



# REMUERA PRIMARY SCHOOL

## STRATEGIC PLAN 2024 TO 2025



**Our Vision:** To provide culturally responsive excellence in education for all students, accelerating learning by strengthening and supporting individual potential and ability.

**Our Aim:** To enable our teachers to be confident in using latest, evidence-based practice to lift the progress and achievement of every akonga, with a particular emphasis on te reo matatini and pāngarau/literacy and numeracy.



### TE AO MAORI

To ensure our teaching and learning are culturally responsive, individualised, localised, relevant, flexible and future-focused through a Te Ao Māori lens, utilizing the framework of wairuatanga, pātuitanga, rangatiratanga and whānau.



1. To use the Poutama Reo Framework to develop a strategic Overview for Te Reo Māori
2. To provide opportunities for the staff to develop their knowledge and use of Te Reo Māori and understanding of Tikanga Māori
3. To develop a shared understanding and expectation of honouring Te Tiriti across the school
4. To enhance the bicultural symbolism across the campus

### PROGRESS INDICATORS ...

Use the Wharangi Arotake framework to document our progress.

### REPORTING OUR PROGRESS

Progress will be reported to both the Board and Community throughout the year, via Hero & scheduled BoT Meetings.

### EFFECTIVE TEACHER PRACTICE

To ensure the school is a physically & emotionally safe place where students' human rights are upheld & all steps are taken to eliminate racism, stigma, bullying & other forms of discrimination. To ensure the school is inclusive of & caters for, students with differing needs.



1. To have staff self assess their ability in relation to; Trauma Informed Practice, Restorative Practice, Structured Literacy, Play Based Learning and Understanding Success For Our Learners
2. To design a PLD programme to build teacher capability based on survey results
3. Schedule regular PLD that is differentiated by need
4. To co-construct a shared understanding of our expectations in relation to our work with young children.

### PROGRESS INDICATORS ...

Progress will be measured against the self assessment tool, and also attendance at PLD sessions. Observational data

### REPORTING OUR PROGRESS

Progress will be reported to both the Board and Community throughout the year, via Hero & scheduled BoT Meetings.



### LITERACY

To create a relevant, responsive and culturally rich and inclusive local curriculum that honours and celebrates the diversity of our community.



1. To develop and implement an integrated curriculum that connects key subjects, fostering a holistic learning experience for all students.
2. To continue to unpack curriculum updates with Staff, and provide valuable opportunities to understand how changes apply to learners at RPS
3. To embed the common practice model at RPS.
4. To embed structural changes to the curriculum framework.

### PROGRESS INDICATORS ...

MoE Readiness tool

### REPORTING OUR PROGRESS

Progress will be reported to both the Board and Community throughout the year, via Hero & scheduled BoT Meetings.

### STUDENT ACHIEVEMENT & STRUCTURED LITERACY

To ensure our learners achieve to their highest possible level by providing integrated learning opportunities that meet their needs and connects them to our place and community.



1. After 40 weeks at RPS 95% of Year 1 students will demonstrate proficiency in phonological awareness (rhyme, blending/segmenting/deleting syllables, identifying initial and final sounds)
2. After 3 years at RPS 95% of Year 3 students will independently attempt new words by decoding. They will demonstrate proficiency in phonemic awareness and sight word recognition.
3. To embed a structured literacy approach across the school

### PROGRESS INDICATORS ...

Phonological Awareness Tool and the Little Learners Assessment of Reading Skills (LLARS), PROBE reading assessments & Classroom observations

### REPORTING OUR PROGRESS

Progress will be reported to both the Board and Community throughout the year, via Hero & scheduled BoT Meetings.



## TE AO MĀORI ANNUAL PLAN 2024

To ensure our teaching and learning are culturally responsive, individualised, localised, relevant, flexible and future-focused through a Te Ao Māori lens, utilizing the framework of wairuatanga, pātuitanga, rangatiratanga and whānau.

	Term One	Term Two	Term Three	Term Four
1.To use the Poutama Reo Framework to develop a strategic Overview for Te Reo Māori at RPS.	<ul style="list-style-type: none"> <li>As a PLG unpack the Poutama Reo framework.</li> <li>School leaders to complete the Wharangi Arotake self review.</li> </ul>	<ul style="list-style-type: none"> <li>Survey staff using Taku Reo - a te reo Māori tool, to better understand the PLD needs of staff.</li> </ul>	<ul style="list-style-type: none"> <li>Determine where staff are in terms of; He Hikoki, He Hikinga, He Hiringa &amp; He Huringa.</li> <li>Survey students using Taku Reo - a te reo Māori tool, to better understand their needs</li> </ul>	<ul style="list-style-type: none"> <li>Use Wharangi Arotake to document our practice and outline our goals through until T4 2025.</li> </ul>
2. To provide opportunities for the staff to develop their knowledge and use of Te Reo Maori and understanding of Tikanga Māori.	<ul style="list-style-type: none"> <li>With LC, identify the key learnings from Niho Taniwha.</li> <li>Complete book study on "Are You a Māori?" with LC.</li> <li>STs to complete book study on "Are You a Māori?" with their team.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the results of the Taku Reo survey, and where staff sit in terms of their improvement journey, develop a PLD plan for 2024.</li> <li>Implement 'Kai Reka' PLD sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use 'Kai Reka' sessions as a vehicle for delivering PLD for Staff.</li> </ul>	<ul style="list-style-type: none"> <li>Use Poutama Reo Quality indicators to measure progress &amp; identify next steps.</li> <li>Re-Survey staff using Taku Reo to examine progress and PLD req for 2025.</li> </ul>
3. To develop a shared understanding and expectation of honouring Te Tiriti across the school.	<ul style="list-style-type: none"> <li>As a PLG to develop the themes for this line of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Use focus groups to identify the <b>elements</b> of Te Tiriti that we would like to see across the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate the elements identified, by Mini School.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate the elements identified, by Mini School.</li> </ul>
4. To enhance the bicultural symbolism across the campus.	<ul style="list-style-type: none"> <li>Use the PLG to develop concepts of symbolism that we would like to see/hear across the campus. E.g. Signage, Karakia, Greetings, Mihi.</li> </ul>	<ul style="list-style-type: none"> <li>Engage signwriter.</li> <li>Develop PLD strategy for the introduction of Karakia</li> </ul>	<ul style="list-style-type: none"> <li>Implement PLD strategy for the introduction of Karakia</li> </ul>	<ul style="list-style-type: none"> <li>Develop PLD strategy for the introduction of further greetings in addition to Karakia</li> </ul>



## EFFECTIVE TEACHER PRACTICE ANNUAL PLAN 2024

To ensure the school is a physically & emotionally safe place where students' human rights are upheld & all steps are taken to eliminate racism, stigma, bullying & other forms of discrimination.

To ensure the school is inclusive of & caters for, students with differing needs.NELP

	Term One	Term Two	Term Three	Term Four
1.To have staff self assess their ability in relation to; Trauma Informed Practice, Restorative Practice, Structured Literacy, Play Based Learning and Understanding Success For Our Learners	<ul style="list-style-type: none"> <li>Survey the staff to determine where they feel they sit in relation to their knowledge and/or understanding of each of the key areas RPS values.</li> <li>Analyse the survey to establish staff needs/levels of understanding.</li> <li>Support staff in developing their lines of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Review and reflect based on previous term.</li> <li>Support staff in progressing their lines of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Review and reflect based on previous term.</li> <li>Support staff in furthering their lines of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff in finalising their lines of inquiry.</li> <li>Survey the staff to measure progress in knowledge and/or understanding and identify next steps.</li> </ul>
2.To design and schedule PLD programme to build teacher capability based on survey results	<ul style="list-style-type: none"> <li>Prioritise aspects of the PLD programme based on results of survey.</li> <li>Determine where the strengths are amongst Staff to help deliver the PLD.</li> <li>Design a calendar for PLD across the year (beginner, intermediate and advanced).</li> <li>Schedule regular Term 2 PLD across beginner, intermediate and advanced needs.</li> <li>In PLG meetings, support and guidance provided as staff develop and progress their lines of inquiry using their own research and PLD offered in school.</li> </ul>	<ul style="list-style-type: none"> <li>Work with Staff to present PLD based on their expertise.</li> <li>Source readings and other material to support PLD alongside F2F (consider experts outside of RPS)</li> <li>Staff who attend external courses to feedback to Staff.</li> <li>Schedule regular Term 2 PLD across beginner, intermediate and advanced needs.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule regular Term 3 PLD across beginner, intermediate and advanced needs.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule regular Term 4 PLD (up to Week 6) across beginner, intermediate and advanced needs.</li> </ul>
3. To co-construct a shared understanding of our expectations in relation to our work with young children.	<ul style="list-style-type: none"> <li>Develop key understandings of each area as the PLD is delivered to form key expectations.</li> <li>Curate a library of key books/resources which support the knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Develop expectations around what each of these areas looks/feels like in each Mini School (possibly a PLG approach).</li> </ul>		<ul style="list-style-type: none"> <li>Formalise the shared understandings based on the PLD delivered which can be used to upskill future RPS Staff.</li> </ul>



## LITERACY ANNUAL PLAN 2024

To create a relevant, responsive and culturally rich and inclusive local curriculum that honours and celebrates the diversity of our community.

	Term One	Term Two	Term Three	Term Four
1.To develop and implement an integrated curriculum that connects key subjects, fostering a holistic learning experience for all students.	<ul style="list-style-type: none"> <li>Establish termly collaboration sessions among senior teachers to discuss and plan</li> <li>Explore how we can build relationships with tangata whenua to strengthen our local curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the connection between learners and the local community by incorporating place-based learning opportunities into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen ties with the local community by establishing partnerships with community organizations, businesses, and experts to provide real-world learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of the integrated curriculum through student and teacher feedback.</li> </ul>
2.To continue to unpack curriculum updates with Staff, and provide valuable opportunities to understand how changes apply to learners at RPS	<ul style="list-style-type: none"> <li>Provide feedback on the draft content for science, technology and the arts learning areas.</li> <li>Identify professional learning needs and strengths within our staff in relation to cultural and inclusive capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate NZCR Teacher Only Day 3) guided by the NZ Curriculum Refresh Team.</li> <li>Review and reflect using the Te Mātaiaho Readiness Tool</li> </ul>	<ul style="list-style-type: none"> <li>Review and reflect using the Te Mātaiaho Readiness Tool</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate NZCR Teacher Only Day 4) guided by the NZ Curriculum Refresh Team</li> <li>Unpack the supports for science, technology, and the arts</li> <li>Review and reflect using the Te Mātaiaho Readiness Tool</li> </ul>
3. To embed the common practice model at RPS.	<ul style="list-style-type: none"> <li>Reflect on pedagogical approaches and practices; identifying areas of strength and areas for further development</li> <li>Begin to explore how the North-East model supports implementation of the CPM</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate whole staff PLD sessions focused on the Common Practice Model.</li> </ul>		
4. To embed structural changes to the curriculum framework.	<ul style="list-style-type: none"> <li>Try out ways to design learning using the progression model and UKD elements in our existing programmes.</li> <li>Begin incorporating simple Mātauranga Māori elements into lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the way we notice, recognise, and respond to ākonga learning and progress, focussing on literacy, communications and maths.</li> </ul>		<ul style="list-style-type: none"> <li>Review and reflect using the Te Mātaiaho Readiness Tool</li> </ul>



## STUDENT ACHIEVEMENT & STRUCTURED LITERACY ANNUAL PLAN 2024

To ensure our learners achieve to their highest possible level by providing integrated learning opportunities that meet their needs.

	Term One	Term Two	Term Three	Term Four
<p><b>1.</b> After 40 weeks at RPS 95% of Year 1 students will demonstrate proficiency in phonological awareness (rhyme, blending/segmenting/deleting syllables, identifying initial and final sounds)</p>	<ul style="list-style-type: none"> <li>Complete baseline assessments</li> <li>Provide ongoing professional development opportunities for teachers to stay updated on best practices in literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Identify Tier 2 support groups and begin interventions</li> <li>Encourage collaboration among teachers to share effective strategies and resources.</li> </ul>		<ul style="list-style-type: none"> <li>Complete end of year assessments</li> </ul>
<p><b>2.</b> After 3 years at RPS 95% of Year 3 students will independently attempt new words by decoding. They will demonstrate proficiency in phonemic awareness and sight word recognition.</p>	<ul style="list-style-type: none"> <li>Facilitate Structured Literacy PLD for Y3 teachers</li> <li>Develop and implement a Y3 structured literacy approach that covers the necessary phonetic rules and decoding strategies.</li> <li>Using Y2 data, identify individual learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify Tier 2 support groups and begin interventions based on individual student progress.</li> <li>Implement regular assessments to monitor students' progress in decoding, phonemic awareness, and sight word recognition.</li> <li>Conduct workshops or information sessions to educate parents</li> </ul>		<ul style="list-style-type: none"> <li>Complete end of year assessments</li> </ul>
<p><b>3.</b> To continue to embed a structured literacy approach across the school.</p>	<ul style="list-style-type: none"> <li>Develop resources to support the implementation of SL beyond year 3</li> <li>Provide targeted PLD for staff new to RPS in Years 1 &amp; 2</li> <li>Use LK's The Code to explicit and systematic teach phonemic awareness, alphabetic principle, spelling and morphology</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support teachers beyond Year 3, with their knowledge and application of SL principles</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support teachers beyond Year 3, with their knowledge and application of SL principles</li> </ul>	