



# Annual Implementation Plan for 2024



# ALL STARS

TO SEEK. TO LEARN. TO FLOURISH. TOGETHER.



Giving rise to the 2024/2025 Strategic Goals

# Strategic Goals - 2024/5

## Goal 1 - Curriculum

**A balanced, coherent, engaging and responsive curriculum allows all ākonga to thrive academically.**



## Goal 2 - Wellbeing

**A holistic bicultural and inclusive approach supports the wellbeing of all ākonga.**





# Strategic Goal 1 - Curriculum

A balanced, coherent, engaging and responsive curriculum allows all ākonga to thrive academically.



## Target 1 - Mathematics & Statistics

- (i) Disparity between the achievement of Māori and NZ European ākonga will be reduced to less than 10 percentage points in EOY OTJs.
- (ii) Māori ākonga whose achievement is considered to be below and well below expectations will make accelerated progress - they will make more than 1 year's progress in 40 weeks of schooling.

2024

# Annual Curriculum targets



## Target 2 - BSLA

70% of learners will achieve 'within expectations' after 30 weeks of being taught using the 'Better Start Literacy Approach' (BSLA) programme.



# Straetgic Goal 2 - Wellbeing

A holistic  
bicultural and  
inclusive  
approach  
supports the  
wellbeing of all  
ākonga.



3

## Target 3 - Wellbeing

A). Increase the number of ākonga agreeing with the following (in the NZCER Wellbeing @ School Primary Student Survey (Years 5-8)), to 70% or more:

- (i) teachers treat all students fairly
- (ii) students treat each other with respect
- (iii) students are good at listening to others' ideas
- (iv) I can say how I am feeling when I need to
- (v) other students don't put me down, call me names, or tease me in a mean way
- (vi) I feel safe to speak up if something seems unfair

B). Increase positive responses to the HAL Survey

- (i) double the percentage of teachers proficient in co-planning PE with ākonga
- (ii) 50% increase in ākonga experiencing games that are important to their culture
- (iii) double the percentage of ākonga able to discuss hauora & how PE makes them feel
- (iv) 50% increase in ākonga feeling suitably challenged in PE lessons

C). Increase regular attendance rates, by halving the percentage of students absent 20% or more of the time from 25% to no more than 12%.

# 2024 Annual Wellbeing target





**1**

# Mathematics & Statistics Target

## Our current

reg 9(1)(e)

Mathematics and Statistics has been an area of concern for a number of years, with the percentages of students achieving AT or ABOVE expectations always typically sitting below that for Reading, and typically also that for Writing.

We also note persistent disparity between the achievement of Māori, Pasifika and NZ European-30% of Māori achieved AT or ABOVE expectation for Maths, compared to 40% NZ European, 44% Pasifika, 45% MELAA and 56% Asian at end of 2023.

position:

## Teaching & Learning approach:

reg 9(1)(f)

Numicon is our programme of choice to provide equitable Mathematics & Statistic programmes and outcomes for all ākonga, and in particular, Māori, NZ European and Pasifika students, whose achievement has been significantly behind that of Asian students. The Numicon approach has materials for learners to manipulate and to progress from concrete to pictorial to abstract thinking and problem solving. It allows for whole class and within class differentiation rather than streaming, that stigmatises Māori & Pasifika.



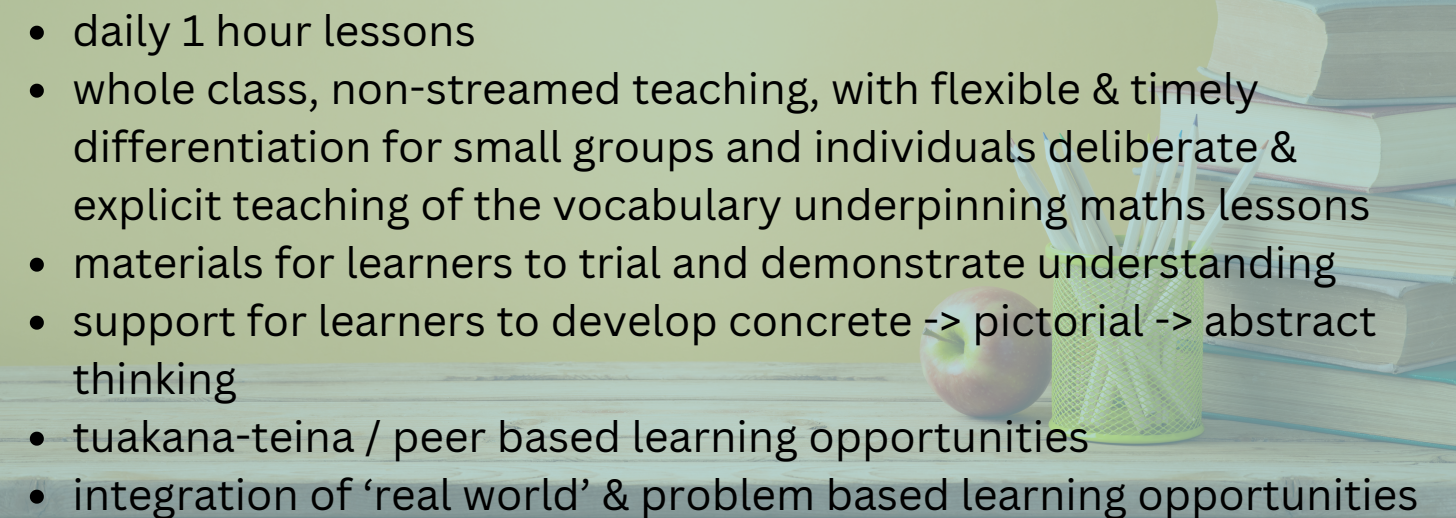
## Giving effect to Te Tiriti o Waitangi:

reg 9(1)(g)

Our Maths & Stats targets are focused on achieving equitable outcomes for all Māori ākonga. The achievement of all Māori ākonga at the end of 2023 was below that of each of the other ethnic groups in our school. We are committed to addressing inequity and disadvantage for our Māori ākonga, by recognising our responsibility as a school to change the narrative and outcomes for Māori by addressing our own actions, ways of being, and the way in which we teach, in this case, Mathematics and Statistics.

## Teaching & Learning Strategies:

reg 9(1)(f)

- daily 1 hour lessons
  - whole class, non-streamed teaching, with flexible & timely differentiation for small groups and individuals deliberate & explicit teaching of the vocabulary underpinning maths lessons
  - materials for learners to trial and demonstrate understanding
  - support for learners to develop concrete -> pictorial -> abstract thinking
  - tuakana-teina / peer based learning opportunities
  - integration of 'real world' & problem based learning opportunities
- 



What

Who

Resources

Success

1

All teachers new to Te Kāpehu will receive a full introduction to the Numicon programme.

Margie (DP1) to coordinate PLD sessions led by Trish Bunting in T1.

3 of 11 PLD hours.  
Numicon Online.  
Oxford Owl subscription.

New teachers deliver well balanced, non-streamed, culturally responsive Maths & Stats lessons - evidenced in Termly planning checks.

2

Curriculum/Team Leads in twice termly meetings will monitor data, track progress of Māori, Pasifika and NZ European target groups, and determine next steps for supporting teachers to teach in ways that support those whose needs are not yet being met.

Margie (DP1/Curriculum)  
Pete (Kahikatea Team Lead)  
Judith (Kāpuka Team Lead)  
Leona (Pātītī Team Lead)

2024 Meetings Schedule - dates for Curriculum Leads Maths designated Meetings  
HERO SMS - Māori, Pasifika and NZ European target groups  
HERO SMS - Maths data tracking

Hard data shows acceleration of progress for Māori, Pasifika and NZ European - evidenced in SMS termly data.

3

A Term 2 and Term 3 Poutama Pounamu observation & follow up discussion with every teacher will be implemented. Mauri Enhanced Practice & Teaching for Positive Behaviour Self Assessment Tools will be used at the Beginning and Mid Year by teachers.

As above, and classroom teachers

Poutama Pounamu observation tool  
Mauri Enhanced Practice Self Assessment Tool  
Positive Behaviour for Learning Self Assessment Tool

Soft data shows increased engagement of Māori - evidenced in Poutama Pounamu observation tool analysis.

4

Samples of ākonga voice will be collected at the end of Terms 1 and 2 to inform ongoing teaching & learning.

Margie (DP1/Curriculum)  
Pete (Kahikatea Team Lead)  
Judith (Kāpuka Team Lead)  
Leona (Pātītī Team Lead)

Student voice survey questions (to be established)

Learners express that: they enjoy maths, maths is relevant to their lives, materials and objects help them ‘see’ maths problems and solutions, they are able to learn with and from their peers, their teacher believes in them and supports them to succeed.



## 2

# Literacy Target - BSLA

## Our current position:

### reg 9(1)(e)

Teaching the foundational building blocks necessary for ākonga to learn to read & write, has historically been taught using a 'whole language' approach, which lacked deliberate and sequenced lessons. BSLA removes the 'guesswork' from the planning process. Research tells us that explicit teaching of the foundational literacy knowledge and skills is essential for addressing inequity of outcomes for Māori and Pasifika. We know this to be true for our migrant students as well.

## Teaching & Learning approach:

### reg 9(1)(f)

BSLA is our foundational literacy programme of choice to provide equitable outcomes for all Year 1 & 2 ākonga, and in particular, Māori, NZ European and Pasifika ākonga, whose achievement has typically sat below and well below expected 'entry to school' levels. The BSL approach is a structured evidence based approach, that systematically and deliberately teaches phonics and phonemic awareness, considered the building block on which all further literacy developments rests.

## Giving effect to Te Tiriti o Waitangi:

### reg 9(1)(g)

Our Literacy target is focused on achieving equitable outcomes for all Māori ākonga, in the long term, by establishing a firm literacy foundation in their junior years of schooling. Māori ākonga have typically had lower initial and end point test scores in assessments. This target aims to reduce or eradicate disparity after teaching core foundational English literacy skills.

## Teaching & Learning Strategies:

### reg 9(1)(f)

Daily 1 hour literacy sessions

Lessons that target the development of critical phonological awareness (using a structured scope & sequence) & letter/sound knowledge across oral language, reading and writing contexts and lessons

Carefully constructed monitoring and assessment (at key phases of the programme) of letter sound knowledge / phonological awareness / oral language / word reading / spelling.

Engagement with whānau via weekly letters, sharing of support materials and ideas for at home.



## 2 Literacy Target - BSLA - Actions

### What

### Who

### Resources

### Success

1

All new teachers of Year 1 & 2, at Te Kāpehu, will undertake the UC BSLA Microcredential training throughout the year.

Margie (DP1) & Haley (Junior Literacy Leader) support enrolment of new staff - Beka & Max.

University of Canterbury BSLA Microcredential course for teachers.  
BSLA Facilitator.  
2x release days.  
Regular meetings with BSLA Facilitator.  
UC BSLA training and assessment site.

Beka and Max complete and receive the BSLA Microcredential qualification.  
All teachers of Year 1 & 2 plan, deliver and assess achievement in literacy programmes using the BSLA programme expectations and resources.

2

Haley (Junior Literacy Leader) will undertake training as a BSLA Facilitator, alongside being the BSLA Facilitator all year.

Haley (Junior Literacy Leader)

University of Canterbury BSLA Facilitator training - initial introductory training day, followed by regular webinars.  
Release days as required.

The sustainability of the BSLA programme at TKRS is supported by having an 'in-house' facilitator.  
Teachers of Year 1 & 2 have immediate access to feedback and support from a BSLA Facilitator.

3

Haley will provide ongoing support & leadership to our Junior Team at fortnightly Team Pātītī meetings & specifically, at additional mutually agreed times for the teachers undertaking their microcredential training (Beka and Max), across the entire year.

Haley (Junior Literacy Leader)

UC BSLA online portal of resources  
TKI and more latterly Tāhūrangi online  
MOE sponsored professional curriculum /teaching & learning resources and support site  
Melissa Whitnall - Reading Recovery teacher

All teachers in Years 1 and 2 implement a comprehensive and effective structured literacy programme, that gives every ākonga (specially those whose foundational literacy skills may be less than what might be typically expected for their age) the opportunity to experience immediate and future English literacy success.



# 3

## Wellbeing Target

### Our current position:

reg 9(1)(e)

Our 2023 NZCER Student Wellbeing Survey results were very favourable across all domains surveyed. We have drawn targets from amongst the areas that we would still like to improve further.

Achieving regular attendance is an issue for a core group of ākonga. Currently 25% of our ākonga are absent for 20% or more of a school year, for a raft of reasons, with most being quite complex to mitigate.

### Kaupapa Māori approach:

reg 9(1)(f)

A holistic kaupapa Māori holistic view of wellbeing / mauri, focused on supporting and developing the 4 pou of wellbeing in ākonga, that of - tinana (physical health), whānau (relationships), wairua (spirituality, self worth & identity) and hinengaro (emotional health) will be modelled, taught and used to develop the central pou of wellbeing / Mauri Ora.

### Giving effect to Te Tiriti o Waitangi:

reg 9(1)(g)

Our Wellbeing target is focused on ensuring that all ākonga, and particularly Māori ākonga, experience teachers, learning environments and programmes that are welcoming and provide a sense of safety and belonging, and that teaches and supports self-regulation, self efficacy and the 'living and breathing' of our core values of mana, manaaki, manawaroa and manawa ora. The framework supporting the development of wellbeing / mauri, is based on Mason Durie's te ao Māori Te Whare Tapa Whā model, adapted by Wiremu Gray to the Te Whare Mauri Ora model.

### Teaching & Learning Strategies:

reg 9(1)(f)

Pastoral Care systems, focused on ensuring ākonga are fed, clothed, getting adequate sleep and being nurtured and cared for.

Deliberate teaching of Te Whare Mauri Ora pou and the schools kaupapa Māori values via the Health & PE curriculum, the Healthy Active Learning Programme (HAL), and in a specific termly Te Whare Mauri Ora week.

PC4L systems used to complement a mauri ora and restorative approach, rather than more punitive approaches.

Universal design for learning & trauma sensitive practices affirm and respect differences whilst supporting needs.



# 3 Wellbeing Actions

## What

## Who

## Resources

## Success

1

Te Whare Mauri Ora PLD, led by Wiremu Gray, will be held each term to support teachers in the selection of positive and deliberate acts of teaching to promote each of the Mauri Ora pou and school values.

2

Teachers will actively plan and teach the pou to wellbeing / mauri ora, integrated with the school values, at the start of each term.

3

Mauri Ora affirming, trauma and neurodivergent considerate practices will be integrated into our Positive Culture for Learning (PC4L) and Pastoral Tier 2 & 3 supports by the start of Term 3.

Wiremu Gray - Te Whare Mauri Ora facilitator - MOE accredited  
Carla (DP2/SENCO) to coordinate

Carla (DP2/SENCO) to lead the coordination/gathering of resources and will provide support for planning and developing lessons.

Carla (DP2/SENCO/Pastoral Care/PC4L Te Whare Mauri Ora Lead / Kāpuka support)  
PC4L / Team Leaders - Pete, Judith & Leona  
Margie (DP/Curriculum/Kahikatea/Pātītī support)  
Paul (Principal)

Te Whare Mauri Ora framework - Wiremu Gray copyright

Wiremu Gray's Te Whare Mauri Ora framework & PLD, and associated resource developed throughout the PLD  
Resource banks developed by Carla (DP)

Te Whare Mauri Ora framework & resources  
PB4L/Huakina Mai resources - MOE PB4L site  
MOE Inclusive Education guides  
Neurosequential Model for Education & other professional readings  
Positive Psychology resources for schools  
Pastoral Systems and Meetings

All ākonga learn ways to balance and grow skills and wellness across all pou to achieve a state of mauri ora / wellness / thriving. This wellness will in turn be the key to thriving holistically, including academically.

Teachers plan & deliver culturally affirming and supportive lessons for all ākonga, that develop ākonga skills and wellbeing, founded on kaupapa and te ao Māori knowledge and values.

Vulnerable students (ākonga on Tier 2 & 3 PC4L & Pastoral Care register) are supported in culturally affirming and trauma considerate ways that are; respectful of the child/whānau/culture, relationally centered (safe), relevant (developmentally appropriate), repetitive (patterned/predictable), rewarding (pleasurable) and rhythmic (aligned to neural patterning).



# 3 Wellbeing Actions - continued

## What

## Who

## Resources

## Success

4

A 2024 Health Active Learning (HAL) sustainability plan will be created by the end of Term 1, to ensure the recommendations from the EOY 2023 teacher, ākonga & whānau surveys are actioned.

Emma (HAL facilitator)  
Caleb (Health & PE lead)  
Margie (DP1/Curriculum) & Carla (DP2/Wellbeing)

Healthy Active Learning - Sport Canterbury resources - Health & PE LTPs, Term/weekly/daily comprehensive lesson plans  
Sport Canterbury funding pool  
Sport Canterbury resourcing plans

Health & PE lessons are engaging, relevant, culturally meaningful & reflective experiences, that support positive development of the 4 Te Whare Māuri Ora pou to wellbeing in all ākonga so they flourish and thrive.

5

Leaders and teachers will learn and implement a range of strategies to change their own behaviour/s and attitudes by reading the book 'When Adults Change Everything Changes' and participate in regular book club study during Terms 1 & 2.

Coordinated and led by Carla (DP)  
All full time and part time teaching staff  
SLT & Team Leaders

'When Adults Change Everything Changes: Seismic Shifts in School Behaviour' by Paul Dix & associated book study guide  
Digitised book study guide for gathering teacher responses  
Book study meeting schedule

SLT, Team Leaders and Class Teachers systematically scrutinise their own attitudes and responses to ākonga, creating a positive classroom/school socio-cultural environment where all ākonga feel welcome, that they belong, know they will be supported to regulate and learn.

6

Attendance will be addressed via regular schoolwide messaging using HERO, fortnightly team meetings, agreed teacher and team Leader actions from our attendance procedures guidelines, referrals to SLT and the development and implementation of personalised responses for ongoing persistent non-attendance.

Class Teachers  
Team Leaders - Pete, Judith, & Leona  
SLT - Carla (DP), Margie (DP) & Paul (Principal)

School Attendance procedures guidelines  
HERO Attendance records / data  
Tupuranga Attendance & Engagement Service

Barriers to student attendance are identified in a timely manner and actions are taken to support ākonga back to full attendance as quickly as possible. External expert support is accessed where deemed necessary to ensure long term positive change.