# Pongaroa School Strategic Plan 2024-2025
# and Annual Implementation Plan

PONGAROA
SCHOOL
Kei te kaharawa ahau

## Our Vision

### The Best I Can Be – Kei te kaharawa ahau'

***Mission Statement:***
The students of Pongaroa School, its team and community actively strive to be their individual and collective best and take every opportunity to learn.

# Pongaroa School
# Strategic Plan
# 2024 - 2025
# School Motto: The Best I Can Be
# Kei te kaharawa ahau

**Pongaroa School Key Competencies**
To actively promote and encourage:

Managing self

Thinking

Relating to others

Participating and contributing

Using language, symbols and texts

***Goals:***

To provide interesting, high quality programmes with an emphasis upon Literacy and Mathematics, that challenge all our children, and meet their individual needs

To welcome all learners in our community. We are committed to their engagement in all school activities and to their achievement

To encourage our children to take an increasing responsibility for their own learning

To promote strong partnerships between home and school

To develop an awareness of our local area and utilise the local environment

To retain the traditional features of our school

To foster a sense of pride in and belonging to, Pongaroa School

To achieve excellence in all we do and celebrate student achievement

To be a progressive and constantly improving school

***Unique School Environment:*** To make use of our environment including our local bush walk and surrounding landmarks as well as Akitio Beach to drive learning programmes and provide authentic and hands on learning experiences for our students.

***Our PB4L Values:*** Being Respectful Being Responsible Being a Learner Being Resilient
These Values guide the way we think and act. By holding these values and acting on them, we are able to thrive together. Our values are infused into all aspects of our learning community.

***Compliance:***
Pongaroa School is obligated and committed to:

Fulfilling all the requirements set out in the National Education Learning Priorities

Administering the School according to the National Administration Guidelines

Delivering the curriculum to all students in a balanced programme as outlined in the New Zealand Curriculum

***The Board:***
Consults effectively with the community
Gives effect to te Tiriti o Waitangi
Is a good employer
Stays well informed
Works alongside staff
Ensures all resources are effectively managed
Plans for the future
Incorporates NELP priorities into plans and practice

# Pongaroa School Vision 2024

**The students of Pongaroa School, its team and community actively strive to be their individual and collective best and take every opportunity to learn.**

***Teachers:***

Deliver the NZ curriculum competently focusing on literacy and mathematics
Are enthusiastic, foster a love for learning and celebrate learning
Communicate the purpose of learning
Receive appropriate support
Are committed to professional growth
Have high expectations
Demonstrate caring and supportive interpersonal skills
Provide needs based programmes
Work in partnership with parents and keep them informed
Are positive and professional

***Leadership:***

Gives high quality leadership to the school
Supports, values and empowers others
Maintains effective communication between home and school
Ensures quality teaching and learning is paramount
Plans for tomorrow
Monitors progress towards meeting school goals
Gives effect to te Tiriti o Waitangi
Incorporate NELP priorities into plans and practice

***Children:***

Take increasing responsibility for their actions and learning
Are respectful and creative and display integrity and perseverance
Are proud of their school and feel a sense of belonging
Feel safe, are respected, listened to and cared for
Are encouraged and challenged to set goals and know their next learning steps
Take pride in their achievements and others
Are confident

***Environment:***

Is inviting and attractive
Supports learning programmes and play
Is safe and well maintained
Promotes sustainability

***Curriculum Programmes:***

Are delivered in a balanced and interesting manner
Emphasise Literacy and Mathematics
Meet the needs of all children
Personalised learning
Are regularly reviewed and updated
Fulfil New Zealand Curriculum requirements

***Parents:***

Feel welcomed and included
Are well informed
Encourage children in their schooling
Respect the professional judgement of the staff and work in partnership with them
Are supportive of the Board, staff and school

***Policies and Procedures:***

Are developed through consultation
Are clearly stated and understood
Facilitate school organisation
Are accessible to everyone
Are regularly reviewed

***Support Staff:***

Are supportive of the school and its aims
Feel valued, and part of the team
Care for the students
Are positive and professional
Work alongside teachers to help students meet their goals

Welcome to Pongaroa School! We are nestled in the heartland of rural New Zealand, protected by the Puketoi Ranges and watched over by The Three Kings. At the centre of each day is 'the student', preparing them for an ever-changing world ensuring they are confident in who they are and what they are achieving as learners. Cultural diversity and learning opportunities in Tikanga Māori and Te Reo Māori are celebrated with our strong ties to Papauma Marae and our community. We are proudly digital learners with all senior and middle students having a chrome book each. Our school also has iPads to support digital learning in our junior school. Pongaroa School teaching and learning environments have recently been upgraded with new innovative learning environments. Our students are engaged learners who understand what it means to be self-managing learners. We are proud of their success in learning and we are equally proud of their successes in the sporting and cultural fields. Pongaroa School students participate in many team sports including rugby, netball and hockey, and we are lucky to have a school turf, upgraded playground, and a solar heated Community Swimming pool.
The school owns and operates 5 buses to serve the catchment area as far as Akitio through Direct Resourcing at the Ministry. The buses bring the majority of our students to school.

The Board places high importance on providing an effective teaching and learning environment for the staff and students. They constantly endeavour to improve student achievement,and decisions are based on improvement. The School's physical environment is both attractive and kept to an exceptional standard with upgrades to learning spaces within the school. Financial management fully supports current programmes and maximises the availability of funds to enhance teaching and learning as well as overall well being.
Teachers have high expectations in all areas of learning. We incorporate the tuakana- teina approach where our older students act as role models and our Year 8 students are part of our Student Council and have a voice in how our school is going etc.
Professional Learning is paramount to our growth as teachers and we encourage all staff to be empowered healthy life-long learners.
Pongaroa School embarked on the PB4L (Positive Behaviour for Learning) at the start of 2022 and are seeing the benefits of this school-wide.
A significant investment into the implementation of PR1ME mathematics was also started in 2022 which we continue as a strong focus.
Our parent community are our partners, and we work hard to ensure an inclusive environment for all, and one where they feel comfortable at school. Many opportunities are created to liaise with parents and whānau, both formally and informally. We are proud of our rural context and we aim to prepare our students for a global world and to establish a genuine love of learning that stays with them for life.

# Maori Dimensions and Cultural Diversity

Pongaroa School recognises the importance of New Zealand's cultural diversity by recognising and valuing the cultures with the school and wider community. Pongaroa School recognises the unique position of the Māori culture by following and honouring the articles of Te Tiriti o Waitangi.

Pongaroa School ended 2023 with a roll of 62 students, with 47% of these students identifying as Māori. Our students come from a range of iwi. We recognise and respect the cultural diversity of all families at our school and the importance of connecting with local whakapapa.

Cultural Responsiveness and Relational Pedagogy: At Pongaroa School we recognise that the school and teachers' relationships and engagement with Māori learners, their whānau and iwi are vital. In 2021, we started working with Poutama Pounamu facilitators to review our practice and ensure we are striving towards our school's vision 'to be the best I can be.' This valuable connection and PLD continued at Pongaroa School until the end of 2023. We will utilise the strength of one of our Māori staff members to continue to guide our school's journey as well as professional development including Niho Taniwha.

What we do to recognise the unique position of Māori at Pongaroa School:

- The school has an atmosphere of inclusion and respect
- All cultures within the school are valued and accepted through active encouragement of an inclusive school culture and ethos. Staff members ensure that students from all cultures are treated with respect and dignity and actively work towards maximising the potential of each student.
- Staff are working with Poutama Pounamu facilitators to broaden their understanding of teaching and classroom environment (culture) practices that promote a culturally responsive classroom and are focused on implementation.

- Teaching Te Reo Māori (greetings, counting, basic vocabulary, pronunciation, waiata) in all classes and practice pōwhiri and marae protocols.
- Māori achievement is identified through assessment procedures and reported to the various interested parties.
- Teachers endorse the cultural competencies of Māori learners as outlined in Tataiako.
- Consultation with our Community on Charter development and student achievement.
- Policies and procedures that reflect New Zealand's and Pongaroa School's community and cultural diversity.
- Providing all students with experiences and understanding in cultural traditions, language and local history

- Visits by students and staff to local marae
- Enriching the NZ Curriculum with Māori Language, cultural perspectives and activities.
- Ensuring planning and teaching incorporates Te Ao Māori through Te Reo and Tikanga Māori.
- The Board will consider any requests from parents for instruction to be delivered in Te Reo Māori and all reasonable steps will be taken to explore possibilities for extending the current provision e.g consulting with Māori Education Services, advising whānau of the nearest school that provides a higher level of instruction in Te Reo and Tikanga Māori (if available)

## Equity

Equity objectives underpin all activities in this school. The school's policies and practices seek to achieve equitable outcomes for students of both sexes, and all religions, ethnic, cultural, social, family and class backgrounds whatever their abilities and disabilities.

## Guiding Principles

Our Why. We believe that at the centre of each day is 'the student', preparing them for an ever-changing world ensuring they are confident in who they are and in what they are achieving as learners. We aim to develop confident, caring, self-managing lifelong learners and to build a strong partnership between the school and the community.

The How. We will do this by recognising and beginning to incorporate aspects of the National Education Learning Priorities. The school recognises the need to integrate aspects of te reo and tikanga Māori into teaching and learning programmes.

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. Reports from reviews will form the basis for deciding priorities for school development and improvement.

The Board will adhere to the Ministry of Education's assessments. Reports to parents will be undertaken twice a year with reference aligned to assessment regarding curriculum levels.

The What. We show our Why has been successful by: Student outcomes and achievements against previous year and set goals, parent and whānau voice, scheduled Board reviews, student participation rates, student voice, celebrating success (present and past students), Teacher inquiry and external reviews

# Our Curriculum

At Pongaroa School we have developed our own localised curriculum that reflects the needs of the learners in our school community.

Our curriculum is based on the New Zealand Curriculum but tailored to our unique environments and the Pongaroa Community as well as our school vision 'to be the best I can be.'

We define Values as deeply held beliefs about what is important or desirable.

We want our students to develop a strong foundation of values that influence them when they are making decisions and give positive direction to their daily life at school, at home and in the wider community.

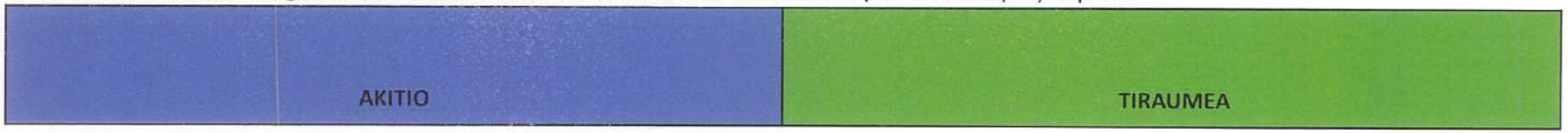
A set of school values should go beyond the students and the classroom. To develop them, we must immerse our children in them by demonstrating them in all of our interactions and behaviour as staff and parents. Children mimic what they see, so we believe that we should be showing them positive interactions from home and school.

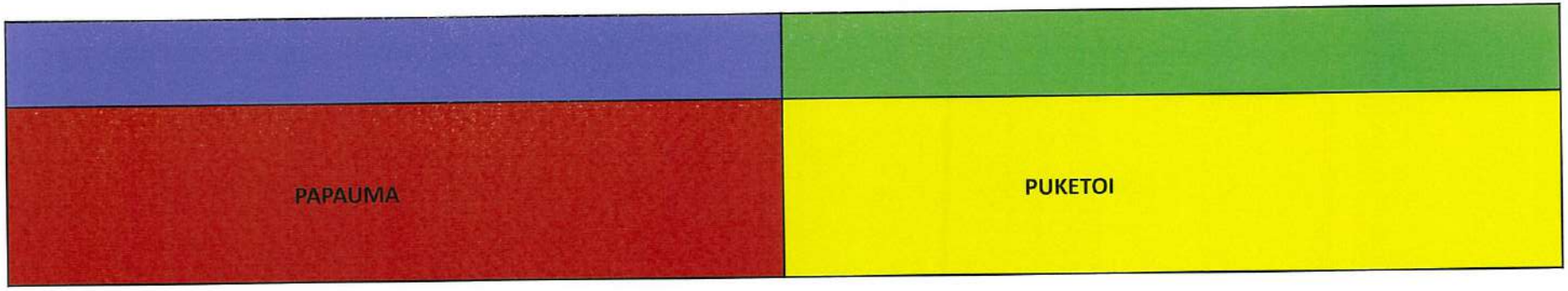
The New Zealand curriculum identifies a range of values that are core to our children's education. Consultation with the community indicates that they are supportive of these values. In addition, we consider the following long-standing values, that have been reaffirmed by our current school community, as a particular focus at our school;

- Being Respectful
- Being Responsible
- Being Resilient

**Belonging/Hauora**

We have four houses at Pongaroa School, each with senior students as their House Captains and Deputy Captains






We have three classes:

Junior Class Y 1 - 2 'Piwakawaka' Room 1
Middle Class Y 3 - 5 'Kereru' Room 2
Senior Class Y6 - 8 'Ruru' Room 3

We also have a shared Whānau Classroom for assemblies and other gatherings etc.

## Effective Pedagogy

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| **Creating a supportive learning environment** | **Children learn best when teachers…**<br>*Foster positive relationships, guide a positive classroom culture.*<br>*Create an understanding and acceptance of cultural diversity* |

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| **Encouraging thought and action** | **Children learn best when teachers…**<br>*Design tasks which provide opportunities to be critical, reflective and creative thinkers* |
| **Enhancing the relevance of new learning** | **Children learn best when teachers…**<br>*Provide a learning environment that is relevant and challenging, which includes opportunities for students to have a voice, choice, ownership and curiosity in their learning.* |
| **Facilitating shared learning** | **Children learn best when teachers…**<br>*Provide opportunities to collaborate, converse as an ako environments to take their learning further (future learning/becoming lifelong learners)* |
| **Making connections to prior knowledge and learning** | **Children learn best when teachers…**<br>*Make connections across all learning areas by building on what they know and have experienced.* |
| **Providing sufficient opportunities to learn** | **Children learn best when teachers…**<br>*Provide time and opportunities to transfer new learning. Provide assessments based on individual learning needs, to review or guide the learner.* |

# Pongaroa School Strategic Plan 2024 - 2025

## Our Motto

**To be the best I can be - Kei te kaharawa ahau**

**Our PB4L Values**

**Being Respectful** **Being Responsible** **Being Resilient**

# PONGAROA SCHOOL STRATEGIC GOALS (2024 - 2025)

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| *The Pongaroa School Board values consultations with our community to gain an understanding of what their aspirations are in regard to their child's education.* | | | | | |
| **Strategic Goal One: To give effect to Te Tiriti ō Waitangi** | | | | | |
| *Create an environment where the uniqueness of Māori knowledge, language, traditions and culture are incorporated into the everyday life of Pongaroa School. Provide an inclusive environment where ākonga can achieve their aspirations and celebrate their success.* | | | | | |
| **Year** | **Great Teachers** | **Great Learning** | **Great Community** | **What will success look like?** | **Report on progress Analysis of Variance** |
| **2024** | **Use Niho Taniwha - Dr Melanie Riwai Couch to improve teaching of all ākonga making learning more equitable thus ensuring all students' needs are met** | **Embed Aotearoa Histories teaching programme (Term 1 linked to local area)**<br>• The programme is taught effectively in all year groups using appropriate resources | **Building reciprocal relationships with the community**<br>• Develop a Whānau Group<br>• Classroom hui to start the school year<br>• Showcasing Kapa | Teachers<br>• Staff are culturally responsive in their planning and teaching<br>• A Cultural Leadership | The staff worked through the professional reading Niho Taniwha by Dr Melanie Riwai-Couch and we unpacked each chapter or part chapter as we went. There was a lot of discussion and we went back to the WHY we are doing this particular book to ensure engagement |

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| | • Explore the ideas in this book, making changes to own teaching as a result of learning<br><br>• Teachers to link learning to their Professional Growth Cycle<br>• Introduce Tokureo - short videos at each staff meeting. | • Students to have deeper connections with the local marae<br><br>• Students to learn local stories | Haka<br><br>• Cultural Festival<br><br>• Building relationships with iwi<br>• Explore further options to involve the community in school events through offering lots of events that the community are invited to.<br><br>• Involve Māori community in strategic planning and policy development<br><br>• Encourage the community to be partners with the school in organising and hosting cultural events e.g Matariki celebration | component within the school is applied for for 2024<br><br>**Learners**<br>• Aotearoa Histories learning is evident across the school<br><br>**Community**<br>• The Board work with the Whānau Group to ensure our curriculum and teaching is culturally responsive | and relevance to our school and teaching practice. Teachers were really looking for practical aspects from the book that they could use in their classrooms.<br>With the loss of continued PLD with Poutama Pounamu, this affected the observations run between teachers that they had been learning to do. As writing was a focus, this became the focused observation and feedback area for teachers later on in 2024.<br>Kapa Haka was continued with new uniforms and participation once again in the Tararua Bush Schools Kapa Haka Festival. We were lucky to continue to work with Jarna and Arianna from Ngati Kahungungu carrying over from work in 2023. This was super successful and the Kapa Haka was handed over to one of our teachers to carry on with who had the necessary skills. We attended for the |

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| | | | | | first time, the Dannevirke Kapa Haka Festival and were awarded the Mayor's Choice Manaakitanga Award.<br>Matariki was a huge success with the community and we also have weaving classes held after school run by a local person.<br>- Achieved and ongoing |
| **2025** | **Further develop teaching of te reo Māori and tikanga Māori using Te Puna Te Reo online learning programme**<br>• Teachers to link learning to their Professional Growth Cycle<br>• Continue with Te puna te reo | **Grow understanding of effective learning of Te reo Māori, tikanga Māori and Te ao Māori**<br>• Students to learn te reo Māori and tikanga Māori through te Puna Te Reo TLevel One programme<br>• Display posters of Te Reo to use in the classroom | **Build reciprocal relationships with the community**<br>• Involve Māori community in strategic planning and policy review<br>• Embed the community partnership with the school in organising and hosting more cultural events e.g Matariki celebration | **Teachers**<br>• Teachers use te reo Māori in the classroom in a variety of contexts<br>**Learners**<br>• All ākonga are actively engaging with Te reo Māori, tikanga Māori and Te ao Māori learning. | The teachers embarked on learning Te Puna te reo however this resource was not what we thought it was and although trialled by the teachers themselves and with the students in class, it didn't fly. The staff have collectively decided to utilise the skills of our Māori teacher to upskill us so that we can all move along together.<br>This year there is far more evidence of te reo and tikanga Māori from what can now be seen, heard in classes and at school. Students are often singing waiata in the playground. |

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| | | | | **Community**<br>• Whānau are fully engaged with the school and view themselves as equal partners with the school | Following on from the Pongaroa School Rongohia te Hau - Different perspectives and overviews with Poutama Pounamu, we have continued to build on questions used in the survey from 2021 which were extremely positive from our survey run through the University of Waikato. Whakawhanaungatanga is evident as the majority of children and parents know one another, and the community is tight knit. There continues to be a high level of trust between the home and school.<br>- Achieved and ongoing |
| **Strategic Goal Two: To implement the Refreshed Curriculum (Te Mātaiaho)** | | | | | |
| **Year** | **Great Teachers** | **Great Learning** | **Great Community** | **What will success look like?** | **Report on progress Analysis of Variance** |

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| **2024** | **Build an understanding of the Common Practice Model and to access relevant PLD to grow understanding of Te Mātaiaho**<br>• Principal to support staff PLD<br>• Staff to attend Ministry PLD<br>• To explore and modify/ co-create the matrices that align with the refreshed curriculum | **Ensure all ākonga make at least expected progress in reading, writing and mathematics**<br>• Students next learning steps are clearly identified and understood by student and teacher and to actively respond when they don't progress<br>• Regular, effective assessment is carried out to ensure teaching and learning is successful and to track the progress of all students<br>• Priority learners make accelerated progress in identified areas linked to RAP | **Whānau are satisfied with the progress their tamariki are making**<br>• Invite parents to share a lesson with their child/post learning in an online format e.g Class Dojo or similar<br>• Literacy/Maths huis for the community<br>• Review how we report to parents - information given, how it is presented, are our face-to-face conversations used effectively, is information timely<br>• Explore ways to share snapshots of learning - sharing authentic learning (Modifying learning profiles)<br>• Interim reports to be | **Teachers**<br>• Teachers have an understanding of how to implement programmes to improve the learning of their students<br>• Staff grow their understanding of the refreshed curriculum<br>**Learners**<br>• Monitoring shows that all ākonga are making progress and that priority learners are making accelerated progress | There has been a lot of start/stop with work on the curriculum and with the new Government and new curriculum directives, we are finally at the end of the school year, able to view the Refreshed curriculum in its finished form and to start work on unpacking this with staff and as a Kahui Ako.<br>We are at the early stages of understanding the Common Practice Model however we have embarked on PLD for teachers and teacher aides in Structured Literacy with Liz Kane funded through the Ministry of Education with the last of staff to be attending this PLD in Term 1 2025. We are lucky that we changed to PR1ME for maths as this structured maths approach is well in line with the new Government's expectations. We continue to provide tuition in reading, writing and mathematics for one hour |

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| | | | sent out in Term 2 and End of Year reports in Term 4<br>• Learning conversations in Term 3 following interim reports however active encouragement of impromptu parent/teacher interactions throughout the year. | **Community**<br>• Whānau understand what and how their tamariki are learning and are satisfied with their child's progress | each per day.<br>In 2024, we examined the effectiveness of our SMS Etap and it was decided that HERO could much better serve our needs especially through reporting and for parent access and transparency/agentic learning. This will be implemented by Term 1, 2025 so some new learning all round. This will also see an end to the Profile books which used a lot of teacher preparation hours across the year. |

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| **2025** | **Grow an understanding of the pedagogy behind the 'Understand, Know, Do' model to create meaningful opportunities for learning**<br><br>• Principal to support staff PLD<br><br>• Staff to attend Ministry PLD | **Ensure all ākonga make at least expected progress in reading, writing and mathematics**<br><br>• Students demonstrate agency by identifying their next learning steps in conjunction with their teacher<br><br>• Regular, effective assessment is carried out to ensure teaching and learning is successful and to track the progress of all students<br><br>• Priority learners make accelerated progress in identified areas | **Whānau understand what their tamariki are learning and how Te Mātaiaho has changed what and how they learn**<br><br>• Hold information events and use the newsletter to inform our community of learning happening at school | **Teachers**<br>• Staff successfully implement programmes which improve the learning of their students<br><br>• Staff are able to implement the refreshed curriculum successfully<br><br>**Learners**<br><br>• Monitoring shows that all ākonga are making progress and that priority learners are making accelerated progress | |

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| | | | | **Community**<br>• Whānau understand what and how their tamariki are learning and are satisfied with their child's progress | |
| **Strategic Goal Three: To provide a rich, exciting and responsive local curriculum** | | | | | |
| **Year** | **Great Teachers** | **Great Learning** | **Great Community** | **What will success look like?** | **Report on progress Analysis of Variance** |
| **2024** | **Teachers are clear and confident on the learning that matters within our local school curriculum and are able to access and utilise it with our students**<br>• Teachers develop clear pathways of learning | **Ensure learning is personalised and meaningful for all ākonga**<br>• Students are excited and engaged by their learning<br>• Students develop | **Involve our community in the co-construction of our local curriculum**<br>• Ensure that we understand what the curriculum will look like through all our community members' lens via | **Teachers**<br>• Staff have collaboratively created a localised curriculum which excites learners and has clear links to Te Mātaiaho | After an uncertain year with what is or isn't happening with Te Mātaiaho The Curriculum Refreshed, the staff have completed some very basic PLD around it. With the new focus changes around the new curriculum documents no longer in draft form, we can now look to align our thinking to embed these into our |

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| | • Teachers ensure coherent progression from Year 0 - 8<br><br>• Teacher capability is developed to enhance student learning outcomes, student learning pedagogy and effective personalised learning in reading, writing and mathematics | an understanding of what 'student agency' is and how they can show it.<br><br>• Student voice is part of the consultation process | discussion and consultation surveys<br><br>• Share and discuss our local curriculum with the Whānau group to ensure it is culturally responsive<br>•<br>• Consult with local Whānau to create our own Whakatauki section in our localised curriculum | **Learners**<br><br>• Students are engaged learners who are beginning to demonstrate agency<br><br>• Students feel that they have had input into the curriculum<br><br>**Community**<br><br>• Our community is fully involved in developing our local curriculum | practice.<br>Personalised learning occurs across the school and is linked to identified needs.<br>Ongoing. |
| **2025** | **Develop outdoor play/learning areas**<br><br>• Staff to visit | **Ensure learning is personalised and meaningful for all ākonga** | **Develop effective consultations to connect our community**<br><br>• Identify the key | **Teachers**<br>• Outdoor learning opportunitie | |

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| | schools to learn about successful outdoor learning experiences<br><br>• Outdoor learning resources will be planned into the budget | • Students are excited and engaged by their learning<br><br>• Students show agency for their learning | members we ant to help us e.g student centred leadership - Māori/Pacifika representation etc in the delivery of our local curriculum<br><br>• Involve our whole community collaboratively with our Māori community in co-constructing and reviewing our curriculum design<br><br>• Whānau feedback is positive | s are created for all learners and evident in planning<br><br>**Learners**<br><br>• Students are engaged learners who regularly demonstrate agency and know their next steps<br><br>**Community**<br><br>• Our community regularly supports our localised curriculum | |
| **ANNUAL IMPLEMENTATION PLAN 2024 - 2025** | | | | | |

| Giving effect to Tiriti o Waitangi | | | | | |
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| Great Teachers | Actions: 2024 | Timeline/Responsibility<br>Progress on actions | Actions: 2025 | How will we know we have been successful? | **Report on progress**<br>**Analysis of Variance** |
| | • Build awareness and grow awareness of Niho Taniwha through deliberate staff engagement - Teacher Only Day<br>• Professional reading as staff<br>• Book staff training in Niho Taniwha PLD | Term 1 - 4<br>Whole staff as part of regular weekly meetings | • Implement change into practice - how we do things here to build school culture<br>• Grow understanding of Niho Taniwha | Cultural Responsive classroom environments<br><br>Staff are able to talk about the positive impacts of what Niho Taniwha has had on their beliefs and teaching practice<br><br>Improved teaching and learning for ākonga Māori in particular. | Staff engaged with Niho Taniwha book across the year with staff able to talk about some of the positive impacts the reading of this has had on their beliefs.<br>We get it right for Māori students, we get it right for everyone. However, Māori students overall continue to achieve below non-Māori students.<br>The incorporation of Kapa Haka has seen massive shifts and this is reflected in our newsletters and classroom and school environments. |
| Great learning | • Continue with AH curriculum plans from 2023 for each classroom in 2024 as a curriculum focus | Term 1 - 4<br>Whole staff as part of regular weekly meetings | • | Staff and students are growing in knowledge and confidence in using aspects of Te reo and Tikanga Māori and their classroom | With the one hour a day of reading, writing and mathematics, Aotearoa Histories was able to be woven through overarching units and other curriculum areas including these ones. |

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| | • Local, national, global planning for local school curriculum overview for 2024 | | | environments reflect this. Māori students achieve as well as their non-Māori peers | Staff did not have the buy in or the time to fully implement te puna te reo for themselves and/or in their classes. Olympics was also a major focus area for our learning this year. |
| Great Community | • Community and school staff hui to understand who is in our community as part of consultation on draft strategic direction<br>• Identify key members of our Māori community associated with the school that could support our AH curriculum implementation | Consultation Term 1<br>Term 1 - 4<br>Staff and Board | • Consultation and workshop on Curriculum at Pongaroa School | Term 1 - 4<br>Staff and Board<br><br>Positive feedback from whānau especially those involved in the consultation process. | Consultation has moved to 2025 - once we have the new curriculum implemented, we will be able to share this with our community. |

| To implement the Refreshed Curriculum (Te Mātaiaho) | | | | | |
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| Great Teachers | Actions: 2024 | Timeline/Responsibility<br>Progress on actions | Actions: 2025 | How will we know we have been successful | **Report on progress**<br>**Analysis of Variance** |
| | • Teacher Only Days as prescribed by the Ministry<br>• Attend any Ministry lead PLD that is offered to schools.<br>• Begin to use the planning templates and progression in action guidance book for Te Mātaiaho | Term 1 - 4<br>Whole staff as part of regular weekly meetings | • Implement change into practice - how we do things here to build a better understanding of the new Curriculum as it applies to Pongaroa School.<br>• Grow understanding of Te Mātaiaho | Aspects of Te Mātaiaho are beginning to be embedded in our practice at Pongaroa School especially in Literacy. | Pongaroa School opted in for most PLD with the curriculum via our Kahui Ako earlier in the year although there was a lot of wait and see on Te Mātaiaho. We have utilised our Term 4 curriculum day to carry on with work now that the curriculum documents are ready and we will be looking at the Maths Curriculum for our TO Day which will assist us in growing our understanding of Te Mātaiaho.<br>Achieved and ongoing |
| Great learning | • Continue to track and monitor our school's Raising Achievement Plan to identify | Term 1 - 4<br>Whole staff as part of regular weekly meetings<br><br>RAP regularly revisited<br>• New Goals formal to capture | • Students will be surveyed to collect student voice around engagement and Student Agency<br>• | Priority learners will become a school wide focus through specific teaching and specialist teacher aide programmes to ensure | Raising Achievement Plans are regularly updated and target students monitored closely. We utilise the expertise of outside support agencies e.g RTLB to support the |

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| | strategies to cater for learners whose needs have not yet been well met in Reading, writing and Mathematics<br>• Know where each learner is and what they need to learn next to progress and have this as evidence in practice through planning and assessment.<br>• Students identified as well below or below should have parent contact the classroom | student voice from Term 1 in line with new report format and to make it more user friendly for teachers. | | engagement and enjoyment balanced with progress by the students is our desired outcome. | programmes of learning within the school.<br><br>The new report format was a hit with parents and teachers alike. The school is moving to HERO in 2025.<br><br>The new SMS will make it easier for parents to see at a glance from home where their child is at with their achievement levels etc.<br><br>Paper Profile books will be phased out in 2025 and all portfolios will move to online. |
| Great Community | • Community and school staff hui to understand | Consultation Term 1<br>Term 1 - 4<br>Staff and Board | • Consultation and workshop on Curriculum at Pongaroa School | Term 1 - 4<br>Staff and Board<br><br>Progress is | Early 2025 will see another parent Literacy/Mathematics evening and include |

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| | who is in our community as part of consultation on draft strategic direction<br>• Identify key members of our Māori community associated with the school that could support any new changes | | | reported on and celebrated throughout the year. | aspects of teaching and ideas with how to help their child at home. This will also be an opportunity for the community to see PR1ME Mathematics in action. |

| **To provide a rich, exciting and responsive local curriculum** | | | | | |
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| Great Teachers | Actions: 2024 | Timeline/Responsibility<br>Progress on actions | Actions: 2025 | How will we know if we have been successful? | **Report on progress**<br>**Analysis of Variance** |
| | • Integrated plans incorporate the local area and any local experts | Term 1 - 4<br>Whole staff as part of regular weekly meetings<br><br>Teachers will plan units of work in advance, showing | Term 1 - 4<br>Whole staff as part of regular weekly meetings<br><br>Teachers will plan units of work in advance, | Planning and evaluations reflect our local area.<br>Local specialists have been | Teachers plan rich and exciting units that encompass many curriculum areas. They plan collaboratively and share ideas<br>Teachers have signed |

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| | • Share Big Picture topics - one per term for planning and implementation across the year.<br><br>• Begin to use the planning templates and progression in action guidance book for Te Mātaiaho under each of the different curriculum areas<br>• Sports focus: Swimming including lessons | coverage and a progression of learning for the levels taught/covered.<br><br>Term 1: Aotearoa Histories<br>Sports focus: Swimming including lessons<br>Term 2: Science - Wairua water focus for all classes - Use of House of Science e.g water conservation, other science units with a water focus across all levels<br>Sports focus: Cross country/Road race and team games- large balls<br>Term 3: The Arts - Drama/Singing -Cultural Festival performance<br>Visual Arts - Class/School mural - Heather Newland to consult with<br>Sports focus:<br>Term 4: Social Sciences - Christmas Around the World<br>Sports focus: Athletics | showing coverage and a progression of learning for the levels taught/covered.<br><br>Term 1: Learning Languages<br>Sports focus: Swimming including lessons<br>Term 2: Health and PE including a start on Sex Education in consultation with the school community<br>Sports focus: Cross country/Road race and team games- large balls<br>Term 3: Technology - showcase to community e.g EPRO8, digital learning (with support from Digital Circus PLD)<br>Sports focus: Cultural Festival performance<br>Term 4: The Arts - Visual Arts<br>Sports focus: Athletics | involved where possible Integrated units show a coverage of some curriculum areas and are planned for using the NZC document.<br><br>There is evidence of aspects of templates from Te Mātaiaho being used effectively to plan and monitor student achievement particularly in Literacy. | onto NZCER where they can access PAT testing in advance of mandatory assessment requirements in 2025. The senior room has already tested in Reading Comprehension, Reading Vocabulary, Punctuation and Grammar and Mathematics online. Punctuation and Grammar show very clear next steps which are acted on. |
| Great learning | • Continue to track and | Term 1 - 4<br>Whole staff as part of | • As applies to Term focus | Students are taught | The Board are shared into data around achievement |

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| | monitor our school's Raising Achievement Plan to identify strategies to cater for learners whose needs have not yet been well met in Reading, writing and Mathematics<br>• Know where each learner is and what they need to learn next to progress and have this as evidence in practice through planning and assessment. | regular weekly meetings<br><br>Children will show their learning through a variety of ways including an open evening to showcase their learning in Term 2 and Term 3 hold an art exhibition in the Whanau Room across the term and this is celebrated following Term 3 Learning conferences. | above<br>• Link to student voice gathering of learning, student agency and engagement - enjoyment of integrated units. | foundational skills and theory to ensure a strong base understanding is held.<br><br>The basics are taught in Literacy and regularly revisited. e.g grammar and punctuation<br><br>Homework is sent home weekly, is marked and linked to current learning where possible.<br><br>Student voice in Newsletter - design own class pages. | levels across year groups for all students in Reading, Writing and Mathematics. This is also broken further down into ethnicities and gender.<br>Māori students continue to achieve at a rate below their peers but we celebrate the progress our 'below expectation' students have made. |
| Great Communit y | • Community and school staff hui to understand who is in our | Consultation Term 1<br>Term 1 - 4<br>Staff and Board | • Consultation and workshop on Curriculum at Pongaroa School (Board led) | Term 1 - 4<br>Staff and Board<br><br>Community are aware of what | This will be enacted in 2025 once we have had time to look into the new Refreshed Curriculum areas particularly English |

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| | community as part of consultation on strategic direction<br>• Identify key members of our Māori community associated with the school that could support our AH curriculum implementation | | | we are planning to achieve over two years and this documentation is accessible to them. | and Mathematics. |

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

## OBJECTIVES

**OBJECTIVE 1**
**LEARNERS AT THE CENTRE**
Learners with their whānau are at the centre of education

**OBJECTIVE 2**
**BARRIER FREE ACCESS**
Great education opportunities and outcomes are within reach for every learner

**OBJECTIVE 3**
**QUALITY TEACHING AND LEADERSHIP**
Quality teaching and leadership make the difference for learners and their whānau

**OBJECTIVE 4**
**FUTURE OF LEARNING AND WORK**
Learning that is relevant to the lives of New Zealanders today and throughout their lives

**OBJECTIVE 5**
**WORLD CLASS INCLUSIVE PUBLIC EDUCATION**
New Zealand education is trusted and sustainable

## PRIORITIES

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

## Pongaroa School Targets

Pongaroa School aims for the highest education standards for all our students and expects students to achieve in all curriculum areas. We will focus on our target groups and priority learners while maintaining these high standards.

Pongaroa School provides a physically and emotionally safe environment for all students so that they can experience success in all they do.

### ACHIEVEMENT DATA and ANALYSIS OF VARIANCE

### Start of 2024 to End of Year 2024

| Annual Targets | What will success look like? | Who responsible | Time Frame | Progress/Evaluation | Analysis of Variance |
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| • **80% at or above in reading** (from 60% in 2023) | **Most students achieving or exceeding expectation** | **All teachers** | **All Year Assessments at least termly and data analysed and reported to the Board.** | **Baseline data Term 1**<br><br>End of Term 2: 73.3% at or above<br><br>End of Term 3 data:<br>Well below 2%<br>Below 31%<br>At 31%<br>Above 36%<br>Total at or above in reading 67%<br><br>End of Year Data: | Continue regular teaching of reading (and writing and maths) for at least one hour each per day and assess and analyse data each term to track progress.<br>Girls achieve at a higher rate than boys and Non-Maori students achieve at a higher rate in reading than our Māori students. |

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| | | | | Below: 26%<br>At: 56%<br>Above: 18%<br>Total at or above: 74%<br>Ethnicity breakdown of those students below:<br>75% Māori/Pasifika<br>25% European<br>Gender breakdown of those students below:<br>75% boys and 25% girls. | Girls continue to achieve at a higher rate than boys. |
| • **70% at or above in writing** (from 40% in 2023) | **Achieving or exceeding expectation** | | | **Baseline data Term 1**<br><br>End of Term 2 Data<br>Total at or above: 55.6%<br><br>End of Year Data<br>Below: 47%<br>At: 44%<br>Above: 9%<br>Total at or above: 53%<br>Ethnicity breakdown of those students below:<br>76% Māori/Pasifika<br>24% European<br>Gender breakdown of those students below:<br>66.6% boys and 33.3% girls. | Writer's Toolbox and Jill Eggleton Resources for staff workshops. This is only occurring in the senior room and it has been difficult to gauge its success in relation to the achievement data.<br>Regularly track student achievement across the school through assessments and goal setting<br>Girls achieve at a higher rate than boys and Non-Maori students achieve at a higher rate in reading |

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| | | | | | than our Māori students. |
| • **75% at or above in mathematics** (from 45% in 2023) | **Achieving or exceeding expectation** | | | **Baseline data Term 1**<br><br>End of Term 2 Data<br>At or above: 55.6%<br><br>End of Term 3 achievement.<br>Well below: 0%<br>Below: 42%<br>At: 47%<br>Above: 11%<br>Total at or above: 61%<br><br>End of Year Data:<br>Below: 40%<br>At: 53%<br>Above: 7%<br>Total at or above: 60%<br>Ethnicity breakdown of those students below:<br>56% Māori/Pasifika<br>44% European<br>Gender breakdown of those students below:<br>61% boys and 39% girls. | Continue our PR1ME journey using the newly designed matrix that better aligns with NZC expectations than the one used in 2023 OTJ's informed our Term 3 Maths levels.<br>End of Term 3 achievement.<br>Well below: 0%<br>Below: 42%<br>At: 47%<br>Above: 11%<br>Total at or above: 61%<br>Girls achieve at a higher rate than boys and Non-Maori students achieve at a higher rate in reading than our Māori students. |

Undertaking

The Principal and the Board will jointly take all reasonable steps to achieve the aims, purpose and objectives outlined in this Strategic Plan and to meet all statutory obligations.

Signatures

Principal (Jo Mahoney) _____ Presiding Member (Erin Henricksen) _____ Date: 02/12/2024

## KIWISPORT FUNDING STATEMENT FOR YEAR ENDING 2024

Pongaroa School received $879.88 in 2024 through our Operational Grant and this money went towards pool hireage for a school swimming event