



Peninsula Primary School Strategic Plan 2024-2025

Annual Plan 2024

Our Mission:

To empower students to learn, grow and shine as confident, connected and actively involved lifelong learners

Our Vision:

We will Learn, Grow and Shine by;

- Showing respect to self, others and the environment
- Showing responsibility for ourselves, others and our actions
- Showing resilience in times of challenge, risk and continued growth

Our Values:



| We will deliver | because we want..... | so that..... |
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| <p style="text-align: center;">Learners at the centre Ko ngā ākonga kei te ngākau</p> | <p>To provide education that supports, challenges and prepares all learners/ākonga to reach their full potential while meaningfully incorporating te reo Māori and tikanga Māori into everyday school life and the curriculum</p> | <p>learners/ākonga can thrive in, adapt and contribute to a rapidly-changing world</p> <p>We can support, challenge, and prepare all ākonga to reach their full potential</p> <p>learners develop a deep understanding and appreciation of the rich cultural heritage of Māori, fostering a sense of belonging and cultural identity</p> <p>our tamariki and staff can contribute to the revitalisation and normalisation of te reo Māori</p> |
| <p style="text-align: center;">Environment Kete Aronui</p> | <p>To create a safe environment that supports physical and emotional well-being, instils pride in students and the school that affirms our learners/ākonga for who they are.</p> | <p>learners/ākonga and their communities are reflected in their learning and go on to be confident and connected lifelong learners</p> |
| <p style="text-align: center;">Connection to community Hononga ki te hapori</p> | <p>To authentically embrace and celebrate the diverse cultures and languages of our school community where learners/ākonga, their whānau and communities build strong relationships.</p> | <p>all learners/ākonga and their whānau feel welcome and have ownership and a place/tūrangawaewae in the school</p> |
| <p style="text-align: center;">Opportunity Ōritetanga</p> | <p>To provide children with a diverse and enriching range of experiences and opportunities.</p> | <p>learners/ākonga and staff aspire to their best and are proud of their achievements</p> |

Annual plan 2024

| Learners at the centre Ko ngā ākonga kei te ngākau | | | | |
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| Plan | Action | Indicators | Who | How is success measured? |
| <p>Provide differentiated learning</p> <p>Tailor teaching methods to accommodate diverse learning styles, abilities, and interests.</p> <p>Provide personalised learning plans to address individual strengths and areas for growth.</p> | <ul style="list-style-type: none"> Teachers plan and teach using a range of instructional methods | <ul style="list-style-type: none"> Weekly plans show differentiated planning | AP/DP Teachers | Data at end of each term |
| | <ul style="list-style-type: none"> Teachers regularly use formative assessment practices to gauge student understanding and development of next steps | <ul style="list-style-type: none"> Puzzles of practice discussed in Team meetings Celebrations of learning - on seesaw Using the assessment mats in regular time to inform next steps | LoL Teachers | |
| | <ul style="list-style-type: none"> Teachers use mixed ability grouping in maths and writing | <ul style="list-style-type: none"> Weekly planning and discussed in team meetings | LoL Teachers | |
| | <ul style="list-style-type: none"> Teachers to identify those who need IEP/IBP/ICP and regularly review plans and actions with whānau | <ul style="list-style-type: none"> Schoolwide tracking Whanau meeting notes are recorded & shared back with whanau - termly meetings are scheduled | Teachers LoL AP/DP | |
| <p>Encourage inclusive practices</p> <p>Foster an inclusive environment that welcomes learners from diverse backgrounds, cultures, and abilities</p> <p>Implement resources and support for students who are bilingual</p> | <ul style="list-style-type: none"> integrate diverse content into lesson plans | <ul style="list-style-type: none"> Inquiry planning and implementation shows cultural diversity | AP/DP Teachers | Learning celebrations are held each term |
| | <ul style="list-style-type: none"> Identify the languages spoken by the student and affirm them in meaningful manner | <ul style="list-style-type: none"> Teachers identify language being spoken Ensure students and staff names are pronounced correctly | Teachers | Language survey sent out at beginning of 2024 |
| | <ul style="list-style-type: none"> Invite parents of different cultures to come in and share a talent - cooking, weaving, dancing, song | <ul style="list-style-type: none"> Cultural celebrations/language weeks | AP/DP Teachers | Once a term community event happens |

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| | | | | Feedback from whānau at end of year |
| Teacher Professional Development | <ul style="list-style-type: none"> Support teachers in developing cultural competence and adapting teaching methods to meet the needs of diverse students | <ul style="list-style-type: none"> Identification of different needs documented and discussed in team meetings with action points with specific time frames | LoL Teachers | Summary of achieved / not achieved actions at end of each term |
| | <ul style="list-style-type: none"> Provide ongoing professional development for educators to stay current with pedagogical best practices | <ul style="list-style-type: none"> All staff have had at least one PD course/workshop over 2024, based on their PGC goal Follow the PGC expected practice and keep documentation up to date | AP/DP Teachers | Teachers confirm their PCG PD needs are met in end of year survey |
| Assessment for Learning | <ul style="list-style-type: none"> Use a variety of formative and summative assessments to gauge student progress | <ul style="list-style-type: none"> Embrace schoolwide PLD in Assessment for Learning and implement practices into everyday teaching and learning | Teachers | End of year PLD review |
| | <ul style="list-style-type: none"> Provide constructive feedback that guides further learning and development | <ul style="list-style-type: none"> Discussions and next steps with LoL and team meetings | LoL Teachers | Review of plan at end of 2024 |
| Te Reo and Tikanga Our kaiako and taura will support the growth and development of the Māori language within our kura through a progressive Te Reo Māori curriculum. Our Kaiako and taura support a strong, healthy, thriving Māori language in New Zealand | <ul style="list-style-type: none"> Collaborate with local iwi | <ul style="list-style-type: none"> Establish communication and relationship with Te Kawerau a Maki | SLT Board Te Kawerau a Maki | Hui with iwi is held during 2025 |
| | <ul style="list-style-type: none"> Professional Development in Māori educational success as Māori | <ul style="list-style-type: none"> MAC PLD | SLT Board | Action plan for MASAM is completed by end of year |
| | <ul style="list-style-type: none"> Provide professional development opportunities for teaching staff in te reo Māori pronunciation, basic phrases, and tikanga Māori. | <ul style="list-style-type: none"> MASAM actions Incorporated into planning Goal set by each staff member for using te reo and/or developing tikanga practices New CRP Framework - | AP/DP Teachers | Evidence in planning of MASAM actions Review of goal with AP/DP end |

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| | | Kairangi Maori | | of term 2 and end of term 4 |
| | <ul style="list-style-type: none"> Teaching of te reo Māori is incorporated into all curriculum areas | <ul style="list-style-type: none"> Action plan and rubric developed for Year 0 to Year 6 | AP Teachers | Evidence of te reo used across the curriculum in planning and delivery |

| Environment | | | | |
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| Plan | Actions | Indicators | Who | How is success measured? |
| <p>Provide holistic development</p> <p>Focus on the holistic development of learners, addressing not only academic skills but also social, emotional, and physical well-being.</p> | <ul style="list-style-type: none"> Assess the current state of well-being across the four dimensions of Te Whare Tapa Whā (Taha Wairua, Taha Tinana, Taha Whānau, Taha Hinengaro) and Mana Potential | <ul style="list-style-type: none"> Regularly evaluate the impact of the actions taken to implement Te Whare Tapa Whā Use feedback from students, staff, and the community to make improvements and adjustments to the approach | AP/DP Teachers | Surveys, student/staff voice, parent voice |
| | <ul style="list-style-type: none"> Provide training and professional development for staff members on the principles of Te Whare Tapa Whā and Mana Potential and how to incorporate them into their roles. | <ul style="list-style-type: none"> Mana Potential - Linked into Peninsula Way Whare Tapa Whā | Chris Patterson (RTL) Teachers | PLD is undertaken in Term 1 - staff survey at end of year |
| | <ul style="list-style-type: none"> Establish a confidential and safe space where students can express their thoughts and feelings | <ul style="list-style-type: none"> Pulse app Year 4-6 (KM to add in following meeting) Mana potential Year 0-3 | AP/DP Teachers | Review of pulse app end of week 5 term 1 Student voice on mana potential |
| <p>Student Leadership Opportunities</p> | <ul style="list-style-type: none"> Student Council - Year 6 house leaders run the school council with an inquiry focus | <ul style="list-style-type: none"> Meetings 3x per term (weeks 3, 6, 9) | Students AP/DP | Student voice at end of each term on |

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| <p>Provide opportunities for students to take on leadership roles within the school.</p> | <ul style="list-style-type: none"> Year 6 Leadership | <ul style="list-style-type: none"> New leadership roles for 2024 to be developed | <p>Students LoL/ Teachers Year 5/6</p> | <p>successes</p> |
| <p>Wellbeing</p> <p>Implement wellness programmes that address physical health through exercise and nutrition</p> | <ul style="list-style-type: none"> Health and PE curriculum teaching | <ul style="list-style-type: none"> Evident in teacher's planning and delivery | <p>Teachers</p> | <p>Student survey at end of year</p> |
| <p>Physical Environment</p> <p>Enhance the physical environment of the school to ensure it is accessible to all students, staff and visitors by improving safety, enhancing learning spaces, increasing accessibility, and promoting sustainability.</p> | <ul style="list-style-type: none"> Update classroom layouts to optimise learning environments. Beautification of the grounds Sustainable practice Students taught recycling / composting practices at school | <ul style="list-style-type: none"> Painting of school as per CM Trees/shrubs planted and maintained Grounds clear of rubbish / plastic | <p>Board Principal Whānau</p> | <p>CM plan has been implemented</p> |

| Connection to community Hononga ki te hapori | | | | |
|---|--|--|--------------------------|--|
| Plan | Actions | Indicators | Who | How is success measured? |
| <p>To foster Pride and Identity</p> <p>Encourage a sense of pride and identity among students by showcasing their achievements and talents.</p> <p>Celebrate cultural events and milestones to affirm the uniqueness of each learner</p> | <ul style="list-style-type: none"> Plan and organise events that celebrate the diverse cultural backgrounds of our akonga/whānau. This will include festivals, performances, and exhibitions that showcase their traditions, art, music, and cuisine Develop a calendar that highlights important cultural events and milestones throughout the year | <ul style="list-style-type: none"> Termly whānau event Calendar of events in staff room and shared with whanau on website | SLT Teachers Board | Feedback after each event from parents |
| <p>Clear Communication</p> <p>Establish strong connections with families and the broader community to create a supportive network</p> <p>Involve parents in school activities and decision-making processes.</p> | <ul style="list-style-type: none"> Parent workshops LC Surveys | <ul style="list-style-type: none"> Information updated regularly in newsletter, seesaw, website Weekly messages to whānau about what is happening that week Whānau and community are informed and aware of the schools priorities Whānau and community are responsive to communication | SLT Teachers | Whānau voice at end of year |

| Opportunity Ōritetanga | | | | |
|---------------------------|---------|------------|-----|--------------------------|
| Plan | Actions | Indicators | Who | How is success measured? |
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| Curriculum Enhancement | <ul style="list-style-type: none"> Continue to review our existing curriculum to ensure it includes diverse perspectives, cultures, and topics. | <ul style="list-style-type: none"> Our local curriculum is robust and shows diversity | AP/DP Students | Staff/ Student / whānau voice at end of each term |
| Extracurricular Activities | <ul style="list-style-type: none"> Provide a wide variety of activities that encompass sports, arts, academic clubs, community service, and more. | <ul style="list-style-type: none"> Visible presence in the community (pre-school, St Margarets) Lunchtime interest clubs Matariki display and performance | AP/DP Teachers | Review of activities at end of each term |
| Enrichment programme | <ul style="list-style-type: none"> Offer specialised classes or workshops in subjects like robotics, coding, creative writing, foreign languages, or advanced mathematics. Provide opportunities for students to explore areas of interest that may not be covered in the regular curriculum Encourage independent study projects that allow students to delve deeply into topics of personal interest. Provide guidance and resources for students to conduct research and present their findings to peers and teachers | <ul style="list-style-type: none"> Teachers plan for a weekly (weeks 3-9) enrichment programme (Thursday 2-3) Children try different programmes each term Term 3 - Year 4 to create a unique piece of art for the Sculpture Trail Term 4 - Year 4/5 students work together | Teachers Lead Teachers of STEAM and Digital Literacy | Feedback at end of Terms 2, 3 and 4 re enrichment programme |

Strategic Actions

| Area | Target Cohort Year 2 | | | |
|--|---|----------|----------|-------|
| Reading | Boys | Girls | | |
| | All ethnicities | NZ Māori | Pasifika | Other |
| | Writing | Maths | Reading | Other |
| Annual Target | Reasoning | | | |
| <p>Reduce the percentage of Year 2 students not meeting the expected curriculum level from 46% to 8% by the end of the school year.</p> <ul style="list-style-type: none"> → Term 1: Reduce to 36% 26 students → Term 2: Reduce to 26% 19 students below → Term 3: Reduce to 18% 13 students below → Term 4: Reduce to 8% 6 students below | <p>Base-line data for 2024 33 out of 71 students (33%) with accelerated progress are likely to meet the expected Curriculum level.</p> <p>Of those 33 students:</p> <ul style="list-style-type: none"> ● 18 are males ● Out of the 18 male students, 4 identify as Māori. ● Out of the 18 male students, 8 identify as Pasifika. <p>Of those 33 students:</p> <ul style="list-style-type: none"> ● 15 are females ● Out of the 15 female students, 8 identify as Māori. ● Out of the 15 female students, 2 identify as Pasifika. | | | |
| Actions | <p>Data Analysis:</p> <ul style="list-style-type: none"> ● Use formative assessment tools (reading mats) for tracking and adjusting strategies. ● Using leader of learning time to develop specific target areas with Teacher Aide to know individual learning goals and work to build on teacher instructional teaching. ● Monitoring attendance to support engagement with learning <p>Small Group Instruction:</p> <ul style="list-style-type: none"> ● Conduct workshops targeting specific gaps for consolidation of skills needed to develop reading strategies and comprehension. ● Oral language programmes to ensure language skills are developed and built on to develop confidence in questioning and answering - patch play, brick by brick, talk to learn. ● Oral language programmes that strategically target linking phonics understanding and the use of this skill and | | | |

transferring into reading strategies/decoding.

Collaborative Teacher Teams:

- Facilitate regular collaboration among teachers, including puzzles of practice and celebrations of success.
- Being explicit in teaching transfer of literacy skills in reading and writing.
- Parent engagement with literacy afternoons, informal meetings

Professional Development:

- Working alongside MoE and RTLB, SAFE to understand and develop best practice for Neuro-diverse learners.
- Reviewing the Balanced Literacy approach in the Year 1 & 2 to ensure best practice, with urgency and acceleration as key focus areas.
- Building teacher capacity working alongside Kirsten (Assessment for Learning) to increase student agency

Tracking sheets

- Using tracking sheets to monitor progress over time, transparency in what the team is focussed on, plus engaging with whanau in a timely manner

AoV

| Area | Target Cohort: Years 3 & 4 | | | |
|---|---|----------|----------|-------|
| Writing | Boys | Girls | Pasifika | Other |
| | All ethnicities | NZ Māori | Reading | Other |
| | Writing | Maths | | |
| Annual Target | Reasoning | | | |
| <p>Reduce the percentage of Year 3 students not meeting the expected curriculum level, from 28% to 5% by the end of the school year.</p> <ul style="list-style-type: none"> → Term 1: Reduce to 23% (17 students) → Term 2: Reduce to 18% (13 students) → Term 3: Reduce to 13% (9 students) → Term 4: Reduce to 5% (4 students) <p>Reduce the percentage of Year 4 boys not meeting the expected curriculum level, from 31% to 5% by the end of the school year.</p> <ul style="list-style-type: none"> → Term 1: Reduce to 25% (18 students) → Term 2: Reduce to 20% (14 students) → Term 3: Reduce to 13% (9 students) → Term 4: Reduce to 7% (5 students) | <p>Baseline Data</p> <p>Year 3 Writing</p> <p>28% (20 students) with accelerated progress are likely to meet the expected Curriculum level.</p> <p>Of those 20 students:</p> <ul style="list-style-type: none"> • 12 are males • Out of the 12 male students, 4 identify as Māori. • Out of the 12 male students, 2 identify as Pasifika. <p>Of those 20 students:</p> <ul style="list-style-type: none"> • 8 are females • Out of the 8 female students, 2 identify as Māori. • Out of the 8 female students, 2 identify as Pasifika. <p>Year 4 Writing</p> <p>31% (22 students) with accelerated progress are likely to meet the expected Curriculum level.</p> <p>Of those 22 students:</p> <ul style="list-style-type: none"> • 12 are males • Out of the 12 male students, 4 identify as Māori • Out of the 12 male students, 3 identify as Pasifika <p>Of those 22 students:</p> <ul style="list-style-type: none"> • 10 are females • Out of 10 female students, 3 identify as Māori | | | |

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| | <ul style="list-style-type: none"> Out of 10 female students, 1 identifies as Pasifika |
| Actions | <p>Data Analysis:</p> <ul style="list-style-type: none"> Regularly analyse writing data to identify weaknesses for individual students and the overall cohort. Use formative assessment tools (writing mats) for tracking and adjusting strategies. <p>Small Group Instruction:</p> <ul style="list-style-type: none"> Teacher provides workshops for target students AP will take writing workshops as extra support for the target students. <p>Collaborative Teacher Teams:</p> <ul style="list-style-type: none"> LoL to facilitate regular collaboration among teachers and across teams Regular moderation and discussion of strategies in place to bridge identified gaps <p>Professional Development:</p> <ul style="list-style-type: none"> Upskill kaiako in writing instruction, with a focus on effective strategies for mixed ability workshops. <p>Individualised Education Plans:</p> <ul style="list-style-type: none"> Individualised Education Plans for those children with learning challenges such as dyslexia and auditory processing disorder. |
| Outcome | |

| Area | Target Cohort: Years 5 & 6 | | | |
|---------------|----------------------------|----------|----------|-------|
| Writing | Boys | Girls | | |
| | All ethnicities | NZ Māori | Pasifika | Other |
| | Writing | Maths | Reading | Other |
| Annual Target | Reasoning | | | |

Reduce the percentage of Year 5 students not meeting the expected curriculum level from 16.45% to 10% by the end of the school year.

- Term 1: Reduce to 16%
- Term 2: Reduce to 14%
- Term 3: Reduce to 12%
- Term 4: Reduce to 10%

Reduce the percentage of Year 6 students not meeting the expected curriculum level from 23.3% to 15% by the end of the school year.

- Term 1: Reduce to 23%
- Term 2: Reduce to 20%
- Term 3: Reduce to 18%
- Term 4: Reduce to 15%

Baseline Data

Year 5 WRITING

13 out of 79 students (16.45%) with accelerated progress are likely to meet the expected Curriculum level.

Of those 13 students:

- 10 are males
- Out of the 10 male students, 2 identify as Māori.
- Out of the 10 male students, 4 identify as Pasifika.

Of those 13 students:

- 3 are females
- Out of the 3 female students, 2 identify as Māori.
- Out of the 3 female students, 1 identifies as Pasifika.

Year 6 WRITING

17 out of 73 students (23.3%) with accelerated progress are likely to meet the expected Curriculum level.

Of those 17 students:

- 7 are male
- Out of the 10 male students, 2 identify as Māori.
- None identify as Pasifika

Of those 17 students:

- 10 are female
- Out of the 10 female students, 1 identifies as Māori.
- Out of the 10 female students, 4 identify as Pasifika

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| Actions | <p>Data Analysis:</p> <ul style="list-style-type: none">● Regularly analyse writing data to identify weaknesses for individual students and the overall cohort.● Use formative assessment tools (writing mats) for tracking and adjusting strategies. <p>Small Group Instruction:</p> <ul style="list-style-type: none">● Conduct writing workshops targeting specific skill gaps. <p>Collaborative Teacher Teams:</p> <ul style="list-style-type: none">● Facilitate regular collaboration among teachers. <p>Professional Development:</p> <ul style="list-style-type: none">● Upskill kaiako in writing instruction, with a focus on effective strategies for mixed ability workshops. <p>Individualised Education Plans:</p> <ul style="list-style-type: none">● Individualised Education Plans for those children with learning challenges such as dyslexia and auditory processing disorder. |
| Outcome | |

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| <ul style="list-style-type: none"> ● Celebrations of Learning ● Family information evenings (Hui (Māori) / Fono (Pasifika) for Māori/Pasifika/Asian families) <p>Maintain open and transparent communication channels with parents. This could include regular newsletters, emails, phone calls, or meetings to keep them informed about school activities, policies, and their child's progress.</p> | | <p>BOT at the end of term 1 and term 3.</p> <ul style="list-style-type: none"> ● Continue subscription to School Docs and follow review schedule ● School generated reviews: Conceptual Planning & ● Inquiry update, Writing Review, Special Needs Review, ● Local Curriculum review | |
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