



REPOROA PRIMARY SCHOOL IMPLEMENTATION PLAN 2024-25

STRATEGIC GOAL 1: LEARNER FOCUSED - EMPOWER LEARNER AGENCY

All ākonga will receive quality teaching and learning that meets individual needs and fosters agency.

Annual Target/Goal:

80+% achieving in Reading, Writing and Mathematics through a localised curriculum based on Te Mātaiaho. 0% disparity between Pakeha, Māori and Asian in attendance and academic reporting.

1a: The localised curriculum responds to Ākonga's culture, language and identity. Targeted, monitored, positive and culturally responsive programmes are effective.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Revisit the school's vision with all stakeholders and create a resource that unpacks the school's vision clearly for ākonga. Finish developing a refreshed localised school curriculum based on Te Mātaiaho with a Long Term Plan, Curriculum Guiding Documents and collaborative planning Show that planning is reflective, responsive, authentic, connected, progression based, acceleration focussed, assessed, and collaborative through a shared format. 	<ul style="list-style-type: none"> BOT/SLT Teaching Staff and Curriculum Leaders 	<ul style="list-style-type: none"> Ākonga, staff and the community can articulate the vision and its relevance to them. It strongly connects with the Learner Profile. A clear localised curriculum is in place that all staff follow

1b: Learner Agency - Ākonga will show progress and be able to articulate their learning journey, meeting high expectations with outcomes that are equitable and excellent

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Ensure reporting systems in literacy, mathematics, and then <u>across</u> the curriculum in HERO (with rewritten goals in kid speak) and SeeSaw effectively show progress through Te Mātaiaho phases. Begin to use easTTle in years 4-6. Teachers observe experts in literacy and mathematics to model best practice, raising capability with relevant, challenging, and effective teaching strategies. Track and trace target ākonga, run booster groups, and monitor interventions for effectiveness Improve Assessment for Learning through the HITS and the Capabilities Matrix, setting specific PGC goals to improve teaching practice. Use a coaching model to monitor outcomes. Create across school collaboration, assessment and moderation to improve teaching and learning focusing on equity for Māori and learners with diverse learning requirements. Literacy and math leads model best practice and observe with feedback termly. 	<ul style="list-style-type: none"> Senior Leadership Team, Curriculum Leaders Literacy and Math leads Teachers PLD provider 	<ul style="list-style-type: none"> A robust assessment cycle, with triangulated assessment, in literacy and mathematics and regularly monitored 'track and trace' systems in place SeeSaw entries show clear learning intentions, progress and achievement across the curriculum with whanau engagement in literacy and mathematics. Progress through clearly articulated Goals in HERO in Literacy and Mathematics. Success <u>across the curriculum</u> is reported. Increased Teacher capability and capacity while using the HITS (High Impact Teaching Strategies) which are monitored through the PGC in Literacy and Mathematics.

1c: Ākonga learning te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori, giving effect to Te Tiriti o Waitangi through the curriculum.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Co construct a 'Kete' for Te reo and tikanga expectations, meeting level 4a funding. Sign an agreement with Ngati Tahu Ngati Whaoa to work together and employ an Iwi based Te Reo educator working across the Kahui Ako - raising fluency in Te Reo and sharing iwi based stories/Mātauranga. 	<ul style="list-style-type: none"> Te Reo Lead and teaching staff Principal/Kahui Ako Lead 	<ul style="list-style-type: none"> Te Reo/Tikanga progressions show growth for ākonga and kaiako using the MAC assessment tools.

STRATEGIC GOAL 2: INCLUSIVE - FOSTER A POSITIVE SCHOOL CULTURE

All ākonga will enjoy equity that ensures all needs are met to reach their potential.

Annual Target/Goal:

90%+ attendance and 50% reduction in PB4L behaviour posts

2a: Turangawaewae - ākonga belong and have a sense of pride in a physically safe environment where everyone feels celebrated and successful. They enjoy opportunities for connection and learning without barriers.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Implement Friday Whare time for Tukana Teina opportunities Include passion projects/electives twice a year Develop and use a student profile school wide to inform staff of strengths and areas of need early. A Kaitakawaenga (Community Connector) employed through iwi, will work with attendance and engagement initiatives to support whānau, hapū, iwi and parents. Waiariki Mana Ake is working in the school to support mental health. Staff use trauma informed practice to assist ākonga to reach their potential. The BOT will provide stationery to eliminate the barrier of a slow start to learning Review the enrollment pack and transition practices for effectiveness. 	<ul style="list-style-type: none"> Teaching Staff Ngāti Tahu-Ngāti Whaoa Kahui Ako Leads BOT SLT 	<ul style="list-style-type: none"> Use student voice to guide passion projects/electives. SENCO monitoring and reporting to the BOT to inform future programmes. Attendance data shows 90%+ Any ākonga less than 80% are tracked and monitored with whanau contact and support put in place. ākonga recorded as regularly late are followed up with a phone call/meeting. Monitoring the Job Descriptions and progress of ākonga working with the Kaitakawaenga and Waiariki Mana Ake Way Finder. Transition surveys show positive responses for new ākonga.

2b: A vision and learner profile show a strong sense of wellbeing, resilience, optimism, belonging, connection, social and emotional competence, and confidence in their identity, language and culture.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Seek community feedback around a graduate profile Use the MACs tool to develop a profile to trial Ākonga work towards meeting the indicators of a co-constructed graduate profile. 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Indicators of the graduate profile are met.

2c: Professional and respectful relationships along with effective teaching are focused on the learning and wellbeing of all ākonga. These are underpinned by relational and culturally responsive teaching to eliminate barriers and improve learning outcomes.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Include progress in our values (REPS) for HERO reporting Staff train in TAW and begin to use alongside PB4L Staff read and work through Niho Taniwha together PLD in restorative practice for staff, whānau, hapū, iwi, parents, and the community to eliminate racism, stigma, bullying and any form of discrimination. 	<ul style="list-style-type: none"> Teaching Staff SLT 	<ul style="list-style-type: none"> Ākonga will use Te Ara Whakamana alongside PB4L to guide their hauora. Te Ara Whakamana and Trauma Informed Practice are used school wide The termly 'Big 5' PB4L report will show positive progress.

STRATEGIC GOAL 3: PRODUCTIVE PARTNERSHIPS - ACTIVE COMMUNITY ENGAGEMENT AND CONNECTEDNESS TO OUR WORLD

All ākonga will enjoy positive and multicultural whanau engagement, connections with iwi, Kahui Ako, cluster schools, the community and local business.

Annual Target/Goal: 50% Increased engagement from iwi, local business, community support and multicultural connections

3a: A wide variety of community groups/members provide diverse learning experiences in a range of contexts – cultural, local, national, and global citizenship.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> The school and community will engage in reciprocal learning centred relationships and partnerships that enrich opportunities for ākonga to become confident, connected and actively involved learners, seeing the connection between what they are learning and the wider world. Invite whanau and community experts into the school to share their skills. Set up a register to draw from. Visit local business and community groups regularly 	<ul style="list-style-type: none"> SLT Teachers BOT Local Experts 	<ul style="list-style-type: none"> Attendance at school events such as multicultural days, whanau days, SLC's, cultural festivals (representing all cultures), and sporting events is high.

3b: Educational powerful connections, communication and relationships and with Māori whānau, hapū, iwi and parents, families and communities.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Include focused questions for community engagement responses in surveys and community hui. Visit local marae and local whenua each year. Hold termly hui with Iwi/Runanga to plan and meet the Ngati Tahu Ngati Whaoa education plan. 	<ul style="list-style-type: none"> Kahui Ako leads NTNW runanga staff Kaitakawaenga Te Reo tutor 	<ul style="list-style-type: none"> Student voice, the BOT and Whanau Group are representative of all cultures in our kura Progress is monitored around the Ngati Tahu Ngati Whaoa education plan with an agreed contract for working together

3c: Multicultural events that showcase all cultures in our kura.

Actions:	Who is responsible?	How will we measure success?
<ul style="list-style-type: none"> Celebrate cultural events school wide. Meet with Asian community to plan for their aspirations for their tamariki 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> All cultures are represented in our kura