



Respectful, Responsible, Positive Learners
Longburn School RIPPLE EFFECT



Longburn School Annual Plan

2024



Statement of Variance -

- An overview of actions taken in 2023 to meet targets.
- Actions required to work towards meeting the 2024 targets.

School Wide Actions as a result of analysing 2023 achievement data, ensuring our teaching and learning strategies and programmes support all students to progress and achieve:

- Shared ownership of 2024 Targets based on collaboratively unpacking 2023 Data.
- Target Learners have been identified within each class. These are students who achieved below or well below the Benchmark expectations in 2023 (Reading / Writing / Maths). These students' progress is tracked by the classroom teacher and monitored by DP (with the support of the SENCo/Principal).
- Targeted intervention is required as part of all classroom literacy and maths programmes: This is based on a tiered support model.
- Teacher planning will document interventions being offered to each target learner and outcomes of these interventions in regards to progress of individual students.
- Literacy/Numeracy Data Meetings and HUB Meetings will have a major focus on discussing interventions and progress of individual targeted learners.
- Continue developing (and sourcing) resources that can be accessed onsite or remotely to enhance support for students, whānau and teachers.
- Review how learning tasks, when completed in the areas of literacy and maths, are monitored and assessed remotely (when students and/or teachers are using an online platform for engaging in literacy and math and/or when these are a part of contract work for HUB 2 students). Develop more effective systems to monitor engagement, track progress, and assess in this remote (or contract) teaching and learning realm.
- Ensure that online programmes are sourced to support learning in literacy and maths, not replacing 'teaching' (e.g Stepsweb, ...)

Our targets and actions will give effect to Te Tiriti o Waitangi by:

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for ākonga Māori.

Our teaching and leadership practices promote achievement, inclusion, and equity. We ensure that the school is a physically and emotionally safe place and we work to eliminate racism, discrimination, and stigma.

Our teaching and leadership supports equitable outcomes by:

- incorporating te reo Māori, mātauranga Māori, and tikanga Māori into teaching and the day-to-day life of our school
- demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture
- affirming ākonga Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi
- monitoring achievement to provide support (including learning support) or extension programmes as required
- supporting staff to access appropriate professional development.

We recognise the relationship between achievement and wellbeing, and support students in the wellbeing areas of Te Whare Tapa Rima as important outcomes of schooling alongside academic success.

We, as a school, will give effect to the new government policies:

- Phones away for the day.
- One hour a day Reading, Writing and Math for Yrs 0-8.



Strategic Goals 2024 linked to National Priorities BoT supporting Strategic Goals and NELPs		Actions	Who	Resource	Measure of success?
<p>Goal 1 - NP 1, 3, 5, 6 To provide a safe and stimulating child-centred learning environment, fostering positive, strong relationships and well-being.</p>	<p>Relationships/Partnership/Engagement: Relationships are at the heart of our school philosophy. We need to develop and maintain strong, positive, relationships with all ākonga, whanau, staff and wider school community members.</p> <p>Foster a sense of belonging.</p> <p>Encourage the participation and engagement of students and their whānau in all aspects of school life.</p> <p>Carry out targeted and general forms of engagement with our stakeholders to understand their needs, aspirations, and what matters to them.</p> <p>Actively engage whanau in processes to support the identification and planning for meeting their child's needs, strengthening their child's identity, promoting their language and culture.</p> <p>Work with school whānau to identify and understand barriers that may prevent learners/ākonga</p>	<p>Whanau (and wider community) engagement opportunities, ensuring the practices of manaakitanga and whakawhanaungatanga are embedded:</p> <ul style="list-style-type: none"> • School Onsite Camp, including Whanau BBQ • Powhiri/Matariki and other Cultural celebrations/festivals - all stakeholders and wider school community invited and/or participating • Inaugural Graduation Ceremony for 'Karere te Uru Manawa'. • 'Think Tank' event • Whanau Focus Meetings (topic chosen that whanau wish to learn more about - e.g. behaviour management, children's health issues, ...) • Community HUB Meetings (with local businesses, Iwi, etc) to develop shared vision, problem solve, identify opportunities. <p>Planning for learning activities and school events identifies ways to reduce or remove barriers:</p> <ul style="list-style-type: none"> • 4 S's included in Enrolment Packs - 4 S's Form • Learning support needs - curriculum differentiated, Referral to RTLB, RTLit, MoE, etc as needed. • Whanau Support Fund (in school budget) accessed when needed to support individuals. • Zero Fees School status maintained. • School provides digital devices and assistive technology for use at school by ākonga. • Participation in the 'Ka Ora, Ka Ako Healthy School Lunches Programme' <p>Ensure relevant data is collected and collated that supports preparation for engagement with stakeholders.</p>	Principal/ BoT	Budget	<p>Whanau (and wider community) attendance increased at school events and activities.</p> <p>Feedback from whanau (and the wider community) reflects a sense of belonging to the school community and pride in being connected.</p> <p>All ākonga are accessing and participating in relevant learning at their level and to meet their individual needs, with barriers removed or at least reduced.</p> <p>Stakeholders are able to access relevant information when required (e.g. eTAP data on Caregiver Meetings, Behaviour Referrals,).</p>



	<p>from accessing, participating or remaining engaged in schooling, and work to address them.</p> <p>Gather information to help us understand and prepare for community engagement (e.g. through census data, records of concerns and complaints, previous relevant survey data,...).</p>				
	<p>Targeted needs and Interventions: Ensure identification of ākongā who have targeted needs (e.g. absences, low achievement, not engaging in their learning, ...) has been made and considered when planning engagement with our school whānau.</p> <p>Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</p> <p>Understanding and Catering for Diversity: All teaching staff, teacher-aides, office staff, and ākongā actively participate in learning (PLD or curriculum programme) that ensures understanding of the diversity of people and cultures amongst our community (and wider community), school</p>	<p>Identify ākongā who have targeted needs (e.g. absences, low achievement, not engaging in their learning, ...) and plan to address these with the support of their whānau:</p> <ul style="list-style-type: none"> • Ensure all students have a 'Learning Map' and it is utilised to support learning, progress and achievement (shared and updated regularly). • Goal setting meetings - Term 1 • End of term target student meetings with whānau <p>Assessment, Reporting, and Planning to identify and meet needs of ākongā:</p> <ul style="list-style-type: none"> • Expectations of practices are shared • Resources provided • Targeted needs identified (literacy, numeracy, key competencies, attendance, engagement, behaviour,...) • Planning reflects catering to meet needs of ākongā • Implementation is monitored • Gather and analyse information utilising the 4 S's (including this in NE pack information along with Focus student sessions) • Surveys re aspirations etc • Ongoing collection and analysis of Student Voice (attitudes, experiences, perceived strengths/ weaknesses), especially from 'Priority Learners'. <p>Gather information of current achievement in areas of specific focus (e.g. Te Reo, Science, ...) to establish baseline schoolwide data for use in planning and reporting. Surveys - completed and due:</p>	<p>Principal/ DP/MA</p>		<p>Learning maps will be:</p> <ul style="list-style-type: none"> • kept in folder in classroom and be clearly visible and accessible to students at all times • included as part of focus student discussions on supports • will be updated regularly from focus student discussions and in class use • utilised by students to support progress and achievements through 'change' <p>Targeted students well supported and making steady progress, if not accelerated progress.</p> <p>Schoolwide baseline data in Te Reo Māori, science and wellbeing is available for use to inform planning.</p> <p>Ākongā have increased opportunities to engage</p>



	<p>expectations in relation to catering for such diversity, and implementation of best practice in this space.</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in our school, their needs are supported, and that learning support programmes are robust and effective.</p> <p>Policies and Practice: Ensure we have policies and practices in place to support 'Cyber Safety' including implementing the 'Phones away for the Day' government policy.</p> <p>Ensure school whanau (and new staff members in 2024) have relevant information shared with them in regards to accessing Schooldocs, enabling them to engage, and contribute to, our school self review and audit process. This includes ensuring they are aware of the processes in place to address and resolve any complaints or concerns.</p>	<ul style="list-style-type: none"> • W@S (last done Term 4 2022 - due 2024) • Taku Reo (use for baseline data T1 2024) • Science Engagement Survey (use for benchline data T3 2024) • SSRT (Review Team Survey) <p>Diversity - Actively seek opportunities to host diverse community groups (or members of groups) to develop a better understanding of cultures shared by all:</p> <ul style="list-style-type: none"> • Various community groups representing: Māori, Pasifika, Filipino, Afrikan, Deaf, Blind, Intellectually and/or physically disabled, ... <p>Diversity amongst our community:</p> <ul style="list-style-type: none"> • Expectations are set, shared and enforced in regards to addressing racism, sexism, bias, low expectations. <p>Self review and audit of policies is completed by all stakeholders through SchoolDocs...</p> <p>New initiative: Peer Mediator Programme:</p> <ul style="list-style-type: none"> • Introduce to kaiako, ākonga and school whanau. • Collaboratively plan with kaiako how the programme will be implemented in our kura. • Identify initial suitable 'School Peer Mediators' with kaiako. • Train and resource the Peer Mediators. 			<p>successfully with a diverse range of community members.</p> <p>Our school community stakeholders are engaging in the review and audit of our policies via SchoolDocs.</p> <p>Ākonga are utilising their conflict resolution skills to solve their own problems through the support of Peer Mediators.</p>
<p>Goal 2 - NP 2, 3, 4, 5, 6</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key competencies and capabilities, including communication, problem solving, critical thinking and</p>	<p>Ensure our Curriculum Delivery Plan (CDP) includes the planned coverage of:</p> <ul style="list-style-type: none"> • The NZ Curriculum • Our local curriculum • Te reo Māori and NZ Sign language teaching and learning 	<p>Principal/ DP/MA</p>		<p>An up to date CDP is able to be utilised by teaching staff to support their planning, assessment and reporting.</p>



<p>To provide a variety of rich learning experiences (meaningful and challenging), supported by effective teaching, to foster high levels of personal achievement whilst cultivating the individual's passion.</p>	<p>interpersonal skills.</p> <p>Ensure all learners/ākonga participate in explicit teaching of numeracy and literacy, implementing the one hour a day new government policy.</p> <p>All learners/ākonga will have opportunities to learn at least the official languages of NZ.</p> <p>Ensure all learners/ākonga have learning opportunities to develop their digital literacy and are able to make sense of digital information they engage with.</p> <p>Ensure all ākonga can access the curriculum we deliver and its associated activities, inclusive of digital content.</p>	<p>Expectations around the requirement to explicitly teach literacy and numeracy, along with Te Reo Māori and NZ Sign Language are shared with teaching staff, with implementation supported and monitored via our Manu Ākoranga and reported to the Principal.</p> <p>Ensure our motto... <i>"Sowing seeds of possibility... on a pathway to potential"</i> <i>'Pumanawa ai ki te ara pai'</i></p> <p>is living through our Learning Approach:</p> <ul style="list-style-type: none"> ● Learning Pit Time - Active Learning through Play and Rich learning ● Contracts for Yr 3+ to support student agency and choice ● Karere, Te Uru Manawa (inclusive of the supported pathway) ● Student Leadership opportunities (Dr Dolittle Team, Green Team, Student Leadership Team, ...) <p>Review current local curriculum in relation to what has been shared through Curriculum Refresh (practices, celebrating success and identify areas of strength and areas requiring change)</p> <p>Further use and development of our local curriculum, inclusive of 'Karere te Uru Manawa', ensuring the budget reflects adequate resourcing of their delivery and associated activities.</p> <p>Place-based Curriculum - 'Te Ara Raumati':</p> <ul style="list-style-type: none"> ● Establish a 'Resource Bank' space to store and share resources created by students and teachers to contribute to our 'Interactive Resource'. ● Compile a reference list of individuals and organisations who are knowledgeable of local history around 'people, places, resources'. ● Create a MinecraftEdu Map to utilise to share information in a digital and creative format <p>'Karere, Te Uru Manawa' to support our learners reach their potential:</p> <ul style="list-style-type: none"> ● Passport further unpacked by teachers for ākonga 		<p>Ākonga are accessing and participating in Literacy and Maths learning programmes for at least an hour a day. They are also participating in learning programmes to further develop their knowledge and use of Te Reo Māori and NZ Sign Language.</p> <p>All in our School Community will have a good understanding of the LSLA, especially the students, staff and BOT. Documentation will be available to share as relevant.</p> <p>All teaching staff are:</p> <ul style="list-style-type: none"> ● familiar with the refreshed curriculum, with the knowledge to implement it <p>Te Ara Raumati (Place-based Project):</p> <ul style="list-style-type: none"> ● resources created by students and teachers stored in a 'resource bank centre' for ready access and use ● reference list compiled of people who are knowledgeable about our area <p>Through utilising 'Karere te Uru Manawa' - Learner agency is improved, with ākonga able to identify their unique pathway and are being supported by teachers and their whanau to travel it.</p>
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	<p>Teacher capability to plan, teach, assess and support all ākonga:</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, assessment, leadership and learning support.</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches, including</p>	<p>PGCs implemented. including the Effective Teacher Matrix utilised to identify current practice and 'next steps'</p> <p>Identify Teaching Staff and schoolwide PLD needs and access support.</p> <p>Planning reviewed to ensure relevant, integrated as much as possible, and in line with our CDP.</p> <p>Observations/Walkthroughs: To continue and strengthen this practice to support professional growth of teachers in 2024 - (During 2022 Hub 1 and Hub 2 checklists were created for walkthroughs to check all classes following LSLA)</p>	<p>Principal/ DP/MA</p>		<p>Teachers will have individual goals for 2024 set from 2023 PGCs.</p> <p>PLD will be sourced (internally and/or externally) to meet individual teacher needs.</p> <p>Teachers planning reflects good practice and a clear understanding of how to implement our CDP.</p> <p>Teaching staff have been engaged in observations of others' practice</p>



	<p>online and/or remote teaching and learning.</p>	<p>Expectations for implementation of schoolwide practices that are 'non-negotiable' (e.g. Focus Student, Learning Maps,...) are supported by PLD where relevant</p> <p>Utilise and review:</p> <ul style="list-style-type: none"> ➤ 'Quality Practice' and ➤ 'Longburn School Effective Teacher Matrix' and ➤ 'Leadership Capabilities Framework' <p>This will support professional knowledge and growth.</p> <p>All staff have PGCs and that they are effectively utilised and supported.</p> <ul style="list-style-type: none"> ➤ Ika a Whero responsible for kaiako and Learning Coaches ➤ Principal responsible for Manu Akoranga and Office Manager <p>Transitions:</p> <ul style="list-style-type: none"> ● From ECE to Longburn School ● Between classes at Longburn School ● Into Longburn School from a different school ● From Longburn School to secondary education <p>Establish 'Early Literacy Foundation' workshops as part of our transition to school programme.</p>			<p>and identify 'effective teaching practice' to utilise.</p> <p>Checklist utilised for walkthroughs and feedback shared at hub meetings and areas of growth identified - specific steps to target these goals also decided and implemented to be monitored in proceeding walkthroughs.</p> <p>Transitions: Feeder ECE centres identified through enrolment process. ECE centres have 'Longburn School Information Packs' to share with their parents/whanau. ECE contacts well established for communicating transition needs etc of New Entrants to Longburn School. Reciprocal visits between ECE and Longburn School held with opportunities for rich discussions around practices etc Early Literacy Workshops being implemented successfully.</p>
	<p>'Participation in the Science Teaching Leadership Programme' 2024-2025: Programme objectives:</p> <ul style="list-style-type: none"> ● Contribute to the professional learning and development of teachers of science resulting in improved knowledge, skills and confidence ● Improve the leadership 	<p>Our commitment:</p> <ul style="list-style-type: none"> ● STLP Teacher participant to be released for terms 1 & 2 to undertake Phase 1 of the programme. ● STLP Teacher participant and Principal to participate in 2 x Training Days in Wellington (carried out in term 1 and 2). ● Formally commit to science being a major learning area of 12 – 18 months during phase two of the Programme ● Ensure the participant teacher is fully supported to effectively lead science learning in the school on their return to school from term 3. 	<p>All</p>	<p>Budget Teacher release</p>	<p>All facets of the STLP being met, with the Longburn School Teaching Team, Management and BoT well informed of opportunities and learning that the STLP teacher is gaining from the programme.</p> <p>The Longburn School Community well informed of our participation in the programme and updated</p>



	<p>capabilities of participant teachers to increase the likelihood of sustained, effective school-based science teaching</p> <ul style="list-style-type: none"> • Encourage participating schools to enhance their science programmes to better engage students and the wider schools' community in science and to develop students' science knowledge and skills • Lift the science engagement of the school community • Develop, maintain and leverage linkages with others in national science communities. 	<ul style="list-style-type: none"> • Resource the programme effectively (release time, physical resources, ...). 			<p>throughout the year.</p> <p>Relationships with other external organisations involved in the science field strengthened (e.g. Horizons).</p>
<p>Goal 3 - <i>NP 2, 3, 4, 5, 6, 7</i></p> <p>To develop and nurture, within our learners, the skills, knowledge and cultural capital to be successful participants and</p>	<p>Identify local marae, hapū and Iwi. Learn about their histories. Collaborate with Māori communities to invest in, develop/design (and perhaps deliver) education to ensure ākonga Māori experience educational success as Māori.</p> <p>Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them.</p> <p>Ensure Te Tiriti is embedded in all</p>	<p>Opportunities to collaborate with Māori communities to ensure ākonga Māori experience educational success as Māori.</p> <ul style="list-style-type: none"> • Kahui Ako Collaboration with Rangitane Iwi: <ul style="list-style-type: none"> - Whare Matauranga (our WST participating) - PLD (inclusive of 4 hours school based) • 'Te Ara Raumati Project' - (Rangitane Iwi and local schools, whanau and businesses). • Teaching and learning via Pā Jack Paki and Whaea Katy (TTTW) - Local stories, Te Whiringawhā <p>Opportunities to share and celebrate Pacific learners (and others) language and culture:</p> <ul style="list-style-type: none"> • Celebration and Sharing of Cultures School Community Event • Invite members of local Pasifika community into the school to share their language and culture (inclusive of legends, dances and songs). 	<p>Principal/ BoT/DP/ MA</p>		<p>Knowledge gained through participation in Te Whare Wananga shared back with school (teachers and students).</p> <p>Iwi engaged, participating and contributing to our learning, (mainly through 'Te Ara Raumati' Project this year).</p> <p>Relationships developed with local Pasifika community, successfully hosting groups onsite to share knowledge.</p>



<p>contributors to the world they will inherit.</p> <p>Inclusive of our 'Equity Challenge' <i>NP 2, 3, 5, 6</i></p> <p>To ensure that our students' language, culture and identity are present and valued throughout the school day and beyond.</p>	<p>school policy and practices.</p> <p>Expect and support teachers/ kaiako to build their understanding of learners'/ ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.</p> <p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture. Embed this in our school culture and practices.</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo me ōna tikanga Māori.</p> <p>Talk with learners/ākongā and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice te reo Māori without judgement.</p> <p>Ensure Māori identity, language and culture are incorporated into our teaching, learning and pastoral care.</p> <p>Ensure there are opportunities for strengthening the following in our kura for the benefit of our ākongā:</p> <ul style="list-style-type: none"> ➤ Tikanga Māori ➤ Te Ao Māori ➤ Mātauranga Māori 	<p>BOT - Review current practices etc utilising the Hautu Review Tool and create an Action Plan (utilising data already collected towards the end of 2023): Hautu Review 2023/24</p> <p>Management - Work with our Māori whānau and Iwi to further develop our school practices and culture.</p> <p>All Management, Teaching and Support Staff - Build knowledge and capability in te reo me ōna tikanga Māori:</p> <ul style="list-style-type: none"> ● Rangitāne Pūrākau, Histories, Tikanga and Kawa, ... ● Te Whiringawhā ● Te Reo Māori sessions alongside ākongā (reinforced through practice in context) <p>Pastoral care (emotional, social and spiritual support) that is viewed through the lens of Te Āo Māori.</p> <p>Communication (how and what?) and meeting (where, when, who?) preferences are sought from whānau.</p> <p>Learning and Career Pathways:</p> <ul style="list-style-type: none"> ● Career Education - (Yrs 7 and 8) - inclusive of student participation in the CareersExpo 2024. ● Children's University (Optional for Yrs 6-8) ● Invite speakers in from a range of employment options relevant to our ākongā. Invite our school whānau to share their knowledge and experience in their line of employment with our ākongā. 		<p>Policies and practices better reflect our efforts to have 'Māori achieve success as Māori'.</p> <p>Relationships with our Māori whānau strengthened with their voice being more evident in our practices and school culture.</p> <p>Te reo Māori evident throughout the school - spoken and visual.</p> <p>Local tikanga and kawa known, shared and upheld to the best of our ability.</p> <p>Knowledge of Rangitāne pūrākau, histories, etc increased to ensure that these can be held as taonga and shared as relevant.</p> <p>The Whiringa Model reflected in SEL programmes (Social and Emotional Learning unpacked through a Māori Lens) and shared with the teaching team.</p> <p>Whānau Māori voice reflected in the ways we communicate and meet, with this evident in practice.</p> <p>Learning and career pathways identified and explored by Yr 7 & 8 ākongā</p>
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	<p>➤ Te Reo Māori</p> <p>Support learners/ākongā to see the connection between what they're learning and the world of work, enabling ākongā to identify learning and employment pathways.</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women.</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākongā to succeed in education.</p>				
Achievement Targets for 2024...	Actions	Who	What required	Measure of success?	
<p>Writing: To increase the percentage of our Yr 2-6 and Yr 8 cohorts, along with our male and Māori students, achieving at or above the benchmark expectations.</p> <p>Reading: To increase the percentage of our female Māori students and our Yr 2 and 3 cohorts achieving at or above the Benchmark expectations in Reading.</p> <p>Math:</p>	<p>PLD/Workshops - Teachers and Whānau Lead teachers identified for all curriculum areas and documented in '2024 Reaching Potential'. Lead Teachers (as relevant) to:</p> <ul style="list-style-type: none"> organise/facilitate relevant PLD for staff (based on individual, schoolwide and/or data driven needs). continue to support teachers' growth in practice ensure that any new staff to the school are brought up to speed with our Literacy and Math approach to teaching (especially the MSL Approach). organise and facilitate workshops for parents/whānau - sharing overview of literacy and math as taught at our school. facilitate the Reading Together Programme further review, develop and trial systems that promote learner engagement and motivate learners to learn. 	Principal/ DP/MA/L Ts		<p>Achievement Targets met.</p> <p>Lead Teachers in place</p> <p>Teachers having accessed relevant PLD and feeling more confident and supported in the planning, teaching and assessment of all curriculum areas but with a strong focus on literacy and math. Teachers are confident and competent in making accurate TJs in literacy and numeracy. Teachers competent in the use of CPTs.</p>	



<p>To increase the percentage of our Yr 2, 5 and 8 students, along with our female Māori students, achieving at or above the benchmark expectations.</p>	<ul style="list-style-type: none"> continue focus on moderation and consistency of TJ's in Literacy and Numeracy throughout the school through facilitation of PLD in use of tools (CPTs - PaCT/LPF and Poutama) and regular facilitation of moderation. <p>Review Lead teachers to review:</p> <ul style="list-style-type: none"> Maths curriculum in consideration of DMIC contract ended and the curriculum refresh - where to next for Math teaching and learning at Longburn School? Literacy and Numeracy assessment practices, tools/resources and schoolwide documentation.. <p>Sharing/Reporting:</p> <ul style="list-style-type: none"> Data Meetings (usually Wk 8 each term). Analysis of our new 'On Entry Survey' which includes a motor skills assessment, the 5 Week Survey, and after 1 Yr Survey data to ensure early intervention. Effectively and explicitly sharing learning progressions with students and parents. <p>Curriculum delivery, inclusive of interventions</p> <ul style="list-style-type: none"> Launch sessions - HUB 1 implemented. Intervention Programmes identified, sourced and implemented to support students' needs. Reported to the Principal. Implementation and further development of the LSLA to ensure it enhances and supports the development and use of literacy and numeracy. Ensure external support (RT Lit, MoE) sought in a timely manner for targeted learners who are not showing adequate progress over time. Ongoing expectation of 'on top of teaching' with teacher aide resourcing to ensure teachers can effectively schedule these workshops (utilising time during 'Investigations and RAP' sessions). X-Grouping for Literacy/Numeracy - schoolwide if needs reflect this to be the best way to deliver the learning. 		<p>Consistent TJ when assigning writing, reading and maths achievement levels. Maths and Literacy Poutama being utilised to support informing of next teaching and learning steps.</p> <p>Teachers growth in skills, knowledge and confidence to teach literacy and numeracy effectively evident.</p> <p>Reading Together Programme successfully held with parents/caregivers of our NE students having a good understanding of effective teaching of reading and able to better support their child's development in this area of learning confidently.</p> <p>Data gathered through this review analysed and utilised to improve practices.</p> <p>The school has adequate resources to support the teaching and learning of literacy and numeracy schoolwide.</p> <p>Junior students' needs are identified and addressed early.</p> <p>Survey results collated and analysed, identifying areas that need further support and/or improvement. Planning for</p>
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			<p>2024/25 reflects the consideration of results.</p> <p>Teachers utilising new learning to improve outcomes for their students.</p> <p>Teacher talk evident between colleagues in regards to observations and thoughts re change and/or practices.</p> <p>Launch session data - Students' individual needs (motor skills and literacy) identified early with planning and teaching of NEs reflecting this knowledge.</p> <p>Students' literacy and numeracy needs well supported. Students' progress accelerated. Principal confident that learners requiring extra support are able to access it.</p> <p>Literacy and Numeracy 'Rich experiences' embedded in the LSLA. Planning reflects integration of literacy and numeracy learning in all relevant aspects of the LSLA.</p> <p>Parents/caregivers are accessing literacy and numeracy learning links and relevant information to better support their child's learning. Student agency improved with students confidently articulating</p>
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			<p>their current achievement and next steps in learning. Parents/caregivers are aware of where their child is on their literacy and numeracy learning pathways and their next steps in learning.</p> <p>Targeted students well supported, showing steady progress (if not acceleration). Management is confident that targeted learners are being well supported and that intervention strategies/programmes are effective.</p>
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