

Fairfield Primary School

2024-5 Strategic Plan and 2024 Annual Plan



MISSION STATEMENT

Empowering learners to succeed

Vision

At our school:

- There are high expectations for children to achieve academically.
- There are high expectations for children to behave appropriately.
- Children are challenged and supported to learn.
- Cultural diversity is valued and cultural identity celebrated.
- All members of the school community are respected and valued.

Beliefs

- Quality teaching is child centered, culturally located and relevant.
- Quality teaching involves reflective practice and continuous improvement.
- Positive family and community support and participation enhance student learning.
- All members of the school community are entitled to enjoy a safe learning environment.

Values for Learning

- We learn best together.
- We work hard to build confidence and self esteem.
- We develop positive attitudes, self assurance and the ability to take risks.
- We learn to accept that you may not always succeed at the first attempt.

The Fairfield Learner values:

RESPECT

I respect people, places and property.

EXCELLENCE

I always give my best.

RESILIENCE

I never give up, even when it's hard.



CULTURAL DIVERSITY

The unique position of the Maori Culture

At Fairfield Primary School we will recognise and value the unique position of Maori in New Zealand and the importance of the Treaty Partnership.

All students learn about Te Ao Maori including Te Reo and Tikanga.

We will acknowledge and respect the values, traditions and histories of both Maori and Pakeha New Zealanders. We will learn about Tainui, Kingitanga and Tangata Whenuatanga.

The school will incorporate tikanga Maori into the curriculum by:

Pronouncing names correctly.

Promoting involvement in a diverse range of cultural activities. i.e culture groups.

Practise respect for each culture e.g. eye contact, no sitting on tables, no shoes in classrooms.

Teachers' planning reflects New Zealand's dual cultural heritage.

EEO principles are met when employing staff.

Tikanga and Te Reo Maori incorporated in class programmes e.g. days of week, body parts, colours, numbers, greetings, instructions.

Waiata incorporated into assemblies etc. Sing national anthem in both Maori and English.

Bilingual signage and instructions where appropriate.

Acknowledging dual cultural heritage when planning learning experiences.

Powhiri – as appropriate. Tikanga weeks Terms 1 and 4.

Marae Visit – juniors / seniors visit Hukanui or FFC Marae alternate years.

Protocols – reflect Tainuitanga including Whakatau, Poroporoaki and Karakia as appropriate.

Every child participates in Kapahaka- instruction groups in Waiata / Poi etc Taiaha. School performance group selected annually from Year 4-6 students.

Poutama into school logo etc – emphasis on moving up your poutama (ie challenging learning).

Concepts of whanaungatanga, manaakitanga, ako are embedded into school practice

New Zealand's cultural diversity

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Africa, Europe and the South Pacific.

In order to provide instruction in te reo Maori for full time students whose parents request it, the school will endeavour to:

- Continue to employ external facilitators (where appropriate) to lead the development of Kapahaka groups schoolwide.
- Kahui Ako In School Teacher position dedicated to supporting/enhancing partnership with Maori community.
- Ensure that all staff have a basic understanding of tikanga maori and incorporate culturally appropriate practices in their classrooms.
- Lead teacher supports Te Reo implementation in all classrooms.
- Ensure professional development opportunities are available to all staff to further develop their understanding of ako, manaakitanga and whanaungatanga and to incorporate the principles of Ka Hikitia into school life.
- Support staff members who wish to increase their knowledge/fluency in Te Reo Maori.
- Explore the use of local iwi to assist the school in the delivery of programmes.

Steps taken to discover views and needs of the school's Maori community:

- Parents invited to attend hui / whanau meetings / meet the teacher afternoons.
- Home visits as appropriate. Good news phone calls etc.
- Contact made with parents/family/whanau of every student during term one. Continued liaison throughout the year.
- Open lunchtimes and other informal occasions e.g. House celebration days / BBQs, morning teas.
- Consultation through panui / newsletters/ Facebook groups
- Representation on School Board.
- Kaumatua – meet the staff, maintain communication lines.
- Community groups – Regular liaison with Community Constable, Fairfield Interagency team etc.

Fairfield Primary School Strategic Plan 2024-5



Empowering Learners to Succeed

*Kia pakari kia tu mana motuhake Fakalivia ke lavamea'
E fa' amalosia ai tupulaga ao'oga ina ia tini le fa' amoemoe*

<p>Vision</p>	<p>Empowering Learners to Succeed</p> <p style="text-align: center;"><i>Kia pakari kia tu mana motuhake Fakalivia ke lavamea' E fa' amalosia ai tupulaga ao'oga ina ia tini le fa' amoemoe</i></p>
<p>Values</p>	<p>Values for learning:</p> <ul style="list-style-type: none"> · We learn best together. We work hard to build confidence and self-esteem. · We develop positive attitudes, self-assurance and the ability to take risks. · We learn to accept that you may not always succeed at the first attempt. <p>The Fairfield Learner:</p> <p>RESPECT: I respect people, places and property</p> <p>EXCELLENCE: I always give my best</p> <p>RESILIENCE: I never give up, even when it's hard</p> <p>If I am respectful, always give my best and never give up, then I am a SELF MANAGER</p>
<p>Link to Primary Board objectives:</p>	<p>All of Section 127 (1) applies to all strategic goals:</p> <p>Our objective is that every student can reach their highest possible level of educational achievement in a physically and emotionally safe environment.</p>
<p>Summary of information used to develop this plan:</p>	<p>To create our Strategic Plan, we used information from our community consultation surveys, mid-year and end of year achievement data, ERO review feedback, MOE Attendance project surveys and discussions with stakeholders.</p> <p>Our surveys focussed on gaining information about curriculum achievement particularly relating to the links between attendance and achievement. Other topics included wellbeing of both staff and students, and the range of strategies to continue to foster partnerships between home and school.</p> <p>Other resources included:</p> <p>NELP Priorities 1-6</p> <p>Te Mataiaho and the Common Practice Model resources</p> <p>Attendance and Engagement Strategy and local MOE resources including Te Pae Here Kahui Ako Plans for improving attendance and engagement.</p> <p>Ka Hikitia Documents</p> <p>Action Plan for Pacific Education 2020-30</p> <p>Implementation Plan from our 2023 ERO review</p> <p>Fairfield Primary School 2023 Statement of Variance</p>
<p>Alignment with the NELPs</p>	<p>Each Strategic Goal is aligned to the relevant National Education Priority. Many are aligned to multiple NELPs depending on the complexity of the goals.</p> <p>Objective1: Learners at the Centre - Priorities 1 and 2</p> <p>Objective2: Barrier Free Access – Priorities 3 and 4</p> <p>Objective3: Quality Teaching and Leadership – Priorities 5 and 6</p>

Strategic Goals 2024-25

OUR PRACTICE: <i>Strengthen the Leadership of Learning</i>				
OUR LEARNERS: <i>Ensure a responsive curriculum is planned, implemented and assessed by effective teachers</i>				
OUR COMMUNITY: <i>A cohesive school and community partnership that fosters a strong sense of community, pride and belonging</i>				
OUR PLACE: <i>Realign school infrastructure to create conditions for optimal learning</i>				
Initiatives	<p>Continue to provide opportunities for Leadership development particularly leaders new to respective positions. NELP 6</p> <p>Provide quality PLD for all staff in Junior and Middle school to ensure effective implementation of the Better Start Literacy Project. NELPs 2,3,4 and 6</p>	<p>Unrelenting focus on improving outcomes in literacy schoolwide. NELPs 2,3 and 4</p> <p>Increase equitable outcomes for all students with a focus on migrant and ESOL students. NELPs 1,2,3 and 4</p> <p>Maintain the government and schoolwide focus on improving attendance and re-engaging with school. NELPs 1,2 and 3</p>	<p>Extend learning centred partnerships with families/whanau including new migrant families. NELPs 2,3,5 and 6</p> <p>Nurture and foster staff and student wellbeing. NELPs 1 and 3</p>	<p>Continue to improve learning environments to be fit for purpose and to cater for roll growth.</p> <p>Complete all projects in the 2020-2024 5YA.</p> <p>Upgrade security to include CCTV schoolwide. NELPs 2 and 3</p>

Strategic Goal: Strengthen the Leadership of Learning

	2024 Actions and Measures:	2025 Actions and Measures:
<p>Initiative 1: Continue to provide opportunities for Leadership development particularly leaders new to their positions</p> <p><u>Current Reality:</u> Senior Leadership team is operating effectively. However impending retirements/ sabbaticals of some senior leaders will create opportunities for new leadership roles.</p> <p>Lisa, Rob and Sue demonstrate strongly effective capability in leading Practice Analysis Conversations relating to effective Teacher Practice in Literacy.</p> <p>More opportunities need to be created for middle / curriculum leadership.</p>	<p>Middle Leaders PLD \$2000 Senior Leaders PLD \$8000 PLD Facilitator linked to Kahui Ako</p> <p>Kahui Ako coaching and mentoring programme will be undertaken. Focus on Growing Middle Leaders capability. Board to support opportunities for SLT to travel to ACEL or Edulead conferences.</p> <p>Lisa and Sue- Planning/Obs Term 1 and 2 to ensure consistency of schoolwide practice.</p> <p><u>Measures:</u> Documented evidence of PAC demonstrates shifts in teacher practice. Middle Leaders and SLT Professional Growth Plans will reflect strong evidence of effective Inquiry.</p>	<p>SLT will support Team Leaders to develop the Practice Analysis skills, so that they may lead some PACs in terms 3 and 4 with one identified teacher in their team.</p> <p>Middle Leaders will identify one goal to undertake a Leader focussed collaborative inquiry.</p> <p>SLTs and Team Leaders will undertake Practice Analysis conversations around videoed practice once a term with all teachers. Sue/Lisa -support other leaders to do team obs/planning checks etc.</p> <p><u>Measures:</u> Survey of Middle Leaders and SLT undertaken to evaluate how staff and students voice their understanding of the Leader's strengths and needs. Data gathered will support PG Plan goals for the following year.</p>
<p>Initiative 2: Provide quality PLD for all staff in Junior and middle school to ensure effective implementation of the Better Start Literacy Project</p> <p><u>Current Reality:</u> BSLA project begun in 2022. Now extended to middle school with a view to all junior and middle teachers and leaders being trained by the end of 2024.</p>	<p>See BSLA Action Plan</p>	<p>Extend to Years 4-6 as per Government requirements</p>

Strategic Goal: Ensure a responsive curriculum is planned, implemented and assessed by effective teachers.

Actions and Measures

Initiative 1: Unrelenting focus on improving outcomes in literacy schoolwide

Current Reality:

ERO 2023 and post covid data identified the need to continue to focus on literacy achievement in 2024/5. Target students have been closely monitored with Time 1 and 2 data gathered – and successful pedagogical practice identified. Lack of specialist support for identified high needs students is an ongoing challenge.

2024 Actions and Measures:

Sequential schoolwide programmes including embedding BSLA practices.

Ongoing monitoring of consistency of teaching practice schoolwide.

Emphasis on foundation skills in junior classes.

Focus on data literacy and analysis.

Assessment for learning and within school PLD. Continued BSL PLD (sustaining practice), workshops, coaching and mentoring as required.

0.4 Literacy Leaders (Lisa and Sue R))

Support programmes to include: Reading/Maths: Rainbow Reading, ESOL support, Maths Support, Literacy Support, Oral Language groups, DAP.

Monitoring meetings held once a term to review data around targeted student achievement.

Measures:

Evidence of target student accelerated achievement using specified tools. E.g. FPS Writing progressions or R.O.L (Schoolwide)

1 x videoed Monitoring meeting to be videoed in Term 3 and shared at follow up staff meeting exemplifying focussed teacher talk relating to strategies/pedagogy that has had a positive impact on student achievement.

Each teacher will select one video of their guided instructional practice plus follow up PAC write up to support PGC.

TAL documentation will reflect target student accelerated learning.

2025 Actions and Measures:

Continue to implement Government / MOE mandates re Hour a Day instruction.

Annual tracking against current MOE guidelines.

Strong systems are in place to effectively monitor teacher pedagogical content knowledge.

This also enables appropriate forward planning to ensure PLD targets teacher needs linked to the strategic plan.

Measures:

Evidence of relevant student progress.

Evidence of high quality teaching practice possibly captured with video.

Recorded evidence of improved levels of achievement for all students.

<p>Initiative 2: Increase equitable outcomes for all students with a focus on the recent increasing numbers of migrant and ESOL students</p> <p><u>Current reality:</u> Unexpected roll growth in 2024 has resulted in a large number of new migrant enrolments, predominantly from Asia and Africa.</p>	<p>Support programmes in place for identified learners.</p> <p>Stronger focus on teacher understanding of variety of cultural backgrounds of new students.</p> <p>Employment of additional ESOL support staff</p> <p>Teacher PLD to support accurate assessment (use of matrices etc), increased awareness of cultural norms of new students etc</p> <p>Pasifika group- continue with cultural groups</p> <p>Tapasa- opportunities for teacher PLD through Kahui Ako</p> <p>Continue to strengthen opportunities for te reo and tea o Maori (CRT teacher focussing on programmes etc)</p> <p><u>Measures</u> ESOL assessments and matrices Literacy data shows accelerated progress for the majority of ESOL students</p>	<p>Continue to implement successful strategies from 2024.</p> <p>Monitor progress of ESOL students and provide additional support as required.</p>
<p>Initiative 3: Maintain the government and school wide focus on improving rates of attendance and re-engaging with school.</p> <p><u>Current reality:</u> Post covid Rates of attendance slowly improving 2023 engagement with MOE in Attendance project- continue to utilize in 2024</p>	<p><i>See MOE and Kahui Ako Attendance plans:</i> Establish baseline expectations for attendance as per MOE guidelines. Proactive initiatives to encourage better attendance eg fortnightly Pak n Save voucher draws, class and team initiatives etc. Review 2023 Attendance Action Plan and set new targets (T1) Participate in Kahui Ako / MOE funded initiatives modelled on old SASH truancy project</p> <p><u>Measures:</u> 20 students identified T1 2024 for monitoring and support. Monitor attendance weekly and achievement 2x per term based on agreed measures and govt expectations.</p>	<p>Targets will be dependent on progress made in 2024. Progress to be reviewed late 2024 to set goals for 2025.</p>

Strategic Goal: A cohesive school and community partnership that fosters a strong sense of connection, pride and belonging.

<p>Strategic Initiative 1:</p> <p><i>Extend learning centred partnerships with all families and whanau including new migrant families.</i></p>	<p>2024 Actions and Measures:</p> <p>Cultural week celebrations Consolidate parent/partnership programme with Tongan community. Continue to support the development of Pasifika Parents Group. Teacher PLD- refugee students, cultural norms etc Engagement with local Migrant Centre BSL meetings with parents Curriculum refresh- opportunities to involve parents</p>	<p>2025 Actions and Measures:</p> <p>Cultural week celebrations Continue to encourage Pasifika fanau to take an active role in their students learning and to participate in the variety of programmes offered. Continue to engage with local iwi to assist in activating whanau engagement Continue to strengthen engagement based on a variety of initiatives already implemented. Other initiatives based on outcomes from 2024</p>
<p>Current Reality: Need to re-engage with Pasifika community post Mefi and bring new fanau onboard. Change to govt immigration policies late 2023 brought an unexpected influx of new migrants ant the beginning of 2024 Identified curriculum leader for Te Reo Maori to support Staff and Students in language and tikanga learning.</p>	<p>Measures: Complete a Community consultation review to compare school responsiveness to previous data and inform actions for 2025</p>	<p>Measures: Repeat consultation on an annual basis to measure improvements/changes to engagement levels and student achievement. Review 2024 initiatives and plan accordingly for 2025.</p>
<p>Strategic Initiative 2: <i>Nurture and foster staff and student wellbeing in a post- covid environment</i></p> <p>Current reality: Most staff and students have “moved on” from the Covid years, however we are noticing a higher level of new entrant students with very challenging behaviour. A group of students who were previously living in motels are also quite unsettled. Higher levels of students displaying trauma symptoms has led to a focus on teacher PLD</p>	<p>Variety of initiatives to support staff wellbeing Trauma PLD for all teachers to improve knowledge and understanding and develop skills to better support students Principal Wellbeing Fund (PPCA entitlement)- Travel to ASCD conference</p> <p>Measures: Higher levels of student engagement once a sense of belonging established. Ability to access support from MOE and outside agencies when needed. Stable happy staff and students</p>	<p>Review what has worked in 2024 and plan initiatives for 2025 based on needs at the time</p> <p>Measures As for 2024 Dependent on needs.</p>

Strategic Goal: Realign School Infrastructure to create conditions for Optimal Learning

<p>Initiative 1: Improve learning environments to be fit for purpose and to cater for roll growth.</p> <p><u>Current Reality:</u> Roll growth 2024- back on track from pre-covid. Security and vandalism issues since new Kainaga Ora housing development opened has required proactive response. (CCTV)</p>	<p style="text-align: center;">2024 Actions and Measures:</p> <p>Furniture audit to be undertaken to meet 2024 needs. Plan for outdoor learning spaces and upgrade of old Adventure Playground Develop a positive marketing strategy for the school to ensure we optimise opportunities created by infill housing and Greenhills developments. Review current 5YA and re-prioritise projects Install comprehensive CCTV system across school site (5YA) Complete installation of AV systems in new hall Complete replacement of blinds in all classrooms Purchase additional 60 chairs for hall</p> <p><u>Measures:</u> All identified projects completed within budget and timeframes Completed plan for upgrade of outdoor learning spaces.</p>	<p style="text-align: center;">2025 Actions and Measures:</p> <p>Sufficient funding and teaching spaces achieved to meet needs of current roll. Continue refurbishment programme of existing classrooms 2,3,4,12,14,15 New 5YA plan developed.</p> <p><u>Measures:</u> New 5YA completed and approved by MOE Outdoor spaces underway. All identified projects completed</p> <p>Active and positive ongoing promotion/marketing strategy in place.</p>
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Fairfield Primary School 2024 Annual Plan

Strategic Goals	Initiatives	Key Actions	Responsibility	Success Indicators	Timeframe	Resourcing
<p>Strengthen the Leadership of Learning</p>	<ul style="list-style-type: none"> Continue to provide opportunities for leadership development particularly for leaders new to their respective positions 	<p>MOE funded project to Grow middle Leaders. Kahui Ako coaching and mentoring programmes Participate in Kahui Ako DP programme. Opportunities for SLT to attend NZ or Australian based conferences as appropriate. Te Pae Here PLD Day 31 May. Curriculum Leads model crm observations and feedback</p>	<p>Anne Naomi Kinnaird SLTs</p>	<p>Unified teams with strong leadership actions All middle leaders attend Middle Leadership in school PLD. Planned programme of professional reading and research Support and guidance from SLTs</p> <p>All team leaders have capability to lead own team observations and documented feedback to teachers</p>	<p>PLD ongoing through out the year.</p>	<p>Middle Leaders PLD \$3000 Senior Leaders PLD \$6000</p>
	<ul style="list-style-type: none"> Provide quality PLD for all staff in the Junior and middle schools to ensure effective implementation of the Better Start Literacy project 	<p>All middle school teachers will participate in BSLA professional development facilitated by University of Canterbury and complete their BSLA micro credential accreditation. All staff new to the junior school will be expected to participate in BSLA training Structured literacy support provided to all new staff. Train additional coach. Train 3 more TAs (3 in 2023)</p>	<p>Lisa, Sue, Pauline to lead. All junior and middle team teachers.</p>	<p>Teachers will be upskilled and confident when assessing and teaching using the BSLA and Structured Literacy approach. Teachers will collaborate and there will be a shared responsibility for raising student achievement in literacy. Changes will be made to how literacy is taught and assessed in line with new Government mandates. There will be an improvement in the percentage of students who have made accelerated progress by the end of the year.</p>	<p>Shelby- Term 1 intake Training- Intake 2 for Mitchell. Programme- ongoing throughout the year.</p>	<p>Resources \$4000 PLD to be paid by MOE</p>
<p>Ensure a responsive curriculum is planned, implemented and assessed by effective teachers</p>	<ul style="list-style-type: none"> Unrelenting focus on improving outcomes in literacy schoolwide 	<p>Sequential schoolwide programmes including embedding BSLA practices Monitoring of teaching practice by SLT 2x per term with an emphasis on consistency of practice</p>	<p>SLTs Class teachers Pauline (SNC) TAs – support groups</p>	<p>Planned actions to accelerate progress evident in all teaching programmes. Regular monitoring of all students, focus on all priority learners Evidence of accelerated progress for all students including priority learners.</p>	<p>All year</p>	<p>TA Budgets code 4425 and 4426</p>

		<p>Support programmes-for priority learners in reading. Continue to identify target groups with greater emphasis on numbers, names, needs. Attendance/ Achievement initiative Identified target groups in every class.</p>		<p>Term data analysis reported to Principal and BOT</p>		
	<ul style="list-style-type: none"> • Increase equitable outcomes for all students with a focus on recent increasing numbers of migrant and ESOL students 	<p>Support for all identified ESOL learners. Deliberate actions- numbers, names, needs identified, planned and implemented. BSLA meetings for all parents to consolidate learning partnerships. Regular monitoring of support programmes to ensure they are fit for purpose. Evaluate effectiveness of current strategies and adapt etc if necessary. Student data collected and analysed regularly. Use data to show shifts in practice. Employ additional teacher aides to support programmes.</p>	<p>Lisa Chris 2x TAs</p>	<p>All ESOL and migrant students are well supported by programmes that are fit for purpose ESOL teacher and TAs engage in regular professional development. Data is collected and analysed regularly and programmes adapted as required. Matrices completed twice annually for reporting to MOE and resourcing. Team leaders reporting to Board 4x annually through team reports.</p>	<p>All year Data collected for MOE and August</p>	<p>ESOL- approx. \$50000 from funded students</p>
	<ul style="list-style-type: none"> • Maintain the Government and schoolwide focus on improving rates of attendance and re-engaging with school 	<p>Utilise ASAs for chronic attenders. Daily monitoring of all students attendance. Daily follow up of all those of concern. Regular liaison with TPH attendance team</p>	<p>Anne Rob Vicki Board members</p>	<p>Attendance data will show steady improvement of targeted students. Overall attendance will improve and school targets will be met.</p>	<p>Ongoing throughout the year</p>	<p>Attendance initiatives budget \$1000</p>

		Attendance concerns identified through term data analysis. Reported to Rob/Vicki for follow up with ASA		2023/4 plan will be evaluated at the end of the year and new targets set depending on results.		
<p>Maintain a cohesive school and community partnership that fosters a strong sense of connection, pride and belonging.</p>	<ul style="list-style-type: none"> Extend learning centred partnerships with all families and whanau including new migrant families 	<p>Participate in PLD opportunities as available- Tapasa Strengthen connection with Migrant Centre Parent teacher meetings- expectation that teachers will have contact with parents/whanau during term 1 Consolidate existing parent partnership programmes Reinforce partnership with Pasifika communities Implementation of Pasifika Plan (see docs) Review existing opportunities for parents/whanau to engage in learning programmes and partnerships. Develop an action plan to improve partnership opportunities for all whanau MOE Cultural leadership - Tamara</p>	<p>Anne Tamara Hera SLTs</p>	<p>Maori and Pasifika parents are more engaged in their children's learning through a variety of learning partnership opportunities. All parents of BSLA students are encouraged to participate in parent meetings etc Increased whanau participation in support groups Pasifika parents actively engaged in promoting Samoan and Tongan weeks/projects. Welcome and provide support as appropriate for refugee families (Middle East, Ukraine) Teachers familiar with new Tapasa document and utilising it in their planning and programmes.</p>		<p>Tongan, Samoan and Maori Tikanga Week celebrations \$3000 Tikanga/Kapahaka programmes \$5000</p>
	<ul style="list-style-type: none"> Nurture and foster staff and student wellbeing 	<p>Regular monitoring of staff and students. NZCER Wellbeing Survey will be completed. Utilise and make available NZEI wellbeing resources Flexibility around time on site when appropriate e.g. CRT days Plan staff social opportunities</p>	<p>Anne SLTs</p>	<p>Staff feel valued and supported in the workplace. The wellbeing needs of both students and staff will be identified and steps taken to support individual needs. Student wellbeing: Data will be analysed to identify trends, strengths and further</p>	<p>All staff</p>	<p>Principals Wellbeing payment \$6000 SLT PD budget \$7000</p>

		<p>Celebrate support staff week, Tumeke Tumwaki, birthdays etc</p> <p>Understanding Trauma professional development for all staff</p> <p>Continue to engage with MOE to provide appropriate support for special need students to ensure their success at school</p>	<p>Pauline and RTLBs</p>	<p>areas for professional development and support.</p> <p>MOE will be responsive and timely in supporting special ed students and the teaching staff.</p>	<p>Consultancy budget \$4000</p> <p>Celebrations \$2200</p>
<p>Realign school infrastructure to create conditions for optimal learning</p>	<ul style="list-style-type: none"> ● Improve learning environments to be fit for purpose and to cater for roll growth. 	<p>Implementation of 5YA projects as per agreement</p> <p>Install CCTV system across site</p> <p>Complete installation of AV in new hall</p> <p>Complete replacement of blinds in all classrooms.</p> <p>Purchase additional 60 chairs for hall</p> <p>Provision for roll growth classrooms in Junior school.</p> <p>Website reviewed to ensure fit for purpose.</p>	<p>Anne</p> <p>Gene</p> <p>Rob</p> <p>BOT</p>	<p>Classroom space adequate to meet roll projections</p> <p>Enrolment scheme in place- review the need for this annually.</p> <p>AV and furnishing Hall project completed</p> <p>Website updated.</p>	<p>See MOE updated 5YA plan</p> <p>CCTV- \$28000</p> <p>AV for hall- \$35000</p> <p>Blinds \$8000</p> <p>Chairs \$10000</p>

Achievement Targets 2024

Strategic aim:

To ensure that a responsive curriculum is planned, implemented and assessed by effective teachers

Annual objective:

Use a student focused methodology of BSLA to accelerate learning and monitor progress and achievement in literacy.

Targets:

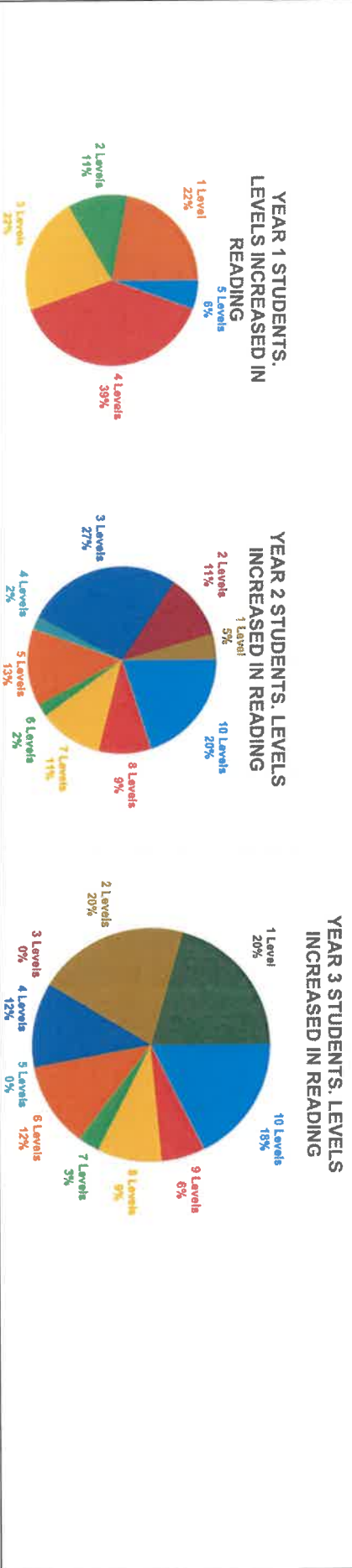
- Accelerate the progress of all learners not achieving at their expected level in Reading, particularly in Years 1-4
- BSLA Students in Years 1,2 & 3 currently underachieving in literacy will make accelerated progress.
- Have 75% of Year 1 and 2 and identified Year 3 students gain proficiency in letter sound knowledge, initial phonemes and phoneme blending.
- Have 75% of Year 1 and 2 and identified Year3 students move up 4 levels in BSLA reading levels
- Continue to raise oral language and vocabulary in Years 1-3. Focus on utilising quality childrens literature.

Baseline data:

Achievement judgments were made with reference to the BSLA results and supported by a range of evidence including curriculum work and work within the classroom reading programme.

At the conclusion of the 2023 BSLA intervention, the aggregated data provided evidence the program was very successful in accelerating literacy achievement for the majority of the students.

- 56% of all Year 1 students enrolled in BSLA achieved proficiency in BSLA letter sound recognition (LSR) Initial phoneme (IP) and Phoneme blending (PB)
- 70.9% of all Year 2 students enrolled in BSLA achieved proficiency in BSLA letter sound recognition (LSR) Initial phoneme (IP) and Phoneme blending (PB)
- 71.4% of all Year 3 students enrolled in BSLA achieved proficiency in BSLA letter sound recognition (LSR) Initial phoneme (IP) and Phoneme blending (PB)



Key Improvement Strategies

We now have all junior and middle school teachers trained in the BSLA programme along with 3 Learning assistants, (our trained learning assistants are better equipped to support the teachers in their class programmes). This year we will look at training any new junior or middle school teachers. We also now have 3 facilitators in the school which will help keep the programme running smoothly.

Two additional Learning Assistants will obtain their BSLA microcredentials to assist in teachers in programme delivery.

We have identified that we need to look at our reading progressions for our early readers so that they align with the BSLA approach as well as look at how we assess reading. As we are teaching with decodable books but using PMs for our testing, we are disadvantaging the students as they are not showing the same progress as they are in the BSLA testing.

Alignment between attendance and achievement: The programme was very successful in 2023 with only a minority of the 95 students enrolled in BSL needing more explicit teaching this year. Of these identified students requiring further support students approximately 25% have identified learning needs and 35% have attendance rate below 60%.

We will continue to implement daily phonics, and train new teachers in BSLA if staff changes occur.

It is important we ensure there is a language rich environment in all our classrooms. Reading to, with and by students is still valued. It is imperative that teachers continue to develop a love of literature in students by role modelling the enjoyment of reading.

A budget for purchasing of resources for BSLA in all Junior and Middle school classrooms will be available

Assessment and reporting portfolios will be adapted to align with the BSLA model.

Budget for Professional Development throughout 2024

Facilitators to attend BSLA refresher courses.

Resourcing

- Literacy IST – Sue Ross
- BSLA tutors: Lisa Deane, Sue Ross, Pauline Crow
- MOE resourcing announced recently to support Structured Literacy PLD.
- 2 TAs trained in 2023, 2 more in 2024
- Resources budget available