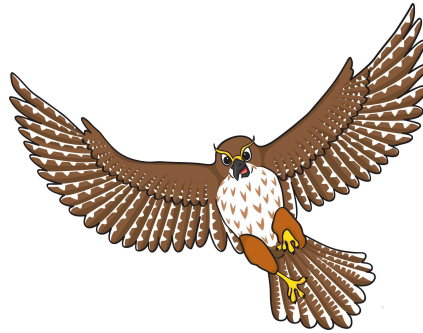




Pokeno School

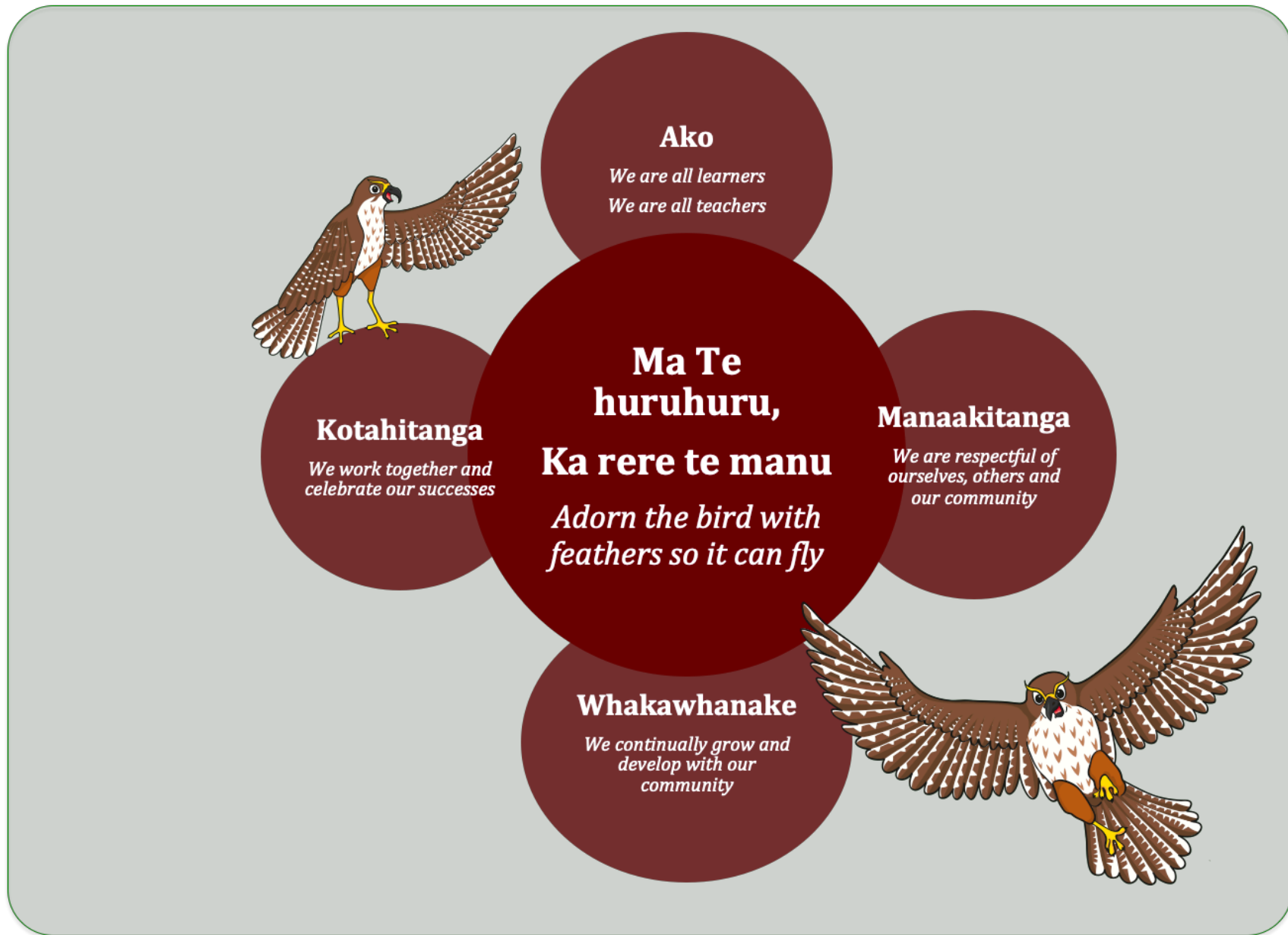


Strategic Plan

2024 - 2025

Ma Te huruhuru, Ka rere Te manu - Adorn the bird with feathers so it can fly

Our Vision & Values

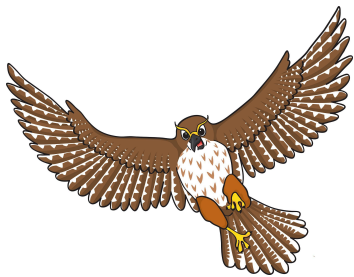
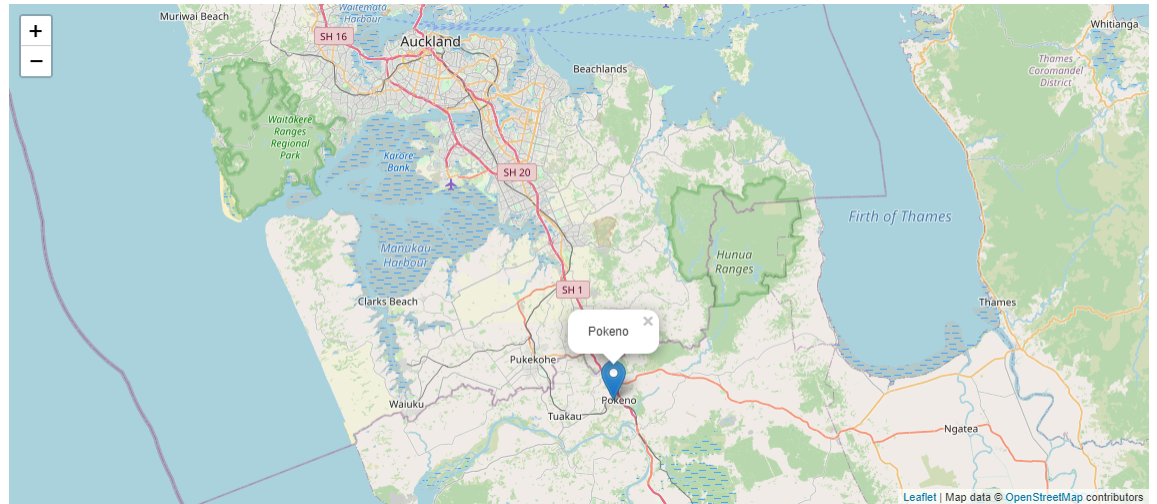


School Description

Pokeno School has a proud and established history in our once 'little' riverside community. Our first school in Pokeno was established in 1866 although for some years our district had two or even three schools, until all the schools were consolidated in 1960 on our present site.

Nestled at the bottom of the Bombay hills, under the watchful gaze of Mount William, Pokeno School in 2021 is at the heart of a fast growing and developing community.

The majority of learners live within our enrolment zone with a small number of children travelling from Tuakau. The number of learners living outside of our enrolment zone is steadily decreasing over time as the Board are no longer accepting out of zone enrolments. Pokeno community's explosive growth in recent years has seen Pokeno School working closely with the Ministry of Education to ensure that we are able to provide a robust teaching and learning environment at all times.



We take great pride in the way that we all work together to celebrate our many successes as learners, teachers, Whānau and the hapori whānui. We are currently sharing our school site with our approximately 550 - 600 learners, 25 teachers, support staff, Pokeno Playcentre, Kids After School (KAS) and many 'contractors'. Pokeno School is fortunate to have a very supportive school Board, PTA and school community. All of us working and learning together to build a learning environment that is reflective of our ever growing and changing community.

Cultural Diversity and Te Ao Māori

Cultural Diversity			Te Ao Māori		
At Pokeno School our curriculum aims to: <ul style="list-style-type: none"> reflect our linguistically and culturally diverse nation affirm ākonga/learners' different cultural identities incorporate ākonga/learners' cultural contexts into teaching and learning programmes be responsive to diversity within ethnic groups help ākonga/learners understand and respect diverse viewpoints, values, customs, and languages. 			At Pokeno School our curriculum aims to: <ul style="list-style-type: none"> acknowledge the Treaty of Waitangi principles acknowledge our nation's bicultural foundations enable ākonga/learners to acquire knowledge of te reo Māori and tikanga Māori. 		
	2024			2024	
NZ European / Pakeha	139	25%	Maori	128	23%
Pasifika	64	12%	Māori achievement has always been a priority at Pokeno School, as it is a national priority. Basic Te Reo Māori is integrated into learning programmes, evidence of Te Reo Māori can be found in room environments. Learning programmes are designed to ensure Māori learners are able to achieve success as Māori and to accelerate learning progress where necessary. Hapori whānui and our Pokeno Whānau support the school with tikanga and events such as powhiri, Matariki, hui & kapa haka where appropriate. Pokeno School consults with its Māori community both formally and informally on an annual basis.		
Asian	164	30%			
Middle Eastern/Latin American/African	43	8%			
Other	9	2%			

What will the school do to provide instruction in te reo Māori (Māori language) for full time ākonga/learners whose parents ask for it?

Pokeno School will develop school policies which reflect New Zealand's cultural diversity and the unique position of Māori culture and ensure all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for full time ākonga/learners whose parents ask for it. (Education Standards Act, 2001, Section 61)

Requests from parents for the language of instruction to be in te reo will be received by the board and managed on a case by case basis. The board:

- Will look at personnel, finance and property
- Will liaise with other schools to see if a joint venture is possible

If none of the above is successful then the board will advise parents of alternative places in the local area where their needs may be met.

Pokeno School Strategic Plan 2024 - 2025

Vision

Ma Te huruhuru, Ka rere Te manu - Adorn the bird with feathers so it can fly

Values

Ako

Kotahitanga

Manaakitanga

Whakawhanake

Strategic Goals	Expected Outcome	Measure of Success
<p><i>Embed differentiated teaching practices that promote accelerated learning and make a difference for all learners/ākonga.</i></p> <p><i>(NELP 1, 3)</i></p>	<ul style="list-style-type: none"> Improved ākonga/learner engagement Enhanced ākonga/learner achievement Reduced achievement gaps Increased teacher effectiveness Positive teaching & learning experiences Greater inclusivity 	<ul style="list-style-type: none"> Student achievement data Student voice data
<p><i>Establish collaborative partnerships that facilitate the development and success of Pokeno School ākonga/learners.</i></p> <p><i>(NELP 1, 2, 3)</i></p>	<ul style="list-style-type: none"> Enhanced Academic Achievement Engaged Community Involvement Diverse Learning Opportunities Sustainable Growth and Development Equity and Inclusion 	<ul style="list-style-type: none"> Student achievement data Student voice data Parent & Community engagement data
<p><i>Establish an inclusive setting that fosters a sense of safety, respect, and value among learners, staff, and whānau.</i></p> <p><i>(NELP 1, 2)</i></p>	<ul style="list-style-type: none"> A Culture of Respect Enhanced holistic wellbeing Strengthened Whānau Engagement Empowering ākonga/learner Voice Promoting Diversity and Inclusion Continuous Improvement and Evaluation 	<ul style="list-style-type: none"> Mitey pre and ongoing data Student voice data PB4L Behaviour data Student achievement data Whānau voice data
<p><i>Collaboratively work with the Ministry of Education and whānau to ensure the redevelopment of the school meets the needs of all learners.</i></p> <p><i>(NELP 2)</i></p>	<ul style="list-style-type: none"> Availability of Necessary Learning Spaces Availability of Necessary Amenities Resource Allocation Efficiency 	<ul style="list-style-type: none"> School facilities and resources accommodate school growth Stage 2 & 2a of MOE master plan complete Stage 3 of MOE master plan commenced

Annual Plan 2024

Strategic Goal: Embed differentiated teaching practices that promote accelerated learning and make a difference for all learners/ākonga.

Annual Goals:

- Provide targeted professional development for teachers focused on strategies for differentiation for learners/ākonga.
- Provide targeted professional development for teachers focused on strategies for acceleration in Reading, Writing and Mathematics.
- Analyse ākonga achievement data to identify patterns, and areas for improvement related to differentiated instruction
- Foster collaboration among teachers through professional learning communities (PLCs) or collaborative team meetings focused on sharing best practices.

Provide targeted professional development for teachers focused on strategies for differentiation for learners/ākonga.

Action	Responsibility	Timeframe	Supporting
Assessment of Current Knowledge and Skills: Assess and identify the current knowledge and skills of teachers related to differentiation through surveys, self-assessment and observations.	AP / DP	Term 1 ▾	Principal
Development of PLD Plan: Develop a professional development plan tailored to the needs of teachers which includes collaborative learning and sharing of best practices during the development phase.	AP / DP	Term 1 ▾	Principal
Implementation of PLD Sessions: Implement the professional development sessions with a focus on targeted strategies for differentiation through workshops, peer coaching or online modules.	AP / DP	Throughout 2024 ▾	Whānau Leaders
Provision of Resources & Support: Provide resources and support for teachers to apply these strategies in their classrooms by establishing PLGs where teachers can exchange ideas and seek support from peers.	AP / DP	Throughout 2024 ▾	Whānau Leaders Classroom Teachers
Monitoring & Assessment of Impact: Monitor and assess the impact of professional development on teacher practice and ākonga/learner learning outcomes using a combination of qualitative and quantitative measures (including classroom observations, ākonga/learner assessments, and teacher reflections).	AP / DP	Term 4 ▾	Principal

Provide targeted professional development for teachers focused on strategies for acceleration in Reading, Writing and Mathematics.

Action	Responsibility	Timeframe	Supporting
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Needs Assessment: Conduct a thorough assessment of current ākonga/learner performance in Reading, Writing, and Mathematics to identify areas of strength and areas needing improvement.	AP / DP	Term 1 ▾	Principal
Clear Targets: Establish specific, measurable, achievable, relevant, and time-bound targets for improving ākonga/learner outcomes in Reading, Writing, and Mathematics.	AP / DP	Term 1 ▾	Principal Whānau Leaders
Differentiated Instruction: <ul style="list-style-type: none"> Implement differentiated instruction strategies to meet the diverse needs of ākonga/learners in Reading, Writing, and Mathematics. Provide resources and support for teachers to differentiate instruction based on ākonga/learner readiness, interest, and learning profile. 	AP / DP	Term 4 ▾	Whānau Leaders
Assessment for Learning: <ul style="list-style-type: none"> Develop and implement formative assessment practices to monitor ākonga/learner progress and inform instructional decisions. Provide training for teachers on how to use assessment data effectively to adjust instruction and provide targeted support to ākonga/learners. 	AP / DP	Term 4 ▾	Principal Whānau Leaders
Intervention and Enrichment: <ul style="list-style-type: none"> Implement intervention programs to support ākonga/learners who are struggling in Reading, Writing, and Mathematics. Provide enrichment opportunities for learners who are working above their expected curriculum level. 	SENCo	Term 4 ▾	AP / DP
Technology Integration: <ul style="list-style-type: none"> Integrate technology tools and resources to enhance instruction in Reading, Writing, and Mathematics. Provide professional development for teachers on how to effectively use technology to support ākonga/learner learning. 	Digital Technology Lead	Throughout 2024 ▾	SLT
Data-Informed Decision Making: <ul style="list-style-type: none"> Strengthen processes for regularly collecting and analysing data on ākonga/learner performance in Reading, Writing, and Mathematics. Use data to identify next steps and learning needs, inform planning, and adjust strategies accordingly. 	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers
Analyse ākonga achievement data to identify patterns, and areas for improvement related to differentiated instruction			
Action	Responsibility	Timeframe	Supporting
Identify Knowledge and Skill Gaps:	AP / DP	Throughout 2024 ▾	Principal

<ul style="list-style-type: none"> Analyse ākonga/learner achievement data to identify specific knowledge and skill gaps among different ākonga/learner groups. Use data to pinpoint areas where differentiated instruction can be most beneficial in addressing individual ākonga/learner needs. 			Whānau Leader Classroom teachers
Continuous Improvement Culture: <ul style="list-style-type: none"> Cultivate a culture of continuous improvement where data analysis and evidence-based decision-making are valued and integrated into the instructional planning process. Encourage reflection and feedback loops to refine instructional practices and ensure alignment with ākonga/learner needs and goals. 	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers
Professional Development: <ul style="list-style-type: none"> Provide professional development opportunities for teachers focused on differentiated instruction techniques and data-driven decision-making. Provide PLD sessions, workshops, co-planning/co-teaching and peer collaboration opportunities to support teachers in implementing effective instructional strategies based on data analysis. 	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers
Foster collaboration among teachers through collaborative team meetings (CTMs) focused on sharing best practices.			
Action	Responsibility	Timeframe	Supporting
Establish and Implement a Framework: <ul style="list-style-type: none"> Develop a clear framework for collaborative team meetings (CTMs) outlining their purpose, structure, and expectations. Define roles and responsibilities of participants within CTMs to ensure active participation and contribution. Schedule regular CTMs during designated times in the school calendar to ensure consistency and participation. 	AP / DP	Term 2 ▾	Principal Whānau Leader Classroom teachers
Data-Driven Discussions: <ul style="list-style-type: none"> Emphasise the use of data and evidence-based practices within CTMs to inform decision-making and instructional strategies. Provide access to relevant ākonga/learner performance data, assessment results, and research findings to guide discussions and actions. 	Whanau Leaders	Throughout 2024 ▾	AP / DP
Evaluation and Continuous Improvement: <ul style="list-style-type: none"> Develop protocols for assessing the impact of CTMs on promoting collaboration and enhancing teaching methodologies. Collect teacher feedback via surveys, Whānau Meeting discussions, or reflective sessions to pinpoint areas for enhancement and streamline the CTM process. 	AP / DP Whanau Leaders	Throughout 2024 ▾	Principal

Integration with Professional Development:

- Align PLC activities with broader professional development initiatives to ensure coherence and synergy.
- Integrate PLC outcomes and learnings into individual teacher development plans to foster continuous professional growth.

AP / DP

Throughout 2024 ▾

Principal

Annual Plan 2024

Strategic Goal: Establish collaborative partnerships that facilitate the development and success of Pokeno School ākonga/learners.

Annual Goals:

- Enhance Community Engagement
- Provide opportunities for whānau engagement
- Encourage and support increased rates of attendance.

Enhance Community Engagement

Action	Responsibility	Timeframe	Supporting
Identify nearby businesses, organisations, and community groups to support teaching and learning programmes.	Principal	Term 1 ▾	
Explore the provision of resources, mentorship, and hands-on learning experiences for ākonga/learners with nearby businesses, organisations, and community groups.	AP / DP	Term 1 ▾	AP / DP
Establish regular communication channels to provide updates to the community on partnership progress and its impact on ākonga/learners and our community.	Principal	Throughout 2024 ▾	AP / DP

Provide opportunities for whānau engagement

Action	Responsibility	Timeframe	Supporting
Appoint a Whānau Education Coordinator to lead and support opportunities for whānau engagement	SLT	Term 1 ▾	
Whānau Hui (Meetings): Host regular whānau hui (meetings) where parents, caregivers, and extended family members are invited to participate in discussions about their children's education, school policies, and community initiatives.	Whānau Education Lead	Throughout 2024 ▾	SLT Whānau Leader Classroom teachers
Whānau Engagement Events: Host cultural events, family fun days, and community celebrations that bring together whānau, school staff, and ākonga/learners in a welcoming and inclusive environment.	Cultural Lead	Throughout 2024 ▾	AP / DP

Encourage and support increased rates of attendance.			
Action	Responsibility	Timeframe	Supporting
Review current attendance rates and identify reasons for low attendance.	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers
Develop & implement strategies to address any identified reasons for low attendance. Strategies such as: <ul style="list-style-type: none"> Attendance Incentive Programs Family Engagement Initiatives School Culture & Environment Initiatives (i.e.personalized greetings at the school entrance, morning assemblies to celebrate attendance milestones, and peer support programs to encourage a sense of belonging and connectedness) 	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers
Communicate the importance of attendance to whānau and ākonga/learners	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers
Monitor and track attendance rates	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers
Celebrate and reward improvement in attendance	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers

Annual Plan 2024

Strategic Goal: Create an inclusive environment where learners, staff, and whānau feel safe, respected, and valued.

Annual Goals:

- Support the mental well-being of ākonga/learners and staff through the introduction of Mitey Education
- Develop a plan for the school physical environment that supports cultural diversity
- Celebrate cultural diversity through language, events, and increased whānau engagement

Support the mental well-being of ākonga/learners and staff through the introduction of Mitey Education

Action	Responsibility	Timeframe	Supporting
Appoint a Within School Lead Teacher to support the implementation of the Mitey Education program	Principal	Term 1 ▾	AP / DP
Introduce the Mitey Education program across all classrooms and staff members, providing training (staff meetings, learning in action, co-planning/co-teaching) and resources to integrate mental well-being practices into daily routines.	Kaahui Ako WSL	Throughout 2024 ▾	SLT
Conduct periodic well-being assessments for both ākonga (learners) and staff members using validated tools. Measure changes in self-reported mental well-being indicators, such as stress levels, resilience, and emotional regulation skills, over time.	AP / DP	Throughout 2024 ▾	Principal Whānau Leader Classroom teachers

Develop a plan for the school physical environment that supports cultural diversity

Action	Responsibility	Timeframe	Supporting
Research the diverse cultural backgrounds of the school community	Principal	Term 1 ▾	AP / DP
Identify areas where cultural diversity can be reflected in the physical environment	Principal	Term 2 ▾	AP / DP
Consult with students, parents, teachers, and community members for input	Principal	Term 2 ▾	AP / DP
Develop a list of changes or enhancements that can be made to support cultural diversity	Principal	Term 3 ▾	AP / DP
Create a timeline for implementing these changes	Principal	Term 3 ▾	AP / DP

Seek funding or resources needed to make the physical environment changes	Principal	Term 4 ▾	Board
Implement changes gradually, monitoring and adjusting as needed	Principal	Term 4 ▾	Board
Celebrate cultural diversity through language, events, and increased whānau engagement			
<i>Action</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Supporting</i>
Appoint a lead teacher with Cultural Leadership responsibility	Principal	Term 1 ▾	AP / DP
Create a cultural diversity events calendar showcasing languages, cultural holidays, festivals, and awareness days from diverse backgrounds.	Cultural Lead	Term 1 ▾	Principal AP
Develop and distribute multilingual resources for effective communication with all school community members. Translate important documents into languages spoken by students and their families, including te reo Māori, Punjabi, Hindi, Afrikaans, Pacific languages, and more.	AP	Term 3 ▾	Principal Cultural Lead
Collaborate with whānau to support cultural activities and learning opportunities.	Cultural Lead	Throughout 2024 ▾	Principal AP

Annual Plan 2024

Strategic Goal: Collaboratively work with the Ministry of Education and whānau to ensure the redevelopment of the school meets the needs of all learners.

Annual Goals:

- Collaborate with the Ministry of Education in implementing the master plan for a total of 600 ākonga/learners.
- Work alongside the Ministry of Education on the development and delivery of a short-term roll growth plan to cater for a roll beyond 600
- Ensure resource allocation accommodates the growth of the school up to a roll of 600 ākonga/learners and beyond.
- Engage with the Ministry of Education on the planning of a new school in Pokeno.

Collaborate with the Ministry of Education in implementing the master plan for a total of 600 ākonga/learners.

Action	Responsibility	Timeframe	Supporting
Regular Progress Meetings and Updates: Attend regular meetings with representatives from the Ministry of Education and contractors to review progress on implementing Stage 2 of the master plan for accommodating 600 ākonga/learners.	Principal	Throughout 2024 ▾	Board
Future Planning: Attend meetings with representatives from the Ministry of Education and consultants to review the planning and design process of Stages 3 and 4 of the master plan for accommodating 600 ākonga/learners.	Principal	Throughout 2024 ▾	Board

Work alongside the Ministry of Education on the development and delivery of a short term roll growth plan to cater for a roll beyond 600.

Action	Responsibility	Timeframe	Supporting
Planning and Progress Meetings and Updates: Attend meetings with representatives from the Ministry of Education and consultants to review progress on the implementation of short-term roll growth solutions to cater for roll growth.	Principal	Throughout 2024 ▾	Board

Ensure resource allocation accommodates the growth of the school up to a roll of 600 ākonga/learners and beyond.

Action	Responsibility	Timeframe	Supporting
Furniture and Equipment Allocation and Purchases: Ensure that appropriate furniture and equipment are purchased to support the additional teaching and learning spaces.	Principal	Throughout 2024 ▾	AP / DP Board

Engage with the Ministry of Education on the planning of a new school in Pokeno.

Action	Responsibility	Timeframe	Supporting
Regular Progress Meetings and Updates: Attend regular meetings with representatives from the Ministry of Education Capital Works team to review progress on the planning of a new school in Pokeno.	Principal	Throughout 2024 ▾	Board

2024 Annual Plan Ākonga/Learner Achievement Targets

Ma Te huruhuru, Ka rere te manu – Adorn the bird with feathers so it can fly

2024 Reading Achievement Target

2024 School-wide aim

To have 85% of Tier 1 & Tier 2 ākonga/learners 'at' or 'above' their expected curriculum level in Reading.

2024 Reading Target

To accelerate the progress of 31 ākonga/learners currently 'below' to 'at'.

To meet our 2024 school-wide aim and Reading Target

Focus 1: Kea Whānau (Year 4-5) Tier 1 & 2 Learners

At the end of 2023 76% of our current Year 4 & 5's were reading 'At' or 'Above' their expected Reading level.

The Associate Principal (with the support of the Kea Whānau Leader) will track and monitor learning progress and evaluate the effectiveness of interventions, teaching strategies and differentiation with Reading programmes across the term. With the goal for 85% of all Year 4-5 Tier 1 and Tier 2 learners to be 'At' their expected NZC Reading level by the end of 2024.

Focus 2: Boys

At the end of 2023 71% of our current Year 2-8 boys were reading 'At' or 'Above' their expected Reading curriculum level.

To maintain the trajectory for our boys and aspire to have 80% of Tier 1 & Tier 2 boys reading 'At' or 'Above' their expected Reading curriculum level the Deputy Principal &

Baseline Data (Clean): Reading

Whole School Achievement Data:

[End of Year data from 2023](#) indicates that 31 of our current Year 3-8 learners were Below their expected curriculum level for Reading. Our 2023 Year 1 learners/our current Year 2's, are not included in the following group as these learners are learning to read using Structured Literacy and data about these learners can be found below.

- **Year 3:** 2 boys or 3% of the Year 3 cohort. English as a second language is a factor for both of these learners. One of these learners has significant additional learning needs (autism) which will be impacting on achievement.
- **Year 4:** 5 boys & 3 girls or 10% of the Year 4 cohort. Attendance is a concern for one of these learners. English as a second language 'could' be a contributing factor for two of these learners.
- **Year 5:** 5 boys & 6 girls or 17% of the Year 5 cohort. English as a second language 'could' be a contributing factor for seven of these learners (6 Asian & 1 MELAA).
- **Year 6:** 2 boys & 2 girls or 7% of the Year 6 cohort. English as a second language 'could' be a contributing factor for 3 of these learners. One learner has an ADHD and dyslexia diagnosis.
- **Year 7:** 1 boy or 2% of the Year 7 cohort. This learner is new to Pokeno School. English as a second language 'could' be a contributing factor for achievement in Reading.
- **Year 8:** 3 boys & 2 girls or 11% of the Year 8 cohort. Attendance could be a contributing factor for one of these learners. 1 learner we have been supporting since they enrolled in 2018 as language learning has always been difficult. English as a second language 'could' be a contributing factor for achievement in Reading - both of these learners were new to Pokeno School in 2023.

End of Year data from 2023 indicated that 65 Year 3-8 learners were Well Below their expected curriculum level in Reading.

- **Year 3:** 6 boys and 5 girls or 18% of the Year 3 cohort.
 - One of these learners has significant learning needs (Autism) and is not considered to be a Tier 2 learner.
 - Suspected Autism/Dyslexia/Processing could be a contributing factor for one of these learners and is not considered to be a Tier 2 learner.
 - Of the remaining 8 learners, English as a second language could be a factor for 5 of these learners.

Associate Principal (with the support of Whānau Leaders) will:

- track and monitor learning progress and evaluate the effectiveness of interventions;
- the implementation of teaching strategies to support and accelerate the progress for boys;
- implement and evaluate strategies that support differentiation within Reading programmes across the term.

Focus 3: Learners of Māori Descent

At the end of 2023 61% of our current Year 2-8 learners of Māori descent were reading 'At' or 'Above' their expected Reading curriculum level.

To maintain the trajectory for our Māori learners and aspire to have 70% reading 'At' or 'Above' their expected Reading curriculum level the Deputy Principal & Associate Principal (with the support of Whānau Leaders) will:

- track and monitor learning progress and evaluate the effectiveness of interventions;
- the implementation of teaching strategies to support and accelerate the progress for Māori learners;
- implement and evaluate strategies that support differentiation within Reading programmes across the term.

Focus 4: Learners of Asian Descent

At the end of 2023 67% of our current Year 2-8 learners of Asian descent were reading 'At' or 'Above' their expected Reading curriculum level.

To accelerate learning for this group the SENCo (with the support of Whānau Leaders, and ESOL Learning Assistant) will:

- track and monitor learning progress and evaluate the effectiveness of interventions;
- implement teaching strategies to support and accelerate the progress of ESL learners such as

For the remaining 3 learners, our Kiwi Whānau leader has included in a Structured Literacy intervention and has noted the following:

- GR is learning quickly and has progressed from Stage 3 to Stage 5. Her teacher has tested her using a Running Record and she has moved from being Blue (Level 10) to Green (Level 13) - accelerated progress. We will continue to support her with Structured Literacy intervention for the remainder of the term;
- MT has been identified as having gaps in phonemic awareness and will continue to work with Danielle for the remainder of the term;
- MTh at the beginning of the intervention was unable to blend letters (sounds) and is now reading Stage 3 words.
- **Year 4:** 16 boys & 15 girls or 39% of the Year 4 cohort.
 - One learner receives ORs funding and is not considered to be a Tier 2 learner.
 - English as a second language 'could' be a contributing factor for achievement in Reading for 4 of these learners
 - Attendance in 2023 may have been a factor in contributing to poor achievement for 5 learners. I have worked with all of these families to improve attendance and none are 'flagging' in HERO this term.
 - 5 learners are known to have additional learning needs and have received intervention support in the past.
 - The remaining 6 learners will need further investigation by classroom teachers to establish the reason that reading progress has not been made.
- **Year 5:** 6 boys and 3 girls or 13% of the Year 5 cohort.
 - One learner arrived in our country last year (July) and spoke no English - we don't consider this learner to be Tier 2.
 - There are two other learners in this group where English as a second language will be a contributing factor in achievement in Reading.
 - Attendance could be a factor for one learner. I have worked with this family closely in 2023 to improve attendance.
 - The remaining 4 learners have dyslexic tendencies and have previously received support from our learning assistants with Reading.
- **Year 6:** 6 boys or 10% of the Year 6 cohort.
 - 1 of these learners is autistic has high learning needs and is not considered to be Tier 2 learners.
 - The remaining 5 learners have significant processing or learning needs and are not considered Tier 2 learners.
- **Year 7:** 2 boys and 2 girls or 9% of the Year 7 cohort.
 - Girl 1 is ORs funded and is not considered to be Tier 2.

- Explicit Phonics Instruction;
- Vocabulary Development;
- Guided Reading;
- Repeated Reading;
- Interactive Read-Alouds;
- Literacy Games & Activities; and
- Assessment & Differentiation.

Focus 5: Structured Literacy

After one year of learning we expect that 85% of Tier 1 learners will be at Stage 5.

After 18 months of learning, we expect that 85% of Tier 1 learners will be at Stage 7.1 and transitioning to a whole language Reading programme.

At the end of Year 2, we expect that 85% of Tier 1 learners will be reading at Level 1 (PM 17-18 - Turquoise).

The Deputy Principal (with the support of Kiwi, Ruru and Tui Whānau leaders) will:

- track and monitor learning progress and evaluate the effectiveness of interventions at the end of each term;
- use the Spiral of Inquiry framework to guide collaborative inquiries into teaching and learning to change practice.

- Girl 2 arrived in New Zealand in 2022 and was a non-speaker of English. She also had a considerable amount of time off school due to an issue with her Visa. We don't consider her to be Tier 2.
- Boy 1 is autistic, has had a considerable amount of time off school, and has had considerable support from MOE and RTLB to transition back into school. We do not consider this learner to be Tier 2.
- Boy 2 has processing and learning needs which will impact achievement in Reading.

● Year 8: 1 boy and 3 girls.

- Girl 1 has a global learning disorder and is not considered Tier 2.
- Girl 2 has dyslexic tendencies
- Girl 3 is new to Pokeno School in Term 3, 2023. English as a second language 'could' be a contributing factor for achievement in Reading.
- The boy in this group of learners came as a 'surprise' to senior leadership as he is a capable learner. He is of Māori descent and has had issues with behaviour in 2023 and disengagement. We feel confident that we will be able to accelerate his progress in Reading this year.

Gender Achievement Data:

There are 17 boys and 14 girls in Years 3-8 who at the end of 2023 were Below their expected level in Reading and xx who were 'Well Below'.

Learners of Māori descent Achievement Data:

There are 4 learners of Māori descent in Years 3-8 who at the end of 2023 were Below their expected level in Reading or 13% of the Below cohort and xx who were 'Well Below'.

Learners of Asian descent

There are 14 learners of Asian descent in Years 3-8 who at the end of 2023 were Below their expected level in Reading or 45% of the Below cohort and xx who were 'Well Below'.

Analysis of Variance

2024 Annual Plan Ākonga/Learner Achievement Targets

Ma Te huruhuru, Ka rere te manu – Adorn the bird with feathers so it can fly

2024 Writing Achievement Target

School-wide aim:

To have 75% of Tier 1 & Tier 2 ākonga/learners 'At' or 'Above' their expected curriculum level for Writing.

2024 Writing Target

To accelerate the progress of the 98 Year 3-8 ākonga/learners currently 'Below' to 'At'.

To meet our 2024 school-wide aim and Writing Target

Focus 1: Differentiated Instruction & Support

2023 End of Year data has indicated that there are approximately 25 learners who were either 'Below' or 'Well Below' their expected Writing level - approximately 15% of this cohort - who have been identified as needing differentiated instruction.

The Associate Principal, with the support of the SENCo, Kea, and Kārearea Whānau leaders, to develop personalised learning plans for learners based on individual needs. Such as ESL support, addressing dyslexic tendencies, trauma, autism, ADHD, and other learning challenges.

Focus 2: Attendance

2023 End of Year data has indicated that 20 learners were either 'Below' or 'Well Below' their expected Writing level - approximately 12% of this cohort - who have been identified with attendance concerns.

Whole School Achievement Data:

[End of Year data from 2023](#) indicated that 98 of our current Year 3-8 learners (26% of this cohort) are 'Below' their expected curriculum level for Writing.

- **Year 3:** 16 boys and 6 girls. Attendance, ESL, Hearing, Autism, Trauma, and Dyslexic tendencies are contributing factors for achievement in Writing for all but one learner in this group. Three learners in this group are among our most supported on the ID Needs Register.
- **Year 4:** 12 boys and 7 girls.
- **Year 5:** 9 boys and 3 girls. English as a second language could be a contributing factor for 5 of these Year 5s. There are 3 learners in this group who have been flagged as having additional learning needs and one with anxiety.
- **Year 6:** 12 boys and 8 girls. One of our most supported learners for High & Complex Behaviour is within this group of 20. Attendance is also a concern for 1 learner and I am currently working with Attendance Services and the whānau. English as a second language could be a contributing factor for 10 of these learners. Two learners (and their whānau) were working with the SENCo in 2023 to support trauma & anxiety. One learner in this group is autistic (2e).
- **Year 7:** 5 boys and 7 girls. One of these learners' achievements in Writing will be impacted by English as a second language but also attendance. There is one learner who also has attendance as a possible contributor to achievement. English as a second language could be a contributing factor for 5 learners in this group. I suspect that for three learners in this group engagement in the Writing process is a factor in their achievement.
- **Year 8:** 9 boys and 4 girls. Attendance is a significant issue for one of the learners in this group and a possible contributing factor for 2 other learners. Two learners have dyslexic tendencies which we have supported with resources and interventions previously. I suspect that for 3 of the boys in this group engagement in the Writing process is a factor in their achievement.

End of Year data from 2023 indicated that 70 of our current Year 3-8 learners (19% of this cohort) are 'Well Below' their expected curriculum level for Writing.

- **Year 3:** There are no Year 3 learners who are Well Below based on 2023 End of Year data.
- **Year 4:** 11 boys and 5 girls or 20% of the cohort. Dyslexic tendencies (2) Attendance (6), ORs (1), Undiagnosed learning delay (1), Global Learning delay/Attendance/Anxiety (1), Unknown (1),

The Deputy Principal, with the support of the Associate Principal and SENCo, will collaborate with families to address attendance issues to ensure regular attendance.

Focus 3: Engagement Strategies

2023 End of Year data has indicated that there are approximately 15 learners who were either 'Below' or 'Well Below' their expected Writing level where the Deputy Principal has suspected engagement has been a factor in Writing achievement - approximately 9% of this cohort.

The Associate Principal, with the support of Kea and Kārearea Whānau leaders, will implement strategies to engage each cohort of learners, considering factors like ESL, trauma, anxiety, and disengagement, to enhance participation and involvement in the writing process.

Focus 4: Data-Driven Instruction and Analysis

The Associate Principal, with the support of Kea and Kārearea Whānau leaders to:

- utilise data to inform instructional practices and interventions.
- analyse student voice and assessment information (formative & summative) to identify barriers including factors like dyslexic tendencies, trauma, anxiety, autism, ADHD, and other learning challenges.
- develop strategies to support learners and reduce (remove) barriers to learning.

Focus 5: Professional Development & Collaboration

The Associate Principal, or organise external providers, to facilitate professional development to enhance teacher understanding of diverse learning needs, trauma-informed practices, ESL strategies, and differentiated instruction.

Attendance/ESL (1), ESL (2), Medical (16p11.2 Deletion Syndrome: Chromosomal Disorder) (1). Of these 16 learners, eight meet our threshold for a Tier 3 learner. I am working with Attendance Services and whānau to address concerns around attendance.

- **Year 5:** 5 boys and 2 girls or 10% of the Year 5 cohort.
 - English as a second language will significantly impact one learner's achievement in Writing and contribute to another's achievement.
 - Attendance could be a factor for one of these learners.
 - 3 of these learners have additional learning needs/dyslexic tendencies.
- **Year 6:** 13 boys and 4 girls or 28% of the Year 6 cohort.
 - One of the learners in this group is among our most supported on the ID Needs register and is not considered to be a Tier 2 learner.
 - One of the learners in this group's achievement could be impacted by English being her second language.
 - 8 boys and 1 girl have learning needs that will be impacting on their achievement in Writing (dyslexic tendencies/ADHD/Learning delay)
 - I believe that for the remaining five learners, it will be necessary for us as teachers to thoroughly analyse and understand the obstacles that may be impeding their success in Writing.
- **Year 7:** 14 boys and 6 girls or 47% of the Year 7 cohort.
 - One learner is ORs funded and is not considered to be a Tier 2 learner.
 - Two learners are diagnosed with ADHD and Autism - one of whom receives significant support from learning assistants and SENCo
 - Four learners have dyslexic tendencies
 - One learner, I suspect, is disengaged but progress has also been impacted by poor attendance
 - English as a second language may be impacting on the learning of 4 learners and will be significantly impacting on an additional learner
 - There are seven learners for whom teachers will need to further analyse barriers to success in Writing.
- **Year 8:** 4 boys and 6 girls or 22% of the Year 8 cohort.
 - English as a second language could be impacting the achievement in Writing for 3 of these learners
 - Three learners have additional learning needs (Dyslexic tendencies)
 - One learner has a global learning delay coupled with significant time away from school in 2023 due to bereavement
 - There are 3 learners for whom teachers will need to further analyse barriers and introduce strategies to engage these learners in the Writing process.

Gender Achievement Data:

There are 63/98 boys and 35/98 girls in Years 3-8 who at the end of 2023 were Below their expected level in Writing and 47/70 boys and 23/70 girls who were 'Well Below'.

Collaboration among teachers, SENCo, and Senior Leadership in staff meetings (or PLCs) to be organised by the Associate Principal for teachers to share insights, resources, and best practices to support learners with diverse learning needs effectively.

Learners of Māori descent Achievement Data:
51/88 of our current Year 3-8 learners of Māori descent are Below or Well Below their expected level in Writing.

Learners of Asian descent
44/102 of our current Year 3-8 learners of Asian descent are 'Below' or 'Well Below' their expected level in Writing.

Analysis of Variance

2024 Annual Plan Ākonga/Learner Achievement Targets

Ma Te huruhuru, Ka rere te manu – Adorn the bird with feathers so it can fly

2024 Mathematics Achievement Target

2024 School-wide aim:

To have 85% of Tier 1 & Tier 2 ākonga/learners 'At' or 'Above' their expected curriculum level for Mathematics: Number & Algebra.

2024 Mathematics Target

To accelerate the progress of the 80 Year 3-8 ākonga/learners currently 'Below' to 'At'.

To meet our 2024 school-wide aim and Mathematics Target

Focus 1: Targeted Support for Learners with Additional Needs

The Associate Principal (with the support of the SENCo, Kea and Kārearea Whānau leaders) to identify and address specific needs of learners with additional needs such as ESL, hearing impairments, autism, trauma, and dyslexic tendencies.

Tailored support, interventions and targeted resources are to be provided for teachers and learners to address barriers to learning.

Focus 2: Culturally Inclusive Strategies

The Associate Principal (with the support of Kea and Kārearea Whānau leaders) to analyse Māori and Pasifika learners' assessment data, classroom observations and student voice to ensure culturally inclusive teaching practices are being used.

2023 End of Year Data (Clean):

Whole School Achievement Data:

[End of Year data from 2023](#) indicated that 71% (261/372) learners were 'At' or 'Above' their expected NZC level for Mathematics: Number & Algebra. 80 learners were 'Below' their expected curriculum level for Mathematics.

- **Year 3:** 7 boys and 3 girls - or 12% of the Year 3 cohort. These learners are also identified in Reading and Writing as 'Below'. This group of learners all have additional needs ranging from ESL (2), Hearing (1), Autism (3), Trauma, and Dyslexic tendencies are contributing factors to achievement in Mathematics. Two of these learners in this group are among our most supported on the ID Needs Register. Attendance may also be a factor for 3 learners in this group. I am currently working with these families and Attendance Services to improve attendance.
- **Year 4:** 6 boys and 17 girls - or 29% of the Year 4 cohort. There are 6 learners in this group with additional needs which could be impacting on achievement. There are 17 learners for whom teachers will need to further analyse barriers to success in Mathematics, with the majority of these 17 being girls.
- **Year 5:** 8 boys and 16 girls - or 33% of the Year 5 cohort. English as a second language could be impacting the achievement of 6 of these learners and significantly impacting on a further learner. There are 12 learners of Māori or Pasifika descent in this group which may need further analysis to ensure culturally inclusive strategies are being utilised by teachers to engage these learners.
- **Year 6:** 6 boys and 1 girl - or 12% of the Year 6 cohort. Further analysis of barriers for this group of learners will need to be done by classroom teachers to establish barriers.
- **Year 7:** 5 boys and 3 girls - or 19% of the cohort.
 - 4 of these learners are of Māori or Pasifika descent
 - 2 learners have autism
 - 3 learners have attendance issues or concerns
- **Year 8:** 4 boys and 6 girls - or 22% of the cohort.
 - 5/10 learners are of Māori descent. One of whom has significant attendance issues.
 - 2/10 learners are of Asian descent (Indian)
 - 2/10 learners have dyslexic tendencies

Gender Achievement Data:

<p>The Associate Principal (with the support of the Deputy Principal) to include opportunities to explore, test and review culturally inclusive strategies in PLCs.</p> <p>Focus 3: Attendance</p> <p>The Deputy Principal, with the support of the Associate Principal, SENCo and Attendance Services, will collaborate with families to address attendance issues to ensure regular attendance.</p> <p>Focus 4: Gender-Specific Interventions</p> <p>The Associate Principal (with the support of Kea and Kārerere Whānau leaders) to</p> <ul style="list-style-type: none"> • analyse gender-based achievement disparities; • implement targeted interventions to address the needs of boys and girls not meeting the expected Numeracy stages, including differentiated instruction, integration of STEM & digital technology, tuakana/teina learning and tailored support programs. <p>Focus 5: Data-Driven Instruction and Intervention</p> <p>The Associate Principal (with the support of Kea and Kārerere Whānau leaders) to</p> <ul style="list-style-type: none"> • implement ongoing assessment and monitor progress to track learners and adjust instructional strategies accordingly; • facilitate PLD for teachers on data analysis and the use of evidence-based instructional practices 	<p>36/200 boys (18%) in our 2023 End of Year data were 'Below' their expected curriculum level in Mathematics. There were an additional 19 boys who were 'Well Below' their expected level with a high percentage of these learners being supported by the SENCo through the ID Needs register, RTLB or MOE.</p> <p>44/172 girls (26%) in our 2023 End of Year data were 'Below' their expected curriculum level in Mathematics. With a further 12 being 'Well Below'. A high percentage of girls in the 'Well Below' group are also ESL.</p> <p>Learners of Māori descent Achievement Data:</p> <p>34/87 of our learners of Māori descent were 'Below' their expected curriculum level in Mathematics with a further 11 'Well Below' - or 52% of all Māori learners.</p>
<p>Analysis of Variance</p>	