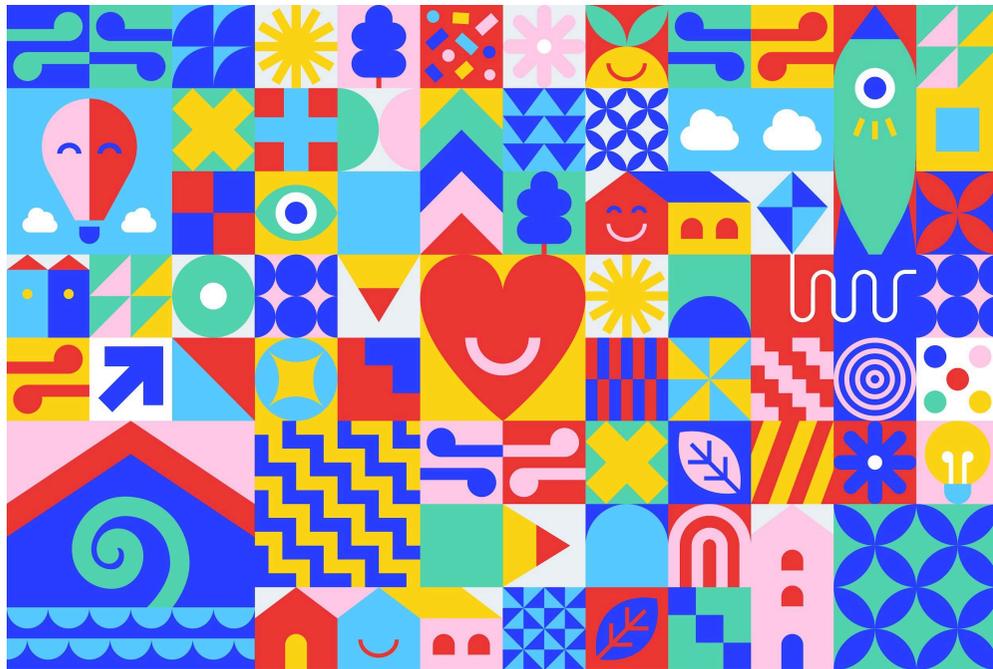




# Cashmere Avenue School

Marae Roa o Khandallah



# Strategic Plan 2024-2025



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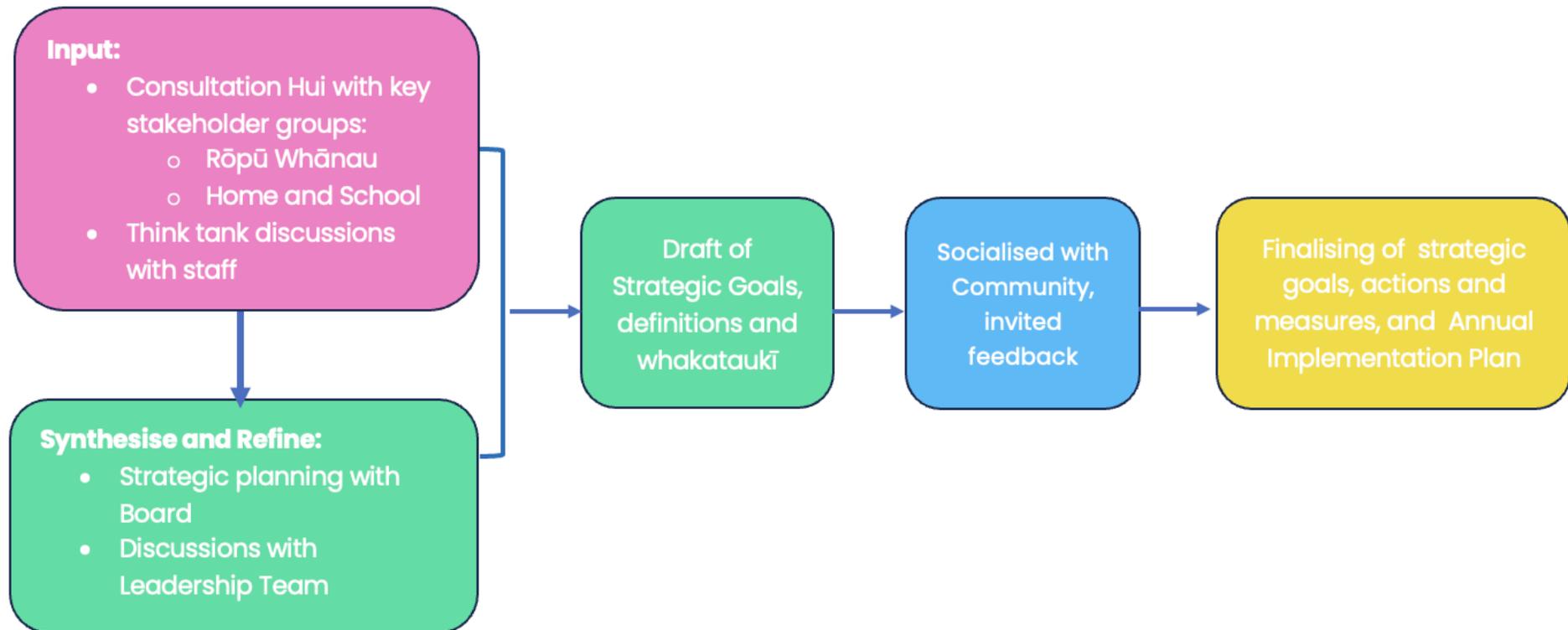
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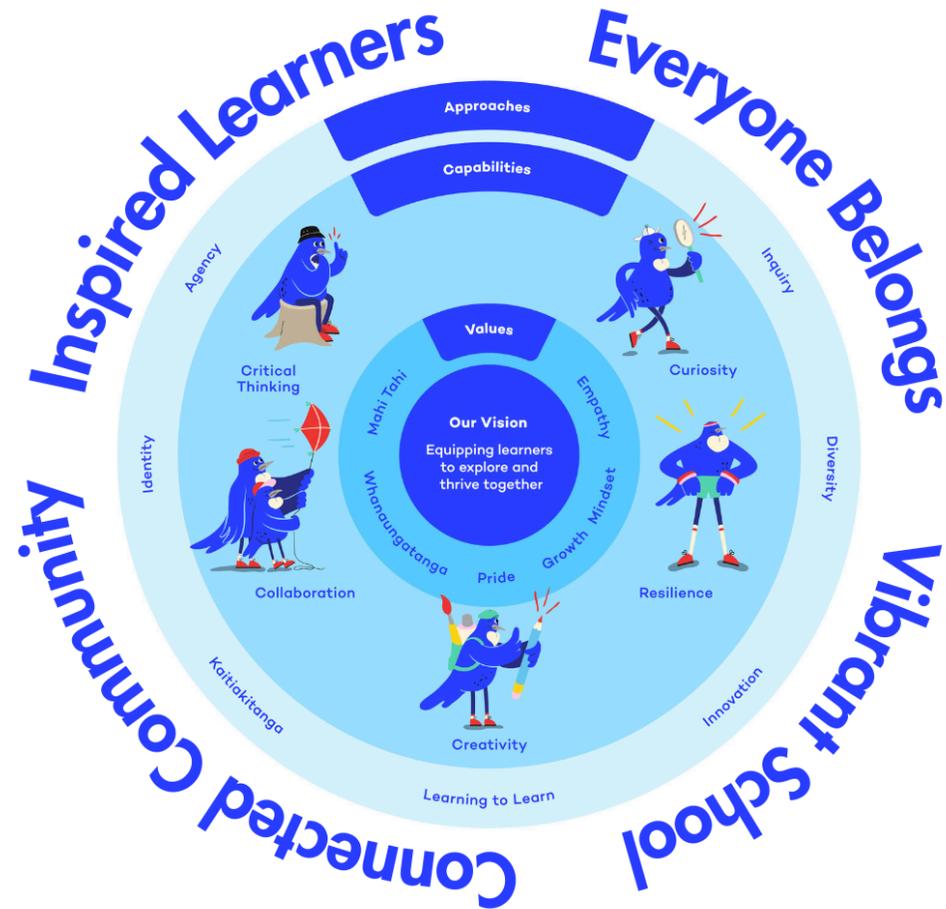
# The Statement of National Education and Learning Priorities



# Inputs and Process for our Strategic Planning 2024–2025



# Strategic Plan 2024-2025



<p><b>Vibrant School</b></p> <p>We take pride in our fun and energetic school environment - an exciting place to learn Kia wāna ake kei kōnei</p>	<p>We all bring our energy and skills to create an engaging learning environment</p>	<p>We are all kaitiaki of our school so that it is an inviting, healthy and fresh place to be</p>	<p>School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging</p>
<p><b>Inspired Learners</b></p> <p>We design opportunities for inspired, courageous learning to happen ‘Whāia te mātauranga hei oranga mō koutou’</p>	<p>Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in maths, English and across the curriculum</p>	<p>We are developing a shared understanding and commitment to implementing, the pūrākāu and kawa of Taranaki Whānui ki te Upoko o te Ika a Maui (Te Atiawa)</p> <p>We offer and continue to improve our provision of Te Reo Māori</p>	<p>Our rangatira/leaders, kaiako/teachers and kaimahi/staff are empowered to learn and grow in their roles</p>
<p><b>Connected Community</b></p> <p>We build strong relationships across our community- we are at our best when we work together ‘He waka eke noa’</p>	<p>Our Home and School, Board and Rōpū Whānau are valued stakeholder groups, with a shared purpose- our ākonga/students and our kura/school</p> <p>We build powerful partnerships for learning between our school staff and our parents/whānau/families</p>	<p>We are actively building strong, mutually respectful relationships with whānau/families and local iwi</p>	<p>Our school will be a connected hub of learning in our community</p> <p>CAS staff are active participants in Te Kāhui Ako o Tarikākā</p>
<p><b>Everyone Belongs</b></p> <p>CAS is a safe and inclusive place for all of us; where we respect, embrace, and celebrate our identity and our diversity ‘He wāhi mō te katoa’</p>	<p>Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students.</p> <p>We will develop an understanding of Te Whare Mauri Ora and make links to our school curriculum</p>	<p>Our staff, ākonga/students and community continue to build a shared and authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi</p>	<p>Ākonga learn about different cultures and celebrate and embrace our cultural diversity and identities</p>

## Vibrant School

We take pride in our fun and energetic school environment – an exciting place to learn

Kia wāna ake kei kōnei

Kāhui Ako Achievement Challenge:  
Hauora and Wellbeing

### Board Primary Objective 2:

The school is a physically and emotionally safe place for all students and staff

### Links to Education Requirements:

Te Rautaki Rawa Kura: The School Property Strategy 2030

All schools will have quality learning environments as part of a well-managed and sustainable portfolio that helps deliver equitable and excellent outcomes for every child.

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>We all bring our energy and skills to create an engaging learning environment.</p>	<p>We will co-construct shared expectations for our classroom spaces and share our ideas and resources to support each other to action these.</p> <p>We will create inviting classroom and school spaces.</p> <p>We will show pride in our spaces, with displays and spaces that reflect the</p>	<p>Wellbeing surveys, Year 6 exit interviews and staff survey highlight our pride in the school.</p>

	vibrant learning we are doing.	
We are all kaitiaki of our school so that it is an inviting, healthy and fresh place to be.	We will provide learning opportunities about kaitiakitanga and environmental sustainability.	Reduced rubbish in outside spaces.
	Our Student Leaders (Student Council, Green Team) will identify areas for improvement, and will be supported to work towards improving our school learning environments.	Outside environments are cared for and maintained.
School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging.	We will progress our 10YPP/5YA school projects for 2024/2025.  Weathertightness projects will be completed.  We will access an EECA loan for LED lighting to replace halogens and fluorescents.	Ākonga/student, kaimahi/staff and whānau/families express pride in our school through exit interviews and staff surveys.  School spaces are warm, dry, and well lit and ventilated spaces.  <i>-LED installation completed 2024.</i>
	Our school pool will be maintained to be used for Term 1 and Term 4.	School swimming lessons progress in Term 1 and 4.
	Playground markings will be refreshed with fun, interactive options.  Signage around our school will reflect an inclusive, welcoming tone.	Vibrant signage and markings <i>-Completed 2024.</i>

## Inspired Learners

We design opportunities for inspired, courageous learning to happen  
'Whāia te mātauranga hei oranga mō koutou'

Kāhui Ako Achievement Challenge:  
Confident, Capable, empowered learners

### Board Primary Objective 1:

Every student at the school is able to attain their highest possible standard in educational achievement

### Board Primary Objective 4:

The school gives effect to Te Tiriti o Waitangi, including by –  
(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and  
(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and  
(iii) achieving equitable outcomes for Māori students.

### Links to Education Requirements:

#### NELP Objective 2:

Barrier Free Access

#### Priority 4

Ensure every learner/ākonga/students gains sound foundation skills, including language, literacy and numeracy.

#### NELP Objective 3

Quality Teaching and leadership

Priority 5: meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences across the curriculum</p>	<p>We will continue to incorporate the aspects of Te Mātaiaho that are ready for implementation: Aotearoa New Zealand Histories, English and Maths.</p>	<p>Teacher planning will demonstrate aspects of Te Mātaiaho including the <i>Understand, Know, Do</i> framework.</p>
	<p>We will ensure our team planning includes a variety of learning opportunities.</p> <p>We will make the most of opportunities for learning outside the classroom (EOTC) and bringing external facilitators and experts into our learning spaces.</p>	<p>Children across our kura will have experienced a variety of learning opportunities within, across and outside of our school.</p> <p>Akongā/students across the school have at least one EOTC trip or experience each year.</p>
<p>Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in literacy for our ākongā/students</p>	<p>We will continue to embed The Code as the scope and sequence for spelling, and foundational reading and writing skills.</p> <p>We will align our CAS writing expectations, CAS structured literacy (including assessment and data) and Te Mataiaho progress outcomes for English as a clear progression of learning from Years 1-6.</p> <p>We will develop a shared understanding of writing practices and resources through whole staff and team PLD opportunities</p>	<p>Literacy Lead Teacher reciprocal/coaching observations highlight best practice.</p> <p>Teacher planning demonstrates best literary practice, and alignment with CAS documentation.</p> <p>Literacy lead alignment of documentation.</p> <p>At least 90% of our students will meet or exceed curriculum expectations in Reading and Writing.</p>

	We will moderate student writing within and across teams	(89% in reading in 2023 and 2024, 88% in writing in 2023 and 85% in 2024) <ul style="list-style-type: none"> <li><i>Note that with new curriculum benchmarks and an expected update on assessment and reporting tools, our measures may not be comparable between 2024 and 2025.</i></li> </ul>
Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in maths for our ākonga/students	We will support kaiako to build their knowledge and develop a progression of maths learning across our kura	A clear evidence based maths implementation plan across the levels will be developed by the end of 2025  At least 90% of our students will meet or exceed the curriculum expectations in maths (92% in 2024) <ul style="list-style-type: none"> <li><i>Note that with new curriculum benchmarks and an expected update on assessment and reporting tools, our measures may not be comparable between 2024 and 2025.</i></li> </ul>
We are developing a shared understanding and commitment to implementing, the pūrākāu and kawa of Taranaki Whānui ki te Upoko o te Ika a Maui (Te Atiawa)	We will continue our learning through the Kura Ahurea Education programme: <ol style="list-style-type: none"> <li>two staff members attend regular wānanga and share their learning with our wider staff</li> <li>all classroom teachers will deliver learning experiences for their class based on the pūrākāu</li> </ol>	All classroom teachers have an understanding of the eight Pūrākau and have developed their kete for how to incorporate the learning in their classroom programmes  Ākonga demonstrate familiarity with the pūrākau and the key themes

	<p>Year 1: four from 2023</p> <p>Year 2-6: review eight pūrākau from 2023 and 2024, and explore new ones in more depth</p> <p>c) Make connections within and across curriculum where possible</p>	
<p>We offer and continue to improve our provision of Te Reo Māori</p>	<p>We will use Poutama Reo as a self review and improvement tool to support students to value, acquire and use Māori language</p> <p>We will provide opportunities for teachers to develop their confidence and capability in te reo Māori</p> <p>We will follow Te Puna Reo as our Te Reo me ona Tikanga Māori implementation plan (progressions from Levels 1-4)</p>	<p>Evaluation of progress along the poutama and identification of next steps twice annually</p> <p>Teachers will show progress in their te reo confidence, capability and regular usage in classrooms- measured using the Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Te Reo Curriculum progressions</p> <p>Student wellbeing survey scores will improve for "I'm encouraged to use te reo at school" (75% in 2024)</p>
<p>Our rangatira/leaders, kaiako/teachers and kaimahi/staff will be empowered to learn and grow in their roles</p>	<p>We will work as a leadership team to develop our leadership expertise</p> <p>We will use the Leadership Capability Framework to reflect and grow our capabilities</p> <p>Our kaiako/teachers will have</p>	<p>Annual Summary Chats, Staff Wellbeing Surveys and Exit Interviews will highlight staff professional learning</p>

	<p>opportunities to grow their practice using a Professional Growth Cycle and through coaching and mentoring and other PLD opportunities</p> <p>Our kaimahi/staff will have opportunities to flourish in their roles through PLD and networking opportunities as appropriate</p>	
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## Connected Community

We build strong relationships across our community- we are at our best when we work together  
'He waka eke noa'

Kāhui Ako Achievement Challenge:  
Strong, secure cultural identities and sense of belonging

### Board Primary Objective 4:

The school gives effect to Te Tiriti o Waitangi, including by –  
(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and  
(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and  
(iii) achieving equitable outcomes for Māori students.

### Links to Education Requirements:

#### NELP Objective 1:

#### Learners at the Centre

#### Priority 2:

Have high aspirations for every learner/ākonga/students , and support these by partnering with their whānau/families and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Our Home and School, Board and Rōpū Whānau are valued stakeholder groups, with a shared purpose- our ākonga/students and our kura/school.	We will work in partnership with our Home and School Committee to plan fundraising and community events.  Our Board will continue to discharge its governance responsibilities with care and commitment.	Our Home and School Committee, Board, and Rōpū Whānau express their commitment and sense of purpose, and see themselves as valued members of our school community.

	<p>We consult and share our thinking with our Rōpū Whānau, and actively seek their input in our provision of teaching and learning for our ākonga Māori.</p>	
<p>Our school will be a connected hub of learning in our community.</p>	<p>We will find opportunities to build purposeful connections as a community: within our school community, our neighbourhood community, and within our Tarikākā Kāhui Ako and Northern Zone cluster of schools.</p>	<p>Active involvement in opportunities within and across our community.</p> <p>Kaimahi/staff, ākonga/students /students and our community report positively about experiences and opportunities.</p>
<p>We build powerful partnerships for learning between our school staff and our parents/whānau/families.</p>	<p>Our school community (kaimahi/staff, ākonga/students , whānau/families and key stakeholders) will show mutual respect for each other’s time, commitment and wellbeing.</p> <p>We will actively build powerful partnerships for learning and our learners.</p> <p>We will find ways to share learning with our community.</p> <p>We ensure that communications within our community are purposeful and respectful.</p>	<p>Parents and staff report satisfaction around communication and working in partnership for our learners.</p>

<p>CAS staff are active participants in Te Kāhui Ako o Tarikākā; making the most of opportunities to learn with each other.</p>	<p>We enable and encourage kaimahi/staff to be active contributors to the Kāhui Ako work.</p> <p>We share our role in the Kāhui Ako with our community where appropriate, so that they can see our ākonga/learners are part of a shared pathway and community of learning.</p>	<p>Staff attend appropriate and relevant learning opportunities, build connections across the Kāhui, and contribute to the shared mahi of the learning community.</p>
<p>We are actively building strong, mutually respectful relationships with whānau/families and local iwi (Te Ātiawa/Taranaki Whānui ki Te Upoko o Te Ika) to:</p> <ul style="list-style-type: none"> <li>-strengthen the cultural responsiveness of teachers and leaders</li> <li>-embed iwitanga (identity, language and culture) into our school curriculum</li> <li>-support our whānau/families to confidently engage with us as a school.</li> </ul>	<p>Whānau are invited and encouraged to be part of our Rōpū Whānau that meets regularly to discuss learning opportunities and tikanga, and how we are supporting our Māori ākonga/students to achieve success as Māori</p> <p>We participate in the Kura Ahurea learning programme to develop our understanding of pūrākau and tikanga through a mana whenua lens</p>	<p>Rōpū Whānau will give feedback on how we are supporting our ākonga Māori</p> <p>Rōpū Whānau will share their ideas for how we celebrate for Matariki and Te Wiki o te Reo Māori</p>

## Everyone Belongs

CAS is a safe and inclusive place for all of us;  
where we respect, embrace, and celebrate our identity and our diversity

‘He wāhi mō te katoa’

Kāhui Ako Achievement Challenge:

Strong, secure cultural identities and sense of belonging, hauora and wellbeing

### Board Primary Objectives 2, 3 & 4:

2. The school –

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;

3. The school is inclusive of, and caters for, students with differing needs

4. The school gives effect to Te Tiriti o Waitangi, including by –

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

### Links to Education Requirements:

NELP Objective 1:

Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

NELP Objective 2:

Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga/students, disabled learners/ākonga/students and those with learning support needs.

**New Zealand's first Child and Youth Wellbeing Strategy (2019)**

(Goal 3) Better support children and young people with greater needs, with an initial focus on learning support and mental wellbeing.

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students.</p>	<p>We will build our understanding as a staff about children with diverse needs, and inclusive and responsive practices.</p> <p>We will support our community to build their understanding about neurodiversity.</p> <p>We will clarify our school wide strategies for responding to and monitoring various levels of inappropriate behaviours.</p> <p>We will continue to explicitly teach pro social strategies so children are equipped to support others if being hassled or to include others who have been left out.</p>	<p>Staff can articulate their understanding of the different functions of behaviour, and use a range of communication and relational strategies to support children.</p> <p>eTap behaviour entries show that teachers are recognising unwanted behaviour, the severity, and selecting appropriate, inclusive and respectful responses.</p> <p>Improvement on our student wellbeing survey scores for “Teachers help me identify and work through my feelings” (78% in 2023 and 80% in 2024).</p>
<p>We will develop an understanding of Te Whare Mauri Ora and make links to our school curriculum.</p>	<p>Some staff will participate in the Kāhui Ako Hub of Interest (or equivalent structure) focused on Te Whare Mauri ora Wellbeing model.</p> <p>Staff will have opportunities to make connections between Te Whare Mauri Ora, Zones of Regulation, CAS values and</p>	<p>Staff can articulate the aspects of Te Whare Mauri Ora.</p> <p>A CAS Framework infographic incorporating Te Whare Mauri Ora with aspects of our CAS curriculum will be developed in 2024, to be embedded in 2025.</p>

	capabilities, and our restorative practices.	
<p>Ākonga learn about different cultures and celebrating and embracing our cultural diversity and identities.</p>	<p>Students will have opportunities to explore who they are, and to learn more about each other and their cultural heritage through the Term 1 2024 learning theme “Ko Wai Au?”.</p> <p>Students will have opportunities to learn how people celebrate, and will learn that celebrations are a way of showing we value each other through our Term 4 2024 Learning Theme “Let’s Celebrate”.</p> <p>Cultural Diversity Lead coordinates school wide learning and celebration.</p>	<p>Improvement on our student wellbeing survey scores for “I feel like my culture is valued at school” (77% in 2023 and 83% in 2024)</p> <p>At least one school wide cultural celebration is held in 2024 with high levels of participation and success <i>Completed in 2024</i></p>
<p>Our staff, ākonga and community continue to build an authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi : Kāwanatanga: Honourable Governance Rangatiratanga: Agency Ōritetanga: Equity The Spoken Promise: cultural and religious freedom</p>	<p>Staff will participate in a PLD session on Te Tiriti o Waitangi in 2024, and a marae/pōwhiri experience in 2025.</p> <p>Teams will include opportunities to learn about Te Tiriti o Waitangi.</p> <p>Tikanga Lead coordinates a team that facilitates our annual Matariki learning and celebration.</p>	<p>Teachers will show progress in their te reo confidence, capability and regular usage in classrooms- measured using the Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Te Reo Curriculum progressions.</p>

# Annual Implementation Plan 2025

## Strategic Goal 1: **Vibrant School**

We take pride in our fun and energetic school environment – an exciting place to learn

Kia wāna ake kei kōnei

Kāhui Ako Achievement Challenge: Hauora and Wellbeing

### 2024 Progress:

- We created a school wide inquiry learning focus on Kaitiakitanga in Term 2, and we engaged with Lorraine Boennic (Waste Educator from Zero Waste, WCC) to work with our classes.
- We created a school wide inquiry learning focus on visual arts in Term 3
- We were successful with our EECA Loan Application, and replaced any non-LED lights with LEDS in January.
- We were partially successful with our grant application for replacement pool equipment; and were able to provide swimming lessons in Term 1 and water safety skills lessons in Term 4.
- Our weather tightness project was further delayed by a Ministry of Education extra cost review into pre-construction projects.
- The weather tightness has subsequently been approved, with a construction start date of January 2025.
- The Board invested in updated signage around the school, and the Board and Home and School collectively invested in updated playground markings.

### Annual Target:

School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging

### What do we expect to see by the end of the year?

1. Ākonga/student, kaimahi/staff and whānau/families will express pride in our school
2. School spaces will be warm, dry, and well lit and ventilated spaces
3. Outside environments will be cared for and maintained
4. Displays and spaces will reflect the vibrant learning we are doing

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
<p>We will build on the kaitiakitanga learning from Term 2 2024, through our science learning in Terms 2 and 3 2025</p> <p>We will make connections to respecting Papatūānuku through pūrākau and Te Whare Mauri Ora</p> <p>We will adjust school wide morning tea practices to ensure all children are playing then eating (so that rubbish is put into bins or taken home)</p>	Teaching Teams	Science kits and Science resources (Curriculum Budget)	Term 2	<p>Reduced rubbish in outside spaces</p> <p>Outside environments are cared for and maintained</p> <p>Children can articulate the importance of being a kaitiaki of our natural world</p>

<p>Our Student Leaders (Student Council, Green Team) will identify areas for improvement, and will be supported to work towards improving our school learning environments</p> <p>We will encourage children to have litterless lunchboxes, and continue to remind children to take any lunchbox rubbish back home.</p> <p>We will support all children to play in safe spaces only</p>	<p>AnneMaree as Lead Teacher Student Leadership</p> <p>Student Council</p> <p>Green Team</p> <p>Amelia as CASE Garden lead</p>	<p>Parent support with fundraising to purchase resources</p> <p>Extra funding in the teacher aide timetable for CASE garden</p> <p>CRT for AnneMaree as Student Council and Green Team facilitator</p>	<p>Terms 1-4</p>	<p>Reduced rubbish in outside spaces</p> <p>Outside environments are cared for and maintained</p> <p>Children only playing in safe spaces and in safe ways (banks are out of bounds, behaviour with stones and sticks is improved)</p>
<p>Parent community garden group work with Amelia as CASE garden lead to maintain our planted areas</p>	<p>Home and School/Community Working Bees</p> <p>Amelia as CASE Garden lead</p>	<p>Working Bee in Term 2 and/or 3</p>	<p>Terms 1-4</p>	<p>Gardens are well maintained</p>

	Regular gardening group			
We will all bring our energy and skills to create an engaging learning environment	Leadership Team Teachers Kaimahi/Staff	Time in meetings to share ideas, co-construct expectations and support each other  Wall display resources	Terms 1-4	Wellbeing surveys, Year 6 exit interviews and staff survey highlights improvements to classroom and learning environments
Our School Pool will be repainted and maintained to be used for Term 1 and Term 4 2025	Principal in partnership with EasySwim team and painting contractors	Board funds including cyclical maintenance provision.	Terms 1 and 4	School swimming lessons progress in Term 1 and 4  School pool is freshly painted
Blocks 8, 9, 11 (Library, Room 14 and 16) will be made weather tight, warm and dry, and Block 14 (Rooms 17 and 18) will have improved roofing to ensure weathertightness in heavy rain.	MOE led project: Capital Works Weathertightness team, contractors.	Liaison with contractors  Time to support decanting classrooms in and out  Access to the hall and Rooms 15 for decanting	Terms 1 and 2	Improved roofing Cladding replaced, Safe windows installed  Community notice the refreshment.

## Strategic Goal 2: **Inspired Learners**

We design opportunities for inspired, courageous learning to happen.

‘Whāia te mātauranga hei oranga mō koutou’

Kāhui Ako Achievement Challenge: Confident, Capable, empowered learners

### 2024 Progress:

- All teaching staff participated in Professional Learning around Te Mataiaho, in particular the Maths and English drafts and final copies
- All teachers continued to implement aspects of Aotearoa New Zealand Histories in their teaching and learning programmes
- All classroom teachers were introduced to the next four pūrākau from Kura Ahurea (Iwi- led education programme) and have continued to integrate the concepts in their teaching and learning programmes
- We committed to purchasing and implementing the Te Puna Reo PLD and classroom learning programme. All classroom teachers participated in additional weekly or fortnightly PLD sessions
- We continued on our Structured Literacy PLD and teaching and learning programme development. Five teachers participated in Cohort 1, and three teachers participated in Cohort 2 of Structured Literacy PLD through Tatai Angitu/Massey University.
- We largely sustained the rates of student achievement at or above curriculum expectations in reading, writing and maths in 2023 with some significant improvements to students working above expectations (shifting from at in 2023) :
  1. 89% were at or above the expected level in reading at the end of 2024, the same as in 2023, with 30% achieving above expectations compared to 17% in 2023. .
  2. 85% of our students were at or above the expected level in writing at the end of 2024, compared to 88% at or above in 2023, a small drop, however we saw improvement in those working above expectations- with 17% working above in 2024 compared to 11% in 2023.
  3. 92% of our students were at or above the expected level in maths at the end of 2024, a very slight increase from 91% at or above in 2023, with 13% achieving above expectations in 2024 compared to 7% above in 2023.
- In response to stakeholder consultation in 2023, we provided more EOTC and extra-curricular learning experiences, including Zero Waste, Life Education, trips to Zealandia, the Island Bay Marine Education Centre, the Southern Landfill, Akau Tangi, Te

Rauparaha Arena, Avalon Park, and more.

- We attended the Kāhui Ako Mini Conference, with several of our staff facilitating workshops.
- Our student wellbeing survey responses are showing a decline in perceived student agency in their learning than in previous years. We believe this is at least partly due to the shifts in the English curriculum to a structured literacy approach where there is less student led learning, and more teacher facilitated and directed learning.

#### Annual Target:

Our kaiako/teaching staff and kaimahi are empowered to provide the best quality teaching and learning experiences for our ākonga/students

What do we expect to see by the end of the year?

1. All classroom teachers will have an understanding of the twelve Pūrākau and have shared ideas for how to incorporate the learning in their classroom programmes and ākonga will demonstrate familiarity with the pūrākau and the key themes.
2. All classroom teachers and students will be using Te Puna Reo as part of their weekly teaching and learning programmes.
3. All classroom teachers will be starting to implement aspects of the new Te Mataiaho Mathematics curriculum, including the supplementary Maths No Problem resources.
4. All classroom teachers will be building familiarity with the Te Mataiaho English curriculum, including the alignment with current practices and a structured approach to literacy learning.
5. Ākonga will have experienced a variety of rich, engaging learning experiences

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
We will participate in MOE and publisher PLD for Mathematics	Leadership Team Teaching Teams	MOE Staff Only Days  MOE funded supplementary resources ready for Term 1  Within School Lead with Maths leadership responsibility  Time in staff and team meetings to build a shared understanding of the curriculum areas	March 2025, and another one in Term 2 2025  Term 1 onwards	Teacher planning and programmes indicate some aspects of the new curriculum
We will explore the Sciences of Learning in maths	Within School Lead: Maths  External PLD facilitator	Curriculum Staff Only Days for Maths with external facilitator  Release time for Within School Lead Teacher Maths to support teacher practice through staff meetings, team meetings, reciprocal	Terms 1-4	Increased teacher awareness of strategies, resources and research around current best practice in maths.
We will find ways to increase ākonga participation and collaboration in maths including worthwhile	Leadership Team Teaching Teams			A clear evidence based maths implementation plan across the levels will be in draft form by the end of 2025 (based on Te Mataiaho Maths curriculum)

mathematical tasks (rich tasks) and a CPA approach		observations, targeted coaching		
We will use Te Mataiaho: Maths Curriculum and the Maths No Problem resources to develop a scope and sequence for maths learning, and purposeful assessment across CAS using best evidence		Team meetings include time for Within School Lead Teacher Maths to support with specific teaching and learning		
We will explore and implement strategies that accelerate learning in mathematics				
We will align our CAS writing expectations, CAS structured literacy (including assessment and data) and Te Mataiaho progress		Within School Lead Teacher Literacy will align expectations, literacy learning implementation with Te Mataiaho	Terms 1-4	Our CAS documentation is updated, and alignment is clear throughout

outcomes for English as a clear progression of learning from Yrs 1-6				
<p>Teaching staff will continue to develop their knowledge of Te Mataiaho: English Curriculum and will be supported to develop their expertise and confidence with:</p> <ul style="list-style-type: none"> <li>○ The Code</li> <li>○ Rich vocabulary and comprehension learning opportunities</li> <li>○ Tier 2 in-class interventions</li> <li>○ Rigor and pace of programme delivery</li> <li>○ Meeting the needs of all learners</li> </ul>	<p>Within school Lead: English</p> <p>Team Leaders and Teams</p>	<p>6 staff from Years 4-6 will attend the next Structured Literacy PLD</p> <p>Within School Lead has up to 4 days release per term to plan, coach, and support teacher practice</p>	<p>Term 1 and Term 2</p> <p>Terms 1-4</p>	<p>Teachers express more confidence and familiarity with the curriculum expectations and a structured approach to literacy</p> <p>Classroom practice observations highlight that practices are being embedded across the school</p>
<p>We will continue our learning through the Kura Ahurea Education programme:</p> <p>a) two staff members attend regular</p>	<p>Wānanga Toa/Tikanga Leads</p> <p>Team Leaders</p> <p>Teachers and staff</p>	<p>Classroom Release time provided for Toa to plan PLD</p> <p>Staff meeting time</p> <p>Time in leadership</p>	<p>Terms 1-4</p>	<p>All classroom teachers have an understanding of the twelve Pūrākau and have shared ideas for how to incorporate the learning in their classroom programmes</p>

<p>wānanga and share their learning with our wider staff.</p> <p>All classroom teachers will deliver learning experiences for their class based on the pūrākāu (Year 1: First four Year 2-6 quick revisit or integration of first eight, and deeper implementation of four from 2025).</p>		<p>meetings and team meetings to discuss implementation</p>		<p>Ākonga demonstrate familiarity with the pūrākau and the key themes.</p> <p>Connections will be made to Te Whare Mauri Ora, and to inquiry and other curriculum learning</p>
<p>We will use Poutama Reo as a self review and improvement tool to support students to value, acquire and use Māori Language.</p>	<p>Leadership Team</p>	<p>Leadership Meeting time</p>	<p>Terms 1 and 4</p>	<p>Leaders will be able to evaluate progress along the poutama and identify next steps</p> <p>Student wellbeing survey scores will sustain or continue to improve for <i>I'm encouraged to use te reo at school</i> (70% in 2023, 75% in 2024)</p>
<p>We will provide opportunities for</p>	<p>Tikanga Leads</p>	<p>Te Puna Reo Te Reo PLD and Teaching/learning</p>	<p>Terms 1-4</p>	<p>Teachers will show progress in their te reo confidence,</p>

<p>teachers to develop their confidence and capability in te reo Māori</p>	<p>Leadership Team  Teachers</p>	<p>Programme  Time in Team Meetings and Staff Meetings  Teachers support each other through sharing resources</p>		<p>capability and regular usage in classrooms- measured using the Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki Te Reo Curriculum progressions</p>
<p>We will work as a leadership team to develop our leadership expertise</p> <p>We will use the Leadership Capability Framework to reflect and grow our capabilities</p> <p>Our kaiako/teachers will have opportunities to grow their practice using a Professional Growth Cycle and through coaching and mentoring and other PLD opportunities</p>	<p>Principal Deputy Principal Team Leaders</p>	<p>Board funded PLD with Mark Sweeney, and other courses</p> <p>Team Leaders are released from the classroom 0.2 (includes CRT release component); one day per week to enable them to carry out their leadership mahi which includes growing their teachers capabilities</p>	<p>Terms 1-4</p>	<p>Staff Wellbeing Surveys, Professional Growth Cycle reflections and exit interviews will highlight staff professional learning</p>

### Strategic Goal 3: **Connected Community**

We build strong relationships across our community- we are at our best when we work together  
'He waka eke noa'

Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging

#### 2024 Progress:

- Parents expressed appreciation for our open classroom/learning sharing opportunities
- We saw a small but committed number of parents attending regular assemblies
- We had excellent parent connection at our learning focused meetings (such as parent-teacher interviews, student-led conferences, parent info evening etc) and a regular core group of parents attending our Home and School meetings
- We have a small but growing number of families attending our Rōpū Whānau hui, including new families to the school
- We had an incredible turn out at a weekend working bee
- We are grateful to have an engaged and committed Board, Home and School, Rōpū Whānau and wider parent support for EOTC and school activities
- Some of our staff have connected into Kāhui Ako opportunities. Almost all staff attended the Kāhui Ako PLD day, and a relatively high proportion of our staff (leaders, teachers and support staff) facilitated workshops in the expo session for colleagues across the Kāhui Ako.

**Annual Target:** We build powerful partnerships for learning between our school staff, our key stakeholders groups, our parents/whānau/families and our wider community

#### What do we expect to see by the end of the year?

1. Our community groups will have been engaged in multiple opportunities across the year
2. We will have a stronger sense of our connection and shared commitment to our school
3. We will sustain our engagement in Kāhui Ako work across the year

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
We will work in partnership with our Home and School Committee to plan fundraising and community events	Home and School Staff Liaison	Attendance at meetings Sharing communications through multiple channels	Terms 1-4	Our Home and School Committee, Board, and Rōpū whānau express their commitment and sense of purpose, and see themselves as valued members of our school community
Our Board will continue to discharge its governance responsibilities with care and commitment	Board Chair Board	NZSTA PLD School Docs Policy	Terms 1-4	
We consult and share our thinking with our Rōpū Whānau, and actively seek their input in our provision of teaching and learning for our ākonga Māori.	Rōpū Whānau Staff Liaison/ Tikanga Lead Teachers All Staff	Release time provided to Staff liaison	Terms 1-4	
Whānau are invited and encouraged to be part of our Rōpū Whānau that meets	Rōpū Whānau Staff Liaison/ Tikanga Lead Teachers	Release time provided to Staff liaison	Terms 1-4	Rōpū Whānau will give feedback on how we are supporting our ākonga Māori  Rōpū Whānau will share their

regularly to discuss learning opportunities and tikanga, and how we are supporting our Māori ākongā/students to achieve success as Māori	All Staff			ideas for how we celebrate for Matariki and Te Wiki o te Reo Māori, and other school wide events We will see more of our whānau Māori connecting in with our school wide learning e.g. through ako, Matariki celebrations and Kapa Haka
Communications within our community are purposeful and respectful	Leadership Board All staff, especially office staff and classroom teachers	Purchasing of Seesaw app for school wide (increased from Korimako and Harakeke teams)  Re-establish a schedule of sharing Our way of Learning In the newsletter	Terms 1-4	Strong support of our sharing of learning, whanau express that they feel welcome and part of the learning environment and more confident as learning partners.
We will find ways to share learning and information with our community	Leadership and Teaching Teams collaborate to share ideas	Time in team meetings to generate ideas, and to plan sharing opportunities	At least one event each term	
We will develop our NE parent PLD and	Korimako team	Team leader and CRT release time to	Across the year	

information sessions to include literacy, numeracy and social and emotional development		organise  Communication and promotion		
We will develop our parent 'cultural connection' hubs	Cultural Diversity Lead	Up to two days release a term in addition to CRT	Across the year	Parents will express a sense of connection and belonging
We will develop our assembly and strengthen opportunities to share the inspired learning	Leadership Team	Leadership and team meetings review and improve current systems	Across the year	Ākonga have more opportunities and share their learning with others
We will build on the success of the 2024 Working Bee with another one or two in 2025, and also look to establish a regular parent and student gardening group (for the school garden areas)	Principal  Home and School  Green Team liaison where appropriate	Communication and promotion	Term 1 and 3 (TBC)	Our community expresses pride in our environment and their contribution to this is valued.
We are active participants in Te Kāhui	Wider Kāhui Ako leadership team (Lead	School schedule is managed to enable	One Kāhui Ako Hub of Interest meeting	Teachers and kaimahi and leaders contribute to the Kāhui

Ako o Tarikākā;	Principals and Across School Leads)  Within School Leads  Leadership  Teachers and kaimahi	more staff to attend Kāhui Ako PLD and networking opportunities  Release time for Within School Leads  Deputy Principal supports WSLs in their action plans	(or equivalent) per term  Leadership meetings three times a term  Within School meetings once a term  Within School teachers are released 4 days per term.	Ako demonstrated through regular attendance at Kāhui Ako PLD
We will participate in the Kura Ahurea learning programme to develop our understanding of pūrākau and tikanga through a mana whenua lens	Tikanga Co-Lead/Within School Leads are our TOA that attend the Wānanga  All staff invited to staff meetings to learn the pūrākau and tikanga	Release time allocated to Tikanga Leads  Staff Meeting Times  Follow up time in team meetings to discuss learning	Terms 1-4	A strong sense of our partnership with mana whenua

Strategic Goal 4: **Everyone Belongs**

CAS is a safe and inclusive place for all of us; where we respect, embrace and celebrate our identity and our diversity  
'He wāhi mō te katoa'

Kāhui Ako Achievement Challenges: Strong, Secure cultural identities and sense of belonging; Hauora and Wellbeing

#### 2024 Progress:

- We continue to see an increase in students enrolling with identified specific learning needs, and have a number of students that have complex and challenging behaviour needs in the classroom/school environment.
- We have worked hard to engage with external agencies, and the Ministry of Education, to upskill around inclusive and responsive practice for our children with challenging learning and behaviour needs, including training with MOE on understanding behaviour and prevention and de-escalation of complex situations.
- Staff participated in regular PLD to develop bicultural knowledge and te reo Māori capability including whole staff PLD facilitated by one of our parents on Te Tiriti and the impact of colonisation, as well as regular (weekly or fortnightly) Te Puna Reo PLD sessions, and termly Kura Ahurea PLD sessions (pūrākau through a mana whenua lens).
- Our student wellbeing survey highlighted that students experienced more Te Reo Māori than in previous years. 96% of students reported that teachers use te reo in class, up from 80% in 2023.
- Staff in our wellbeing theme team worked with Wiremu Gray alongside colleagues in our Kāhui Ako on the Te Whare Mauri Ora wellbeing model.
- Our term 1 inquiry unit focused on "Kō wai Au?"- developing students' knowledge and understanding of their own cultural heritage and the cultural heritage of their classmates.
- Our term 4 inquiry unit "Everybody Celebrate" enabled children to work in cross- year level groups to learn more about a culture that they were interested in, or connected to in some way.
- We held a school and community-wide Matariki celebration, held termly mihi whakatau for new community members, and participated in a number of Kapa Haka festivals
- Our wellbeing survey showed that a majority of students have a successful and safe experience at school with between 80-90% of children reporting positively on most aspects. 95% of children say they feel kindness and care from their peers, and 98% of students say their teacher believes they can do well.
- Compared to this, 79% of children reported that their teachers help them identify and work through their feelings which

was very similar to 2023.

- 80% of students said their teachers showed interest in their family and whānau which is an improvement from 74% in 2023, and 83% said they felt like their culture was valued at school which was an improvement from 77% in 2023.

Annual Target: Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students.

What do we expect to see by the end of the year?

1. Staff will have built their understanding about children with diverse needs, and the inclusive and responsive practices to support them
2. Staff are supported by the SENCO to ensure handover of information, and transition to new classrooms, is carried out thoroughly
3. Students will continue to be equipped to speak up for themselves and others
4. We will have established the Te Whare Mauri Ora framework in our classroom programmes
5. We will explore the new CAS Cultural Diversity framework, with a focus on the teacher practices that support all children to thrive in a culturally safe learning environment
6. Our staff, ākonga/students and community will have continued to build a shared and authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi::
  - Kāwanatanga: Honourable Governance
  - Rangatiratanga: Agency
  - Ōritetanga: Equity
  - The Spoken Promise: cultural and religious freedom
7. Staff and ākonga/students will continue to develop their te reo Māori expertise through weekly Te Puna Reo lessons

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Staff will develop their	SENCO	External Facilitators and	Terms 1-4	Staff have an increasing

knowledge of neurodiversity and strategies that support students with neurodiversity	Team leaders All Teachers and Support Staff	PLD opportunities Staff Meeting times and follow up time in team meetings		understanding of the neurodiversity of our learners, and feel more confident with strategies that support ākonga to thrive
Staff will develop their understanding of the different functions of behaviour, and how to use a range of communication and relational strategies to support children.	SENCO Team Leaders All Teachers and Support Staff	Staff Meeting times and follow up time in team meetings	Terms 1-4	Staff can articulate the functions of behaviour, and different communication styles and strategies  Staff demonstrate an appropriate range of communication and relational strategies at Tiers 1, 2 and 3  eTap behaviour entries show that teachers are recognising unwanted behaviour, the severity, and selecting appropriate, inclusive and respectful responses.
				Improvement on our student wellbeing survey scores for "Teachers help me identify and work through my feelings" (78% in 2023 and 79% in 2024)

<p>Senior students will develop their peer mediation and conflict resolution strategies, and all students will develop their skills to speak up for themselves and others</p>	<p>Lead teacher Student Leadership/Tuakana-T Teina</p> <p>Teaching teams</p>	<p>Peer Mediation facilitator training for lead teacher</p> <p>release time (up to two days per term) to work with Student Leaders to develop their peer mediation skills</p> <p>Keeping Ourselves Safe health unit (possible engagement with Community Constable)</p>	<p>February training</p> <p>Throughout the year</p> <p>Term 3</p>	<p>Sustained or Improved scores on the student wellbeing survey for:</p> <p><i>Teachers help me identify and work through my feelings (80% in 2024)</i></p> <p><i>There are people i can go to in the school if I feel unsafe (84.9% in 2024)</i></p> <p>And improvement on the teacher Wellbeing@School survey results for:</p> <p><i>Safe school (66% in 2024)</i></p> <p><i>Students' social strategies (69.4%)</i></p>
<p>Teachers will explore ways to teach the Te Whare Mauri Ora framework in their class programmes</p>	<p>Wellbeing Lead</p> <p>Team Leader</p> <p>Classroom Teachers</p>	<p>Time in staff or team meetings to discuss the aspects of Te Whare Mauri Ora and how it connects to other school wide practices</p>	<p>Terms 1-4</p>	<p>Staff can articulate aspects of Te Whare Mauri Ora</p> <p>Students can articulate the aspects of Te Whare Mauri Ora and express strategies they use to support their wellbeing</p>
<p>Teachers will explore the CAS Cultural Diversity Framework</p>	<p>Cultural Diversity Lead</p>	<p>Release time of up to 2 days per term</p>	<p>Term 1-Term 4</p>	<p>Sustained or improved wellbeing survey scores for <i>I feel like my culture is valued</i></p>

Teachers and students will continue to develop their knowledge and appreciation of our diverse community	Team Leaders and Teaching Teams	Staff Meeting and Team meeting time to discuss  Calendar and Communication Hub reminders, and Shared Drive with resources		<i>at school</i> (77% in 2023 and 83% in 2024)
Cultural Diversity Lead Coordinates school wide learning and celebration opportunities				
All staff will experience a marae pōwhiri and build a connection to Maraeroa	Jo Staite will liaise with the team at Maraeroa to facilitate	None- session is part of one of our School PLD Call Back Days	Call Back Day in January.	Staff will express more confidence and connection to Maraeroa and to pōwhiri
Tikanga Leads coordinate a team that facilitates our annual Matariki learning and celebration	Tikanga Leads Matariki Team Rōpū whānau	Release time provided to leads (up to 2 days per term). Some extra release time might be required.	Term 2	Staff will engage with the Matariki celebration, supporting students and whānau to embrace this kaupapa

## Annual Achievement Targets 2025

## The Statement of National Education and Learning Priorities (NELP)

**Learners at the Centre** – Learners with their whānau are at the centre of education

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

**Barrier-Free Access**–Great education opportunities and outcomes are within reach for every learner

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

**Objective 3: Quality Teaching and Leadership** –Quality teaching and leadership make the difference for learners and their whānau

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

<p><b>Vibrant School</b></p> <p>We take pride in our fun and energetic school environment – an exciting place to learn</p> <p>Kia wāna ake kei kōnei</p>	<p><b>Inspired Learners</b></p> <p>We design opportunities for inspired, courageous learning to happen</p> <p>‘Whāia te mātauranga hei oranga mō koutou’</p>	<p><b>Connected Community</b></p> <p>We build strong relationships across our community- we are at our best when we work together</p> <p>‘He waka eke noa’</p>	<p><b>Everyone Belongs</b></p> <p>CAS is a safe and inclusive place for all of us;</p> <p>where we respect, embrace, and celebrate our identity and our diversity</p> <p>‘He wāhi mō te katoa’</p>
<p><b>Learning Area Goal and Target</b></p>	<p><b>Key Actions</b></p>	<p><b>Measure of Success</b></p>	

<p>For all students to achieve at or above the expected curriculum level in Reading, Writing and Maths</p> <p>Target: 90% or more</p>	<ul style="list-style-type: none"> <li>● Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</li> <li>● Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</li> <li>● Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches (From NELPs, 2020)</li> </ul> <p>See also the planned actions in our Annual Implementation Plan for Inspired Learners.</p>	<p>90% or more students achieving at or above in reading compared to 89% at the end of 2023 and 2024</p> <p>90% or more students achieving at or above in writing, compared to 85% of our students at the end of 2024, and 88% in 2023</p> <p>90% or more students achieving at or above in maths. 92% of our students were at or above the expected level in maths at the end of 2024, and 91% in 2023.</p> <p><i>Note that the benchmarks for Maths in particular have changed with Te Mataiaho, for some outcomes up to two years 'harder' than the previous curriculum. Based on this we would expect a dip in achievement results. However assessment and reporting guidance is being further developed in 2025, and we have been advised to continue with our usual assessment tools and processes at this stage, despite being based on a different curriculum. This means that our achievement patterns might change this year, and might not be comparable to previous years, and might not be as reliable as previous years where the tool matched the content taught.</i></p>
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<p>We saw a significant increase in the proportion of students achieving above curriculum level expectations for reading and writing, compared to 2023.</p> <p>Our target is to sustain or continue to increase the proportion of students who are above curriculum level expectations in reading and writing</p>		<p>Sustained or even improved proportion of students achieving above compared to the previous two years:</p> <p>30% above in reading at the end of 2024 17% above in reading at the end of 2023</p> <p>17% above in writing at the end of 2024 11% above in writing at the end of 2023</p>
<p>For all students who were below curriculum level at the end of 2024 to make at least one year's progress in one year</p> <p>Target: 90% or more</p>		<p>For at least 90% of students who were below at the end of 2024 to make at least one year's progress, measured by at least one of the following:</p> <ul style="list-style-type: none"> <li>● Maths PAT scale score improvement by at least 8.3 in Year 4 and 5, and 6.1 in Year 6</li> <li>● Reading PAT scale improvement by at least 7 in Years 4 and 5, and 9.2 in Year 6</li> <li>● Asttle score improvement of at least 2 sublevels</li> <li>● Showing a year's progress against our CAS Assessment Guidelines.</li> </ul>

<p>For all ākonga Māori to achieve at or above the expected curriculum level in Reading, Writing and Maths</p> <p>Target: 85% or more (15 students)</p>	<p>In addition to the NELPs actions listed above;</p> <ul style="list-style-type: none"> <li>• Work with whānau to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</li> <li>• Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori (From NELPs, 2020)</li> </ul> <p>See also the planned actions in our Annual Implementation Plan for Inspired Learners, Connected Community and Everyone Belongs</p>	<p>85% or more (15 students) achieving at or above in reading, writing and maths.</p> <p>Compared to::</p> <p>Writing: 82% of ākonga Māori were at or above in 2024, and 78% of our ākonga Māori were at and above in 2023.</p> <p>Reading: 77% of our ākonga Māori were at and above in reading in 2024, and 78% in 2023.</p> <p>Maths: 73% of ākonga Māori were at and above in 2024, and 78% in 2023. Note that there is the same number of ākonga Māori students (n=6) achieving below as in 2023</p>
<p>To sustain our attendance rates which are currently well above the national trends, and almost at the 2030 target of 80% of students attending 90% of the time.</p>	<p>Continue to provide rich and engaging learning opportunities and promote the value of attending school regularly</p> <p>Continue to work alongside parents and whānau, building positive and mutually respectful partnerships so that any concerns around attendance can be addressed with care and integrity</p>	<p>Continue our current upward attendance trajectory</p> <p>79% of students were attending 90% or more in Term 4 2024, compared to 70% in Term 4 2023.</p>

