

Annual Implementation Plan for 2024

Where we are currently at:

Regulation 9(1)(e)

Our overall curriculum level data for 2023 in Years 3 to 8

	Writing	Reading	Maths
All	66.3%	75%	59%
Māori	70%	76.3%	58.8%
Pākehā	61.9%	76.2%	61.9%
Boys	51.1%	71.8%	55.5%
Girls	78%	76.3%	61%

We are achieving equity for Māori and non-Māori in all areas. However, we are not achieving equity for boys in writing with girls. Overall, our goal for students is to accelerate students who are 'Well-below' or 'Below' to 'At' the expected curriculum level to increase our overall percentage of achieving to 80% 'At' the expected curriculum level (not including SENCO students e.g. ORS, RTLB or Within Class Support students).

Our attendance has improved over the past 2 years from 75% last year to 82% this year and our unjustified has decreased from 15% to 6.67%. We want increase our overall attendance over the 3 years to 85% by focussing on reducing the unjustified absentees to 5%.

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

Regulation 9(1)(g)

One of our targets focuses on improving the hauora of students using the Whare Tapa Rima model. This includes students visiting places of significance for Whakatōhea and the hapū of Whakatōhea, increasing the te reo Māori expertise of teachers by undertaking PLD in the teaching of te reo Māori, students who wish to be extended in te reo Maori will be withdrawn to work with a specialist teacher, Whakatōhea leaders will be invited to kura to share their knowledge and pūrākau.

Strategic Goals:

To accelerate the progress of boys to achieve equity with girls in writing and 80% of Year 3 to 8 students (not including SENCO students) working 'At' the expected New Zealand Curriculum level by the end of 2026 (*Acceleration = Over 1 year's curriculum gain*).

Regulation 9(1)(a) Regulation 9(1)(f)

Annual Target/Goal:

We will shift 5 out of the 15 boys from 'Below' to 'At' the expected New Zealand Curriculum level in writing. SENCO students achieving their Individual Education Plans.

Regulation 9(1)(a)

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

We expect to see 60% boys achieving 'At' the expected New Zealand Curriculum level (not including SENCO students) in writing by the end of 2024 and improving equity between boys and girls in writing.

SENCO students achieving their Individual Education Plans.

Regulation 9(1)(d)

Actions: Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Timeframe	Completed
Continue with Better Start Literacy in Years 1-3	Kristy – Lead Teacher Patricia – Junior Team Leader Junior School Teachers	Release Kristy 2 days a week - \$13000 Kristy Lead Teacher Unit Release Patricia 1 day a week	Start of Year	
Te Akatāreere Spelling to be implemented in Senior School.	Kristy – Lead Teacher Senior School Teachers	Releasing Kristy 2 days a week as Assistant Principal	Start of Year	
PLD on Teaching of Boys in writing	Glenn and Kristy	Time at staff meetings	Term 1 & 2	
Literacy Resources	Kristy – Lead Teacher	\$7500	Start of Year	
Expectations of Teaching Writing and Curriculum Refresh – Common Models of Practice (MOE)	Leadership All staff	2 Staff Only Days per MOE guidelines Time at staff meetings	Term 2 & 4	

Strategic Goals:

Accelerate the progress of 'Below' students to 'At' the expected New Zealand Curriculum level in maths and 80% of Year 3 to 8 students (not including SENCO students) working 'At' the expected New Zealand Curriculum level by the end of 2026 (*Acceleration = Over 1 year's curriculum gain*).

Regulation 9(1)(a)

Annual Target/Goal:

We will shift 10 of the 27 students from 'Below' to 'At' the expected New Zealand Curriculum level in maths.
SENCO students achieving their Individual Education Plans.

Regulation 9(1)(a)

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

We expect to see 70% (not including SENCO students) of Year 3 to 8 students achieving 'At' the expected New Zealand Curriculum level in maths.
SENCO students achieving their Individual Education Plans.

Regulation 9(1)(d)

Actions: Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Timeframe	Completed
Release Matua Nehu to be a specialist Maths teacher. Working with target and extension students.	Principal Senior School Team Leader	\$39000	Start of Year	
Complete Te Akatāre Maths Progression and use as an assessment	Leadership Whole Staff	Time at staff meetings		
Maths Resources	Junior School Team Leader Senior School Team Leader	\$2500 per team = \$5000	Start of Year	
Expectations of Teaching Maths and Curriculum Refresh – Common Models of Practice (MOE)	Leadership All Staff	2 Staff Only Days per MOE guidelines Time at staff meetings	Term 2 & 4	
Mathletics	Principal	\$2000	Start of Year	

Strategic Goals:

To accelerate the progress of 'Below' students to 'At' the expected New Zealand Curriculum level in Reading and 80% of Year 3 to 8 students (not including SENCO students) working 'At' the expected New Zealand Curriculum levels by the end of 2026 (*Acceleration = Over 1 year's curriculum gain*).

Regulation 9(1)(a)

Annual Target/Goal:

We will shift 4 of the 14 students working 'Below' to 'At' the expected New Zealand Curriculum level.

SENCO students achieving their Individual Education Plans.

Regulation 9(1)(a)

Acceleration = Over 1 year's curriculum gain.

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

We will have 77 % of students working 'At' or 'Above' the expected New Zealand Curriculum level in Reading.

SENCO students achieving their Individual Education Plans.

Regulation 9(1)(d)

Actions: Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Timeframe	Completed
Continue with Better Start Literacy in Years 1-3	Kristy – Lead Teacher of BSLA Patricia – Junior Team Leader Junior School Teachers	Release Kristy 2 days a week \$26000 Kristy Lead Teacher Unit Release Patricia 1 day a week Teacher Aides time to help with Tier 2 students	Terms 1,2,3 and 4	
PAT Reading Comprehension and analyses of results.	Principal Senior Team	Subscribe to NZCER Access NZCER support to help analyses	Term 1 & 3	
BSLA Readers and reading novels	Kristy – Lead Teacher of BSLA	\$5000 BSLA Books \$2500 Novels	Terms 1,2,3 and 4	
Duffy Books	Principal	\$2500	Terms 1,2,3 and 4	
Expectations of Teaching Reading and Curriculum Refresh – Common Models of Practice (MOE)	Leadership All Staff	2 Staff Only Days per MOE guidelines Time at staff meetings	Term 2 & 4	

Strategic Goals:

We will improve the hauora of students and staff and increase our overall attendance over the 3 years to 85% by focussing on reducing the unjustified absentees to 5%.

Regulation 9(1)(a)

Annual Target/Goal:

We will reduce our unjustified absentees by 1% and improve our overall attendance by 1%.

We will improve the overall hauora of students and staff (using Te Whare Tapa Rima as our guideline).

Regulation 9(1)(a)

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

The unjustified absences will be 6% or lower and our overall attendance will increase to 83%.

We expect to see the level of te reo Māori.

Regulation 9(1)(d)

Actions: Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Timeframe	Completed
Trauma Informed Practice PLD to be undertaken by all staff and implemented	University of Waikato Leadership Team All staff	Externally funded through the MOE PLD allocation.	Terms 1,2,3 and 4	
Te Reo Māori PLD to be undertaken by all staff and implemented	University of Waikato Leadership Team All staff	Externally funded through the MOE PLD allocation.	Terms 1,2,3 and 4	
Provide extension te reo Māori for students who have come from kura kaupapa or students who would like to extend their te reo Māori	Leadership Team Matua Nehu	\$26000	Terms 1,2,3 and 4	
Attendance Support Person to be employed to follow up on absentees	Principal	\$22 500	Start of Year	
Place Based Learning (PBL) – Classes to visit and learn about significant places to Whakatōhea and the people of Ōpōtiki.	Principal Team Leaders Staff	Utilise Whakatōhea resources e.g. Marau-a-Kura and kaumatua and kuia \$1000 per class for PBL	Terms 1,2,3 and 4	