

HOKOWHITU SCHOOL ANNUAL IMPLEMENTATION PLAN 2024

Summary of the Plan:

Our annual implementation plan consists of four targets linked to each of our strategic goals. Breaking down our strategic goals into smaller achievable chunks helps us to make consistent progress towards our strategic plan goals. Each target that is set has key actions that we see will make the difference. They outline who is responsible for making sure the action is actioned. We have identified important resourcing and funding that may be needed to make sure the action can be successfully carried out. Along with each action we have identified how we will measure the effectiveness of each action. The targets have been created through rigorous analysis of data and discussion within leadership around what is important and what will make the biggest impact on progress towards the strategic goals. Throughout the year we will monitor how we are going with these targets, consistently analysing and reflecting. We will continue to adjust them as needed to make sure we are meeting the needs of our ākonga and making progress toward our strategic plan.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Our targets and actions put the learner at the centre. All our targets and actions support us in delivering a curriculum that is inclusive and gives opportunities for learners to reach their full potential. Our targets and actions are underpinned by the three principles of Te Tiriti o Waitangi, Partnership, Protection and Participation.

Partnership - Within target one there are ākonga who identify as Māori. We have engaged with whānau around how we plan to support these ākonga to achieve their full potential. Through our actions we have built trusting relationships and work together to support ākonga. This will be done by keeping whānau up to date with progress and constructing strategies together to support ākonga learning and development. Targets 2-4 have had huge whānau input through community consultation, Rongohia te Hau process and whānau hui. These targets have a lot of whānau voice adding to the school and whānau power sharing partnership.

Protection - Target 2 is directly linked to giving effect to Te Tiriti o Waitangi through the treaty principle of protection. We want to normalise te reo at our school. Not just on the walls of the classroom but through all aspects of school life, in staff meetings, the staff room, on duty, at assemblies and for the reo to be heard around the school. Through target 2 teachers are increasing their understanding of Mātauranga Maori by engaging in PD around local knowledge and learning te reo, aiming to normalise te reo Māori at Hokowhitu School.

Participation - Each of our targets support equity for Māori. When making decisions around our targets and actions we have looked through a Māori lens to ensure the targets are uplifting for Māori. We recognise the biculturalism of Aotearoa and this is reflected in our strategic plan and through into our annual targets, by aiming to create an environment that puts Māori at the centre and also recognising and valuing other cultures that make up our community. Through our targets and actions we aim to be inclusive and supportive of all. Target 3 particularly focuses on working to strengthen home-school relationships.

Target 1a

Strategic Goal # 1

Ensuring all ākongā gain confidence and experience success in literacy and numeracy.

Annual Target/Goal:

To increase the percentage of year 5 girls meeting or exceeding expectations in Math.

Where we are currently with our targets:

The target comes from 2023 end of year data that showed that we had a high percentage of year 4 girls that were below expectation in maths. We aim to address the needs of these students and help them to meet expectations. We have worked with The Learner First for PD in mathematic over the last year and will maintain this for 2024.

All students Years 1 - 6		Below Expectation		At Expectation		Above Expectation		Total
		No	%	No	%	No	%	No
All	Male	4	10.8%	22	59.5%	11	29.7%	37
	Female	8	40.0%	9	45.0%	3	15.0%	20
	Total	12	21.1%	31	54.4%	14	24.6%	57

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

1. Targeted group of girls to perform at the expected numeracy stage according to the Dinah Harvey Knowledge Test.
2. Target group to grow in confidence across all maths strands.
3. High percentage of year 5 girls meeting expectations in maths.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Identify year 5 girls that are not meeting expectations in maths survey and gain understanding how they feel about maths and what they find hard about maths	Whānau teacher Intervention teacher Deputy Principals	Intervention teacher employed.	Weeks 1-3 of Term 1	Survey
Include year 5 girls not meeting expectations into the maths intervention group - with focus on number knowledge.	Intervention teacher - J Mullinger	The learning areas of Mātaiāho Mathematics and statistics	Ongoing	Dinah Harvey Knowledge Test
Closely monitor year 5 girls throughout the year looking for gaps and putting plans into place to fill gaps.	Whānau teacher Learning Support Coordinator Deputy Principals		Ongoing	Pre and post test of strands Maths PATs Gloss test
One teacher from each year level involved in a local Maths cluster facilitated by The Learner First	Selected teachers from each level.	One day a term of release for teachers to attend cluster workshops. A share in the facilitation fees (PLD budget) Staff meeting time to share back learnings /support teachers with developing effective maths programmes	Terms 1 -4	Professional Growth Cycle which identifies current focus, progress, new learning and next steps

Target 1b

Strategic Goal # 1

Ensuring all ākonga gain confidence and experience success in literacy and numeracy

Annual Target/Goal: To better meet the learning needs of a group of Year 2 ākonga who did not make expected progress in literacy over 2023.

Literacy

Where we are currently with our targets:

Our school expectation is that within the first year of school students should progress to stage 5 - 6 of our structured literacy stages. We have identified ten students that have not made expected progress. Out of the ten students five are at stage 3, two at stage 2 and three at stage 1.

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

1. Students making steady progress.
2. Our target group of year 2's make accelerated progress.
3. Strong structured literacy practice

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Creating targeted intervention groups to work with students making little or no progress.	Learning Support Coordinator Whānau teachers		Term 1	Groups created and identified
Introduction of reading recovery.	Reading recovery teacher Learning Support Coordinator	Reading recovery funding Staffing allocations	Term 1-4	Entry and exit data
Investigating potential underlying factors/conditions impacting progress of learning.	LSC Whānau Learning support liaison team	RTLB staff Paediatric staff Child development LSC screening tools	Ongoing	Data assessments Professional Reports
Explicit teaching and monitoring of the key year 2 students that made little or no progress in the last six months.	Reading recovery teacher Intervention Teacher Whānau teachers Learning Support Coordinator	Staffing allocations Literacy budget	Ongoing	Entry and exit data
Continue to strengthen our structured literacy approach.	Whānau teachers Learning Support Coordinator	Literacy budget PD	Ongoing	Observation

Target 2

Strategic Goal # 2

Increasing ākonga and kaiako knowledge of and engagement with te ao Māori.

Annual Target/Goal:

Increasing kaiako, ākonga and learning coaches level and confidence in using te reo.

How will we measure this?

This target is around upskilling staff in te reo by providing PD and resourcing. It was identified through the Rongohia te Hau process that te reo was visible in classrooms and throughout the school, but a key question did emerge, “ How do we get te reo ‘off the walls’ and into kaiako and ākonga voice?”. We believe focusing first on staff’s ability to speak te reo will give staff the confidence to speak it and teach it, bring it off the wall and make it part of our everyday language.

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

1. Kaiako and learning coaches have an increased confidence in speaking te reo.
2. Kaiako uses te reo in the classroom and during their lessons.
3. Teachers are familiar with the Hokowhitu School Te Reo Matrix.
4. Increase of ākonga using and responding to te reo.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
All teachers to be enrolled in the te reo course through Te Pūkenga	Kahui Ako - WST & AST Cultural competency leaders and support personnel (CCLS) Te Pūkenga tutor	Tutor from Te Pūkenga Staff meeting time once a week NZCER Te Reo Māori Assessment tool	Terms 2 - 3	Comparing and analysing data from NZCER Te Reo Assessment term 1/term 4 Professional growth cycle.
Create a position for two cultural competency leaders and support personnel. (CCLSP)	Principal	Unallocated WST allowance	Term 1	Meetings with senior leadership to discuss progress and future planning
Identify the use and understanding of te reo amongst our ākonga	Teachers	NZCER Te Reo Māori Assessment tool		Data analysis from NZCER Te reo Assessment term 1
Contact PD for Learning coaches around using te reo	Cultural competency leader and support person	Release time during school assembly for CCLS and the learning coaches.	Term 1 -3	Completion of NZCER te reo Assessment term 1 and term 4
Implementation of the school te reo matrix.	WST, AST, CCLSP	Hokowhitu School Te Reo Matrix Te Reo Māori lessons	Term 1-4	Review effectiveness of matrix at the end of the year
Explicit teaching of te reo across the school.	Teachers	Te Reo Māori lessons Hokowhitu School Te Reo Matrix	Term 1- 4	Assessing against school matrix

Target 3

Strategic Goal # 3

Recognising, supporting and celebrating the diversity of our ākongā.

Annual Target/Goal:

Increasing accessibility to learning and school communication for those for whom English is their second language.

Where we are currently with this target:

Through PD and focused discussion groups with our migrant population highlighted that we had gaps in the way we communicate around events and student learning. The language barrier was a huge hurdle especially with refugee families. Also from the Rongohia te Hau process we questioned if we were effective with the way we communicated with our students and whānau.

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

1. All groups feel able to understand school information through appropriate communication
2. ESOL groups
3. Systems within kete that support learners with English as a second language
4. Ongoing engagement with outside agencies, such as Manawatu Multicultural Council, Red Cross, Bilingual Teacher Aid Services to help transition.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
ESOL groups established and regularly reviewed	ESOL teacher Teachers Learning Support Coordinator	ESOL Teacher ESOL funding (Te Mahau)	Term 1-4	Groups established
Bilingual Teacher Aid	Deputy Principal	Grant sourced by Manawatu Multicultural Society	Term 1-4	Observations of increased student involvement.
Attending PD around the integration of migrant families.	Staff	Manawatu Multicultural Society webinars. MANATESOL workshops	Ongoing	Increased teachers' confidence and understanding of ESOL ākongā
Purchase flags to fly that represent each culture at our kura	ESOL teacher	\$500.00	Term 1	Flags will be flying daily
Reviewing the way we communicate events to our ESOL families.	Deputy Principal		Term 1	Reduce misunderstandings Increase involvement of our ESOL families at school events

Target 4

Strategic Goal # 4 Enhancing ākongā wellbeing by encouraging participation in physical activity and performance arts

Annual Target/Goal: Increase the number of students involved in extracurricular activities

Where we are currently with this target:

We always encourage physical activity and participation in performance arts. Some ākongā are not able to participate in out of school sports teams or extra curricular activities (due to parental commitments etc), so as a kura we want to ensure as much exposure to these activities as possible. In 2023 we had 12 hockey, 3 badminton, 2 volleyball, 5 soccer, 1 netball, 1 t-ball and 2 basketball teams registered for out of school team games. We did not have a Major Production or an external dance tutor, however, there was a kapa haka group, a dance group and jump jam teams.

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

1. To have 100% of our ākongā participate in a range of physical activities and the performance arts during school time over 2024.
2. To have more 'out of school' sports teams registered over 2024
3. To have an increasing number of tamariki participate in Kapa Haka, Choir, Dance/jump jam teams

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Prepare application and invite for teachers to apply to act as a) the Sports Coordinator and b) Within school PE Sport leader	Principal Deputy Principals	2 fixed term salary units from the 2024 allocation	February	Appointment made Job descriptions signed
Prepare application and invite support staff members to apply to act as the Sports Coordinator alongside the teacher rep.	Principal Learning Support Coordinator	\$5,000 budgeted	February	Appointment made Job description signed
Prepare application and invite teachers to apply to act as the Performance Arts Coordinator	Principal Deputy Principals	1 fixed term salary unit from the 2024 allocation	February	Appointment made Job description signed
Source external sports providers (1 per term) to support teachers across the school by providing high quality instruction in physical activity	PE/ Sport leader	KiwiSport allocation MOE pupil activity funding	Across 2024	Programmes timetabled and delivered across the school
Source a dance and/or drama provider to support teachers across the school by providing high quality instruction in these codes	Performance Arts Coordinator	MOE pupil activity funding	Terms 2 & 3	Participation in the programmes Participation in the Major Production
Source audiences to showcase the skills of the Performing Arts offered at our kura	Performance Arts Coordinator	MOE pupil activity funding	Across 2024	List of performance opportunities
Increased shady areas, improved access to drinking water	Board Property portfolio holder	Possible charity grants or Board funds	Across 2024/2025	More shade and better access to drinking water

