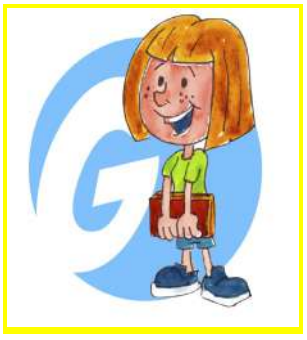
Cloverlea School 2024-2026

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.

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

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) LF: learner potential and success	KFA: Mana Wairua (spiritual and holistic well-being) LF: the physical, emotional, social and educational well-being of every individual	KFA: Mana Tangata (building relationships on trust, honesty and respect) 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) LF: developing, strengthening and preserving high-quality delivery of education through te reo Māori in everyday practices	KFA: Mana Tikanga (Māori customs and protocols) LF: ensuring appropriate tikanga in protocols and practice across all aspects of the kura	KFA: Mana Mātauranga (Māori discourses and knowledge) LF: asserting that being and thinking Māori is an advantage	KFA: Mana ā-kura (the uniqueness of each kura) 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 gives an 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.

Throughout the year, we consult on any potential issues or whānau check ins for information to help inform next steps - this can be anything that we believe we need whānau voice in.

BOARD OF TRUSTEES COMPLIANCE

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

- 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

<table>
<tr><th>STRATEGIC GOAL</th><th>RELATED TŪ RANGATIRA</th><th>RELATED NELPS</th><th>CORE STRATEGIES FOR ACHIEVING GOAL</th></tr>
<tr>
<td><u>Māori achieving success as Māori</u>
To ensure our Māori tamariki achieve success across the curriculum, ensuring multiple ‘opportunities’ deliberately planned for.</td>
<td><u>Ngā Aho 1:</u> Mana Mokopuna

<u>Ngā Aho 2:</u> Mana Wairua

<u>Ngā Aho 3:</u> Mana Tangata

<u>Ngā Aho 4:</u> Mana Reo

<u>Ngā Aho 5:</u> Mana Tikanga

<u>Ngā Aho 6:</u> Mana Mātauranga Māori

<u>Ngā Aho 7:</u> Mana Ā-Kura</td>
<td><u>Objective 1:</u> Learners at the Centre

<u>Objective 2:</u> Barrier Free Access

<u>Objective 3:</u> Quality Teaching and Learning

<u>Objective 4</u>: Future of Learning and Work

<u>Objective 5:</u> World Class, Inclusive Education</td>
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<table>
<tr><th>STRATEGY</th><th>TIMEFRAME</th></tr>
<tr><td>Utilise external PLD opportunities with iwi</td><td>2024- 2026</td></tr>
<tr><td>Kapa Haka school wide</td><td>2026</td></tr>
<tr><td>Prioritise Māori learners for support / acceleration programmes</td><td>2026</td></tr>
<tr><td>Begin school wide work with Dr Ann Milne</td><td>2026</td></tr>
<tr><td>Te Whare Tapu o te Ngākau Māori school wide read</td><td>2025 - 2026</td></tr>
<tr><td>PGC connects to Dr Ann Milnes 3 new released books</td><td>2026</td></tr>
<tr><td>Māori Achievement Collaborative (MAC) member</td><td>2026</td></tr>
<tr><td>Further engagement with Rangitaane, ensuring we are able to work alongside the Rangitaane Education Plan</td><td>2023 - 2025</td></tr>
<tr><td>Ensure all Curriculum Snapshots are clearly honouring Te Tiriti</td><td>Ongoing</td></tr>
<tr><td>Ensure all new Curriculum Development has explicit Te Tiriti connects</td><td>Ongoing</td></tr>
<tr><td>Te Wheke is evident as our anchor and our Marau</td><td>2026 - ongoing</td></tr>
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<td><u>Accelerating Student Achievement:</u>
To improve levels of achievement for all, so all children reach their full potential.</td>
<td><u>Ngā Aho 1:</u> Mana Mokopuna

<u>Ngā Aho 2:</u> Mana Wairua

<u>Ngā Aho 3:</u> Mana Tangata

<u>Ngā Aho 4:</u> Mana Reo

<u>Ngā Aho 5:</u> Mana Tikanga

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<td>
<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>
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<tr>
<td><u>Continuing to Develop School Culture:</u>
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</td>
<td><u>Ngā Aho 1:</u> Mana Mokopuna

<u>Ngā Aho 2:</u> Mana Wairua

<u>Ngā Aho 3:</u> Mana Tangata

<u>Ngā Aho 4:</u> Mana Reo

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

STRATEGIC PLAN 2026 -2027

KAITIAKITANGA

Kaitiakitanga is our overarching uara that will be woven through the pūrākau. LEGEND values will have a strong focus each term, with teams selecting one to explicitly focus on through the pūrākau.



Term 2, 2026
Ranginui and Papatūānuku Puanga

Term 1, 2027
Local Spaces:
- Railway Land
- Te Marae o Hine

Term 1, 2026
How the kiwi lost it's wings

Term 3, 2026
Okātia, Te Ahu a Turanga

Term 3, 2027
Whāngai Mokopuna Ahimate

Term 2, 2027
Whātonga & Haunui a nanaia

Term 4, 2027
Te Tiriti o Waitangi

Term 4, 2026
Tane and the 3 baskets of knowledge

2026 VISION

For our LEGENDs to progress through our localised curriculum, with learning opportunities that are Te Tiriti centred, while supporting language development, encouraging problem solving and increasing attendance through engagement in learning.

CURRICULUM PROGRESSION

For teachers to complete the Flipped Learning 'Learning Library' in Maths (107 videos) and then begin the 'Learning Library' in Writing.

Improvement Plan - Implementation of the Localised Curriculum, consolidating Te Wheke

School Strategic Goal: Māori achieving success as Māori:

We will continue to improve teacher capability and knowledge around Te Wheke as our anchor while learning the new pūrākau and focussing on other learning areas to ensure our tamariki have a range of explicitly planned, learning experiences.

We use our PGC to develop staff critical consciousness in all teaching and learning that is planned across the school, ensuring that we utilise the learning from Dr Ann Milnes 3 new books.

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

Annual Goal	**Annual Target**
To continue to build teacher knowledge around our marau, through Te Wheke and see how we can explicitly connect to all other learning areas with a key focus.	To see Te Wheke throughout all our mahi, with explicit links in literacy and numeracy and expanding this into all other learning areas.

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

Using what we learnt through our consultation with whānau through the 50th birthday last year and through the development of Te Wheke.

Key Improvement Strategies

When	What (examples)	Tū Rangatira Links	Who	Indicators of Progress
January 2026	TOD - Knowledge check of 2026 pūrākau - Revisit p. 171, 176, 177 of Niho Taniwha around iwi - Begin discussions around where AI fits with cultural knowledge	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga	Senior Leaders	Staff awareness of where our pūrākau are on Te Wheke Staff aware that we need to have deliberately planned learning experiences across the learning areas

		Ngā Aho 7: Mana Ā-Kura		
February 2026	Staff hikoi to Te Ahu a Tūranga with iwi	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga Ngā Aho 7: Mana Ā-Kura	Senior Leaders Iwi	Half a day with iwi learning about Te Ahu a Tūranga and being off site to walk the track and learn about the sculptures and history of the land Notes completed as a staff and given back for checking, editing.
May 2026	Staff knowledge building / knowledge sharing around term 1 pūrākau	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga	Senior Leaders	Staff see the learning progressions across the school and how the same pūrākau can be taught through different learning areas and the opportunities for our tamariki

		Ngā Aho 7: Mana Ā-Kura		
June 2026	Celebration of Chapter 9	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga Ngā Aho 7: Mana Ā-Kura	Senior Leaders	Staff can see how the previous years work has been acknowledged, while reminding us how we can use Te Wheke to ensure our tamariki are engaged in learning
June 2026	Further development of Te Whiringa Whā Extra PLD with Te Pae o Te Rangi (PB4L team)	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga Ngā Aho 7: Mana	Senior Leaders Te Pae o Te Rangi Pā Jack	Staff can see the connects in previous learning and how this can support behaviour through knowing the difference between Ariki, Tohunga, Mangotoa, Aronui and the introduction of Poromahamaha.

		Ā-Kura		
July 2026	Team sharing of kaupapa and curriculum links	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga Ngā Aho 7: Mana Ā-Kura	Senior Leaders	Staff can see what each team is focussing on while gathering ideas for how we can build on what our LEGENDs will be coming with when they move classes Chapter 7 - 9 reflections
August 2026	Further PGC work with a focus on Chapter 10 - 12	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga Ngā Aho 7: Mana Ā-Kura	Senior Leaders	Chapter 10 -12 reflections

August 2026	Dr Ann Milne visiting - call back day and afternoon session	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga Ngā Aho 7: Mana Ā-Kura		Staff being able to hear directly from Ann and how this connects with our PGC, ask questions and develop our critical consciousness. Staff consideration around what our identity is - personal, school and then moving into student voice around logo development. Afternoon session with other schools - going through history and what we can do, to do better
November 2026	Team Sharing of term 4 planning	Ngā Aho 1: Mana Mokopuna Ngā Aho 2: Mana Wairua Ngā Aho 3: Mana Tangata Ngā Aho 5: Mana Tikanga Ngā Aho 6: Mana Matauranga Ngā Aho 7: Mana Ā-Kura	Senior Leaders	AI connects with Dr Ann Milnes mahi and reflections from TOD

Monitoring

- Term by term using Staff PLD Plan
- Team Planning
- Schoolwide planning
- Focus on learning progressions
- Thinking about critical consciousness across all school platforms
- Flipped learning videos show identity

Resourcing

- Te Whare Tapu o te Ngākau Māori Book for all teachers
- PLD aligns with needs
- PGC using Dr Ann Milnes latest work
- Dr Ann Milne visiting for a day, running PLD

CLOVERLEA LOCALISED CURRICULUM PLANNING FOR 2026	
Continue to anchor Te Wheke in all we do across the curriculum and ensure that we are planning learning experiences with a specific curriculum focus	
Term 1	School Routines Swimming / Triathlon Mihimihi / Whakapapa How the Kiwi lost his wings
Term 2	Ranginui rāua ko Papatūanuku
Term 3	Te Ahu a Tūranga
Term 4	Tane and the 3 baskets of knowledge

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 (2026): 65.79% of students (24 students) identified as 'well below' and 10.53% (4 students) of students identified as 'below our Reading Expectations.

YEAR 3 (2026): 46.34 % of students (21 students) identified as 'well below' and 12.2% (5 students)of students identified as 'below' our Reading Expectations.

YEAR 2 (2026): 18.92% of students (7 students) identified as 'well below' and 81.08% (29 students) of students identified as 'below our Writing Expectations.

YEAR 3 (2026): 39.02 % of students (18 students) identified as 'well below' and 51.22% (23 students) of students identified as 'below' our Writing Expectations.

Māori learners: across all year groups 52.59% of Māori students identified as 'needs targeted support' and 15.6% of students identified as 'just below' our Reading Expectations

36.7% of Māori students identified as 'needs targeted support' and 40.37% of students identified as 'just below' our Writing Expectations

Pasifika learners: 33.33% of Pasifika students identified as 'needs targeted support' our Reading Expectations

41.67% of Pasifika students identified as 'needs targeted support' and 8.33% of students identified as 'just below' our Writing Expectations

Annual Goal	**Annual Target**
By the end of 2026, 25% of the Year 2 and 3 target student group will make accelerated progress, meaning 9 year 2 children and 11 year 3 children will make more than one year's progress in reading using their little learners love literacy assessment to show accelerated progress.	**To accelerate the progress of our Year 2 and Year 3 target groups in reading and writing.**

By the end of 2026, 25% of the Year 2 and 3 target student group will make accelerated progress, meaning 9 year 2 children and 11 year 3 children will make more than one year's progress in writing using their e asttle marking to show accelerated progress. 2025 data was used as the basis for our annual goal. As a result we have identified the cohorts in our target.	• To accelerate the progress of the 65.79% (n = 24/36) and 10.53% (n= 4/36) of the Year 2 students working well below or below expectation in reading. • To accelerate the progress of the 18.92% (n=7/36) and 81.08% (n=29/36) of the Year 2 students working well below or below expectation in reading. • To accelerate the progress of 46.34% (n=21/45) and 12.2% (n=5/45) of the year 3 students working well below or below expectation in writing. • To accelerate the progress of 39.02% (n=18/45) and 51.22% (n=23/45) of the year 3 students working well below or below expectation in writing. **To accelerate the progress of our Māori learners in our Year 2 and Year 3 target groups.** • 23 out of the 36 Year 2 students are Māori. • 26 out of the 45 Year 3 students are Māori. • Māori and Pasifika progress & achievement will be tracked and monitored through HERO.

Key Improvement Strategies

When	What (examples)	Tū Rangatira Links	Who	Indicators of Progress
Feb 2025	Analyse 2025 data to identify trends and areas to target teaching	He Kaitiaki He Kaiwhakarite He Kaimahi Ngā Aho 1: Mana Mokopuna	Mia Team Leaders Classroom Teachers	Target Learners identified in teams. Class teachers knowing the names and needs of these students Needs identified and programmes being organised.
Whole year	Support Team Leaders to guide their teams through reporting on milestones on HERO.	He Kaiwhakarite He Kaimahi	Kerri / Mia 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	He Kaimahi He Kaiako He Kanohi Matara He Kaitiaki He Kaiwhakarite Ngā Aho 1: Mana Mokopuna Ngā Aho 3: Mana Tangata	Kaiako (classroom teachers)	Examples of how to use Kagan in literacy will be shared with kaiako through staff meetings. Kaiako will use Kagan structures in literacy where discussions are needed. 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.	He Kaimahi He Kaiwhakarite	Mia / 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. The Learning Assistant has relevant resources and materials to provide the learning support programme. The programme compliments what the kaiako is doing in their akomanga so LEGENDs become familiar with the structure. Early words being taken by learning assistants.
Whole year	Regular conversations being held between Learning Assistant and Literacy Lead Teacher	He Kaimahi He Kaiwhakarite He Kaitiaki	Kerri / Mia	Regular conversations take place - about learners receiving literacy support, programmes, activities etc.
Ongoing	Continue to develop the Reading Flipped Video website library	He Kanohi Matara He Kaiwhakarite	Classroom Teachers 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. Upload missing sounds so the flipped learning website have all the sounds to 7.3
Term 3	Writing observations in each akomanga	He Kaiwhakarite He Kaimahi	Kerri Team Leaders	Observations will show 1% changes that can be made, ensuring consistency across the school and literacy is being implemented with fidelity.

				Kerri will discuss with Team Leaders about changes that can be made to further accelerate learning.
End of each term	The Code Data Analysis - PA - Word Check -LLLL Stage	He Kaiwhakarite He Kaimahi	Classroom Teachers Kerri	Tracking will reveal which learners are making progress with explicit teaching. 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
2026	New Curriculum - writing aligning with Structured Literacy and localised curriculum	He Kaiwhakarite He Kanohi Matara	Kerri	Staff becoming familiar with the new curriculum and the alignment with structured literacy. Writing lessons to be targeted around key skills from the curriculum that can be used across different writing genres.
Before Term 3	Align writing flipped learning planning documents to align with new curriculum	He Kanohi Matara	Kerri	FL planning ready for kaiako to make videos
All year	Kagan Collaborative Structures embedded in classroom literacy practice	He Kaimahi Ngā Aho 1: Mana Mokopuna Ngā Aho 3: Mana Tangata	Kerri Classroom Teachers Team Leaders	Examples of how to use Kagan in literacy will be shared with kaiako through staff meetings and team meetings. Teams will discuss and share ideas of how Kagan structures have been used in literacy, emphasis on how similar activities can be used in senior and junior school
All year	Flipped Learning embedded in classroom literacy practice using the model - video-kaiako-activity.	He Kaimahi He Kaiwhakarite	Classroom Teachers	All classes using FL in literacy (reading). Model visible across classes- video-kaiako-activity. Videos watched align with what kaiako is working on with them.
Term 4	Kaiako to make writing flipped videos - focus on videos highlighted	He Kanohi Matara	Kerri Classroom Teachers	???? videos completed and uploaded to new flipped learning google site
Term 3	Staff Wananga- first introduction to writing curriculum	He Kaimahi He Kanohi Matara	Kerri Classroom Teachers	Kaiako will be introduced to the new writing curriculum

Term 3	Evaluate resources used in akomanga	He Kanohi Matara Ngā Aho 7: Mana a Kura Ngā Aho 1: Mana Mokopuna	Kerri	See what resources are being used across kura. What LLLL resources are being utilised. Make purchases to help support teaching and learning. Purchase the writing revolution for each team.
Term 3	Evaluate mid-year literacy data in relation to beginning-year data and see what improvements can be seen.	He Kanohi Matara	Kerri / Mia	All mid year data collated and evaluated at a team level then added to by senior leaders.
Term 3	Review Daily Review as a part of daily literacy programmes	Ngā Aho 1: Mana Mokopuna Ngā Aho 7: Mana a Kura	Kerri Classroom Teachers	Key learning 1: structured, snappy pace, choral and mini whiteboard responses. Key learning 2: reviewing the recent (the last two weeks learning), tricky stuff (issues you notice) and spaced (learning 3-4 weeks ago).
Term 3	Expectations set up with new writing curriculum and how to integrate with reading and balance of time.	He Kanohi Matara He Kaiwhakarite	Kerri Classroom Teachers	Staff to focus on skills more than genre. Writing to be included daily for literacy. Discussion with team leaders on how much writing is done in akomanga and how to support a range of learners requiring feedback.
Term 4	Evaluate end of year literacy data in relation to mid year data and see what improvements can be seen	He Kanohi Matara He Kaimahi	Kerri	Compare data and evaluate. Use data to influence intervention groups.
All year	All new whānau to receive introduction to structured literacy pack - Stage 1 and 2	He Kaitiaki Ngā Aho 3: Mana Tangata Ngā Aho 7: Mana a Kura	Kerri	Create "Home-Link" versions of your Flipped Learning videos and simple tip sheets for whānau to support literacy at home.
Term 3 and 4	Specific PLD or resources for "Literacy across the Curriculum" in the senior years.	He Kanohi Matara	Kerri Team Leaders	Identify specific opportunities within the Science, Social Studies, and Health curriculum for the application of "The Code" (morphology/etymology) and "The Writing Revolution" strategies.

Term 3 and 4	Integrate "The Writing Revolution" (TWR) into non-literacy blocks.	He Kaimahi	Kerri	Resource Development: Create a "TWR Quick-Guide" for senior teachers to use during other blocks (e.g., using "Because, But, So" sentence stems to explain historical events).
Term 4	Change milestones to align with new curriculum and reporting guidelines	He Kanohi Matara He Kaiwhakarite	Kerri / Mia	Use latest resources to align. Change milestone guidelines on assessment document and hero.
Term 4	Writing PLD	He Kaimahi He Kaiwhakarite He Kanohi Matara	Kerri Philippa Megan	Writing PLD to help develop knowledge and teaching writing beyond year 2.
Monitoring 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				
Resourcing - Writing PLD - Flipped Learning Library for Writing				

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	**Annual Target**
By the end of 2026, 25% of the Year 5 and Year 6 student who need target support or are just below where they should be according to our maths expectations will make accelerated progress, meaning 3-4 year 5 children and 4-5 year 6 children will make more than one year's progress, using their scale growth from Progressive Achievement Test and GloSS data to show accelerated progress.	To target the 42% of Year 5 students and the 43.5% of Year 6 students who were identified as working below the expectation for their year level at the end of 2025. ● To accelerate the progress of the 42% (13 students) of the Year 5 students working below expectation. ● To accelerate the progress of the 43.5% (17 students) of the Year 6 students working below expectation. ● Māori and Pasifika progress & achievement will be tracked and monitored through HERO.

Baseline Data:

<u>Year 6 Data</u>

43.5% of current Year 6 students (18 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 2025.
31% of current Year 6 students (12 students) were identified as “needing targeted support” in mathematics according to our maths expectations based on data from the end of 2025.
12.5% of current Year 6 students (5 students) were identified as being “just below” in mathematics according to our maths expectations based on data from the end of 2025.

<u>Year 5 Data</u>

42% of current Year 5 students (13 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 2025.
19.5% of current Year 5 students (6 students) were identified as “needing targeted support” in mathematics according to our maths expectations based on data from the end of 2025.

22.5% of current Year 5 students (7 students) were identified as being "just below" in mathematics according to our maths expectations based on data from the end of 2025.

Māori Learners: across all year groups, 16% of Māori students (19 students) were identified as 'needing targeted support' and 30.5% of students (37 students) were identified as 'just below' our Maths Expectations.

Pasifika Learners: across all year groups, 16.5% of Pasifika students identified as 'needing targeted support' (2 students) and 25% 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	Set up a yearly curriculum overview with clear guidelines about the time spent on each part of the maths curriculum to ensure coverage.	He Kanohi Matara He Kaiwhakarite He Kaimahi	Mia	Introduce overview to Team Leaders - time for discussion, clarification and adjustments to be made as needed. Overview ready for team leaders to use with their teams when planning for the year.
All year	Daily review to be included as a key part of all maths programmes across kura.	Ngā Aho 1: Mana Mokopuna He Kaiwhakarite He Kaimahi He Kaiako	Mia Team Leaders Classroom Teachers	PLD from 2025 used as a foundation for Daily Review (DR). Team leaders to support teams around setting this up.
All year	Flipped Learning embedded in classroom mathematics practice using the model - video-kaiako-activity.	Ngā Aho 7: Mana Ā-Kura He Kaiwhakarite He Kaimahi He Kaiako	Mia Team Leaders Classroom Teachers	All classes use the flipped learning cycle for maths daily, with the exception of if the required videos aren't made yet.
Term 1	Adapt completed sections of FL planning sheet to be able to include follow up activities	He Kaiwhakarite	Mia	When all videos in a section of the planning doc are completed, adapt them section by section ready to include activities..
Term 1	Observe maths teaching and learning in all akomanga.	Ngā Aho 1: Mana Mokopuna	Mia	Observations early in term 1 with feedback focused on systems, flipped learning and daily review set up strong

		Ngā Aho 3: Mana Tangata He Kaiwhakarite He Kaimahi He Kaiako		maths programmes across kura year. Feedback hui organised soon after observation to discuss observation and collaborate to decide on next steps for kaiako to work on.
Term 1	Evaluate the Flipped Learning cycle - video, workshop-activity AND Daily Review across kura to date and identify next steps.	Ngā Aho 7: Mana Ā-Kura He Kaiwhakarite	Mia	From observations, next steps for across kura will be developed. Next steps will be shared with staff in a staff wananga.
Term 1 and 2	Kaiako complete the maths flipped video library	Ngā Aho 7: Mana Ā-Kura He Kaimahi He Kaiako	Classroom Teachers	The library will be complete.
Term 2	Observe maths teaching and learning in all akomanga.	Ngā Aho 1: Mana Mokopuna Ngā Aho 3: Mana Tangata He Kaiwhakarite He Kaimahi He Kaiako	Mia	Observations in term 2 following the same process as in term 1.
Term 2	Evaluate the flipped learning cycle - video, workshop-activity AND Daily Review across kura to date and identify next steps.	Ngā Aho 7: Mana Ā-Kura He Kaiwhakarite He Kaiako	Mia	Feedback given to all staff and next steps developed. Due to variation in daily review, all kaiako to observe Daily Review across kura in term 3.
Early Term 3	Evaluate mid-year maths data in relation to mid-year data and plan next steps/support for the rest of the year.	Ngā Aho 1: Mana Mokopuna He Kaiwhakarite He Kaiako	Mia Team Leaders Classroom Teachers	All mid year data collated and evaluated at a team level then added to by senior leaders then shared with the BoT.

Term 3	Observe maths teaching and learning in all akomanga.	Ngā Aho 1: Mana Mokopuna He Kaiwhakarite He Kaimahi He Kaiako	Mia	Observations in term 3 following the same process as in term 1 and 2.
Term 3	Evaluate the flipped learning cycle - video, workshop-activity AND Daily Review across kura to date and identify next steps.	Ngā Aho 7: Mana Ā-Kura He Kaiwhakarite	Mia	Feedback given to all staff and next steps developed with them.
Term 3	Update some of the oldest maths FL videos	He Kaiwhakarite He Kaimahi He Kaiako	Mia Classroom Teachers	Kaiako will update some of the really old videos so they show we are in Aotearoa and also have current staff.
Term 3-4	Mia make additional higher level FL videos	He Kaiwhakarite He Kaimahi He Kaiako	Mia	There are 11 additional videos we have identified for phase 2, year 6 in the finalised curriculum. Mia will make these over the rest of the year.
Term 3	Kaiako observe Daily Review across kura.	Ngā Aho 3: Mana Tangata He Kaimahi He Kaiako He Kaikōtuitui	Classroom Teachers	Consistency and also progression in Daily review has been a focus from observations. As a result all kaiako are doing three observations this term - one per team - to help us get consistency and so kaiako can see the progression across teams.
Term 4	Evaluate end of year maths data in relation to mid year data and see what improvements can be seen	Ngā Aho 1: Mana Mokopuna He Kaiwhakarite He Kaiako	Classroom Teachers Team Leaders Mia	Data will be analysed by staff then refined by Mia and shared the BoT.
Term 4	Collate and analyse cohort data for maths.	Ngā Aho 1: Mana Mokopuna He Kaiwhakarite	Classroom Teachers Team Leaders	Data will be analysed by staff then refined by Mia and shared the BoT.

		He Kaiako	Mia	
Monitoring 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				
Resourcing - Flipped Learning Library				