



TARGET ROAD SCHOOL

WHĀIA TE ITI KAHURANGI

**‘Kia whakatōmuri te haere
whakamua’**

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

Kristle 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

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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

| <div>Manaakitanga</div> <div>Tier 2 and Tier 3 rate of progress is accelerating</div> | 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 |
| <div>Kotahitanga</div> <div>Increased whānau engagement in learning based relationships</div> | 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 |
| | Manu Piwakawaka Haere Mā Tatou | Rebecca Osborne Manu Piwakawaka Kaiako | Open invitation to all Manu Piwakwaka whānau to work alongside kaiako and their tamariki within the class to foster learning based relationships | First Friday of every month where possible at least twice a term | Attendance, participation, informal korero, increase in reading home learning completed |
| <div>Kahurangi</div> <div>75% of all ākonga are achieving above and beyond expectation in reading writing and mathematics by the end of 2025.</div> | 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 |

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| | 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.

| Manaakitanga Tier 2 and Tier 3 rate of progress is accelerating | Actions | Who is Responsible | How and What | Timeframe | How will you measure success? |
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| | 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 | Actions | Who is Responsible | How and What | Timeframe | How will you measure success? |
| | 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. | Actions | Who is Responsible | How and What | Timeframe | How will you measure success? |
| | 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 | | | | | |
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| 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. |

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| | | | 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. | | |
| | Unpacking Mauri - nurturing it | 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 |