

Fairfield Primary School

Strategic Plan 2024-2025 and Annual Plan 2025



MISSION STATEMENT

Empowering learners to succeed

Vision

At our school:

- There are high expectations for children to achieve academically.
- There are high expectations for children to behave appropriately.
- Children are challenged and supported to learn.
- Cultural diversity is valued and cultural identity celebrated.
- All members of the school community are respected and valued.

Beliefs

- Quality teaching is child centered, culturally located and relevant.
- Quality teaching involves reflective practice and continuous improvement.
- Positive family and community support and participation enhance student learning.
- All members of the school community are entitled to enjoy a safe learning environment.

Values for Learning

- We learn best together.
- We work hard to build confidence and self esteem.
- We develop positive attitudes, self assurance and the ability to take risks.
- We learn to accept that you may not always succeed at the first attempt.

The Fairfield Learner values:

RESPECT

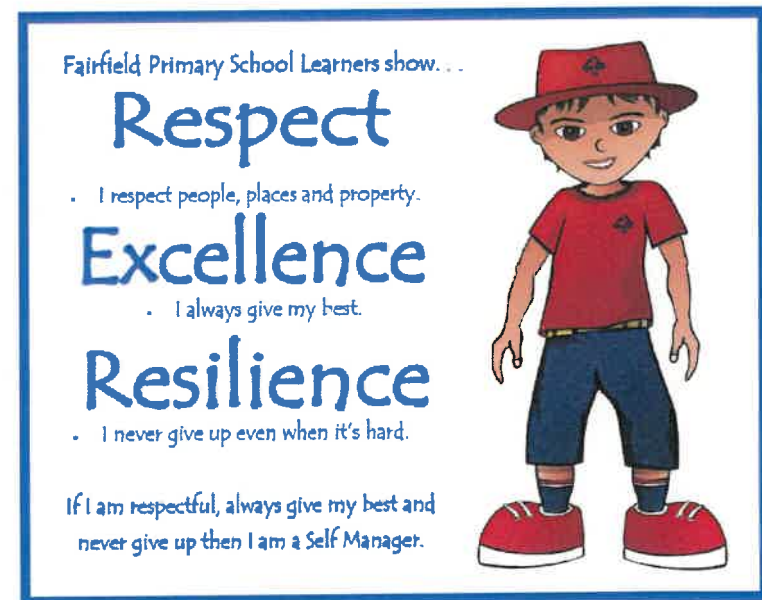
I respect people, places and property.

EXCELLENCE

I always give my best.

RESILIENCE

I never give up, even when it's hard.



CULTURAL DIVERSITY

The unique position of the Maori Culture

At Fairfield Primary School we will recognise and value the unique position of Maori in New Zealand and the importance of the Treaty Partnership.

All students learn about Te Ao Maori including Te Reo and Tikanga.

We will acknowledge and respect the values, traditions and histories of both Maori and Pakeha New Zealanders. We will learn about Tainui, Kingitanga and Tangata Whenuatanga.

The school will incorporate tikanga Maori into the curriculum by:

Pronouncing names correctly.

Promoting involvement in a diverse range of cultural activities. i.e culture groups.

Practise respect for each culture e.g. eye contact, no sitting on tables, no shoes in classrooms.

Teachers' planning reflects New Zealand's dual cultural heritage.

EEO principles are met when employing staff.

Tikanga and Te Reo Maori incorporated in class programmes e.g. days of week,

body parts

colours, numbers, greetings, instructions.

Waiata incorporated into assemblies etc. Sing national anthem in both Maori and English.

Bilingual signage and instructions where appropriate.

Acknowledging dual cultural heritage when planning learning experiences.

Powhiri – as appropriate. Tikanga weeks Terms 1 and 4.

Marae Visit – juniors / seniors visit Hukanui or FFC Marae alternate years.

Protocols – reflect Tainuitanga including Whakatau, Poroporoaki and Karakia as appropriate.

Every child participates in Kapahaka- instruction groups in Waiata / Poi etc Taiaha.

School performance group selected annually from Year 4-6 students.

Poutama into school logo etc – emphasis on moving up your poutama (ie

challenging learning).

Concepts of whanaungatanga, manaakitanga, ako are embedded into school practice

New Zealand's cultural diversity

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Africa, Europe and the South Pacific.

In order to provide instruction in Te Reo for fulltime students whose parents request it, we will endeavour to:

Continue to employ external facilitators where appropriate to lead the development of Kapahaka groups.

Kahui Ako inschool teacher position dedicated to supporting/enhancing partnership with Maori community.

Ensure that all staff have a basic understanding of tikanga maori and incorporate culturally appropriate practices in their classrooms.

Lead teacher supports Te Reo implementation in all classrooms

Ensure professional development opportunities are available to all staff to further develop their understanding of ako, manaakitanga and whanaungatanga to incorporate the principles of Ka Hikitia into school life.

Support staff members who wish to increase their knowledge/fluency in Te Reo Maori.

Steps taken to discover views and needs of the school's Maori community:

Parents invited to attend hui / whanau meetings / meet the teacher afternoons.

Home visits as appropriate. Good news phone calls etc.

Contact made with parents/family/whanau of every student during term one. Continued liaison throughout the year.

Open lunchtimes and other informal occasions e.g. House celebration days / BBQs, morning teas.

Consultation through panui / newsletters/ Facebook groups

Representation on School Board.

Kaumatua – meet the staff, maintain communication lines.

Community groups – Regular liaison with Community Constable, Fairfield Interagency team etc.

Reading together partnership programmes re-established to meet current needs.

Opportunities for consultation focused on accelerating achievement of Maori students.

Fairfield Primary School Strategic Plan 2024-5

Vision	Empowering Learners to Succeed <i>Kia pakari kia tu mana motuhake Fakaivia ke lavamea'</i> <i>E fa'amalosia ai tupulaga ao'oga ina ia tini le fa'amoemoe</i>
Values	Values for learning: · We learn best together. We work hard to build confidence and self-esteem. · We develop positive attitudes, self-assurance and the ability to take risks. · We learn to accept that you may not always succeed at the first attempt. The Fairfield Learner: RESPECT: I respect people, places and property EXCELLENCE: I always give my best RESILIENCE: I never give up, even when it's hard If I am respectful, always give my best and never give up, then I am a SELF MANAGER
Link to Primary Board objectives:	All of Section 127 (1) applies to all strategic goals: Our objective is that every student can reach their highest possible level of educational achievement in a physically and emotionally safe environment.
Summary of information used to develop this plan:	To create our Strategic Plan, we used information from our community consultation surveys, mid-year and end of year achievement data, ERO review feedback, MOE Attendance project surveys and discussions with stakeholders. Our surveys focussed on gaining information about curriculum achievement particularly relating to the links between attendance and achievement. Other topics included wellbeing of both staff and students, and the range of strategies to continue to foster partnerships between home and school. Other resources included: - NELP Priorities 1-6 - Te Mataiaho and the Common Practice Model resources - Attendance and Engagement Strategy and local MOE resources including Te Pae Here Kahui Ako Plans for improving attendance and engagement. - Ka Hikitia Documents - Action Plan for Pacific Education 2020-30 - Implementation Plan from our 2023 ERO review - Fairfield Primary School 2023 Statement of Variance
Alignment with the NELPS	Each Strategic Goal is aligned to the relevant National Education Priority. Many are aligned to multiple NELPs depending on the complexity of the goals. - Objective1: Learners at the Centre - Priorities 1 and 2 - Objective2: Barrier Free Access – Priorities 3 and 4 - Objective3: Quality Teaching and Leadership – Priorities 5 and 6

Strategic Goals 2024-25

	OUR PRACTICE: <i>Strengthen the Leadership of Learning</i>	OUR LEARNERS: <i>Ensure a responsive curriculum is planned, implemented and assessed by effective teachers</i>	OUR COMMUNITY: <i>A cohesive school and community partnership that fosters a strong sense of community, pride and belonging</i>	OUR PLACE: <i>Realign school infrastructure to create conditions for optimal learning</i>
<i>Initiatives</i>	Continue to provide opportunities for Leadership development particularly leaders new to respective positions. NELP 6 Provide quality PLD for all staff in Junior and Middle school to ensure effective implementation of the Better Start Literacy Project. NELPs 2,3,4 and 6	Unrelenting focus on improving outcomes in literacy schoolwide. NELPs 2,3 and 4 Increase equitable outcomes for all students with a focus on migrant and ESOL students. NELPs 1,2,3 and 4 Maintain the government and schoolwide focus on improving attendance and re-engaging with school. NELPs 1,2 and 3	Extend learning centred partnerships with families/whanau including new migrant families. NELPs 2,3,5 and 6 Nurture and foster staff and student wellbeing. NELPs 1 and 3	Continue to improve learning environments to be fit for purpose and to cater for roll growth. Complete all projects in the 2020-2024 5YA. Upgrade security to include CCTV schoolwide. NELPs 2 and 3

Strategic Goal: Strengthen the Leadership of Learning

Initiative 1: Continue to provide opportunities for Leadership development particularly leaders new to their positions

Current Reality:

Senior Leadership team is operating effectively. However impending retirements/ sabbaticals of some senior leaders will create opportunities for new leadership roles.

Lisa, Rob and Sue demonstrate strongly effective capability in leading Practice Analysis Conversations relating to effective Teacher Practice in Literacy.

More opportunities need to be created for middle / curriculum leadership.

Initiative 2: Provide quality PLD for all staff in Junior and middle school to ensure effective implementation of the Better Start Literacy Project

Current Reality:

BSLA project begun in 2022. Now extended to middle school with a view to all junior and middle teachers and leaders being trained by the end of 2024.

2024 Actions and Measures:

Middle Leaders PLD \$2000
Senior Leaders PLD \$8000
PLD Facilitator linked to Kahui Ako

Kahui Ako coaching and mentoring programme will be undertaken.
Focus on Growing Middle Leaders capability.
Board to support opportunities for SLT to travel to ACEL or Edulead conferences.

Lisa and Sue- Planning/Obs Term 1 and 2 to ensure consistency of schoolwide practice.

Measures:

Documented evidence of PAC demonstrates shifts in teacher practice.

Middle Leaders and SLT Professional Growth Plans will reflect strong evidence of effective Inquiry.

See BSLA Action Plan

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2025 Actions and Measures:

SLT will support Team Leaders to develop the Practice Analysis skills, so that they may lead some PACs in terms 3 and 4 with one identified teacher in their team.

Middle Leaders will identify one goal to undertake a Leader focussed collaborative inquiry.

SLTs and Team Leaders will undertake Practice Analysis conversations around videoed practice once a term with all teachers.

Sue/Lisa -support other leaders to do team obs/planning checks etc.

Measures:

Survey of Middle Leaders and SLT undertaken to evaluate how staff and students voice their understanding of the Leader's strengths and needs. Data gathered will support PG Plan goals for the following year.

Extend to Years 4-6 as per Government requirements

Strategic Goal: Ensure a responsive curriculum is planned, implemented and assessed by effective teachers.

Actions and Measures

Initiative 1: Unrelenting focus on improving outcomes in literacy schoolwide

Current Reality:

ERO 2023 and post covid data identified the need to continue to focus on literacy achievement in 2024/5. Target students have been closely monitored with Time 1 and 2 data gathered – and successful pedagogical practice identified. Lack of specialist support for identified high needs students is an ongoing challenge.

2024 Actions and Measures:

Sequential schoolwide programmes including embedding BSLA practices.

Ongoing monitoring of consistency of teaching practice schoolwide.

Emphasis on foundation skills in junior classes.

Focus on data literacy and analysis.

Assessment for learning and within school PLD. Continued BSL PLD (sustaining practice), workshops, coaching and mentoring as required.

0.4 Literacy Leaders (Lisa and Sue R))

Support programmes to include: Reading/Maths: Rainbow Reading, ESOL support, Maths Support, Literacy Support, Oral Language groups, DAP.

Monitoring meetings held once a term to review data around targeted student achievement.

Measures:

Evidence of target student accelerated achievement using specified tools. E.g. FPS Writing progressions or R.O.L (Schoolwide)

1 x videoed Monitoring meeting to be videoed in Term 3 and shared at follow up staff meeting exemplifying focussed teacher talk relating to strategies/pedagogy that has had a positive impact on student achievement.

Each teacher will select one video of their guided instructional practice plus follow up PAC write up to support PGC.

TAI documentation will reflect target student accelerated learning.

2025 Actions and Measures:

Continue to implement Government / MOE mandates re Hour a Day instruction.

Annual tracking against current MOE guidelines.

Strong systems are in place to effectively monitor teacher pedagogical content knowledge.

This also enables appropriate forward planning to ensure PLD targets teacher needs linked to the strategic plan.

Introduce Teaching Observation Framework (ERO model) and trial in Term 4 with a view to full implementation in 2026.

Measures:

Evidence of relevant student progress.

Evidence of high quality teaching practice possibly captured with video.

Recorded evidence of improved levels of achievement for all students.

Strategic Goal: A cohesive school and community partnership that fosters a strong sense of connection, pride and belonging.

Strategic Initiative 1:	2024 Actions and Measures:	2025 Actions and Measures:
<i>Extend learning centred partnerships with all families and whanau including new migrant families.</i> <u>Current Reality:</u> Need to re-engage with Pasifika community post Mefi and bring new fanau onboard. Change to govt immigration policies late 2023 brought an unexpected influx of new migrants ant the beginning of 2024 Identified curriculum leader for Te Reo Maori to support Staff and Students in language and tikanga learning. Schoolwide scaffolded Maori language and culture guidelines/implementation Plan– Years 0-6.	Cultural week celebrations Consolidate parent/partnership programme with Tongan community. Continue to support the development of Pasifika Parents Group. Teacher PLD- refugee students, cultural norms etc Engagement with local Migrant Centre BSL meetings with parents Curriculum refresh- opportunities to involve parents <u>Measures:</u> Complete a Community consultation review to compare school responsiveness to previous data and inform actions for 2025	Cultural week celebrations Continue to encourage Pasifika fanau to take an active role in their students learning and to participate in the variety of programmes offered. Continue to engage with local iwi to assist in activating whanau engagement Continue to strengthen engagement based on a variety of initiatives already implemented. Other initiatives based on outcomes from 2024. Focus on increased parent participation in cultural events. Pasifika Board member to coordinate with staff. <u>Measures:</u> Repeat consultation on an annual basis to measure improvements/changes to engagement levels and student achievement. Review 2024 initiatives and plan accordingly for 2025.
Strategic Initiative 2: <i>Nurture and foster staff and student wellbeing in a post- covid environment</i> <u>Current reality:</u> Most staff and students have “moved on” from the Covid years, however we are noticing a higher level of new entrant students with very challenging behaviour. A group of students who were previously living in motels are also quite unsettled. Higher levels of students displaying trauma symptoms has led to a focus on teacher PLD	Variety of initiatives to support staff wellbeing Trauma PLD for all teachers to improve knowledge and understanding and develop skills to better support students Principal Wellbeing Fund (PPCA entitlement)- Travel to ASCD conference <u>Measures:</u> Higher levels of student engagement once a sense of belonging established. Ability to access support from MOE and outside agencies when needed. Stable happy staff and students	Review what has worked in 2024 and plan initiatives for 2025 based on needs at the time <u>Measures</u> As for 2024 Dependent on needs.

Strategic Goal: Realign School Infrastructure to create conditions for Optimal Learning

Initiative 1: Improve learning environments to be fit for purpose and to cater for roll growth.

Current Reality:

Roll growth 2024- back on track from pre-covid.
Security and vandalism issues since new Kainga Ora housing development opened has required proactive response. (CCTV)

2024 Actions and Measures:

Furniture audit to be undertaken to meet 2024 needs.
Plan for outdoor learning spaces and upgrade of old Adventure Playground
Develop a positive marketing strategy for the school to ensure we optimise opportunities created by infill housing and Greenhills developments.
Review current 5YA and re-prioritise projects
Install comprehensive CCTV system across school site (5YA)
Complete installation of AV systems in new hall
Complete replacement of blinds in all classrooms
Purchase additional 60 chairs for hall

Measures:

All identified projects completed within budget and timeframes

Completed plan for upgrade of outdoor learning spaces.

2025 Actions and Measures:

Sufficient funding and teaching spaces achieved to meet needs of current roll.

Continue refurbishment programme of existing classrooms 2,3,4,12,14,15

New 5YA plan developed.

Measures:

New 5YA completed and approved by MOE
Outdoor spaces underway.
All identified projects completed

Active and positive ongoing promotion/marketing strategy in place.

**FAIRFIELD PRIMARY SCHOOL :
SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT SECTION: 2025**

Curriculum:

Key school documents that inform Fairfield Primary School operations relating to curriculum include;

- School Curriculum Framework
- Fairfield Learner – a profile of what an effective learner at Fairfield Primary School looks like
- Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
- Student Assessment Plan
- Learner Profiles; displays achievement expectations for learners at each year level
- Associated Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Annual Plan
- Fairfield Primary School Pasifika Action Plan

HUMAN RESOURCES:

Key school documents that inform Fairfield Primary School operations relating to human resources include;

- Job descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles and Responsibilities Schedule
- Accidents and Medical Register
- Personnel & Curriculum Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Annual Plan

Finances:

Key school documents that inform Fairfield Primary School operations relating to finances include;

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Annual Plan

PROPERTY:

Key school documents that inform Fairfield Primary School operations relating to property include;

- 10 Year Property Plan
- 5 Year Property Agreement
- Maintenance Schedule
- Hazards Register
- Health and Safety Procedures
- Evacuation Procedures
- Insurance
- Associated Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Operational Plan

HEALTH AND SAFETY:

Key school documents that inform Fairfield Primary School operations relating to health and safety include;

- Strategic Plan
- Annual Plan
- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures
- Fairfield Primary School Health & Safety Guidelines Handbook
- Associated Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Operational Plan

SUPPORTING DOCUMENTATION

Curriculum and Internal Evaluation

2025 Annual Plan

Learning Progressions documents

Curriculum policies and procedures

Teaching and Learning implementation and action plans

Assessment reporting schedule

Teachers planning documentation

Student records and portfolios

Targets and analysed data on student achievement

Internal Evaluation folder

Our Learning Community

Job descriptions and performance agreements

Performance Management folder- SLT and PRT handbooks

Professional Growth Cycle documentation

School information books

School organisation booklets

Parent newsletters

Board of Trustees meeting reports

Transition to school- *Preparing for School* booklet

Community consultation documentation

MOE publications: *Ka Hikitia, Tataiako, Pasifika Education Plan, Success for all, Tapasa etc.*

Asset and Systems management

Charter and strategic plans

Governance File-School policies and procedures

BOT Governance Handbook

EEO policy and guidelines

Annual budget and audited accounts

Ten Year property plan and annual property development plan.

Hazard identification manual

School organization folders

Meeting minutes: BOT/Staff

Health and safety documentation

Fairfield Primary School 2025 Annual Plan

Strategic Goals	Initiatives	Key Actions	Responsibility	Success Indicators	Timeframe	Resourcing
Strengthen the Leadership of Learning	Continue to provide opportunities for leadership development particularly for leaders new to their respective positions	MOE funded project to Grow middle Leaders. Kahui Ako coaching and mentoring programmes Participate in Kahui Ako DP programme. Opportunities for SLT to attend NZ or Australian based conferences as appropriate. Te Pae Here PLD Day 30 May. Curriculum Leads model crm observations and feedback	Anne Naomi Kinnaird SLTs	Unified teams with strong leadership actions All middle leaders attend Middle Leadership in school PLD. Planned programme of professional reading and research Support and guidance from SLTs All team leaders have capability to lead own team observations and documented feedback to teachers	PLD ongoing throughout the year.	Middle leaders PLD \$3000 Senior Leaders PLD \$6000
	Provide quality PLD for all staff in the Junior and middle schools to ensure effective implementation of the Better Start Literacy project	All middle school teachers will participate in BSLA professional development facilitated by University of Canterbury and complete their BSLA micro credential accreditation. All staff new to the junior school will be expected to participate in BSLA training Structured literacy support provided to all new staff. Train additional coach. Train 3 more TAs (3 in 2023)	Lisa, Sue, Pauline to lead. All junior and middle team teachers.	Teachers will be upskilled and confident when assessing and teaching using the BSLA and Structured Literacy approach. Teachers will collaborate and there will be a shared responsibility for raising student achievement in literacy. Changes will be made to how literacy is taught and assessed in line with new Government mandates. There will be an improvement in the percentage of students who have made accelerated progress by the end of the year.	Elisha- Term 1 intake Training- Intake 2 for Mitchell. Programme- ongoing throughout the year.	Resources \$4000 PLD to be paid by MOE

	Investigate options for Maths programmes to be further developed in 2026	Participate in 2x MOE Mathematics curriculum PLD days. Investigate Numicon programme. SLTs participate in workshops.		All teachers will become familiar with the components of the new maths curriculum and the links to planning etc. Numcon selected as programme of choice after consideration of a number of options	SLTs All teachers	MOE resourced
Ensure a responsive curriculum is planned, implemented and assessed by effective teachers	Unrelenting focus on improving outcomes in literacy schoolwide	Sequential schoolwide programmes including embedding BSLA practices Monitoring of teaching practice by SLT 2x per term with an emphasis on consistency of practice Support programmes-for priority learners in reading. Continue to identify target groups with greater emphasis on numbers, names, needs. Attendance/ Achievement initiative Identified target groups in every class.	SLTs Class teachers Pauline (SNC) TAs – support groups	Planned actions to accelerate progress evident in all teaching programmes. Regular monitoring of all students, focus on all priority learners Evidence of accelerated progress for all students including priority learners. Term data analysis reported to Principal and BOT	All year	TA Budgets code 4425 and 4426
	Increase equitable outcomes for all students with a focus on recent increasing numbers of migrant and ESOL students	Support for all identified ESOL learners. Deliberate actions- numbers, names, needs identified, planned and implemented. BSLA meetings for all parents to consolidate learning partnerships. Regular monitoring of support programmes to ensure they are fit for purpose. Evaluate effectiveness of current strategies and adapt etc if necessary.	Lisa Chris 2x TAs	All ESOL and migrant students are well supported by programmes that are fit for purpose ESOL teacher and TAs engage in regular professional development. Data is collected and analysed regularly and programmes adapted as required. Matrices completed twice annually for reporting to MOE and resourcing. Team leaders reporting to Board 4x annually through team reports.	All year Data collected for MOE March and August	ESOL- approx. \$50000 from funded students

		Student data collected and analysed regularly. Use data to show shifts in practice. Employ additional teacher aides to support programmes.				
	Maintain the Government and schoolwide focus on improving rates of attendance and re-engaging with school	Utilise ASAs for chronic attenders. Daily monitoring of all students attendance. Daily follow up of all those of concern. Regular liaison with TPH attendance team Attendance concerns identified through term data analysis. Reported to Rob/Vicki for follow up with ASA	Anne Rob Vicki Board members	Attendance data will show steady improvement of targeted students. Overall attendance will improve and school targets will be met. 2025 plan will be evaluated at the end of the year and new targets set depending on results. Develop Attendance plan for 2026 in accordance with MOE requirements.	Ongoing throughout the year	Attendance initiatives budget \$1000
Maintain a cohesive school and community partnership that fosters a strong sense of connection, pride and belonging.	Extend learning centred partnerships with all families and whanau including new migrant families	Participate in PLD opportunities as available- Tapasa Strengthen connection with Migrant Centre Parent teacher meetings- expectation that teachers will have contact with parents/whanau during term 1 Consolidate existing parent partnership programmes Reinforce partnership with Pasifika communities Implementation of Pasifika Plan (see docs) Review existing opportunities for parents/whanau to engage in learning programmes and partnerships.	Anne Hera SLTs Sano and fanau Simon, Waiora etc	Maori and Pasifika parents are more engaged in their children's learning through a variety of learning partnership opportunities. Focus on Matariki All parents of BSLA students are encouraged to participate in parent meetings etc Increased whanau participation in support groups Pasifika parents actively engaged in promoting Samoan and Tongan weeks/projects. Welcome and provide support as appropriate for refugee families (Middle East, Ukraine)		Tongan, Samoan and Maori Tikanga Week celebrations \$3000 Tikanga/ Kapahaka programmes \$5000

		Develop an action plan to improve partnership opportunities for all whanau MOE Cultural leadership - Tamara		Teachers familiar with new Tapasa document and utilising it in their planning and programmes. (carried over to 2026) Board rep to liaise with staff re cultural events and engaging fanau.		
	Nurture and foster staff and student wellbeing	Regular monitoring of staff and students. NZCER Wellbeing Survey will be completed. Utilise and make available NZEI wellbeing resources Flexibility around time on site when appropriate e.g. CRT days Plan staff social opportunities Celebrate support staff week, Tumeke Tumuaki, birthdays etc Understanding Trauma professional development for all staff- Focus on Relationships and Equity Continue to engage with MOE to provide appropriate support for special need students to ensure their success at school Continue with School Counsellor and SWIS programmes. First aid training offered on annual basis	Anne SLTs Pauline and Rochelle (RTLb)	Staff feel valued and supported in the workplace. The wellbeing needs of both students and staff will be identified and steps taken to support individual needs. Student wellbeing: Data will be analysed to identify trends, strengths and further areas for professional development and support. MOE will be responsive and timely in supporting special ed students and the teaching staff. Variety of support programmes available to students and whanau	All staff	Principals Wellbeing payment \$6000 SLT PD budget \$7000 Consultancy budget \$4000 Celebrations \$2200
Realign school infrastructure to create conditions for optimal learning	Improve learning environments to be fit for purpose and to cater for roll growth.	Implementation of 5YA projects as per agreement Install CCTV system across site Complete installation of AV in new hall	Anne Himi Rob BOT	Classroom space adequate to meet roll projections Enrolment scheme in place- review the need for this annually.		See MOE updated 5YA plan CCTV- \$28000

		Complete replacement of blinds in all classrooms. Purchase additional 60 chairs for hall Provision for roll growth classrooms in junior school. Website reviewed to ensure fit for purpose. Demolition of old hall Weathertightness project and refurbishment of Rooms 14 and 15. Upgrading of office space		AV and furnishing Hall project completed Website updated. Tarsealed space where hall removed. Consideration of future options eg astroturf or cover. Refurbishment of old sick bay and meeting room to provide for relocation of RTLBs, creation of additional office space for finance and property management, CRT release and DP office.		AV for hall-\$35000 Blinds \$8000 Chairs \$10000
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Achievement Targets 2025

Strategic aim:

To ensure that a responsive curriculum is planned, implemented, and assessed by effective teachers

Annual objective:

Use a student-focused methodology of BSLA to accelerate learning and monitor progress and achievement in literacy.

Targets:

Accelerate the progress of all learners not achieving at their expected level in Reading, particularly in Years 3-6
BSLA Students in Years 1,2,3 & 4 currently underachieving in literacy will make accelerated progress.

Baseline data:

Accelerating Literacy Achievement through BSLA

Year Level	Achievement Outcome	Percentage of Students	Notes/Impact
Year 1	Achieved proficiency in BSLA Letter-Sound Recognition (LSR)	52%	Strong early gains in foundational literacy.
Year 2	Increased reading levels by four or more	76.4%	Clear evidence of accelerated progress.
	No longer requires BSLA intervention	34.1%	Reduced demand for intervention moving forward.
Year 3 (identified students)	No longer requires BSLA intervention	27.7%	Targeted support enabling transition out of intervention.

Year 4 (identified students)

No longer requires BSLA intervention

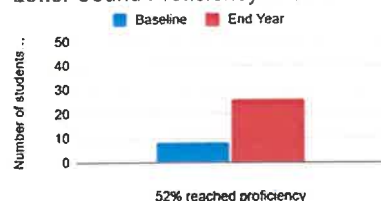
40.9%

Positive outcomes for older students needing additional support.

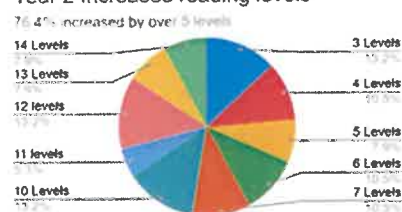
Summary of Impact:

- Achievement judgements were based on BSLA results, alongside curriculum evidence and classroom reading programme data.
- The aggregated 2024 data confirms that BSLA has been effective in accelerating literacy achievement, particularly in Years 1–2, with strong outcomes also evident for identified students in Years 3–4.
- A growing proportion of students no longer require intervention, demonstrating both the sustainability and effectiveness of the programme

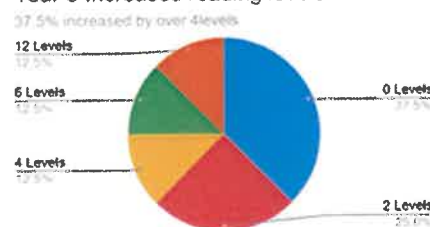
Letter Sound Proficiency in Year 1...



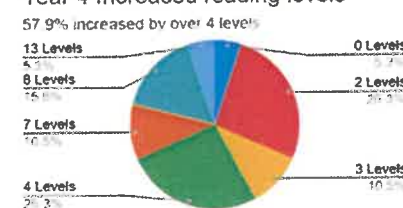
Year 2 Increased reading levels



Year 3 Increased reading levels



Year 4 Increased reading levels



Key Improvement Strategies

Strengthening Literacy through BSLA and Structured Literacy Approaches

Progress to Date

- All junior teachers and four out of five middle school teachers are now trained in the BSLA programme.
- Five learning assistants have also completed BSLA training. These trained learning assistants are now better equipped to support teachers within their classroom programmes.
- Three staff members have been trained as BSLA facilitators, providing in-school expertise and ensuring the programme continues to run effectively.

- Additional funding has been secured in 2025 to support Tier 2 Structured Literacy interventions. This provision will be delivered by one facilitator and two trained learning assistants to accelerate learning for identified students in Years 3–6.
- Reading progression has been reviewed and aligned with early readers. Running record folders have been developed and implemented to provide teachers with assessment tools that do not disadvantage learners through reliance on PM benchmarks.

Impact

- The programme has demonstrated strong outcomes. In 2024, only 45 students across Years 3–6 required BSLA explicit teaching in 2025.
- Within this identified group, approximately 15% had additional learning needs, while 35% had attendance rates below 60%, highlighting the strong link between attendance and achievement.
- Daily phonics continues to be embedded across classrooms.

Next Steps (2025 and Beyond)

- Continue to train new staff in BSLA to maintain programme consistency where staffing changes occur.
- Sustain the delivery of daily phonics and ensure classrooms remain language-rich environments.
- Teachers will be expected to actively foster a love of literature through reading *to, with, and by* students, and by role-modelling enjoyment of reading.
- Provide a dedicated budget for BSLA resources across Junior and Middle School classrooms.
- Adapt assessment and reporting portfolios to align with the BSLA model.
- Allocate budget for ongoing professional development in BSLA and Structured Literacy.

Resourcing

- Literacy IST – Sue Ross
- BSLA tutors: Lisa Deane, Sue Ross, Pauline Crow
- *MOE resourcing to support Structured Literacy explicit teaching in place.*
- Resources budget