



Strategic Plan 2024-2025

Tū mai Te Ahūmairangi, tū mai hoki tatou
As Te Ahūmairangi stands, we also reach for great heights



Our Vision: We are a community of kind, curious, creative, confident, active learners who reach for great heights.

Our Whakatauki: Tū mai Te Ahūmairangi, tū mai hoki tātou *As Te Ahūmairangi stands, we also reach for great heights*

Our Values: The five values underpin our learner pathway and Ako, Whanaungatanga and Oranga our three pou of our strategic plan.

Northland School Teaching and Learning Philosophy	
Whanaungatanga	We create a learning environment where everyone is engaged, affirmed and mana is upheld.
	We build strong and positive relationships so the school community feels safe, valued and supported.
Oranga	We provide opportunities for everyone to develop knowledge, skills and tools to support their own wellbeing and that of others.
	We create a safe, supportive environment where everyone belongs, is encouraged to take risks and understands that making mistakes is part of life.
Ako	Teaching and learning is responsive, inclusive and ensures success for every child.
	Teaching and learning is engaging and develops curiosity, creativity and a sense of wonder.

Summary of the information used to develop this plan and how we created the plan for 2024-2025.

The Northland Board of Trustees have used both formal and informal means to gather information to provide an understanding of what the community affirm is going well and what they would like us to focus on going forward. During 2023, the board have completed the following;

- Digital and paper survey using survey monkey, this was open for 4 weeks.
- Collation of initial information to form focus for hui with parents.
- Hui with parents across the day to capture as many conversations as possible.
- Kōrero with parents during drop up and pick up.
- Whānau hui phone calls to hear from our māori and pasifika families.
- Student voice through conversations and student rep meetings.
- Newsletters to inform parents of hui and share analysed feedback at the end of December.
- A Board summary of the key findings to the community in December
- Staff hui on community feedback and priorities for teaching and learning took place in January 2024.
- Whānui hui on February 15th shared the overall plans for the next two years in response to community feedback.
- The draft 2024-2025 strategic plan shared with the community and positive feedback received on the direction
- Kāhui Ako Te Whanganui - a Tara- Strategic Plan for 2024-2026 has been linked with our strategic plan.

The NELP priorities will help create learning environments that are learner centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.



Board Objectives Source <https://www.education.govt.nz/school/boards-information/board-objectives/>

The Board acknowledges and recognises its obligations Under section 127(1) of the Education and Training Act 2020

- 1) every student at the school is able to attain their highest possible standard in educational achievement; and the school
- 2) is a physically and emotionally safe place for all students and staff.
 - a) 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
 - b) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - c) the school is inclusive of, and caters for, students with differing needs.
- 3) the school gives effect to Te Tiriti o Waitangi, including by—
 - a) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - b) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - c) achieving equitable outcomes for Māori students.



Our Pou

Our Initiatives

Our Success

Our Measures

Ako - Learning

Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and an increase in science and physical education.

Teaching

Plan for, teach and assess, our learner dispositions and values through rich and varied learning experiences, so learners develop skills for life and are empowered to have success in many ways.

Best Practice

Ensure we demonstrate best practice and invest in professional development so we can critically analyse research, pedagogies and upcoming changes in the education sector.

Learning

Follow inclusive education practices and personalise learning to ensure excellent outcomes are in reach of every learner.

Students are engaged in learning and are proud of their progress and achievements across the curriculum.

Staff have high expectations for all children to succeed and are motivated to deliver authentic learning experiences and respond to all learners.

Community has high expectations for all children and are well informed of challenges, progress and achievements.

At least 90% of students will be meeting the expected curriculum level in Reading, Writing and Maths.

Evidence of the teaching of Science in planning and team documentation.

Teachers continue to be informed by best practice and internal evaluations are strengthened.

The 2024 parent questionnaire will show an improvement in addressing learning difficulties when compared to 2021-2023.

Whanaungatanga - Relationships

All members of our community work effectively together to support one another to celebrate progress, success and engagement.

Honouring our Commitment

Maintain our relationship with Wellington Tenth Trust as representatives of Te Ātiawa, mana whenua, to ensure our Māori achieve success as Māori, leading to equitable outcomes.

Sharing

Hold high aspirations for every learner/akonga and support them by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.

Expectations

Develop with our community expectations for learning and behaviour to ensure every learner can achieve their best.

Students contribute to the community and demonstrate the values in their interactions with others.

Staff are approachable and build meaningful relationships with parents and children to ensure learning is nurtured.

Community embraces opportunities for working together, values diversity and contributes to make a difference for everyone.

Increased engagement from Māori and Pasifika whānau

Actively tracking parent engagement through all of the platforms available.

The 2024 parent questionnaire will show an improvement in parent engagement when compared to 2021-2023.

Northland CHAMPs learner pathway documentation will show an increase in students reflecting on their confidence and achievements.

Oranga - Wellbeing

Our students and staff develop skills to be confident, life long learners who enjoy many opportunities in a safe and caring learning environment.

Acceptance

School will be a safe and positive place and free from discrimination and bullying. Students and whānau will have a sense of pride through the celebration and acknowledgement of individual and school successes.

Nurture

Learning opportunities will be provided to support Physical wellbeing, strengthen friendships and to explicitly teach social skills and regulation.

Confidence

Build confidence in our learners so they can take risks, build resilience and develop self independence and responsibility.

Students know they belong and are valued, and they have tools and strategies to develop resilience and a positive outlook.

Staff know they work in a safe and inclusive environment and mirror this environment for the tamariki they teach.

Community will support the school to be an inclusive and safe place for all to learn and develop.

PB4L School evaluation tool summary will show an improvement in school wide systems, monitoring, and implementation.

Student voice through the NZCER Wellbeing@school Survey data will show improvement against 2018, 2020, 2022 survey

Physical activity and the teaching of social skills are increased, shown through planning and documentation.



C Confident **H** Hikohiko **A** Auahatanga **M** Manaaki **P** Pataitai



Strategic Mapping 2024-2025

The two year development plan lays out our priorities for the next two years, in response to community consultation and ongoing review. They reflect the needs of the school as highlighted in our end of year student achievement data and evidence the Board gathered to inform the strategic direction. The initiatives and actions are provided in more detail in the annual implementation plan in the next section. Reporting on the priorities and actions are shared monthly with the board and monitoring of progress is discussed with staff. The priorities for 2025 are tentative and will be informed on the review of the progress towards our goals during 2024 and any Government changes that may be confirmed for implementation. This plan is effective for two years to align with the triennial board election cycle in 2026. The light blue shaded initiatives will be the main priorities during 2024.

Strategic initiatives	2024				2025			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
1.1 Plan for, teach and assess, our learner dispositions and values through rich and varied learning experiences, so learners develop skills for life and are empowered to have success in many ways. (NELP 2 & 7)	<ul style="list-style-type: none"> ● Embed school wide Structured Literacy approach with a focus on The Code, Handwriting, Reading and Writing. ● The teaching of Reading, Writing and Maths will align with the common practice model and expectations of the NZC refresh. ● Strengthen Mahi Rangahau across the school with more emphasis on student voice to develop curiosity. ● Google Classroom implemented in year 5-6 and sustained at year 7-8. 				<ul style="list-style-type: none"> ● Continue to embed all elements of a Structured Literacy approach ● Introduce a Structured Maths approach that aligns to the science of Learning. 			
1.2 Ensure we demonstrate best practice and invest in professional development so we can critically analyse research, pedagogies and upcoming changes in the education sector. (NELP 4)	<ul style="list-style-type: none"> ● Professional Growth Cycle -professional learning groups meet and share practice and readings. Individual reflection and reviews are recorded. ● Review of our current practices and programmes in the teaching of Maths. ● Review our current Science programmes and resources ● Review job descriptions developed in 2023 so roles are co-constructed to reflect the leadership development. ● Continue to increase visibility of Northland School within the wider community. 				<ul style="list-style-type: none"> ● Best practice is demonstrated across the school and the impact of effective teaching is evident in achievement data. ● Create a mapping document to track Science coverage across year groups ● Begin to implement the updated NZC in Literacy, Maths and Science. ● Implement assessment procedures and practices that are linked with NZC. 			
1.3 Follow inclusive education practices and personalise learning to ensure excellent outcomes are in reach of every learner. (NELP 3) (Business as usual 2024)	<ul style="list-style-type: none"> ● Develop consistent practice that follows a structured and cumulative approach for core curriculum and aligns with the Science of learning. <ul style="list-style-type: none"> ○ Explicit teaching practices ○ Review, teach, practice, apply ○ Hands on materials, skills, application, enrichment ● Undertake PD through Education Hub to upskill teachers to support students who are neuro- diverse (including ADHD, ASD, environments and routines, high complex needs, strategies, UDL, explicit teaching, specific disorders) 				<ul style="list-style-type: none"> ● The Local curriculum at Northland School is documented to include changes in NZC and approaches to support neurodiversity. ● Ensure consistent practice that follows a structured and cumulative approach for core curriculum and aligns with the Science of Learning. <ul style="list-style-type: none"> ○ Explicit teaching practices ○ Review, teach, practice, apply ○ Hands on materials, skills, application, enrichment 			

<p>2.1 Maintain our relationship with Wellington Tenth Trust as representatives of Te Ātiawa, mana whenua, to ensure our Māori achieve success as Māori, leading to equitable outcomes.(NELP 5)</p>	<ul style="list-style-type: none"> ● Review and deepen community partnership and contributions through Whanau Hui and Pasifika Fono ● Participate in Kura Ahurea programme (Year 2) ● Weave Local stories, waiata through Mahi Rangahau 	<ul style="list-style-type: none"> ● Continue to strengthen community partnership and contributions. ● Participate in Kura Ahurea Programme (Year 3) ● Local stories are known by all students and woven through learning programmes.
<p>2.2 Hold high aspirations for every learner/akonga and support them by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. (NELP 2)</p>	<ul style="list-style-type: none"> ● Develop HERO Learning tags ● Learning stories are written in HERO covering Reading, Writing and Maths and other curriculum areas each term. ● Review our assessment and reporting schedule. ● Implement shared cultural practices in school and across our Kāhui Ako so there is visibility for all cultures. ● Participate in Kāhui Ako cultural festivals 	<ul style="list-style-type: none"> ● Review HERO features for reporting progress and achievement ● HERO is fully implemented and operational in all aspects of the SMS. ● Participate in Kāhui Ako cultural festivals ● Through consultation with parents, staff and students we will review our reporting procedures through the HERO platform.
<p>2.3 Develop with our community expectations for learning and behaviour to ensure every learner can achieve their best (NELP 1, 2 & 4)</p> <p>(Business as usual 2024)</p>	<ul style="list-style-type: none"> ● Embed PB4L Tier 1 and continue PD for the next 3 years. ● Review PB4L and plan for next steps ● Student self/peer reflect on dispositions/ expected behaviours for identified events using Learner Pathway ● Northland CHAMPs are celebrated. ● ERO review of Learner Pathway links to progress and achievement. 	<ul style="list-style-type: none"> ● Review PB4L and plan for next steps ● Sustain the Learner Pathway to show progressions of learning and dispositions from entry to leavers. ● Northland CHAMPs are celebrated and our Year 8 graduate profile is developed from the Learner Pathway. ● ERO review of Learner Pathway links to progress and achievement
<p>3.1 School will be a safe and positive place and free from discrimination and bullying. Students and whānau will have a sense of pride through the celebration and acknowledgement of individual and school successes. (NELP 1 & NELP 2)</p>	<ul style="list-style-type: none"> ● Refresh and review wellbeing programmes to ensure clarity and consistency across the school. ● Team Hui are held regularly for sharing and celebrating learning ● Student Reps and leadership roles increase opportunities and visibility of student leadership. ● Students are involved in authentic decision making. ● Complete the NZCER Wellbeing survey for identified cohorts. ● Create a healthy school culture through PB4L and other initiatives 	<ul style="list-style-type: none"> ● Review and strengthen student leadership opportunities across the school. ● Review the purpose for the NZCER Wellbeing survey and consider options.
<p>3.2 Learning opportunities will be provided to support physical wellbeing, strengthen friendships and to explicitly teach social skills and regulation. (NELP 1)</p>	<ul style="list-style-type: none"> ● Health programmes are mapped across the year with explicit teaching outcomes. ● PE skills and teaching of games are both strengthened at all levels of the school. ● Community Health consultation is carried out and feedback reviewed to inform 2025 plans. 	<ul style="list-style-type: none"> ● A Health and PE programme is documented and implemented across the school. ● The Local curriculum at Northland School is documented to include changes in NZC, including Sexuality education.
<p>3.3 Build confidence in our learners so they can take risks, build resilience and develop self independence and responsibility. (NELP 7)</p> <p>(Business as usual 2024)</p>	<ul style="list-style-type: none"> ● Northland CHAMP's are promoted through the Learner Pathway to explicitly teach dispositions. ● Rōpu whanaungatanga groups continue to build a positive school culture and are focused on elements of the learner pathway. 	<ul style="list-style-type: none"> ● Review the Rōpu whanaungatanga structure and consider a school house system. ● Outdoor learning spaces are developed and the playspace is designed with the community.
<p>Systems</p>	<ul style="list-style-type: none"> ● Evacuation and lockdown procedures are reviewed ● Pastoral, Learning Pages, Reports and Learning support 	<ul style="list-style-type: none"> ● All evacuation and lockdown procedures are updated and documented ● Regular reviews are documented.

	<ul style="list-style-type: none"> processes all complete. Administration structure and staffing is reviewed and implemented. Staff review on PGC impact and structure, including CRT expectations. ERO Review continues. 	<ul style="list-style-type: none"> Professional Growth Cycles are strengthened.
Property	<ul style="list-style-type: none"> 5YA projects for 2024; Autex, lighting in Block 1 and Block 6 10 YY Property Planning , Playspace (school community project) Outside environments are cared for and maintained. Consult with the school community regarding their priorities for school outdoor environment improvements. Develop an action plan, with costs, for improvement of the school grounds. 	<ul style="list-style-type: none"> Cyclical maintenance- Block 6 external painting Block 6 Carpet , Playspace project continues. Outside environments are cared for and maintained

Te Kāhui Ako o Te Whanganui a Tara - Vision Statement: With the strength of one and of many, we navigate the journey of ako through manaakitanga, whānaungatanga, and mataiahikā.

- **Achievement Challenge 1-** We are agents of our own learning. In our Kāhui Ako, agency is fostered through scaffolding, clear boundaries, and high expectations to allow freedom within a deliberately designed framework. Learner agency will have a balance of self-reliance and sociability, building confidence and responsibility in their own and other's learning.
- **Achievement Challenge 2-** We support the wellbeing of all ākonga. Increase the percentage of students who report positively against the wellbeing indicators.
- **Achievement Challenge 3 -** We affirm the cultural distinctiveness of all.

Treaty of Waitangi and Cultural Diversity

We recognise the Treaty of Waitangi as a founding document of New Zealand and acknowledge the special status of tāngata whenua and mana whenua. The school aims to give practical effect to the Treaty as it implements the National Education Goals. Our Māori whānau meet termly with staff and board members to share kai and waiata, and report on the progress of our Māori students as a group. We are developing our relationship with Te Ātiawa and seek guidance from them on local stories, protocol and how we are supporting our māori whānau. Our Pacifica students and families are establishing a fono group during 2024.

We have identified the need to build on the relationships with whānau that are reciprocal to improve better outcomes for our students. Māori students' progress and achievement is reported to the Board. Targets ensure our Māori students are catered for and supported to achieve success as Māori. The Board discusses an aspect of the Haūtu Tool review each meeting to help guide our actions and implementation. The school acknowledges the cultural backgrounds of all our students and staff are working towards more opportunities to celebrate cultural diversity in programmes and through community events. The Kāhui Ako focus on embracing languages, culture and identity provides professional development and sharing of strengths across our schools.

Learning opportunities for te reo me ngā tikanga Māori are developed through:

- All staff and students participating in kapa haka and actively participating in termly mihi whakatau to welcome staff and new families to the school.
- All staff and students understand the significance and meaning of the school pepeha.
- A Kapahaka tutor provides lessons for all students and staff to grow waiata, poi and te reo.
- All students learn te reo as an integrated part of the school day.
- All staff committing to learning te reo either individually, collectively, face to face or online.
- Protocols for karakia, whakatauki, mihi whakatau, hui, and pōropōroaki are affirmed by whānau and valued
- A plan for Te Reo Māori and the weaving of pūrākau across the school.
- Engaging with local Māori history and developing our knowledge of the NZ Histories curriculum and implementation.

2024 Annual Implementation Plan

Annual Goal 1 Regulation 9(1)(a) Ako - Teaching				
Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and an increase in science and physical activity.				
Initiative Regulation 9(1)(b)	Key Actions Regulation 9(1)(b)	People Regulation 9(1)(c)	Timing Resource	How will we know? what will be seen ?Regulation 9(1)(d)
Teach 1.1 Plan for, teach and assess, our learner dispositions and values through rich and varied learning experiences, so learners develop skills for life and are empowered to have success in many ways. (NELP 2 & 7)	Embed Structured Literacy (The Code, Handwriting, Reading and Writing) <ul style="list-style-type: none"> Work with the RTLB network, as part of their 'Literacy Project (science of learning). Teachers are using the syntax project and the writing revolution. Implement 'the Code' resource across our Year 1 – 8 classrooms. Teaching expectations are embedded and demonstrate explicit, systematic and sequential teaching of literacy. Participate in writing moderation across the Kāhui to improve consistency between primary schools. 	Deputy Principal - Judith Literacy Lead Team - Judith, Alex, Karen RTLB - Rebecca PLD providers- Liz Kane and Helen Walls Teachers	Term 1-4	Akonga <ul style="list-style-type: none"> At least 90% of students will be meeting the expected curriculum level in Reading, Writing and Maths. Kaiako <ul style="list-style-type: none"> Structured Literacy practices across the school will be observed. Consistent and cumulative sequence of instruction will be observed in all classes. Teacher planning demonstrates best literacy practice, and alignment with Northland Structured literacy expectations. Whānau <ul style="list-style-type: none"> Student progress and achievement will be shared termly. Changes communicated to the community about what and how we teach.
	Align Reading, Writing and Maths with Common Practice Model and NZC Refresh <ul style="list-style-type: none"> Teachers will continue to incorporate the aspects of Te Mātaiaho that are ready for implementation: Aotearoa New Zealand Histories, English and Maths. 	Senior Leadership Leaders of Learning - Alex, Jane, Rachel, Nathalie Teachers	Term 1-4	Akonga <ul style="list-style-type: none"> Students will have explicit instruction and teachers who are confident and passionate. Kaiako <ul style="list-style-type: none"> Teacher planning will demonstrate aspects of Te Mātaiaho including the Understand, Know, Do framework. Structured Literacy review of implementation and achievement data.
	Strengthen Mahi Rangahau <ul style="list-style-type: none"> Plan using whole school concept 'Beneath the Surface' for 2024 Fortnightly Mahi Rangahau focused meetings (at team level) to discuss planning and direction. Planning for Science will be mapped out each term . 	Deputy Principal - Judith Leaders of Learning - Emma , Rachel Teachers	Term 1-4	Akonga <ul style="list-style-type: none"> Students will have experienced a variety of learning opportunities within, across and outside of our school. Kaiako <ul style="list-style-type: none"> Back mapping of curriculum coverage and Learner Pathway through documentation is evident. Evidence of the teaching of Science is in team planning and documentation. Whānau <ul style="list-style-type: none"> Sharing of learning on HERO is documented and shared termly.
1.2 Best Practice- Ensure we demonstrate best practice and invest in professional development so we can critically analyse research, pedagogies and upcoming changes in the education sector. (NELP 4)	Professional Growth Cycle <ul style="list-style-type: none"> Professional learning groups meet and share practice and readings. Individual reflection and reviews are recorded. Teachers set individual goals as part of their Professional Growth and Quality Practice (Te Tiriti o Waitangi Professional Standard) 	Principal Deputy Principals Teachers	Term 2-4	Kaiako <ul style="list-style-type: none"> Teachers continue to be informed by best practice and internal evaluations are strengthened. (PGC, Release plans, HERO posts) Whānau <ul style="list-style-type: none"> The 2024 parent questionnaire will show an improvement in teachers addressing learning difficulties when compared to 2021-2023.

	Review Maths <ul style="list-style-type: none"> Review of our current practices and programmes in the teaching of Maths. 	Deputy Principal -Grant Leader of Learning - Jane	Term 2-4	Kaiako <ul style="list-style-type: none"> A clear evidence based Maths implementation plan across the levels will be developed by the end of 2025.
	Review Science <ul style="list-style-type: none"> Review our current Science programmes and resources 	Deputy Principal - Judith Leader of Learning -Rachel	Term 1-2	Kaiako <ul style="list-style-type: none"> Evidence of the teaching of Science in planning and team documentation. A clear evidence based Science implementation plan across the school will be developed by the end of 2025.
	Leadership Job descriptions <ul style="list-style-type: none"> Review 2023 Job descriptions 	Principal Deputy Principals Leaders of Learning	Term 3/4	Kaiako <ul style="list-style-type: none"> Roles are co-constructed to reflect leadership development and the NZC changes. We will use the Leadership Capability Framework to reflect and grow our capabilities.
	Visibility of Northland School within wider community <ul style="list-style-type: none"> Prepare a document to provide an overview of Northland School to lift the profile for ECE/ Transition and New families 	Deputy Principals	Term 2-3	Kaiako <ul style="list-style-type: none"> Consistent messages are shared with parents across the school of our vision, values and overview Whānau <ul style="list-style-type: none"> Prospective parents have a clear message of our vision, values and overview of teaching and learning at Northland School. Transitions between ECE and school are effective with positive levels of engagement.
1.3 Learning- Follow inclusive education practices and personalise learning to ensure excellent outcomes are in reach of every learner. (NELP 3)	Structured and cumulative approaches <ul style="list-style-type: none"> Align practices with the Science of Learning. Explicit teaching practices Review, teach, practice, apply Hands on materials, skills, application, enrichment 	Principal Deputy Principals Leaders of Learning Teachers		Akonga <ul style="list-style-type: none"> Student voice is gathered through learner pathway reflections. Kaiako <ul style="list-style-type: none"> Teachers' individual reflection and reviews are recorded. Whānau <ul style="list-style-type: none"> The 2024 parent questionnaire will show an improvement in addressing learning difficulties when compared to 2021-2023.
(Business as usual 2024)	PD: Neuro Diversity <ul style="list-style-type: none"> Education Hub Webinars Within CRT time Term 2-3 (ADHD, ASD, Environments and routines, high complex needs, strategies, UDL, explicit teaching, specific disorders) 	Principal Deputy Principals Teachers Teacher Aids		Akonga <ul style="list-style-type: none"> Students demonstrate a variety of strategies to support learning and behaviour. Kaiako <ul style="list-style-type: none"> Individual reflection and reviews are recorded. Whānau <ul style="list-style-type: none"> The 2024 parent questionnaire will show an improvement in addressing learning difficulties when compared to 2021-2023.

Annual Goal 2 - Regulation 9(1)(a) Whanaungatanga - Relationships

All members of our community work effectively together to support one another to celebrate progress, success and engagement.

Initiative Regulation 9(1)(b)	Key Actions Regulation 9(1)(b)	People Regulation 9(1)(c)	Timing/Resource	How will we know? what will be seen ?Regulation 9(1)(d)
<p>2.1 Honouring our Commitment - Maintain our relationship with Wellington Tenth's Trust as representatives of Te Ātiawa, mana whenua, to ensure our Māori achieve success as Māori, leading to equitable outcomes.(NELP 5)</p> <p>(Business as usual 2024)</p>	<p>Te Ātiawa Mana Whenua</p> <ul style="list-style-type: none"> Review and deepen community partnership and contributions through Whanau Hui and Pasifika Fono Participate in Kura Ahurea programme to develop our understanding of pūrakau and tikanga through a mana whenua lens. Use local stories pūrakau, in Mahi Rangahau or through authentic contexts 	<p>Senior Leadership Leader of Learning -Nathalie All Teachers</p>	<p>Term 1-4</p>	<p>Akonga</p> <ul style="list-style-type: none"> Whakanui Ahurea is attended by our Kapa Haka extension group. Students learn about different cultures and celebrate and embrace our cultural diversity and identities <p>Kaiako</p> <ul style="list-style-type: none"> Confidence in sharing pūrakau is reflected through professional growth documentation. Staff annual review of the Cultural Framework shows improvement in implementation and tikanga. <p>Whānau</p> <ul style="list-style-type: none"> Māori and Pasifika whānau provide feedback and have increased engagement. Visibility and use of te reo Maori is evident throughout the school.
<p>2.2 Sharing - Hold high aspirations for every learner/akonga and support them by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. (NELP 2)</p>	<p>HERO</p> <ul style="list-style-type: none"> Learning tags are developed for HERO Learning stories are written in HERO covering Reading, Writing and Maths and other curriculum areas each term. We will clarify our school wide strategies for responding to and monitoring various levels of inappropriate behaviours. 	<p>Senior Leadership Leader of Learning PB4L team All Teachers</p>	<p>Term 1-4</p>	<p>Kaiako</p> <p>Teachers are confident using features on HERO and regular postings are made to parents following the schedule. Actively tracking parent engagement through all of the platforms available.</p> <p>Whānau</p> <p>The 2024 parent questionnaire will show an improvement in parent engagement when compared to 2021-2023. Tracking the parent responses on HERO posts of sharing learning.</p>
	<p>Assessment</p> <ul style="list-style-type: none"> Review our assessment and reporting schedule. Improve data tracking and reporting, through regular monitoring meetings. Enhance the capability of our staff with innovative strategies to further develop schoolwide capacity to support diverse learners to achieve success. 	<p>Senior Leadership Leader of Learning - Jane, Alex All Teachers</p>	<p>Term 1-3</p>	<p>Akonga</p> <ul style="list-style-type: none"> Students are proud of their progress when they can see where they have improved. <p>Kaiako</p> <ul style="list-style-type: none"> Teachers continue to be informed by best practice and internal evaluations are strengthened. <p>Whānau</p> <ul style="list-style-type: none"> The 2024 parent questionnaire will show an improvement in addressing learning difficulties when compared to 2021-2023.
	<p>Identity, Language and Culture</p> <ul style="list-style-type: none"> Implement shared cultural practices in school and across our Kāhui Ako so there is visibility for all cultures. Implement shared cultural practices in school and across our Kāhui Ako so there is visibility for all cultures. Participate in Kāhui Ako cultural festivals 	<p>Principal Deputy Principal Leader of Learning - Nathalie, Across School Leader - Matt B/ James Lyndsey, Hemi</p>	<p>Term 1-4</p>	<p>Akonga</p> <ul style="list-style-type: none"> Students are proud of their progress when they can see where they have improved. <p>Kaiako</p> <ul style="list-style-type: none"> Teachers continue to be informed by best practice and internal evaluations are strengthened. <p>Whānau</p> <ul style="list-style-type: none"> Parents are encouraged to share their cultures with the school.
<p>2.3 Expectations- Develop with our community</p>	<p>PB4L</p> <ul style="list-style-type: none"> Embed PB4L Tier 1 	<p>Principal Deputy Principal</p>	<p>Term 1-4</p>	<p>Akonga</p> <ul style="list-style-type: none"> Celebrations and acknowledgements will be tracked in teams.

<p>expectations for learning and behaviour to ensure every learner can achieve their best (NELP 1, 2 & 4) (Business as usual 2024)</p>	<ul style="list-style-type: none"> ● Continue Professional Development for all teachers ● Explicitly teach pro social strategies so children are equipped to support others if being hassled or to include others who have been left out. 	<p>PB4L leaders PB4L team Teachers</p>		<p>Kaiako</p> <ul style="list-style-type: none"> ● Teachers will continue PD in PB4L and feel more confident in managing behaviours. <p>Whānau</p> <ul style="list-style-type: none"> ● The 2024 parent questionnaire will show an improvement in addressing behaviour /learning difficulties when compared to 2021-2023.
<p>(Business as usual 2024)</p>	<p>Learner Pathway</p> <ul style="list-style-type: none"> ● Student self/peer reflect on dispositions/ expected behaviours for identified events using Learner Pathway ● Northland CHAMPs are celebrated and our Year 8 graduate profile is developed from the Learner Pathway ● ERO review of Learner Pathway links to progress and achievement 	<p>Deputy Principals Emma, Lyndsey</p> <p>All Teachers</p>	<p>Term 1-4</p>	<p>Akonga</p> <ul style="list-style-type: none"> ● The learner pathway documentation will show an increase in students reflecting on their confidence and achievements. ● Northland CHAMP's learner pathway documentation will show an increase in students reflecting on their confidence and achievements

Annual Goal 3 - Regulation 9(1)(a) Oranga Wellbeing

Our students and staff develop skills to be confident, lifelong learners who enjoy many opportunities in a safe and caring learning environment.

Initiative Regulation 9(1)(b)	Key Actions Regulation 9(1)(b)	People Regulation 9(1)(c)	Timing/ Resource	How will we know? what will be seen ?Regulation 9(1)(d)
<p>3.1 Acceptance - School will be a safe and positive place and free from discrimination and bullying. Students and whānau will have a sense of pride through the celebration and acknowledgement of individual and school successes. (NELP 1 & NELP 2)</p>	<p>Wellbeing</p> <ul style="list-style-type: none"> Complete the NZCER Wellbeing survey for identified cohorts. Positive behaviours are increased in class and the playground. Create a healthy school culture through PB4L and other initiatives. Practices for behaviour and communication are consistent across the school. To maintain the reward system that aligns to the school wide behaviour expectations. PB4L team attend MOE workshops and professional development. PB4L team provide support and lead staff workshops Team Hui are held regularly for sharing and celebrating learning. 	<p>Principal</p> <p>Deputy Principal</p> <p>PB4L Lead - Emma</p> <p>PB4L team Emma, Grant, Ann, Rachel</p> <p>Teachers</p> <p>MOE PB4L leaders provide ongoing support for the school.</p>	<p>Term 1-4</p>	<p>Akonga</p> <ul style="list-style-type: none"> Student voice through the NZCER Wellbeing@school Survey data will show improvement against 2018, 2020, 2022 survey Students know how behaviour is defined and the consequences. Students give feedback on the ways positive behaviours are celebrated and affirmed. <p>Kaiako</p> <ul style="list-style-type: none"> PB4L School evaluation tool summary will show an improvement in school wide systems, monitoring, and implementation. Staff are confident in affirming positive behaviours regularly in class, teams and school and reflect in PGC. Staff contribute to the school wide celebration to show success. <p>Whānau</p> <ul style="list-style-type: none"> Practices for behaviour and communication are consistent across the school. Parents provide feedback throughout the establishment of PB4L to inform school wide expectations. Parents will receive communication regarding behaviour that reflects the language of the zones and a restorative approach.
	<p>Student Leadership and Action</p> <ul style="list-style-type: none"> Student Reps and leadership roles increase opportunities and visibility of student leadership. Students are involved in authentic decision making. Students will be supported to work towards improving our outside learning environments. 	<p>Principal</p> <p>Leader of Learning - Lyndsey</p> <p>Student Reps</p>	<p>Term 1-4</p>	<p>Akonga</p> <ul style="list-style-type: none"> Student voice through the NZCER Wellbeing@school Survey data will show improvement against 2018, 2020, 2022 survey. <p>Kaiako</p> <ul style="list-style-type: none"> Staff are confident in affirming positive behaviours regularly in class, teams and school.
	<p>Pride in the school</p> <ul style="list-style-type: none"> We will show pride in our spaces, with displays and spaces that reflect our learning. Develop a school plan with students to encourage kaitiakitanga. 	<p>Leader of Learning- Lyndsey</p> <p>Teachers</p> <p>Board Playspace portfolio.</p>	<p>Term 1-4</p>	<p>Akonga</p> <ul style="list-style-type: none"> Outside environments are cared for and maintained <p>Kaiako</p> <ul style="list-style-type: none"> Staff feedback on the improved environment and have pride in their teaching space. <p>Whānau</p> <ul style="list-style-type: none"> The Community reports back positively on the changes made to the outside environment.

<p>3.2 Nurture -Learning opportunities will be provided to support Physical wellbeing, strengthen friendships and to explicitly teach social skills and regulation. (NELP 1)</p>	<p>Health programmes</p> <ul style="list-style-type: none"> • Health programmes are mapped across the year with explicit teaching outcomes. • PE skills and teaching of games are both strengthened at all levels. • Rōpū Whanaungatanga learning focus is planned from the Learner Pathway. • Kelly Sport and external providers are providing a variety of physical/health experiences. • Community Health consultation is carried out and feedback reviewed to inform 2025 plans. 	<p>Deputy Principal Grant</p> <p>Leader of Learning Rachel/Alex</p> <p>Teachers</p>	<p>Term 1-3</p>	<p>Akonga</p> <ul style="list-style-type: none"> • Physical activity and the teaching of social skills are increased, shown through planning and documentation. • Students will be able to articulate the dispositions and skills they are demonstrating in selected learning areas. • Students can self reflect on the Learner Pathway dispositions.
<p>3.3 Confidence- Build confidence in our learners so they can take risks, build resilience and develop self independence and responsibility. (NELP 7)</p>	<ul style="list-style-type: none"> • Northland CHAMP is promoted through the Learner Pathway to explicitly teach dispositions. • Rōpu groups continue to build a positive school culture and are focused on elements of the learner pathway. 			<p>We share our role in the Kāhui Ako with our community where appropriate, so that they can see our ākonga/learners are part of a shared pathway and community of learning</p>

Northland School-Wide Literacy Targets 2024

Strategic Goal

1. Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and shows an increase in science and physical education. 90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of 2024.

2024 Target Group Year 4 Writing

- By the end of 2024, the 11 year 4 students **who are working towards** will make at least one year's progress in writing during 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).
- All Year 4 students will have made progress in The Code and data will show progress.

2024 Target Group Year 5 Writing

- By the end of 2024 the 5 year 5 students **who are working towards** will make at least one year's progress in writing during 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).
- All Year 5 students will have made progress in The Code and data will show progress.

Māori Target

- By the end of 2024 our Māori students will have made progress within a curriculum level or progressed to the expected level. All students will have made progress in the code.

Baseline Data

At the end of 2023, 79% of children were meeting or exceeding the expected curriculum level in writing.

At the end of 2023, 66% of children who identify as Māori were meeting or exceeding the expected curriculum level in writing

Throughout 2023 a Structured Literacy approach was implemented throughout the school. The data shows that we need to continue to focus on those who were not meeting, of which a number are our Māori and Pasifika students. During 2023 the main focus for professional development and implementation has been a Structured Literacy approach. For teachers, there has been significant learning and the need to make changes to our practice. This has had an impact on our students as we have concentrated on more deliberate instruction, repetition and short assessments. The science of learning and reading research shows that for learning to be transferred and automated in the long term memory, our teaching strategies need to be in small bites, regular and with quicker pace.

Judgement End of 2023 Writing	Well beyond	Beyond	Within	Towards	With targeted support toward
Current Year 4 data from end of 2023	0	0	15	11	1
Current Year 5 data from end of 2023	0	0	18	5	3

Actions to achieve targets

- Tier 3 support is for a few individuals who need more intensive 1-1 daily interventions.
- Teachers are using the Syntax Project and the Writing Revolution.
- 'The Code' is taught in all classes
- Teaching expectations are embedded and demonstrate explicit, systematic and sequential teaching of literacy.
- Participate in writing moderation across the Kāhui Ako to improve consistency between primary schools.
- Specific classroom / home support to be reviewed regularly
- Use phoneme fingers to segment and blend in decoding and encoding
- Model Reread sentence and check for sense, punctuation spelling.
- Daily Code lessons
- Daily writing with explicit teaching (with modelling) of skills for content organisation and spelling, punctuation.
- Work with chromebooks - speak to text.
Compare writing samples and look for specifics such as sentence punctuation.
- Test code end of term
- Review progress every 5 weeks

How will we know it has been successful?

Akonga

- Student achievement information mid-year and end of year achievement will outline the overall achievement of children in writing and reading..

Kaiako

- Teacher planning will demonstrate aspects of Te Mātaiaho including the Understand, Know, Do framework.
- Structured Literacy practices across the school will be observed.
- Consistent and cumulative sequence of instruction will be observed in all classes.
- Teacher planning demonstrates best literacy practice, and alignment with Northland Structured literacy expectations.
- Regular review of progress at 5 week intervals.

Whānau

- Student progress and achievement will be shared termly.
- Changes communicated to the community about what and how we teach.

Northland School-Wide Literacy Targets 2024

Strategic Goal

1. Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and shows an increase in science and physical education. 90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of 2024.

2024 Target Group Year 3 Reading

- By the end of 2024, the year 3 students **who were working beyond at the end of 2023**, will maintain progress with a focus on reading to learn and be working within the expected Curriculum Level 2.

Baseline Data

At the end of 2023, 85% of children were meeting or exceeding the expected curriculum level in reading.

Throughout 2023 a Structured Literacy approach was implemented throughout the school. The data shows that we need to continue to focus on those who were not meeting, of which a number are our Māori and Pasifika students. During 2023 the main focus for professional development and implementation has been a Structured Literacy approach. For teachers, there has been significant learning and the need to make changes to our practice. This has had an impact on our students as we have concentrated on more deliberate instruction, repetition and short assessments. The science of learning and reading research shows that for learning to be transferred and automated in the long term memory, our teaching strategies need to be in small bites, regular and with quicker pace.

Judgement End of 2023 Reading	Well beyond	Beyond	Within	Towards	With targeted support toward
Current Year 3 data from end of 2023	0	17	10	0	0

Actions to achieve targets

- Tier 3 support is for a few individuals who need more intensive 1-1 daily interventions.
- Implement 'The Code' resource across our Year 1 – 8 classrooms.
- Teaching expectations are embedded and demonstrate explicit, systematic and sequential teaching of literacy.
- Specific classroom / home support to be reviewed regularly
- Use phoneme fingers to segment and blend in decoding and encoding
- Model Reread sentence and check for sense, punctuation spelling.
- Daily Code lessons
- Daily writing with explicit teaching (with modelling) of skills for content organisation and spelling, punctuation.
- Test code end of term
- Students will be exposed to advanced vocabulary, similes, metaphors, dialogue. Personification (figurative language)
- Exposure to different reading materials from the library
- Review progress every 5 weeks

How will we know it has been successful?

Akonga

- Student achievement information mid-year and end of year achievement will outline the overall achievement of children in writing and reading..

Kaiako

- Teacher planning will demonstrate aspects of Te Mātaiaho including the Understand, Know, Do framework.
- Structured Literacy practices across the school will be observed.
- Consistent and cumulative sequence of instruction will be observed in all classes.
- Teacher planning demonstrates best literacy practice, and alignment with Northland Structured literacy expectations.
- Regular review of progress at 5 week intervals.

Whānau

- Student progress and achievement will be shared termly.
- Changes communicated to the community about what and how we teach.

Northland School-Wide Literacy Target 2024

Strategic Goal - 90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

Annual Aim: To increase the number of students achieving at or above the year-level curriculum expectations for writing by the end of the year.

2024 Target Group Year 8

- By the end of 2024, the 10 year 8 students **who are working towards** will make at least one year's progress in writing in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).
- All Year 8 students will have made progress in The Code and data will show progress

Māori

- By the end of 2024, our Māori students will have made progress within a curriculum level or progressed to the expected level. All students will have made progress in The Code.

2024 Target Group Year 7

- By the end of 2024, the 11 year 7 students **who are working towards** will make at least one year's progress in writing in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).

Judgement End of 2023	Well beyond	Beyond	Within	Towards	With targeted support toward
Current Year 8 data from end of 2023	0	3	20	10	2
Current Year 7 data from end of 2023	0	0	22	11	0

Baseline Data

At the end of 2023, 79% of children were meeting or exceeding the expected curriculum level at the end of 2023 in writing. 66% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2023. Throughout 2023 a Structured Literacy approach was implemented throughout the school.

The data shows that we need to continue to focus on those who were not meeting, of which a number are our Māori and Pasifika students. During 2023 the main focus for professional development and implementation has been a Structured Literacy approach. For teachers there has been significant learning and the need to make changes to our practice. This has had an impact on our students as we have concentrated on more deliberate instruction, repetition and short assessments. The science of learning and reading research shows that for learning to be transferred and automated in the Long term memory, our teaching strategies need to be in small bites, regular and with quicker pace.

Actions to achieve targets

- Tier 2 The Code intervention with Karen.
- Tier 3 support will be offered to students in our Year 6-8 cohort as these children are the most at risk and haven't had the opportunity to make progress with this structured approach.
- Code x4 weekly (groups based in testing)
- Teaching expectations are embedded and demonstrate explicit, systematic and sequential teaching of literacy.
- In team/ cross team moderation
- Participate in writing moderation across the Kāhui Ako to improve consistency between primary schools.
- Goals in the back of writing books highlighting key focus for each student
- Explicit teaching of sentence and paragraph structure.
- 5 minute writes - beginning/end of term 1, midterm 2.
- ESOL support weekly for one student
- Agreed goals and support from learning conversations.
- Daily handwriting
- Review progress every 5 weeks

How will we know it has been successful?

Akonga

- Student achievement information mid-year and end of year achievement will outline the overall achievement of children in writing.

Kaiako

- Structured Literacy practices across the school will be observed.
- Consistent and cumulative sequence of instruction will be observed in all classes.
- Teacher planning demonstrates best literacy practice, and alignment with Northland Structured literacy expectations.
- Regular review of progress at 5 week intervals.

Whānau

- Student progress and achievement will be shared termly.
- Changes communicated to the community about what and how we teach.

Northland School Wide Maths Target 2024

Strategic Goal

1. 90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

Annual Aim: To increase the number of students achieving at or above the year-level curriculum expectations for writing by the end of the year.

2024 Target Group Year 8

- By the end of 2024, the 13 year 8 students **who are working towards** will make at least one year's progress in Maths in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).

2024 Target Group Year 5

- By the end of 2024 the 7 year 5 students **who are working beyond** will maintain their accelerated progress in Maths in 2024.

Judgement End of 2023	Well beyond	Beyond	Within	Towards	With targeted support toward
Current Year 8 data from end of 2023	0	4	18	12	1

Judgement End of 2023	Well beyond	Beyond	Within	Towards	With targeted support toward
Current Year 5 data from end of 2023	0	7	13	3	3

Baseline Data

At the end of 2023 86% of children were meeting or exceeding the expected curriculum level in Maths.

At the end of 2023 66% of children who identify as Māori were meeting or exceeding the expected curriculum level in Maths.

Maths achievement data shows our children are reaching a high level of achievement across the school with 86% either meeting or exceeding the curriculum level. The data also shows that a number of our Māori and Pasifika are not meeting the expected level for their cohort. While interventions and Teacher Aide support has assisted, for some of our students it is the attitude they have towards maths that we are trying to improve and encourage dispositions through the Learner Pathway, particularly confidence and active learners.

The Year 8 student cohort shows the highest number of students who are working towards the expected curriculum level and we want to accelerate them so they have sufficient mathematical knowledge and increased confidence for college in 2025.

The Year 5 cohort shows the highest number of students, 7 who are working above the expected level and we want to maintain their accelerated progress by the end of 2024.

Actions to achieve targets

- Specific classroom / home support to be added from class/team actions - reviewed regularly
- Small group additional teaching on explicit teaching points - dynamic grouping
- Basic Facts testing weekly and tracking progress
- Agreed goals and support from learning conversations and practice at home
- Specific instruction for SWF and repetition of teaching.
- Basic facts aligned with individual stages sent home
- 10 minutes of basic facts recall every day.
- Daily learning with materials and increased use of numicon
- Regular testing with the teacher.
- Review progress every 5 weeks and adapt strategies to reinforce learning.

How will we know it has been successful?

- Student achievement information mid-year and end of year achievement will outline the overall achievement of children in maths.

Kaiako

- Maths practices across the school will be observed.
- Consistent and cumulative sequence of instruction will be observed in all classes.
- Teacher planning demonstrates best maths practice, and alignment with NZC refresh
- Regular review of progress at 5 week intervals.

Whānau

- Student progress and achievement will be shared termly.
- Changes communicated to the community about what and how we teach.