



Queenspark Te Hua Mānuka

STRATEGIC PLAN FOR LEARNING 2025-2028

Te Tiriti o Waitangi

We give effect to the Te Tiriti o Waitangi through Te Mataioho (the refreshed curriculum) and key principles of partnership, protection and participation.

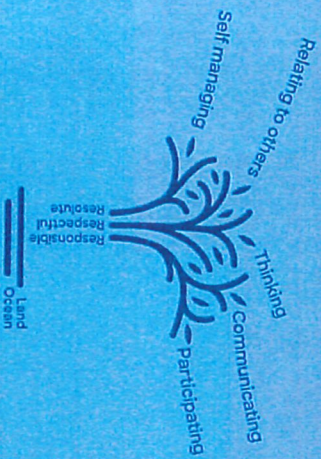
Key NELPs

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture

Partner with family and whānau to equip every learner/ākongā to build and realise their aspirations

Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākongā from accessing, participating or remaining engaged in schooling, and work to address them

Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists



EMPOWERING

our children to
STEP UP and

REACH OUT in order
to achieve their
PERSONAL BEST!

1. Focus on the Learner

OUR GOAL: Students/Ākongā will be able to increase their ability to spell effectively using spelling rules and make significant progress in their literacy achievement. (Target)

2. Effective Pedagogy

OUR GOAL: As a priority teachers/kaiaako will be able to successfully implement the refreshed curriculum for English and Mathematics and Statistics using the science of learning approach.

3: Student Engagement

OUR GOAL: Enhance student/ākongā engagement through a school culture that supports pastoral care, student and staff wellbeing and strengthened home/school connections.

Hikina Te Mānuka
Take up the challenge - Go for it!



Queenspark Te Hua Mānuka

STRATEGIC PLAN FOR LEARNING 2025-2028

Our Goal	What we expect to see	How will we achieve our goal?	How will we measure success?
Students/Ākonga will be able to increase their ability to spell effectively using spelling rules and make significant progress in their literacy achievement (2025 Target).	<ul style="list-style-type: none"> - All Ākonga/Students set up for Lifelong Learning with sound foundational skills in Literacy. - Kaiako/Staff PLD focus on Structured Literacy: spelling. - Specific spelling skills and word knowledge being taught regularly in all classrooms. 	<ul style="list-style-type: none"> - Identification of individual Ākonga/Student spelling skills and needs through comprehensive assessment and next steps created for personalised learning. - Specific Spelling PLD to be accessed by all teachers. Including consultant to model and observe the spelling teaching and lessons. - Kaiako/Staff Teaching based on the Ideal spelling approach scope and sequence. - ALL and Junior Literacy support implemented for targeted accelerated support. 	<ul style="list-style-type: none"> - Regular formative assessment to inform next steps in personalised learning. - Teachers to attend mandated PLD on spelling lessons, scope and sequence. - Moderation throughout the year by Learning Teams to identify 'just below' and 'fragile At' students. - Beginning of Year and End of Year Summative assessment. - Mid Year and End of Year Spelling Target group assessment and analysis.
As a priority teachers/kaiako will be able to successfully implement the refreshed curriculum for English and Mathematics and Statistics using the science of learning approach.	<ul style="list-style-type: none"> - All Ākonga/Students are set up for Lifelong Learning in the core curriculum areas of Reading, Writing and Mathematics and Statistics. - Teachers/Kaiako will use the refreshed Curriculum for planning, teaching and assessment in English and Mathematics and Statistics. - Assessment and reporting to parents will be based around the expectations of the refreshed curriculum for Reading, Writing and Mathematics. 	<ul style="list-style-type: none"> - Staff/Kaiako will plan, teach and assess using the learning outcomes in the refreshed English and Mathematics and Statistics Curriculums. - Hero SMS will be updated to include the learning outcomes of the refreshed English and Mathematics and Statistics Curriculums. Reporting to parents will be updated to include these. - Teachers to attend specific PLD around the refreshed Curriculum, including the MOE TOD for Mathematics and Statistics. - Implementation of Maths No Problem- Structured Maths approach. 	<ul style="list-style-type: none"> - Teachers to attend PLD on refreshed Curriculum, including mandated Teacher Only Days for Mathematics and Statistics and Maths No Problem- Structured Maths Approach. - Hero assessment and reporting to parents avenues have been updated to include the refreshed curriculum learning outcomes. - All planning and assessment approaches will be updated to include the refreshed curriculum learning outcomes for English and Mathematics and Statistics.
Enhance student/ākonga engagement through a school culture that supports pastoral care, student and staff wellbeing and strengthened home/school connections.	<ul style="list-style-type: none"> - Students/Ākonga attending school on a regular basis and engaging in their learning. - Students/Ākonga participating in their learning in the classroom and in the wider school life. - Our school culture enhancing the wellbeing of our school community. - Staff/Teachers partnering with whanau/families to strengthen connections between home and school. 	<ul style="list-style-type: none"> - Prioritise the school values of being Responsible, Respectful and Resolute and weaving these into our learning. - Include wellbeing for students and staff in our everyday programmes and pastoral care. - Work with whanau to encourage regular school attendance and provide support where necessary. - Enhance opportunities for regular connections between home and school. 	<ul style="list-style-type: none"> - Acts of positive behaviour and ākonga demonstrating the school values of being Responsible, Respectful and Resolute are observed and recognised. - The school values (3 R's) and staff/student well being programmes are woven into our everyday teaching practice. - Student attendance will increase leading to greater engagement and participation in learning. - There is regular communication, events and activities to encourage connections with our school community.

Responsible - Haepapa



Respectful - Manaakitanga



Resolute - Aumangea



Queenspark Te Hua Mānuka

STUDENT ACHIEVEMENT TARGET REPORT 2024

Strategic Aim	All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to expected New Zealand curriculum Levels and the students time at school.
Annual Aim	Students in Years 4 to 8 who are just below 'At' or who are 'fragile At' for mathematics, specifically the number strand will be able to successfully increase their ability to use number knowledge effectively and make significant progress in their daily mathematical tasks and activities.
Target	<p>Our Charter states as Strategic Goal that our intention is to continue to provide quality teaching and learning for our students with a focus on improving learning outcomes through high level of staff performance, best teaching practice, teaching as inquiry and professional development.</p> <ul style="list-style-type: none"> To increase the number of opportunities for the teaching of number knowledge to be part of the classroom timetable and across the curriculum. To increase the mathematical pedagogical expertise of teachers by teachers attending any initiated Mathematics PLD created through the 'Refresh' of Te Mātaiao (the New Zealand Curriculum). Use of a common language and selection criteria for describing a 'just below' and 'fragile At' students against Number strand progression expectations.
Baseline Data	<p>The analysis of school wide 2025 Number strand end-of-year target student data indicated that 53% of the 44 target students are now 'At'; another 40% are now just below. All students made progress through the additional number programmes provided in the classroom settings. Of the 44 students 18 (37%) are male, 26 (59%) are female; 8 (18%) are Maori, 4 (9%) are Pasifika.</p> <p>Further analysis of the end-of-year data indicates that out of the 44 students 10 (23%) did not begin their schooling at Queenspark Te Hua Mānuka and therefore did not progress through the junior classroom numeracy programme. Attendance of the targeted students was also tracked. Out of the 44 target students 9 (20%) students were irregularly absent from school or were chronically late.</p>
What we plan to do	<p>Outcomes for Learners:</p> <ul style="list-style-type: none"> Continue to use effective mathematical programmes in Years 0-8 to lift student achievement in numeracy and increase their understanding of mathematical language. This will include the Structured Maths Programme (Maths No Problem). Teachers are to prioritize PLD around the refreshed curriculum for Mathematics and Statistics, as well as, our main focus of Structured Literacy (iDeal). TOD- MOE funded TOD on the refreshed Mathematics and Statistics Curriculum- Term 2 and Term 4 2025 (2 more TOD's in 2026). New 2025 focus on Structured Literacy- Spelling (2025 mandate from MOE and Government).
Indicators of progress	<p>Regular moderation of target outcome within and across learning teams</p> <p>Sound teacher learning team and teacher knowledge of makes 'Just Below' or 'Fragile At'.</p> <p>Discussion, analysis and sharing of data on progress achievement</p> <p>Improved mid year and end of year attainment data</p>



Queenspark Te Hua Mānuka



Responsible Haepapa

We are **RESPONSIBLE** for ourselves, our actions and belongings. We do the right thing as we are guardians of the world around us. We **STEP UP**!



Respectful Manaakitanga

We are **RESPECTFUL** towards ourselves and others. We respect and support each other, showing kindness. We **REACH OUT**!



Resolute Aumangea

We are **RESOLUTE** and strong. We persevere and show resilience in order to achieve our **PERSONAL BEST**!



EMPOWERING our children
to **STEP UP** and **REACH OUT**
in order to achieve their
PERSONAL BEST!

