

2024 Strategic Plan Goals: 1. Writing

Vision Statement:

Equip for life, prepare for eternity.

How we prioritised our goals:

Writing was one of our school's needs. Though it had been a priority area of curriculum focus for a number of years, post Covid our results were declining and we realised that we needed to find a way to develop Writing differently. After consultation this was also set as a goal within our Kāhui Ako which gave us further incentive to target it. We began a three year development journey which is expected to end at the end of 2024.

We are now on a trajectory of improvement:

- At the end of 2022 52% of the school were achieving at the curriculum expectations in Writing. For boys this was just 34% and Māori 38%. Girls and Pasifika were 67%
- At the end of 2023 schoolwide achievement had risen to 62%. For boys this rose to 52% and Māori 56%. Girls remained at 67% but Pasifika increased to 86%.

This remains the school's main development area in 2024 to continue the journey of improvement we are on.

Strategic Goals:	Board Primary Objective this strategic goal is working towards meeting:	Links to Education requirements:	What we expect to see:	How we will achieve or make progress towards our strategic goals:	How we will measure success:
<p>To raise student achievement in Writing so that by the end of 2025 80% of all students are achieving at or beyond the curriculum expectations.</p>	<p>Objective 1: Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>Objective 4 (iii): The school gives effect to Te Tiriti o Waitangi, including by achieving equitable outcomes for Māori students.</p>	<p>NELPS:</p> <ol style="list-style-type: none"> 2. Having high aspirations for every learner / ākonga. 3. Reducing barriers to education for all. 4. Ensure every learner / ākonga gains sound foundational skills. 6. Develop staff to strengthen teaching. <p>Kāhui Ako Goal: To lift achievement in Writing for all students with a particular focus on boys' achievement.</p>	<p>By the end of 2025 we are aiming for 80% of all students to be achieving curriculum expectations. This will be equitable including 80% or more of boys, girls, Māori and Pasifika.</p> <p>Through <i>Writer's Toolbox</i> PLD teachers will be equipped with leading pedagogies of instructional delivery, tools and resources. These form ways of teaching that are high impact.</p> <p>Students will use the <i>Writer's Toolbox</i> tools and resources to engage in new concepts and accelerate progress.</p>	<p>Our key strategies to achieve our targets are:</p> <ul style="list-style-type: none"> • To use <i>Writer's Toolbox</i> as a schoolwide tool for teaching Writing. • <i>Writer's Toolbox</i> facilitators are engaged to upskill teaching and support staff at all levels. • Significant <i>Writer's Toolbox</i> writing resources are purchased for use in every class. • The <i>Writer's Toolbox</i> online platform will be used in Years 5 – 8 to provide further writing support and feedback to all students. • Teachers will implement <i>The Code</i> spelling programme across the school to try and lift spelling achievement. • A lead teacher is in place with two further teachers in associate development roles to help drive achievement throughout the school. 	<p>Progress will be measured formally and informally.</p> <p>Twice per year the school will measure overall progress against the curriculum expectations. This will be done through writing samples measured by teachers against the school's aligned assessment rubrics, and by using overall teacher judgements based on discussions had with students and what the teacher has seen them doing in class work, including across the curriculum. Writing samples will be moderated within and across schools.</p> <p>Less formally the <i>Writer's Toolbox</i> online tool will be used each week to give students immediate feedback on their progress and next learning steps from Years 5 – 8. Teacher monitoring, workshops and feedback will complement this. In Years 1 – 4 this</p>

					<ul style="list-style-type: none"> • Teachers will use 'Teacher as Inquiry' processes to work with a target group of students who are below expectations in each class. • Teachers will have observations and feedback on their teaching in Term 2 and 3 to support their professional practice. • The school has developed its approach around the Tātaiako research and recommendations. Strategies to implement this linked with best practice for moving Māori achievement have been developed and will be implemented. • In Term 2 staff will continue development around culturally responsive and relational practices from BTI through our Kāhui Ako. This is expected to help influence Writing achievement long term. • The school has been developing rubrics around Writing achievement and will continue to work with staff on developing these so staff and students can clearly define expectations, progress and next steps to learning. This is expected to empower both teachers and students. • The school will review its assessment practices in Writing with the view of using this to better inform learning and achievement. • Staff will review their programmes alongside their teacher inquiries to evaluate any barriers that may emerge whether access to equipment, how Māori and Pasifika are related to in planning and learning, and will include integrating culturally relevant pedagogies. <p>Our English Implementation Plan, through self-review, will be reviewed again in Term 4. This was done by our lead team at the end of 2021 and 2022 but is expected to need change again by the end of 2024 and 2025.</p>	<p>feedback will be provided by the class teacher. Continued PLD will help strengthen learning direction.</p> <p>Teacher inquiry with target students in each class will be monitored every three weeks to make sure instruction is achieving the desired impact to accelerate learning.</p> <p>Regular staff meetings will create the forum to evaluate progress between classes and provide professional discussions to help each teacher improve progress in their class.</p>
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2024 Strategic Plan Goals: 2. BSLA Reading

Vision Statement:

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How we prioritised our goals:

The school had previously trained a teacher and teacher aide in BSLA and implemented this programme for Reading with Year 1 students during 2022 - 2023. The teacher left at the end of 2023. The BSLA programme has been positively received by parents in the Junior class and there was a desire to keep this going. In 2024 the programme is being extended to Year 2 students as well. With 75% achieving within Tier 1 of the programme in 2023 we have considered this a highly effective structured literacy approach. With new teachers in Years 1 and 2 that are untrained in *BSLA* we need to include the development of staff as a key component in our strategic approach. We are expecting that by extending the programme to Year 2 students in 2024 we will further strengthen the Junior Reading programme.

Strategic Goals:	Board Primary Objective this strategic goal is working towards meeting:	Links to Education requirements:	What we expect to see:	How we will achieve or make progress towards our strategic goals:	How we will measure success:
<p>To implement the <i>BSLA</i> Reading programme at Years 1 and 2 and have 85% or more of Year 1 and 2 students achieving at the curriculum expectations in Reading.</p>	<p>Objective 1: Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>Objective 4 (iii): The school gives effect to Te Tiriti o Waitangi, including by achieving equitable outcomes for Māori students.</p>	<p>NELPS:</p> <p>2. Having high aspirations for every learner / ākonga.</p> <p>3. Reducing barriers to education for all.</p> <p>4. Ensure every learner / ākonga gains sound foundational skills.</p> <p>6. Develop staff to strengthen teaching.</p>	<p>By the end of 2024 we are aiming for 85% of all Year 1 and 2 students to be achieving at the curriculum expectations in Reading. This will be equitable including 85% or more of boys, girls, Māori and Pasifika.</p> <p>Through <i>BSLA</i> PLD teachers will be equipped with a structured Reading programme and leading pedagogies of instructional delivery, tools and resources. These are highly researched and developed methods.</p>	<p>Our key strategies to achieve our targets are:</p> <ul style="list-style-type: none"> Teachers of Years 1 and 2 will do the University of Canterbury course for teaching <i>BSLA</i>. A <i>BSLA</i> facilitator will work with teachers to implement the structured literacy teaching approach. Significant <i>BSLA</i> reading resources will be purchased for implementation of the programme in both Junior classes. Tier 1 and 2 levels will be setup for implementation. Teachers will have observations and feedback on their teaching by the facilitator to support their professional practice. The school has developed its approach around the Tātaiako research and recommendations. Strategies to implement this linked with best practice for moving Māori achievement have been developed and will be implemented. 	<p>Progress will be measured formally and informally.</p> <p>At the end of each term <i>BSLA</i> has a set assessment and monitoring process that assesses student progress and next steps. This will be used to identify progression, those who can graduate off the programme, and those who need to move to Tier 2 of the programme.</p> <p>To ensure progress against the curriculum expectations students will also be assessed against the school's rubrics in Readings based in the expectations</p> <p>Teacher observations will be used to identify student reading behaviours and any barriers to learning.</p> <p>Teacher inquiry will be based around teacher development of <i>BSLA</i> practice.</p>

					<ul style="list-style-type: none">• In Term 2 staff will continue development around culturally responsive and relational practices from BTI through our Kāhui Ako. This is expected to help influence Reading achievement long term.• The school has been developing rubrics around Reading achievement and will continue to work with staff on developing these so staff and students can clearly define expectations, progress and next steps to learning. This is expected to empower both teachers and students.• Staff will review their programmes alongside their teacher inquiries to evaluate any barriers that may emerge whether access to equipment, how Māori and Pasifika are related to in planning and learning, and will include integrating culturally relevant pedagogies. <p>Our English Implementation Plan, through self-review, will be reviewed again in Term 4 to include <i>BSLA</i>. This will be reviewed again for changes at the end of 2025.</p>	
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2024 Strategic Plan Goals: 3. Attendance

Vision Statement:

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How we prioritised our goals:

The government has required us to have a goal for attendance. In 2023 our average attendance rate was 93% but 73.3% of students were attending 90% of the time or more. We want to get this to 80% of all students attending 90% of the time or more.

Strategic Goals:	Board Primary Objective this strategic goal is working towards meeting:	Links to Education requirements:	What we expect to see:	How we will achieve or make progress towards our strategic goals:	How we will measure success:
<p>To have 80% of students attending school for 90% or more of the school year.</p>	<p>Objective 1: Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>Objective 4 (iii): The school gives effect to Te Tiriti o Waitangi, including by achieving equitable outcomes for Māori students.</p>	<p>NELPS: 3. Reducing barriers to education for all.</p> <p>Government Goal: To lift attendance of all students in schools.</p>	<p>During 2024 we are aiming for students to be attending school 90% of the time (not more than 20 school days absence).</p> <p>We know from 2023 experience that we had a significant rate of illness, a number of families taking extended breaks overseas, and a family take leave because of involvement in a mission outreach. However, there seemed to be very little rates of otherwise unnecessary absence.</p> <p>We currently have a number of our families enrolled that are associated with our local YWAM training base. We know these families will be involved in a mission outreach during the year which will necessitate a period of absence from the area.</p> <p>Our aim is to not have unnecessary absences where students are having days off without a justified reason.</p>	<p>Our key strategies to achieve our targets are:</p> <ul style="list-style-type: none"> • Conversations at prize giving events and parent nights about attendance and absence rates and what are acceptable absences. • Building and promoting trust in families to decide when their children are sick as they know their children best. • Through the newsletter helping whānau understand the importance of being at school every day. • Where necessary engaging with Starfish's local Attendance Services to work with families that with questionable absences. • Looking for any trending days of absence in a week and working as a school to make that a day that is attractive for students and whānau. • Consult with families at risk of not meeting attendance goals to ensure there are no barriers to students attending whether physically, socially or emotionally. • The principal will pursue any trending absences in students or families. 	<p>Absence rates will be monitored through:</p> <ul style="list-style-type: none"> • daily monitoring of absences by the school office • the school's Student Management System weekly updates showing absence trends • at half year the principal will analyse in detail all school attendance data and have discussions with families where needed • at the end of the year the principal will further interrogate all school attendance data to report on attendance rates and analyse variance from the target <p>At all stages in the above process interventions will be able to be employed where necessary as per our strategic process strategies.</p>

					<ul style="list-style-type: none">• Highlighting individual attendance rates in each of the three types of school reports that families get during the year to promote regular attendance• Attendance and punctuality will continue to be promoted as two of four achievement areas for earning a school 'Rockstars' certificate at the end of each term in end of term assemblies. These are valued by students and families.	
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