

Goal 3: Promoting Wellbeing for All. We will be enhancing our focus on health and wellbeing which is essential for learning. We will be looking at wellbeing in its widest sense from healthy eating through to catering for neurodiversity.

Where we are currently at:

Post Covid we have seen a difference at our school. The pandemic prevented our community from being active participants with our tamariki, it took its toll on literacy achievement and we have seen the impact of trauma on our children. Through our own observations and through our community consultation, we now have a clear plan as to where to next for our kura so that we have children who have enhanced wellbeing, are engaged in their learning and are making good progress academically. The goals we have put in place will support us to achieve this.

We made a start on these goals in 2023. We have undertaken literacy professional development and introduced structured literacy at the school. We started to explore trauma informed practice and have linked in with the DHB and a community social worker to support our aims. We have been delighted to have a number of volunteers return to the school.

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

1. Tangata Whenua will be consulted on the developments in our whānau classes
2. A hapu elected liaison will work alongside the school
3. Community consultation has been undertaken to find out about whānau aspirations
4. Iwi voice is recorded in Te Tai Whanake ki Tauranga Moana Te Ao Māori Local Curriculum website which will be used to ensure that we are using local resources to assist us with the localised curriculum
5. All data collected will be analysed in terms of ethnicity. This will allow us to celebrate success as well as to identify areas which need to be strengthened.

Teaching and learning strategies and programmes of our school which support students to progress and achieve

1. Structured Literacy
2. House of science
3. Treasuring our Place – localised curriculum in conjunction with Katikati Museum
4. Reading Recovery
5. Children who are not making expected progress will be identified and become priorities for their teachers. Their progress and the adaptations made for them will be tracked through the appraisal process.
6. Wide range of special needs programmes will be delivered to meet the needs of our tamariki
7. Volunteer reading programme will be used to assist with reading mileage
8. A range of online tools will be used to accelerate children's progress in maths, reading and spelling
9. Ready for Learning Programme
10. Engagement in Project Parore

Strategic Goal 1 To enhance the children's academic achievement				
Annual Target/Goal: Our academic focus for 2024 is Writing as we continue with structured literacy. In 2023 82% of children in Years 4 – 6 made accelerated or sufficient progress in Writing.				
What do we expect to see by the end of the year?				
Our target is for at least 85% of children in Years 4 – 6 to make sufficient or accelerated progress by the end of 2024. Progress against our goal will be assessed through Asttle data and OTJs. Moderation will take place across teams and our unit holders will look at writing books school wide.				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Structured literacy will continue to be a school wide expectation. New staff to the school will be inducted into the programme.	SLT Unit Holders	Unit holders released to work with staff	Beginning Term 1	Teachers will feel confident with teaching structured literacy and will be able to clearly articulate how they have adapted the programme to meet the needs of children not making expected progress at the termly appraisal discussions.
Two unit holders will be appointed to lead developments school wide. They will provide professional development as well as undertaking observations and giving feedback.	SLT Unit Holders	Unit holders released to work with staff	Beginning Term 1	We will have met our annual target. The children's books will show that structured literacy is a regular part of the class programme.
A Teacher Only Day will be held at the beginning of the academic year to set expectations and provide practical support for teachers.	SLT Unit Holders	TOD set for February 2024	Start of year	Teachers will feel confident with teaching structured literacy and have practical ideas to take back to their classroom to use.
A kaiāwhina will be appointed to assist children who are learning to write in both Te Reo and English.	SLT	Finance set aside in budget	End 2023	The tamariki's books will show their progress in both languages. The junior class will have more of an emphasis on oral language.
A range of special needs programmes will be put in place to support the achievement of those needing extra support.	SENCO	Site licences for online programmes Teacher Aides trained to support learners Funding/ grants sort to run additional programmes e.g. Brick Club	Beginning Term 1	The progress of target students will be monitored through the appraisal process.
Our Reading Recovery teacher will take a support group in our junior whānau class to accelerate learning and assist with the range of year levels in the class.	Reading Recovery Teacher	Application for staffing put through to MOE, school to match allocated amount	End 2023	Children's progress will be evident in their books and midyear assessment data.
The achievement of Māori and Pasifika children as they move through the school will continue to be tracked and interventions/ adaptations to programmes will be made as needed. Focus to be placed on progress made.	SLT Class Teachers	SLT to collate and analyse data. The data will be presented to the Board and funding/ resourcing decisions will be made.	End of year data will be used to inform the following year. Adaptations will be made based on midyear data.	Data analysis based on Asttle and OTJ will show progress. Any child not making expected progress will be reviewed and targeted intervention either through the classroom programme or special needs programmes will be delivered.
Target children and priority learners will be identified and monitored as they move through the school.	SLT Class Teachers	Teachers will need to be released each term to meet with their area DP.	Termly	Data analysis based on Asttle and OTJ will show our target children making progress.

Strategic Goal 2 To reflect our community within our school				
Annual Target/Goal: For our whānau and the wider community to have a greater involvement in the school in order for language, culture and identity to be celebrated and for the children to gain a better understanding of the place in which they live.				
What do we expect to see by the end of the year?				
Our community will regularly be part of what we do at school. The future aspirations for our whānau classes will be clarified. Children will have a better understanding of the histories and resources in our local area and be actively involved in environmental projects.				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
A unit holder to be appointed to lead Cultural Pedagogies school wide.	Principal	Management Unit	Term 1	The unit holder will write a vision for the unit to which they will work. Cultural festivals and celebrations will regularly be held at the school, whānau will become our cultural experts, bilingualism will be celebrated.
Cultural Festivals will be celebrated at school, whānau to be encouraged to act as our cultural experts.	Staff and whānau	Dates are identified at the beginning of the year and added to the year overview Team leaders reminded to plan for significant events with their teams Cultural Pedagogies Unit Holder to support	Terms 1- 4	Children are confident and proud to share their cultural background at school.
Whānau will be invited to a wide range of events at the school e.g. sporting events; cultural celebrations; open afternoons; assemblies	Unit holder SLT	Management Unit	Throughout the year	The numbers of whānau regularly attending the school will increase
Stronger connections with our local whānau and hapu to be developed.	SLT and BOT	MOU to be signed between the school and the local marae A hapu elected liaison to work with the school Regular whānau hui to be held Whānau and hapu voice encouraged surrounding the development of our whānau classes	Terms 1 - 4	Regular hui attended by whānau A clear plan for the future of the whānau classes drawn up Relationship built with the hapu liaison
Team leaders will be responsible for ensuring that the expectations outlined in our school curriculum document regarding cultural pedagogies is planned for across their team.	Team Leaders	Team leader release time for planning and team oversight	Terms 1- 4	Cultural pedagogies are evident in teacher planning and classroom practice Children see their culture reflected/ valued at our school
Children to be encouraged to be kaitiaki of our local environment including our school garden and the gulley.	SLT	The school will work in conjunction with Project Parore, the Katikati Museum and Rotary.	Through the year	The gulley will become an outdoor classroom where tamariki can learn about the environment. The school garden will be well managed and the children will be actively involved in maintaining it.

Strategic Goal 3 Promoting wellbeing for all.				
Annual Target/Goal: The school will adapt its practices to encourage the wellbeing of the children.				
What do we expect to see by the end of the year?				
<ol style="list-style-type: none"> Children will be interacting in a positive manner with their peers and the adults at the school The number of children needing senior leadership support will decrease Children will be attending school regularly Children will be better equipped to self-regulate and engage in the school setting 				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Detailed plan formulated for our Whānau Navigator. Families in need will be identified and the Whānau Navigator will work DPs to overcome barriers to attending school.	SLT	Whānau navigator employed – funding has been sourced until the end of Term 3 2024. SLT to try and source additional funding to continue this role.	Terms 1 - 3	Regular referrals made to Te Runanga and the tamariki they are working with are attending regularly/ show improved attendance.
Liaison will take place with Te Runanga regarding whanau who need support.	SLT	DPs and SENCO to liaise with staff from Te Runanga. A room at school to be made available for their use.	On-going	Children will be better able to self-regulate Teachers will observe better engagement in the classroom The number of children requiring SLT intervention will decrease
Trauma informed practice to be researched and introduced across the school.	SLT / PB4L Team	Funds will need to be set aside for professional development and release. The MOE will be funding professional learning for staff.	Full year	Children will be better able to self-regulate Teachers will observe better engagement in the classroom The number of children requiring SLT intervention will decrease
A soft start to the school day will be rolled out across the junior school and adaptations introduced in the middle and senior areas.	SLT	Professional development for lead staff.	Term 1	There will be a calm start to the school day in classrooms The number of children requiring SLT intervention will decrease Children will develop social and cooperative skills
Extracurricular activities at school will be available to make school engaging and encourage the children to participate.	SLT, Team Leaders	Release for staff to plan and run events Some funding for transport Sports Coordinator employed	Full year	Greater attendance at school Feedback from student surveys
Our sports coordinator will ensure that the children have the opportunity to take part in a wide range of sporting events throughout this year.	Sports Coordinator	Kiwi Sports funding used to employ Sports Coordinator	Full year	Significant numbers of children taking part in sports
System set up for DHB clinicians to work with children in need	SLT /SENCO/ DHB	SENCO support to be employed to set up a referral and feedback system with the clinicians Work space for the clinicians Principal's time to oversee the project and be part of the referral process	On-going	Services for children with additional needs are provided more quickly and effectively More children have access to services and are able to engage more effectively with classroom programmes Our special needs team feel supported in their role and can give more time to teaching and learning
PB4L team to provide positive reinforcement for attendance and	PB4L Team	Release time for PB4L members Resourcing to pay for incentives and prizes	On-going	Increased number of children showing significant improvement with their attendance

behaviour. Work with local businesses to provide awards and incentives.

Professional development for PB4L team

Children actively working towards our school values and their personal goals. This will be evident through the number of children receiving their values certificates.

Strategic Goal 3*Promoting wellbeing for all.***Annual Target/Goal:**

The school will adapt its practices to encourage the wellbeing of the children.

What do we expect to see by the end of the year?

5. Children will be interacting in a positive manner with their peers and the adults at the school
6. The number of children needing senior leadership support will decrease
7. Children will be attending school regularly
8. Children will be better equipped to self-regulate and engage in the school setting

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Liaison will take place with Te Runanga regarding whānau who need support.	SLT	DPs and SENCO to liaise with the staff from Te Runanga. A room at school to be made available for their use.	On-going	Regular referrals made to Te Runanga and the tamariki they are working with are attending regularly/ show improved attendance.
Trauma informed practice to be researched and introduced across the school.	SLT/ PB4L Team	Funds will need to be set aside for professional development and release. The MOE will be funding professional learning for staff.	Full year	Children will be better able to self-regulate Teachers will observe better engagement in the classroom The number of children requiring SLT intervention will decrease
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PB4L team to provide positive reinforcement for attendance and behaviour. Work with local businesses to provide awards and incentives.	PB4L team	Release time for PB4L members Resourcing to pay for incentives and prizes Professional development for PB4L team	On-going	Increased number of children showing significant improvement with their attendance Children actively working towards our school values and their personal goals. This will be evident through the number of children receiving their values certificates

