

Aberdeen School Strategic and Annual Plan

2024 -2025

Aberdeen School
Strategic and Annual Plan 2024 - 2025

CONTENTS

| | |
|---|----|
| Introductory Section - Strategic Intentions | 1 |
| School Context | 3 |
| He Waka Eke Noa – Kāhui Ako | 5 |
| Community of Learning - Vision, Values, Strategic Goals | |
| Aberdeen School Strategic Section | 7 |
| Our Vision for 2024 | 12 |
| Aberdeen School Annual Plan 2024 | 13 |
| Improvement Plan and Targets 2024 (Mathematics, Reading & Writing) | 17 |

Aberdeen School 2024 - 2025

Introductory Section - Strategic Intentions

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| Mission Statement | Aberdeen School creates an engaging environment where students are prepared for future success. |
| Vision | Aberdeen School's vision is to create a legacy of life-long learning. |
| Values | The Aberdeen School values are an integral part of school culture and provide the foundation for Positive Behaviour for Learning (PB4L) across all areas of the school. The Aberdeen values are referred to as Ngaa Pou e Rima o Aberdeen, The Five Pou of Aberdeen. Our values are: Be kind and respectful – Me whai manaaki, Be leaders – Me whai mana, Be thinkers – Me whai whakaaro, Be creative – Me whai auaha, Be connected – Me whai hono. |
| Principles | The Aberdeen School learner is understood, developed, and empowered towards excellence in three key areas: <ul style="list-style-type: none">● Mind (Hinengaro) – Thinking, Making Meaning● Body (Tinana) – Managing Self, Physical Capacity● Spirit (Wairua) - Relating to Others, Participating and Contributing |
| Māori Dimensions and Cultural Diversity | All students at Aberdeen participate in and celebrate the unique cultural heritage of Māori through our weekly Te Reo & Tikanga programmes and Kapa haka. All reasonable steps are taken to ensure that provision of instruction in Te Reo Māori and Tikanga Māori is available in every classroom for all full-time students. The Aotearoa/Histories curriculum supports the teaching of Te Reo and Tikanga Māori through a Te Ao Māori world view. The Board of Trustees, staff, students and our Māori whānau have the opportunity to further consolidate our vision for Māori learners through whānau hui. Academic excellence and a strong cultural identity for Māori learners are identified areas of focus within our Strategic plan for Māori learners. Aberdeen School has a strong whānau group of Māori families who actively contribute to the learning culture of Aberdeen School. A focus on Tainuitanga and the importance of our hau kāinga, Ngāti Maahanga, is woven into our school programmes through our work with He Waka Eke Noa Kāhui Ako and Ngāti Maahanga. |

Te Tiriti o Waitangi's principles of Partnership, Participation and Protection provide a foundation for teaching and learning. The principle of Partnership ensures that we are engaging with our Māori whānau, and establishing genuine relationships to support our learners. Adding a Māori perspective to inquiry allows us to weave tikanga and a Māori world view into everyday learning. The principle of Participation ensures that Māori whānau are participating in school decision making and that staff are working to strengthen home-school relationships. The principle of Protection ensures we protect Māori knowledge, interests and values. Identity, language and culture contribute to our Māori students being culturally located learners.

Māori whānau were consulted in November 2023 and acknowledged the positive way Aberdeen School supports our Māori students' cultural identity. Strategic planning that continues an emphasis on whanaungatanga, manaakitanga and te reo Māori me ngaa tikanga Māori are priorities for our Aberdeen Māori whānau.

The Aberdeen School Board of Trustees works to ensure that our plans, policies and local curriculum support local tikanga Māori, mātauranga Māori and te ao Māori and that the school is achieving equitable outcomes for our Māori students.

Te Tiriti o Waitangi principles are at the core of our work with Ngāti Maahanga, ensuring that our hau kāinga are invited to the table to lead and share in the work that we are doing together as partners. We are active participants in the work that we are doing and want to ensure the tikanga and mātauranga of our hau kāinga is protected.

Aberdeen School's Pasifika programme continues to ensure that the families of our Pasifika students are involved in the education of their child/ren. We hold parent hui and Pasifika students can access our Pasifika cultural group which is held each week. Pasifika families have shared their aspirations with us, and our focus is on academic excellence and the importance of cultural identity. Consultation with our Pasifika whānau in November 2023 acknowledged the positive outcomes achieved for our Pasifika students with their identity and culture.

Aberdeen School acknowledges and values the cultural diversity of Aotearoa with provision of a wide variety of programmes and celebrations which acknowledge Aberdeen's multi-cultural community. The Aberdeen School ELL teacher (English Language Learners) and her programme provide quality support for students who are from non-English speaking backgrounds. All Aberdeen students participate in the many special multi-cultural celebrations that occur throughout the year for our students from non-English speaking backgrounds. These include Chinese New Year, Cambodian New Year, Diwali and Eid which celebrates the end of Ramadan.

Aberdeen School holds an annual cultural day where students are encouraged to wear clothing that represents their culture and heritage. This event encourages students to celebrate their cultural and linguistic backgrounds.

School Context

Students' Learning

Aberdeen students are given the opportunity to reach their full potential through effective teaching programmes. Aberdeen School is mindful of the nation-wide disproportionate number of Māori and Pasifika students achieving below curriculum expectations for their year level, as well as a lesser proportion of these students achieving above curriculum expectations. Raising the achievement levels of Māori students through effective teaching practice and quality assessment will benefit all Aberdeen learners. Research has shown that interventions that raise Māori and Pasifika achievement raise overall achievement. Aberdeen is focused on raising the achievement levels of our Māori and Pasifika students to lift overall achievement levels and to reduce disparity.

The Aberdeen 2024 achievement targets align with the results and analysis of our data from 2023.

Student Engagement

Student engagement levels are generally high at Aberdeen School. Attendance matters are managed with a proactive approach and attendance data is monitored closely. Effective systems have been put in place to ensure attendance is monitored at the classroom and school-wide level. Tracking of students is everyone's responsibility and students who are absent and unjustified are followed up quickly. Engagement with whānau which includes effective communication is fundamental to our approach and parents are called to discuss attendance matters when necessary.

Aberdeen School is involved in an attendance pilot for 2023/24 working with 'Bluelight' to support greater, more consistent attendance. Effective communication between the school and whānau has proven very effective in managing student attendance and engagement. An attendance alert system is in place to inform staff and the leadership team of absence concerns that need to be addressed. Individual teachers can easily see which students require additional attendance support. The school office staff play an important role in the on-going monitoring of children who are late or absent. Unjustified absences are tracked carefully and regular communication between the class teacher, office staff and the Deputy Principal and Principal is in place.

School Organisation and Structures

Property: The Aberdeen School Board of Trustees continues to improve the school environment for our learners.

The rebuild of Blocks K, G, H, O & L is continuing this year as part of our 5YA programme and as a response to earlier weather tightness reports. Building work is due to be completed in March 2024, with eight new classrooms in use when the project is completed.

A refurbishment of the school's junior toilet block is in the procurement phase and this work will begin once a successful contractor has been appointed. This was a priority identified by whānau in 2023 community consultation.

Personnel: The Aberdeen School 2024 Professional Growth Cycle for staff is focussed on school-wide PLD in 'Spotlight' an online real time reporting tool, as well as 'Our Code, Our Standards - Code of Professional Responsibility' and the 'Standards for the Teaching Profession'. The 2024 PGC documents focus on building teacher capacity for improvement through a continued focus on Spotlight, Structured Literacy, and Positive Behaviour for Learning. All staff will be involved in PLD that supports their use of Spotlight so that they can use the tool to share learning progress with whānau during Parent/Teacher conferences in term 2. Mark Osborne from Leading Learning will continue his work with staff, and this will begin early in 2024. PLD focussed on working in an authentic way with our Hau kāinga, Ngaati Mahaanga, will be provided for the leadership team in 2024 through our Kāhui Ako.

Health & Safety: Staff have completed First Aid training during the 2023/24 holiday break. This training ensures that staff who are on duty or who are accompanying students on trips have the necessary general first aid skills to assist with injury.

The Aberdeen School EOTC documentation was fully reviewed in 2022 and has again been updated in 2024, and all teachers are familiar with our revised documentation.

Aberdeen School Health & Safety at Work policies and best practice continues. The Aberdeen School First Aid register is on-going allowing for students with high Health needs to be identified and monitored. These students have their photos and diagnosis displayed in the sickbay early in the year so that all teachers are aware of allergies or other health needs. A regular online sickbay register is in place for all accidents and visits to sick bay. Hazard identification is in place and regular identification of any new hazards and remedial action occurs. Health & Safety is an agenda item at all meetings to note 'near miss' issues. A Health & Safety report on hazards and injuries is reported to the Board of Trustees at every Board meeting along with follow-up actions taken. The Aberdeen School pool is open for use and water safety training is underway during the first term of 2024.



He Waka Eke Noa – Kāhui Ako

2024

VISION

To raise student achievement through genuine collaboration across the community.

OUR VALUES

Our Community of Learning embraces the values as reflected in the NZ Curriculum:

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically
- **respect** of themselves, others, and human rights.

STRATEGIC GOALS

- To contribute to **teacher/leader efficacy** through collaboration, Teaching as Inquiry and effective teaching and learning.
- To grow **learner agency** through identity, partnership, voice and ownership.
- To recognise and enhance **powerful connections and transitions with parents, whānau** and community and other organisations.
- To demonstrate **culturally responsive practice** and value diversity and **validate culture, language and identity** for all learners.

Horotiu School



FRASER HIGH SCHOOL
Te Kura Tuarua o Taniwharau



Frankton School

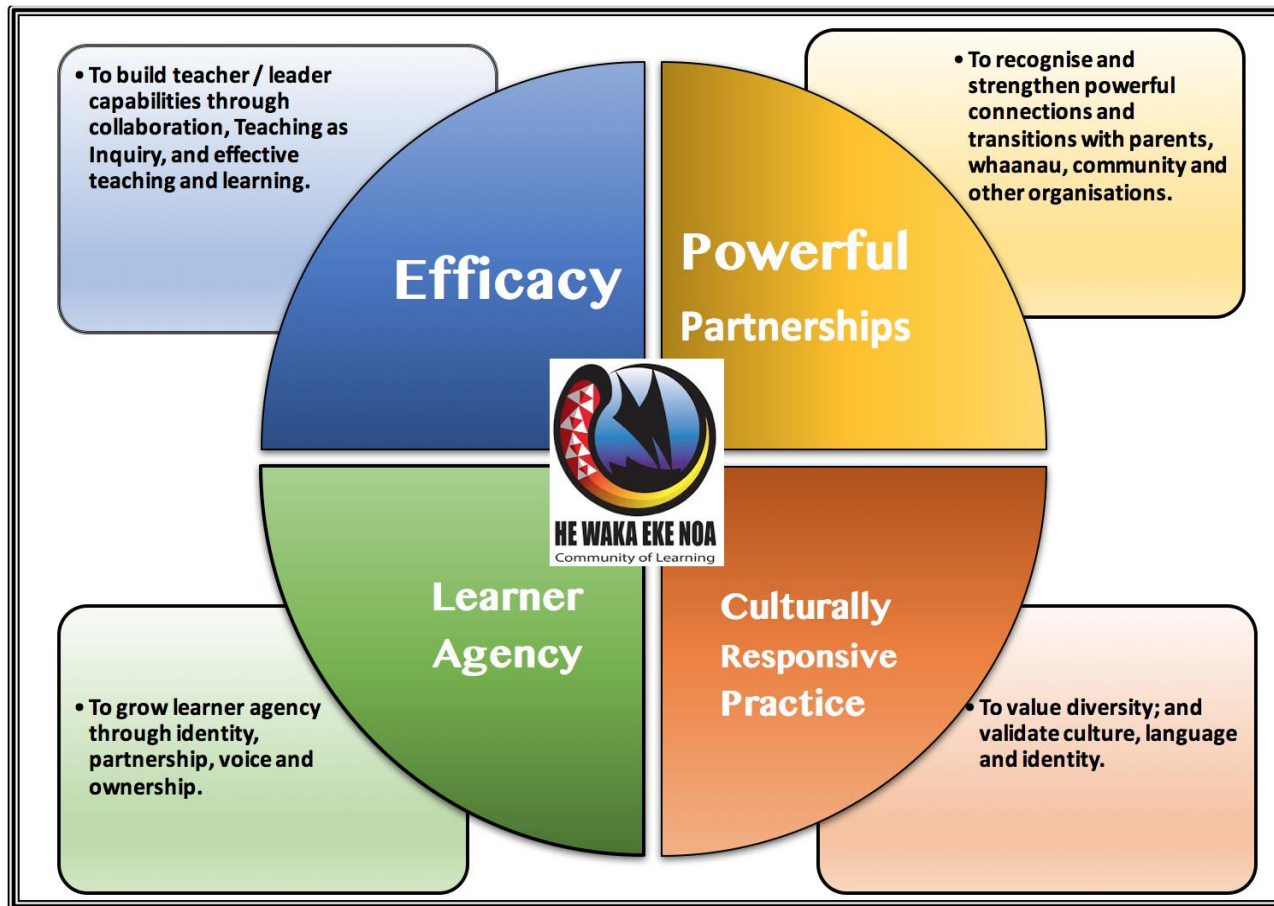




ABERDEEN SCHOOL

Creating a Legacy of Life-Long Learning

He Waka Eke Noa – Kāhui Ako



Strategic Section

Aberdeen School- the Benchmark of Excellence in Primary Education

| Strategic Goals | Core Strategies for Achieving Goals - 2024 |
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| <p>Students’ Learning</p> <p>All students can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the child’s appropriate curriculum level in Reading, Writing and Mathematics.</p> <p>Raise the achievement levels of all Māori and Pasifika learners.</p> <p>One hour of Reading, Writing and Mathematics is taught daily.</p> | <ul style="list-style-type: none"> • Staff reject deficit theorising of Māori and Pasifika students. <i>(Evidenced by teacher planning, classroom programmes and high teacher expectations)</i> • Staff have high expectations of learners. Implementation of a culturally inclusive pedagogy is evident. <i>(Evidenced by Tātaiako & the Standards for the Teaching Profession in Professional Growth Cycle 2024 documentation)</i> • Teachers work to improve the quality of their teaching practice and student assessment at all levels. <i>(Evidenced by teacher planning, teacher observations and formative & summative assessment. PLD focus for 2024 – Spotlight, using literacy & maths progressions)</i> • Staff empower students by providing them with the skills to move to the next level in their learning. Students know where they are situated, where they are going in their learning and have the tools to get there, allowing for greater learner agency. <i>(Evidenced by formative assessment, greater learner agency in classrooms along with student monitoring in Structured Literacy and Spotlight for core curriculum evidence)</i> • Teachers have the skills to accelerate their students. They differentiate programmes and personalise learning. <i>(Evidenced by target group results, planning & formative assessment)</i> • The Aberdeen School ICT Strategy sets out our guidelines for e-learning pedagogy, deeper collaboration, and the implementation of the Digital Technologies, Hangarau Matihiko curriculum. Targeted resourcing to support this work is provided. <i>(Digital Technologies resources are provided and maintained)</i> |

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| <p>Students’ Learning</p> | <p>Maths</p> <p>To improve student achievement through effective leadership and teaching across the mathematics curriculum.</p> <p>To ensure there is one hour of instruction each day of the week in classrooms.</p> | <p><i>Promote ‘The Aberdeen Way’ to support teachers and students with Mathematics teaching and learning which includes the following:</i></p> <ul style="list-style-type: none"> • A continued focus on effective pedagogy in Mathematics. Consolidation of effective teaching strategies with new and existing staff e.g., <i>arranging for learning, promoting mathematical discussion, mathematical tasks, developing number sense, assessment for learning</i> • The curriculum team will work with teams across the school during team meetings to target specific areas of need within year groups. • A teacher who has completed two years of MST training and is fully released will work with students requiring additional support in mathematics. • MST teacher to provide mentoring and support to other teaching staff in 2024 where required. • Parent/Teacher conferences and written reports will include updates on Mathematics progress and achievement for all students. • MST teacher to work with students below expected curriculum levels to accelerate learning in ‘Maths Club’. • Parent information sessions will be provided for students who are involved in ‘Maths Club’ groups • An extension group for students achieving (or with potential to achieve) well above expected curriculum levels is in place for Year 5 & 6 students. These sessions will take place weekly. • Parent/Teacher meetings and written reports will include updates on Maths progress and achievement for all students. • All teachers are required to teach an hour of Mathematics instruction each day. |
| <p>Students’ Learning</p> | <p>Literacy</p> | <p><i>Promote ‘The Aberdeen Way’ to support teachers and students with Literacy teaching and learning which includes the following:</i></p> <ul style="list-style-type: none"> • A continued focus on effective pedagogy in Reading and Writing. Consolidation of effective teaching strategies with new and existing staff e.g., <i>arranging for learning,</i> |

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| | <p>To improve student achievement through effective leadership and teaching across the reading and writing curriculum areas.</p> <p>To ensure there is one hour of reading and writing instruction each day of the week in classrooms.</p> | <p><i>linking the strands of Literacy, quality reading and writing programmes, assessment for learning, Structured Literacy</i></p> <ul style="list-style-type: none"> • Consolidation of Structured Literacy pedagogy to ensure fidelity of the approach. • Specialist Literacy Teachers along with two Learning Assistants will continue to take intervention groups (Lit. Club) using Structured Literacy pedagogy to accelerate students below expectation. • ELL (English Language Learners) - additional funded Literacy support for students with English as a second language is provided through the ESOL teacher. • The curriculum team will provide support for teachers to ensure the fidelity of Structured Literacy and provide support with assessment and grouping of students. • The curriculum team will provide support with planning for quality teaching programmes in reading and writing. • Parent/Teacher meetings and written reports will include updates on Reading and Writing progress and achievement for all students. • All teachers are required to teach an hour of Reading and Writing instruction each day. |
| <p>Student Attendance and Engagement</p> | <p>Attendance levels are monitored.</p> <p>Students are engaged in their learning and want to attend class to learn.</p> <p>Learning programmes capture the interest of learners.</p> <p>Low socio-economic background students/whānau are supported.</p> | <p>A proactive approach to attendance matters is taken with parents/whānau. Communication between school and home is effective and several different formats are used.</p> <p>Students generally come to school on time and have suitable reasons for lateness.</p> <p>Parents understand the need to have their children at school and on time and expectations are communicated through newsletters, the Skool Loop app and Facebook.</p> <p>Students are expected to arrive at school on time and ready to learn. Teachers care about where their students are and why they are late or absent and investigate reasons for absence or lateness.</p> <p>Attendance data is collected, collated and attendance targets are set and monitored. Senior Leaders support whānau where necessary to get their children to school daily and on time. 'Bluelight' is used to support student attendance by providing visits to homes to</p> |

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| | | <p>identify any needs and to provide support for whānau. Financial issues regarding uniform, food and stationery are dealt with in a supportive way by the school.</p> <p>Staff plan and provide learners with suitable, engaging programmes of work.</p> |
| School Finance | <p>Operate within annual MoE grants and within the annual Aberdeen School budget.</p> | <p>Sound financial systems are in place to ensure that expenditure stays within set parameters.</p> <p>Accountability is evident and financial actions are transparent. The financial stability of the school is maintained.</p> |
| School Property | <p>The Aberdeen School 10-Year Property Plan is adhered to.</p> <p>All property improvements are within annual budgets and operate within annual grants.</p> <p>Classrooms are modernised as per 5YA funding.</p> <p>Annual programmes of maintenance are on-going.</p> | <p>A recent review of Aberdeen's 10YPP was completed in 2022 with additional 5YA funding provided in July 2023.</p> <p>Scheduled repaint of the whole school completed during 2020/2021. The school's maintenance painting programme is ongoing in 2024 as part of a five-year contract of programmed maintenance.</p> <p>Rebuild of Blocks K, G, O, H & L is in progress as per 5YA and building replacement funding. This will be completed in term 1, 2024.</p> <p>Efforts to beautify the school are on-going. A new junior chill-out area is being built by the PTA to be completed in term 1, 2024. This was a priority identified in 2023 whānau community consultation.</p> <p>Re-cycling programmes are on-going.</p> |
| Health and Safety | <p>Health & Safety at Work legislation (areas of due diligence) implemented.</p> <p>Bi-annual community consultation of Health programmes takes place.</p> | <p>Aberdeen School Health & Safety Officer and H&S Committee operating. Procedures for identifying, reporting, and responding to Health & Safety issues ensure a safe environment for staff and students is in place. Health & Safety hazards and incidents are reported to the Board at every meeting.</p> <p>Hazard identification and corrective action register on-going.</p> <p>Injury & Incident register on-going. Near Misses are recorded at every team or staff meeting and corrective action is taken.</p> |

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| | <p>Risk analysis and identification of hazards is on-going to minimize risks to staff and students.</p> <p>Health and Safety policies and procedures are in place.</p> <p>Emergency Management Plan in place.</p> | <p>First Aid training available to staff on a bi-annual basis. Training was held in January 2024 for all teaching staff.</p> <p>The Aberdeen School EOTC guidelines were reviewed in 2022. New documentation was updated at the beginning of 2024, and all staff are now familiar with the new documentation. RAMS are produced for all school EOTC events.</p> <p>Key Health and Safety legislative changes have been implemented as mandated.</p> <p>Investigations are conducted for any incidents of serious harm and reported immediately to the Board by email. These are discussed at the next Board meeting if necessary.</p> <p>The Aberdeen School Emergency Management Plan is in place.</p> |
| <p>Personnel</p> | <p>Recruitment of staff is on-going as needs arise.</p> <p>Appraisal of staff on-going throughout each year.</p> | <p>Appointment policies and procedures are followed. Our staff induction process is used to ensure an effective transition for new teachers to the 'Aberdeen Way'. These guidelines will ensure continuity and sustainability of school expectations.</p> <p>The annual staff Professional Growth Cycle process has been updated and is in place for 2024. This process is aligned with the Code of Professional Responsibility and the Standards for the Teaching Profession. Our Code, our Standards is implemented as part of the annual attestation of staff.</p> <p>The Professional Growth Cycle for the Principal is underway and participation in a Professional Learning Group is again in place for 2024.</p> |



ABERDEEN SCHOOL

OUR VISION:

To create a legacy of lifelong learning

OUR STRATEGIC GOALS 2024-2025

To grow our teachers
as learners.

1. Provide consistent expectations for Positive Behaviour for Learning (PB4L) Tier 2 across the school.
2. Provide quality PLD for staff with a particular focus on Spotlight, moving to live reporting on reading, writing, structured literacy, and math progressions.
3. Strengthen teachers' dispositions as learners.

- PB4L Tier 2 lessons are implemented across the school and the school values are reinforced by staff.
- PB4L lesson plans and systems are used by all staff and eTap data is completed.
- Analysis of student achievement data takes place in core curriculum areas to show achievement and value added.
- Fidelity of Structured Literacy approach is monitored.
- Spotlight PLD is available throughout the year for teachers.
- Other quality PLD is provided to grow teachers' capabilities.

To grow our students
as learners.

1. Promote PB4L lessons and the school values across the school.
2. Strengthen student understanding of their learning to develop greater student agency.
3. Equip students with the language of learning to further promote student agency in Structured Literacy, Reading, Writing and Mathematics.

- PB4L lessons are taught explicitly across all classes.
- Students can upload evidence of their learning to Spotlight.
- Students are encouraged to articulate their thinking and can share their next steps for learning with others using the Spotlight tool and core curriculum learning progressions.
- Students can articulate their learning in class Structured Literacy, Reading, Writing and Math lessons.

To build relationships with
our Hau Kaainga, Ngaati
Maahanga.

1. Provide PLD facilitated by Lisa Rapana and Ngaati Maahanga.
2. Support the He Waka Eke Noa Kāhui Ako in their planned hui with Ngaati Maahanga.
3. Ensure Te Reo & Tikanga Māori are an integral part of classroom programmes through the Māori mentor programme.
4. Foster greater student participation in Te Ao Māori using the Aotearoa/NZ Histories curriculum.

- Staff and students are using Te Reo regularly in classrooms.
- Kaumatua and Lisa Rapana from Ngaati Maahanga have a more visible relationship with the school.
- A Māori perspective is evident in Contextual Inquiry across teaching teams.
- Kapa haka is available to students.
- Aotearoa/NZ Histories lessons evident.

INITIATIVES

OUR MEASURES OF SUCCESS





Aberdeen School – Annual Plan 2024

| Initiatives | Timeframe (Terms 1,2,3,4) | Key Actions | Responsibility | Success Indicators | Resourcing |
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| Strategic Goal 1 Grow our teachers as learners | | | | | |
| Initiative One | Provide consistent expectations for Positive Behaviour for Learning (PB4L) across the school. Aberdeen School is in Tier 2, 2023/24. | - PB4L lead and/or teaching teams meet regularly to provide explicit lesson plan templates for staff - PLD to support PB4L systems & data is provided for staff throughout the year in staff meetings - Staff write their own lesson plans and use some that are co-operatively planned in their classrooms | DP and Team Leaders to reinforce school-wide PB4L PB4L team members to take an active role within teaching teams | <ul style="list-style-type: none"> All teachers across the school have implemented PB4L lessons. The eTaP student management system is used to track PB4L data. Reward systems are in place for students that promote the Aberdeen School values. New information from Tier 1 and 2 training is shared with staff at staff meetings or in teaching teams. | \$7,500 set aside in the 2024 budget for PB4L/Values resources to be used in classrooms |
| Initiative Two | Provide quality PLD for all staff with a particular focus on the introduction of Spotlight live reporting for whānau. | - Spotlight PLD provided for staff throughout the year using the 2024 Phase Plan. - PLD for staff to ensure they are ready to share student learner pathways with whānau at Parent/Teacher conferences mid-year, 2024. - Structured Literacy support provided to new staff. | Class Teachers Team Leaders and Curriculum Team | <ul style="list-style-type: none"> Teacher Only Days, staff meetings and one to one PLD sessions provided for staff throughout the year to upskill in Spotlight. Staff access eTap to find the resources needed for Spotlight including learning progressions for Structured Literacy, Reading, Writing and Maths. Resources are provided to support our PLD focus areas for 2024. | \$28,500 is set aside in the 2024 budget for staff PLD Additional funds are available to purchase resources to support PLD |

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| Initiative Three | Strengthen teachers' dispositions as learners. | <ul style="list-style-type: none"> - Opportunities to discuss new learning from PLD is provided in staff and team meetings. - The fidelity of Structured Literacy is emphasised to ensure the approach is embedded in practice. - Teachers formulate learning goals as part of their individual inquiry and PGC | Principal along with Senior Leaders and Team Leaders | <ul style="list-style-type: none"> • Open to learning conversations are promoted by Senior Leaders, Curriculum leaders and Team Leaders with individuals, teams and in large group meetings. • Every teacher ensures their professional learning is monitored through their Spotlight Phase Plan and PGC documentation. | |
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Strategic Goal 2

Grow our students as learners

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| Initiative One | Support Positive Behaviour for Learning across the school | <ul style="list-style-type: none"> - Lesson plans promoting positive student behaviour are taught across the school and are needs based. - Students receive positive rewards for displaying the behaviours we expect and teach. - Tier 2 training is ongoing for PB4L leadership team. | PB4L leaders and PB4L team | <ul style="list-style-type: none"> • PB4L data on eTaP reflects a more positive playground tone. • Students respond positively to the classroom, playground and general incentive programmes set up to reinforce PB4L. • Ngaa Pou e rima o Aberdeen (the five school values) are known to students and reflected across the school in all classrooms and in playgrounds. | The \$7,000 PB4L/Values budget is used to provide staff with incentive rewards for students and items for their classroom chill zones |
| Initiative Two | Strengthen student understanding of their learning to develop greater student agency | <ul style="list-style-type: none"> - The curriculum team for Reading, Writing and Maths provides students with learning progressions in 'child speak'. - Student agency is promoted in classrooms across the school through the identification of learning goals and uploading of evidence to Spotlight. | Curriculum Team Teachers Students | <ul style="list-style-type: none"> • Students can identify where they are in their learning using the learning progressions provided. • Classroom teachers encourage student voice and allow for greater opportunities for students to share their thinking about their learning. | Resources required to support student agency are purchased through curriculum budgets \$40,000 is set aside in the 2024 budget to support curriculum implementation |

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| Initiative Three | Equip students with the language of learning to further promote student agency through learning progressions | <ul style="list-style-type: none"> - Students use uploaded evidence to articulate their learning. - Students are confident and able to share their learning with others in class and at home. | Classroom teachers | <ul style="list-style-type: none"> • Students can use the Spotlight visual prompts provided to show where they are in their progressions of learning. • Students can communicate their learning to others confidently. | Resources required to support curriculum and student agency are purchased through curriculum budgets |
| <p>Strategic Goal 3 To build relationships with our Mana Whenua, Ngaati Maahanga</p> | | | | | |
| Initiative One | Provide PLD for staff to build their knowledge of Ngaati Maahanga and local Iwi history | <ul style="list-style-type: none"> - Staff PLD is provided and facilitated by Lisa Rapana (Education facilitator for Ngāti Maahanga) - Meetings with Lisa Rapana (Ngaati Maahanga) are held each term with the Kāhui Ako | <p>Whaea Marama and Whaea Takutai</p> <p>Leadership Team</p> | <ul style="list-style-type: none"> • Kāhui Ako support is being provided to leaders through hui arranged with Ngaati Maahanga. • Lisa Rapana to continue the work with Whaea Marama in her Kāhui Ako Within School leader's role. | <p>Budget of \$40,000 is set aside for PLD in 2024</p> <p>Hui arranged by the Kāhui Ako will be funded by He Waka Eke Noa</p> |
| Initiative Two | Ensure Te Reo Māori is used regularly in every classroom across the school | <ul style="list-style-type: none"> - Team leaders ensure their team is using Te Reo regularly and this is evidenced in planning and around the classroom - At least 1 Contextual Inquiry topic each year has links to Te Reo and Tikanga Māori and another to the Aotearoa/NZ Histories curriculum - The Māori Mentor programme begins in Term 2 to support teaching staff | <p>Team Leaders</p> <p>Class Teachers</p> <p>Whaea Marama and Whaea Takutai</p> | <ul style="list-style-type: none"> • Te Reo programmes are planned for and are not ad hoc. • Some wall displays around the classroom reflect Te Ao Māori. • Support is provided to staff as needed. • Māori Mentors from our Year 5/6 Partial Immersion class visit other classes once a week to provide leadership and mentoring in Te Reo Māori. | \$40,000 is set aside in the 2024 budget for staff PLD |

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| Initiative Three | Build stronger relationships with our Hau Kāinga with support from our Kāhui Ako | <p>- A within school Community of Learning role has been established to provide liaison between Aberdeen School and Lisa Rapana (Ngaati Maahanga)</p> <p>- The within school CoL leader (Whaea Marama) works alongside other schools in our Kāhui Ako to strengthen our ties with Mana Whenua</p> | <p>Whaea Marama and Whaea Takutai</p> <p>Mana Whenua</p> <p>Kāhui Ako Across School Leaders</p> | <ul style="list-style-type: none"> • Within school leader attends all hui for school leads organised by Kāhui Ako to build relationships with Hau Kāinga. • Staff meet Lisa Rapana and the profile of Hau Kāinga is lifted across the school. • Relationships are established and further developed throughout the school year. | <p>Kāhui Ako funding is used to cater for hui and to provide suitable venues for hui to take place</p> <p>Ngāti Maahanga are welcomed into Aberdeen School to share their knowledge with staff and students</p> <p>Opening of new classrooms is led by Ngāti Maahanga Kaumatua</p> |
| Initiative Four | Foster greater student participation in Te Ao Māori | <p>- Students learn Te Reo Māori and tikanga Māori through waiata, stories, games and learning activities in their classrooms</p> <p>- Waiata Māori are enjoyed at assemblies and school events wherever possible</p> <p>- A Māori world view is woven through at least one Contextual Inquiry topic each year as well as the Aotearoa/NZ Histories curriculum</p> <p>- Kapa haka is available to students</p> <p>- The Māori Mentor programme is in place across the school from Term 2</p> | <p>Whaea Marama</p> <p>Team Leaders</p> <p>Classroom Teachers</p> | <ul style="list-style-type: none"> • A variety of hands on, fun activities are accessed by staff for use in classrooms. • Resources for student use are purchased to support classroom programmes. • Waiata Māori are learned across the school and used at assemblies and on special occasions when possible. • Whaea Marama and Whaea Charlotte are available to support colleagues who need additional advice or guidance in Te Reo and Tikanga Māori. • Matariki is celebrated in classes and at our whole school assembly during Term two. • Contextual Inquiry topics that include a Māori perspective are reported on to the Board of Trustees at the end of Term 3, beginning of Term 4. | <p>Budget of \$2,800 is set aside in 2024 to support Te Reo across the school and to add to our bank of resources</p> |

Improvement Plan and Targets 2024

Strategic Goal: All students can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the appropriate Curriculum Level. We are working towards the goal of having 75 - 80% of all Aberdeen students achieving 'At / Above' the appropriate Curriculum Level.

Annual Goal: To maintain and lift achievement levels by 10% or more in Maths, Reading, and Writing.

Achievement Whole School 2023: Writing 56%, Reading 71%, Mathematics 75%, working At / Above Expected Curriculum Level.

Achievement All Māori 2023: Writing 49%, Reading 65%, Mathematics 72%, working At / Above Expected Curriculum Level.

Annual Target: To lift achievement levels in Writing, Reading, and Math across the school.

Key Improvement Strategies:

Further develop the 'Aberdeen Way' (learning progressions and expectations) in core curriculum and facilitate the implementation of this across the school.

Curriculum team to collaborate around the implementation and monitoring of Reading, Writing and Maths (1 hour each day).

Further develop School-wide formative assessment practices to enhance teaching and learning for students.

Provide professional learning/support in Reading, Writing and Maths for teaching teams, during team meetings and after school PLD.

Continue professional learning for moderation and teacher judgements, in core curriculum areas.

Upskill all classroom teachers in 'Spotlight', an eTap online tool that is used for planning, assessing, and reporting student progress.

Reading

School-wide Professional support in the 'Structured Literacy Approach' for all staff, using teacher experts.

Promote ways to build a love of reading by increasing reading mileage in the classroom and through explicit teaching of reading.

Continue Structured Literacy intervention groups (Lit. Club) and ensure the fidelity of this approach in all Year 1 to 3 classes.

Writing

School-wide Professional Learning to ensure the fidelity of the 'Structured Literacy' approach.

Teachers to use the Writing Learning Progressions to guide writing progress.

Promote ways to improve writing achievement through writing mileage in the classroom and through explicit teaching of writing.

Continue Structured Literacy intervention groups (Lit Club).

Mathematics

A focus on effective pedagogy in Mathematics with particular emphasis on school-wide formative assessment and consistency using the learning progressions and individual child tracking sheets.

Promote ways to improve math knowledge and understanding through explicit teaching.

Continue Math intervention/acceleration (Maths Club) for students achieving below expected levels with MST teacher who is fully released.

Continue Math extension group for Year 5 and 6 students with weekly sessions.

