



East Taieri School

"Empower, inspire & care as we learn and grow together"

Strategic Goal One (9a): 1. To establish an inclusive and culturally responsive curriculum that empowers ākonga, nurtures well-rounded individuals with strong values, and ensures success for all by providing clear learning pathways and maintaining high expectations.

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

- Reading achievement results (whole school) have declined marginally - this is because we are using the OTJ goals/progressions rather than relying on one source such as a running record. This is making sure that children are able to access the curriculum in a variety of contexts, not just a singular assessment. Teacher understanding and knowledge has also been developing, particularly in relation to a more Structured Literacy focus.
- Year 1 and 2 continue to show historical trends - the cohort data shows that the group of students who started in 2020 had 52% of children within or above, but by Year 4 there are 78%. 2021 cohort is similar - starting with 59% and increasing to 71% by Year 3. BSLA is having an impact in that children are taking longer to reach overall expectations, but foundations are more secure.
- There is a decrease in the achievement of Year 6 students. This is also a reflection of the depth and breadth of expectations at year 6 level, and the need to be able to access the curriculum independently cross curricular.
- We have identified a need to focus on our proficient and well above students in reading and writing. Although we have students who are reaching these expectations, our aim is to increase this. The number of students reaching 'Within' in Reading is similar for boys and girls. Interestingly, there are more boys than girls reaching proficiency in reading - 21 girls and 25 boys..
- Reading - we are noticing that as children get older, they are reducing the amount of reading that they choose to do. This also reflects that they are transitioning from learning to read to reading to learn as they progress through the school.
- Writing across the school - the actual number of students reaching 'Within' is very similar - 97 boys and 95 girls. However proficiency shows a widening gap with 12 girls and only 7 boys.
- Interesting to note that the Year 1 children are very keen to write and we feel this is because of the impact of BSLA, with children having a secure foundation of letter and sound knowledge.
- Maths achievement reflects the whole school PLD that teachers have been involved in with Rob Proffitt-White from 'The Learner First.' Of particular note is Number and Algebra - an area we identified as a focus because of the development of Strand during DMIC. The ongoing PLD has been beneficial & allowed the Maths team to share knowledge & upskill teachers continuously, under the guidance of Rob.

Annual Targets (9a)... Informed by the strategic actions

Annual Target	Success
1.1 Build an understanding and awareness of the English & maths curriculum refresh through the ongoing development of our school curriculum	<ul style="list-style-type: none"> • Our school curriculum actively reflects Te Mātaiaho and our communities' priorities for their tamariki and local tangata whenua priorities for our school. • Social Sciences/ANZH is fully implemented across the school through our inquiry framework • Kaiako are clear and confident on the learning that matters within our school curriculum
1.2 We will ensure our school curriculum is culturally responsive and inclusive for all ākonga	
1.3 Accelerate student learning in Reading, Writing & Maths for students whose needs have not yet been met.	

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

These targets give effect to Te Tiriti o Waitangi by acknowledging the importance of ongoing development within the curriculum. By including the NZC refresh, we aim to ensure our school curriculum respects and incorporates Māori perspectives, knowledge, and values. These targets directly reflect the principles of the Treaty by emphasising cultural responsiveness and inclusivity. We aim to ensure that our school's curriculum not only acknowledges but actively integrates Te ao Māori culture, language, and values into the teaching and learning environment.

Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):

The ongoing development of the school curriculum in alignment with the NZC refresh indicates a commitment to enhancing teaching methodologies. By updating the curriculum teachers can adopt effective and relevant instructional strategies. This can benefit students who might have struggled previously by offering new approaches that cater to diverse learning needs. The emphasis on inclusivity in the curriculum extends to ensuring that all ākonga, regardless of their background or needs, feel represented and valued. Ākonga whose needs have not been met previously will find a supportive learning environment where their cultural identities are acknowledged and respected. This inclusivity fosters a sense of belonging, positively impacting their engagement and progress in literacy and numeracy.

Annual Target 1.1	Build and understanding and awareness of the English & maths curriculum refresh through the ongoing development of our school curriculum				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> Continue working with Rob to develop our maths programme and align it with the new maths curriculum and U,K,D framework 	<ul style="list-style-type: none"> \$8000 PLD allocation from school budget Termly workshops Lead teachers release Team meetings for implementation 	<ul style="list-style-type: none"> Maths planning is consistent and coherent across the school Enhanced pedagogical knowledge and approaches for all kaiako U,K,D will be evident in planning and assessment 	T1-4	All staff Rob Proffitt White Lead Teachers	
<ul style="list-style-type: none"> Review & refine assessment practices in maths 	<ul style="list-style-type: none"> \$8000 PLD allocation from school budget Termly workshops Lead teachers release 	<ul style="list-style-type: none"> Streamlined approach to assessment in maths 80% of ākonga will be at or above in maths (ET Curriculum Expectations) Stocktake of current practices & next steps planned 	T1-4	All staff Rob Proffitt White Lead Teachers	
<ul style="list-style-type: none"> Build awareness of Te Mātaiaho with kaiako and our school community 	<ul style="list-style-type: none"> PLD provider MOE curriculum refresh website/webinars Staff/team meetings Parent information evenings 	<ul style="list-style-type: none"> Te Mātaiaho is reflected in planning and communication Increased teacher knowledge and understanding of the whakapapa 	T1-2	PLD provider	
<ul style="list-style-type: none"> Introduce our Learner Qualities pathway across the school 	<ul style="list-style-type: none"> Learner Qualities pathway Team meeting times Staff meeting Unit planners 	<ul style="list-style-type: none"> Learner qualities are reflected in planning and practice Split screens displaying learner qualities Ākonga and kaiako have shared language and expectations around our learner qualities 	T2-4	SLT Team Leads Kaiako	
<ul style="list-style-type: none"> School values reflected and celebrated in all aspects of school life 	<ul style="list-style-type: none"> Certificates at assembly Posters around the school E Day Book 	<ul style="list-style-type: none"> Ākonga know and understand what our school values are Ākonga consistently display our values Kaiako model school values and maintain high expectations for all ākonga 	T1-4	SLT Team Leads Kaiako	

Annual Target 1.2	We will ensure our school curriculum is culturally responsive and inclusive for all ākonga				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<ul style="list-style-type: none"> Māori whānau will be involved in the development of our school curriculum 	<ul style="list-style-type: none"> Whānau hui Lead teachers of maori RTM MAC liaison Staff meetings 	<ul style="list-style-type: none"> Our school curriculum will reflect and incorporate Mātauranga Māori, Te Reo Māori, Te Ao Māori & Tikanga 	T1-4	Whānau All staff RTM Lead teachers MAC liaison	
<ul style="list-style-type: none"> All cultures within our school will be celebrated 	<ul style="list-style-type: none"> Survey E day book Newsletter Digital calendar 	<ul style="list-style-type: none"> Calendar created identifying different celebrations (based of survey data) Parent/student sharing around the school Celebrations included in newsletter events and E day book 	T1-4	Family/whānau SLT	
<ul style="list-style-type: none"> We will acknowledge and better understand our bicultural history and heritage through the SS/ANZH curriculums 	<ul style="list-style-type: none"> Curriculum document Lead teachers Team meetings Inquiry planners RTM 	<ul style="list-style-type: none"> Full implementation of Social Sciences & Aotearoa New Zealand Histories SS/ANZH integrated into all school inquiry planners Māori perspective for each inquiry topic 	T1-2	All staff RTM	
<ul style="list-style-type: none"> Te Reo and Te Ao Māori will be integrated across the school and kaiako will continue to upskill in this area 	<ul style="list-style-type: none"> Lead teachers RTM Whānau hui group MAC 	<ul style="list-style-type: none"> Daily karakia and waiata All ākonga have a mihi and are working towards presenting it Weekly mahi tahi sessions across the school An active kapa haka group in each team across the school 	T1-4	All staff RTM MAC liaison	
<ul style="list-style-type: none"> Rich programmes embedded to support and extend our diverse learners 	<ul style="list-style-type: none"> LSC SENCO Kiwiana BOT TA's 	<ul style="list-style-type: none"> A tracking system is being developed and being used to monitor progress Evidence of learning recorded Termly review of programmes 	T1-4	SENCO LSC Kaiako TA's SLT	

Annual Target 1.3	Accelerating student learning in Reading, Writing & Maths for students whose needs have not yet been met.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
Teachers to complete their class information and progress tracking (identification of target students)	Guidelines for identification of the learners	Priority & target students identified by Week 3. Evidence of ongoing progress tracking Ākonga tracking shows accelerated progress	Term 1 Ongoing	All Kaiako	
Ākonga who are working well below their expected level to be reported to the Deans, SENCO & LSC and put on the learning support register (LSR)	LS register SENCO / LSC Time	Learning Support Register IEP'S, Individual Action Plans, Goals	By week 3, Term 1	All Kaiako SENCO / LSC / SLT	
Kaiako to meet within teams, share progress tracking.	Time Teachers	Minutes from each meeting Class Description	Ongoing, 2024	All Kaiako Team Leaders	
2024 Targets – School Wide Achievement Targets. Target 1.3a: <ul style="list-style-type: none">70% of our Māori students will be Within/Proficient or Well Above in Literacy Target 1.3b: <ul style="list-style-type: none">75% of Year 4-6 students will be will be Within/Proficient or Well Above in Reading. Of this number, 25% will be Proficient or Well Above Target 1.3c: <ul style="list-style-type: none">70% of boys will be Within/Proficient or Well Above in Writing Target 1.3d: <ul style="list-style-type: none">80% of students will be Within/Proficient or Well Above in Maths (Number & Alg)	Individual Teachers Teams SLT	Targets are set and met Accelerated progress made Ākonga feedback Class Info & Progress Tracking Document Ākonga progress	By week 4	Team leaders Kaiako	
Kaiako to plan an approach to accelerate learning with support from team members – RTLB/Ministry/PLD support where required	Planning approach for target students Budget for PLD	Ākonga progress Class Info & Progress Tracking Team meetings / SLT	Ongoing	Team leaders Kaiako	
Teams to monitor progress of ākonga and report at least once a term.	Data/evidence	Ongoing team and SLT Minutes 2024 Class Info & Progress Tracking Priority learner post on HERO Week 9 Ākonga progress	Week 9	All Kaiako Team Leaders	
SENCO/LSC & SLT - ongoing monitoring of student progress and support for kaiako. Mid year & End of year Achievement Data to BoT, Community & Staff	Time Budget for support resources	School wide data reflects the effectiveness of the planned interventions/programmes for accelerated learning	Ongoing	SENCO / LSC SLT	

Strategic Goal Two(9a):	2. Establish a school culture that places the wellbeing of both kaiako and ākonga at the forefront. This culture will be characterised by positive relationships, a profound sense of belonging, a secure and nurturing environment, and a commitment to strong core values.
Starting point (9e): Include details if what has been done previously, previous years performance, unmet targets :	<ul style="list-style-type: none"> Throughout the school there has been a real focus on Learner qualities and Values. At Hui Whānau we were able to gather the voice of our Māori whanau. Worked with RT Māori to align our school values and learner qualities with what our Māori whanau identified as important. In teams we reflected on these and they are now part of our HERO reporting. Specific reference to these is made for our Māori students. Posts have been made 2x during 2023. Following an identified need for counselling for our students and no ChatBus, we researched ways we could support children and families and found some different ways we can support them. This included things such as Gumboot Friday - Free Counselling for all Children. We have regular meetings with Marion, our PHN, and have made multiple referrals during 2023. Natalie has regular contact with Marion. Close contact has been maintained with families of children who require ongoing wellbeing support. Denise and Natalie have given targeted support to those students requiring regulation and development of wellbeing strategies. Throughout the year we have continued our sessions with Meg, focussing on strategies for teachers to better manage their workload and improve well being. We have had two sessions per term. Teachers have enjoyed these sessions and everyone has gained something for their well being tool kit. Sarah completed a survey to ascertain the value of these sessions and to plan for 2024. The feedback was positive and we will continue to have sessions with Meg next year. The E-day book has regular discussion starters and strategies for children. These also include videos and information about our Learner Qualities and Values e.g. Resilience, Kindness. Transition meetings for children are prioritised and valued, allowing children to feel safe and secure as they look towards new classes etc. This includes a transition morning, parent meetings, visits to new schools and classes, getting to know new adults in spaces. For 2024 there will be a renewed focus on 'Play is the Way.'

Annual Targets (9a) <i>Informed by the strategic actions</i>	
Annual Target	Success
2.1 Develop and implement a comprehensive wellbeing programme (or initiatives) for both ākonga and kaiako to support social emotional learning, and a sense of belonging.	The implementation of wellbeing initiatives and activities for both ākonga and kaiako.
2.2 Embed our strong core values and learner qualities throughout the curriculum, fostering discussions, tasks, and lessons that emphasise and reinforce these values within the school community.	Integration of values and learner qualities progression in planning and an understanding of how these look in practice.
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):	
<p>By creating a comprehensive wellbeing program for both ākonga and kaiako, we acknowledge the importance of holistic support, which echoes the Treaty principles of partnership and protection. We aim to cater to the social-emotional learning needs of all individuals within the school community, fostering a sense of belonging that aligns with equity and inclusivity.</p> <p>Through the integration of our school values and learner qualities we aim to foster discussions and tasks that highlight these values, creating an environment that respects and reinforces common values while acknowledging diverse perspectives, an aspect of the Treaty's commitment to equity and participation.</p>	
Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):	
<p>A robust social-emotional learning program contributes to improved literacy and numeracy by fostering a positive mental state conducive to learning. When ākonga feel emotionally secure and supported, their cognitive abilities, including literacy and numeracy skills, tend to improve. Integrating core values into the curriculum fosters a supportive learning environment where ākonga feel a sense of belonging and connection to the school community. This sense of belonging positively influences engagement, which, in turn, impacts literacy and numeracy progress.</p>	

Annual Target 2.1	Develop and implement a comprehensive wellbeing programme (or initiatives) for both ākonga and kaiako to support social emotional learning, and a sense of belonging.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> Introduce a wellbeing check in for ākonga twice per term (recorded in a reflection book.) 	<ul style="list-style-type: none"> Stamp with faces Template of questions 	<ul style="list-style-type: none"> Collating information from reflection book Open discussion with ākonga and kaiako 	T2- T4	SLT Kaiako	
<ul style="list-style-type: none"> Refresh Play is the Way philosophy across the school 	<ul style="list-style-type: none"> Lisa A Upskill kaiako Equipment PE & Health Curriculum and Teacher 	<ul style="list-style-type: none"> Seeing/Hearing PITW in class and in the playground Decrease in negative behaviour Consistency across the school Building relationships across the school 	T1- T4	Lead Kaiako	
<ul style="list-style-type: none"> Survey kaiako for wellbeing options and research different options to implement 	<ul style="list-style-type: none"> Kaiako survey Kaiako check in with Jennifer 	<ul style="list-style-type: none"> Increased well being 	T1	SLT	
<ul style="list-style-type: none"> Random acts of kindness days for kaiako & ākonga 	<ul style="list-style-type: none"> Well being morning teas End of term reflection staff meetings Student Council to organise this for the ākonga 	<ul style="list-style-type: none"> Kaiako & ākonga feeling valued and increased sense of belonging 	Termly	SLT Student Council	
<ul style="list-style-type: none"> Student Council Wellbeing day – day of well being activities for the the whole school, yoga etc. 	<ul style="list-style-type: none"> Parents/Expert support for activities 	<ul style="list-style-type: none"> Sense of belonging, improved child wellbeing Developing relationships across the school Student lead wellbeing initiatives Ākonga survey of options and ideas 	T3	Jennifer Student Council	
<ul style="list-style-type: none"> CRT option to work from home on extra CRT day 	<ul style="list-style-type: none"> MOE Funded 	<ul style="list-style-type: none"> Greater sense of wellbeing. Increased work/life balance. Feeling valued 	Termly	Kaiako	

Annual Target 2.2	Embed our strong core values and learner qualities throughout the curriculum, fostering discussions, tasks, and lessons that emphasise and reinforce these values within the school community.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> Translating Learner qualities and values into Te Reo Māori 	<ul style="list-style-type: none"> New visuals (posters, certificates etc) RTM (Lauana) Budget TBC 	<ul style="list-style-type: none"> Ākonga and kaiako using te reo translations actively in classrooms Visuals on display in school 	T1 - T2	RTM Teachers Keryn	
<ul style="list-style-type: none"> Working with PLD Provider to implement our learning progressions across the school 	<ul style="list-style-type: none"> Working with PLD Provider using MOE hours 	<ul style="list-style-type: none"> Progression implemented across the school (evident in planning and teaching) 	T1- T4	Senior Leadership Team Teachers	
<ul style="list-style-type: none"> Using split screen tool to implement Learner Qualities 	<ul style="list-style-type: none"> ImpactEd Kath Murdoch 	<ul style="list-style-type: none"> Evidence in planning and classroom teaching Ākonga language and understanding of the learner qualities, deeper understanding of purpose and intent 	T1	Teachers	
<ul style="list-style-type: none"> Create a pathway for implementing our Learner Qualities across the school 	<ul style="list-style-type: none"> ImpactEd Release time 	<ul style="list-style-type: none"> Consistent and sequential approach to how the Learner Qualities are embedded across the school. Ākonga reflecting on Learner Qualities and increased Learner Agency 	T1	Lead Kaiako	
<ul style="list-style-type: none"> 0.1 Teacher Release kaiako to upskill staff & children school wide in Te Reo Māori & Te Ao Maori 	<ul style="list-style-type: none"> Weekly release time Māori Made Easy Resource Book 	<ul style="list-style-type: none"> Increase confidence and use of te reo across the school 	T1	Lead Kaiako	

<p>Strategic Goal Three (9a):</p>	<p>3. Embrace our diverse and inclusive school culture whilst emphasising care, leadership and belonging. Embed Te Ao Maori and uphold the principles of Te Tiriti o Waitangi through continually strengthening relationships among kaiako, ākonga, whānau, and local iwi.</p>
<p>Starting point (9e): <i>Include details if what has been done previously, previous years performance, unmet targets :</i></p>	<ul style="list-style-type: none"> • Tikanga Māori and Te Reo are valued and integrated within our teaching and learning programmes • All learners participate in regular Mahi Tahī sessions with an extension group – Te Wairua o Opotea available for those Māori students keen to increase their knowledge of te reo and tikanga Māori. • Kapa Haka has a high profile within the school • All learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand – (performances, visits, powhiri, Mihi Whakataū) • The school has regular contact with our Resource Teacher of Māori • Our school is part of MAC – Māori Achievement Collaborative • We hold termly Hui Whanau so that whanau can share ideas of how we might better cater for their tamariki. • Our Annual Te Reo and Tikanga Māori Plan which was developed in conjunction with Lauana Thomas – Resource Teacher of Māori, has been followed throughout the year • Positive Home School partnership through regular Hui Whanau has continued to strengthen • The knowledge and understanding of the Kai Tahu Matamata narrative, te reo Maori and tikanga of Kai Tahu, as well as the Kai Tahu dialect and tikaka (tikanga) has developed • Termly Mihi Whakataū welcoming new students and staff has been introduced • Within each team, the teacher with strengths in Te Reo will leads the team in Te Reo, sharing skills, knowledge and resources with the team. • Develop a graduate profile for our Māori students • The Te Reo Extension group – Te Wairua o Opotea, has been opened up to wider range of students throughout the school • The Principal is participating in MAC – Māori Achievement Collaborative • Two staff members participated in Te Ahu o Te Reo Māori – Ministry funded Te Reo course • We have continued to refine our local curriculum to reflect the unique identity of the Taieri

<p>Annual Targets (9a) Informed by the strategic actions</p>	
<p>Annual Target</p>	<p>Success</p>
<p>3.1 Integrate diverse cultural perspectives, including Te Ao Māori and the principles of Te Tiriti o Waitangi, across our school curriculum and practices. Develop and implement culturally responsive teaching practices and initiatives.</p>	
<p>Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):</p>	
<p>The annual target aligns with Te Tiriti o Waitangi by embedding diverse cultural perspectives, particularly Te Ao Māori and Treaty principles, throughout the school curriculum and practices. This integration honours the Treaty's principles of partnership, participation, and protection by ensuring cultural inclusivity and fostering a deeper understanding of Māori perspectives.</p>	
<p>Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):</p>	
<p>By embracing an inclusive school culture we are nurturing a conducive atmosphere for learning which will positively impact literacy and numeracy progress for all students, especially those whose needs may have previously been overlooked or underserved.</p>	

Annual Target 3.1	Integrate diverse cultural perspectives, including Te Ao Māori and the principles of Te Tiriti o Waitangi, across our school curriculum and practices. Develop and implement culturally responsive teaching practices and initiatives.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<ul style="list-style-type: none"> Te Reo and Te Ao Māori will be integrated across the school and kaiako will continue to upskill in this area 	<ul style="list-style-type: none"> Lead teachers RTM Whānau hui group MAC 	<ul style="list-style-type: none"> Daily karakia and waiata All ākonga have a mihi and are working towards presenting it Weekly mahi tahi sessions across the school An active kapa haka group in each team across the school 	T1 - 4	Teachers	
<ul style="list-style-type: none"> Strengthen and grow Kapa Haka across the school 	<ul style="list-style-type: none"> Kapa Haka staffing Funding for Polyfest 	<ul style="list-style-type: none"> Whole Team involvement Increased number of ākonga in Kapa Haka Performances to the wider community 	T1 - T4	Kapa Haka Leaders - Lisa, Jess, Rachel, Alison & Lewis	
<ul style="list-style-type: none"> Investigate and develop opportunities for building relationships with local iwi and manawhenua 	<ul style="list-style-type: none"> Working with school whānau group Networking with other schools MAC 	<ul style="list-style-type: none"> Developed connections and relationships with whānau and local iwi 	T1 - T4	Māori Lead teachers Principal Whānau SLT	
<ul style="list-style-type: none"> Making stronger connections with our local environment and learning about the stories of the Taieri from a Māori perspective 	<ul style="list-style-type: none"> Sinclair Wetlands Wider Ōtepoti Cluster 	<ul style="list-style-type: none"> Visit to the Sinclair Wetlands Ākonga able to tell stories of the Taieri 	T1 - T4	Māori Lead teachers Principal Whānau SLT	
<ul style="list-style-type: none"> Meet with other schools on the Taieri to investigate the possibility of creating a cultural narrative 	<ul style="list-style-type: none"> Wider Ōtepoti Cluster MAC Local iwi connections 	<ul style="list-style-type: none"> Developing a cultural narrative 	T1 - T4	Māori Lead teachers Principal Whānau SLT	