

VISION: World Class Education in The Mount

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



Annual Implementation Plan and AOV 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

Evaluation of our Super Measures

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

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- 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

Evaluation & Analysis:

Area	Well Below	Below	At	Above	Total
Year 6 Reading 2024 (Target was 61 At or Above - achieved 60)	0	7 (3 new/ESOL)	27	33	67
Year 6 2024 Writing (Target 50 At or Above - achieved 44)	5 (1 new MMPS)	18 (2 new MMPS)	29	15	67
Year 6 2024 Maths (Target 56 At & Above - achieved 50)	3 (1 new MMPS)	14 (1 new MMPS)	28	22	67

We did not make our targets in 2024. We had some students leave during the year, which would have increased our achievement At and Above, as these students had shown accelerated learning and were now achieving at expectation.

An analysis of the gaps for Writing show that the students most commonly did not have the spelling goals secure, and most had only one or two goals not secure to have achieved at expectation. These students had Structured Literacy teaching from 2022 (Year 4) and were still working to secure sounds that should have been in place much earlier. Punctuation was also a gap for these students. We were able to accelerate seven of our kākano students for Writing, with one making expected progress.

With hindsight we were too ambitious with our Maths goal. We used the formula of accelerating 40% of our students, while not looking at the fact that some of these students were nearly two years below expectation. Maths is significantly challenging to accelerate when students do not have the basic concepts secured. We accelerated four students in Maths, with three making expected progress.

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)

Reading Achievement

Well Below	Below	At & Above
7 = 17%	21 = 50%	14 = 33%

Reading Acceleration

	Limited	Expected	Accelerated	Totals
All students	13 = 31% <small>13 = 31%</small>	2 = 5% <small>2 = 5%</small>	27 = 64% <small>27 = 64%</small>	42 students <small>42 students</small>
Maori students	5 = 38% <small>5 = 38%</small>	1 = 7% <small>1 = 7%</small>	7 = 55% <small>7 = 55%</small>	13 students <small>13 students</small>
NZ European students	7 = 33.3% <small>7 = 33%</small>		14 = 66.6% <small>14 = 66%</small>	21 students <small>21 students</small>

Writing Achievement

Well Below	Below	At
17 = 20%	51 = 60%	17 = 20%

Writing Acceleration

	Limited	Expected	Accelerated	Totals
All students	41 = 48% <small>41 = 48%</small>	3 = 4% <small>3 = 4%</small>	51 = 60% <small>51 = 60%</small>	85 students <small>85 students</small>
Maori students	12 = 57% <small>12 = 57%</small>		9 = 43% <small>9 = 43%</small>	21 students <small>21 students</small>
NZ European students	24 = 51% <small>24 = 51%</small>	2 = 4% <small>2 = 4%</small>	21 = 45% <small>21 = 45%</small>	47 students <small>47 students</small>

Mathematics Achievement

Well Below	Below	At & Above
11 = 12%	39 = 61%	14 = 22%

Mathematics Acceleration

	Limited	Expected	Accelerated	Totals
All students	27 = 42%	4 = 6%	33 = 52%	64 students
Māori students	12 = 57%	1 = 5%	8 = 38%	21 students
NZ European students	12 = 35%	3 = 9%	23 = 56%	34 students

We met our acceleration targets in all areas. The data also shows that during the year we lost a significant number of kākano students from the roll. In some cases these students also showed accelerated progress before they left, as well as being part of our withdrawal enrichment programmes.

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

Evaluation & Analysis:

Overall to 131 - increase by 8%

Chronic to 10 - reduced by 29%

Moderate to 18 - reduced by 28%

Irregular to 103 - increased by 21%

- The ambitious targets were not achieved. Reduction in Chronic and Moderate students led to some of the increase in Irregular Student numbers. This was within the overall student average attendance rate improving by 1% to 90.4%
- Continued, tiered and regular contact with whānau of students below 90% continued, along with a couple of other newer interventions. These focused on increased contact with ongoing Chronic and Moderate non-attenders and their whānau, including: 1:1 hui, phone calls, regular checks, offering external and internal referrals or offers to medical, social and educational supports; more consistent classroom teacher check-ins and personal contact; schoolwide Pipeline notices.
- Using new MoE Attendance Stepped Attendance Resources (STAR) strategies and language will help us align goal setting in 2025 with national expectations and data.

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

	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: We completed a full set of videos to support all the sounds in Structured Literacy. The creation and editing of these took longer than expected. These videos were completed at the end of Term 3 and are now accessible for teachers in the drive, as well as for students via QR codes. The feedback from teachers and students who began using them in Term 4 is overwhelmingly positive. We now have a fantastic resource to support student acceleration and independent learning. The students loved seeing which teacher was 'teaching' in each video and this shows the collective power of having our teachers create these resources as the tamariki know, and can engage with the teacher on the video.				
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: Team leaders led the Agile Inquiry process in teams to focus learning design on strategies to support acceleration. See the Super Measures section for an analysis of our data.				
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: <ul style="list-style-type: none"> Medical absences rose to 47% from 41% of all absences, so the goal was not achieved. Holidays dropped 2% Truancy stayed the same Explained dropped 3% 				

- Overall, unjustified absences dropped 5%
- Overall, student average attendance rate rose 1% to 90.4%
- Increased teaching staff contact (new strategy encouraged) over the year with regard to holiday and explained (but unjustified) absences assisted with reduction in unjustified absences, but it seems this was shifted to Medical.

1.2 Learning Design & Teacher Practice

2024 Goal: Build teacher understanding of integrated curriculum

<p>Redefine our expectations of Learning Stories to ensure that they show what each learner is achieving</p> <p>Define Inquiry as a verb and as a noun (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>	Inquiry curriculum team	Term 2 and 3		<p>Learning Stories are personalised and show growth of student agency across the school</p> <p>A definition exists and all staff can articulate this.</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>
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Evaluation & Analysis:

Staff were involved in a number of sessions to review Learning Stories. Due to time taken to review these, and the focus on the production in the third term, the decision was made to keep the status quo for 2024 with the new expectations, including a timeline for reporting, in use for 2025.

The professional development booked for the Inquiry team with Kath Murdoch (21st June) was cancelled and the presenter did not offer any further workshops in 2024. With the bringing forward of the new Maths curriculum into 2025 the decision was made to focus our staff professional learning on unpacking the new English and Maths curriculums as this is a significant shift in education.

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</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)
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to the new maths curriculum				
Gap analysis completed based on our statement of effective maths programme and current practice				
<p>Evaluation & Analysis:</p> <p>This year Hayley conducted mathematical exploration across classrooms, with a concerted effort to observe and analyse current teaching practices at MMP. Her primary goal was to address the gap between the present approaches to mathematics instruction and identified best practices. Through a series of focused observations and targeted explorations, she sought to identify and understand the disparity (if any) between how mathematics is currently being taught at MMP and the most effective methodologies that promote deep understanding and mastery for all students. Here is a summary of her observational findings which outlines what we are doing well as maths Kaiako and areas to focus on for PLD (MoE and The Learner First) in 2025:  Current Mathematics Practice at Mount Primary These findings were shared with whole staff on a Teacher Only Day at which they also reflected and fed back their own wonderings about the teaching of Maths:  Staff Maths Wonderings</p> <p>We followed the progress of the Maths Refresh throughout the year and Hayley and Barbara attended several Maths Leader hui and webinars centred upon updates from the MoE. Updates and the final version of the Maths Refresh were shared with the whole staff on a Teacher Only Day. Throughout the day staff explored the refreshed Maths Curriculum Document and identified similarities with the current Maths Curriculum but also differences including moving to Phases of Learning, the importance of Explicit Teaching, Maths Vocabulary, Teaching Sequences and Considerations (Teaching methods and suggested manipulatives).</p>				
<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>				
Teams to use a buddy system to evaluate the effectiveness of anecdotal notes and adapted learning design for kākano students	All teachers	Term 2 - 4	N/A	All learning design meets school expectations
Teams to support selection of students for withdrawal programmes based on learning information and learning design review	All teachers	Week 8 - 10 of Term 1 - 3	N/A	Students are selected based on data and learning needs
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
<p>Evaluation & Analysis:</p> <ul style="list-style-type: none"> Teams completed their analysis of anecdotal notes and learning design against the Agile Inquiry process and expectations for Learning Design. Areas for development were noted, and those teachers with successful approaches were able to share their processes with their teams. Team leaders are monitoring learning design on a regular basis to ensure that it continues to meet expectations. Teams oversaw the selection of students for the withdrawal programmes. All teams refined their Long Term Plans in Writing and Maths. This has been a significant achievement for our school and we have well structured plans that ensure all our students receive the same learning, regardless of what class they are. The collaborative plans are drawing on the strengths of our team, and supporting those who 				

are still developing aspects of their content knowledge or pedagogy to learn from their colleagues, while still delivering a robust classroom programme. Plans are detailed and show explicit teaching, a range of resources and activities.

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
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Evaluation & Analysis:

The purpose of the weekly reo Māori lessons for staff was to increase proficiency, confidence and frequency in using te reo Māori in the classroom, and to promote understanding and awareness of Ngāi Te Rangi tikanga and its integration in our kura. We were hoping to make these lessons more regular (every week), but we ended up only having 20 te reo Māori lessons over the year, as the other staff meetings were taken up with other kaupapa or were cancelled.

This year, our Kāhui Ako created a poutama based around the components of our Paritaha Kaitiaki Framework. The purpose of creating a poutama was to help kaiako better understand what they need to learn/know, what the steps are to upskill and progress in te reo and mātauranga Māori, and to help them better understand each component of the Paritaha. This poutama was a way for teachers to self-assess and be more accountable for their own individual progress, and was also a way to easily access resources needed through the links attached to each progression.

Teachers were asked each term to highlight in a different colour the progressions that they felt they had achieved (across the Paritaha components). Half-way through the year, we also asked teachers to request what they needed to learn during our lessons to help them with moving up the poutama, and Stacey tried to focus the lessons on the kaupapa of these requests.

The poutama gave us a very clear and detailed picture of how much progress our teachers have made throughout the year. All teachers made progress, but at varying amounts. Some moved up a whole level on the Poutama (which is excellent!), some were able to highlight progressions across 3 levels (also excellent), and some were only able to highlight a few progressions (which is still showing progress!). At the beginning of Term 2 when we first gave our staff the poutama, many of the teachers were able to highlight most of the first level of our poutama as they learnt the Level 1 progressions from our previous years of learning.

At the end of the year, we took the information gained from the poutama from each teacher, and chose three staff members who made the least amount of progress (looking at the amount of progressions they were able to highlight). Brooke either observed them in their classroom or had a korero with them to find out why their progress was limited.

Brooke also interviewed random tamariki from each class to find out how much reo and tikanga Māori was being used in their classroom, with a particular focus on whether karakia and mihimihi was being said each day. Seven out of eight of the Junior classes were doing karakia and mihimihi, four out of five Middle classes, and one out of five Senior classes. Brooke also sent out a survey to the teachers to find out why they weren't doing karakia in their classrooms. All tamariki interviewed said that their teacher uses te reo Māori in the classroom (commands or greetings) but at varying amounts and levels.

This year, Stacey stepped back from running/modelling the weekly team lessons, and timetabled our teachers to run the lessons instead (with Stacey as their support person). Stacey was able to see so much progress across all teachers with their pronunciation and knowledge, and was so impressed with the amount of effort they put into their lessons. They have created fantastic, user-friendly resources which we have been able to share with the rest of the staff to use with their own classes.

Overall, the progress on the poutama and the observations Brooke and Stacey have made, showed that the staff lessons have been beneficial for our teachers. The feedback received from our staff was that they found learning practical words, phrases and commands that could be used everyday in the classroom useful, and they liked using our lessons to practise their pronunciation.

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
<p>Evaluation & Analysis: Each year we notice our tamariki becoming more and more proficient and confident in their understanding and use of te reo Māori. It is so amazing to witness! This year, our students have begun to help their teachers with leading the Middle and Senior reo Māori weekly lessons. They lead karakia, stand proudly and confidently to recite their mihimihi and model using the new kupu and phrases (through the use of games, quizzes and slides) to teach the rest of their team. Our Middle team tamariki have become so good at doing their mihimihi this year, that they're now using the Senior template instead! Tamariki are also seen and heard singing waiata, performing haka and playing reo Māori games in the playground (and at home).</p>				
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
<p>Evaluation & Analysis: The creation of our Kāhui Ako poutama has helped our kaiako with their understanding of the Paritaha components. Even if they're not sure what each component represents, the list of progressions and the links attached to those progressions help their understanding of how to incorporate each component in their classroom teaching. Although we are still not seeing the language of the Paritaha being used in teachers' planning, we are seeing the elements of those components being taught in our weekly team lessons. Our creation of the Kāhui Ako Paritaha introduction video has also helped our new staff with their understanding of the concepts.</p>				

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	Staff events happen on a regular basis. Mix of in and out of school	Business As Usual (BAU)	Business As Usual (BAU)
	Student events started last year, tradition needs to be built	Student events build into a tradition for our Mounties	Business As Usual (BAU)	Business As Usual (BAU)
	Mountie's birthday has been	Mountie's Birthday is a	Business As Usual (BAU)	Business As Usual (BAU)

	variable House competition exists	memorable, fun event for our students House competition grows in competitiveness	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: <ul style="list-style-type: none">All staff were invited to feed into a review in Term 1 on what barriers they had. These were collated by the senior management team and actions were taken to reduce or resolve these. Examples of these include purchasing some new big books in the junior school, 3D shapes, microscopes (grant from Zespri), skeleton, body model training up parent helpers to assist with reading, the resource room is set up and functioning after the building work.Some barriers are not able to be addressed such as class sizes, the desire for a teacher aide in each room and the provision of a sound system in all classes.Barbara also worked with the teams to address workload around planning.				
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: <ul style="list-style-type: none">Team leaders set goals for 2024 and the progress towards these was overseen by Barbara. These goals formed part of their appraisal feedback.Over the course of the year the team leaders have shown growth in using the Agile Inquiry process to discuss student learning and plan for learning in foundational curriculum areas. Our next step as a school is to ensure that we use a rich range of student voice and teacher noticings to adapt learning design and evaluate student progress across the wider curriculum.Anecdotal notes are used across all classes on a regular basis.				

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: DP set goals and worked on achieving them throughout the year supported both formally and informally by Damien and external sources. Progress towards these goals has been tracked and noted. 2025 Goals will be set based on current needs.				
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
Evaluation & Analysis: As part of leadership development, staff voice and ongoing support aspiring leaders have been identified and will be supported to grow and develop as leaders in 2025.				
2.3 Hauora				
2024 Goal: To increase the hauora of our Mounties				
Mindfulness - reevaluate the use of Pause, Breathe, Smile in school	Liz / Teachers	Term 1 - Ongoing - Teachers	Survey staff	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
Redefine the expectations of staff to engage in mindfulness	All staff	From Term 2		
Use 2023 student data to adapt classroom relationships	Liz and all teachers		\$ for class resources - each class to have a kete for students with a need.	By the end of Term 3 know whether we need to implement school wide ZoR programme for 2025
Complete student hauora survey in Term 2				A 5% positive shift in all aspects surveyed
Evaluation & Analysis:				

2024 was a year of review for Hauora. Lunchtime was cut shorter by 5 mins so that teachers could use the 10 minutes from 1:50pm -2:00pm to actively engage the class with mindfulness or meditation. Because everyone was doing something different, it was decided after reviewing the mindfulness programme to move away from Pause, Breathe, Smile to Zones of Regulation (ZoR). Like Structured Literacy, ZoR provides a clear language that is used throughout the school no matter what year level. 2025 will see all staff attend professional development at the Teacher Only Days on ZoR, and all students and teachers will begin the programme at the start of the year. ZoR will be overseen by Hannah Casey, Matt (RtLB) and Damian Barton.

The staff survey was completed in term 2 and 4 only. Although the numbers of staff completing the survey was still low, there was a 20% increase of staff completing it in Term 4 from Term 2. This may be because the survey was sent out by the Principal.. 88% of participants still indicated their hauora levels were high, and the staff that requested a meeting with a member of the senior management team were seen and helped very quickly.

The student survey was completed in Term 2. It was completed by 408 students in each class level across the school (89%), of which the results were very positive. The teachers received their class results in Term 3 so they could begin to change their teaching practice, if needed, to make a positive shift by Term 4. However, the student survey was not carried out in Term 4. It was decided by the Kahui Ako to change the type of survey to be more in uniform across the Kahui Ako schools. Therefore, we will begin the new survey format in Week 5 Term 1 2025, and redo the survey in Week 5 Term 3 - giving teachers time to change their practice to show a positive shift where necessary.

The Seasons for Growth programme was once again taken in Term 3. The course was for the junior students. Four students took part and it was very successful. In 2025 we would like to offer the programme to both junior and senior students (Level 1 and Level 2). It will run well alongside ZoR. Staff and parents will be given the opportunity to put students, or their children, forward for the course, with the support and help of Damian Barton.

As part of the ZoR programme, class kete will be given to each class to help those children who may need to self regulate.

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: <ul style="list-style-type: none"> We opened our classrooms for parents to come in and view their children's learning in Term 2 and Term 4 with different days of the week in each term to see if that made a difference. Teams set up a range of learning experiences to share with parents that reflected their current learning programmes. Due to the 'open nature' of these opportunities (no RSVP etc) it was hard to gauge accurate numbers across the school as some parents also moved between rooms. Teachers were positive and responsive to the opportunity. In 2025 we will schedule a regular term slot to give parents plenty of notice that these events are being held. 				
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: <ul style="list-style-type: none"> Attendance varied at kākano hui across the year and continues to remain lower than whole school learning partnership engagement. Some of our kākano whānau are happy with how their children are learning, and don't feel the need to attend each term. Term 1 kākano hui attendance = 75% Term 2 kākano hui attendance = 60% In Term 3 kākano whānau attended as part of the whole school mid year Learning Partnership meetings. Attendance at these was 96% of all students. In Term 4 kākano celebrations saw 99% of kākano whānau attend. 				
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:

- While we held whānau hui every term, attendance remained limited. Our first hui had the highest turnout (12 whānau), but numbers declined each term. Often, whānau indicated they would attend but did not. This was especially evident with the Waharoa hui. Once again, the hāngi drew the largest crowd; however, this wasn't strictly Māori families. The Mauao hikoī seemed to attract a wider range of whānau. The rest were just the 'usual' attendees.
- We had eight whānau who regularly attended (up from six in 2023), and overall, our numbers were still much better than the previous year. However, with approximately 60 families able to attend, engagement remained a challenge.
- We trialled moving away from the traditional "hui" set-up and instead held hui around Mauao, tukutuku, Waharoa, and hāngi. These sessions saw great engagement from those who attended, but we still struggled to increase overall participation.

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 - Hanga, Pohiri/whakatai, Karakia, Waiata, Pakiwaitara, Wahi whakahirahira, tangata rongonui, events: Matariki, Te wiki o te reo Maori, PLD for our community: Te Reo, wahi whakahirahira, pakwaitara 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