



TARGET ROAD SCHOOL
WHĀIA TE ITI KAHURANGI

**‘Kia whakatōmuri te haere
whakamua’**

**“Walking into the
future, looking to the past”**

Kristie Taurua
Presiding Member

Fina Hallman
Tumuaki

Summary of the plan

Following feedback from our school community in 2023 and a review of the 2024 annual implementation plan we are continuing to focus on the goals and themes identified at the end of 2023 as outlined below.

Our goals for the years 2024 and 2025

Kahurangi – 75% of all ākonga are achieving above and beyond expectation in reading, writing and mathematics by the end of 2025.

Regulation 9(1)(a)

By the end of 2025 we expect to see:-

Timely support programmes put in place and effectiveness monitored. Quality of teaching raised, and best practice strengthened across the kura, consistency of teaching approaches across the kura. Strengthening and consistency within the pedagogies that are important and pertinent to our kura. Improved attendance. Kaiako and ākonga are mentally strong and have strategies in place to teach and learn successfully. International students are having their wellbeing needs met.

Manaakitanga – Tier 2 and Tier 3 rate of progress is accelerating.

Regulation 9(1)(a)

By the end of 2025 we expect to see:-

Progress graphs show acceleration , Tier 2 movement to tier 1, Quick timely intervention for acceleration and move from tier 2 to tier 1. In New Entrants, Individual Education Plans (IEP's) are living documents. IEP goals are being met. More whānau collaboration. Improved attendance, More intervention programmes available and effectiveness increased, IEPs are living documents and feed into short term planning. IEPs become termly, Spiral of inquiry more clearly used within PGC. Expectation of tier 2 learners as 'temperature' ākonga for each ākonga.

Kotahitanga – Increased whānau engagement in learning based relationships

Regulation 9(1)(a)

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Where we are currently at:

In 2024 we were delighted to come exceedingly close to or exceed 75% of ākonga achieving within and above expectation in reading, writing and maths.

Writing – 73% of ākonga were achieving within and beyond expectation. This is a 4% increase on 2023 data.

Reading – 72% of ākonga were achieving within and beyond expectation. This is a 1% increase on 2023 data.

Mathematics – 78% of ākonga were achieving within and beyond expectation. This is a 9 % increase on 2023 data.

These shifts were due to the mahi/work, the kura undertook with outside experts to work on the teaching and learning of mathematics and writing. Within school we introduced The Code from year three upwards and continue to develop our skills with the teaching and learning of reading using a more structured approach to literacy. This mahi will continue in 2025 with the introduction of the structured maths and literacy of the refreshed curriculum. At TRS we are fortunate that we have been implementing elements of structured literacy and maths since 2022.

We are continuing to develop our understanding of successful teaching and thus learning for ākonga Māori and Pasifika Learners . Research shows that what works for ākonga Māori works for all.

Te Tiriti o Waitangi

Equitable outcomes for Māori students, Reflection of Māori culture and knowledge, Active protection: Our annual plan is organised using the articles of te Tiriti

- Tino Rangatiratanga - authority of lands and taonga - self determination and ākonga agency.
- Kawanatanga - the right of governance - leadership.
- Oritetanga - equality and equity.
- Wairuatanga - freedom to customary beliefs- cultural responsiveness.

Access to te reo Māori and tikanga: The board takes all reasonable steps to make instruction available in te reo Māori and tikanga Māori, having a reo and tikanga CRT teacher who also runs a mana Māori group.

Partnership and consultation: The board actively seeks opportunities to consult with Māori whānau, hāpu and iwi via Kapa Haka events, Matariki events, whole school consultation events

Kawanatanga - the right of governance - leadership

Manaakitanga <small>Tier 2 and Tier 3 rate of progress is accelerating</small>	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Consistency between classes on excellence of classroom practice	Learning Leaders, Leadership team Kaiako	Whaia te iti Kahurangi updated regularly. Whaia te iti Kahurangi reviewed termly at Rāmere Roundup. Learning Leaders to take photos of excellence in action and placed upon Whaia te iti Kahurangi wall and shared at Rāmere Roundup in joys of the week slot.	At least thrice a term Termly Weekly Weekly	Walkthrough analysis. Tumuaki observations of practice.
	Development of Learning Leaders as SENCo	Tumuaki Tuarua, Learning Leaders	Action plan developed by Tumuaki Tuarua Action plan and support delivered	Term 1 Ongoing in term 2	Learning Leader voice data collected
	Identify Kahurangi i te Ao	An-Ya Dwen, Shane Reynolds Fina Hallman, Kaiako	Implement teaching of te Tiriti, using the articles opportunities for ākonga self identification of strengths then utilise platforms for ākonga innate gifts/skills	Beginning in Term 1 - ongoing throughout the year.	Improved attendance and mana of ākonag
Kotahitanga <small>Increased whānau engagement in learning based relationships</small>	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Whānau Kaiwhakatere	Fina Hallman, An-Ya Dwen	Pasifika/Kapa Haka celebrations and recognition Leaders anointed for the following year, badges, trophies, plaques, taonga Gathering of voice/relationship building events planned and delivered for each term Termly growth plan - meet and celebrate Consultation with Whānau Kaiwhakatere around strategic plan and vision in term 2/3	Term 4 Term 4 Termly Termly Term 2/3	Relationships with Whānau Kaiwhakatere stronger resulting in more voice in next strategic plan and revisioning of the vision. Improved attendance
Kahurangi <small>75% of all ākonga are achieving above and beyond expectation in reading writing and mathematics by the end of 2025.</small>	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Develop collaborative teaching and learning.	Learning Leaders, Leadership team	Attendance by leadership rōpū nui at NLN PLD. Goals for end of year developed by team leaders and monitored termly Tumuaki to provide readings and strategies to develop and support collaborative practice.	Twice termly Termly	Aims for end of year have been met, leadership hui monitor progress each term. Weekly walkthroughs by Learning Leaders Data shows successful outcomes for ākonga

	Induction of learning leads	Tumuaki, Shane Reynolds, Rebecca Osborne	Inductors appointed and regular hui held	Ongoing throughout the year	New Learning Leads understand our 'why' and mauri and can successfully support their teams to whaia te iti kahurangi
	Coaching for learning leads	Tumuaki , new Learning Leads	Course booked and attended , successful coaching of team members happening	Term 1 Ongoing throughout the year	Learning Leads and coachee check ins by Tumuaki
	NLN	Tumuaki, Learning Leads, Middle Leadership	Attendance at NLN hui, inquiry stance when looking at annual plan implementation	Ongoing throughout the year	Critical reflection upon annual plan implementation and outcomes data shows successful outcomes for ākonga
	Middle leader development	Tumauki, Leadership team	Termly hui with Middle Leaders, clear action plan format, Middle Leaders to have mentor to support them with their mahi	Ongoing throughout the year	Middle Leaders able to successfully implement action plans, data shows successful outcomes for ākonga

Tino Rangatiratanga - authority of lands and taonga - self determination and ākonga agency.

	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
Manaakitanga Tier 2 and Tier 3 rate of progress is accelerating	Pasifika Culture lessons	Stacey Roberts, Kaiako, Whānau	Using outside kaiako to come to lead lessons on Pasifika arts, as PLD for TRS kaiako and raising the profile of Pasifika students, providing opportunities for them to lead	Starting in term 1 and then ongoing	Improved attendance of Pasifika students
Kotahitanga Increased whānau engagement in learning based relationships	Curriculum hui for whānau including lesson modelling	Kara Graaf, Fina Hallman, outside support leads Kaiako, Learning Leaders	Timetable developed. Curriculum hui planned, advertised and delivered.	Term 1 Termly	Timetable developed and timetable enacted upon, Attendance at hui, whānau voice, Improved attendance
	Work towards 100% whānau sign up to Hero	Shane Reynolds	Hero lead to be available at all community events Analysing engagement data Teaching ākonga how to get onto Hero and how to do posts. Korero re signing up as part of every Kotahitanga hui. Ice block whānau winners for draw for Hero engagement at assemblies.	Ongoing Ongoing Ongoing Termly Fortnightly starting term 1	Analysis of engagement data
	Develop ākonga led sections of the newsletter and school website	School council,Shane Reynolds	School Council has own section in the newsletter, including photos	Ongoing	Monitor whānau engagement with the newsletter
	Develop opportunities for sharing learning to be alongside celebrations	Kara Graaf, Fina Hallman,	Look at Celebration events planned throughout the year where possible have work displayed digitally or in hard copy.	Ongoing	Whānau asking questions about learning engaging in Hero Learning posts
	Ākonga further involvement in Hero posts	Shane Reynolds	Shane supporting classteachers to teach ākonga how to do this, Year 4's involved for the first time Clear timetable of postings developed and shared.	Term 1 Ongoing	Analysis of whānau engagement with learning posts
Kahurangi 75% of all ākonga are achieving above and beyond expectation in reading writing and mathematics by the end of 2025.	School wide behaviour system introduced across the kura	Rebecca Osborne, Fina Hallman, Learning Leads, Kaiako	Matiane shared at TOD and child speak and dial in each class Shane, Fina & Learning Leads timetabled for reflection time, reflections sheets revamped Standing item on Leadership agenda Termly whole school review Adjustments and refinements made as necessary.	Before term 1 starts Before term 1 starts Ongoing Termly	Anecdotal kaiako reflection Hero analysis, self regulation of own behaviour by ākonga, improved attendance

Oritetanga - equality and equity

Manaakitanga Tier 2 and Tier 3 rate of progress is accelerating	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Systems developed for termly IEP's to be living documents.	Shane Reynolds, Kara Graaf, Learning Leaders	Learning support team develop action plan Action plan delivered and support given as needed	Term 1 Ongoing	Analysis of IEP's
	Planned support programmes introduced and monitored, COSMIDBRICS, Quick 60, Steps	Shane Reynolds, Kara Graaf, Learning Leaders, Madeleine Jones	Tamariki identified and placed in intervention programmes. Before and after intervention data collected	Termly	Progress graphs show acceleration
	New Role of Intervention Lead established	Fina Hallman, Shane Reynolds, Kara Graaf	Intervention Lead makes timely referrals, Intervention Lead in classes observing and supporting tamariki and Kaiako	Term 1 Ongoing	Informal feedback from whānau and kaiako
	New Role of Intervention teacher established	Fina Hallman, Shane Reynolds, An-Ya Dwen, Kara Graaf	PD attended as necessary, groups up and running - acceleration, BSLA,	Term 1 Ongoing	Analysis of intervention programmes
	ISL for Hauora appointed	Fina Hallman, Kara Graaf	ISL is working with Kahui Ako to identify across school patterns and with ASL identify and implement possible PLD, interventions etc	Ongoing throughout the year	Improved interventions and upskilling of kaiako
Kotahitanga Increased whānau engagement in learning based relationships	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Whānau involved in all stages of intervention support	Kara Graaf, An-Ya Dwen, Madeleine Jones	Prototype 'letter' informing whānau of learning support intervention programme and how they can support at home Levels of intervention plan consistently followed and whānau involved at class action plus level.	Term 1 Ongoing	Whānau voice in IEP's, evidence of home learning support
Kahurangi 75% of all ākonga are achieving above and beyond expectation in reading writing and mathematics by the end of 2025.	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Strengthen and develop whole school wellbeing initiatives, peer mediators, mana enhancement model, Mitey	Kara Graaf Leadership team, Fina Hallman, Rebecca Osborne	Peer mediators trained and appointed and monitored Profile of peer mediators raised, assemblies, Mitey introduced across the kura and lessons delivered	Term 1 ongoing monitoring Assemblies termly, term 2 display Term 1 Term 2	Improved attendance Improved outcomes for ākonga Analysis of monitoring, ākonga voice data Kaiako and whānau feedback
	Strengthen reading writing and mathematics programmes within the school e.g. early literacy, the Code, Mathsmiles	Madeleine Jones, Kara Graaf, Shane Reynolds, Kaiako	Kaiako and year groups identified and PLD in class and at team hui provided by those leading each initiative. Effectiveness monitored and interventions reviewed and replanned termly	Term 1 Termly	Improved outcomes for ākonga Data analysis, Kaiako voice data collection
	Consistency between classes on excellence of classroom practice	Learning Leaders, Leadership team Kaiako	Whaia te iti Kahurangi updated regularly. Whaia te iti Kahurangi reviewed termly at Rāmere Roundup.	At least thrice a term Termly Weekly Weekly	Improved outcomes for ākonga Walkthrough analysis. Tumuaki observations of practice.

			<i>Learning Leaders to take photos of excellence in action and placed upon Whaia te iti Kahurangi wall and shared at Rāmure Roundup in joys of the week slot.</i>		
	<i>Unpacking Mauri - nurturing it</i>	Kaiako, te Ao Māori team	Manaaki Whānau hui, Jump Jam, mindfulness in class, Year 11 Westlake rumaki ākonga, Te whare tapa wha	Ongoing throughout the year	Informal feedback from Whānau, ākonga kaako, the 'feeling' of our place. Data collection form well being surveys
	Maths PD	Kara Graaf, outside facilitators, school board, all kaiako	Marie Hirst Maths PD, Oxford Maths PD Numicon PD Maths, MOE Maths PD	Ongoing throughout the year	Improved outcomes for ākonga Consistency of teaching approach across kura - observations
	BSLA kaiako trained	Madeleine Jones, An-Ya Dwen, kaiako new to kura	An-Ya to attend PD to become a facilitator 3 new Manu Teina kaiako to enrol at Canterbury University and begin and complete the PD course Kaiako to use BSLA approach within the teaching of reading An-Ya and Madeleine to support new kaiako with implementation	Term 1 Term 1 Ongoing throughout the year	Improved outcomes for ākonga Consistency of teaching approach across kura - observations

Wairuatanga - freedom to customary beliefs- cultural responsiveness.

Manaakitanga Tier 2 and Tier 3 rate of progress is accelerating	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Kotahi te rangimarie - the peaceful solution	Fina, School Board	Annual Plan developed using the articles	Term 1	Kaimahi know the articles and can verbalise them Kura fulfilling statutory obligations
	Language and whakaaro being taught explicitly	Kaiako, Whaiora	Goals on Hero Unit plans for reo Paepae extended Inquiry in 2025 overarching theme Manaakitanga	Term 1 Term 2 Term 2 and ongoing	Hero goals show progression and growth over time.
	Intervention team using the articles	Kara, An-Ya, Madeleine , LSA, Shane, Ray	Team develop and implement an action plan	Term 1 ongoing	Action plan has been developed and implemented
Kotahitanga Increased whānau engagement in learning based relationships	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Kawa of our kura visible	Fina Hallman	Visuals of Te Ngākau ō te Whāia te Iti Kahurangi developed and on display	Term 1	Kaiako know the kawa
	Environment of kura - reflects bicultural origins of Aotearoa/NewZealand	Fina Hallman, An-Ya Dwen, kaiako	Pou erected Story of Pou recorded and celebrated Entrance to te Turi signage	Term 1 Term 1	Bi-culturalism visible around kura Increased attendance
Kahurangi 75% of all ākonga are achieving above and beyond expectation in reading writing and mathematics by the end of 2025.	Actions	Who is Responsible	How and What	Timeframe	How will you measure success?
	Monitor wellbeing of international students termly	Shane Reynolds	Hui with ākonga and whānau	Termly	Plans developed and actioned Well being of international students is flourishing - informal korero
	Te Whare Tāpu ō te Ngākau Māori	Whaiora, An-Ya, Brenda, Fina	Action plan developed and implemented	Term 1 Ongoing	Improved attendance of ākongā Māori Improved outcomes Culturally sustaining teaching and learning
	Pasifika arts lessons starting	Stacey Roberts,Kathy, Kaiako	Action Plan	Term 1 Ongoing	Increased attendance Improved outcomes Culturally sustaining teaching and learning
	Range of karakia/whakatauki - taught and planned	Kaiako, Learning Leaders, Whaiora Hotere	Admin hui example termly karakia used Whakatauki planned for as part of unit plan for inquiry	Term 1 Ongoing	Range of karakia/Whakatauki being used by ākonga and kaiako Karakia/Whakatauki used that are pertinent