



## Durie Hill School Strategic Plan 2024-2026

### Vision

Inspiring life-long learners to be connected, engaged and empowered.

**For each child to achieve their potential and to motivate their desire for ongoing learning**

### Priorities and Values

**What does this mean in our school? We will ....**

- promote a culture which supports effective learning and well-being;
- provide a safe and supportive environment;
- foster a positive school culture promoting inclusion, consideration and respect;
- promote effective connections and relationships with whānau, parents, and caregivers;
- engage children in learning which allows for success and challenge.

**What is important for our children to learn and develop?**

- skills to communicate, with priority to reading, writing, and oral language;
- mathematical capability;
- learning through use of digital technologies;
- growing levels of self-management and independence with own learning;
- competencies for healthy relationships and positive social interaction and our school's H E R O Expectations Helpful Effort Respect Organised;

**We will be pro-active to ...**

- encourage age-appropriate self-responsibility;
- encourage children to inquire, problem-solve, and to think critically and creatively;
- encourage students to improve and extend themselves;
- promote and support student hauora and well-being.

### School Values

**He whānau hūro (HERO)**

Tū tautoko

Helpful

Tū maia

Effort

Tū pono

Respect

Tū tika

Organised

## Our Aspirational Goals

Aims	Wellbeing of akonga and staff	Build sustainable practices	Empower and grow
What we want to achieve:	Foster and support hauora and well being. Foster a school culture enabling positive and confident learners.	Encourage and enable all students to attain their highest standard of achievement in Literacy and Numeracy. Strengthening existing partnerships and building relationships within the school and wider community.	Improve teaching and learning practices to enable an engaging and authentic learning environment. Engage learners effectively in a student-responsive curriculum.
	<b>NELP 1: Learners at the Centre</b> Learners with their Whanau are at the centre of education.	<b>NELP 2: Barrier free access</b> Great education opportunities and outcomes are within reach for every learner.	<b>NELP 3: Quality Teaching and Leadership</b> Quality teaching and leadership making the difference for learners and their whanau
What we intend to do:	<ul style="list-style-type: none"> <li>• Engage all staff with Positive Behaviour for Learning Programme. (PB4L); implement school wide PB4L Tier 2 strategies.</li> <li>• Strengthen students to develop the competencies of our school HERO expectations.</li> <li>• Promote and extend effective relationships and engagement with our parent / whanau and wider community.</li> <li>• Complete wellbeing at school feedback and analysis outcomes.</li> <li>• Actively engage with local community in which they feel valued.</li> <li>• Promote effective relationships and utilise support within school whanau and community.</li> <li>• Grow tikanga practices across school.</li> <li>• Develop a shared language and understanding of learning and assessment within our community.</li> <li>• Promote health awareness and healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with the Education Review office to develop evaluative capability of all kaiako</li> <li>• Use the ERO self-audit to align systems within the school.</li> <li>• Develop and review cycle for all policies and procedures within the school.</li> <li>• Work with all staff/kaiako and ākonga to review current practices that centre on ākonga.</li> <li>• Seek local knowledge and resources; link with community providers to increase the range of learning opportunities available.</li> <li>• Use student information to inform school needs, and the learning needs of students – for individual, groups, class, and school.</li> <li>• Implement actions to lift achievement in literacy and maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and Implement a Professional Growth Cycle for all staff</li> <li>• Unpack the Standards for the Teaching Profession and Quality Practices template</li> <li>• Develop a professional learning plan for all kaiako using an assessment for learning focus to build agency.</li> <li>• Build capability in Te Reo Māori for kaiako / ākonga.</li> <li>• Upskill leadership capabilities and strengthening conversions for growth through PLD.</li> <li>• Provide and support ongoing professional learning for staff to strengthen the school's ability to raise achievement.</li> <li>• Continue to undertake school wide Positive Behaviour for Learning school development.</li> </ul>
What we want it to look like:	All kaiako/staff/ākonga and whanau know and support our school values and these are enacted daily by all and there is a growth in genuine engagement with tikanga. Our school that engages in learning that inspires lifelong learners so that we foster a school culture enabling positive and confident ākonga / learners.	All school practices are strengthened and evaluative capability is growing and systems are centred on ākonga / learners so that we engage ākonga / learners effectively in a student-responsive curriculum.	All kaiako are growing in their capability as educators with a growth mind set and focussed on promoting agency and understanding each ākonga / learner individually. A curriculum that reflects high aspirations for every akonga that responds to individual needs so all ākonga / learners work towards attaining their highest standard of achievement and progress.

# Durie Hill School Expectations

The poster features four superhero characters at the top: a boy in a yellow and red suit, a girl in an orange and black suit, a boy in a blue suit, and a girl in a blue suit. Below them are the words **H**ELPFUL, **E**FFORT, **R**ESPECT, and **O**RGANISED in large, stylized letters. The background is a dark blue sky with stars and a grey building on the left.

<b>H</b> ELPFUL	<b>E</b> FFORT	<b>R</b> ESPECT	<b>O</b> RGANISED
<b>HELP OTHERS &amp; MYSELF:</b>	<b>EFFORT TO:</b>	<b>RESPECT:</b>	<b>BE ORGANISED:</b>
WHEN THEY NEED SUPPORT	PLAY & WORK WELL WITH OTHERS	OTHER PEOPLE	WITH MY BELONGINGS
TO LEARN	LEARN	MYSELF	WITH MY TIME
TO BE SAFE	BE MORE INDEPENDENT	PROPERTY & BELONGINGS	TO THINK & PLAN AHEAD
TO GET THINGS DONE	GIVE MORE THINGS A GO	OUR ENVIRONMENT	
	IMPROVE	OTHER LIVING THINGS	
	CHALLENGE MYSELF		

## Durie Hill School

### 2024 Annual Implementation Plan

<b>Summary of the information used to develop our plan:</b>	Towards the second half of 2023, we consulted with our community around what is important for our learners. As part of our consultation process we gathered input from all members of our <u>whānau</u> - our parents, caregivers, family, staff, and all others who have a connection with our school. Using this information has supported this review and provided guidance on our school's direction, to then express this within our school's strategic plan. The information that came from this process was informative, it was clear that we are strong in relationships and maintain a positive welcoming culture but to strengthen our engagement with our parent / whanau community and resources within our local community; engaging learners effectively in a localised and student-responsive curriculum
<b>Where we are currently at:</b> <a href="#">Regulation 9(1)(e)</a>	Refer to our Statement of Variance 2023 document.
<b>How will our targets and actions give effects to Te Tiriti o Waitangi:</b> <a href="#">Regulation 9(1)(g)</a>	
<p>At Durie Hill School, we are committed to fostering cultural awareness and inclusion in our school community as we give effect to Te Tiriti o Waitangi. We are continuing to grow our understanding and knowledge, wanting to learn more and to better understand. As we develop and grow professionally and personally, we continue to strive to create an environment where all feel valued and respected, within this ensuring that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; we are taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.</p> <p>At Durie Hill School, we continue to make connections from our past, while preparing in our present, and for our future selves.</p> <p>Cultural Awareness and Inclusion:</p> <ul style="list-style-type: none"><li>• Ensure that the school environment is inclusive of both Māori and non-Māori cultures.</li><li>• Integrate Māori perspectives, language, and traditions into the curriculum.</li><li>• Include core Mātauranga Maori views into our inquiry planning.</li><li>• Child- centered Approach.</li><li>• Promote an understanding of Hauora wellness and health - 4 pillars.</li><li>• Encourage Tuakana - Teina relationships, across our buddy classes.</li></ul> <p>Te Reo Māori (Māori Language):</p> <ul style="list-style-type: none"><li>• Promote the learning and use of te reo Māori within the school.</li><li>• Incorporate basic Māori language phrases and greetings into daily activities. - Ruruku, Waiata, Karakia, positive phrases and directions – language in context.</li><li>• Te Reo Shared Google file of collected resources for students to learn and for teachers to make reference to.</li></ul>	

- Displays in our school that celebrate Maori Culture and language eg. Art, history, visually showing te reo through displays.

#### Treaty Education:

- Integrate teachings about the Treaty of Waitangi into the curriculum. eg. Setting up a classroom treaty / code of conduct that reflects a class agreement with links to participation, partnership and protection.
- Use age-appropriate resources and activities to help students understand the history, principles, and significance of the treaty.
- Explore the different perspectives of the treaty from both Māori and non-Māori viewpoints.
- HERO values in Te Reo.

#### Cultural Celebrations and Events:

- Celebrate Māori cultural events and festivals within the school community. Matariki + Puanga, use a whakatau to introduce new students to our classrooms.
- Organize activities and events that highlight Māori traditions, such as Ki Tai leadership group and learning experiences such as traditional flax weaving during our 150<sup>th</sup> Celebration.

#### Community Engagement:

- Partnerships and relationships with whanau including whanau aspirations for their child and opportunities provided to have conversations and conferences.
- Foster connections with local Māori communities.
- Invite guest speakers or community members to share their knowledge and experiences in our classrooms. Whaea Lisa - weaving.
- Building success for Maori: engagement with Ash Patea (local Maori liaison) to work with our staff.
- Connecting and joining with Kahui Ako – He Takitini Tahī

#### Respect for Māori Protocols:

- Encourage respect for traditional Māori protocols and practices.
- Teach students about appropriate ways to engage with Māori customs and ceremonies.

#### Reflective Practices:

- Regularly reflect on the school's policies and practices to ensure they align with the principles of the Treaty of Waitangi.
- Seek feedback from the school community, including Māori students and parents.

<p><b>Strategic Goal 1</b></p> <p>Regulation 9(1)(a)</p>	<p><b>Wellbeing of akonga and staff</b> – Foster and support hauora and well-being. Foster a school culture enabling positive and confident learners.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>Engage all staff with Positive Behaviour for Learning Programme. (PB4L); implement school wide PB4L Tier 2 strategies.</li> <li>Strengthen students to develop the competencies of our school HERO expectations.</li> <li>Promote and extend effective relationships and engagement with our parent / whanau and wider community.</li> <li>Complete wellbeing at school feedback and analysis outcomes.</li> <li>Actively engage with local community in which they feel valued.</li> <li>Promote effective relationships and utilise support within school whanau and community.</li> <li>Grow tikanga practices across school.</li> <li>Develop a shared language and understanding of learning and assessment within our community.</li> <li>Promote health awareness and healthy choices.</li> </ul>			
<p><b>NELP 1: Learners at the Centre</b></p> <p>Learners with their Whanau are at the centre of education.</p>				
<p><b>Outcomes:</b></p>	<p>All kaiako/staff/ākonga and whanau know and support our school values and these are enacted daily by all and there is a growth in genuine engagement with tikanga. Our school that engages in learning that inspires lifelong learners so that we foster a school culture enabling positive and confident ākonga / learners.</p>			
<p><b>2024 Annual Goal</b></p> <p>Regulation 9(1)(a)</p>	<p>PB4L – To strengthen our PB4L Tier 1 and Tier 2 tools and strategies to best support positive behaviour for learning.</p> <p>Feedback / voice – To gather and analyse staff and student well-being.</p> <p>Relationships - To connect and establish relationships within our school whanau and community.</p>			
<p><b>What do we expect to see by the end of the year?</b></p>	<p>PB4L Tier 2 Strategies are in place, and implemented using our school wide learning and behaviour tiered chart.</p> <p>Anti-Bullying sheets in place and referred to regularly.</p> <p>Staff and student well-being surveys have been carried out, goals and actions put in place and reviewed.</p> <p>Relationships within our parent support group continue to grow and connections have been established and used within our local community.</p>			
<p><b>2024 Annual Actions</b></p> <p><i>What we intend to do?</i></p> <p>Regulation 9(1)(b)</p>	<p><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b></p>	<p><b>How will we measure success?</b></p> <p>Regulation 9(1)(d)</p>

<p>Action 1 – PB4L</p> <p>Tier 2 PB4L Strategies are used and referred to within our School Wide Flow Chart and PB4L School Wide Folder.</p> <p>PB4L: Undertake PLD to extend our school’s PB4L initiative; sustain and refine our school’s PB4L Tier 1 practice.</p>	<p>Principal</p> <p>SESCO</p> <p>Senior Leadership</p> <p>Team Leaders</p> <p>PB4L Team</p> <p>All Staff</p>	<p>Teaching for Positive Behaviour (PB4L) Resources.</p> <p>PB4L Facilitator Support</p> <p>PB4L Self-Assessment Tool</p> <p>SMS – The Edge – Pastoral Behaviour</p>	<p>Term 1 – Term 4</p>	<p>PB4L School Wide Folder in place and used by staff and relievers at our school.</p> <p>From PLD using our PB4L Tier 2 training to include the development and consolidation of systems and practices: therefore, use of Classroom Problem-Solving, Check and Connect, Check-In/Check Out and classroom conferences to support a reduction in pastoral behaviour incidents.</p> <p>TFI – with our PB4L Facilitator will show evidence of good positive for behaviour practice securely in place.</p>
<p>Action 2 - Anti Bullying school wide procedures.</p> <p>To implement a whole school approach to student behaviour and well-being.</p>	<p>Principal</p> <p>Senior Leadership</p> <p>All Staff</p>	<p>Bullying free NZ Resource</p>	<p>Term 1 – Term 4</p>	<p>Evaluation and feedback from students, focus groups, staff and parent community.</p> <p>HERO Student Survey.</p>
<p>Action 3 - To carry out and review Staff and Student Well-being Survey.</p> <p>To gather teacher feedback about student needs and behaviours, support for teachers in this area of teaching, and to gather their ideas to promote school spirit and unity for our learners and teachers.</p> <p>To gather student feedback with the goal to gather their views about activities and actions that may engage and enhance their play and activity, and for them to build and establish positive and productive relationships with their peers.</p>	<p>Principal</p> <p>Senior Leadership</p> <p>All Staff</p>	<p>TSP Survey – Teaching and School Practices Survey Tool.</p> <p>PB4L HERO Student Survey.</p>	<p>Term 1 – Term 2</p> <p>Term 4</p>	<p><u>Student HERO Survey</u> – increase and improvements from previous historic information.</p> <p>To action and review feedback from Staff and Student Well-being Survey.</p>
<p>Action 4</p>	<p>Principal</p>	<p>MOE Toolkit on school planning and reporting.</p>	<p>Term 1 – Term 4</p>	<p>To continue developing our <u>Parent Support Friends Group</u> – Fundraising target has been reached. To provide students and</p>

<p>To grow our connection and engagement within our local parent / school community.</p> <p>We want to promote effective relationships and engagement with <i>whānau</i> - parents, caregivers, families and community.</p>	<p>SENCO</p> <p>Senior Leadership</p> <p>Team Leaders</p> <p>All staff</p>	<p>NZSTA</p>	<p>whanau with events where they can be more involved in our school community.</p> <p><u>Parent Workshops</u> – increase in attendance.</p> <p><u>Student Enrolment Form</u> – question to include aspirations and ways to support at our school on our student enrolment form. Use of this information to grow and engage with our parent community.</p> <p><u>Coffee with the Principal</u> - providing the opportunity to connect and talk about school wide. Feedback evaluation.</p> <p><u>Consultation Time Frame</u> – a time line is in place to guide how and when we consult with our community. Whanau feedback, that they feel heard and their akonga belong, their aspirations will be reflected in our local school curriculum.</p>
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<p><b>Strategic Goal 2</b></p> <p>Regulation 9(1)(a)</p>	<p><b>Build Sustainable Practices</b> – Encourage and enable all students to attain their highest standard of achievement in Literacy and Numeracy. Strengthening existing partnerships and building relationships within the school and wider community.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>• Engage with the Education Review office to develop evaluative capability of all kaiako</li> <li>• Use the ERO self-audit to align systems within the school.</li> <li>• Develop and review cycle for all policies and procedures within the school.</li> <li>• Work with all staff/kaiako and ākonga to review current practices that centre on ākonga.</li> <li>• Seek local knowledge and resources; link with community providers to increase the range of learning opportunities available.</li> <li>• Use student information to inform school needs, and the learning needs of students – for individual, groups, class, and school.</li> <li>• Implement actions to lift achievement in literacy and maths.</li> </ul>
<p><b>NELP 2: Barrier Free Access</b></p> <p>Great education opportunities and outcomes are within reach for every learner.</p>	
<p><b>Outcomes:</b></p>	<p>All school practices are strengthened and evaluative capability is growing and systems are centred on ākonga / learners so that we engage ākonga / learners effectively in a student-responsive curriculum.</p>



<p><b>2024 Annual Goal</b></p> <p>Regulation 9(1)(a)</p>	<p>Achievement in Literacy and Maths – To encourage and enable all students to attain their highest standard of achievement in literacy and numeracy.</p> <p>Localised Curriculum – To seek, engage and use local knowledge and resources; connecting with local community to provide rich and authentic learning experiences</p> <p>ERO – To complete our school evaluation and development in the area of Writing and in conjunction with our ERO evaluation.</p>			
<p><b>What do we expect to see by the end of the year?</b></p>	<p>Achievement in Literacy and Maths – Senior Leaders and Teachers have used assessment information to respond to learning needs, with a focus on Literacy and Numeracy for all students, and in particular for students within our target groups to inform planning and interventions as explained within our school’s 2024 student achievement targets.</p> <p>Localised Curriculum – Connections have been established and used within our local community. EOTC trips that connect and build knowledge within our local community have taken place across all year groups and classes.</p> <p>ERO- to further review and report on our own school’s curriculum to reflect shared best practice expectations in the delivery of literacy and culturally responsive practice.</p>			
<p><b>2024 Annual Actions</b></p> <p><i>What we intend to do?</i></p> <p>Regulation 9(1)(b)</p>	<p><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b></p>	<p><b>How will we measure success?</b></p> <p>Regulation 9(1)(d)</p>
<p>Action 1 - Lift achievement and progress in literacy and maths.</p> <p>Use assessment information to respond to learning needs, with a focus on Literacy for all students, and in particular for students within our target groups as explained within our school’s 2023 student achievement targets.</p>	<p>Principal</p> <p>SENCO</p> <p>Senior Leadership</p> <p>Team Leaders</p> <p>Class Teachers</p>	<p>Assessment information</p> <p>SMS – The Edge</p> <p>Progressions</p> <p>Assessment Tools</p>	<p>Term 1 – Term 4</p>	<p>Assessment information has been shared and used to respond to learning needs, for all students, and in particular for students within our target groups as explained within our school’s 2024 student achievement targets. Assessment information will show an increase in the rate of progress and achievement.</p> <p>Refer to 2024 Student Achievement Targets – Statement of Variance.</p>

<p>Action 2 – Improve Localised Curriculum –</p> <p>Collaborate with and involve members of our school whanau and community, including for Maori, to support and enhance our curriculum, at a wider-school and at a classroom level.</p>	<p>Principal</p> <p>Senior Leadership</p> <p>Team Leaders</p> <p>Class Teachers</p>	<p>Te Mātaiaho   the refreshed NZ curriculum</p> <p>Local Curriculum Design Took Kit</p> <p>Takitini – Whananui Kahui Ako</p>	<p>Term 1 – Term 4</p>	<p>Community / Whanau Feedback</p> <p>Consultation Feedback.</p>
<p>Action 3 – Continue with our Structured Literacy approach (BSLA).</p> <p>Undertake Professional Development in the Better Start Literacy Approach (BSLA), to further support the development of teaching and learning for students in Year 0-2 for teachers new to Years 0-2.</p> <p>Track and support our below learners from 2023 Year 2 in reading.</p>	<p>Senior Leadership</p> <p>Curriculum Leaders</p> <p>Class Teachers</p>	<p>BSLA Resources / University of Canterbury.</p>	<p>Term 1 – Term 4</p>	<p>Teachers new to BSLA in the Junior Tui Team to successfully carry out PLD and pass their micro credentials.</p> <p>Evaluate Action Plan to support our Year 3 Below Learners in Reading – refer to 2024 Achievement Targets – Statement of Variance.</p>
<p>Action 4 – ERO</p> <p>Revise annual plan to identify specific targets, align actions, and identify expected outcomes</p> <p>Continue to build collective capability through ongoing PLD.</p> <p>Further review our own school’s curriculum to reflect shared best practice expectations in the delivery of literacy and culturally responsive practice.</p>	<p>Board</p> <p>Principal</p> <p>Senior Leadership</p>	<p>Board Assurance Statement</p> <p>School Improvement Framework</p> <p>Takitini – Whanganui Kahui Ako</p>	<p>Term 1 – Term 4</p>	<p>2024 Achievement Targets – Statement of Variance.</p> <p>PLD opportunities provide tools and resources to improve school-based curriculum delivery, assessment, and reporting to parents information that reflect current curriculum and practice school wide and culturally responsive practice.</p> <p>ERO – Evaluation and Feedback.</p>

**Statement of Variance Notes:**

<p><b>Strategic Goal 3</b></p> <p>Regulation 9(1)(a)</p>	<p><b>Empower and Grow</b> – Improve teaching and learning practices to enable an engaging and authentic learning environment. Engage learners effectively in a localised student-responsive curriculum.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>• Develop and Implement a Professional Growth Cycle for all staff</li> <li>• Unpack the Standards for the Teaching Profession and Quality Practices template</li> <li>• Develop a professional learning plan for all kaiako using an assessment for learning focus to build agency.</li> <li>• Build capability in Te Reo Māori for kaiako / ākonga.</li> <li>• Upskill leadership capabilities and strengthening conversions for growth through PLD.</li> <li>• Provide and support ongoing professional learning for staff to strengthen the school’s ability to raise achievement.</li> <li>• Continue to undertake school wide Positive Behaviour for Learning school development.</li> </ul>
<p><b>NELP 3: Quality Teaching and Leadership</b></p> <p>Quality teaching and leadership making the difference for learners and their whanau</p>	
<p><b>Outcomes:</b></p>	<p>All kaiako are growing in their capability as educators with a growth mind set and focussed on promoting agency and understanding each ākonga / learner individually. A curriculum that reflects high aspirations for every akonga that responds to individual needs so all ākonga / learners work towards attaining their highest standard of achievement and progress.</p>
<p><b>2024 Annual Goal</b></p> <p>Regulation 9(1)(a)</p>	<p>Curriculum – We will build awareness, knowledge and understanding of Te Mataiaho. Kaiako / Teachers will be making reference to and planning using Te Mataiaho into their teaching and learning programmes.</p> <p>Explore and further understand the Standards for the Teaching Progression and Quality Practices.</p>
<p><b>What do we expect to see by the end of the year?</b></p>	<p>Kaiako / Teachers will have a better understanding of Te Mātaiaho   the refreshed NZ curriculum and how to best use to plan and deliver effective learning programmes.</p> <p>Kaiako / Teachers continue to build and develop their knowledge and confidence in cultural capability.</p> <p>We will have developed our own school wide Quality Teaching Document.</p>

<b>2024 Annual Actions</b> <i>What we intend to do?</i> Regulation 9(1)(b)	<b>Who is Responsible</b> Regulation 9(1)(c)	<b>Resources Required</b> Regulation 9(1)(c)	<b>Timeframe</b>	<b>How will we measure success?</b> Regulation 9(1)(d)
Action 1 - Professional Growth Cycles –  Carry out 1:1 professional conversations and observations on how effectively we use the code and standards to improve the quality of teaching and learning programmes.	Principal  Class Teachers	Teachers Council Code and Standards /  Clarity in the Classroom	Term 1 – Term 4	Evaluate Professional Growth Cycles – Teacher feedback.  Code and Standards – developing a quality practice document.
Action 2 - Curriculum – Te Mātaiaho   the refreshed NZ curriculum  Continue our professional development on the Te Mātaiaho   the refreshed NZ curriculum for all staff.	Principal  SENCO  Senior Leadership  Team Leaders	Te Mātaiaho   the refreshed NZ curriculum  Implementing Te Mātaiaho   the refreshed NZ curriculum Pack.  Progression Model and the Understand, Know and Do elements.	Term 1 – Term 4	Update our school-based curriculum delivery, assessment, and reporting to parents information to reflect current curriculum and practice school wide.  Evaluation of our curriculum delivery plan.  The use of our school wide curriculum planning document in use and with a shared understanding across school.
Action 3  Professional Development to upskill leadership professional growth and cultural leadership.	Principal  SENCO  Senior Leadership	Budget to support this.  External Appraiser	Term 1 – Term 4	Feedback from External Professional Growth Process.  Reference to the Cultural Leadership Allowance matrix.

**Statement of Variance Notes:**

**2024 Achievement Targets For Learners - Regulation 9(1)(f)**

<p><b>WRITING: Target 1</b> - For our Focus learners in Years 3-6 assessed as not yet achieving at their expected level in <b>Writing</b> from 2022 and 2023, we aim to track and monitor their progress and achievement in writing and also where they were assessed as not yet achieving their expected level in Writing at the end of 2023, we aim to progress their achievement at a rate of one year or more.</p>	<p>Number of Focus Learners in this Writing Target Group = 20 learners. <b>End of 2024 =</b></p>
<p><b>Actions to support our identified learners:</b></p>	<p><b>Curriculum Delivery:</b> Reference made to our Literacy Curriculum Delivery Plan with focus on modelled writing, success criteria, learner engagement, growth mind-set, front loading information and language, writing prompts, conferencing, oral language, learning dispositions, and celebrating writing success.</p> <p><b>The Code: Spelling:</b> Year 3-6 teachers, to include professional reading and implementation of The Code into our classroom writing programmes. Use a professional buddy approach to develop shared understandings and knowledge with the learning, teaching, and assessment of spelling.</p> <p><b>Assessment Data:</b> use and evaluate using our SMS –The Edge. Formative assessment practices.</p> <p><b>Assessment Tools:</b> use of e-asTTle to support overall student assessment in Writing and use of writing moderation across teams and professional buddy approach.</p> <p><b>School Evaluation and Development: 2022-24 Focus: Learning and Teaching in Literacy:</b> Continue progress with school evaluation plan and development in the area of Literacy as developed with ERO evaluation partner.</p> <p><b>Professional Conversations:</b> Identify class-based focus student target groups and implement strategies to support literacy learning for these students – link to Teaching as Inquiry approach. Share strategies and effective practice with staff, within team and staff sessions.</p> <p><b>SENCO:</b> referral and access to external support, eg. RTLB, RTLit, and MOE support personnel, Social Support Agencies, Health agencies, Speech and Language Therapist, BLENZ, Hearing and Vision.</p> <p><b>Personnel:</b> - employment of teacher-aides to support students with additional needs.</p> <p><b>PB4L:</b> use of Teaching for Positive Behaviour, continue to develop PB4L Tier 1 and 2 strategies and to include review and development of school-related systems and practices to enable effective teaching of PB4L, including the use of strategies to support students requiring individualised support.</p>
<p><b>BSLA Target 2a:</b> For our learners currently in Year 3 and Year 2 who were involved in our school’s structured literacy development in 2023 using the Better Start to Literacy approach and assessed <b>as not yet achieving at their expected level in reading at the end of 2023</b>, we aim to track and monitor their progress and achievement in reading at a rate of one year or more.</p>	<p>Number of learners in Year 3 and Year 2 identified in BSLA Target 2a = 17 learners. <b>End of 2024 =</b></p>

<p><b>BSLA Target 2b:</b> For our learners in Year 1-2 who are involved in our school’s structured literacy development using Better Start Literacy Approach, we aim to progress their achievement in reading at a rate of one year or more. – <i>Continue to track progress within our BSLA development for the second year.</i></p>	<p>Number of learners in Year 1 and Year 2 identified in BSLA Target 2b = 55 learners. <b>End of 2024 =</b></p>
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<p><b>Actions to support our identified learners:</b></p>	<p><b>Better Start Literacy Approach (BSLA):</b> Continue professional learning and development with the Better Start Literacy Approach (BSLA) for our teachers with Year 1-2 students and where possible our Teacher Aides. BSLA is an integrated approach to developing vocabulary, oral, listening, spelling, writing and reading skills in the first years of learning. It focuses on the link between spoken and written language, systematically supporting children’s phonological and phonic awareness, letter-sound knowledge and oral language. BSLA and Ready to Read Phonics Plus texts professional support is designed to complement existing approaches to teaching early literacy and build on current school and teaching practices). Use of Professional Learning and support provided by the University of Canterbury   Te Whare Wānanga o Waitaha.z</p> <p><b>Year 3 Learners:</b> Action Plan to support our current Year 3 learners with the transition from Year 2 to Year 3.</p> <p><b>Teachers:</b> Teachers new to BSLA to receive PLD via University of Canterbury   Te Whare Wānanga o Waitaha.</p> <p><b>Assessment Moderation:</b> use of BSLA related assessment.</p> <p><b>Teaching and Learning Delivery:</b> including effective and appropriate use of whole class teaching, small group, scope and sequence (explicitly teach sounds and provide a range of learning experiences that support scope and sequence), practical learning experiences to consolidate learning, quality text to support learning and quality picture books, explicitly teach handwriting, use of sound walls and oral language, rich vocabulary that is modelled and shared through texts as well as whanau engagement with provided information sheets.</p>
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**Target 3 –** For our learners at all year levels who were assessed **as not yet at their expected level in Reading, Writing and Maths** and who only made **some progress** at the end of 2023. Data will also be monitored by gender and by ethnicity.

Reading Level	Writing Stage	Numeracy Global Stage
<p>Number of learners not achieving at their expected level and made some progress towards expected level (end of 2023) = <b>16</b></p>	<p>Number of learners not achieving at their expected level and made some progress towards expected level (end of 2023) = <b>19</b></p>	<p>Number of learners not achieving at their expected level and made some progress towards expected level (end of 2023) = <b>17</b></p>
<p><b>End of 2024 =</b></p>	<p><b>End of 2024 =</b></p>	<p><b>End of 2024 =</b></p>

<p><b>Actions to support our identified learners:</b></p>	<p><b>Reading, Writing and Maths:</b></p> <p><b>Building success for Maori:</b> engage with local Maori liaison to support and to provide PLD.</p> <p><b>Student Voice:</b> learners are engaged in their learning, and sharing their interests to support teacher planning and delivery of learning experiences.</p> <p><b>Whanau / Parent Community:</b> communication with a shared approach to support our learners via snap shot mornings, conferences, class dojo, newsletters, informative parent workshops, meet and greet evenings, coffee with the Principal, involvement within our Parent, Friends, Support Group and school / team wide events.</p> <p><b>Assessment data –</b> monitor and evaluate data mid-year and end of year through reporting to parents and the board.</p> <p><b>Moderation</b> within teams, staff and professional buddy approach.</p> <p><b>Teaching and Learning Delivery:</b> Continue progress with school evaluation plan and development in the area of Literacy as developed with ERO evaluation partner. Teaching and Learning – teachers planning and delivering using a range of effective strategies and approaches such as feed forward / front loading activities, goal setting, use of success criteria, using voice and interests to plan for topics, building self-efficacy with</p>
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deliberate learning activities to support, modelling and sharing exemplars, using engaging tools to support learning, conferencing and reviewing where our learners are at, building relationships, acknowledging and celebrating progress and achievement, maintaining a growth mind-set throughout and across the learning environment. Reference to (check policy wording) five hours of

**Support and Personnel:**

- School-based SENCO to monitor and provide support for students with additional learning needs, and for their teachers – teacher PLD and for teacher support.
- Employment of teacher-aides to support students with additional needs.
- Referral and access to external support, eg. RTLB, RTLit, and MOE support personnel, Social Support Agencies, Health agencies, Speech and Language Therapist, BLENZ, Hearing and Vision.

**Positive Behaviour for Learning:** Maintain and continue PB4L Tier 1 and 2 training - to include review and development of school-related systems and practices to enable effective teaching of PB4L, including the use of strategies to support students requiring individualised support.

## Durie Hill School 2355

### 2024 Statement of Variance Reporting

<b>STRATEGIC GOAL 1 (2024 - 2026)</b>	<b>Wellbeing of akonga and staff</b> – Foster and support hauora and well-being. Foster a school culture enabling positive and confident learners.  <b>2024 – 2026 Actions:</b> <ul style="list-style-type: none"> <li>Engage all staff with Positive Behaviour for Learning Programme. (PB4L); implement school wide PB4L Tier 2 strategies.</li> <li>Strengthen students to develop the competencies of our school HERO expectations.</li> <li>Promote and extend effective relationships and engagement with our parent / whanau and wider community.</li> <li>Complete wellbeing at school feedback and analysis outcomes.</li> <li>Actively engage with local community in which they feel valued.</li> <li>Promote effective relationships and utilise support within school whanau and community.</li> <li>Grow tikanga practices across school.</li> <li>Develop a shared language and understanding of learning and assessment within our community.</li> <li>Promote health awareness and healthy choices.</li> </ul>		
<b>2024 ANNUAL GOALS AND ACTIONS</b>			
<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>



<p><b>STRATEGIC GOAL 2 (2024 - 2026)</b></p>	<p><b>Build Sustainable Practices</b> – Encourage and enable all students to attain their highest standard of achievement in Literacy and Numeracy. Strengthening existing partnerships and building relationships within the school and wider community.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>• Engage with the Education Review office to develop evaluative capability of all kaiako</li> <li>• Use the ERO self-audit to align systems within the school.</li> <li>• Develop and review cycle for all policies and procedures within the school.</li> <li>• Work with all staff/kaiako and ākonga to review current practices that centre on ākonga.</li> <li>• Seek local knowledge and resources; link with community providers to increase the range of learning opportunities available.</li> <li>• Use student information to inform school needs, and the learning needs of students – for individual, groups, class, and school.</li> <li>• Implement actions to lift achievement in literacy and maths.</li> </ul>		
<p><b>2024 ANNUAL GOALS AND ACTIONS</b></p>			
<p><b>Actions</b> <i>What did we do?</i></p>	<p><b>Outcomes</b> <i>What happened?</i></p>	<p><b>Reasons for the variance</b> <i>Why did it happen?</i></p>	<p><b>Evaluation</b> <i>Where to next?</i></p>

<p><b>STRATEGIC GOAL 3 (2024 - 2026)</b></p>	<p><b>Empower and Grow</b> – Improve teaching and learning practices to enable an engaging and authentic learning environment. Engage learners effectively in a localised student-responsive curriculum.</p> <p><b>2024 – 2026 Actions:</b></p>		
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	<ul style="list-style-type: none"> <li>• Develop and Implement a Professional Growth Cycle for all staff</li> <li>• Unpack the Standards for the Teaching Profession and Quality Practices template</li> <li>• Develop a professional learning plan for all kaiako using an assessment for learning focus to build agency.</li> <li>• Build capability in Te Reo Māori for kaiako / ākonga.</li> <li>• Upskill leadership capabilities and strengthening conversions for growth through PLD.</li> <li>• Provide and support ongoing professional learning for staff to strengthen the school's ability to raise achievement.</li> <li>• Continue to undertake school wide Positive Behaviour for Learning school development.</li> </ul>		
<p><b>2024 ANNUAL GOALS AND ACTIONS</b></p>			
<p><b>Actions</b> <i>What did we do?</i></p>	<p><b>Outcomes</b> <i>What happened?</i></p>	<p><b>Reasons for the variance</b> <i>Why did it happen?</i></p>	<p><b>Evaluation</b> <i>Where to next?</i></p>