

VISION: World Class Education in The Mount

Purpose: To maximise opportunities for Mounties to achieve their full potential



Annual Implementation Plan 2024



POU

1. Learning/Akoranga

Our localised curriculum offers a broad, authentic learning experience for all

2. People/Tāngata

Mount Primary is a school with a positive culture and strong reputation

3. Partnerships/Whakahoahoa

Community is strongly and positively involved in our school to support our vision of World Class Education in The Mount

Initiatives

1.1 Progress and Achievement

1.2 Learning Design & Teacher Practice

1.3 Te Āo Māori

2.1 Positive School Culture

2.2 Build Leadership Capacity

2.3 Hauora

2.4 Kaitiakitanga

3.1 Strong Whānau connections

3.2 Strong reciprocal iwi connections

3.3 International Education

3.4 Transitions

Our Super Measures

A super measure is an overall measure designed to capture improvement in learning for our Mounties as a result of a number of these initiatives and corresponding actions.



2024 Goal: Increase the % of students achieving At and Above expectation at Year 6

- Based on the 2023 cohort we will achieve the following in 2024:
- Reading - 60 students At or Above (shift of 1 student)
- Writing - 50 students At or Above (shift of 6 students)
- Maths - 55 students At or Above (shift of 5 students)
- Reading 92% At or Above
- Writing 75% At or Above
- Maths 84% At or Above

2024 Goal: 40% of kākano make accelerated progress

- In Reading we will shift 19 students (40% of 48)
- In Writing we will shift 38 students (40% of 97)
- In Maths we will shift 30 students (40% of 75)

2024 Goal: Achieve attendance targets

- End of Year target Reduce by 75% overall from 121 at less than 90% to 30
- Reduce Chronic (less than 70%) absenteeism from 14 students to 4 students by 75% overall
- Reduce Moderate (70-79%) absenteeism from 25 students to 6 students by 75% overall
- Reduce Irregular (80-89%) absenteeism from 82 students to 20 students by 75% overall

Strategic Plan: 1. Learning Akoranga

Our localised curriculum offers a broad, authentic learning experience for all.

Our Initiatives	Current State	2023 outcome	2024 Outcome	2025 Outcome
1.1 Progress and Achievement NELP: 2, 3, 4, 6	<p>Structured Literacy is taught in most classes across our school</p> <p>40% acceleration was not achieved in all areas 2022</p> <p>Overall school wide achievement has not increased at and above at Year 6</p> <p>Specific students' attendance has been identified as of concern</p>	<p>Structured Literacy is taught consistently throughout school</p> <p>40% of Kākano make accelerated progress</p> <p>Increase in % of students achieving at and above expectation at Year 6</p> <p>Increase attendance by key identified students</p>	<p>Structured Literacy is taught consistently throughout school</p> <p>40% of Kākano make accelerated progress</p> <p>Increase in % of students achieving at and above expectation at Year 6</p> <p>Maintain attendance by key identified students</p>	<p>Structured Literacy is taught consistently throughout school</p> <p>40% of Kākano make accelerated progress</p> <p>Increase in % of students achieving at and above expectation at Year 6</p> <p>Ongoing monitoring and follow up of any attendance pattern of concern</p>
1.2 Learning Design & Teacher Practice NELP: 2, 4, 6	<p>Progressions used for planning to ensure coverage</p> <p>Progressions used to develop LI and SC</p> <p>Not all teachers show evidence of deliberate use of teacher actions</p> <p>Anecdotal notes are increasing in their use.</p>	<p>Deliberately used progressions as part of the teaching sequence</p> <p>Use progressions to differentiate target teaching for kākano</p> <p>Learning design begins to consistently show deliberate use of teacher actions to cause learning</p> <p>Anecdotal notes are used in learning design to track learning and needs</p>	<p>Embed used of learning information to differentiate teaching for kākano</p> <p>Learning design shows deliberate use of teacher actions to cause learning</p> <p>Anecdotal notes are used consistently in learning design to track learning and needs</p>	<p>Develop teacher understanding of new curriculum areas</p> <p>Learning design consistently shows deliberate use of teacher actions to cause learning</p> <p>Quality anecdotal notes are consistently used in learning design to track learning and needs</p>
1.3 Te Ao Maori NELP: 1, 2, 3, 5, 6	<p>No data exists</p> <p>No data exists</p> <p>N/A</p>	<p>Teachers' ability and learning needs in Te Reo are clearly mapped</p> <p>Students' ability with Te Reo is clearly assessed</p> <p>Teachers develop an understanding of Paritaha and Te Tae Whanake</p>	<p>Teachers' ability in Te Reo grows</p> <p>Students' ability in Te Reo grows as a result of learning experiences</p> <p>Teachers continue to develop an understanding of Paritaha and Te Tae Whanake</p>	<p>Teacher ability in Te Reo has grown and developed</p> <p>Students' growth in Te reo grows year on year.</p> <p>Teachers have a deep understanding of Paritaha and Te Tae Whanake</p>

	Opportunities exist, and need to ensure Maori students are supported to succeed	Opportunities for our Maori students to succeed as Maori are offered often, and students supported to succeed	Opportunities for our Maori students to succeed as Maori are offered often, and students supported to succeed	Opportunities for our Maori students to succeed as Maori are offered alongside students who identify potential events
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2024 Annual Action Plan: 1. Learning Akoranga

Our localised curriculum offers a broad, authentic learning experience for all.

Initiatives/Key Tasks 2024

1.1 Progress and Achievement				
Actions	Who	Timeframe	Resources/Costs	Outcome / Measure
2024 Goal: Enhance Structured Literacy				
Create a series of resources using 'Screencastify' to support flipped learning and accelerative learning practices	All staff to contribute lessons Barbara & Janine to oversee	Term 2 and 3	\$350 a day for PLD if needed to learn technology	Lessons are available in the drive for all sounds in the Scope & Sequence
Evaluation & Analysis:				
2024 Goal: 40% of kākano make accelerated progress				
Agile Inquiry process used by teachers to adapt learning design in response to student progress	All teachers	Ongoing	N/A	In Reading we will shift 19 students (40% of 48) In Writing we will shift 38 students (40% of 97) In Maths we will shift 30 students (40% of 75)
Evaluation & Analysis:				
2024 Goal: Improve attendance by key identified students				
Identify new strategies for 2024 to reduce medical absenteeism Contact every whānau who has a student with below 90% attendance	Damian will oversee Attendance Support Team		Costs for hours to carry out the role	Medical absenteeism reduced by 25% overall - Medical absences in 2023 = 41% of all absences - Goal is <30% in 2024
Evaluation & Analysis:				
1.2 Learning Design & Teacher Practice				
2024 Goal: Build teacher understanding of integrated curriculum				
Redefine our expectations of Learning Stories to ensure that they show what each learner is achieving Define Inquiry as a verb and as a noun	Inquiry curriculum team	Term 2 and 3		Learning Stories are personalised and show growth of student agency across the school A definition exists and all staff can articulate this.

<p>(the practice and the curriculum area/s it covers)</p> <p>Support teams to use student voice and experiences in the 'discover' phase to establish next steps for learning</p> <p>Teachers receive PLD in at least four different teaching strategies</p>				<p>Learning design shows evidence of student voice and experiences collated and built upon. Classroom environments show evidence of this</p> <p>The range of teaching strategies used in learning design for Inquiry is increased</p>
Evaluation & Analysis:				
2024 Goal: Maths (an inquiry into best practice with a view to build teacher understanding of Maths in 2025)				
<p>Explore the gap between current practice and best practice</p> <p>We are aware of the progress of the refresh and can share updates with the wider staff</p> <p>Complete a statement outlining the components of an effective maths programme (and where possible link this to the new maths curriculum)</p> <p>Gap analysis completed based on our statement of effective maths programme and current practice</p>	Hayley	Term 2 - 4	PLD - Maths leader hui and 2x courses (\$500)	We have a gap analysis statement with suggestions for areas to focus on for PLD in 2025 (and beyond)
Evaluation & Analysis:				
<p>2024 Goal: Embed use of learning information to differentiate teaching for kākano</p> <p>2024 Goal: Learning design shows deliberate use of teacher actions to cause learning</p> <p>2024 Goal: Anecdotal notes are used consistently in learning design to track learning and needs</p>				
<p>Teams to use a buddy system to evaluate the effectiveness of anecdotal notes and adapted learning design for kākano students</p> <p>Teams to support selection of students for withdrawal programmes based on learning information and learning design review</p>	<p>All teachers</p> <p>All teachers</p>	<p>Term 2 - 4</p> <p>Week 8 - 10 of Term 1 - 3</p>	<p>N/A</p> <p>N/A</p>	<p>All learning design meets school expectations</p> <p>Students are selected based on data and learning needs</p>

Teams complete the development of long term plans show a range of DATs to cause learning	All teachers	Ongoing		Consistent use of LTPs in all classes
1.3 Te Ao Maori				
2024 Goal: Teachers' ability in Te Reo grows				
Weekly reo Māori lessons for staff	Stacey	Ongoing	\$132 for books	Measure the shift in use of te reo comparing 2023 classroom observations to 2024 observations
Evaluation & Analysis:				
2024 Goal: Students' ability in Te Reo grows as a result of learning experiences				
Tamariki use correct pronunciation of kupu Māori, can follow simple instructions and can use simple sentences				Observed in class by Stacey
Evaluation & Analysis:				
2024 Goal: Teachers continue to develop an understanding of Paritaha and Te Tae Whanake				
2 x PLD for teachers during staff hui	Brooke	Term 2 and 3	NA	Teachers will have a good understanding and will use the analogies of the Paritaha pipi bed in their teaching and planning
Evaluation & Analysis:				

Strategic Plan: 2. People/Tangata

Mount Primary is a school with a positive culture and strong reputation.

Our Initiatives	Current State	2023 Outcome	2024 Outcome	2025 Outcome
2.1 Positive Staff Culture NELP: 1, 6	Staff events happen irregularly Student events started last year, tradition needs to be built Mountie's birthday has been variable House competition exists	Staff events happen on a regular basis. Mix of in and out of school Student events build into a tradition for our Mounties Mountie's Birthday is a memorable, fun event for our students House competition grows in competitiveness	Business As Usual (BAU) Business As Usual (BAU) Business As Usual (BAU) Business As Usual (BAU)	Business As Usual (BAU) Business As Usual (BAU) Business As Usual (BAU) Business As Usual (BAU)
2.2 Build Leadership Capability NELP: 2, 4, 5, 6	Leaders lead learning in their teams DPs are capable leaders, support aims to strengthen this Principal is part of PLG	Leaders lead learning in their teams DPs grow as leaders in their roles PLG supports Principal growth as a leader	Leaders lead learning in their teams DPs grow as leaders in their roles	Leaders lead learning in their teams DPs grow as leaders in their role .
2.3 Hauora NELP: 1, 2, 3, 4, 5, 6	Hauora is a focus of learning and teaching	We can prove hauora need/growth through use of Hauora survey	We can prove hauora need/growth through use of Hauora survey	We can prove hauora need/growth through use of Hauora survey
2.4 Kaitiakitanga NELP: 2, 5, 6	Does not currently exist as a focus	Opportunities have been investigated Decision made on if/how to proceed		

2024 Annual Action Plan: 2. People / Tangata

Mount Primary is a school with a positive culture and strong reputation.

Initiatives/Key Tasks 2024

2.1 Positive School Culture				
Actions	Who	Timeframe	Resources	Outcome / Measure
2024 Goal: For all staff to feel that they are thriving at Mount Primary				
Teams to identify barriers to thriving at MMP	TLs to talk to teams Leaders to talk with Support Staff	Mid Term 1	Survey/ hui	Barriers identified, acknowledged and successfully resolved or actioned to reduce
Evaluation & Analysis:				
2.2 Build Leadership Capacity				
2024 Goal: Leaders lead learning in their teams				
Team leaders to set goal for 2024 Team leaders to show growth in leading team through Agile Inquiry process in team and CRT hui	Barbara to oversee/weekly coaching sessions with team leaders	Mid Term 1 Ongoing		Team leaders evaluate progress towards goal and use this to feed into appraisal and next steps All staff can articulate how they adapt learning based on anecdotal notes (part of appraisal document)
Evaluation & Analysis:				
2024 Goal: DPs grow as leaders in their roles				
DPs to set specific leadership goal	Barbara and Damian	Term 1	\$1500 Springboard leadership	DPs evaluate progress towards goal and use this to feed into appraisal and next steps
Evaluation & Analysis:				
2024 Goal: Grow leadership capacity				

Identify areas for possible succession e.g. data	SMT	Term 2-4		Have a plan for 2025 succession planning - support resourcing
2.3 Hauora				
2024 Goal: To increase the hauora of our Mounties				
<p>Mindfulness - reevaluate the use of Pause, Breathe, Smile in school</p> <p>Redefine the expectations of staff to engage in mindfulness</p> <p>Use 2023 student data to adapt classroom relationships</p> <p>Complete student hauora survey in Term 2</p>	<p>Liz / Teachers</p> <p>All staff</p> <p>Liz and all teachers</p>	<p>Term 1 - Ongoing - Teachers</p> <p>From Term 2</p>	<p>Survey staff</p> <p>\$ for class resources - each class to have a kete for students with a need.</p>	<p>Survey results analysed and a decision made on our way forward. Evaluate whether zones or PBS is the whole school intervention and explore the possibility for 2025</p> <p>By the end of Term 3 know whether we need to implement school wide ZoR programme for 2025</p> <p>A 5% positive shift in all aspects surveyed</p>
Evaluation & Analysis:				

Strategic Plan: 3. Partnerships/Whakahoahoa

Community is strongly and positively involved in our school to support our vision of World Class Education in The Mount

Our Initiatives	Current State	2023 Outcome	2024 Outcome	2025 Outcome
3.1 Whanau connections with school * Incl sponsors NEP: 1, 2, 3, 4, 5, 6, 7	Whanau are keen to be involved We have a set of sponsors (7) Kākano whanau are invited into school Whānau roopu attended sporadically	Whanau are given opportunities to be involved in our school Number of sponsors grows Kākano whanau come in to support their kids 50% of our whānau of Māori students come regularly	Whanau involved in termly sharing of learning. Sponsors support curriculum at Mount Primary (BAU) Kākano whanau come in to support their kids. Becomes easier to get them in (80% book) 60% of our whānau of Māori students come regularly	Whanau involved in termly sharing of learning. BAU Kākano whanau come in to support their kids. Becomes easier to get them in (90% book) 70% of our whānau of Māori students come regularly
3.2 Connections with Ngai Te Rangi NELP: 1, 2, 5, 6, 7	Ngai Te Rangi are a part of our kura	Maintain and grow Ngai Te Rangi as partners in our learning/kura	BAU	BAU
3.3 International Education NELP: 1, 2, 4, 6	We have 7 students in our school Pastoral care is high quality	Number of International Students grows (12+) Exit interviews continue to reflect high quality pastoral care	BAU	New markets are explored, potential for broadening nationalities at MMPS.
3.4 Transitions NELP: 1, 2, 3, 4, 6	Transition in has been strengthened Transition out has been strengthened	Lil-Mounties is positively viewed by our N/Entrant whanau Curriculum content knowledge across schools (us and MMI) is being built	BAU BAU	BAU BAU

2024 Annual Action Plan: 3. Whakahoahoa/Partnerships

Community is strongly and positively involved in our school to support our vision of World Class Education in The Mount

Initiatives/Key Tasks 2024

Actions	Who	Timeframe	Resources	Outcome / Measure
3.1 Strong Whānau Connections				
2024 Goal: Share our curriculum with end of learning celebrations				
Teams to plan opportunities for whānau to come in and see learning in action	All teachers	At least twice per year		Each team has showcased learning to parents at least twice across the year
Evaluation & Analysis:				
2024 Goal: Increase kākano whānau engagement				
A termly opportunity to discuss progress and ways to help at home is given to all kākano families (2023 Kākano whānau attendance was 71%)	All teachers & kākano whānau	Week 7 Term 1, Week 7 Term 2, Week 2 Term 3		At least 80% of kākano whānau attend
Evaluation & Analysis:				
2024 Goal: 60% of our whānau of Māori students come regularly to roopu hui				
Roopu hui held each term in week 5 with an activity designed to draw together our whānau	Brooke, Johnelle and Emma	Wednesday Week 5 each term	\$ for kai and activities	60% of Māori whānau attend at least three hui
Evaluation & Analysis:				
3.2 Connections with Ngai Te Rangi				
2024 Goal: This is Business as Usual				
3.3 International Education				
2024 Goal: This is Business as Usual				
Evaluation & Analysis:				

Our teaching and learning programmes

Making good learners and good people

Our foundational curriculum of Literacy and Maths alongside our Mountieisms underpin the Mount Primary curriculum. We have a strong focus on student progress and plan for, and track learning, with fine grained progressions developed from the Literacy Progressions and Maths elaborations of the NZC.

We know that there are many skills that children need to develop in order to begin 'formal learning'. Our junior Mounties are all assessed for their readiness to learn in Seeing, Print, Speaking, Hearing, Moving and Key Competencies as part of our Lil' Mounties transition to school programme. Alongside foundational learning in phonological awareness our Lil' Mounties programme ensures that our students are ready to access the curriculum.

Literacy learning for our junior Mounties is based on the science of reading, using a structured approach to teach sounds based on The Code by Liz Kane. Tamariki are moved to non decodable readers when they have a strong mastery of all basic letter sounds. Across our Y3-6 learners, literacy is a mix of approaches such as structured literacy lessons, guided and independent reading, and writing that focuses on increasing mastery of both deep and surface features across a range of genres. We expect that as learners move into Y5 and Y6 they will increasingly use their literacy skills independently across all areas of the curriculum.

In Maths we emphasise the development of key mathematical knowledge and having a range of strategies to solve problems using a mix of collaborative and rich tasks. We believe that the use of equipment to develop conceptual understanding is important and classes are well resourced with a range of equipment. Calendar maths is a feature of our junior classes which builds a routine of both real world maths such as days of the week, months and seasons, alongside counting, sequencing and grouping of numbers. In Y3-6 classes a mix of Studyladder tasks and regular revision of basic number facts helps to develop quick recall of number knowledge.

Assessment is based on close noticing and evaluation of student progress against the progressions, regular running records, number knowledge assessments and twice a year e-asTTle assessments. Teachers moderate writing across the school to ensure fidelity of judgements. We work closely with the whānau of students who are progressing at a slower rate than expected in order to maximise the chance of accelerated progress. We also run specialist support for these students with a teacher and teacher aides.

World Class Education in The Mount (From a Te Ao Maori perspective)

At the end of their time with us our Mounties can say...

"I am an Author"

"I am a Reader"

"I am a Mathematician"

"I am a good person"

"I am a good learner"

"I am happy and well"

What can we add to this to ensure that we are acknowledging our Maori heritage and are doing our part in honoring Te Tiriti o Waitangi?

"I know who I am and where I come from"

"I know the stories of this place I call home"

Property

Include Te Ao Maori to ensure our school looks like a school in Aotearoa in the rohe of Ngai Te Rangi: Waharoa, Whare as part of play area, Rongoa Garden, harakeke garden (Matariki weaving) in classes, map of Aotearoa showing iwi rohe (Office?), signs around our school, Maori name for our school on school signs, te mara hupara area (Maori natural play), whakairo, Pou, Tukutuku to share our stories, manu aute.

People

PLD for staff: Te Tiriti o Waitangi, Declaration of Independence, Te Reo, Tikanga - Hangi, Pohiri/whakatau, Karakia, Waiata, Pakiwaitara, Wahi whakahirahira, tangata rongonui, events: Matariki, Te wiki o te reo Maori, PLD for our community: Te Reo, wahi whakahirahira, pakiwaitara o Ngai Te Rangi
Whanau involvement: Whanau roopu, wahi Maori at our school, whanau teaching our kids.

Staff show an obvious commitment to living and learning in Te Ao Maori.
New appointments recognise our desire to build Te Ao Maori at Mount Primary.

Learning and Living Te Ao Maori

Our graduates know who they are and where they're from, know the history of The Mount and connects to this place.
Develop School kawa (with Ngai Te Rangi).
Wahi whakahirahira are the destination for local trips and place-based learning including local marae.
Guidelines support our mahi building consistency of practice across our kura.
Quality integration.

World class education in the Mount