

Hauroko Valley Primary School Strategic Plan 2024-2025



Vision Statement:

Hauroko Valley Primary School will provide students with opportunities to enable them to realise their individual potential, and become motivated learners who strive for excellence and can adapt to the constant changes in the global community.

Hauroko Valley Primary School Values

Hauora/Wellbeing

- At Hauroko Valley Primary School we CARE for our people and place through our guardianship/kaitiaki & manaakitanga/

Village/Kainga

- At Hauroko Valley Primary School we CONNECT with others. We know there is strength in our kotahitanga/unity & whanaungatanga/relationships with others

Perseverance

- At Hauroko Valley Primary School we CAN-DO. We keep learning even if it's hard. We know if you do the mahi, you get the treats.

Success

- At Hauroko Valley Primary School we CELEBRATE our unique place/turangawaewae and our akonga progress in learning and achievements

Our Learning Principles

High Expectations - supporting and empowering all learners (students and staff) to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi - acknowledging the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa.

Cultural Diversity - recognise that diversity within individual students is influenced by gender, cultural heritage(s), socio economic backgrounds, ability/disability and personality.

Inclusion - our curriculum ensures that learners' identities, languages, abilities and talents are recognised and affirmed and their learning needs are addressed.

Learning To Learn - encouraging all learners to reflect on their own learning processes and to learn how to learn.

Community Engagement - our curriculum has meaning for learners. It connects each akonga to their lives and community and is future focused.

Coherence - demonstrate consistent understandings of learning progressions within learning areas.

Future Focus - encourage students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

- 2023 Hauroko Valley Primary School Community Consultation
- School Improvement Framework November 2023
- Mid-Year and End of Year Data 2023
- Hauroko Valley Primary School Annual Plan Reflections 2023

Hauroko Valley Primary School Strategic Plan has been developed in consultation with our families as part of our annual community consultation. In partnership with the Education Review Office, and our work with the School Improvement Framework, we have identified areas to work on, including Inclusive Education/ Responsive Curriculum and lifting Writing achievement for priority learners. The 2023 Mid Year and End of Year Data clearly identifies Writing as an area where we need to lift student achievement, particularly for male students. The End of Year Data for 2023, also identifies Maths as a focus for some of our female students. Ongoing reflections by the Principal in consultation with Staff has contributed to the information collected for our Strategic Plan for 2024.

Hauroko Valley Primary School Strategic Goals	Which Board Primary Objectives does this strategic goal work towards meeting?	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?	
<i>Refer Regulations 7 (1) (b)</i>		<i>Refer Regulations 7 (d)</i>	<i>Refer Regulations 7 (g)</i>	<i>Refer Regulations 7(e) (f)</i>	<i>Refer Regulations 7 (g)</i>	
1	<p>Strategic Goal Build resilience and wellbeing at Hauroko Valley Primary School.</p>	<p>Board Primary Objectives 1. (b) (i) Hauroko Valley Primary School is a physically and emotionally safe place for all students and staff.</p> <p>1. (b) (ii) Hauroko Valley Primary School gives effect to relevant student rights, set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>1. (b) (iii) Hauroko Valley Primary School takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p>	<p>NELP Learners At The Centre Objective 1, Priority 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>NELP Learners At The Centre Objective 1, Priority 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>Create a classroom environment that is inclusive, collaborative and culturally responsive.</p> <p>Support and encourage students to be resilient, responsible and respectful as part of our Hauroko Valley Primary School Values.</p> <p>Utilisation of Universal Design of Learning Principles in classrooms to increase opportunities to learn.</p> <p>Promptly address any concerns or complaints of bullying, racism or discrimination.</p> <p>Learning support accessed to support neurodiverse learners.</p> <p>Home and School Partnership strengthened so staff work with whānau to identify and understand barriers to learning for individuals.</p> <p>Utilize Principal's Discretionary Fund to support costs to reduce financial dependence on families.</p>	<p>Educultural Wheel - Hauroko Valley Primary School staff understand the Educultural Wheel and use these four dimensions through inclusive and responsive learning opportunities.</p> <p>Kotahitanga - ethic of bonding. Whanaungatanga - building relationships. Manaakitanga - ethic of care. Rangatiratanga - teacher effectiveness.</p> <p>The four dimensions come together to promote Pumanawatanga - morale, tone, pulse of our class, and school environment.</p> <p>Coverage of wellbeing within our Health and Physical Education teaching and learning and Long Term Planning.</p> <p>Utilise Wellbeing Programmes including Pause, Breathe, Smile, Mitey or Life Education Bus Modules.</p> <p>Staff continually refine and develop learning to ensure student engagement and progress.</p> <p>Provide opportunities for students to talk about concerns and practice strategies to build resilience.</p>	<p>-Provide opportunities for students and teachers to complete the NZCER Wellbeing Survey twice yearly.</p> <p>-Implement recommendations from the Wellbeing@School student and staff survey each year.</p> <p>-Promote wellbeing through Relationships and Sexuality Education Programme (Navigating The Journey) Yearly scheduled teaching. Feedback by staff and students.</p> <p>-Implementation of Health Education - Sir John Kirwan Foundation, Mitey Programme 2024.</p> <p>-Facilitation by St John/Hone Hato - of Whatuia te Waiora/Weaving Wellbeing Programme for Years 7-8 annually with reflections by students.</p> <p>-Incorporate Southern Cross Pause, Breathe, Smile Programme strategies into classroom routines, Years 1-8.</p> <p>-Monitor the Hauroko Valley Primary School Priority Learner Register. (Principal, Teachers)</p> <p>-Observations c/- Kaiako, Principal</p> <p>-Conversations c/- Kaiako, Students, Principal</p>

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2	<p>Strategic Goal Sustain high quality reading, writing and mathematics programmes to accelerate student progress and achievement.</p>	<p>Board Primary Objectives 1. (a) Every student at Hauroko Valley Primary School is able to attain their highest possible standard in educational achievement.</p>	<p>NELP Barrier Free Access Objective 2, Priority 4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy.</p> <p>NELP Quality Teaching & Leadership Objective 3, Priority 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Leaders carefully monitor and model effective practice in every classroom to support teachers' confidence to implement new strategies in reading, writing or math.</p> <p>Teachers contribute to agreed goals for improving writing and collaboratively analyze children's writing samples.</p> <p>Leaders and teachers collaboratively identify new reading, writing or math strategies and approaches to apply.</p> <p>Leaders recognise the value of every teacher developing an understanding of the progressions children move through as successful writers, readers and mathematicians.</p> <p>There is a shared understanding of the learning progressions to help children and teachers know about individuals' achievement, progress and next steps.</p> <p>Children own and understand their learning process and progress.</p> <p>Provide ongoing opportunities for students to develop knowledge, skills and competencies, as part of their learner journey as a reader, writer and mathematician.</p>	<p>Invest in leadership growth by including coaching capabilities to enable staff to build knowledge, understanding and skills.</p> <p>Explicit teaching making clear for children the links between reading, speaking and writing.</p> <p>Oral language is a significant focus of the writing programme throughout all levels of the school.</p> <p>Ensure children are learning about letter formation, sounds and words. These are deliberately combined as part of early reading and writing teaching strategies.</p> <p>Monitor learners at risk/not achieving via Hauroko Valley Primary School Priority Learner Register.</p> <p>Seek support from external specialists e.g:LSC, RTLb, RTLit, SLT, OT, MoE to further support students, staff and whanau.</p> <p>Continue to build on mathematical programmes to strengthen number knowledge and strategies for all learners.</p> <p>Ensure coverage of Strand Mathematics at each level with connections to authentic contexts for deep numeric learning, problem solving and thinking.</p>	<p>-Moderation of writers Whole School c/- Teachers, Principal</p> <p>-Observations by Literacy Lead, Principal c/- TBC</p> <p>-Modeling by Literacy Lead c/- TBC</p> <p>-Principal prioritizing Professional Learning Development and continual evaluation of the impact.</p> <p>-Partnerships between home and school to support writing, reading and math learning.</p> <p>-Math support through number knowledge flashcards, reading supported by home reading diaries in Years 1-6. Writing supported by Writers Toolbox online Platform Years 5-8.</p> <p>-All Curriculum supported by additional access to online platforms or tools to engage and support home learning.</p> <p>-Student engagement and feedback.</p> <p>-Reading record assessments</p> <p>-Writer's toolbox online platform feedback for students</p> <p>-Writer's toolbox online platform school wide feedback</p> <p>-Numeracy knowledge and strategy assessments e.g: HVP's Maths Profiles, IKAN, GloSS, JAM</p>

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3	<p>Strategic Goal Strengthen a responsive curriculum by designing rich opportunities and coherent pathways for all ākonga.</p>	<p>Board Primary Objectives 1.(b) (i) Hauroko Valley Primary School is a physically and emotionally safe place for all students and staff;</p> <p>1.(b) (ii) and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993</p> <p>1.(b) (iii) and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p> <p>1.(c) and the school is inclusive of, and caters for, students with differing needs</p> <p>1.(d) (i) and the school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;</p> <p>1.(d)(ii) and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori;</p> <p>1.(d)(iii) and achieving equitable outcomes for Māori students.</p>	<p>NELP Barrier Free Access Objective 2 , Priority 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>NELP Quality Teaching & Learning Objective 3, Priority 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning</p> <p>Ka Hikitia/The Maori Education Strategy</p>	<p>Engagement of students as learning is focused on culture, identity, and interests.</p> <p>Purposeful learning opportunities that have been specifically designed relevant to the context of our people and place.</p> <p>Students' knowledge, skills and competencies grow in and through their learning.</p> <p>Responsive curriculum incorporates connections to students' lives, prior understandings and out of school experiences. It draws on and adds to parent, whānau and community collaborations of knowledge.</p> <p>Consider future-focus issues including: sustainability - practices on society and the environment citizenship – exploring what it means to be a citizen and to contribute to the development and wellbeing of society enterprise – exploring what it is to be innovative and entrepreneurial globalisation – exploring what it means to be part of a global community and to live amongst diverse cultures.</p>	<p>Strengthen community learning partnerships so whanau and the wider community are engaged for educational gain.</p> <p>Ensure long term plans cater for the strengths, needs and interests of our students.</p> <p>Determine and respond to local priorities e.g: Waiau BioBlitz, Waiau Rivercare Group for our students to be engaged with.</p> <p>Coverage of Social Sciences, Science, Technology, The Arts, Health and Physical Education through well designed rich integrated inquiries..</p> <p>Work with external providers to further develop collaborative connections e.g: Ministry of Education Curriculum Advisers, Active Southland. iDeal Learning Matters, Sir John Kirwan's Mitey Programme.</p> <p>Liaise with the Oraka/Aparima Runanga, to learn more of Western Southland's local history and ways we can connect with our people and place.</p> <p>Teachers skilfully use a variety of resources to capture all aspects of the New Zealand Curriculum including Key Competencies and Hauroko Valley Primary School Values.</p> <p>Build an engaging environment where our practices and programmes align to provide a culturally responsive, safe and inclusive environment.</p>	<p>-Build contextual learning frameworks so learners are fully immersed in their learning. Obvious engagement and student agency.</p> <p>-Feedback from the school community through focus groups, hui and/or community consultation.</p> <p>-Year 7&8 Technology Programmes involve collaborative connections with local cuisine and chefs, skilled woodworkers and talented sewing/knitting personnel demonstrating a local connection..</p> <p>-Learning Languages including NZSL, French (Year 7&8) and Te Reo Maori (Years 1-8) so students are confident in their developing listening, speaking, reading or writing skills.</p> <p>-Extend opportunities for the Have A Go Programme (Year 7&8) within the local community through collaborations with local people, businesses and organisations to provide engaging connections.</p> <p>-Support transitions from Year 8 Primary School to Year 9 Secondary School so students and families are well prepared for the next step in their educational journey.</p> <p>-Establish a Graduate Profile for our Year 8 leavers, with input from home and school partnerships. This shared understanding will be a transparent communication of what a future oriented learner looks like.</p>

Hauroko Valley Primary Annual Implementation Plan 2024



Summary

Through community consultation, staff consultation and in working with our Education Review Office Partner we have identified the following as areas to

Where we are currently at:

Last year we continued to develop our wellbeing teaching and learning programmes. There has been a focus on incorporating Te Whare Tapa Wha into our school wide health planning. Te Whare Tapa Wha is used to promote a more holistic approach to health and well-being. For Maori it reflects Maori views of health and emphasizes the importance of cultural identity and connection to the community. We have found Te Whare Tapa Wha is a valuable tool for promoting a more comprehensive understanding of health and well-being, to support people with a focus on the whole person. Active Southland has supported our Professional Development of Healthy Active Learning and integration through the school day, as well as our Health & Physical Education Long Term Plan. Our teachers are building their knowledge of the skill development for athletics as the coaching has provided the fundamental movement patterns specific to each run, jump and throw activity. This year our Health and Physical Education teaching and learning programmes are being consolidated so all teaching and learning programmes reflect these changes for effective teaching and learning.

Unfortunately our school wide results to end 2023 indicated we still have work to do, particularly to lift the number of students progressing and achieving in writing at their expected New Zealand Curriculum Levels. Last year we started our journey into Structured Literacy with a focus on spelling concepts. We know this made a difference as the baseline data and end of year data of individual students made this clear. Our focus remains on Professional Learning in Structured Literacy with expert PD facilitators to build teacher capacity and therefore impacting on the progress and achievement of students. Gaining Ministry of Education support for Professional Development is key for our continued Professional Learning from a research and evidence based systematic and cumulative programme of Structured Literacy. This will in turn support all Literacy learning for staff, students and whanau in alphabetic principle, spelling concepts, handwriting, writing, oral language and reading.

Over time we have grown our connections and collaborations with Primary Schools in our Western Southland Cluster, opportunities to create with our closest school Waiiau Area School. Through AgriKids Successes at a National Level we have collaborated with agricultural agencies and with farming families to support our students' continued learning of modules in preparation. We have strengthened our involvement in local initiatives through the connections of staff who live or work in the community. There are reciprocal relationships between our parents and staff who are engaged to support their learners. In 2023 and 2024 we have new families joining our school community. We aim to continue to strengthen partnerships and nurture relationships where staff, students and whanau are valued and collaborate to ensure progress is key for the learner.

Targets 2023

Reading for all students to end 2023 to be reading at/above 90%. Actual End Of Year 86% of all students at/above in reading.

Writing for all students to be at 85% at/above in writing. Actual End Of Year 76% of all students at/above in writing.

Math for all students to be at 85% at/above in math. Actual End Of Year 2023 81% of all students at/above in mathematics.

Targets 2024

Reading - for 90% of HVP students to be reading at/above their chronological age. This goal has been kept because progress and achievement continues to work towards it.

Writing - for 80% of all students to be writing at/above. This goal has been readjusted to reflect the challenges learners are finding in writing.

Mathematics - for 85% of all students to be working at/above. This goal has remained as we continue to work to achieve this.

How will our targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1) (g)

- Continue to make connections with mana whenua through Takutai o Te Titi Marae with Oraka Aparima Runaka support.
- Hold a hui with a focus group to consult with mana whenua, parents, whānau, kaiako, ākonga, and the community.
- Ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- At Hauroko Valley Primary School we are achieving equitable outcomes for Māori students.

Strategic Goal #1 Build resilience and wellbeing at Hauroko Valley Primary School.

Annual Target/Goal: **Regulation 9(1) (a)**

- Strengthen Health and Physical Education Curriculum Delivery through focused integration and specific skill based teaching.
- Implementation of Sir John Kirwam Programme Mitey to support knowledge, understanding of wellbeing and resilience.

What do we expect to see by the end of the year? **Regulation 9 (1) (d)**

- Healthy Active Learning is regularly integrated into daily teaching and learning programmes.
- All teachers have the knowledge, understanding and skills required to teach effective Health Education and Physical Education Programmes.
- Engagement of all students in Healthy Active Learning.



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? Regulation 9(1) (c)	Resources Required Regulation 9(1) (c)	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 & detail the measurements you'll use to check on your progress. Reference the success measures from your strategic plan template.</i> Regulation 9(1) (d)	Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1) (b)
Grow Healthy Active Learning pathways, as part of reviewing and developing HVP's Health and Physical Education Curriculum.	Board of Trustees Principal Lead Teacher Teache/rs Mark Tree	-Active Southland Facilitator c/-Mark Tree -NZC H&PE -HVP Curriculum Plan -HVP Unit Plans Levels 1-4 -Movewell -transport, to support learners to attend opportunities	-Terms 1-4, 2024 -Term 1 athletics, swimming, triathlon, rippa, touch, ki o rahi -Term 2 cross country, winter sports, hockey -Term 3 cross country, hockey, winter sports, -Term 4, swimming, touch module, adventure race	-Quality physical activity through HVP LTP Curriculum Overview -H&PE Unit Plans Levels 1-4 -Timetabled so regular physical movement -Teacher observations, feedback for feedforward -Student feedback	-engagement of Professional Learning Facilitator Mark Tree c/- Active Southland -Lead Teacher Management Unit allocation -engagement of students in HAL (observations, conversations, feedback) -regular Healthy Active Learning through Staff Meetings for ongoing Professional Development
Create an environment that is safe and inclusive, celebrating diversity and differences.	Board of Trustees Principal Lead Teacher Teacher/s Support Staff Life Education Trust	-Mental Health Education and Hauora Publication -Relationships and Sexuality Education -Sexuality Education/Navigating the Journey -Te Whare Tapa Wha -5 Ways to Wellbeing NZMHA -St John Weaving Well Being/Whatuia te waiora	-Life Education Bus Term 1 annually -Twice Yearly Term 2, Term 4 NZCER Wellbeing Survey -Term 3 Sexuality Education/Navigating the Journey -First day - accurate names/place for each student -First week - all	-NZCER Wellbeing Survey Years 5-8 -Utilise UDL Inclusive Education tki.org.nz -Students & whanau supported -Regular school attendance tracked via SMS & Everyday Matters -Literacy and numeracy skills -Social & self-management skills as part of NZ KC's	-Term 1 Teachers Only Day Strengths (values) based curriculum initiatives -classroom culture as per Educultural Wheel -HVP Behaviour Management Plan -class Code of Conduct -HVP School Values Indicators: -ability to be themselves -sense of belonging -experience of discrimination or bullying

		<ul style="list-style-type: none"> -Southern Cross Pause, Breathe, Smile -NZCER Wellbeing Survey Years 5-8 -Inclusive Education/Universal Design of Learning -Know The Learner 	<ul style="list-style-type: none"> teachers know each child in class by name -Completion of Know The Learner by whanau to share before the end of Week 4 -Meet The Teacher Week 3, Term 1 -Each Term ensures the classroom environment is set up to reflect UDL Principles. 	<ul style="list-style-type: none"> -learners feel accepted, respected and valued at home, school, in the community and online -learners feel manaakitanga: kindness, respect and care for others -they live free from racism and discrimination -learners have stable and healthy relationships -learners are connected to their culture, language, beliefs and identity including whakapapa and tūrangawaewae 	<ul style="list-style-type: none"> -support for cultural identity and languages - learners are positively engaged with, and progressing and achieving in learning -they develop the social, emotional and communication skills they need as they progress through life -they have the knowledge, skills and encouragement to achieve their potential and enable choices around further education, volunteering, employment, and entrepreneurship -they can successfully navigate life's transitions -Interlead Professional Growth Cycle Mentoring
<p>Hauroko Valley Primary School Values in action, to support the wellbeing of each learner and staff member.</p>	<p>Principal Lead Teacher Teachers Support Staff</p>	<ul style="list-style-type: none"> -NZC Key Competencies -HVP School Values -Te Whare Tapa Wha -5 Ways to Wellbeing NZMHA -St John Weaving Well Being/Whatuia te waiora -Southern Cross Pause, Breathe, Smile 	<ul style="list-style-type: none"> -Health Education & Hauora -NZ Key Competencies -HVP School Values daily in action -Sir John Kirwan Mitey Programme Terms 2-4, 2024 	<ul style="list-style-type: none"> -Hear, see and feel HVP SV's in action regularly. -learners have spaces and opportunities to play and express themselves creatively -NZCER Wellbeing Survey Years 5-8. 	<ul style="list-style-type: none"> -Hauroko Valley Primary School Priority Register -access external support for learners - LSC, RTLb, RTLit, ORS, SLT, OT -Professional Learning c/- Facilitator Belinda Brown Sir John Kirwan Mitey Programme
<p>Affirm students unique cultural identities within cultural contexts so all students feel they belong.</p>	<p>Principal Lead Teacher Teachers Support Staff Whaea Priscilla</p>	<ul style="list-style-type: none"> -Inclusive Education/Universal Design of Learning -Know The Learner 	<ul style="list-style-type: none"> -Te Whare Tapa Wha -Sir John Kirwan Mitey Programme Terms 2-4, 2024 	<p>Refer above</p>	<ul style="list-style-type: none"> -curriculum statements and progressions reflect quality practice indicators that connect to cultural locatedness, mana whenua and uphold the Treaty of Waitangi -teachers are delivering curriculum in pedagogically powerful and purposeful ways, measured by teachers being able to articulate what, why & how they are teaching and students being able to articulate what they are learning, why and how they intend to share their learning karakia, waiata, and pepeha are shared and embedded throughout the school in practice and pedagogy.

Strategic Goal #2 Develop high quality reading, writing and mathematics programmes to accelerate student progress and achievement.

Annual Target/Goal: **Regulation 9(1) (a)**

- Reading - for 90% of HVP students to be reading at/above their chronological age.
- Writing - for 80% of all students to be writing at/above.
- Mathematics - for 85% of all students to be working at/above.

What do we expect to see by the end of the year? **Regulation 9 (1) (d)**

- Year 3 acceleration of reading by students well below/below chronological reading age.
- Year 6 acceleration of writing by male students well below/below expected levels.
- Year 8 acceleration of mathematics by female students below expected numeracy levels.



Actions <i>Regulation 9(1) (b)</i>	Who is Responsible <i>Regulation 9(1) (c)</i>	Resources Required <i>Regulation 9(1) (c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1) (d)</i>	Actions <i>Regulation 9(1) (b)</i>
To design and implement a coherent whole-school plan focused on targeted support for students and teachers for equitable outcomes.	Board of Trustees Principal Lead Teacher Teachers Teacher Aides Students Families	-Hauroko Valley Primary School Priority Learner Register -LSC, SENCO, RTLb, RTLit, Teacher Aides	-Terms 1-4, 2024 -Principal Report to Board of Teachers regularly -Action plans and meetings each term shared with families -Mid Year, End of Year Reporting to Parents	-devise systems that supported knowledge building, improvement and inquiry. e.g: PGC -ask teachers to think about the effect of what they were doing and what they will do differently for particular groups of students. -students know why they need to catch up and their goals.	-teachers work with other professionals to develop a programme to accelerate progress -parents are supported to develop ways to help their children learn at home. -Board trustees recognise leaders' and teachers' professional capability and expected achievement-based impact reports about the resourcing that they provide.
Provide leadership opportunities to support professional development..	Board of Trustees Principal Lead Teacher Teachers	-Structured Literacy Professional Learning -iDeal Learning Matters Platform access for Principal, Teachers & Teacher Aide -Writer's Toolbox Platform Access for Principal, Teachers -Writer's Toolbox for Year 5-8 students	-Terms 1-4, 2024 -Structured Literacy Professional Learning with Facilitator once a term -one day a Term for Mentor Teacher to work with Beginning Teacher to support literacy or numeracy programme development -Staff Meetings each month	-evidence-based effective practices are consistently used across the school. -teachers have a strong understanding of acceleration, The New Zealand Curriculum, literacy and mathematical progressions, and levels of progression. -school targets are clearly understood by teachers	-PLD Journey documentation to evidence actions -observations by Principal, Lead Teacher, Mentor Teachers -workshops with facilitator of Structured Literacy -coaching with Structured Literacy Facilitator
Literacy and Numeracy achievement strategies are embedded and measured throughout the school.	Principal Lead Teacher Teachers	-Individualized Professional Learning via Online Writers Toolbox. -Structured Literacy Professional Development. -Numicon Professional Learning	-Professional Learning c/-Facilitator Darnelle Darlison iDeal Learning Matters	-clear systems are used to identify students achieving below and well below expected levels to decide which students the school will prioritise resources for. -ongoing monitoring of progress of all students identified as priority learners via HVP Register. -teachers involved in the innovation understand and implement teaching as inquiry to design learning programmes and evaluate the effect of teaching decisions.	-leaders need to develop a plan that includes capability building of other teachers so they too can implement aspects of success. -The plan needs to ensure all teachers across the school: - own the responsibility to accelerate learning - rigorously use teaching as inquiry to monitor the impact of their practice - monitor and track student progress and achievement over more than one year.
Monitor the teaching of the Literacy and Mathematics Curriculum and implement recommendations from reviews.	Principal Lead Teacher Teachers	-iDeal Learning Matters, -Structured Literacy -Writer's Toolbox PD -	-Term observations by either Lead Teacher or Principal. -Video by teachers of their teaching of structured literacy.	-observations	-learning support programmes and interventions support increasing rates of progress. -quality practice indicators co constructed 90% of students achieving within or above expected levels and making progress of 2-4 sublevels per year 90%-95% attendance rates

Strategic Goal #3 Strengthen a responsive curriculum by designing rich opportunities and coherent pathways for all ākonga.

Annual Target/Goal: Regulation 9(1) (a)

- Responsive curriculum incorporates connections to students' lives, prior understandings and out of school experiences. It draws on and adds to parent, whanau and community collaborations of knowledge.

What do we expect to see by the end of the year? **Regulation 9 (1) (d)**

- Engaged learners fully immersed with agency for their learning.
- Community relationships are strengthened and provide feedback to feedforward for our ongoing partnerships and teaching and learning opportunities.
- Establishment of a Graduate Profile for our Year 8 students with input from home and school partnerships.



Actions <i>Regulation 9(1) (b)</i>	Who is Responsible <i>Regulation 9(1) (c)</i>	Resources Required <i>Regulation 9(1) (c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1) (d)</i>	Actions <i>Regulation 9(1) (b)</i>
Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching	Principal Lead Teacher Teachers Parents	-Community Consultation -	-Terms 1-4, 2024	-HVP school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to NZC. -leadership ensures community & cultural resources are integrated into relevant aspects of HVP curriculum. -leadership actively involves students, parents and whānau in the development, implementation and evaluation of curriculum. -leadership ensures that the school's teaching programme is structured so that all students have maximum opportunity to learn and achieve at or above.	-integrated planning document gives coverage to NZC. -cultural resources are integrated -timetable allocation to provide coverage to NZC -Have A Go Programme -transition from Year 8 to Year 9 -whanau consultation to develop a draft plan for cultural responsiveness -source support for cultural responsiveness framework planning c/- advisers
Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners	Principal Lead Teacher Teachers Support Staff Waiiau Area School Technology Staff Families Local community	-Timetabling of Technology for Hard and Soft Materials at Waiiau Area School.	-Term 2, 2024 Technology including hard and soft materials. -Terms 1-4, 2024 -Western Primary School Cluster Principals	-teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour. -proactively identify and draw on community resources to enhance student learning opportunities, achievement and wellbeing	-involve students in local initiatives -strengthen curriculum planning and collaborations with Western Primary Schools to build a culture of learning within and between our school communities -build an engaging environment where families/students are informed and connected regularly throughout the school year
Effective, culturally responsive pedagogy supports and promotes student learning	Principal Lead Teacher Teachers Oraka Runanga Whaea Priscilla	-Educultural Wheel -Te Whare Tapa Wha	-Terms 1-4, 2024	-the cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga – can be observed in teacher practice. -teachers use differentiation and a variety of teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning. -teaching practices such as questioning, wait time, and providing opportunities for application, problem solving and invention engage students in learning and thinking. -student learning is scaffolded through the use of (Deliberate Acts of Teaching)	-student identities and whānau and community knowledge, language and culture are represented in curriculum materials. -the curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts -students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.

