Education and Training Act
Regulation 9
1. A board's annual implementation plan must include:
   a) annual targets for each of the board's strategic goals
   b) the actions the board intends to take to meet the annual targets (intended actions):
   c) information addressing how the board intends to allocate resources to meet the annual targets:
   d) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:
   e) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:
   f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, to address the needs of students whose needs have not yet been well met:
   g) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.

The below key outcome measures are the specific targets set for each board strategic goal. The actions the board intends to take to achieve these targets are defined through base, mid and end point measures. These measures have been set after analysis of our previous years' targets and areas that were not achieved. These areas have been written in the statement of variance under the section of how the differences in outcomes and annual targets will inform planning for the next year, including how the board will address any targets that were not achieved.

2024 Measures - Strategic Plan

Goal 1
To develop explicit learning programmes.
Regulation 9

> *f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, to address the needs of students whose needs have not yet been well met:*

The green highlighted areas describe how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.

Initiative 1	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Design a responsive localised curriculum that supports all akōnga to succeed.	Engage in Professional Development over the next three years as part of the curriculum refresh.	Evidence of changes in our localised curriculum. -ANZH -Literacy and Mathematics -Quality Practices -Utilise the '*Ka Huru Manu*' site	Staff have engaged in professional development. Evaluative processes have been made to align the new learning with the curriculum.	The Te Ara Maurea Roydvale Curriculum is reflective of the new curriculum refresh.	Tamariki are engaged in meaningful learning and are achieving at their highest level. The Te Ara Maurea Roydvale School curriculum is enacted throughout the school and reflects recent changes.
Engage in Professional Development in 'Just in Time' mathematics.	Teachers in the junior school are familiar and can teach using the new NZ Curriculum refresh.	Plan and organise sessions with Impact Ed to provide Professional Learning for staff.	Staff members are implementing aspects of the mathematics curriculum in their planning. Staff engage in conversations and observations about quality mathematics practices.	All staff are utilising the mathematics curriculum and progressions to assess tamariki capabilities.	Staff are effectively utilising the NZ Curriculum in mathematics to inform their teaching practice.
Accelerated Literacy Learning PLD Structured Literacy school	To engage in Professional Development through the ALL programme to understand the place of	To engage with a facilitator to learn about Structured Literacy across the school for all year	To understand the resource commitment and review the place of Structured Literacy outside of the junior	To provide a plan for the school for implementing Structured Literacy beyond the current micro groups being	Set up a plan of resources and an intervention programme for groups of students whose needs are not being met.

self review	Structured Literacy across the school.	groups.	school.	taught in the junior school.	
Teacher planning of Te Reo Māori reflects the progression of the national curriculum	A progressive series of lession of te reo Māori is designed. Learn about the mixed level ability groupings (including ending ability grouping) Kia Manawanui -ERO	Evidence of current planning to improve Te Reo Māori. The ERO Poutama Reo review is known at the beginning of the year.	A series of progressions have been designed to align with Te Rautaki Māatauranga Ngā Tāhu Education Strategy	A series of progressive lessons are written to support all learners in improving their Te Reo and a plan to implement the lessons is discussed and agreed upon.	Tamariki are able to build on their knowledge in improving their te reo language capabilities.
Tuāhiwi Marae workshop 1 / 2	All staff engage in workshop 1 or 2 at Tuāhiwi marae	Staff who have not attended workshop 1 / 2 are booked into the session.	Staff attend the session and actively participate.	Staff complete the workshop.	An increased number of staff attend workshops at the marae.
Progressive Te Reo lessons are planned and write to implement across the school.	Year group Te Reo Māori lessons are designed from the Te Ahu o Te Reo Māori sessions learned by the staff.	Planning templates and lesson content are written by 'within school leaders'.	Within School Leaders share the lesson plans with staff. Plans shared with staff and PD opportunities provided to staff.	All staff are able to access Te Reo progressive lessons for Years 1 - 6.	A series of progressive lesson plans are developed using the Te Ahu o Te Reo Māori sessions.
Staff actively engage in the Te Ahu o Te Reo Māori course	Staff participate in the Te Ahu o Te Reo Māori course and implement aspects of the programme into their practice.	Staff enrol in the Level 1 / 2 or 3 course. Staff participate in the 3 hour a week sessions and 2 Saturday wanaka.	Staff complete the assessments throughout the year.	Staff compile a resource for their class. Staff are able to implement the skills that they have learned in the programme into their classroom practice.	An increased number of staff attend the course. Staff are able to articulate their mihi. Staff attend the weekly programme. Staff implement their learning.
Poutama Reo self review tool	All teams participate in the Poutama Reo self review tool.	Initial review of the tool completed and shared with staff.	A mid point review of the Poutama completed and next steps indicated	Final self review completed in November and next steps indicated	Improvement of aspects of the Poutama Reo and next steps identified.

Through inquiry and research engage in learning about quality literacy practices.	To implement Structured Literacy into practices where appropriate.	To learn about ways to implement Structured Literacy across the school where necessary.	To share with staff the Structured Literacy practices and agree on appropriate implementation.	To agree on where the Structured Literacy programme with fit into our programmes across the school.	Structured Literacy is implemented across the school where necessary.
HERO is utilised to reflect learner progress and gather data.	HERO is embedded into the classroom practices including: attendance, behaviour, data and reporting student progress.	On TOD learn how to mark attendance, input own data, input student data, enter behaviour management records.	Teachers are utilising these features within HERO.	Staff and the whānau are accessing and utilising aspects of HERO.	HERO is used seamlessly with staff and whānau in the stated areas.
Student Agency is prevalent throughout the school.	An article is written and shared with the wider Education sector on Student Agency.	The 'within School Leader' to reflect the Te Ara Maurea Roydvale School learner agency work with colleagues.	An article is drafted and the school works with *Infinity Learn* to share school practices.	An article is written to be published to educators.	The education article is read by a number of educators.
Peer Mediation is evident in the playground and utilised by the tamariki and staff.	Peer Mediators to support tamariki to resolve low level conflict in the playground.	Peer Mediators are trained and functioning in the school. Mediators promote their practices.	Student perspectives on Peer Mediators are gathered and next steps are implemented.	Tamariki and Peer Mediators work together to resolve low level conflict.	A number of students utilise Peer Mediators.
Implement Cohort Entry.	The effectiveness of Cohort Entry is evaluated through key stakeholders.	Gain feedback from whānau who attend the cohort entry sessions in Term 4, 2023.	To gather qualitative data from whānau and tamariki about Cohort Entry.	Cohort Entry is implemented and practices are refined throughout the year.	Cohort Entry is established and positive aspects are published.

Initiative 2	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Functional, aesthetic, adaptive and purposeful spaces. - (inside and outside) to cater for learners and environmental improvements. These developments align with our cultural narrative.	Our outdoor learning spaces are reflective of our cultural narrative and pedagogy. Teachers incorporate learning opportunities link to inside and out learning. Our indoor spaces provide flexible working environments for ākonga to engage in purposeful learning opportunities.	The Board approve the completion of specific stages of the landscape designs. The designs are reflective of the cultural narrative.	Outdoor learning spaces are being built. Indoor learning spaces are organised and peaceful.	Outdoor learning spaces are being effectively utilised by ākonga. School values are embedded into the physical environment, through the main entrance, on aspects of the outdoor spaces like the mural / features in the 'way finding' path and on the pou.	The indoor and outdoor learning environment supports ākonga engagement and the pedagogy in the school.

Initiative 3	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Strengthen our collaborative teaching and learning and expect high expectations by all.	To commit to positive behaviour learning practices including positive affirmations, and restorative practices. To support each other when supporting a child who is not able to manage their behaviour.	Staff collaboratively work with ākonga to develop a plan to create ways to provide ākonga perspectives in their learning spaces. Where necessary, provide Physical Restraint support plans.	Staff are following the school wide systems with a focus on promoting and effective positive behaviour in the classroom. Staff are utiliseing a range of strategies to de-escalate behaviours.	Ākonga are developing their own opportunities throughout the school. Teaching and Learning programmes provide a focus on needs based. Physical Restraint plans are evaluated.	High calibre of staff expertise and high expectations to enhance learning programmes to meet the needs of all ākonga and leadership opportunities. Tamariki are able to regulate their behaviour.
	To continue to implement the 'Zones of Regulation' and provide opportunities for new	Teachers engage and participate in 'Zones of Regulation' training.	Ākonga are able to articulate each zone and measure where they are within the 'zones'.	Ākonga are able to state the zone they are in and then put in place strategies to manage	Tamariki are able to regulate their emotions and identify the zones when they are regulating

			their behaviour.	their emotions.
Teachers teach collaboratively within their team.

All teams provide ākonga perspectives and leadership opportunities. Planned actions to involve ākonga. | PD provided in collaborative teaching. Teachers review their current collaborative practices. A review of the 'Learner Agency' work is completed with '*So, what*' and '*Now what*' aspects written. | Teachers review their collaborative practices and write next steps. Ākonga are able to state and evidence is provided of the range of opportunities they have been involved in and where their perspectives have been actioned. | Teachers implement next steps and embed practices. Teachers visit other schools and observe collaborative practices.

Ākonga drive their own learning and is evident in teacher planning. | Strong collaborative practices across the school that includes culturally responsive practices and high expectations for all.

Ākonga are driving their own learning and engaging in a range of opportunities. |
| Staff and tamariki engage in a range of digital technologies to improve their learning practices. | Staff engage in PD in digital technologies that support improved learner practices and tamariki agency through HERO. | Qualitative data is gathered from staff and tamariki to identify key digital technologies that have improved outcomes. | A review of the effective digital technologies utilised in the teaching and learning programmes and with whānau through HERO. | Staff and tamariki are effectively utilising HERO to promote progress and learning. |

Goal 2

To expand our community connections

Initiative 1	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Strong community partnerships.	To continue to develop, embed and extend ways to connect with our whānau utilising a range of forms: HERO digitally, presentations, meetings and social functions.	Record and document number of events and activities throughout the year, stipulating the purpose and participation through HERO. Plan and map out parent education sessions throughout the year.	Continue to record and document events and evaluate their effectiveness to ascertain changes to improve continued connections.	Documentation of events and opportunities analysed and next steps provided. Provide a number of parent education sessions.	A strong identity within the community through the HERO programme that supports improved connections.
	Our whānau are leading events and activities that meet their needs and link to the teaching and learning opportunities in the school.	Our Parent Teacher Association plans for events and activities at their AGM, with a focus on positive social interactions.	Participants of the events and activities are gathered to understand their effectiveness.	A range of activities are provided by key stakeholders.	Build levels of engagement with online learning and face to face opportunities for whānau.
Establish partnerships or engagements with businesses / organisations in our local community.	To continue to connect with local businesses / organisations to develop meaningful engagements and / or partnerships with the school.	Map indicating current key connections with local businesses, including connections with sports clubs,ECEs, local significant areas that align with our localised curriculum.	Six monthly update to the map to display the key places where connections have been made.	Map analysis. Numbers of businesses approached, number of interactions and qualitative data gathered to support increased engagement / partnerships (emails, messages etc).	Increased engagement or partnerships with local businesses where by the school adds value to the community.

Initiative 2	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Authentic opportunities recognises the diverse cultures within the school through planned activities and events.	To value the culture of all stakeholders in the community through a range of events and activities. To incorporate cultural events throughout the year, initially bicultural (through mihi whakatau, whānau hui) and then multicultural.	To plan a year calendar of events that aligns with the localised curriculum.	To monitor the events and gather qualitative data from stakeholders about their effectiveness.	To review the events and evaluations and make adaptations as necessary.	A range of bi and multicultural events happening across the year that have been collaboratively constructed. Enhance sense of belonging by strengthening community connections to culture within the school environment.

Goal 3

To enhance hauora and wellbeing across the school.

Initiative 1	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
To develop ways to enhance the hauora for staff and tamariki.	Staff and tamariki are equipped with knowledge and resources to successfully manage challenges and opportunities that support and promote wellbeing.	A co-constructed plan is written to ensure all staff are familiar with the process on how to get support and the most appropriate person to go to.	Staff to evaluate the effectiveness of the plan and state what is effective in the plan that has assisted them personally and professionally.	To review the effectiveness of the staff and student plans through gathering qualitative data from a range of staff in the school and with a range of stakeholders.	Staff and tamariki are equipped with the information that they require to know how to successfully access knowledge and resources to support wellbeing.

Increased staff hauora and wellbeing. |
| | Resources are provided and activities are planned throughout the year to support tamariki hauora and wellbeing.

Staff collaboratively evaluate the effectiveness of the ERO wellbeing indicators. Teams to develop and plan next steps.
Staff engage in a twice yearly wellbeing survey and the school implements actions required. | A co-constructed plan is written with all tamariki to ensure they know what resources are available and ways to access these resources.

A person outside of the leadership team to collate the data and present to staff. | Gather tamariki voice to understand the effectiveness of the practices, explore what resources they are using and their effectiveness.

Implement the recommendations | Tamariki engage in a range of activities and events to support their hauora and wellbeing.

Complete a second survey and evaluate the comparisons and write next steps. | Increased tamariki engaging in regular hauora and wellbeing activities and events.

Tamariki wellbeing activities applied throughout the year by the teaching staff.

Increased number of practices implemented to support staff wellbeing. |

Initiative 2	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Establish programmes and practices that are diverse and gender inclusive.	To ensure policy and practices are inclusive of rainbow and gender diversity. Inquire into the ways that the school can ensure we are inclusive through understanding rainbow inclusivity and gender diversity.	Review the current practices and set out a plan to implement a plan to cater for rainbow and gender diverse community needs. Staff engage in Professional Development and then policies and practices are implemented.	Policies are written and align with evidence collated from the community. Review the inclusive uniform model that was implemented in 2023.	Policies and practices are put in place to support inclusion and diversity. Gather feedback from whānau and tamariki that are utilising the non-gendered uniforms.	The staff have the skills and knowledge capable of supporting tamariki and whānau to meet their individual needs.
The summer and winter uniforms are made available throughout the year.	Whānau are able to select aspects of the uniform that meet the whānau budget and tamariki needs.	To publish the uniform options at the end of 2023. To liaise with Mainland uniform on the ability for whānau to select any option all year round.	To gather whānau voice on changes to the uniform and the flexible options.	Review the feedback and seek clarification from Mainland uniform in terms of the selling of the product.	Tamariki are able to enjoy wearing their preferred uniform option and whānau have flexibility in deciding what to purchase.