

# Cloverlea School 2024-2026

## Strategic Intentions

**Vision: A nurturing environment where children strive to succeed**

Cloverlea School is a decile 3, U5 primary school, catering for learners in years 0 - 6. The school opened in 1975 and there are 250-315 LEGENDs being taught in 14 well-resourced learning spaces.

Our PB4L LEGEND values are evident in all our learning spaces and has been a core part of our community journey with extensive consultation and is at the core of everything we do - all teaching and learning stems from our values, including all curriculum.

This Strategic Plan is heavily supported by the 2 Educational frameworks: Tū Rangatira and the NELPs.

| <b>L</b> ead<br><i>Ārahi</i>                                                      | <b>E</b> xcellence<br><i>Kairangi</i>                                              | <b>or G</b> anised<br><i>Nahanaha</i>                                               | <b>r E</b> silience<br><i>Manawaroa</i>                                              | <b>i N</b> clusive<br><i>Kotahitanga</i>                                             | <b>D</b> etermined<br><i>Rae Pakaari</i>                                             |
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|  |  |  |  |  |  |
| “I know it, do it and show it”<br><br><i>“Kia rangatira te tu”</i>                | “I do the best I can do”<br><br><i>“Whāia te iti kahurangi”</i>                    | “I am ready”<br><br><i>“Kua rite au”</i>                                            | “I keep calm and carry on”<br><br><i>“Kia tau te mauri, koke whakamua”</i>           | “I include and respect others”<br><br><i>“Me whaakro nui ke te tangata”</i>          | “I keep trying”<br><br><i>“Ka wepua e au te karawhiua”</i>                           |

## PRINCIPLES

The Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa are the foundations for curriculum decision making. Although this is currently being changed, the use of the principles from the curriculum put the students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Central to both the New Zealand Curriculum and Te Marautanga o Aotearoa is The Treaty of Waitangi/Te Tiriti o Waitangi. In our decision making, our school and Board of Trustees will be guided by the principles of the Te Tiriti, the New Zealand Curriculum and Te Marautanga o Aotearoa as well as Tū Rangatira and the NELPs.

## NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion. The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

At our kura, we exemplify and value these five objectives, which are evident through our school vision, our LEGEND values and our strong professional development plans for our kaiako.

|                                                           |                                                                               |                                                                                   |                                                                                      |                                                  |
|-----------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------|
| Learners at the Centre                                    | Barrier Free Access                                                           | Quality Teaching and Leadership                                                   | Future of learning and work                                                          | World class inclusive public education           |
| Learners with their whānau are at the centre of education | Great education opportunities and outcomes are within reach for every learner | Quality teaching and leadership make the difference for learners and their whānau | Learning is relevant to the lives of New Zealanders today and throughout their lives | New Zealand education is trusted and sustainable |

At Cloverlea School we;

- place every LEGEND at the centre of our decision making (student centred approach)
- carefully plan, using academic and social data, to ensure inequities within learning can be addressed effectively
- carefully plan to continue to develop staff expertise
- make learning meaningful and relevant to the tamariki for our LEGENDs
- have developed our Curriculum Snapshots as an inspirational and aspirational platform for our curriculum

## TŪ RANGATIRA

“Tū Rangatira is intended to sharpen the focus of leadership and to expand the potential and achievement of Māori” (p. 8) By using Tū Rangatira as a foundation of our Charter and Strategic Plan, we are committed to ensuring that our tamariki “mokopuna realise their full potential as Māori - to know who they are, to speak with a Māori voice and to protect Māori” culture for further generations (p.10). By ensuring the Board’s strategic direction and school leadership recognises and understands that through “language, culture and knowledge, mokopuna grow to know their identity as tangata whenua of Aotearoa” (p. 10)

Tū Rangatira is guided by 4 underlying principles:

- Māori Potential                      All Māori learners have unlimited potential
- Cultural Advantage              All Māori learners have a cultural advantage in that they are Māori
- Inherent Capability              All Māori learners are inherently capable of achieving success as Māori
- Mana motuhake                  All Māori learners have the right to live and learn as tangata whenua of Aotearoa

Tū Rangatira is based around the metaphor of a korowai and incorporates three key aspects: the knowledge of ‘Te Aho Tapu’ (the main thread of the korowai represents a strong focus on learners), ‘The Whenu’ descends from Te Aho Tapu (depicts a key role of the leader) and ‘Ngā Aho’ (the aho weave through the whenu, binding the korowai together, each aho depicts a key focus of leadership).

## Tū Rangatira: Whenu

|                                                                                                                                                           |                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| He Kaitiaki - the Guardian                                                                                                                                | He Kaiwhakarite - Manager                                                                                                  | He Kanohi Matara - Visionary                                                                                                                                     | He Kaiako - Teacher and Learner                                                                                                                                                   |
| Protecting and nurturing a caring environment where people and ideas are valued; health, safety and well-being are enhanced; and relationships are strong | Effective and efficient management of people, environments and education that transforms teaching and learning communities | Innovative and visionary leadership to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world | Reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice |

  

|                                                                                                                     |                                                                                                   |                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| He Kaimahi - Worker                                                                                                 | He Kaikōtuitui - Networker                                                                        | He Kaiarataki - Advocate                                                                                                                             |
| Leading by doing: upholding collegial practices that build capability in others in pursuit of the goals of the kura | Networking, brokering and facilitating relationships that contribute towards achieving kura goals | Promoting the development and implementation of strategies, plans and policies to realise learners’ potential and their educational success as Māori |

# Tū Rangatira: Ngā Aho

*KEY FOCUS AREA (KFA)*

*FOCUS OF A LEADER (LF)*

*LEARNER OUTCOMES (LO)*

|                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KFA: Mana Mokopuna (placing the learner at the heart)<br><br>LF: learner potential and success                                                     | KFA: Mana Wairua (spiritual and holistic well-being)<br><br>LF: the physical, emotional, social and educational well-being of every individual | KFA: Mana Tangata (building relationships on trust, honesty and respect)<br><br>LF: building relationships on trust, honesty and respect                                            |
| LO:The learner enjoys high-quality education focused on the realisation of his or her potential and success as Māori and as a citizen of the world | LO:The learner's self worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour.                     | LO:The learner develops physical, spiritual and emotional well-being; an awareness of his or her individual uniqueness; and knowledge and respect for himself or herself and others |

|                                                                                                                                                                                    |                                                                                                                                                  |                                                                                                                          |                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KFA: Mana Reo (the preservation of te reo Māori)<br><br>LF: developing, strengthening and preserving high-quality delivery of education through te reo Māori in everyday practices | KFA: Mana Tikanga (Māori customs and protocols)<br><br>LF: ensuring appropriate tikanga in protocols and practice across all aspects of the kura | KFA: Mana Mātauranga (Māori discourses and knowledge)<br><br>LF: asserting that being and thinking Māori is an advantage | KFA: Mana ā-kura (the uniqueness of each kura)<br><br>LF: identifying and developing teaching and learning programmes unique to the goals and aspirations of kura whānau. |
| LO:The learner is a competent thinker, speaker, reader and writer in both Māori and English                                                                                        | LO:The learner is secure in the knowledge of his or her ancestral links, and considers the hopes and aspirations of whānau, hapū and iwi         | LO:The learners understand contemporary and traditional views of te ao Māori and the natural world.                      | LO:The learner is intellectually stimulated within an environment conducive to learning                                                                                   |

At Cloverlea School we;

- Have ensured our values are being used in te reo
- Developed strong partnerships with whānau through Little LEGENDs (transition to school) as well as our first day where whānau meet our kaiako and share their dreams, aspirations and talk about their tamaiti to support teachers in planning
- Have every tauira and kaiako learn kapa haka
- Involved with MAC (Māori Achievement Collaborative) since 2022 which has supported teacher development for engaging classroom programmes
- Undertaken Senior Leadership Team support to develop understanding in Tū Rangatira and have this as a basis for the Senior Leadership PGC (Professional Growth Cycle). Niho Taniwha is the main literature resource that was used to support with Staff Development and now we begin 'Te Whare Tapu o te Ngākau Māori.
- Ensured there is a designated Māori seat on the Board, in a governance role that sits alongside Finance and Property.
- Have hui with iwi regularly and all curriculum planning is shared first before being taught

## **MERGING OF TŪ RANGATIRA AND THE NELPS**

The NELPs are integrated through 'Nga Aho' and can be clearly aligned to further support and guide the strategic direction of Cloverlea School.

## **WHĀNAU AND COMMUNITY CONSULTATION**

Our Strategic Plan is reflective of the aspirations and goals of our whānau. Extensive whānau consultation was undertaken in 2016 - 2017, which formed the foundation of our LEGEND Values. These values are what the community believed would help our tamariki, as they leave primary school and are our graduate profile. We strongly believe that if our tamariki have strategies that support being a LEGEND and truly 'live' through our values, then going forward, they have a strong platform to being a 'actively involved, life long learner'. Our whānau strongly believe that these core values are life long skills and will support any learner in their future endeavours.

In 2021, further consultation was sought, to get a snapshot of how we were tracking as a school and gather whānau voice around further curriculum development. Our senior LEGENDs were also part of a Ministry of Education pilot for PB4L, which gave a strong platform for feedback and feed-forward to the staff and for the board. This feedback has affirmed the direction we are going, as well as giving the opportunity for the Board and staff to reflect on our potential next steps.

Every year, whānau voice is also collated before we have our hui-a- whānau so we have a constant gauge of whānau wants and feedback on school processes and systems. Hui-a-whānau also give opportunity for whānau to focus on one particular area that they would like to understand more about in learning for their tamaiti and go with a resource to support learning at home.

## **BOARD OF TRUSTEES COMPLIANCE**

The Cloverlea School Board will meet all its required obligations and other requirements as directed by Ministry of Education through:

- NELPs
- Education and Training Act
- 5 Year Agreement and 10 Year Property Plans

Cloverlea School policies and procedures can be accessed via School Docs. Staff and whānau have access to this, with the password in our weekly newsletter.

## Strategic Direction

| STRATEGIC GOAL                                                                                                                                                                    | RELATED TŪ RANGATIRA                                                                                                                                                                                                                                                   | RELATED NELPS                                                                                                                                                                                                                                                         | CORE STRATEGIES FOR ACHIEVING GOAL                                                                       |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------|
| <b><u>Māori achieving success as Māori</u></b><br>To ensure our Māori tamariki achieve success across the curriculum, ensuring multiple 'opportunities' deliberately planned for. | <u>Ngā Aho 1:</u> Mana Mokopuna<br><br><u>Ngā Aho 2:</u> Mana Wairua<br><br><u>Ngā Aho 3:</u> Mana Tangata<br><br><u>Ngā Aho 4:</u> Mana Reo<br><br><u>Ngā Aho 5:</u> Mana Tikanga<br><br><u>Ngā Aho 6:</u> Mana Mātauranga Māori<br><br><u>Ngā Aho 7:</u> Mana Ā-Kura | <u>Objective 1:</u> Learners at the Centre<br><br><u>Objective 2:</u> Barrier Free Access<br><br><u>Objective 3:</u> Quality Teaching and Learning<br><br><u>Objective 4:</u> Future of Learning and Work<br><br><u>Objective 5:</u> World Class, Inclusive Education | STRATEGY                                                                                                 | TIMEFRAME   |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Utilise external PLD opportunities with iwi                                                              | 2024- 2025  |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Kapa Haka school wide                                                                                    | 2025        |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Prioritise Māori learners for support / acceleration programmes                                          | 2025        |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Niho Taniwha continued implementation                                                                    | 2025        |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Te Whare Tapu o te Ngākau Māori school wide read                                                         | 2025        |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Māori Achievement Collaborative (MAC) member                                                             | 2025        |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Understand and unpack the Aotearoa History Curriculum                                                    | 2025        |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Further engagement with Rangitaane, ensuring we are able to work alongside the Rangitaane Education Plan | 2023 - 2025 |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Ensure all Curriculum Snapshots are clearly honouring Te Tiriti                                          | Ongoing     |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Ensure all new Curriculum Development has explicit Te Tiriti connects                                    | Ongoing     |
|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       | Cloverlea 50th Birthday - including the tomokanga                                                        | 2025        |

| <p><b><u>Accelerating Student Achievement:</u></b></p> <p>To improve levels of achievement for all, so all children reach their full potential.</p>                                                                                               | <p><u>Ngā Aho 1:</u> Mana Mokopuna</p> <p><u>Ngā Aho 2:</u> Mana Wairua</p> <p><u>Ngā Aho 3:</u> Mana Tangata</p> <p><u>Ngā Aho 4:</u> Mana Reo</p> <p><u>Ngā Aho 5:</u> Mana Tikanga</p> <p><u>Ngā Aho 6:</u> Mana Mātauranga Māori</p> <p><u>Ngā Aho 7:</u> Mana Ā-Kura</p> | <p><u>Objective 1:</u> Learners at the Centre</p> <p><u>Objective 2:</u> Barrier Free Access</p> <p><u>Objective 3:</u> Quality Teaching and Learning</p> <p><u>Objective 4:</u> Future of Learning and Work</p> <p><u>Objective 5:</u> World Class, Inclusive Education</p> | <table><tr><th>STRATEGY</th><th>TIMEFRAME</th></tr><tr><td>Continue Whare Manaaki as tier 2 support</td><td>2025</td></tr><tr><td>Continue to develop localised curriculum</td><td>Ongoing</td></tr><tr><td>Kagan Structures embedded</td><td>2025</td></tr><tr><td>Continue to ‘Flip’ Maths across the school</td><td>2025</td></tr><tr><td>Acceleration groups with support staff in core curriculum</td><td>Ongoing</td></tr><tr><td>Use of funding streams to remove barriers for our tamariki</td><td>2025</td></tr><tr><td>Engage with a range of agencies and services to support our tamariki and staff (RTLB, SLT, OT, CAFs, MOE)</td><td>Ongoing</td></tr><tr><td>Monitor Student Attendance</td><td>Ongoing</td></tr></table> | STRATEGY | TIMEFRAME | Continue Whare Manaaki as tier 2 support | 2025    | Continue to develop localised curriculum | Ongoing | Kagan Structures embedded | 2025    | Continue to ‘Flip’ Maths across the school | 2025 | Acceleration groups with support staff in core curriculum | Ongoing | Use of funding streams to remove barriers for our tamariki | 2025 | Engage with a range of agencies and services to support our tamariki and staff (RTLB, SLT, OT, CAFs, MOE) | Ongoing | Monitor Student Attendance | Ongoing |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|------------------------------------------|---------|------------------------------------------|---------|---------------------------|---------|--------------------------------------------|------|-----------------------------------------------------------|---------|------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------|---------|----------------------------|---------|
| STRATEGY                                                                                                                                                                                                                                          | TIMEFRAME                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Continue Whare Manaaki as tier 2 support                                                                                                                                                                                                          | 2025                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Continue to develop localised curriculum                                                                                                                                                                                                          | Ongoing                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Kagan Structures embedded                                                                                                                                                                                                                         | 2025                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Continue to ‘Flip’ Maths across the school                                                                                                                                                                                                        | 2025                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Acceleration groups with support staff in core curriculum                                                                                                                                                                                         | Ongoing                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Use of funding streams to remove barriers for our tamariki                                                                                                                                                                                        | 2025                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Engage with a range of agencies and services to support our tamariki and staff (RTLB, SLT, OT, CAFs, MOE)                                                                                                                                         | Ongoing                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Monitor Student Attendance                                                                                                                                                                                                                        | Ongoing                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| <p><b><u>Continuing to Develop School Culture:</u></b></p> <p>To ensure that all decisions enact Te Tiriti while continuing to develop a school culture based on common sense / evidenced based pedagogies that make a positive difference to</p> | <p><u>Ngā Aho 1:</u> Mana Mokopuna</p> <p><u>Ngā Aho 2:</u> Mana Wairua</p> <p><u>Ngā Aho 3:</u> Mana Tangata</p> <p><u>Ngā Aho 4:</u> Mana Reo</p> <p><u>Ngā Aho 5:</u> Mana Tikanga</p>                                                                                     | <p><u>Objective 1:</u> Learners at the Centre</p> <p><u>Objective 2:</u> Barrier Free Access</p> <p><u>Objective 3:</u> Quality Teaching and Learning</p>                                                                                                                    | <table><tr><th>STRATEGY</th><th>TIMEFRAME</th></tr><tr><td>PB4L Tier 1 continuation</td><td>Ongoing</td></tr><tr><td>PB4L Tier 2 continuation</td><td>Ongoing</td></tr><tr><td>Kagan structures embedded</td><td>Ongoing</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | STRATEGY | TIMEFRAME | PB4L Tier 1 continuation                 | Ongoing | PB4L Tier 2 continuation                 | Ongoing | Kagan structures embedded | Ongoing |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| STRATEGY                                                                                                                                                                                                                                          | TIMEFRAME                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| PB4L Tier 1 continuation                                                                                                                                                                                                                          | Ongoing                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| PB4L Tier 2 continuation                                                                                                                                                                                                                          | Ongoing                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |
| Kagan structures embedded                                                                                                                                                                                                                         | Ongoing                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |                                          |         |                                          |         |                           |         |                                            |      |                                                           |         |                                                            |      |                                                                                                           |         |                            |         |

|                              |                                                                                 |                                                                                                                   |                                                                               |         |
|------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------|
| student learning and hauora. | <u>Ngā Aho 6:</u> Mana<br>Mātauranga Māori<br><br><u>Ngā Aho 7:</u> Mana Ā-Kura | <u>Objective 4:</u> Future of<br>Learning and Work<br><br><u>Objective 5:</u> World Class,<br>Inclusive Education | Maori Achievement Collaborative                                               | Ongoing |
|                              |                                                                                 |                                                                                                                   | Flipped Learning implementation (Structured<br>Literacy, PB4L, Maths, Te Reo) | 2025    |
|                              |                                                                                 |                                                                                                                   |                                                                               |         |

## CLOVERLEA LOCALISED CURRICULUM PLANNING FOR 2025

*Big Idea is that we go from global, national, local connections. Kupe (learning about discovering NZ, Maui with the North Island and South Island, Manawatū / Palmerston North to Cloverlea and our place)*

Term 1

School Routines  
Swimming / Triathlon  
Mihimihi / Whakapapa  
Maui: *Links to LEGEND values*

- North Island
- South Island



Introduction of Kupe:

Term 2

Puanga:

- TWP, Manawatū (Soup or Boil Up) fry bread
- Tararua (Hangi)
- Ruahine (Hautapu Ceremony)

Kupe Continued:

Term 3

Kupe Continued:

Manawatū Time Machine:

|        |                                                                                                                                                                                                                                |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"> <li>- Street Names</li> <li>- Basic history</li> <li>- Te Marae o Hine</li> <li>- Te Motu o Poutoa</li> <li>- Te Ara Kotahi</li> <li>- Marae Trip (Tararua as seniors have camp)</li> </ul> |
| Term 4 | <u>Manawatū Time Machine Continued:</u> <ul style="list-style-type: none"> <li>- Cloverlea History</li> <li>- Tomokanga</li> <li>- 50th Birthday Celebration</li> </ul>                                                        |

## Improvement Plan - Te Reo leading to implementation of Aotearoa Histories

### School Strategic Goal: Māori achieving success as Māori:

*We will continue to improve teacher capability and knowledge in te reo so te reo is used in the class and across the school.*

*We also use our last 3 years professional learning from Niho Taniwha to continue to embed practise we know works for Māori and begin Te Whare Tapu o te Ngākau Māori.*

*We continue to ensure wānanga with iwi and get feedback and make adjustments needed.*

### Annual Goal

To continue to build teacher knowledge around the Aotearoa Histories Curriculum through teacher voice

### Annual Target

To see Aotearoa Histories teaching throughout all our mahi, with explicit links in literacy and numeracy.

### Baseline data

Staff Voice - 2025 Kura Planning, TODs, Staff Wānanga

Schoolwide PLD plan alignment

Introduce Student Voice around the engagement of learning through localised curriculum

### Key Improvement Strategies

| When          | What (examples)                                               | Tū Rangatira Links                                                                                                                                                                    | Who            | Indicators of Progress                                      |
|---------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------|
| February 2025 | Leadership Hui with MAC provider to plan support for the year | <u>Ngā Aho 1: Mana Mokopuna</u><br><br><u>Ngā Aho 2: Mana Wairua</u><br><br><u>Ngā Aho 3: Mana Tangata</u><br><br><u>Ngā Aho 5: Mana Tikanga</u><br><br><u>Ngā Aho 7: Mana Ā-Kura</u> | Senior Leaders | Plan in place that meets kaiako needs based on MAC outcomes |

|               |                                                                    |                                                                                                                                                                                                                                |                |                                                                                                                                                                                                                                                                                       |
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| 2025          | Te Whare Tapu o Te Ngākau Māori                                    | <u>Ngā Aho 1: Mana Mokopuna</u><br><br><u>Ngā Aho 2: Mana Wairua</u><br><br><u>Ngā Aho 3: Mana Tangata</u><br><br><u>Ngā Aho 5: Mana Tikanga</u><br><br><u>Ngā Aho 6: Mana Matauranga</u><br><br><u>Ngā Aho 7: Mana Ā-Kura</u> | Senior Leaders | <p>Unpacking bias, educational needs, honouring te tiriti, how we influence and plan for our tamariki going forward, what resourcing is being purchased, which PLD aligns with Te Tiriti.</p> <p>Use of the marae in a context and direct relation with how practise as a school.</p> |
| February 2025 | Begin looking at Aotearoa Histories Curriculum document as a staff | <u>Ngā Aho 1: Mana Mokopuna</u><br><br><u>Ngā Aho 2: Mana Wairua</u><br><br><u>Ngā Aho 3: Mana Tangata</u><br><br><u>Ngā Aho 5: Mana Tikanga</u><br><br><u>Ngā Aho 6: Mana Matauranga</u><br><br><u>Ngā Aho 7: Mana Ā-Kura</u> | Senior Leaders | Staff PLD plan aligns with opportunities for staff to become familiar with the curriculum                                                                                                                                                                                             |
|               |                                                                    |                                                                                                                                                                                                                                |                |                                                                                                                                                                                                                                                                                       |

**Monitoring**

- Term by term using Staff PLD Plan
- Hearing more te reo in the staffroom, across the school, in the classes
- Team Planning
- Schoolwide planning
- Focus on learning progressions

**Resourcing**

- Te Whare Tapu o te Ngākau Māori Book for all teachers
- Niho Taniwha completed for all support staff completed
- PLD aligns with needs
- Teachers attend Waitangi alongside Senior Leaders during term 2

## Improvement Plan - Literacy

### School Strategic Goal: Accelerating Student Achievement

**For us this means we aim to:** to improve the teaching and learning in literacy, in relation to the New Zealand Curriculum, by using the structured literacy scope and sequence from Little Learners Love Literacy and Liz Kane 'The Code. Improve teacher curriculum knowledge, with the scope and sequence aligning to the new curriculum phases as well as increase classroom engagement through the use of Kagan Structures.

#### Baseline data

YEAR 2 (2024): 51.02% of students identified as 'well below' and 12.24% of students identified as 'below' our Reading Expectations.

YEAR 3 (2024): 39.39 % of students identified as 'well below' and 18.18% of students identified as 'below' our Reading Expectations.

YEAR 2 (2024): 40.82% of students identified as 'well below' and 26.53% of students identified as 'below' our Writing Expectations.

YEAR 3 (2024): 48.48 % of students identified as 'well below' and 30.30% of students identified as 'below' our Writing Expectations.

**Māori learners:** 41.28% of Māori students identified as 'needs targeted support' and 7.34% of students identified as 'just below' our Reading Expectations

35.51% of Māori students identified as 'needs targeted support' and 25.23% of students identified as 'just below' our Writing Expectations

**Pasifika learners:** 46.67% of Pasifika students identified as 'needs targeted support' our Reading Expectations

46.67% of Pasifika students identified as 'needs targeted support' and 20% of students identified as 'just below' our Writing Expectations

#### Annual Goal

By the end of 2025, 25% of the Year 3 and 4 target student group will make accelerated progress, meaning 8 year 3 children and 5 year 4 children will make more than one year's progress in reading using their little learners love literacy assessment to show accelerated progress.

By the end of 2025, 25% of the Year 3 and 4 target student group will make accelerated progress, meaning 8 year 3 children and 6 year 4

#### Annual Target

**To accelerate the progress of our Year 3 and Year 4 target groups in reading and writing.**

- To accelerate the progress of the 51.02% (n = 25/49) and 12.24% (n= 6/49) of the Year 3 students working well below or below expectation in reading.

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| <p>children will make more than one year's progress in writing using their e asttle marking to show accelerated progress.</p> <p>2024 data was used as the basis for our annual goal. As a result we have identified the cohorts in our target.</p> | <ul style="list-style-type: none"> <li>• To accelerate the progress of the 39.39% (n=13/33) and 18.18% (n=6/33) of the Year 4 students working well below or below expectation in reading.</li> <li>• To accelerate the progress of 40.82% (n=20/49) and 26.53% (n=13/49) of the year 3 students working well below or below expectation in writing.</li> <li>• To accelerate the progress of 48.48% (n=16/33) and 30.30% (n=10/33) of the year 4 students working well below or below expectation in writing.</li> </ul> <p><b>To accelerate the progress of our Māori learners in our Year 2 and Year 3 target groups.</b></p> <ul style="list-style-type: none"> <li>• 23 out of the 49 Year 3 students are Māori.</li> <li>• 18 out of the 33 Year 4 students are Māori.</li> <li>• Māori and Pasifika progress &amp; achievement will be tracked and monitored through HERO.</li> </ul> |
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#### Key Improvement Strategies

| When       | What (examples)                                                                                  | Tū Rangatira Links                                                                                                                       | Who                                              | Indicators of Progress                                                                                                                                   |
|------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Feb 2025   | Analyse 2024 data to identify trends and areas to target teaching                                | <a href="#">He Kaitiaki</a><br><a href="#">He Kaiwhakarite</a><br><a href="#">He Kaimahi</a><br><a href="#">Ngā Aho 1: Mana Mokopuna</a> | Kerri/ Mia<br>Team Leaders<br>Classroom Teachers | Target Learners identified in teams.<br>Class teachers knowing the Names and Needs of these students<br>Needs identified and programmes being organised. |
| Whole year | New Staff - induction for teaching The Code and Little Learners Love Literacy scope and sequence | <a href="#">He Kaimahi</a><br><a href="#">He Kanohi Matara</a><br><a href="#">He Kaiwhakarite</a>                                        | Kerri                                            | Unpacking Little Learners Love Literacy Scope and Sequence and supporting assessment material<br>Unpacking of Liz Kane 'The Code' and model lesson       |
| Whole year | Support Team Leaders to guide their teams through reporting on milestones on HERO.               | <a href="#">He Kaiwhakarite</a><br><a href="#">He Kaimahi</a>                                                                            | Kerri / Mia<br>Team Leaders                      | Teachers will have a clear set of guidelines to accurately make judgements on HERO                                                                       |

|                  |                                                                                                   |                                                                                                                                                                                       |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Whole year       | Kagan Collaborative Structures explicitly taught and then embedded in classroom literacy practice | <u>He Kaimahi</u><br><u>He Kaiako</u><br><u>He Kanohi Matara</u><br><u>He Kaitiaki</u><br><u>He Kaiwhakarite</u><br><u>Ngā Aho 1: Mana Mokopuna</u><br><u>Ngā Aho 3: Mana Tangata</u> | Classroom Teachers          | Examples of how to use Kagan in literacy will be shared with kaiako through staff meetings.<br>Kaiako will use Kagan structures in literacy where discussions are needed.<br>Teams will discuss and share ideas of how Kagan structures have been used in literacy.                                                                                                                                                                         |
| Whole year       | Learning Assistants given professional guidance in how to support targeted groups.                | <u>He Kaimahi</u><br><u>He Kaiwhakarite</u>                                                                                                                                           | Kerri                       | The Learning Assistant understands the gaps that need to be filled to allow the LEGENDs who are 'Just Below' and 'Needing Targeted Support' to make the most gains possible through the support programme.<br>The Learning Assistant has relevant resources and materials to provide the learning support programme.<br>The programme compliments what the kaiako is doing in their akomanga so LEGENDs become familiar with the structure. |
| Whole year       | Regular conversations being held between Learning Assistant and Maths Lead Teacher                | <u>He Kaimahi</u><br><u>He Kaiwhakarite</u><br><u>He Kaitiaki</u>                                                                                                                     | Kerri / Mia                 | Regular conversations take place - about learners receiving literacy support, programmes, activities etc.                                                                                                                                                                                                                                                                                                                                   |
| Ongoing          | Continue to develop the Literacy Flipped Video website library                                    | <u>He Kanohi Matara</u><br><u>He Kaiwhakarite</u>                                                                                                                                     | Classroom Teachers<br>Kerri | The flipped video library for literacy will continue to be developed, with a focus on videos missing from the scope and sequence. Continue to be used in classrooms.                                                                                                                                                                                                                                                                        |
| Term 1 2025      | Literacy observations in each akomanga                                                            | <u>He Kaiwhakarite</u><br><u>He Kaimahi</u>                                                                                                                                           | Kerri<br>Team Leaders       | Observations will show 1% changes that can be made, ensuring consistency across the school and literacy is being implemented with fidelity.<br>Kerri will discuss with Team Leaders about changes that can be made to further accelerate learning.                                                                                                                                                                                          |
| End of each term | The Code Data Analysis<br>- PA - Word Check<br>-LLLL Stage                                        | <u>He Kaiwhakarite</u><br><u>He Kaimahi</u>                                                                                                                                           | Classroom Teachers<br>Kerri | Tracking will reveal which learners are making progress with explicit teaching.                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                                                                                                                                                        |                                                                                                                   |                                                   |       | This will inform classroom target groups and also potential Tier 2 intervention students. Just Below' and 'Needs Targeted Support' learners for literacy will be identified and programmes will be designed to meet their specific learning needs  |
| 2025                                                                                                                                                                                                                                                                   | Align the new curriculum phases with the Little Learners Love Literacy and Liz Kane 'The Code' scope and sequence | <u>He Kaiwhakarite</u>                            | Kerri | Aligning the new curriculum with the scope and sequence we follow will align the progression we follow. Data in HERO will be reflective of the new curriculum.<br>Staff knowledge of the alignment and movement of some lists from one to another. |
| 2025                                                                                                                                                                                                                                                                   | New Curriculum - writing aligning with Structured Literacy and localised curriculum                               | <u>He Kaiwhakarite</u><br><u>He Kanohi Matara</u> | Kerri | Staff becoming familiar with the new curriculum and the alignment with structured literacy.<br>Writing lessons to be targeted around key skills from the curriculum that can be used across different writing genres.                              |
| 2025                                                                                                                                                                                                                                                                   | Development of flipped learning videos for writing                                                                | <u>He Kaiwhakarite</u><br><u>He Kanohi Matara</u> | Kerri | List of targeted flipped learning videos being developed for creation 2026 onwards                                                                                                                                                                 |
| <b>Monitoring</b> Regular tracking of students and data collated from classroom teachers and Learning Assistants, with regular discussions around noticings and investigating. Discussed at team level in conjunction with guidance from Literacy Lead Teacher - Kerri |                                                                                                                   |                                                   |       |                                                                                                                                                                                                                                                    |
| <b>Resourcing</b> <ul style="list-style-type: none"> <li>- Structured Literacy PLD</li> <li>- Flipped Learning Library</li> </ul>                                                                                                                                      |                                                                                                                   |                                                   |       |                                                                                                                                                                                                                                                    |

## Improvement Plan - Mathematics

### School Strategic Goal: Accelerating Student Achievement

**For us this means we aim to:** to improve the teaching and learning in mathematics, in relation to the new New Zealand Curriculum, by using the mathematics curriculum to implement flipped learning and improve kaiako curriculum and content knowledge as well as increase classroom engagement through the use of Kagan Structures. This year, a key focus area is ensuring fidelity of practice across kura.

#### Annual Goal

By the end of 2025, 25% of the Year 3 and Year 4 student who need target support or are just below where they should be according to our maths expectations will make accelerated progress, meaning 5 year 4 children and 4 year 3 children will make more than one year's progress, using their scale growth from Progressive Achievement Test and GloSS data to show accelerated progress.

#### Annual Target

To target the 66% of Year 4 students and the 40% of Year 3 students who were identified as working below the expectation for their year level at the end of 2024.

- To accelerate the progress of the 66% (21 students) of the Year 4 students working below expectation.
- To accelerate the progress of the 40% (19 students) of the Year 3 students working below expectation.
- Māori and Pasifika progress & achievement will be tracked and monitored through HERO.

#### Baseline Data:

##### Year 4 Data

66% of current Year 4 students (21 students) were identified as “needing targeted support” or being ‘just below’ in mathematics according to our maths expectations based on data from the end of 2024.

22% of current Year 4 students (7 students) were identified as “needing targeted support” in mathematics according to our maths expectations based on data from the end of 2024.

44% of current Year 4 students (14 students) were identified as being “just below” in mathematics according to our maths expectations based on data from the end of 2024.

##### Year 3 Data

40% of current Year 3 students (19 students) were identified as “needing targeted support” or being ‘just below’ in mathematics according to our maths expectations based on data from the end of 2024.

25% of current Year 3 students (7 students) were identified as “needing targeted support” in mathematics according to our maths expectations based on data from the end of 2024.

15% of current Year 3 students (12 students) were identified as being “just below” in mathematics according to our maths expectations based on data from the end of 2024.

**Māori Learners:** across all year groups, 18% of Māori students (16 students) were identified as ‘needing targeted support’ and 22% of students (20 students) were identified as ‘just below’ our Maths Expectations.

**Pasifika Learners:** across all year groups, 20% of Pasifika students identified as ‘needing targeted support’ (2 students) and 30% of students (3 students) were identified as ‘just below’ our Maths Expectations.

### Key Improvement Strategies

| When                      | What (examples)                                                                                               | Tū Rangatira Links                                                                                                                                                      | Who                    | Indicators of Progress                                                                                                                                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before school year starts | Adjust number maths flipped learning planning documents to align with new curriculum                          | <a href="#">He Kanohi Matara</a><br><a href="#">He Kaiwhakarite</a><br><a href="#">He Kaimahi</a>                                                                       | Mia                    | The Flipped Learning videos being made will align with the new curriculum.                                                                                                                                                                                 |
| Before school year starts | Adjust maths flipped learning website so Number aligns with the new curriculum.                               | <a href="#">He Kanohi Matara</a><br><a href="#">He Kaiwhakarite</a><br><a href="#">He Kaimahi</a>                                                                       | Mia                    | The number section of the Flipped Learning website will align with the new curriculum.                                                                                                                                                                     |
| Whole year                | Include a maths knowledge builder or game in each staff wananga                                               | <a href="#">He Kaiwhakarite</a><br><a href="#">He Kaiako</a><br><a href="#">He Kaiarataki</a>                                                                           | Mia<br>Kerri<br>Leiana | Kaiako have increased maths knowledge to inform their teaching and a wider repertoire of games and activities that they can use with their LEGENDs.                                                                                                        |
| Whole year                | Kagan Collaborative Structures embedded in classroom mathematics practice to promote mathematical discussion. | <a href="#">Ngā Aho 1:</a> Mana Mokopuna<br><a href="#">Ngā Aho 2:</a> Mana Wairua<br><a href="#">Ngā Aho 3:</a> Mana Tangata<br><a href="#">Ngā Aho 7:</a> Mana Ā-Kura | Mia<br>Team Leaders    | Examples of how to use Kagan in maths will be shared with kaiako through staff meetings.<br>Kaiako will use Kagan structures in maths where discussions are needed.<br>Teams will discuss and share ideas of how Kagan structures have been used in maths. |

|              |                                                                                                              |                                                                                                                                                                                                    |                           |                                                                                                                                                                                                                                                                                                                                |
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| Whole year   | Learning Assistants given professional guidance in how to support targeted groups.                           | <a href="#"><u>He Kaitiaki</u></a><br><a href="#"><u>He Kanohi Matara</u></a><br><a href="#"><u>He Kaiako</u></a><br><a href="#"><u>He Kaimahi</u></a>                                             | Mia<br>Donna              | The Learning Assistant understands the gaps that need to be filled to allow the LEGENDs who are 'Just Below' and 'Needing Targeted Support' to make the most gains possible through the support programme.<br>The Learning Assistant has relevant resources and materials to provide the learning support programme - Numicon. |
| Whole year   | Regular conversations being held between Learning Assistant and Maths Lead Teacher                           | <a href="#"><u>He Kaitiaki</u></a><br><a href="#"><u>He Kaiako</u></a><br><a href="#"><u>He Kaimahi</u></a>                                                                                        | Mia<br>Donna              | Regular conversations take place - about learners receiving maths support, programmes, activities etc. A new focus this year on Numicon.                                                                                                                                                                                       |
| Whole year   | Flipped Learning embedded in classroom mathematics practice using the model - video-kaiako-activity.         | <a href="#"><u>Ngā Aho 1:</u></a> Mana Mokopuna<br><a href="#"><u>Ngā Aho 3:</u></a> Mana Tangata<br><a href="#"><u>Ngā Aho 7:</u></a> Mana Ā-Kura                                                 | Mia<br>Team Leaders       | Flipped learning will be used with fidelity across kura.                                                                                                                                                                                                                                                                       |
| Term 1 and 2 | Kaiako continue to make maths flipped videos - Number Phase 1                                                | <a href="#"><u>He Kaiwhakarite</u></a><br><a href="#"><u>He Kaimahi</u></a><br><a href="#"><u>He Kaiarataki</u></a><br><a href="#"><u>He Kaiako</u></a><br><a href="#"><u>He Kanohi Matara</u></a> | Mia<br>Classroom Teachers | The flipped video library for mathematics will continue to be developed and used in classrooms.                                                                                                                                                                                                                                |
| Term 1 and 2 | Adjust maths flipped learning website so Geometry, Measurement and Statistics align with the new curriculum. | <a href="#"><u>He Kanohi Matara</u></a><br><a href="#"><u>He Kaiwhakarite</u></a><br><a href="#"><u>He Kaimahi</u></a>                                                                             | Mia                       | The other sections of the Flipped Learning website will align with the new curriculum.                                                                                                                                                                                                                                         |
| Feb 2025     | To analyse 2024 end of year data to identify trends and areas to target in learning.                         | <a href="#"><u>He Kaitiaki</u></a><br><a href="#"><u>He Kaiwhakarite</u></a><br><a href="#"><u>He Kaimahi</u></a>                                                                                  | Mia<br>Team Leaders       | Needs identified and programmes being organised.<br>Data shared and discussed with the Ruahine Team and Tararua Team                                                                                                                                                                                                           |

|            |                                                                                                                                                                  |                                                                                            |                                     |                                                                                                                                                                                                                          |
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| Feb 2025   | Tararua maths learning support groups identified in the 2024 data set up targeting 'Just Below' and then later the 'needs targeted support' children using HERO. | <u>He Kaitiaki</u><br><u>He Kaiako</u><br><u>He Kaimahi</u>                                | Mia                                 | 'Just Below' and 'Needs Targeted Support' learners for maths will be identified and programmes will be designed to meet their specific learning needs with a learning assistant                                          |
| Feb 2025   | Staff Wananga - first intro to new maths curriculum                                                                                                              | <u>He Kanohi Matara</u><br><u>He Kaitiaki</u><br><u>He Kaiarataki</u><br><u>He Kaimahi</u> | Mia                                 | Kaiako will be introduced to the new maths curriculum and begin to learn about how it is structured.                                                                                                                     |
| March 2025 | Staff Maths wananga - new curriculum, flipped learning, school expectations and systems                                                                          | <u>He Kanohi Matara</u><br><u>He Kaitiaki</u><br><u>He Kaiarataki</u><br><u>He Kaimahi</u> | Mia                                 | Kaiako will be familiar with the new maths curriculum to inform their planning and have clear knowledge of the expected systems and key components of their maths programmes                                             |
| March 2025 | Collect additional data:<br>-PAT testing and data analysis<br>-Dispositions                                                                                      | <u>He Kaiwhakarite</u><br><u>He Kaiako</u><br><u>He Kaimahi</u>                            | Mia<br>Classroom teachers<br>Yr 4-6 | Scale score differences<br>Staff recognising attitudes towards mathematics                                                                                                                                               |
| April 2025 | To analyse PAT results to identify trends. Years 4-6                                                                                                             | <u>He Kaiwhakarite</u><br><u>He Kaiako</u><br><u>He Kaimahi</u>                            | Mia<br>Ruahine/<br>Tararua<br>Teams | Identify trends and make changes to the teaching programme.                                                                                                                                                              |
| Term 2     | Observe maths teaching and learning in all akomanga.                                                                                                             | <u>He Kaitiaki</u><br><u>He Kaiarataki</u><br><u>He Kaiwhakarite</u><br><u>He Kaiako</u>   | Mia<br>Teachers                     | Observations focused on planning, use of flipped learning and Kagan - applying learning from staff wananga to monitor progress and feedback will be given about next steps to increase fidelity of practice across kura. |
| Term 2     | Evaluate the flipped learning cycle - video, workshop-activity across kura and the use of Kagan in maths                                                         | <u>He Kaitiaki</u><br><u>He Kaiarataki</u>                                                 | Mia                                 | Evaluated data from all observations will be used to determine next steps across kura.                                                                                                                                   |

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| Term 2        | Staff Wananga - focus to be determined after Term 1 wananga                    | <u>He Kanohi Matara</u><br><u>He Kaitiaki</u><br><u>He Kaiarataki</u><br><u>He Kaimahi</u>                         | Mia                           | Kaiako will have further PLD and will apply 1%ers from tht learning straight away.                                                                                                                            |
| End of Term 2 | Mid Year Milestones analysed and trends identified.                            | <u>He Kaitiaki</u><br><u>He Kaiarataki</u><br><u>He Kaimahi</u>                                                    | Mia<br>Team Leaders<br>Kaiako | Analysed data will be used to determine where learning support will be focused for the rest of the year.                                                                                                      |
| Term 3 and 4  | Kaiako continue to make maths flipped videos - begin Number Phase 2            | <u>He Kaiwhakarite</u><br><u>He Kaimahi</u><br><u>He Kaiarataki</u><br><u>He Kaiako</u><br><u>He Kanohi Matara</u> | Mia<br>Classroom Teachers     | The flipped video library for mathematics will continue to be developed and used in classrooms.                                                                                                               |
| Term 3        | Staff Wananga - focus to be determined                                         | <u>He Kanohi Matara</u><br><u>He Kaitiaki</u><br><u>He Kaiarataki</u><br><u>He Kaimahi</u>                         | Mia                           | Kaiako will have further PLD and will apply 1%ers from tht learning straight away.                                                                                                                            |
| Term 4        | Observe maths teaching and learning in all akomanga.                           | <u>He Kaitiaki</u><br><u>He Kaiaratki</u><br><u>He Kaiwhakarite</u><br><u>He Kaiako</u>                            | Mia<br>Teachers               | Observations focused on flipped learning and basic facts - applying learning from staff wananga to monitor progress and feedback will be given about next steps to increase fidelity of practice across kura. |
| Term 4        | Staff Wananga - focus to be determined                                         | <u>He Kanohi Matara</u><br><u>He Kaitiaki</u><br><u>He Kaiarataki</u><br><u>He Kaimahi</u>                         | Mia                           | Kaiako will have further PLD and will apply 1%ers from tht learning straight away.                                                                                                                            |
| Term 4        | Evaluate the flipped learning cycle - video, workshop-activity across kura and | <u>He Kaitiaki</u>                                                                                                 | Mia                           | Evaluated data from all observations will be used to determine next steps across kura.                                                                                                                        |

|                                                                                                                                                                                                                                                                   |                                                                                   |                                            |                               |                                                                                                                       |
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|                                                                                                                                                                                                                                                                   | how basic facts is included in programme                                          | <u>He Kaiarataki</u>                       |                               |                                                                                                                       |
| End of Term 4                                                                                                                                                                                                                                                     | End of Year Milestones analysed and trends identified to inform planning for 2026 | <u>He Kaitiaki</u><br><u>He Kaiarataki</u> | Mia<br>Team Leaders<br>Kaiako | Analysed data will be used to determine PLD focus for 2026 and also to decide where learning support will be focused. |
| <b>Monitoring</b> Regular tracking of students and data collated from classroom teachers and Learning Assistants, with regular discussions around noticings and investigating. Discussed at team level in conjunction with guidance from Maths Lead Teacher - Mia |                                                                                   |                                            |                               |                                                                                                                       |
| <b>Resourcing</b> <ul style="list-style-type: none"> <li>- Access to PLNs (Professional Learning Networks)</li> <li>- Flipped Learning Library</li> <li>- Buy the first two kits for Numicon to use in maths support group</li> </ul>                             |                                                                                   |                                            |                               |                                                                                                                       |

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