



Poipoia te kākano kia puāwai – *Nurture the seed and it will thrive*

# **STRATEGIC & ANNUAL PLAN 2024–2025**

(including information about who we are as a Kura)



## Koraunui School

Koraunui School was established in 2005 after the merger of Kamahi and Stokes Valley Schools and resides on the original Stokes Valley School site. We are a state, co-educational contributing primary school have classes for students in Years 0 to 6 who are aged between 5 and 11 years. We offer both Auraki (mainstream) and Bi-lingual (Māori Medium Level 3) classes for our students.



Our students reflect the culturally and socio-economically diverse society in which we live. 40% identify NZ Māori as their first ethnicity, 26% identify as Pākehā/NZ European, 18% identify as Pacific Islands and 13% identify as Asian. We aim to build on New Zealand's bicultural heritage and the cultural strengths of our local community.

## Our Vision

**Poipoia te kākano kia puāwai – *Nurture the seed and it will thrive***

We aim to help every child to achieve personal success in their learning, competencies and skills they will need for life, working towards being the best version of themselves they can be. We accept that every person is a unique individual who brings their own history, knowledge, experiences and skills with them that they can apply to their learning and our school. Through our school KORAU values, CHOICE Theory practices, key competencies, high expectations and strong relationships, we will help build up tamariki, so they are prepared for challenges now and in the future.



## Our KORAU Values

Koraunui School values, **Kind, Own, Respect, Aspire** and **Unite** underpin all we do at Koraunui School and lead us towards living our school vision. They are evident in our relationships, the way we all work with and relate to others, especially how the children learn to manage themselves and get along with others. The KORAU values were identified through consultation with our learning community and represent the collective beliefs of how we expect all people to act and manage themselves at Koraunui School.



### **Kind/Manaakitanga**

We show Kindness to people and the environment.

### **Own/Rangatiratanga**

We Own our own behaviour.

### **Respect/Whakaute**

We Respect the rules, people, and the school.

### **Aspire/Wawata**

We do quality work and strive for excellence.

### **Unite/Whanaungatanga**

We work as a team / whanau. We are inclusive.



## **Te Tiriti o Waitangi**

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making.

The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board of trustees, including by:

- ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori
- taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori
- having equitable outcomes for Māori students.

See [Māori Educational Success](#) .

Koraunui School's commitment to the principles of te Tiriti o Waitangi is reflected through the following:

### **Partnership and consultation**

We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together with our school community to achieve the best environment for success for our tamariki. We access cultural advice as appropriate and consult with our Māori community in creating and maintaining our school charter/strategic plan so that it reflects local tikanga Māori, mātauranga Māori, and te ao Māori.

### **Protection and self-determination**

We respect each person's [cultural diversity](#) and their right to follow their cultural direction. We take all reasonable steps to offer teaching in te reo Māori and tikanga Māori as part of the government's strategy to revitalise Māori language.

### **Participation**

We promote equitable Māori achievement and equal opportunities for all members of the school community, including our staff and tamariki who need extra support at school. Tamariki will be empowered to achieve success through developing programmes of learning that reflect their culture and interests.

## Key Competencies: Capabilities for living and lifelong learning (NZC)

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies five key competencies:

thinking

using language, symbols, and texts

managing self

relating to others

participating and contributing



**Thinking** is about using creative, critical, and meta-cognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency. Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

**For a child to display intellectual curiosity we must ensure the school environment (in every sense) encourages this. There are four key areas that must be considered to ensure our children can become competent thinkers.**

1. **That a desire to know 'stuff' is within a child's 'Quality World';** something they value. For this to develop, a child's basic needs – survival, fun, freedom, power, love & belonging – need to be met.
2. **Children need to be able to take learning risks safely;** secure in the knowledge they will not be ridiculed by staff or other children.
3. **Learning contexts must be stimulating** and build on prior knowledge.
4. **Thinking 'tools'** need to be actively taught. Where these tools are not available, we will make use of a range of other tools that have been developed throughout time and as technology has changed and evolved our thinking. We will use learning from the past to inform how we work in the future so we do not make the same mistakes as those who have gone before us. The development of everyday tools such as the wheel, gardening and carpentry tools are an example of evolved thinking and technology meeting.

**Using language, symbols, and texts** is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement,



metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

**Many children entering Koraunui School arrive with minimal preparatory skills. Significant development in oracy is a necessity to prepare them for successful growth in literacy and numeracy. Some children arrive to school with preparatory skills well established and their needs are equally important and should not be held back. NZ research through the best evidence synthesis informs that the first year of learning is vital in ensuring success in later years. Our challenge is to accelerate the acquisition of skills in this first year, to ensure children can access the curriculum in later years. Transition to school and Year One programme developments are a core focus at Koraunui School. There is increasing participation from ECE centres in school programmes; for example the PMP programme, As children progress through the school, learning intentions and success criteria become increasingly co-constructed and children take on ownership of the learning process. It is also important to consider parental educational needs and staff encourage active participation by whanau in the learning programmes at school.**

**Managing self** is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

**A school utilising choice theory principles resists punishing and encourages personal responsibility. When self-management is an issue, the same principles apply to this area as in any other learning area. For example, if a child is unreliable, they are taught the skills inherent in being reliable and encouraged to practice them, receiving meaningful feedback along the way. Opportunities to develop strong self-management and self-reliance skills are proactively introduced. For example, Year 6 children are expected to earn their way to the school camp through Work Club and 50c stall fundraising.**

**Relating to others** is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas. Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

**This competency is directly taught through Choice Theory and is key to successful learning in all other areas. Damaging behaviours, such as bullying, are addressed by teaching children a more effective way of relating to others. Natural consequences, known prior to a choice being made, replace punishment. Opportunities for co-operative work are provided, taking leadership roles nurtured. For example, the tuakana/teina approach inherent in whanau classes and the buddies programme. Research tells us that a child requires a positive and supportive relationship with the teacher to progress well. Organisational structures are developed, where possible, to minimise disruption to learning, by keeping children with the same teacher if the relationship is positive and evidenced by learning progress.**

**Participating and contributing** is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group. Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

**Sporting and cultural activities strongly support the development of these competencies within the school. Examples of the many activities Koraunui School offers are Kapahaka (performance and participation groups), Pasifika, Huttfest, a myriad of sporting opportunities: basketball, netball, cricket, swimming, touch. We also have a focus of physical and mental wellbeing through school based learning opportunities that may involve bubble blowing, regular star jump and burpee exercises along with open air meditation in the native tree grove that we have established on the school grounds. The school also engages in community events, helping children to understand their place in the Stokes Valley community. For example: Marae open days and village fairs.**



# Vision & Our Strategic Aims



## Goal 1: Academic Excellence and Bilingual Proficiency

### Objective 1: Enhance Literacy and Numeracy Skills

- Implement evidence-based teaching methods to improve students' literacy and numeracy outcomes in both English, Māori.
- Offer targeted support and interventions to students who require additional assistance with their learning.

### Objective 2: Foster Bilingual Proficiency

- Strengthen the teaching of te reo and tikanga Māori to promote fluency and cultural understanding among students and staff.
- Provide ongoing professional development for teachers to enhance their competency in bilingual education.

## Goal 2: Nurturing Inclusive Learning Environments

### Objective 1: Optimal Learning Spaces

- Maintain and enhance classrooms to create comfortable, stimulating, and culturally relevant learning environments for all students.
- Develop learning spaces that incorporate Māori and Pacific Island culture and values to foster a sense of belonging and identity.

### Objective 2: Celebrating Student Achievements

- Establish a comprehensive system for displaying and celebrating students' work, achievements, and cultural expressions across the school premises.
- Conduct regular cultural events and performances to showcase the cultural identity of students through, songs/waiata, karakia, and customs, strengthening cultural pride and identity.

## Goal 3: Safety, Well-being, and Community Engagement

### Objective 1: Safe and Accessible Environment

- Address any maintenance issues promptly to maintain a clean and hazard-free learning environment.

### Objective 2: Strong Community Partnerships

- Strengthen partnerships with the local Māori and Pacific Island community to promote cultural integration and understanding.
- Engage parents and whanau in regular communication and involvement in their children's education journey.

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## Goal 4: Holistic Development and Health

### Objective 1: Utilizing the school environment for Education and Well-being

- Optimize the use of the school's existing facilities for both fun activities and education to support students' physical and mental well-being. Offer targeted support and interventions to students who require additional assistance with their learning.
- Integrate physical activity into the curriculum to develop confidence and skills among all students.

### Objective 2: Promoting Holistic Growth

- Provide and promote a wide range of extracurricular activities, including arts, sports, music, and recreational opportunities to enhance students' confidence and well-rounded skills. Emphasize the importance of
- unstructured play to promote creativity, problem-solving, self-management and overall development.

## Goal 5: Continuous Improvement and Leadership

### Objective 1: Professional Development and Teacher Support

- Invest in ongoing professional development to equip teachers with the necessary skills and knowledge for bilingual education and cultural competency.
- Create a supportive environment for teachers through peer mentoring and regular feedback to promote continuous growth.

### Objective 2: Strong Leadership and Vision

- Establish a clear vision and strategic direction for the school, emphasizing the importance of bilingual education and cultural preservation.
- Strengthen leadership capabilities to effectively manage the school's growth and meet the unique needs of the bilingual community.



# Strategic & Annual Goals



**Vision Statement:** Poipoia te kākano kia puāwai – *Nurture the seed and it will thrive*

[Refer Regulation 7 \(a\)](#)

## Summary of the information used to develop this plan/How did you create this plan

We carried our consultation with our school community and staff. This provided us with initial information that we used to develop strategic goals and objectives. These were put out to our community again for feedback and input. We also approached our local Marae to seek their input. We are working to strengthen our relationship with them and having their input into our goals and direction as a school is important to us. [Refer Regulation 7 \(c\)](#)

## Strategic Goals

*These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.*

[Refer Regulations 7\(1\)\(b\)](#)

## Which Board Primary Objective does this strategic goal work towards meeting?

*These are set out in Section 127 of the Education and Training Act 2020.*

[Refer Regulations 7\(1\)\(b\)](#)

## Goal 1: Academic Excellence and Bilingual Proficiency

### Objective 1: Enhance Literacy and Numeracy Skills

- Implement evidence-based teaching methods to improve students' literacy and numeracy outcomes in both English, Māori.
- Offer targeted support and interventions to students who require additional assistance with their learning.

### Objective 2: Foster Bilingual Proficiency

- Strengthen the teaching of te reo and tikanga Māori to promote fluency and cultural understanding among students and staff.
- Provide ongoing professional development for teachers to enhance their competency in bilingual education.

## Annual Goal/s

*These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives*

[Refer Regulations 7\(1\)\(e\)](#)

### Objective 1

- Develop a school curriculum that provides an overview of what, why and how we approach curriculum and teaching and learning at our Kura including developing a plan to teach the Aotearoa/New Zealand Histories Curriculum across our school that aligns with schools in our Kahui Ako.
- Align school Literacy and Maths documents and processes with the New Zealand Curriculum/Te Mātaiaho.
- Develop a leavers profile for tamariki across the Kura that identifies what skills and qualities we and whānau want tamariki to leave our Kura with.
- Embed the use of the No More Marking tool for moderation and levelling of tamariki in maths.

### Objective 2

- Develop a leavers profile for tamariki within Te Puāwaitanga o te Kākano that identifies what skills and qualities we and whānau want tamariki to leave our Kura with.

<p><b>Links to Education requirements</b>  This includes <i>National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p><u>Objective 1</u>  NELP: 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.  NELP: Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> <p><u>Objective 2</u>  NELP: 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.  NELP: Priority 4: Ensure every learner/ākonga gains sound foundation skill, including language, literacy and numeracy.</p>
<p><b>What do you expect to see?</b>  <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>Teachers will work in curriculum groups focused on developing and refining curriculum documents that guide our decision making and approach to curriculum across the school.</li> <li>We will have current curriculum and assessment documents and processes in place that align with the New Zealand Curriculum/Te Mātaiaho.</li> <li>We will have a leavers profile in place for tamariki that identifies skills and qualities that our school community and staff desire at the completion of Year 6.</li> <li>No More Marking will be embedded into our practices and will be used effectively to support the maths teaching and assessment.</li> </ul> <p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>We will have a levers profile in place for tamariki within Te Puāwaitanga o te Kākano that identifies skills and qualities that our school community and staff desire at the completion of Year 6. Aspects of this will reflect the school leaver profile but will include skills and qualities specific to being in a Māori Medium learning space.</li> </ul>
<p><b>How will we achieve or make progress towards our strategic goals?</b>  <i>What high-level tangible steps will you take that will work towards achieving your strategic goals – these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>Through fortnightly sessions, teachers to work on curriculum documents and approaches, gaining feedback from colleagues and our key stakeholders.</li> <li>Curriculum and school leaders will work to ensure all documentation is aligned and where necessary make changes so this is possible.</li> <li>Through gathering information from whānau hui, fono and our school community, we will develop a leavers profile that reflects the desires of our school community.</li> <li>We will incorporate No More Marking into our staff meeting and teams schedule so we are regularly using this as a part of our assessment and moderation work.</li> </ul> <p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>Through consultation with our whānau and Te Puāwaitanga o te Kākano school community, we will identify what is important for our tamariki when they leave at Year 6.</li> </ul>
<p><b>How will you measure success?</b>  <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>We will have up to date documentation in place that will guide us throughout the year and moving forward.</li> <li>Our leavers profile will be aspirational but based on skills and qualities tamariki require to succeed moving on from primary school.</li> <li>We will have an accurate picture of the level our students are working at and what their next steps in learning will be in maths.</li> </ul> <p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>We will have a meaningful and relevant leavers profile in place to tamariki that highlights their strengths and successes as a Year 6 ākonga.</li> </ul>

<b>Responsibility</b> <i>Who will be involved?</i>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• Colleagues from our Kahui Ako</li> <li>• Whānau and community groups</li> <li>• MoE advisors</li> <li>• Specialist external support</li> </ul>
<b>Timeframe</b> <i>When will the work take place during the year?</i>	<ul style="list-style-type: none"> <li>• Terms 1-4</li> </ul>
<b>Review</b> <i>How did we go? What did we achieve?</i>	<u>Term 1</u> <ul style="list-style-type: none"> <li>•</li> </ul> <u>Term 2</u> <ul style="list-style-type: none"> <li>•</li> </ul> <u>Term 3</u> <ul style="list-style-type: none"> <li>•</li> </ul> <u>Term 4</u> <ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Strategic Goals</b>  <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>  Refer Regulations 7(1)(b)</p>	<p><b>Goal 2: Nurturing Inclusive Learning Environments</b></p>
<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b>  <i>These are set out in Section 127 of the Education and Training Act 2020.</i>  Refer Regulations 7(1)(b)</p>	<p><b>Objective 1: Optimal Learning Spaces</b></p> <ul style="list-style-type: none"> <li>• Maintain and enhance classrooms to create comfortable, stimulating, and culturally relevant learning environments for all students.</li> <li>• Develop learning spaces that incorporate Māori and Pacific Island culture and values to foster a sense of belonging and identity.</li> </ul> <p><b>Objective 2: Celebrating Student Achievements</b></p> <ul style="list-style-type: none"> <li>• Establish a comprehensive system for displaying and celebrating students' work, achievements, and cultural expressions across the school premises.</li> <li>• Conduct regular cultural events and performances to showcase the cultural identity of students through, songs/waiata, karakia, and customs, strengthening cultural pride and identity.</li> </ul>
<p><b>Annual Goal/s</b>  <i>These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives</i>  Refer Regulations 7(1)(e)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• Develop a school wide approach to how we incorporate Mana Potential into our learning and approach to building positive relationships across our Kura.</li> <li>• Mana Potential resources and approach are clearly displayed for use across the school.</li> </ul>
<p><b>Links to Education requirements</b>  <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>  Refer Regulations 7(d)</p>	<p><u>Objective 1</u></p> <p>NELP: Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs  NELP: Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
<p><b>What do you expect to see?</b>  <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i>    <i>What evidence will you see of this?</i>    <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>  Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• Mana Potential will be embedded across our school and we will have a baseline of common expectations for how we will see this approach across the school, what language we will hear and how we will use this to foster positive relationships and uplift the mana of those within our school community.</li> </ul>
<p><b>How will we achieve or make progress towards our strategic goals?</b>  <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i>    <i>These must be based on the identities, needs and aspirations or your school community.</i></p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• We will work with Angeline McDonald during planned sessions throughout the year. Building on knowledge we have and implementing this across the school.</li> <li>• Mana Potential will be an agenda item for staff hui where we will discuss what we are doing and build our knowledge/understanding of this approach.</li> <li>• We will work Mana Potential into our school curriculum development so it is intertwined in the work we do.</li> </ul>



<p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	
<p><b>How will you measure success?</b></p> <p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• Visually classrooms will reflect Mana Potential.</li> <li>• We will hear language associated with Mana Potential being used across the school.</li> <li>• We will see a positive shift in how our school community works to focus on the positives and uplift others.</li> <li>• As a school community we will know each other better and this will lead to forming stronger relationships.</li> </ul>
<p><b>Responsibility</b></p> <p><i>Who will be involved?</i></p>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• Colleagues from our other schools using Mana Potential</li> <li>• Angeline McDonald (Waikato University)</li> <li>• RTLB (as they are learning about this approach alongside us.</li> </ul>
<p><b>Timeframe</b></p> <p><i>When will the work take place during the year?</i></p>	<p>Terms 1-4</p>
<p><b>Review</b></p> <p><i>How did we go? What did we achieve?</i></p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 4</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Strategic Goals</b>  <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>  Refer Regulations 7(1)(b)</p>	<p><b>Goal 3: Safety, Well-being, and Community Engagement</b></p>
<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b>  <i>These are set out in Section 127 of the Education and Training Act 2020.</i>  Refer Regulations 7(1)(b)</p>	<p><b><u>Objective 1: Safe and Accessible Environment</u></b></p> <ul style="list-style-type: none"> <li>• Address any maintenance issues promptly to maintain a clean and hazard-free learning environment.</li> </ul> <p><b><u>Objective 2: Strong Community Partnerships</u></b></p> <ul style="list-style-type: none"> <li>• Strengthen partnerships with the local Māori and Pacific Island community to promote cultural integration and understanding.</li> <li>• Engage parents and whanau in regular communication and involvement in their children's education journey.</li> </ul>
<p><b>Annual Goal/s</b>  <i>These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives</i>  Refer Regulations 7(1)(e)</p>	<p><b><u>Objective 1</u></b></p> <ul style="list-style-type: none"> <li>• Develop a comprehensive school property maintenance schedule that guides decision making and prioritisation of board funding into the future.</li> </ul> <p><b><u>Objective 2</u></b></p> <ul style="list-style-type: none"> <li>• Review our reporting to parents processes and documentation to ensure these are meaningful and meeting parents needs and expectations.</li> <li>• Whanaungatanga and manaakitanga with our various ethnic communities.</li> </ul>
<p><b>Links to Education requirements</b>  <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>  Refer Regulations 7(d)</p>	<p><b><u>Objective 1</u></b>  NELP: Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p><b><u>Objective 2</u></b>  NELP: Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  NELP: 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.  NELP: 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><b>What do you expect to see?</b>  <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>  Refer Regulations 7(g)</p>	<p><b><u>Objective 1</u></b></p> <ul style="list-style-type: none"> <li>• The “red book” is used effectively to record identified hazards and work required around the school to keep it as safe as possible.</li> <li>• Work will be carried out by the appropriate person in a timely manner, with preference given to health &amp; safety and hazards identified.</li> <li>• The school will be maintained and kept safe for tamariki, staff and our school whānau.</li> <li>• A maintenance schedule will be in place that will guide decision making and prioritisation of work that is required for the board to carry out.</li> </ul> <p><b><u>Objective 2</u></b></p>

	<ul style="list-style-type: none"> <li>• We will have a fit for purpose reporting process that parents and whānau understand and that shows the level of achievement of tamariki during the year and at the end of the year.</li> <li>• Our parents and whānau will be engaged with the reporting process and will understand the level of achievement of their children at the middle and end of the year.</li> <li>• Build connections with our local marae, whānau and mana whenua.</li> </ul>
<p><b>How will we achieve or make progress towards our strategic goals?</b></p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• Daily communication with the caretaker about the work that is required and that has been completed.</li> <li>• Where trades people are required for work, this is organised and carried out in a timely manner.</li> <li>• We will budget funds, as we can, for the identified and planned work required.</li> <li>• The principal and a board member will conduct a survey of all buildings and record all areas that will need to be added to the schedule.</li> </ul> <p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>• Plan to hold regular whānau hui and fono for our school community to identify their desires for their tamariki and to share school plans.</li> <li>• Carry out consultation with our parents and whānau about our current reporting processes and documentation to ensure it is meaningful and clearly</li> <li>• Develop a plan for reporting to parents and whānau that meets the needs of our school community and is manageable for teachers and staff.</li> <li>• Plan for regular korero with our local marae, whānau and mana whenua.</li> </ul>
<p><b>How will you measure success?</b></p> <p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• Work will be recorded in the red book as it is identified and jobs will be completed in a timely manner.</li> <li>• Health &amp; safety and hazards identified will be completed first.</li> <li>• Work will be signed off as completed in the red book.</li> <li>• The school will be a safe environment.</li> <li>• We will have a clear maintenance schedule in place to guide decision making and funding into the future.</li> </ul> <p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>• We will have a reporting process and documentation that clearly records levels of achievement and identifies next steps for their children.</li> <li>• Our parents and whānau will have a clear understanding of the level of achievement of their children and will be able to understand the reporting process</li> <li>• We'll see increased involvement of whānau through consultation and hui.</li> </ul>
<p><b>Responsibility</b></p> <p><i>Who will be involved?</i></p>	<ul style="list-style-type: none"> <li>• School Leadership and Board</li> <li>• All teaching staff and support staff</li> <li>• Parents and whānau</li> </ul>
<p><b>Timeframe</b></p> <p><i>When will the work take place during the year?</i></p>	Terms 1-4
<p><b>Review</b></p> <p><i>How did we go? What did we achieve?</i></p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 4</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Strategic Goals</b>  <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>  Refer Regulations 7(1)(b)</p>	<p><b>Goal 4: Holistic Development and Health</b></p>
<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b>  <i>These are set out in Section 127 of the Education and Training Act 2020.</i>  Refer Regulations 7(1)(b)</p>	<p><b><u>Objective 1: Utilizing the school environment for Education and Well-being</u></b></p> <ul style="list-style-type: none"> <li>• Optimize the use of the school's existing facilities for both fun activities and education to support students' physical and mental well-being. Offer targeted support and interventions to students who require additional assistance with their learning.</li> <li>• Integrate physical activity into the curriculum to develop confidence and skills among all students.</li> </ul> <p><b><u>Objective 2: Promoting Holistic Growth</u></b></p> <ul style="list-style-type: none"> <li>• Provide and promote a wide range of extracurricular activities, including arts, sports, music, and recreational opportunities to enhance students' confidence and well-rounded skills.</li> <li>• Emphasize the importance of unstructured play to promote creativity, problem-solving, self-management and overall development.</li> </ul>
<p><b>Annual Goal/s</b>  <i>These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives</i>  Refer Regulations 7(1)(e)</p>	<p><b><u>Objective 2</u></b></p> <ul style="list-style-type: none"> <li>• Engage in whole staff PLD and implement the Mana Potential approach to building relationships and managing emotions across the school, pulling together PB4L, CHOICE Theory and masking connections to the school curriculum being developed.</li> </ul>
<p><b>Links to Education requirements</b>  This includes National Education Learning Priorities, education strategies or plans and curriculum statements.  Refer Regulations 7(d)</p>	<p><b><u>Objective 2</u></b>  NELP: Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.  NELP: Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>
<p><b>What do you expect to see?</b>  <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i>    <i>What evidence will you see of this?</i>    <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>  Refer Regulations 7(g)</p>	<p><b><u>Objective 2</u></b></p> <ul style="list-style-type: none"> <li>• We will be using Mana Potential effectively across the school in a way that will help tamariki build and maintain relationships and manage their behaviours.</li> <li>• Approaches already established across the school will be incorporated into Mana Potential.</li> <li>• All staff will be using Mana Potential language, and classroom environments will reflect Mana Potential.</li> </ul>
<p><b>How will we achieve or make progress towards our strategic goals?</b>  <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be</i></p>	<p><b><u>Objective 2</u></b></p> <ul style="list-style-type: none"> <li>• PLD sessions for all staff run by Angeline McDonald.</li> <li>• We will build our knowledge and understanding of Mana Potential as we implement this across the school.</li> <li>• Mana Potential will be effectively used across the school, with an agreed baseline of what we will see in all classrooms and around the school.</li> </ul>



<p><i>broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p><i>Refer Regulations 7(e), 7(f)</i></p>	
<p><b>How will you measure success?</b></p> <p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p><i>Refer Regulations 7(g)</i></p>	<p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>• Mana Potential will be used effectively and consistently across the school.</li> <li>• Staff and tamariki will use the language and approach for building positive relationships and uplifting mana of others.</li> <li>• We will see a difference in how our staff and tamariki around the school treat each other, talk to each other and manage themselves in a variety of situations.</li> <li>• (hard to measure) but there will be a positive “feel” around the school.</li> </ul>
<p><b>Responsibility</b></p> <p><i>Who will be involved?</i></p>	<ul style="list-style-type: none"> <li>• MoE</li> <li>• School Leadership</li> <li>• All teaching staff</li> <li>• Colleagues from our Kahui Ako</li> <li>• Angeline McDonald (Mana Potential)</li> <li>• RTLB</li> </ul>
<p><b>Timeframe</b></p> <p><i>When will the work take place during the year?</i></p>	<p>Terms 1-4</p>
<p><b>Review</b></p> <p><i>How did we go? What did we achieve?</i></p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 4</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Strategic Goals</b>  <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>  Refer Regulations 7(1)(b)</p>	<p><b>Goal 5: Continuous Improvement and Leadership</b></p>
<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b>  <i>These are set out in Section 127 of the Education and Training Act 2020.</i>  Refer Regulations 7(1)(b)</p>	<p><b><u>Objective 1: Professional Development and Teacher Support</u></b></p> <ul style="list-style-type: none"> <li>Invest in ongoing professional development to equip teachers with the necessary skills and knowledge for bilingual education and cultural competency.</li> <li>Create a supportive environment for teachers through peer mentoring and regular feedback to promote continuous growth.</li> </ul> <p><b><u>Objective 2: Strong Leadership and Vision</u></b></p> <ul style="list-style-type: none"> <li>Establish a clear vision and strategic direction for the school, emphasizing the importance of bilingual education and cultural preservation.</li> <li>Strengthen leadership capabilities to effectively manage the school's growth and meet the unique needs of the bilingual community.</li> </ul>
<p><b>Annual Goal/s</b>  <i>These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives</i>  Refer Regulations 7(1)(e)</p>	<p><b><u>Objective 1</u></b></p> <ul style="list-style-type: none"> <li>Professional Growth Cycle is implemented effectively across the school with a focus on school goals and personal development.</li> </ul> <p><b><u>Objective 2</u></b></p> <ul style="list-style-type: none"> <li>Consult with whānau and staff about the direction of Te Puāwaitanga o te Kākano and develop a plan to guide decision making and expectations moving forward.</li> </ul>
<p><b>Links to Education requirements</b>  <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>  Refer Regulations 7(d)</p>	<p><b><u>Objective 1</u></b>  NELP: 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.  NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.  NELP: Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.  NELP: Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p> <p><b><u>Objective 2</u></b>  NELP: 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.  NELP: 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><b>What do you expect to see?</b>  <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p>	<p><b><u>Objective 1</u></b></p> <ul style="list-style-type: none"> <li>We will have an effective and meaningful PGC process in place that supports the professional growth of teachers across the school.</li> </ul> <p><b><u>Objective 2</u></b></p>



<p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<ul style="list-style-type: none"> <li>• We will have a plan and guidance, developed collaboratively between our staff and whānau about expectations for tamariki and us as a staff.</li> <li>• We will have clear links between this plan and the leavers profile.</li> <li>• We will be able to have clear links between our work with tamariki and our vision.</li> </ul>
<p><b>How will we achieve or make progress towards our strategic goals?</b></p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• The PGC will be reviewed and confirmed for use in 2025.</li> <li>• Planned sessions will be held during the year, utilising some of the CRT time teachers have.</li> <li>• Walk through's observations and professional conversations based on teacher identified goals/inquiries will make up the PGC process during the year.</li> </ul> <p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>• We will hold whānau hui and fono to gather the wishes our whānau have for their tamariki.</li> <li>• As a staff and board, we will have input into the direction of Te Puāwaitanga o te Kākano and work with our whānau to create a document that will guide us moving forward.</li> <li>• Through whānau hui, fono and information sessions we will share our vision for our school and make explicit links between the work we do and our school vision.</li> </ul>
<p><b>How will you measure success?</b></p> <p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> <li>• Teachers will be able to focus on their practice through setting goals and inquiries based on their learning needs and the needs of tamariki.</li> <li>• Teachers will identify strengths and areas for development, adapting their teaching practice where appropriate based on the outcome and learning from their goal/inquiry.</li> <li>• Classroom programmes will meet the needs of tamariki in them.</li> <li>• Ongoing reflection throughout the year will be documented.</li> </ul> <p><u>Objective 2</u></p> <ul style="list-style-type: none"> <li>• Attendance at whānau hu and fono.</li> <li>• We will get clear information from our whānau about what they want for their tamariki.</li> <li>• The plan we develop will feed into strategic and annual goals based on the needs of whānau and tamariki.</li> </ul>
<p><b>Responsibility</b></p> <p><i>Who will be involved?</i></p>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• School leadership</li> </ul>
<p><b>Timeframe</b></p> <p><i>When will the work take place during the year?</i></p>	<p>Terms 1-4</p>
<p><b>Review</b></p> <p><i>How did we go? What did we achieve?</i></p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Term 4</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>

# Annual Targets 2025





School Name:	Koraunui School	School Number:	2100
Strategic Aim:	<ul style="list-style-type: none"><li>Children who achieve to nationally recognised standards.</li><li>Children who are future focused and as such are more environmentally aware and ethical in practices.</li><li>Children who are risk takers in their learning.</li></ul>		
Annual Aim:	To improve the progress and achievement levels for reading		
Target:	<p>Identified students in each group will achieve the target set for them as outlined below (2025 Year levels)</p> <p><b>Year 3</b> <b>Group 1</b> (all 7 students working at <b>Level 1P</b> will be working at <b>Level 2B</b> at the end of the year) <b>Group 2</b> (all 5 students working at <b>Level 1B</b> will be working at <b>Level 1A</b> at the end of the year)</p>		
Baseline Data:	<p><u>2024 End of Year Data: Reading (2024 Year levels)</u></p> <p>Year 2 3/32 (9%) of all students in Year 3 at the end of 2024 were <b>working at or above</b> the expected writing curriculum level.</p>		





Specific Actions to be completed	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify reading levels and learning needs using the reading matrix along with a variety of assessments and the previous years progress and achievement information in Term 1.</p> <p>Specifically identify the students who make up the target groups and set up intervention sheets for each one of them. These students are working below the expected curriculum level.</p> <p>Embed the structured literacy approach to our literacy programme across the school. Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Ensure our Literacy Implementation Folder is a living document and reflects current practices.</p> <p>Use reading matrix as formative assessment tools, recording what students can do and identifying next steps.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Encouraging parents to be actively involved with literacy at home, being specific about what their children's needs/gaps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach and support based on need.</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate and staff meetings throughout the year.</p>	<p>Term 1 – on-going throughout the year</p> <p>On-going</p> 	<p>Leadership Team, syndicates and teaching teams</p> 	<p>Target groups identified and recorded. These are shared with teachers, so they are clear about who their target children are.</p> <p>On-going monitoring of identified students and progress through the work they do.</p> <p>Annual target students are included in teacher planning and monitoring documents.</p> <p>Structured Literacy approach will be embedded across the school. This will become the focus for the reading target.</p> <p>We will evaluate the impact Structured Literacy is having on learners throughout the year.</p> <p>Our Literacy Implementation Folder will reflect our approach to teaching literacy.</p> <p>Active support structures are built between home and school for identified students. Parents are able to support learning at home.</p> <p>Student's work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness.</p> <p>Formative assessments will inform next steps and focus areas.</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li></li> </ul>

School Name:	Koraunui School	School Number:	2100
Strategic Aim:	<ul style="list-style-type: none"> <li>Children who achieve to nationally recognised standards.</li> <li>Children who are future focused and as such are more environmentally aware and ethical in practices.</li> <li>Children who are risk takers in their learning.</li> </ul>		
Annual Aim:	To improve the progress and achievement levels for writing		
Target:	<p>Identified students in each group will achieve the target set for them as outlined below (2025 Year levels)</p> <p><b>Year 5</b></p> <p><b>Group 1</b> (all 8 students working at <b>Level 2P</b> will be working at <b>Level 3B</b> at the end of the year)</p> <p><b>Group 2</b> (all 3 students working at <b>Level 2B</b> will be working at <b>Level 2A</b> at the end of the year)</p>		
Baseline Data:	<p><u>2024 End of Year Data: Writing (2024 Year levels)</u></p> <p>Year 4</p> <p>20/39 (51%) of all students in Year 4 at the end of 2024 were <b>working at or above</b> the expected writing curriculum level.</p>		

Specific Actions to be completed	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify writing levels and learning needs using the writing matrix, teacher knowledge and observations along with the previous years progress and achievement information in Term 1.</p> <p>Specifically identify the students who make up the target groups. These students are working below the expected curriculum level.</p> <p>Link writing into the structured literacy approach across the school. Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Teacher to take part in PLD within our school and across the Kahui Ako.</p> <p>Ensure our Literacy Implementation Folder is a living document and reflects current practices.</p> <p>Use the writing matrix as formative assessment tools, recording what students can do and identifying next steps.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Encouraging parents to be actively involved with literacy at home, being specific about what their children's needs/gaps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach and support based on need.</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate and staff meetings throughout the year.</p>	<p>Term 1 – on-going throughout the year</p> <p>On-going</p> 	<p>Leadership Team, syndicates and teaching teams</p> 	<p>Target groups identified and recorded. These are shared with teachers, so they are clear about who their target children are.</p> <p>On-going monitoring of identified students and progress through the work they do.</p> <p>Annual target students are included in teacher planning and monitoring documents.</p> <p>Writing will be linked into Structured Literacy across the school.</p> <p>We will evaluate the impact Structured Literacy is having on learners throughout the year and connections to the writing programme.</p> <p>Our Literacy Implementation Folder will reflect our approach to teaching literacy.</p> <p>Active support structures are built between home and school for identified students. Parents are able to support learning at home.</p> <p>Student's work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness.</p> <p>Formative assessments will inform next steps and focus areas.</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li></li> </ul>

School Name:	Koraunui School	School Number:	2100
Strategic Aim:	<ul style="list-style-type: none"> <li>Children who achieve to nationally recognised standards.</li> <li>Children who are future focused and as such are more environmentally aware and ethical in practices.</li> <li>Children who are risk takers in their learning.</li> </ul>		
Annual Aim:	To improve the progress and achievement levels for mathematics		
Target:	<p>Identified students in each group will achieve the target set for them as outlined below (2025 Year levels)</p> <p><b>Year 3</b></p> <p><b>Group 1</b> (all 4 students working at <b>Level 1A</b> will be working at <b>Level 2B</b> at the end of the year)</p> <p><b>Group 2</b> (all 7 students working at <b>Level 1P</b> will be working at <b>Level 1A</b> at the end of the year)</p>		
Baseline Data:	<p><u>2024 End of Year Data: Mathematics (2024 Year levels)</u></p> <p>Year 2</p> <p>11/32 (34%) of all students in Year 2 at the end of 2022 were <b>working at or above</b> the expected mathematics curriculum level.</p>		



Specific Actions to be completed	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify mathematics levels and learning needs using the No More Marking tool, task book assessments and a variety of other relevant assessments and the previous year's progress and achievement information in Term 1.</p> <p>Continue with the DMIC approach this year building on the knowledge and experiences from last year. Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Continue to monitor and track the progress of Māori and Pasifika students not making the expected progress within a year or from year to year.</p> <p>Specifically identify the students who make up the target groups. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for. Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. number hotspot, Numicon, oral language, ESOL, in-class interventions with teacher aide support)</p> <p>Encouraging parents to be actively involved at home, being specific about what their children's needs/gaps are Monitor progress at the end of each term.</p> <p>Share information at monitoring syndicate meetings throughout the year.</p> <p>Staff development to include moderation as we work to fully implement No More Marking and accurately identify levels of progress and achievement across the school.</p> <p>Evaluate the maths resources provided by the MoE and select the resource that will best meet our needs and that will support DMIC.</p>	<p>Term 1 – on-going throughout the year</p> <p>On-going</p> 	<p>Leadership Team, syndicates and teaching teams</p> 	<p>Target groups identified and recorded. These are shared with teachers, so they are clear about who their target children are.</p> <p>On-going monitoring of identified students and progress through the work they do. This is done through book work, interventions and on eTap. A programme of support for students who require it.</p> <p>Annual targets are included in teacher planning and monitoring documents.</p> <p>We will use DMIC strategies to build on the work that has been done in previous years. This will include focussing our planning and assessment processes, so we are able to better monitor progress and achievement as well as target identified needs.</p> <p>Review and update our Mathematics Implementation Folder and our assessment processes to ensure they align them with the DMIC approach.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Students work is moderated using No More Marking, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>We will have resources that support DMIC and that teacher aides can use to build number knowledge and content knowledge of tamariki.</p>	<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li></li> </ul>