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## **Section 1**

# **Vision, Values and Goals**



**Pigeon Mountain School**  
Education with a Heart

# Strategic Plan 2024-2025

## Vision; To provide Education with a Heart

### PB4L School Values

**Respect - Resilience - Responsibility - Excellence**  
**Whakaute - Manawaroa - Takohanga - Kairangatira**

**As a school, we aim to be;**

Providing a personalised journey through PMPS which maximises everyone's potential

**If we are successful;**

Deliberate acts of teaching measurably improves the achievement of learners

**As a school, we aim to be;**

Providing inclusive, contemporary learning opportunities

**If we are successful;**

Our curriculum offers all students a range of contemporary curricular and extra curricular opportunities

**As a school, we aim to be;**

Enhancing the wellbeing of all in our community

**If we are successful;**

PMPS is impacting positively on the wellbeing of everyone in our school community

**To achieve success, we will;**

**Initiative 1**

Use coaching to strengthen teacher adaptive expertise

Collaborative inquiry into practice impacts measurably on student engagement and outcomes

**Initiative 2**

Establish best inclusive pedagogies which accelerate learner achievement

Student engagement and outcomes improve as a result of teacher inquiry into practice

**To achieve success, we will;**

**Initiative 1**

Develop a local curriculum that reflects our PMPS community, our unique location and our ākonga Learning reflects our PMPS community, our unique location, and our ākonga

**Initiative 2**

Grow the number and range of extra curricular opportunities on offer

Diverse extra curricular opportunities adapt to the changing interests of our students

**Initiative 3**

Initiate links that provide opportunities for local, national and international learning

Opportunities improve outcomes for our learners

**Initiative 4**

Integrate Te reo and Tikanga Māori meaningfully in our kura

Our school enacts the principles of Te Tiriti and reflects Aotearoa's bicultural heritage

**To achieve success, we will;**

**Initiative 1**

Use the MITEY framework to teach and monitor holistic wellbeing for all

Ākonga can confidently apply strategies for maintaining their wellbeing

**Initiative 2**

Utilise the diverse perspectives of ākonga, kaiako, and whānau

Inclusive practices reflect the diverse perspectives of our school community

**Initiative 3**

Build upon our knowledge of PB4L practices to provide positive behavioural support for all learners

A consistent understanding and approach for positive behaviour improves student outcomes



## **Section 2**

# **Description of the School**

## **Cultural Diversity and Treaty Obligations**

## **Enacting the National Education and Learning Priorities**



## Description of the School

Pigeon Mountain Primary School is a contributing State Primary School, catering for students between Year 0 to Year 6. Under the new Equity Index rating system, the school has been calculated to have an index number of 356 for 2024, having been 358 for 2023. This change results in a loss of targeted funding received by from Ministry.

The school was established in 1979 and initially comprised 3 variable teaching areas positioned to promote variable space teaching wherever possible. Fifteen classrooms have been added in subsequent years to cater for roll growth. There are large deck areas outside classroom blocks which provide additional multi-purpose learning spaces. In 2017, school modernised 2 clusters of classrooms as the initial phase of the 10 Year Property Plan, creating open plan, flexible spaces conducive to collaborative, mixed age learning. In order to provide learning capacity during these refurbishments, two 'portable' spaces were also added in 2017 and were purchased outright by the board in 2021. Further learning areas were redeveloped using Ministry funding in the 2022 year. A major focus of this development was the alteration of Area F to incorporate folding doors and decks from classrooms into the school orchard.

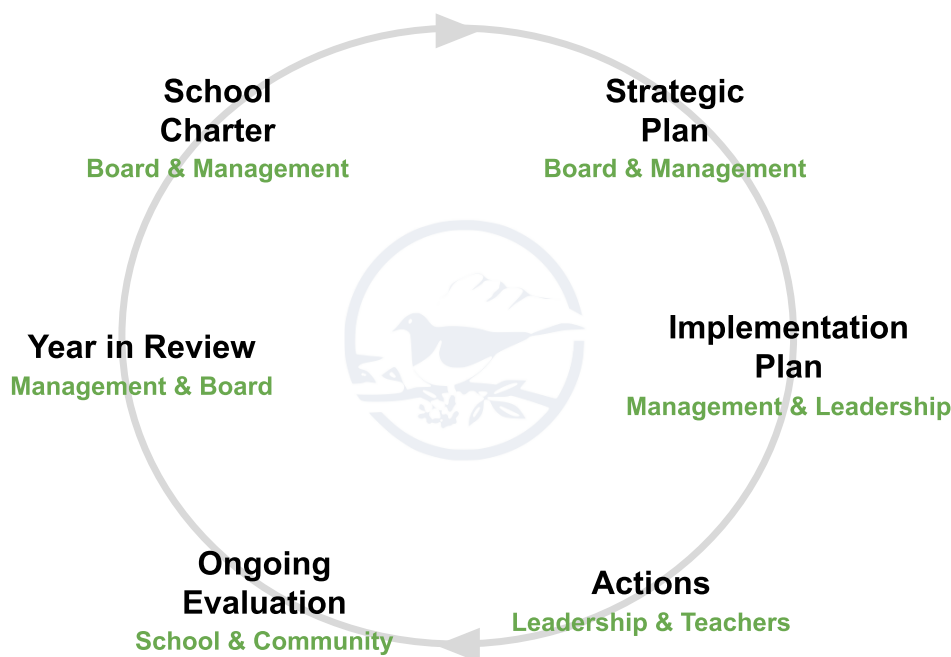
A modern library space was constructed in 2005 and is automated, well stocked and managed by a fully qualified librarian, overseeing over 30,000 issues each year. The resource is open before school, and at lunchtime, as well as during classroom hours. School's resources are well-managed and accessed through a computer database. Each classroom has networked computers and a network upgrade has been completed to provide fibre based, ultra fast broadband through a robust wireless network. A student 'Bring Your Own Device' programme has operated for 6 years for senior students, and major investment in portable devices means the school is well-resourced with digital technologies. An upgrade to the school's wireless network was carried out in 2023 by N4L.

It is anticipated that the school's administration building will receive major watertightness remediation during the 2024 year because of chronic leaks caused by poor design and construction.

The school site is shared with Bucklands Beach Intermediate School. The majority of Pigeon Mountain Primary School students graduate to either Bucklands Beach or Farm Cove intermediate schools and then move into Macleans College or Pakuranga College. Each of these schools sits within 3km of one another. A major redevelopment of the former Waimokoia School adjoining the Pigeon Mountain site into retirement housing is underway and will continue throughout 2024. Pigeon Mountain Primary School has an enrolment scheme to avoid overcrowding. This zone is shared in parts with both Wakaaranga and Macleans Primary schools. This zone is also split between the zones of both local intermediates and colleges.

Every year, the board receive ongoing information through Principal's reports, and the actions, evaluations and outcomes of all school activities and projects are collated and published in the Year in Review document. This detailed document is viewed

alongside the school charter and provides retrospective information about the work and plans set out in the school charter. **(School improvement review cycle set out below.)**



In late-2022, the Pigeon Mountain School Board opted to join the recently formed 'Te Awa Bucklands Beach' Kahui Ako group. This group consists of Macleans College, Bucklands Beach Intermediate, Macleans Primary School, Bucklands Beach Primary School, Owairoa Primary School (Howick) and Mellons Bay School. As yet, there have not been any material changes or innovations which have impacted Pigeon Mountain School as a result.

## Enacting NELPS (National Education and Learning Priorities)

The following diagram is a collation of NELP references in the Principal's Management Report to the Board, taken from 2023 monthly board reports outlining progress against our strategic goals. Because of the broad nature of the NELPS, they were frequently referenced in more than one of the school's strategic areas. From 2024, these NELPS will be referenced directly on the school's strategic plan and annual implementation plan.

NELP Reference	Number of References in Principal's Management Report 2023
Objective 1.1	12
Objective 1.2	23
Objective 2.3	15
Objective 2.4	8
Objective 3.5	7
Objective 3.6	17

Ref.	Feb	Mar	May	Jun	Jul	Aug	Sep	Oct	Nov
<b>Objective 1: Learners at the centre – Learners with their whānau are at the centre of education</b>									
<b>1.1</b>	SG3 ▾	SG2/ SG3 ▾	SG3 ▾	SG2/ SG3 ▾	SG2/ SG3 ▾	SG3 ▾	SG3 ▾	SG3 ▾	SG3 ▾
<b>1.2</b>	SG1/ SG3 ▾	SG1/ SG2/ SG3 ▾	SG1/ SG2/ SG3 ▾	SG1/ SG2/ SG3 ▾	SG2/ SG3 ▾	SG2/ SG3 ▾	SG1/ SG2/ SG3 ▾	SG2/ SG3 ▾	SG1/ SG2/ SG3 ▾
<b>Objective 2: Barrier free access – Great education opportunities and outcomes are within reach for every learner</b>									
<b>2.3</b>	SG1/ SG2/ SG3 ▾	SG1/ SG2 ▾	SG2 ▾	SG2 ▾	SG2/ SG3 ▾	SG2/ SG3 ▾	SG1/ SG2 ▾	SG2 ▾	SG2 ▾
<b>2.4</b>	SG1 ▾		SG1 ▾	SG2 ▾	SG1 ▾	SG2/ SG3 ▾		SG1 ▾	SG1 ▾
<b>Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau</b>									
<b>3.5</b>	SG2 ▾	SG2 ▾	SG2 ▾		SG2 ▾	SG2 ▾	SG2 ▾	SG2 ▾	
<b>3.6</b>	SG1/ SG2/ SG3 ▾	SG1/ SG3 ▾	SG1/ SG3 ▾	SG1/ SG2/ SG3 ▾	SG1/ SG2 ▾	SG1/ SG2 ▾		SG1/ SG2 ▾	SG1 ▾
<b>Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives</b>									
<b>4.7</b>									
<b>Objective 5: World class inclusive public education – New Zealand education is trusted and sustainable</b>									
<b>5.8</b>									



## Special School Character

Our Vision and Values are at the forefront of all we do at Pigeon Mountain Primary School. A values programme operates in the school through the PB4L initiative. The focus on pastoral care through school structures and systems, underpinned by the established school values have been noted as a strength during the most recent ERO review cycle of the school which commenced in April 2023. The Te Ara Huarau | School Profile Report to be published in early 2024 and at time of writing is awaiting board confirmation.

Community feedback in subsequent years has also affirmed the role the 4 school values play in everyday life at PMPS. The enactment of these values, as well as the family-feel and sense of community were common responses when parents were asked about the 'points of difference' they associated with the school. Surveys of the community in 2020 and 2021 during and after COVID-enforced lockdown also indicate high levels of support for the school and recognition of the school's enactment of the vision '*To provide Education with a Heart*'. Subsequent school community surveys (most recently 2023) indicate this strong sense of community remains.

A Before and After School care service operates from 7am to 6pm daily, including some holiday periods. There are an average of 15 students in the morning and afternoon.

Teachers and parents share high expectations of students, and focus strongly on achievement. Parents regularly provide learning support in classrooms, with sport and around school. The school's most recent comprehensive ERO review (November 2017) noted the strong connections between school and a very engaged community who wish to participate in the strategic direction of the school. School is currently engaged in an ERO review cycle and publication of the profile report is expected in early 2024. There are strong links to local kindergarten and childcare groups, and school representatives visit regularly to promote connections between educators. This feeds into the weekly 'Off to a Good Start' programme which operates on a free basis for prospective new entrant enrolments and parents as an induction to Pigeon Mountain Primary School.

The provisional staffing entitlement for 2024 is based on a roll of 523. The roll is anticipated to grow to around 600 students by the end of the year, though the intensification of housing in the zone, combined with an increased frequency of families leaving Auckland and NZ in general is likely to make this less predictable than in previous years. The proximity to other highly effective schools, and changing Ministry policy around zone enforcement are also major factors driving roll growth.

At the start of the 2024 year, the student roll is composed of 64% Chinese, 11% NZ European, 4% NZ Māori and there are in excess of 20 different nationalities in total. There are a growing number of students enrolled in the school (25%) who have limited or no English language skills and require ESOL support. Provision for these students has increased significantly during the past 3 years, and will climb further in 2024.

In line with the 'Education with a Heart' motto, Pigeon Mountain Primary School introduced a whānau structure in 2017, comprising of 6 mixed-age group teams (Years 1-3 and Years 4-6). This was noted during the ERO reviews (November 2017 and 2023) and a number of positive outcomes of the structure on student learning were identified. This structure enters its 8th year in 2024, having seen the first complete set of graduates of the model leave us in 2022.

## **Cultural Diversity and Treaty Obligations**

In accordance with the Education and Training Act 2020, Pigeon Mountain Primary School will give effect to Te Tiriti o Waitangi by focusing on matters for learners and their whānau.

The Members Board will:

- ensure school governance is underpinned by Te Tiriti o Waitangi and relevant student rights;
- ensure the physical and emotional safety of students and staff; and
- ensure that Pigeon Mountain Primary School is inclusive and caters for students with differing needs and give effect to Te Tiriti o Waitangi

The School will:

- work towards ensuring our plans, policies and local curriculum reflect local tikanga, mātauranga Māori and te ao Māori (emphasizing the importance of local histories and practices);
- develop strategic initiatives which promote meaningful integration of Te Reo and Tikanga Māori in our learning
- take all reasonable steps to make instruction available in tikanga and te reo Māori; and
- achieve equitable outcomes for Māori students
- resource and enact specific actions within our strategic goals to give effect to Te Tiriti o Waitangi

For our parents who request that their children are taught in Māori, we advise them that the closest Kura (Te Kura Kaupapa Māori o Puau Te Moananui-a-Kiwa) is located at **26A Farringdon Street, Glen Innes**. Another option is to register a dual-enrolment with the Correspondence School.

## **Strategic Priorities for 2024**

Priority 1. Developing inclusive pedagogies to lift outcomes for all.

Priority 2. Provide inclusive, contemporary learning opportunities.

Priority 3. Engaging everyone in our school community to lift wellbeing.

## **Consultation Programme**

Community-wide Surveys took place in both 2012, 2014, 2016, 2018, 2021 and again in 2023 and further specific feedback was sought in 2023 in relation to;

- Health Education Curriculum
- Māori Community Hui
- Student Led Conferences
- Aotearoa Curriculum Refresh / Local Curriculum at PMPS
- Policy Reviews (SchoolDocs Annual Cycle)
- Teaching and School Practices (TSP) survey through NZCER

Student feedback was sought in 2023 in relation to;

- Wellbeing@School (NZCER)

Student achievement and school targets are reported to the Board of Trustees at their meetings and subsequently relevant information is shared with the community via newsletters, our website, and social media outlets. Individual student achievement data is stored electronically and is reported to parents via three-way conferences and written summative reports. An online parent portal was launched in 2017 and is being continually refined to provide parents with further access to learning, achievement and attendance information. The collation and evaluation of actions and projects is also shared in the Year in Review document which informs subsequent actions.

## **Equal Opportunities**

Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. Pigeon Mountain Primary School maintains, and complies with our school's Equal Employment Opportunities policy.

To achieve this, the board annually monitors compliance and:

- appoints a member to be the EEO officer – this role may be taken by the principal
- performs and reports on an annual EEO questionnaire
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, and conditions of service
- recognises the value of attracting people from all possible sources of talent
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.



## **Section 3 – Annual Section**

# **1. Achievement Reporting**

# **2. Analysis of Variance 2023**



## Schoolwide National Standards/ Achievement Trends Data

2018 National Standards

2019–2023 Expected Curriculum Levels

### Reading

Reading	2019		2020		2021		2022		2023	
	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%
All	449	85.4	452	79.2	482	82.1	426	75.1	442	82.3
Girls	222	88.8	202	77.4	215	82.1	207	80.0	225	85.7
Boys	227	82.2	250	80.6	267	82.2	219	70.9	220	79.1
Māori	6	66.7	7	70	7	77.8	6	35.3	8	47.1
Pasifika	8	72.7	7	77.8	5	83.3	5	83.3	3	50
Asian	296	85.3	318	81.7	346	85.2	317	79.6	353	86.5
NZ Euro	78	91.8	70	74.4	72	75.8	58	68.2	45	75
After 1 Year	43	79.6	34	46.5	35	53.0	37	57.8	53	80.3
After 2 Years	50	80.6	59	72.8	66	75.8	47	68.1	59	83.1
After 3 Years	81	86.2	61	75.3	66	84.6	44	53.7	50	82.0
End of Year 4	104	91.2	114	90.5	42	82.6	85	84.1	93	83.7
End of Year 5	69	81.2	104	89.6	120	86.3	87	81.4	93	86.2
End of Year 6	102	87.2	80	85.1	114	95.8	126	87.5	94	78.3

### Writing

Writing	2019		2020		2021		2022		2023	
	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%
All	426	80.9	474	83.0	489	83.3	447	78.9	424	78.9
Girls	210	84.0	223	85.4	231	88.2	224	86.8	223	86.1
Boys	216	78.3	251	80.9	258	79.4	223	72.2	201	72.3
Māori	7	77.8	7	70	6	66.6	5	29.4	9	53.0
Pasifika	7	63.6	9	100	4	66.6	3	50.0	2	33.4
Asian	293	84.4	333	85.6	354	87.2	342	85.9	344	84.3
NZ Euro	67	78.8	75	79.8	73	76.8	55	64.7	38	63.3
After 1 Year	46	85.2	63	86.3	52	78.8	53	82.8	54	81.8
After 2 Years	48	77.4	73	90.2	72	82.8	55	79.7	57	80.2
After 3 Years	76	80.9	58	71.6	70	89.7	59	72.0	46	75.4
End of Year 4	91	79.8	104	82.5	76	77.5	80	79.3	82	73.8
End of Year 5	69	81.2	97	83.6	112	80.5	85	79.4	88	81.5
End of Year 6	96	82.1	79	84.1	107	89.9	115	79.9	97	80.9

## Maths

Maths	2019		2020		2021		2022		2023	
	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%
All	462	88.3	480	84.1	505	86.0	490	86.4	478	89.0
Girls	213	85.2	205	78.5	216	82.4	218	84.5	227	87.6
Boys	252	91.2	275	88.7	289	88.9	272	88.1	251	90.3
Māori	7	77.7	6	60	6	66.7	7	41.1	9	52.9
Pasifika	7	63.6	6	66.7	4	66.7	4	66.7	4	66.7%
Asian	323	93.9	341	87.7	372	91.6	368	92.5	372	93.6
NZ Euro	73	85.9	75	79.8	66	69.4	64	75.3	49	81.7
After 1 Year	52	96.3	60	82.1	55	83.4	59	92.2	63	95.5
After 2 Years	56	91.8	70	86.4	75	86.2	62	89.8	67	94.4
After 3 Years	82	89.1	58	71.6	57	73.1	57	69.5	47	77.0
End of Year 4	93	81.6	115	91.3	86	87.8	87	86.1	99	89.1
End of Year 5	72	84.7	99	85.3	126	90.6	94	87.9	95	88.0
End of Year 6	107	91.4	78	82.9	106	89.1	131	91.0	107	89.1



# Schoolwide Achievement Data 2023

(Figures generated Feb 2024)

Reading Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
<b>Maori</b>	Male	3	30.0%	2	20.0%	5	50.0%	0	0%	10
	Female	1	14.3%	3	42.9%	2	28.6%	1	14.3%	7
	Total	4	23.5%	5	29.4%	7	41.2%	1	5.9%	17
<b>Pasifika</b>	Male	2	50.0%	0	0%	2	50.0%	0	0%	4
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	2	33.3%	1	16.7%	3	50.0%	0	0%	6
<b>Asian</b>	Male	17	8.0%	18	8.5%	82	38.7%	95	44.8%	212
	Female	9	4.6%	11	5.6%	79	40.3%	97	49.5%	196
	Total	26	6.4%	29	7.1%	161	39.5%	192	47.1%	408
<b>MELAA</b>	Male	0	0%	5	33.3%	5	33.3%	5	33.3%	15
	Female	1	6.3%	5	31.3%	6	37.5%	4	25.0%	16
	Total	1	3.2%	10	32.3%	11	35.5%	9	29.0%	31
<b>Other</b>	Male	1	12.5%	1	12.5%	4	50.0%	2	25.0%	8
	Female	0	0%	0	0%	5	62.5%	3	37.5%	8
	Total	1	6.3%	1	6.3%	9	56.3%	5	31.3%	16
<b>NZ/European</b>	Male	5	16.7%	4	13.3%	14	46.7%	7	23.3%	30
	Female	1	3.3%	5	16.7%	13	43.3%	11	36.7%	30
	Total	6	10.0%	9	15.0%	27	45.0%	18	30.0%	60

Writing Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
Maori	Male	3	30.0%	2	20.0%	5	50.0%	0	0%	10
	Female	0	0%	3	42.9%	2	28.6%	2	28.6%	7
	Total	3	17.6%	5	29.4%	7	41.2%	2	11.8%	17
Pasifika	Male	1	25.0%	3	75.0%	0	0%	0	0%	4
	Female	0	0%	0	0%	1	50.0%	1	50.0%	2
	Total	1	16.7%	3	50.0%	1	16.7%	1	16.7%	6
Asian	Male	15	7.1%	28	13.2%	124	58.5%	45	21.2%	212
	Female	9	4.6%	12	6.1%	100	51.0%	75	38.3%	196
	Total	24	5.9%	40	9.8%	224	54.9%	120	29.4%	408
MELAA	Male	0	0%	7	46.7%	8	53.3%	0	0%	15
	Female	1	6.3%	3	18.8%	12	75.0%	0	0%	16
	Total	1	3.2%	10	32.3%	20	64.5%	0	0%	31
Other	Male	1	12.5%	2	25.0%	4	50.0%	1	12.5%	8
	Female	0	0%	2	25.0%	4	50.0%	2	25.0%	8
	Total	1	6.3%	4	25.0%	8	50.0%	3	18.8%	16
NZ/European	Male	3	10.0%	13	43.3%	11	36.7%	3	10.0%	30
	Female	1	3.3%	5	16.7%	16	53.3%	8	26.7%	30
	Total	4	6.7%	18	30.0%	27	45.0%	11	18.3%	60



Mathematics Years 1-6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
Maori	Male	0	0%	6	60.0%	2	20.0%	2	20.0%	10
	Female	0	0%	2	28.6%	4	57.1%	1	14.3%	7
	Total	0	0%	8	47.1%	6	35.3%	3	17.6%	17
Pasifika	Male	1	25.0%	1	25.0%	2	50.0%	0	0%	4
	Female	0	0%	0	0%	2	100.0%	0	0%	2
	Total	1	16.7%	1	16.7%	4	66.7%	0	0%	6
Asian	Male	5	2.4%	6	2.8%	91	42.9%	110	51.9%	212
	Female	2	1.0%	13	6.6%	73	37.2%	108	55.1%	196
	Total	7	1.7%	19	4.7%	164	40.2%	218	53.4%	408
MELAA	Male	0	0%	3	20.0%	7	46.7%	5	33.3%	15
	Female	1	6.3%	5	31.3%	9	56.3%	1	6.3%	16
	Total	1	3.2%	8	25.8%	16	51.6%	6	19.4%	31
Other	Male	0	0%	2	25.0%	5	62.5%	1	12.5%	8
	Female	0	0%	1	12.5%	7	87.5%	0	0%	8
	Total	0	0%	3	18.8%	12	75.0%	1	6.3%	16
NZ/European	Male	0	0%	3	10.0%	21	70.0%	6	20.0%	30
	Female	0	0%	8	26.7%	18	60.0%	4	13.3%	30
	Total	0	0%	11	18.3%	39	65.0%	10	16.7%	60



## Analysis of Variance – 2023 Valued Outcome Targets

### Focus: Standards in Numeracy

**Strategic Aim:** As a school, we aim to be ‘Providing a personalised journey through PMPS which maximises everyone’s potential.’

**Annual Aim(s):** 1.1 Strengthen teacher self-evaluative capacity, 1.2 Establish best practice which accelerates learner achievement, 1.3 Monitor and grow effectiveness of intervention programmes.

#### Context; Maths Achievement of Year 4 students.

The PMPS Board provided funding for an additional teacher over entitlement to enable us to reduce class sizes in the Year 4 group. This request was granted in order to provide teachers with optimum conditions for preventing what is perceived as an annual transition struggle for students moving from Junior to Senior programmes, which generally results in a fall in outcomes against expectations in Maths.

#### Baseline Data:

Team Kauri								BoY	EoY
████	████	████	4	14	Kauri	Male	Chinese	Below	At
████	████	████	4	14	Kauri	Male	NZ Maori	Below	Below
████	████	████	4	14	Kauri	Male	Indian	WB	At
████	████	████	4	16	Kauri	Male	NZ European	Below	At
████	████	████	4	16	Kauri	Fem	Indian	Below	At
████	████	████	4	16	Kauri	Fem	NZ European	Below	Below
████	████	████	4	16	Kauri	Male	NZ Maori	WB	Below

7 students

5 male, 2 female including 2 NZ Māori students

Team Titoki								BoY	EoY
████	████	████	4	22	Titoki	Fem	Afr/Afri Origins	Below	At
████	████	████	4	22	Titoki	Male	NZ European	Below	Below
████	████	████	4	22	Titoki	Fem	Other SE-Asian	Below	N/A
████	████	████	4	22	Titoki	Fem	Chinese	Below	At
████	████	████	4	22	Titoki	Fem	NZ-European	Below	N/A

5 4 3 students

1 male, 4 3 2 female

Team Kahikatea								BoY	EoY
████	████	████	4	20	Kahik	Male	NZ European	WB	Below

████	████	████	4	20	Kahik	Male	Other Asian	Below	N/A
████	████	████	4	20	Kahik	Fem	NZ European	Below	At
████	████	████	4	21	Kahik	Fem	NZ European	Below	At
████	████	████	4	21	Kahik	Male	Chinese	WB	WB
████	████	████	4	21	Kahik	Fem	Other European	Below	Below
████	████	████	4	21	Kahik	Fem	NZ European	Below	At

7 6 students  
 3 2 male, 4 female

### Total

**19 16 students**  
 (9 8 male, 10 8 female)

### Target:

- For 12 of the 19 BELOW or WELL BELOW expectation Y4 students (63%) to make accelerated progress and end 2023 AT expectations for Maths, based on OTJ.
- For all students to have made measurable progress (including Numeracy stage, GLOSS assessments, EAsttle, PAT assessments) during 2023 academic year.

### What Happened? Outcomes

#### Goal 1

- For 12 of the 19 (63%) BELOW or WELL BELOW expectation Y4 students to make accelerated progress and end 2023 AT expectations for Maths, based on OTJ.

#### Main outcomes:

- The initial group reduced in size owing to transience. Owing to the departure of 3 students, the focus group became 16 children.
- Of the 12 BELOW expectation students at the start of the year, 8 elevated to AT expectations, whilst 4 remained BELOW expectations.
- Of the 4 WELL BELOW expectation students at the start of the year, 1 student moved to AT expectations, 2 elevated to BELOW expectations, whilst one remained at WELL BELOW expectations.

Overall, 9 of the 16 students (56%) elevated to AT expectations, the equivalent of one student less than the 63% goal.

Overall, 11 of the 16 students (69%) made at least one sub-level progress, moving from BELOW to AT expectations, or WELL BELOW to BELOW expectations.

#### Goal 2

- For all students to have made measurable progress (including Numeracy stage, GLOSS assessments, EAsttle, PAT assessments) during 2023 academic year.

#### Main outcomes:

- Of the 16 remaining students, 7 were rated as HIGHLY ENGAGED in their End of Year Maths report comment, 7 were rated as ENGAGED and only 2 were reported as LOW ENGAGEMENT. This was pleasing, given that a large focus had been placed on lifting student engagement in the subject.

**After a review of the schoolwide and focus group achievement data, it is apparent that the use of coaching to lift outcomes in Maths has had a positive impact in student outcomes. It is likely that our focus shifts more specifically to the disparity in achievement between male and female learners at our school, and specifically on levels of engagement which lead to outcomes. Analysis of engagement data from reports highlights a disparity between levels of engagement (or perceptions about engagement) of male students. Allied with the significant gaps in achievement in most learning areas, this will probably become a focus for our teachers and strategic managers in 2024.**



## **Section 4 – 2024**

### **Valued Student Outcome Targets**

**2024 Annual Implementation  
Plans for Strategic Goals 1, 2, 3  
(including NELPS integration)**



## 2024 Valued Outcome Targets

### Focus: Inclusive Pedagogies

**Strategic Aim:** As a school, we aim to be 'Providing a personalised journey through PMPS which maximises everyone's potential.'

**Annual Aim(s):** Through the growth of adaptive expertise, to establish best inclusive pedagogies which accelerate learner achievement.

**Context;** A wide range of data has suggested that we are facing a challenge to cater for some sectors of our school population. The two major groups who are underperforming are male students (in terms of their achievement, engagement, and behaviour) and ELLs (English Language Learners) students, particularly foundation level students.

This data has been collated in the table below to demonstrate though baseline data the disparities between the target groups of students and their peers. Year groups analysed this collated data to identify the area of greatest need for the students in their cohort.

#### Baseline Data - Overview:

Year Group	Boys' Achievement	Boys' Engagement	Boys' PB4L	Foundation ELLS	All ELLs	ELLs as % of roll	
1	Boys slightly higher in Maths but way behind in other 2 areas	No data	100%	No data yet			
2	Girls only higher in Writing	Largely equal	87%	26 (14 boys or 54%)	26 (14 boys or 54%)	41% of Y2 are ELLs	*22% of Y2 are male ELLs
3	Boys slightly better in Maths BUT MASSIVE gaps in Rdg and Writing	Largely equal	84%	13 (11 boys or 85%)	29 (22 boys or 76%)	37% of Y3 are ELLs	* 28% of Y3 are male ELLs
4	Boys behind by BIG gaps in all areas	BIG disparity - Girls more engaged	85%	5 (4 boys or 80%)	18 (12 boys or 67%)	23% of Y4 are ELLs	*15% of Y4 are male ELLs
5	Boys better than girls in all areas	Big disparity - Girls more engaged	67%	8 (4 boys or 50%)	19 (11 boys or 58%)	17% of Y5 are ELLs	* 10% of Y5 are male ELLs
6	Equal in Maths but big gaps to girls in other areas	Big disparity - Girls more engaged	72%	4 (2 boys or 50%)	13 (6 boys or 46%)	11% of Y6 are ELLs	*5% of Y6 are male ELLs

## Baseline Data – Specific

### Year Group; Year 1

Our goal is to develop inclusive pedagogies in Yr 1 which improve boys PB4L behaviour and result in improved student outcomes, measured by the proportion of boys PB4L entries in class time.

Currently, the proportion of PB4L entries for students in this year group is 100% male.

How will we shift these priority learners? Team processes/Deliberate acts etc.

- Environment (explore play based learning).
- Teacher expectations .

What will success look like? Data etc.

- Improved PB4L data (proportion of boys:girls) whilst maintaining same rate of entries into eTap (SMS).
- Less disruptions during class and less issues at break times..
- More engaged boys in learning.
- Improved achievement data.
- Fewer disparities between boys and girls.

What sources or resources can we utilise?

- PB4L handbook.
- IYT – early years intervention.
- Swivl- video lesson recording.
- Trial different teaching methods (movement-based). Survey students to see how they felt eg. “Who enjoyed that? Do you prefer doing phonics this way? What’s your favourite thing about school?”
- Lucy Barker –observing play-based experiences.
- Visiting other schools.
- Walker approach (Australian Inquiry Based Learning).
- Kath Murdoch – Personal Inquiry Book.
- Hayley – Imagine It conference (Anne Rush: Project approach).

What opportunities are there for PLD?

- IYT – early years intervention.
- View schools with play based learning.

What is your coaching goal focused on teaching and learning?

- To capture a different perspective on pedagogy, develop adaptive expertise.

What new learning / research could you generate which will grow the capacity of others?

- Observations (Junior schools that integrate play based learning | Anna Rush, Northcote Primary).

**Theory of Improvement;** *If teachers introduce strategies to improve boys’ concentration at mat time is improved, the number of PB4L entries will decrease.*

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## Year Group; Year 2

Our goal is to develop inclusive pedagogies in Yr 2 which elevate boys' engagement in Writing lessons and result in improved student outcomes, measured by improved rates of boys' engagement in Writing, and therefore improved achievement as well.

Of the current cohort, 17% more girls are considered to be HIGHLY ENGAGED in Writing, when compared to their male peers. In addition, the proportion of students achieving AT or above in expectations in Writing shows that 72.3% of boys achieved AT or above, whilst 86.1% of girls reached the same level. The disparity of 13.8% is significant. In the areas of Reading and Maths, boys reach AT or above expectations in greater proportions.

INSERT BELOW OR WELL BELOW BOYS WRITING

How do we bring feedback into our writing process?

- Self-assessment checklist.
- Peer feedback/opportunity to share writing with others.
- Teacher conference - reading together and giving verbal feedback/rewriting together.
- 2 stars and a wish - 2 things they've done well, 1 thing to work on for next time.

How will we shift these priority learners? Team processes/Deliberate acts etc.

- Researching different resources.
- More interest brought into writing.
- Mini-writing workshops within the Year 2 group. Move between 3 teachers, focusing on different aspects of the writing process. (Wednesday, Week 6, Morning Block).
- Simplify the writing process, and find resources to make it simpler.

What will success look like? Data etc.

- Have a positive view on their own writing - student self-assessment.
- Being able to complete a writing activity.
- Do our own pre-assessment prior to the e-asTTle in Week 7 where students can use word cards, mind maps, etc. Then compare these results to the e-asTTle writing assessment a week or so later. Stick to the writing genre that we're learning in class.
- e-asTTle data (Monday, Week 9).
- Look at mid-year and end of year reports- engagement and achievement data to illustrate positive change.

What sources or resources can we utilise?

- [Sheena Cameron Writing Book](#)
- Word Cards
- Anchor charts to explain the writing process
- Lighting the literacy fire - resource box
- [Caitlin resource folder - recount](#)
- PM writing books
- [Key Links Writing](#)
- [The literacy shed](#) website (story starters, prompts, unit plans)
- Reach out to another school to observe their year 2 writing lesson
- Do a swivl lesson video for ourselves and reflect on our teaching practice together

What opportunities are there for PLD?

- 'The Literacy Place' workshops- [workshop](#) that focuses on at-risk learners. The second session focuses specifically on 'Mini-lesson ideas to support 'at risk' writers to develop their writing skills' which includes: Phonics and spelling, Sentences, Vocabulary, and Handwriting. We will meet fortnightly/every three weeks to coach each other through our Writing lessons that we have implemented from the Writing workshop.



What is your coaching goal focused on teaching and learning?

To enhance teaching practices and support student learning in Year 2/3 by implementing inclusive pedagogies that specifically target boys' engagement in Writing lessons.

Utilise Writing concepts/ideas that are inclusive of all students – something all students can relate to and write about, seeing all students engaged in the writing process. Students sharing their ideas/work confidently.

What new learning / research could you generate which will grow the capacity of others?

- Supporting ELLS learners in the classroom – focus on literacy
- [Supporting writing using digital technologies](#) – TKI
- Effective teaching pedagogies for boys
- How to use oral language in the classroom to develop ideas/engagement for writing/ in turn support ELLS students as well

**Theory of Improvement;** *If the writing process is clearer and relatable, then boys will be more engaged in their learning, and their achievement will improve.*

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### **Year Group; Year 3**

Our goal is to develop inclusive pedagogies in Yr 3 which improve boys' PB4L behaviour around school and result in improved student outcomes, measured by/the proportion of boys' PB4L entries. Currently, 85% of all PB4L entries for this cohort are for boys.

How will we shift these priority learners? Team processes/Deliberate acts etc.

- Explicitly teach and model the values.
- Explicitly teach and model the behaviour.
- Whānau involvement.
- Behaviour plans.
- Goal and Reflection.

What will success look like? Data etc.

- Reduced PB4L entries.
- Disparity between girls and boys will be less.
- Higher engagement from boys.
- Higher achievement in Writing.

What sources or resources can we utilise?

- PB4L data as reference.
- MITEY framework/lessons/resources.
- Whānau.
- Books.
- Linda Ahokava from PB4L.
- Observe other teachers (behaviour management, PB4L lessons, MITEY lessons).

What opportunities are there for PLD?

- Tier 2 PB4L training
- Restorative practices PLD
- MITEY PLD

What is your coaching goal focused on teaching and learning?

Incorporating boys' interests in Writing lessons, we want boys to be listening and being more involved (asking, answering questions) during Writing lessons.

What new learning / research could you generate which will grow the capacity of others?

1. [Boys' Engagement in the Classroom | Mark Roberts Teach](#)

2. [Think creatively when attempting to improve engagement/performance of boys - Tips for teachers](#)

3. [Boy's Achievement: A synthesis of the data | Education Counts](#)

### **Theory of Improvement;**

If teaching is designed to be more inclusive of boys' interests in Writing, then achievement will improve.

---

### **Year Group; Year 4**

Our goal is to develop inclusive pedagogies in Yr 4 which improve boys' achievement in Writing and result in improved student outcomes, measured by moving all boys who are currently WELL BELOW up at least one step to below, AT or ABOVE, as well as move our boys that are BELOW to AT or ABOVE in writing. This will close the achievement gap in the subject with girls. At the end of 2023, the disparity between boys' achieving AT or above expectations and girls' was 28.5%. This is the most significant disparity in any year group in any subject. By the end of 2024, we would expect this percentage to be less than 10%.

### **How will we shift these priority learners? Team processes/Deliberate acts etc.**

- PLD writing for boys.
- Hands on activities or writing prompts to spark engagement for boys.
- Modelling teach brainstorming and mapping to organise thoughts before Writing.
- Vocabulary building activities.
- Improving teacher capability in feedback.
- Improving the way we structure lessons.
- Being more explicit with our learning intentions and success criteria.
- **Curriculum** Integrate reading and writing activities to reinforce comprehension, vocabulary expansion, and exposure to different writing styles.

Identify the areas of need through the asTTle data from 2023 - Grammar/sentence structure

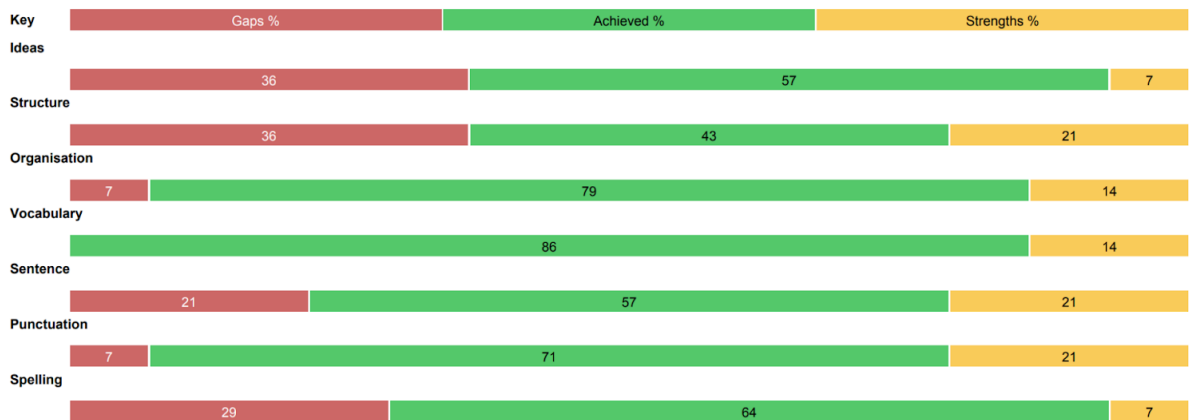
- Kahui Ako focus of planning to support 'Ideas' and 'Structure and Language'.
- Use the boy's hobbies/interests to engage boys- use questionnaires to gather information. Our hunch is that we could hook them in with Fortnite, Tech Bosses such as Elon Musk or Social Media heads such as Mr Beast.
- We believe that the boys are more active and that could be utilised. They are more kinaesthetic in their learning.
- Go back to basics - teach surface features. We think that we may need to provide them with more vocabulary ahead of our lessons.
- Use EASTle data to adjust planning to student gaps in writing from Year 3.
- Lots of positive feedback and celebrating the small wins.
- Choose sporting endeavours to write about.
- Resharse written work through drama to explore ideas.
- Support boys to develop the technical aspects of their writing- though teaching handwriting, sentence structure, grammar.
- **Whare Māhuri - Boys Writing Club w/ Mr Marshall**

Below: **Ethan E'Silva, Rogan Herbst, Nathan Wilson, Ghassan, Walter, Jamie, Paritosh, Nathan Wang, Henry Lu**

**Group Learning Pathways Report for Test: Writing TestBT3 2023**

**Group: F18**  
**Group Size: 14**

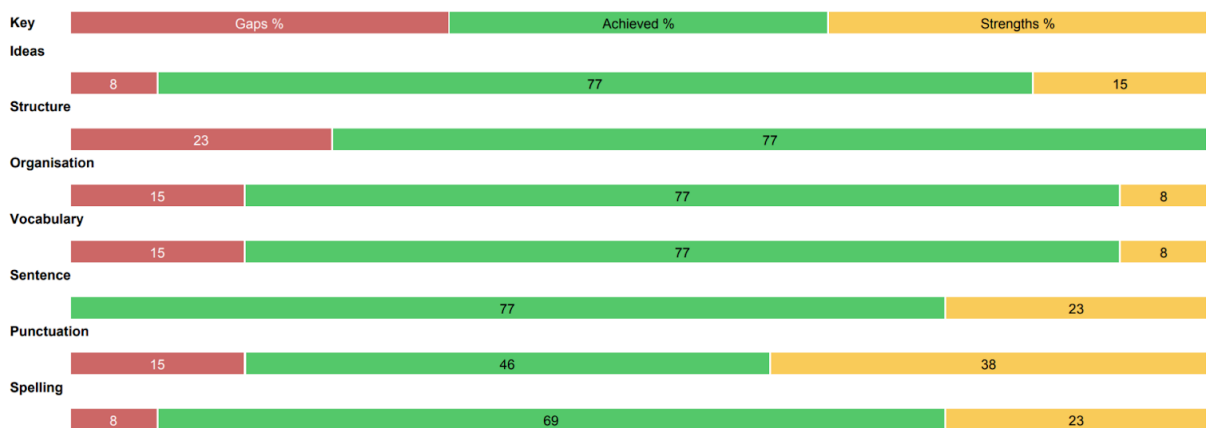
**Date Tested: 17 October 2023**



**Group Learning Pathways Report for Test: Writing TestBT3 2023**

**Group: F21**  
**Group Size: 13**

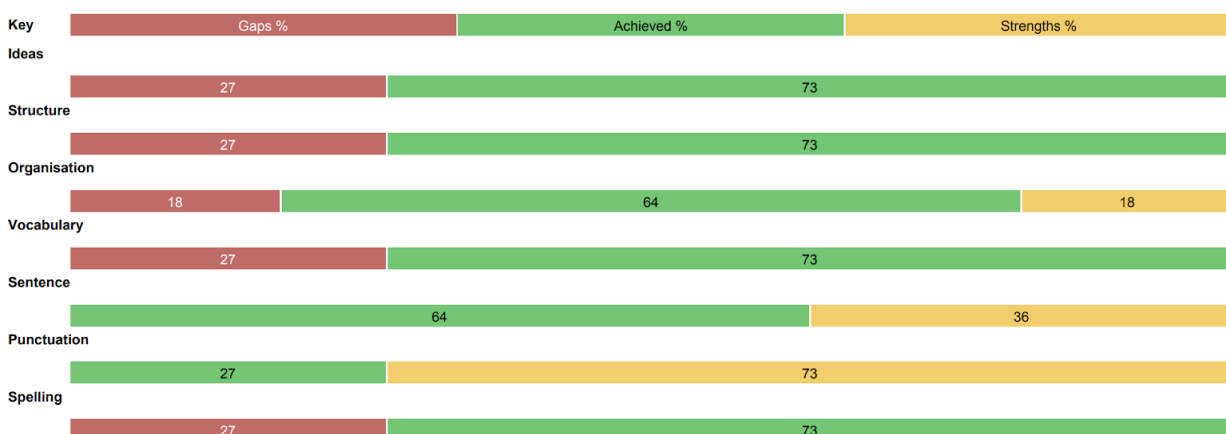
**Date Tested: 23 October 2023**



**Group Learning Pathways Report for Test: Writing TestBT3 2023**

**Group: E15**  
**Group Size: 11**

**Date Tested: 17 October 2023**



### 2023 End of Year OTJs

Room (current to 2024)	Well Below		Below	
	Boys	Girls	Boys	Girls
15	2	-	5	1
18	1	-	2	1
21	2	-	2	1

### Tier 1, 2 and 3 academic students in 2024:

Tier	Name	Gender (M/F)	OTJ '22	OTJ '23	OTJ '24	Intervention
3	*Clarice Wong - Room 15	F	At/At	B/B		ESOL/Spring Into Maths/ Reading Eggs
3	Jaxon Holt - Rm18	M	WB/WB	WB/WB		TA
3	Nathan Wilson - Rm18	M	B/B	WB/B		
3	Harusa Munekawa - Rm18	F	At/At	B/B		Rainbow Reading
3	Frankie Coffey - Rm21	F	B/B	WB/B		Teacher Aide
2	Ghassan Elsharqawi - Rm15	M	B/B	B/B		
2	Rogan Herbst - Rm15	M	At/B	B/B		
2	*Dayyan Abbas - Rm15	M	WB/WB	WB/WB		Lexia
2	Henry Lu - Rm15	M	B/B	B/B		
2	*Walter Fangupo - Room 18	M	At/At	At/B		
2	*Ethan E'Silva - Room 21	M	?/At	At/B		
2	*Zhi Zhang - Room 21	M	-/-	-/WB		
1	*Paritosh Tiwari - Room 15	M	At/At	B/B		
1	Nathan Wang - Room 21	M	B/B	B/B		
1	Jamie Ferguson - Room 15	M	?/B	At/B		
-	*Jay Chand - Room 21	M		WB		
-	*Oswin Wang - Room 15	M		WB		ESOL

Schoolwide, for the past 6 years, Boys' overall achievement has been lower than Girls' achievement in Writing. The disparity in 2023 is slightly lower than in 2022 (13.8 vs 14.6).

### **What will success look like?**

The achievement gap will lessen the subject with girls. At the end of 2023, the disparity between boys' achieving AT or ABOVE Writing expectations and girls' was 28.5%. This is the most significant disparity in any year group in any subject. By the end of 2024, we would expect this percentage to be less than 15%.

### **What sources or resources can we utilise?**

- Ask Senior Literacy Leader Balvinder Kaur to model a lesson or other colleagues.
- Share ideas within the Y4 team
- Websites - [Word hippo](#), [Comic man has great comic strips for boys](#), [Kiwi kids News](#), [Blooket quizzes linked to boys interests](#)
- [TKI- Boys writing](#)
- Literacy online, The literacy shed - has short videos to engage
- Lexia
- Word cards
- Use Word Hippo to look at language features such as synonym, antonym, rhyme

### **What opportunities are there for PLD?**

- Research into lifting boys achievement in Writing
- Using kinesthetic approaches to teaching Literacy
- Develop a survey for the students about topics of interest etc
- Kahui Ako ASL expertise

### **What is your coaching goal focused on teaching and learning?**

- Read on the High Impact Teaching Strategies (HITS) from the [Victoria State Government](#)
- Engaged learners participating and sharing ideas when discussing writing prompt or activity
- A rich oral language programme where all learners are sharing ideas
- Students developing in confidence and wanting to share their writing to others

### **What new learning / research could you generate which will grow the capacity of others?**

- Supporting ELL learners in the classroom.
- When should we use digital technologies in the classroom.
- Barriers for Y4 boys in Writing.

**Theory of Action** - *If we use timely, positive and specific feedback and use the strategy of explicit teaching from the [HITS strategies](#), then the outcomes for boys will improve.*

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### **Year Group; Year 5**

Our goal is to develop inclusive pedagogies in Yr 5 which improve foundation ELLS students integration and result in improved student outcomes, measured by the achievement outcomes for ELLS students. Currently, 17% of all students in the cohort identify as ELLS learners.

### **How will we shift these priority learners? Team processes/Deliberate acts etc.**

- Individual book boxes;  
Easy access to book boxes where they can find their daily/weekly books.
- Readers being sent home;  
ELL students can take readers home in their book bags every day to practice reading at home along with their basic sight words.
- Basic sight words booklet;  
ELL students will go over the basic sight words when they arrive at school/beginning of their reading session with the teacher/with a buddy as a learning activity.

- Changing Matific language setting to their mother tongue language for easier access.
- Lexia.
- Learning Village; When the teacher is busy working with other learning groups, ELL learners go on Learning Village to do independent learning.
- 1:1 reading; Teacher to read 1:1 with the ELL learner, high ability student can do 1:1 with our ELL student too.
- Pair them with another buddy to go over the alphabet and sight words

**What will success look like? Data etc.**

- Communicating with peers in English.
- Following instructions.
- Requiring less 1:1 teacher help.
- Moving to score 1 on the ELLP assessment form.
- Teacher sets up routine for ELLs learners so that they are either working with teacher, learning independently or with a buddy at all times and know what to do

**What sources or resources can we utilize?**

- Readers
- TKI
- Lexia
- Phonics Plus books
- ELL resource books from the resource box
- High frequency words cards
- Lisa Cox

**What opportunities are there for PLD?**

- ESOL PLD from Lisa Cox (how to teach our ESOL students, different activities we could do with them).

**What is your coaching goal focused on teaching and learning?**

- How to communicate with our ELL students without relying so much on their first language and peers.
- How to interact with our ELL students daily to improve their oral language.

**What new learning / research could you generate which will grow the capacity of others?**

- How to get books from TKI that are appropriate for our ELL students.
- Using resources from the structured literacy program to support Reading and Writing in the classroom.

**Theory of Action** - *If we collaborate to develop specific practices for ELLs students in classrooms, then outcomes for ELLS students would improve.*

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**Year Group; Year 6**

Our goal is to develop inclusive pedagogies in Yr 6 which elevate boys' engagement in Writing which result in improved student outcomes, measured by rates of boys' engagement. Currently, an average of 67% of the females in the cohort are considered to be HIGHLY ENGAGED, in comparison to 45% of male students. The disparity is highest in Writing with 24% more girls being considered HIGHLY ENGAGED than boys.

How will we shift these priority learners? Team processes/Deliberate acts etc.

- Hands on activities which appeal to our boys.

- Integrated curriculum learning experiences – Hook.
- Positive praise/reinforcements.

What will success look like? Data etc.

- [The data will not show such a disparity between boys and girls.](#)
- [Increased data in comparison to last year.](#)
- Work is completed to a high standard during the set time frame.
- Excited by the content.

What sources or resources can we utilise?

- Online resources
- Using our outside spaces
- Research related to boys engagement
- STEM resources and lessons
- Survey for students
- Survey for parents

What opportunities are there for PLD?

- Literacy PD – How to lift boys engagement, e.g practical lessons – could we call on local teachers – eg is there expert? Look at 2023 engagement data to see if there is a coalition with engagement. Student voice.
- How to integrate Science and PE into Literacy.
- Look at each others writing programmes.

What is your coaching goal focused on teaching and learning?

- Improving boys' engagement in writing. – Using the Swivl we would hope to see – boys actively contributing ideas, taking part in our lessons, by looking at their books, boys wanting to share their learning. Capture sharing. Share teaching between year 6 teachers.
- 

**Theory of Improvement-** *If teachers are able to lift boys' engagement in Writing through hands-on experiences, outcomes will improve.*



## 2024-25 Annual Implementation Plans for Strategic Goals 1, 2, 3 (including NELPS integration)

The chart below articulates the connections between the PMPS strategic initiatives (2024-25) and the National Education and Learning Priorities.

Strategic Goal	Strategic Initiative	Goal 1 - Providing a personalised journey through PMPS which maximises everyone's potential			Goal 2 - Providing inclusive, contemporary learning opportunities				Goal 3 - Enhancing the wellbeing of all in our community			
		1.1 Use coaching to strengthen teachers' adaptive expertise	1.2 Establish best inclusive pedagogies which accelerate learner achievement	2.1 Develop a local curriculum that reflects the PMPS community, our unique location and our ākonga	2.2 Grow the number and range of extra-curricular opportunities on offer	2.3 Initiate links that provide opportunities for local, national, and international learning	2.4 Integrate Tikanga Māori in our kura	3.1 Use the MITEY framework to teach and monitor holistic wellbeing for all learners	3.2 Utilise the diverse perspectives of ākonga, kaiako and whānau to establish inclusive practices	3.3 Build upon our knowledge of PB4L practices to provide positive behavioural support for all learners.		
Ref.	<b>Initiative</b>											
	<b>Objective 1: Learners at the centre – Learners with their whānau are at the centre of education</b>											
1.1	Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying											
1.2	Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures											
	<b>Objective 2: Barrier free access – Great education opportunities and outcomes are within reach for every learner</b>											
2.3	Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs											
2.4	Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy											
	<b>Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau</b>											
3.5	Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning											
3.6	Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce											
	<b>Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives</b>											
4.7	Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work											
	<b>Objective 5: World class inclusive public education – New Zealand education is trusted and sustainable</b>											
5.8	Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Education Sector only)											



# Annual Implementation Plan 2024-2025

As a school, we aim to be				
Providing a personalised journey through PMPs which maximises everyone's potential				
Initiatives	2024 Actions	Indicators	Timeframe	Resp
<b>1.1</b> Use coaching to strengthen teacher adaptive expertise  (Collaborative inquiry into practice impacts measurably on student engagement and outcomes)  <div style="border: 1px solid black; padding: 2px;">NELP Ref's 1.2, 2.4, 3.6</div>	-Introduce and support the implementation of a dialogical coaching approach in the existing PMPs professional growth cycle (STP2)	-Reference materials provided for PLD and teams  -PLD sessions provided (2x per term) as well as opportunities to coach peers (2x per term)	By end T1	<b>ID</b>
	<b>Notes/Measures;</b>			
	-Monitor the results of the change to dialogical coaching on teachers and student outcomes	-Observations of Team/Syndicate meeting collaborative coaching conversations  -Quantitative TSP Survey responses indicate improvement on 2023 responses for professional inquiry  -Qualitative 2024 Coaching Survey reflects positive impact of dialogical coaching on teachers	Data collected and analysed by end T3 (TSP, Internal coaching evaluation)	<b>ID/TM/EK</b>
<b>Notes/Measures;</b>				

	-Develop 'coaching of coaches' group to grow expertise and provide professional development to enhance collective dialogical coaching capacity	-Twice termly meetings (opt-in) of teachers  -Use of coaching video extracts for collaborative critique/feedback against criteria of dialogical processes  -Qualitative survey of coaches regarding progress	In operation from T2 onwards	<b>ID/LL/DM</b>
	<b>Notes/Measures;</b>			
	<p>Yet to start <span style="margin-left: 100px;">Underway</span> <span style="float: right;">Complete</span></p>			

**Notes/Measures;**

<b>1.2</b> Establish best inclusive pedagogies which accelerate learner achievement  (Student engagement and outcomes improve as a result of teacher inquiry into practice)	-Establish and operate year-group team inquiries developing inclusive practice focus areas and tracking impact of actions	-Provide opportunities for year group teams to meet (2x per term) to establish and track inquiries into inclusive pedagogies  -Minutes of meetings track collaborative inquiry and monitor student outcomes	12/2/24 Session to identify the greatest need, establish goal, include in 2024 Charter	<b>ID</b>
	<b>Notes/Measures;</b>			
NELP Ref's 1.2, 2.3, 3.6	-Research and create draft pedagogy best practice checklists for inclusive practices in	-Team groups develop and refine best practice checklists	By end T1 develop	<b>SG1 Team</b>

	school target areas; -Boys' achievement -Boys' engagement -Boys' behaviour for learning -Foundation ELLS engagement and achievement	for aspects of inclusive pedagogies	initial 'best practice' aspects relating to collective goal	
	<b>Notes/Measures;</b>			
	<p>-Provide coherent professional development which promotes inclusive pedagogies in all learning areas</p> <p>-PLD sessions in all SG and curriculum areas address inclusive pedagogies and offer opt-in opportunities catering for all target areas</p> <p>Schedule established before end of T1 Pass2023</p> <p><b>Snr Mgt</b></p>			
<b>Notes/Measures;</b>				
<p>Yet to start <span style="margin-left: 100px;">Underway</span> <span style="float: right;">Complete</span></p>				
<b>Notes/Measures;</b>				



<p>Grow the number and range of extra-curricular opportunities on offer  (Diverse extra curricular opportunities adapt to the changing interests of our students)</p>	<p>based on student voice and choice into team and class programmes</p>	<p>sessions in teams/year groups/class, that foster creativity, innovation, and collaboration.</p> <ul style="list-style-type: none"> <li>- Students more engaged in learning</li> <li>- Teachers and community experts are utilised</li> </ul>		<p><b>Team Leaders</b></p>
<p><b>Notes/Measures;</b></p>				
<p>NELP Ref's 2.3, 2.4, 3.6</p>	<p><b>2.2.B</b> Trial play-based learning (Personal Inquiry) in Year 1 classes</p>	<ul style="list-style-type: none"> <li>- Increase in the level of engagement of Year 1 students, particularly boys</li> <li>- Year 1 classrooms set up with flexible learning spaces that encourage creativity and engage boys</li> <li>- Reduction in PB4L behaviour entries</li> <li>- Collaborative planning for play-based learning based on the current concept Inquiry unit</li> </ul>		<p><b>LL</b> <b>Year 1 Teachers</b>  <b>Year 1 Teachers</b></p>
<p><b>Notes/Measures;</b></p>				
<p>Yet to start <span style="display: inline-block; width: 100px; height: 10px; background: linear-gradient(to right, red, orange, yellow, green, darkgreen);"></span> Underway <span style="display: inline-block; width: 100px; height: 10px; background: linear-gradient(to right, lightgreen, green, darkgreen);"></span> Complete <span style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, green, darkgreen);"></span></p>				

<p><b>Notes/Measures;</b></p>				
<p><b>2.3</b> Initiate links that provide opportunities for local, national and international learning  (Opportunities improve outcomes for our learners)</p>	<p><b>2.3.A</b> Collaborate with local and international institutions to develop learning opportunities.</p>	<ul style="list-style-type: none"> <li>- Teachers connecting with international and national institutions to exchange and share best practice and latest trends in education</li> <li>- Created local learning opportunities, such as field trips, bringing parents into the classroom, community service projects, etc.</li> </ul>		
<p>NELP Ref's 4.7</p>	<p><b>Notes/Measures;</b></p>			
	<p><b>2.3.B</b> Develop our understanding of effective transitions, specifically from ECE to school, Year 3 to Year 4 and ESOL Learners  Look into setting up an ESOL transition class for ESOL students arriving at PMPS. This will help facilitate their transition into our school. ESOL students who arrive with limited English proficiency will spend their first month in an ESOL focus class, dedicated to learning basic English language skills and familiarising themselves with the school environment. This class will provide targeted support to help ESOL learners transition smoothly into</p>	<ul style="list-style-type: none"> <li>- Easier transition into school from ECEs</li> <li>- More student information between ECE and school - e.g. written report about student's interests passions and needs</li> <li>- Year 3 students are better prepared for Year 4 through a planned transition programme</li> <li>- Professional development for staff on integrating Foundation ESOL students</li> </ul>	<p>Term 1           Term 4</p>	<p><b>LL</b>           <b>Year 3 &amp; 4 Teachers</b> <b>LL</b></p>

	our classrooms.	into PMPS		
	<b>Notes/Measures;</b>			
	Yet to start	Underway		
<b>Notes/Measures;</b>				
<b>2.4</b> Integrate Te reo and Tikanga Māori meaningfully in our kura  (Our school enacts the principles of Te Tiriti and reflects Aotearoa's bicultural heritage)  NELP Ref's 1.2, 2.4, 3.5, 3.6	<b>2.4.A</b> Strengthen teacher knowledge of Te Reo Māori, Mātauranga Māori and Te Ao Māori	<ul style="list-style-type: none"> <li>- Staff are upskilled using Te Reo in the classrooms</li> <li>- Classrooms reflect our bi-cultural heritage</li> </ul>		
	<b>Notes/Measures;</b>			
	<b>2.4.B</b> Work with all staff to strengthen their bicultural pedagogy; and their understanding of how to integrate the Treaty of Waitangi principles – partnership, protection, and participation.	<ul style="list-style-type: none"> <li>- Deeper understanding of Te Tiriti through PD to cover/include Inclusive Teaching Methods</li> <li>- Whakawhanaungatanga (partnership)</li> <li>- Te whare Tapawha: Te Whare Mahuri initiative (protection)</li> <li>- Whanua Hui -Inclusiveness (Participation)</li> </ul>		
<b>Notes/Measures;</b>				

	Yet to start	Underway			Complete
<b>Notes/Measures;</b>					

**As a school, we aim to be**

Enhancing the wellbeing of all in our community

Initiatives	2024 Actions	Indicators	Timeframe	Resp
<p><b>3.1</b> Use the MITEY framework to teach and monitor holistic wellbeing for all</p> <p>(Ākongā can confidently apply strategies for maintaining their wellbeing)</p> <p>NELP Ref's 1.1, 2.4</p>	Track MITEY learning outcomes.	<ul style="list-style-type: none"> <li>- All teams using a tracking form for mental health education.</li> <li>- Teachers are confident that students have covered all of the relevant MITEY learning outcomes over three years.</li> <li>- Ākongā can talk about what they know and can do in relation to mental health outcomes.</li> <li>- Teachers using evidence as an indicator of tracking the Learning Outcomes.</li> <li>- Self-assessment of MITEY learning outcomes matches the results in Wellbeing@School surveys.</li> <li>- Processes in place to address and resolve</li> </ul>	Term 1 - 4	<b>Ass. Principal, MITEY LEADS (CM, DM, AD, KR) and Team Leaders</b>

		bullying, discrimination and racism that comes to light through mental health education		
<b>Notes/Measures:</b>				
	Promote staff wellbeing.	<ul style="list-style-type: none"> <li>- Policy established.</li> <li>- Percentage of staff engaged with the processes and practices for staff wellbeing.</li> <li>-NZCER TSP Survey</li> </ul>	Term 2 - ongoing	<b>Ass. Principal, SG3 Team and Staff Wellbeing Team (to be assigned)</b>
<b>Notes/Measures:</b>				
	Yet to start	Underway		Complete

<b>Notes/Measures;</b>				
Initiatives	2024 Actions	Indicators	Timeframe	Resp
<p><b>3.2</b> Utilise the diverse perspectives of ākongā, kaiako, and whānau</p> <p>(Inclusive practices reflect the diverse perspectives of our school community)</p>	Develop a vision for inclusion for the school, whānau, and community. ( <a href="#">Inclusive Education</a> )	<ul style="list-style-type: none"> <li>- Evaluate the integration of the inclusion vision into school policies</li> <li>- Track participation in professional development opportunities focused on inclusive teaching</li> </ul>	Term 1 - Term 4	<b>Ass. Principal, SG3, SENCo (JB), Teachers</b>

NELP Ref's 1.1, 1.2, 2.3		practices  - Student wellbeing survey results before and after the implementation of the vision.  - Monitor the presence of activities, events, and initiatives that promote inclusivity within the school and wider community.  - Use community survey results to see their perception before and after the implementation of the vision.  - SENCo establishes, monitors and grows the PMPS support register  - GATE students are identified and receive appropriate support  - Academic Tracking is used as a data point for inclusive practices and additional support		
	<b>Notes/Measures;</b>			

	Foster connection with whānau and community.	- Measure the level of participation in events and meetings compared to 2023.  - Number of community initiatives developed and implemented.  - Assess the representation of diverse cultural perspectives.  - Analyse attendance rates of whānau and community members at school functions and meetings to assess the level of engagement and commitment to building connections with the school.	Ongoing	<b>AP, SG3</b>
	<div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>Yet to start</span> <span>Underway</span> <span>Complete</span> </div>			
<b>Notes/Measures;</b>				
<b>Initiatives</b>	<b>2024 Actions</b>	<b>Indicators</b>	<b>Timeframe</b>	<b>Resp</b>

