



Paengaroa School

Strategic and Annual Plan 2024-2025



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Strategic Plan and Annual Plan 2024-2025

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Paengaroa School 2024-2025

Introductory Section - Strategic Intentions

<p>Mission Statement</p>	<p>Paengaroa School exists to provide fair and equitable opportunities with stimulating, challenging and purposeful learning experiences designed to help children achieve personal success and self-esteem.</p> <p>Such a learning environment is designed to reflect tolerant and supportive characteristics of the community, promoted by close parental involvement and staff relationships, to produce well balanced and caring individuals.</p> <p>Whanaungatanga and Manaakitanga</p>
<p>Vision</p>	<p>For Paengaroa People to achieve personal success and through hard work, creativity, persistence and motivation, strive for academic, physical and social excellence. Thus, growing in their attitudes and skills, values and knowledge so that they become active participants in our community, contributing to the well being of New Zealand.</p> <p>We are aiming for pupils who are: confident, connected, actively involved, lifelong learners.</p>
<p>Values</p>	<p><u>Our Values</u> include respecting the dual cultural heritage of New Zealand. Our cultural diversity is respected. We strive to model and live by five main values. Aiming to grow great citizens who are:</p> <p>Responsible - Haepapa, Te kawenga me te tika: Honest—Hononga : Respectful— Whakaute, Manaakitanga Te Whakaaetanga me te Tangata: Creative - Whakapiringatanga: Confident— Mana Motuhake</p>
<p>Philosophy</p>	<p>To grow people who can think for themselves, use language, symbols and text, manage themselves, relate to others and participate and contribute. Paengaroa Schools Pupils (symbolised as a Fantail) take flight by learning competencies over 6 years of schooling at Paengaroa School. Year 0 to Year 6. Students are expected to learn (take flight) to the best of their ability:</p> <p>Communicate- Korero through: languages, symbols and texts. Students will use communication in all its forms: movement, voice, text and ICTs, to communicate ideas and thoughts to others.</p> <p>Manage Self – Pōno through: Increasingly learning to be independent, organised, and honest, to selfcare and demonstrate self- discipline. Through showing loyalty and friendship, trying their hardest and demonstrating value of self.</p> <p>Develop Creativity-Auāha through: Developing their original ideas, using imagination and innovations and use literacies, the arts and thinking to make, shape, and create something original.</p> <p>Be Open to Learning-Ako through: Being reflective, setting goals, building thinking skills. Problem solving and forward thinking strategies being taught and by being encouraged to be risk takers and to challenge themselves. Through taking responsibility for their own learning</p> <p>Participate and Contribute – Whai wahi atu through: Being involved, taking on leadership, giving things a go then sticking to them, working cooperatively and listening to others.</p>

<p>Maori Dimensions and Cultural Diversity</p> <p>(NELP 3.5)</p>	<p>All pupils at Paengaroa School participate in and celebrate the unique cultural heritage of Maori through classroom Te Reo and Tikanga programmes and Kapa Haka. All reasonable steps are taken to ensure that provision of Te Reo Maori and Tikanga Maori is available in every classroom for all fulltime pupils. The Aotearoa /Histories curriculum supports the teaching of Te reo and Tikanga Maori in our work with Tapuika—Te Arawatanga. The Board of Trustees, Staff, pupils and our Whanau have the opportunity to further consolidate our vision for Maori learners through whanau hui. Academic excellence and a strong cultural identity for Maori learners are identified areas of focus within our strategic plan.</p> <p>Paengaroa School has a flourishing Whanau group of Maori Families who actively contribute to the learning culture of paengaroa School. The Yr 5/6 Maori leadership group initiated in 2023 will continue to help life involvement by whanau and grow our tikanga—Whanaungatanga. The Kahui Ako work also enhances our relational work with Tapuika and other Te Arawa subtribes.</p>
<p>(NELP 2.3)</p>	<p>Te Tiriti o Waitangi principles of Partnership, Participation and Protection provide a foundation for teaching and learning. The principle of Partnership ensures that we are engaging with our Maori whanau, and establishing genuine relationships to support our learners. Adding a Maori dimension to our social sciences, science and other topic studies and inquiries allows us to weave tikanga and a Maori world view into everyday learning.</p> <p>The principle of Participation ensures that Maori whanau are participating in school decision making and that staff are working to strengthen home—school relationships.</p> <p>The principle of Protection ensures that we protect Maori Knowledge, interests and values. Identity language and culture contribute to our Maori pupils being culturally located learners. Our Localised Place Based Curriculum also enhances our learners sense of belonging.</p> <p>The Paengaroa School Board of Trustees and Staff work to ensure that our plans, policies and localized curriculum support local tikanga Maori, Maturanga Maori and Te Au Maori and that the school is achieving equitable outcomes for our Maori pupils.</p>

School Structure

Student learning	<p>Paengaroa pupils are given the opportunity to reach their full potential through effective teaching programmes.</p> <p>Paengaroa School is mindful of the nation-wide disproportionate number of Māori and Pasifika students achieving below curriculum expectations for their year level, as well as a lesser proportion of these students achieving above curriculum expectations. Raising the achievement levels of Māori students through effective teaching practice and quality assessment will benefit all Paengaroa learners. Research has shown that interventions that raise Māori and Pasifika achievement raise overall achievement . Paengaroa Staff focused on raising the achievement levels of our Māori and Pasifika students to lift overall achievement levels and to reduce disparity. The Paengaroa 2024 achievement targets align with the results and analysis of our data from 2023.</p>
Student Engagement	<p>Student engagement levels are generally high at Paengaroa School. Attendance matters are managed with a pro-active approach and attendance data is monitored closely. Effective systems have been put in place to ensure attendance is monitored at the classroom and school-wide level. Tracking of students is everyone's responsibility and students who are absent and unjustified are followed up quickly. Engagement with whānau which includes effective communication is fundamental to our approach and parents are called to discuss attendance matters when necessary.</p> <p>Paengaroa School office staff play an important role in the on-going monitoring of children who are late or absent. Unjustified absences are tracked carefully and regular communication between the class teacher, office staff and the Principal is in place.</p> <p>Effective communication between the school and whānau has proven very effective in managing student attendance and engagement. Individual teachers can easily see which students require additional attendance support.</p> <p>All students are encouraged to feel pride in their culture, accepted for who they are and the culture they come from., while also growing a sense of pride for Paengaroa School and the learning they undertake.</p> <p>The Board of Trustees continue to build on the schools reputation as a safe place, physically, mentally and socially. All students do, generally feel safe and comfortable at Paengaroa School.</p>

School Organisation and Structure

Property: The Paengaroa School Board of Trustees continues to improve the school environment for our learners. The rebuild of Block Q “Te Whare Manaaki o Marukukere” also known as our school hall has been a wonderful catalyst for engaging further with Tapuika. The opening of Te Whare Manaaki o Marukukere included a whole school production “Kotahikotanga—Stories from the past highlights that Paengaroa School are engaging with local iwi, especially Tapuika.

Our 5YA programme has now shifted to drainage and the middle school toilet Block “P” . Building work is due to start in mid term 1, 2024,

A refurbishment of the school’s Senior school classrooms which has some weather tightness issues and is needing better access to fields and outdoor areas facing the North, North west will begin once P Block is complete This was a priority identified by the Staff, Board of Trustees and reinforced by whānau in 2022 community consultation.

The Board of Trustees, PTA and staff agree that the senior school playground needs some revitalization to encourage and support playtime and lunchtime activity. Fundraising has already begun.

Personnel: The Paengaroa School 2024 Professional Growth Cycle for staff is focussed on school-wide consolidation around PLD ‘delivered by House of Science around the Nature of Science. Further consolidation of senior staff “Mentoring and Coaching” will be beneficial as we induct new teachers and staff.

We will continue to revisit ‘Our Code, Our Standards - Code of Professional Responsibility’ and the ‘Standards for the Teaching Profession’. As our staff has changed considerably in the last two years, with 50% new teaching staff. The 2024 PGC documents focus on building teacher capacity for improvement through a continued focus on Te Reo, Structured Literacy (Better start), and learner pathways and science. All staff will be involved in PLD that supports their use of Musac Edge, so that they can use the tool to share learning progress with whānau during Parent/Teacher conferences in term 2. Mark Boyle our “within School” Kahui Ako Rep will continue to lead our Learning on Learner support, Learner pathways and refreshed curriculum areas in 2024 assisted by the Kāhui Ako.

Community: The Board of Trustees continue to build on the Paengaroa School sense of Community. Our place to learn, our space to grow, work and play, our families and whanau involvement. Paengaroa People are...our values.

Parents, children and staff feel inspired and empowered to contribute to their school. While ensuring that the schools core business of Reading, Writing and Maths, along with growing great citizens continues.

Many school events are held. Communications are clear and consistent. We continue to supplement our core business with family style events and activities.

More recently we have begun looking at the schools traditions, such as the House system, prize givings, etc and seek to reinvigorate these, consulting where appropriate.

Health & Safety: Staff have completed First Aid training during Term 1 2023.. This training ensures that staff who are on duty or who are accompanying students on trips have the necessary general first aid skills to assist with injury.

The Paengaroa School EOTC documentation was fully reviewed in 2022 and will again be updated in 2024, and all teachers are familiar with our revised documentation.

Paengaroa School Health & Safety at Work policies and best practice continues. The Paengaroa School First Aid register is on-going allowing for students with high Health needs to be identified and monitored. These students have their photos and diagnosis displayed in the sickbay early in the year so that all teachers are aware of allergies or other health needs. A regular online sickbay register is in place for all accidents and visits to sick bay. Hazard identification is in place and regular identification of any new hazards and remedial action occurs. Health & Safety is an agenda item at all meetings to note 'near miss' issues. A Health & Safety report on hazards and injuries is reported as a staff meeting agenda item. Growing and reinforcing our personal and professional awareness around hazards and there elimination. The Board of Trustees is informed of any issues and follow-up actions taken. The Paengaroa School pools are open for use and water safety training is underway during the first term of 2024.with Bay Wave swimming instructors contracted to make a 10 lesson swimming and water safety module.

Communication: The Board of Trustees has always been very supportive of the schools communications with parents and wider community. The diverse range of socio-economic backgrounds can slow or break communication channels. The Management of the school is encouraging the use of communication tools such as Seesaw, Google Classroom and closed Facebook groups, while also continuing email, special notices and printed newsletters. The staff utilize these communication channels to ensure parents are invited to assemblies, working bees, school trips and celebrations of pupils achievement. Many of the latest communication methods are used, but some parents struggle to read any communication despite the schools and staffs best efforts.



Ko wai tātou? Who are we?

Tūruapō - Vision

Te Puke, Empowering our Learners

'He waka eke noa - He waka taua'

Engage the child, engage the whānau, engage the community

Ma te whanau, Ma te iwi

Ma te ao Mātauranga, Ka Ora!

Whakatauki

Nā tō rourou, nā taku rourou ka ora ai te iwi:

With your food basket and my food basket the people will thrive.

This whakataukī encapsulates the notion that while working in isolation might result in survival; by working together it can take us beyond survival and onto prosperity. Similarly, when our Te Puke schools and our Māori communities (whānau, hapū and iwi) combine the skills and knowledge that are located within both settings, there is greater potential to strengthen the learning of all learners in our Te Puke Schools, so that they can enjoy and achieve educational success.

Tātou Kaupapa - Shared Purpose

Encourage and support leaders and teachers in culturally sustaining practice that is more than relationships - it is about taking responsibility to revitalise and then sustain culturally responsive pedagogy. The mana of our learners' culture is at the forefront of our decision making and that our interactions with whānau, hapu, iwi and community are always mana enhancing with the best outcomes for rangatahi at the centre of our actions. To empower our learners through the following shared progress aspirations:

- **Te Marau-ā-Takiwā - Localised Curriculum**
- **Te Ara Ākongā - Learner Pathway**
- **Te Ara Hāpai - Learning Support**

Wider Community

Within our Kāhui Ako o Te Puke our local iwi are Waitaha, Tapuika, Tuhourangi, Ngāti Whakaue, Ngāti Whakahemo, Ngāti Makino. Our community celebrates the bicultural partnership of Te Tiriti o Waitangi and is committed to the integration of Te Reo Māori me ngā tikanga, into the learning experiences of our ākongā. We are committed to providing a Māori medium and English medium learning pathway within our community.



Paengaroa School

Our Vision:

Confident, Connected and actively involved , life long learners.

<p>Our Strategic Goals 2024-2025</p>	<p>To Grow our Teachers as Learners and leaders of learning</p>	<p>To Grow our Pupils as learners and great citizens</p>	<p>To build great partnerships and caring relationships.</p>
<p>Our Initiatives</p>	<ol style="list-style-type: none"> 1. Provide PLD for staff to be effective and inspiring teachers within a Place Based Localised Curriculum 2. Strengthen teachers capacity to support Te Reo, Tikanga Maori and Te Au Maori 3. Promote Equitable and Excellent outcomes for all pupils. 4. Provide extension for Gifted and Talented. "Know me before youTeach me" 	<ol style="list-style-type: none"> 1. To grow strong work ethics and a love of Learning, encouraging greater agency in our learning. 2. Equip pupils with the language of learning in all curriculum areas 3. Promote School values. Positive attitudes and great citizenship / leadership across the school. 4. Use Local Place based Curriculum contexts for learning—MOWS, Tangatawhenua, 	<ol style="list-style-type: none"> 1. Participate in Kahui Ako planning and initiatives. Strengthen links to local Iwi and Tapuika. 2. Utilise Local Curriculum to enhance relationships while promoting our core values. Collaborate with experts , whanau and iwi to enhance our local curriculum. 3. Continue to grow great Partnerships with parents and school community. 4. Continue to grow the Paengaroa School culture.
<p>Our Measures of Success</p>	<ul style="list-style-type: none"> • Analysis of pupil data shows growth areas and areas for improvement. • Maori Language used with increasing frequency, confidence and competence. Measured by Staff surveyed annually. Including NZ Histories and Science incorporating Te Au Maori and Mana Whenua perspectives. 	<ul style="list-style-type: none"> • Learners are able to talk about their learning and reflect on their next steps with others. • Data reflects the progress made. • Reports to parents show growth and next steps. • In-class support provided, where possible, so pupils thrive. 	<ul style="list-style-type: none"> • Whanau and community partnerships have ensured the curriculum reflects the knowledge, identity and history of Mana whenua. And the local community. • Racism and Bully free school zone, as measured by the SMS data collected.

Responsible
Haepapa

Honest
Hononga

Confident
Mana Motuhake

Creative
Whakapiringatanga

Respectful
Whakaute

Strategic Section

Paengaroa School - the Benchmark of Excellence in Primary Education.

Strategic Goals		Core Strategies for Achieving Goals - 2024
<p>Students' Learning</p> <p>All students can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the child's appropriate curriculum level in Reading, Writing and Mathematics.</p> <p>Raise the achievement levels of all Māori and Pasifika learners.</p> <p>One hour of Reading, Writing and Mathematics is taught daily.</p> <p>(NELPs 1.1,1.2,2.3,2.4, 3.6)</p>	<p>Staff reject deficit theorising of Māori students. <i>(Evidenced by Paengaroa School Māori Education Strategy Plan along with classroom programmes)</i></p> <p>Staff have high expectations of learners. Implementation of a culturally inclusive pedagogy is evident. <i>(Evidenced by Tātaiako & the Standards for the Teaching Profession in Professional Growth Cycle 2024 documentation)</i></p> <p>Teachers work to improve the quality of their teaching practice and student assessment at all levels. <i>(Evidenced by teacher planning, teacher observations and formative & summative assessment. PLD focus for 2024 – Using curriculum progressions - literacy & maths)</i></p> <p>Staff empower students by providing them with the skills to move to the next level in their learning. Students know where they are situated, where they are going in their learning and have the tools to get there, allowing for greater learner agency. <i>(Evidenced by formative assessment, greater learner agency in classrooms along with student monitoring in Structured Literacy (BSLA) and Musac Edge evidence)</i></p> <p>Teachers have the skills to accelerate their students. They differentiate programmes and personalise learning. <i>(Evidenced by target group results, planning & formative assessment)</i></p> <p>The Paengaroa School ICT Strategy sets out our guidelines for e-learning pedagogy, deeper collaboration, and the implementation of the Digital Technologies curriculum. Targeted resourcing to support this work is provided. <i>(Digital Technologies resources are provided and maintained)</i></p>	

<p>Students' Learning</p>	<p>Maths</p> <p>To improve student achievement through effective leadership and teaching across the mathematics curriculum.</p> <p>To ensure there is one hour of instruction each day of the week in classrooms.</p> <p>(NELPs 2.3, 2.4, 3.6)</p>	<p><i>Paengaroa teachers will support all pupils with their Mathematics learning, which includes the following:</i></p> <p>A continued focus on effective pedagogy in Mathematics. Consolidation of effective teaching strategies with new and existing staff e.g., <i>arranging for learning, promoting mathematical discussion, mathematical tasks, developing number sense, assessment for learning</i></p> <p>The senior leaders will work with teams across the school during team meetings to target specific areas of need within year groups.</p> <p>Sadly the teacher who had completed over six years of MST training and work has retired. We will continue to monitor progress and make decisions around supporting our needy pupils in maths with additional support. When available.</p> <p>Senior teachers are to provide mentoring and support to other teaching staff in 2024 where required.</p> <p>Parent/Teacher conferences and written reports will include updates on Mathematics progress and achievement for all students.</p> <p>Teachers are to work with pupils below expected curriculum levels to accelerate learning in 'Maths'.</p> <p>Parent information sessions will be provided for students who are involved in 'lower Maths' groups</p> <p>Extension for pupils achieving (or with potential to achieve) well above expected curriculum levels is built into every teachers weekly planning, especially in Year 5 & 6. These in class extension challenges will take place weekly.</p> <p>All teachers are required to teach an hour of Mathematics instruction each day.</p>
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<p>Students' Learning</p>	<p>Literacy</p> <p>To improve student achievement through effective leadership and teaching across the reading and writing curriculum areas.</p> <p>To ensure there is one hour of reading and writing instruction each day of the week in classrooms.</p> <p>The staff Rep kept the BOT well informed about learning support and resourcing additional support where possible. Subject to Budget constraints.</p> <p>(NELPs 2.3,2.4,3.6)</p>	<p>Paengaroa teachers will support all pupils with their Literacy learning, which includes the following:</p> <p>A continued focus on effective pedagogy in Reading and Writing. Consolidation of effective teaching strategies with new and existing staff e.g., <i>arranging for learning, linking the strands of Literacy, literacy tasks, assessment for learning, Structured Literacy (BSLA)</i></p> <p>Consolidation of Structured Literacy pedagogy to ensure fidelity of the approach.</p> <p>The specialist Literacy Teacher, hosted by Paengaroa School, will continue to take intervention groups using Structured Literacy pedagogy to accelerate students below expectation.</p> <ul style="list-style-type: none"> • ELL (English Language Learners) - additional funded Literacy support for students with English as a second language is provided through the ESOL teacher. • The Junior School D.P.will provide support for teachers to ensure the fidelity of Structured Literacy and provide support with assessment and grouping of students. <p>Parent/Teacher meetings and written reports will include updates on Reading and Writing progress and achievement for all students using Musac Edge.</p> <p>All teachers are required to teach an hour of Reading and Writing instruction each day.</p>
<p>Student Attendance and Engagement</p>	<p>Attendance levels are monitored.</p> <p>An ethic of care is evident across the school.</p> <p>Students are engaged in their learning and want to attend class to learn.</p> <p>Learning programmes capture the interest of learners.</p> <p>Low socio-economic background students/whānau are supported.</p> <p>Visibly celebrate all cultures in the school e.g cultural performances.</p>	<p>A proactive approach to attendance matters is taken with parents/whānau. Communication between school and home is effective and several different formats are used.</p> <p>Students generally come to school on time and have suitable reasons for lateness. Parents understand the need to have their children at school and on time and expectations are communicated through newsletters, the Skool Loop app and Musac Messenger.</p> <p>Students are expected to arrive at school on time and ready to learn. Teachers care about where their students are and why they are late or absent and investigate reasons for absence or lateness.</p> <p>Attendance data is collected, collated and attendance targets are set and monitored. Senior Leaders support whānau where necessary to get their children to school daily and on time. Office staff support student attendance by ensuring communications with home to identify any needs and to provide support for whānau. Financial issues regarding food and stationery are dealt with in a supportive way by the school.</p> <p>Staff plan and provide learners with suitable, engaging programmes of work.</p>

School Finance	Operate within annual MoE grants and within the annual Paengaroa School budget.	<p>Sound financial systems are in place to ensure that expenditure stays within set parameters.</p> <p>Accountability is evident and financial actions are transparent. The financial stability of the school is maintained.</p>
School Property	<p>The Paengaroa School 5 Year property Agreement (5YA) and 10-Year Property Plan is adhered to.</p> <p>All property improvements are within annual budgets and operate within annual grants.</p> <p>Classrooms are modernised as per 5YA funding.</p> <p>Annual programmes of maintenance are on-going.</p>	<p>A recent review of Paengaroa’s 10YPP was completed in 2022 with 5YA funding identified for Block G (Room 11, 10, and 9)next in line for some modernization.</p> <p>Repaint of the school continues, as per the Board of Trustees approved strategy. The school’s maintenance painting programme is ongoing in 2024 as part of the caretakers maintenance work.</p> <p>The new Friendship chairs in the Junior and senior playground are a nice initiative.</p> <p>Efforts to beautify the Junior school are on-going. A new playing surface has been priced for under the junior steel sunshade area. The PTA will assist in funding and completion in 2024.</p> <p>Re-cycling programmes are on-going.</p> <p>The senior playground is to receive some new apparatus after the old tower /fort is removed in mid 2024. Top School 2024 is fundraising for this project.</p> <p>The 25m Swimming Pool requires painting and new chlorination system. It is now in its thirteenth year and has had its Robotic Vacuum cleaner replaced early in 2024. Some additional funding from external sources will be required to cover the paint costs.</p> <p>The School car park along Old Coach Road is receiving some reshaping and much needed metal. February 2024. Approx \$3000 was approved for this in 2023.</p>

<p>Health and Safety</p>	<p>Health & Safety at Work legislation (areas of due diligence) implemented.</p> <p>Bi-annual community consultation of Health programmes takes place.</p> <p>Risk analysis and identification of hazards is on-going to minimize risks to staff and students.</p> <p>Health and Safety policies and procedures are in place.</p> <p>Emergency Management Plan in place.</p>	<p>Paengaroa School Health & Safety Officer (Principal) and H&S Committee (SLT) is operating. Procedures for identifying, reporting, and responding to Health & Safety issues ensure a safe environment for staff and students is in place. Health & Safety hazards and incidents are reported to the Principal at every staff meeting. If requiring additional follow up and or expense then the Board of Trustees are also informed at monthly meetings.</p> <p>Hazard identification and corrective action register on-going.</p> <p>Injury & Incident register on-going. Near Misses are recorded at every team or staff meeting and corrective action is taken.</p> <p>First Aid training available to staff on a bi-annual basis. Training was held in February 2023 for all teaching staff.</p> <p>The Paengaroa School EOTC guidelines were reviewed in 2022. New documentation was updated at the beginning of 2024, and all staff are now familiar with the new documentation. RAMS are produced for all school EOTC events.</p> <p>Key Health and Safety legislative changes have been implemented as mandated.</p> <p>Investigations are conducted for any incidents of serious harm and reported immediately to the Board by email. These are discussed at the next Board meeting if necessary.</p> <p>The Paengaroa School Emergency Management Plan is in place.</p>
<p>Personnel</p>	<p>Recruitment of staff is on-going as needs arise.</p> <p>Appraisal of staff on-going throughout each year.</p>	<p>Appointment policies and procedures are followed. Our staff induction process is used to ensure an effective transition for new teachers to Paengaroa School and how we do things around here. These guidelines will ensure continuity and sustainability of school expectations. As 50% of the teaching staff has changed in the last two years induction by SLT is even more important.</p> <p>The annual staff Professional Growth Cycle process has been updated and is in place for 2024. This process is aligned with the Code of Professional Responsibility and the Standards for the Teaching Profession. Our Code, our Standards is implemented as part of the annual attestation of staff.</p> <p>The Professional Growth Cycle for the Principal is underway and participation in a Professional Learning Group is again in place for 2024.</p>



Paengaroa School—Annual Plan 2024—2025

Strategic Goal 1. To Grow our teachers as learners and leaders of Learning.					
Initiatives	Timeframe (Term 1,2,3,4)	Key Actions	Responsibility	Success Indicators	Resourcing
Initiative 1	Provide PLD for staff to be effective and inspiring teachers within a Place Based Localized Curriculum. An ongoing journey. Begun 2018	PLD conversations held at staff-meeting, team meeting and special PLD sessions that support Kahui Ako localized work, included in long term and weekly planning sessions. Resourcing requirements discussed at Board level. Staff review Behaviour management guidelines against “Bully Free/Racism Free Zone.”	SLT Teacher PGC Principal Staff Rep	House of Science Delivery of Units Imbedding PLD from 2023 Re Nature of Science and Curriculum Refresh. = Review docs accordingly Aotearoa NZ Histories Field Trips and EOTC PGC Documentation Staff feel supported and resourced according to budget constraints. Register of behaviour issues on S.M.S. Including Bullying and Racism.	\$2500.00 Some CRT utilised
Initiative 2	2. Strengthen teachers capacity to support Te Reo, Tikanga Maori and Te Au Maori. Across curriculum. Staff Surveyed 2022, 2023 (Make Te Reo an everyday / Living Language at Paengaroa School.)	Staff delivering Level 4(b) some Level 4(a) Te Reo Ensure Te Reo is used regularly in every classroom, every day. Teachers encouraged to join Te Reo courses /classes.	All Staff Kaiawhina Senior Leadership	Growth measured in Annual Survey of Te Reo and Tikanga use per class. Yr 5/6 Tikanga leadership Team results Staff enrolled in Te Reo Courses through the Wananga. PGC Documentation	0.06 FTTE (Set aside 0.4 FTTE but personnel too busy.) \$600.00 for Te Reo Courses
Initiative 3	3. Promote Equitable and Excellent outcomes for all Pupils everyday, within a physical and emotional safe space for pupils and staff.	Staff meeting opportunities to discuss Initiative 3. Include “at Risk”, talented, resourcing and celebrations Close focus at Team meetings. And mining the data for needs. In class support to enable all pupils to thrive, understand their rights and responsibilities to not diminish others rights.	SLT Guide whole staff Principal	Baseline and Mid and End of Year Data. Some Target Groups . Maori Boys Yr 2 and 5 Literacy and Numeracy. Needs Register Data over time T.Aides employed where needed, within budget. High expectations for behaviour and learning apparent. ERO Improvement Framework Progressions (2024)	Teacher Aide Support \$7500.00
Initiative 4	4. Provide extension for Gifted And Talented. “Know me before you teach me”	Teachers incorporate GATE in planning. Discuss at Team meetings Maintain GATE register Curriculum progressions. Explore the creative arts	SLT All Teachers	All pupils progressing. Data analysed mid and end of year., Moderation. Celebrations of Success for all cultures during assemblies. Events and in class.	



Paengaroa School—Annual Plan 2024—2025

Strategic Goal 2. To grow our pupils as learners and great citizens.					
Initiatives	Timeframe (Term 1,2,3,4)	Key Actions	Responsibility	Success Indicators	Resourcing
Initiative 1	To grow strong work ethics and a love of Learning, encouraging greater agency in learning.	Student agency is promoted across the whole school, at assemblies, sports teams and leadership opportunities.	SLT All Teaching Staff	Attendance data. (Also compare with regional Data) (Follow up absence patterns ASAP) Progress Engagement and ability to talk about their learning and next steps Children feel safe and comfortable at Paengaroa School.	Funding is available for PLD re agentic pedegogy
Initiative 2	2. Equip pupils with the language of learning in all curriculum areas. Emphasis on Reading, Writing and Maths (One hour a day each)	Staff meetings and team meetings held regarding the progressions in Te Mataiaho -Refreshed Curriculum areas Resulting is development of Specific vocab for learning.	SLT All Teachers	Children able to talk about their learning in terms of progress and next steps in terms of progressions. Report progress to parents /whanau as per reporting schedules. Children of all cultures succeeding. Progress evident for all	Reading, Writing and maths Budget-sunder Curriculum \$5000.00
Initiative 3	3. Promote School values. Positive attitudes and great citizenship / leadership across the school.	Introduce values through assemblies Teachers reinforce values during term. Revisit Anti bullying as needed. Teachers and pupils encourage great leadership and acts of kindness Promote Buddy System and Mediation from Pupil Mediators.	D.P's SLT All Staff	Displays in rooms. Class Charters / treaties / rules School Tone / class tone. Pupils show pride in their culture / heritage. Pupils leadership work School celebrations to encourage school values are in place at assemblies and in class. The House System is reinvigorated.	\$500 for Posters and Banners
Initiative 4	4. Use Local Place based Curriculum contexts for learning—MOWS, Tangatawhenua, Manaakitanga Kaitiakitanga School Pepeha / pupils Pepeha.	Team and staff discussions about Visiting historic sites, Te Arawa Waka Landing site _ Maketu Marae. Teachers planning reflects place based localized curriculum. Plan to utilise Community Garden with pupils		Community Garden – Class Roster working. Log of Trips and activities Teacher Planning PLD conversations assist in growing new teachers knowledge about our school, our place and our community. Strong sense of belonging, Pepeha known and understood. Gardens and MOWS encouraging Kaitiakitanga.	School Van available Funding for Trips sorted per request, per class



Paengaroa School—Annual Plan 2024—2025

Strategic Goal 3. To build great partnerships and caring relationships.					
Initiatives	Timeframe (Term 1,2,3,4)	Key Actions	Responsibility	Success Indicators	Resourcing
Initiative 1	Participate in Ka hui Ako planning and initiatives. Link to local Iwi and Tapuika. (Te Tiriti o Waitangi obligations: Partnership, Participation and Protection.)	Appoint within School representative. Whanau meeting Calendar set up in February each year Invite Tapuika Rep to Whanau meetings and Board Meetings. Whanau meeting content reported to Board meeting.	Principal and BOT WST D.P.	WST reports and discussion times at staff meetings. Principal attending Steering Hui for Ka-hui Ako Tapuika reps attend Whanau /BOT mtg Experts share in class When possible video Korero so can be captured and added to resource Library. Maori succeeding as Maori. Work towards an annual Noho Marae by 2026.	\$500.00 for Kahui Ako management
Initiative 2	Utilize Local Curriculum to enhance relationships while promoting our core values. Collaborate with experts, whanau and iwi to enhance our local curriculum.	Identify experts and expand list Link and share with Te Puke Kahui Ako Follow local Tikanga Expand on Hall naming links to Tapuika to grow understandings and share world views Te Whare Manaaki O Marukukere. (Paramount Chief of Tapuika 300+ yrs ago)	WST/D.P.s Kaiawhina	Whanau meetings held—usually once per term. Invited guests at BOT meetings. Local narrative captured over time. Children and teachers local knowledge grown. Greater engagement from Whanau, with school events. Regular reporting to BOT on whanau meeting discussions. Decision making consulted with BOT.	Additional funds available on request for special projects
Initiative 3	Growing Partnerships with parents, businesses and wider community	Business -Top School Sponsors Parents invited to attend events and celebrations. Communications methods reviewed Community Groups e.g scouts, PCAinc, kept informed. School Wishlist maintained	Principal (SLT guide teachers re events and celebrations coms. BOT and PTA	First impressions managed well All stake holders confident that they are heard and contribute – via survey and results. Feedback sought. School role may grow over time.	\$300 for survey (s)
Initiative 4	Continue to grow the Paengaroa School Culture.	Induct new staff in a caring and deliberate manner. Whanaungatanga. Support teachers and learners— Manaakitanga Refresh play areas and public spaces	SLT PTA BOT	Open door policy continues Pupils, parents and staff proud of our School. Parents engaged in school events and feel like they have a say in what school does.	

Paengaroa School: Improvement Plan and Targets 2024

Strategic Goal: All students can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the appropriate Curriculum Level. We are working towards the goal of having 75 - 85% of all Paengaroa School pupils achieving 'At / Above' expectations for the appropriate Curriculum Level.

Annual Goal: To maintain and lift achievement levels by 10% or more in Maths, Reading, and Writing.

Achievement Whole School 2023: Writing 73%, Reading 85%, Mathematics 75%, working At / Above Expected Curriculum Level.

Achievement All Māori Boys 2023: Writing 56%, Reading 75%, Mathematics 63%, working At / Above Expected Curriculum Level.

Maori Girls are showing no significant difference from the whole school population. But we must remain vigilant and monitor all cohorts.

Yr 3 and Yr 6 Maori boys are two special age groups requiring extra attention.

Annual Target: To lift achievement levels in Writing, Reading, and Math across the school. Maori Boys receiving appropriate attention to lift their achievement. Mana and Hauora.

Key Improvement Strategies:

Further develop the 'Paengaroa School' (learning progressions and expectations) in core curriculum and facilitate its implementation across the school.

Teaching teams are to collaborate around the implementation and monitoring of Reading, Writing and Maths (1 hour each day).

Further develop School-wide of formative assessment practices to enhance teaching and learning for students.

Provide professional learning/support in Reading, Writing and Maths for teaching teams, during team meetings and after school PLD.

Continue professional learning for moderation and teacher judgements, in core curriculum areas.

Upskill all classroom teachers in "Musac Edge", a tool that is used for planning, assessing, and reporting student progress over time..

Reading

Junior School (Yr 1 to 3) Professional support in the 'Structured Literacy Approach' for all staff using teacher experts and RTLit.

Promote ways to build a love of reading by increasing reading mileage in the classroom and through explicit teaching of reading.

Continue Structured Literacy intervention groups (RT lit) and ensure the fidelity of this approach in all Year 1 to 3 classes. (One hour a day of Reading)

Writing

School-wide Professional Learning to ensure the fidelity of the 'Structured Literacy' approach.

Teachers to use the Writing Learning Progressions to guide writing progress. (One hour per day teaching of writing.)

Promote ways to improve writing achievement through writing mileage in the classroom and through explicit teaching. (High Impact Teaching Strategies should be applied—HITS)

Continue Literacy intervention groups (RTLit and RT LB).

Mathematics

A focus on effective pedagogy in Mathematics with particular emphasis on school wide formative assessment and consistency using the learning progressions and individual child tracking sheets.

Promote ways to improve math knowledge and understanding through explicit teaching. (One hour per day of Mathematics)

Continue Math intervention/acceleration strategies.

Summary of the information used to develop this plan/How did you create this plan

The current plan is based on our school and wider learning communities Journey. He waka eke noa (we are all on the waka together)

Paengaroa School has been on a Cultural Responsiveness and Relational Pedagogy journey for the last six plus years. As an active participant of the Te Puke Kahui Ako and through their links with local Iwi –(Kaumatua) and the Waikato University facilitators of - Poutama Pounamu and Rongohia te Hau the school staff have been able to engage with whanau and consult on many topics and aspirations for “The Te Puke Learner Profile” and the learner pathway opportunities and transitions from early childhood through to secondary school. Another layer of whanau engagement is through our senior maori student leadership group who are modelling tikanga and engaging very positively with the whanau.

The Education Review Office have monitored the school journey over many years and most recently finalised the school’s improvement targets based on data from a number of surveys. The senior staff have also led a number of self-reviews around the Improvement Framework published and applied by our ERO partner in 2022 through 2023 resulting in a School profile report. The school journey involves a responsive, integrated, place based localised curriculum to promote equitable and excellent outcomes for our students. Links with our science pld, Aotearoa NZ Histories and te au Maori will continue to enhance our learning journey and leader pathways.

The schools identified strengths will also support our goal to promote equitable and excellent outcomes. Our strengths include: An experienced leadership team that is deliberately pursuing an inclusive bicultural learning environment, participation in the Kahui Ako that facilitates relationships with Mana whenua and promotes culturally sustainable pedagogies, a broad place-based curriculum that is resulting in a vibrant, engaging localised curriculum is being developed over time.

To ensure our vision and Goals are achievable, our decision making revolves around a core set of values that permeate through the following pursuits:

- High expectations for staff and pupils to succeed while striving for excellence. Children at the centre of all we do.
- Gaining and applying knowledge of cultural diversity and all things Maori, histories and traditions included.
- A non-sexist, non-racist and non-discriminatory curriculum.
- Challenging, **rich, real and relevant** content -with a “Place Based local Curriculum”.
- Programmes that acknowledge talent and abilities and aim to foster and extend these while also being affirming.
- Our staff and pupils reflecting on their own learning and to learn to learn.
- Inclusive of the wider community, family / Whanau.
- A balanced curriculum that makes links across curriculum areas and provides coherent transitions and is future focused.
- Encouraging positive attitudes and a focus on their own successful futures.
- The best possible resources to ensure that excellence can be pursued. Land, buildings, staff, technology, play and sport fields and equipment, courts, aquatics facilities, etc.