

St. Joseph's Cathedral School Strategic Plan 2024 – 2025

Te aroha o te Karaiti

We Care Like Christ



We care for each other

Nurture equity and excellence

Whanaungatanga

We care for our learning

Provide a responsive and engaging curriculum

Ako

We care for our world

Strengthen connections and enhance wellbeing of school community & beyond

Manaakitanga

CATHOLIC SPECIAL CHARACTER

TE TIRITI O WAITANGI

COLLABORATION • CREATIVITY • CRITICAL THINKING • CONNECTED • CHARACTER • COMMUNICATION



St. Joseph's Cathedral School

Te aroha o te Karaiti
Kia aroha ki a tātou
Kia aroha ki te ako
Hei aroha mō te ao

We Care Like Christ
We care for each other
We care for our learning
We care for the world

Our whakataukī

He aroha whakatō, he aroha puta mai.
If kindness is sown, then kindness you shall receive.

Our values

We proudly follow the example of Jesus and his teachings as we strive to 'Care like Christ'. Our school Gospel values of Respect - Mana, Compassion - Aroha, Honesty - Ngākaupono, and Forgiveness - Murunga Hara, are displayed in our everyday actions and words.



Strategic Initiatives and Drivers 2024-2025

	Nurture Equity and Excellence	Provide a Responsive and Engaging Curriculum	Strengthen connections and enhance wellbeing
	<ul style="list-style-type: none"> • Growing capacity of staff and Learning Assistants to better support learners in the class • Designing, implementing and assessing specific and individualised programmes to meet needs of students on an ongoing basis • Redevelopment of ELL programmes • Further extension opportunities in Reading, Writing and Mathematics • Māori and Pasifika action plans to be developed, after consultation and implemented • Involvement in the Pasifika project (KA) • Attendance and Engagement Plan (KA) 	<ul style="list-style-type: none"> • Designing Local Curriculum reflecting Te Mātaiaho and our school community • Assessment for Learning PLD • Develop in depth knowledge of the refreshed areas of English and Maths & Statistics within Te Mātaiaho • Use of Common Practice Model (CPM) to enhance consistency of teaching school wide. • Embedding Structured Spelling practices and introduction of Structured Reading in Junior School • Equip and empower students to take responsibility for own learning- Learner Qualities and Learning Progressions 	<ul style="list-style-type: none"> • Communication of curriculum and learning to whānau • Class connection initiatives • Community events • ECO initiatives • Student council led initiatives • School approach to Hauora -Te Whare Tapa Whā
Special Character	<ul style="list-style-type: none"> • Valuing each and every child as an individual • Continue to develop knowledge and understanding of our St Joseph's values and school vision "We Care Like Christ" 	<ul style="list-style-type: none"> • Implementation of the new RE Curriculum 	<ul style="list-style-type: none"> • Social Justice projects and pastoral care systems • Strengthen Parish/ School connections
Te Tiriti o Waitangi	<ul style="list-style-type: none"> • Giving effect to Te Tiriti o Waitangi and using Culturally Responsive Pedagogies 	<ul style="list-style-type: none"> • Development of Maturanga Māori within learning programmes and Local Curriculum • Māori specialist teacher • Staff further embed EP learning into classrooms 	<ul style="list-style-type: none"> • Connections with Iwi • Development of our Cultural Narrative • Whānau Hui
Kāhui Ako AC	Equity for All Learners, Culturally Responsive Practice- AC 1 and AC 2	Teacher Practice and Pedagogy, Culturally Responsive Practice- AC 1 and AC 2	Connections and Partnerships - AC 1 and AC 2
NELPS	1.1, 1.2 and 2.3	1.2, 2.3, 2.4, 3.5 and 3.6	1.2, 2.4, and 3.5

St Joseph's Cathedral School belongs to the Dunedin Catholic Schools Kāhui Ako

Below are the Achievement Challenges for 2024-2026:

Process Challenge - Implement a Locally Responsive Curriculum Giving Effect to Te Tiriti o Waitangi			
Equity for all students	Culturally Responsive Practice	Connections and Partnerships	Teacher Practice and Pedagogy
<p>Indicators of Success:</p> <ul style="list-style-type: none"> Improved outcomes for priority learners including Māori and Pasifika, ethnically and neuro diverse learners Strong pass rates in reading, writing and numeracy co-requisites for year 10 students Improved attendance data Strengthened learner assessment capability 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> Strengthened use of Te Reo and tikanga in schools and classrooms Improved understanding of relationship based learning practices for all students Including the four articles of Te Tiriti in all elements across each school Teachers and leaders continue to explore Niho Taniwha, Hikairo Schema 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> Strengthened career pathways for learners Strengthened communication and pastoral care of whānau-learning relationships Whānau have a strong Catholic connection to their faith pathway Ongoing relationship building with Kai Tahu 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> Strengthened teacher Assessment Capability Assessment for Learning practices are evident in all classrooms every day, and used to implement the Common Practice Model Teachers and Leaders explore the philosophy of Teaching to the North East and Leading to the North East



Goal 1 – We Care For Each Other

Nurture Equity and Excellence

Whanaungatanga



NELPS 1.1, 1.2 and 2.3

Strategic Initiative	Key Actions	Measures of Success	Responsibility	Resourcing
Catering For Diverse Learners	Building Teacher capabilities in relation to supporting student needs - appropriate interventions in place	<ul style="list-style-type: none"> Intervention programmes provide support for high needs and target students to make accelerated progress. Pre and post data collected to track effectiveness. 	LSC SENCO	Release costs
	Redevelopment of ELL programmes to accelerate learning and provide Professional Development for all staff	<ul style="list-style-type: none"> Shared understanding and improved outcomes using the ELLS Curriculum/Progression Pathways framework 	LSC SENCO	Release costs
	Attendance and Engagement Strategy plan 2024 (KA)	<ul style="list-style-type: none"> Attendance of targeted students improved (especially those regularly late to school). SMS used to track data 	Principal	Attendance /Bilingual support worker funding
	Develop Māori and Pasifika action plans. Hui to korero regularly on priorities for māori learners	<ul style="list-style-type: none"> Māori achievement plans in place. 	Principal	
	Build staff culturally responsive practices- using Niho Taniwha, Hikairo Schema and Ka Hikitia in order to give effect to Te Tiriti o Waitangi	<ul style="list-style-type: none"> Embedding Te Reo Māori, Tikanga Māori and Māori perspectives in all inquiry planning and other curriculum areas. Teachers have a deep understanding of all learners contexts, and strengths and use this in their planning to provide culturally responsive teaching 	Leadership Team All Staff	Niho Taniwha, Hikairo Schema and Ka Hikitia Te Reo Advisor
	Take part in the Pasifika Project (KA)	<ul style="list-style-type: none"> Use of culturally responsive practices evident for Pasifika students across school 	Leadership Team	Release costs
Valuing and accepting all cultures and identities	Celebrate our diversity by providing our school community, including mana whenua, with a place where they are empowered through language, culture and identity.	<ul style="list-style-type: none"> Opportunities within learning programmes that acknowledge, educate and celebrate our diversity. Feedback through Hui, Fono and other cultural meetings. Cultural narrative for our school community Kapa Haka, Pasifika and Indian groups formed and strengthened 	Principal Lead Teacher-connections All Staff	Inquiry Budget Cost of Cultural Narrative Kapa Haka Tutor costing



Goal 2 - We Care For Our Learning

Provide a responsive and engaging Curriculum

Ako



NELPS 1.2, 2.3, 2.4 3.5 and 3.6

Strategic Initiative	Key Actions	Measures of Success	Responsibility	Resourcing
Local Curriculum Design	Embed and continue to develop our St Joseph's Local Curriculum, reflecting Te Mātaiaho and our school community	<ul style="list-style-type: none"> Teachers use carefully considered context in planning that reflects the cultures, interests and strengths of their children Annual review and feedback from students, teachers, and whanau, to measure engagement and understanding of our school local curriculum Documentation of St Joseph's Local Curriculum 	Principal Leadership team All Staff	T-only day MOE workshops
Enhancing English and Mathematics learning programmes	Engage in PD and prepare to implement the new refreshed Mathematics and English Curriculum - Te Mātaiaho	<ul style="list-style-type: none"> Staff have an increased understanding of the refreshed curriculum and are able to effectively plan and teach from it. 	Leadership team DP-Curriculum Lead Teacher Junior Reading and Spelling Lead Teachers	KA T- only day MOE workshops Release costs Implementation support packs
	Implementation of Common Practice Model (CPM) to enhance consistency of teaching school wide.	<ul style="list-style-type: none"> Consistency of planning and teaching of Mathematics and English school wide 	Leadership team DP-Curriculum Lead Teacher	MOE workshops Release costs Common Practice Model resources
	Revisit the school curriculum statements and develop expected teaching practices for English and Mathematics	<ul style="list-style-type: none"> New curriculum statements for Mathematics and English 	Leadership team	
	Develop collective capacity to support planning	<ul style="list-style-type: none"> Collaborative planning systems in place, and staff have clarity around their use of them. 	DP-Curriculum Lead Teacher	
	Continue to embed Structured Literacy practices using the iDeal platform and introduction of structured reading in the Junior school	<ul style="list-style-type: none"> Structured Literacy systems embedded Junior structured Literacy reading programme developed and achievement data gathered to measure effectiveness 	Structured Literacy (spelling) Lead Structured Literacy (Junior Reading) Lead	

Building teacher capabilities in effective pedagogies	Assessment for Learning PLD	<ul style="list-style-type: none"> • Staff will have developed a shared understanding and be regularly using the Assessment for Learning classroom strategies • Assessment Capable teachers - teachers will be using data to inform next teaching / learning steps. • Consistent and coherent assessment practices across the school 	DP and WST to lead AFL All Staff	KA PLD hours DP sessions
	Staff will use Culturally Responsive Practices to engage all our students (Mātauranga Maori) and implement Te Reo regularly	<ul style="list-style-type: none"> • Staff regularly use Te Reo in class and out of classrooms. • Build school wide “kete” of waiata 	Leadership Team- Māori Specialist Teacher	
	Professional Growth Cycles used for improvement in teacher practices of Assessment For Learning. Staff will undertake coaching Professional Development to assist with PGCs.	<ul style="list-style-type: none"> • Staff will use coaching and observations to help teachers make change to practice in their Professional Growth Cycles 	Principal Coaching PD- Education Group	Additional PD costs with the Education Group- coaching,
	Further embed Student Agency practices, through Assessment For Learning pedagogies.	<ul style="list-style-type: none"> • Teachers teaching and using Learning Qualities rubrics. Students are able to self assess against rubrics. • All students are able to talk about learning goals at an age appropriate level. 	Principal All Staff	
Enhance our Special Character through implementing the new Catholic RE Curriculum	Providing support and professional development to all staff to implement the New Religious Education Curriculum.	<ul style="list-style-type: none"> • Regular professional development workshops from DRS and support for planning • Updating all documentation and teaching programmes to the New Religious Education Curriculum. 	Principal DRS	Release for RE PD days/workshops DRS release
	Introduce the new RE Curriculum to our Parent Community	<ul style="list-style-type: none"> • Parents and the Board given update information through newsletters and a workshop • DRS to send RE Learning Posts via Educa to update parents on current learning. 	DRS	DRS release



Goal 3 - We Care For Our World

Strengthen connections and enhance wellbeing of school community and beyond

Manaakitanga



NELPS 1.2, 2.4, and 3.5

Strategic Initiative	Key Actions	Measures of Success	Responsibility	Resourcing
Pastoral care/ Outreach and Wellbeing	Continue prioritising wellbeing for all (students, staff and families) through existing and new wellbeing practices	<ul style="list-style-type: none"> Existing wellbeing supports such as Hearing You and new ones in place NCER Wellbeing survey used to show an increase in Emotional wellbeing of our students PTFA develop the "Te Aroha o Te Karaiti" Fund to support families in need. 	Principal DRS Lead teacher of Connections PTFA	Wellbeing budget
	Embed Te Whare Tapa Whā, a school approach to Hauora	<ul style="list-style-type: none"> NCER Wellbeing survey used to show an increase in Emotional wellbeing of our students 	All Staff	
	Each class undertake social justice projects throughout the year	<ul style="list-style-type: none"> Regularly demonstrating their faith through actions- all classes involved in outreach projects 	DRS All Staff	
	Host community events to strengthen our school community	<ul style="list-style-type: none"> Parents taking part in organised community events and positive feedback received. 	Lead teacher of Connections	
	Support for new families through class connection initiatives	<ul style="list-style-type: none"> Class coffee afternoons and new family supports 	Lead teacher of Connections	

Partnerships with parent and local community	Further involve whānau in students' learning journeys	<ul style="list-style-type: none"> Regular curriculum information is shared with whānau. E.g. Termly class outlines, Personalised Learning Posts, Achievement reports. Inquiry sharing afternoons Increased number of parents viewing and commenting on Learning Posts 	Leadership team	Teacher release
	Develop relationships with the wider community to foster authentic learning	<ul style="list-style-type: none"> Members of our community are adding value to learning programmes (e.g. list of whānau skills / opportunities established / parent connections made) School trips in local community 	Leadership Lead Teacher of Connections	
	Strengthen Parish / School connections	<ul style="list-style-type: none"> New families are welcomed to the Parish. Parish/School Masses each term and further connections are established. Families invited to class Masses 	DRS Parish Priest	
	Initiate connection with local iwi, through Cultural narrative development	<ul style="list-style-type: none"> Cultural narrative developed and shared with school community 	Principal	KA funding
	ECO groups develop sustainability projects	<ul style="list-style-type: none"> Review of ECO group journey and create clear next steps. Student led projects underway Engagement with Town Belt Kaitiaki 	Lead Teacher of ECO group	Budget

Community Consultation

In 2023 we undertook a community consultation led by the Education Group. This involved surveying of students, staff and whānau. Meetings were also held after the completion of the surveys to go deeper into responses.

Our strategic goals for 2024-2025 are based on the results of this consultation and the needs of our school community. Additionally in preparation of this strategic plan we have reviewed our previous strategic goals and data in the Analysis of Variance.

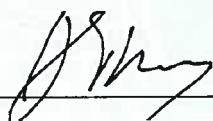
Annual Review 2023

Board Commitment

To ensure our strategic goals are achieved, the St Joseph's Cathedral School Board is committed to providing:

Giving Effect to Te Tiriti o Waitangi	A commitment to the Te Tiriti o Waitangi and accepts an obligation to develop policies and practices which reflect New Zealand's bicultural heritage. The Four Articles of Te Tiriti o Waitangi will guide decision making within our school.
Student Achievement	Overall continuous improvement in student engagement, progress, achievement and wellbeing
Strategic Planning and Review	Setting strategic direction for the school through strategic plan, policies and ongoing self-review
Personnel	A positive, supportive environment for staff, incorporating quality recruitment, performance management and continuous development Meet legislative requirements and to be a good employer
Property and assets	A vibrant and well resourced learning environment
Finance	Budget that focuses on student achievement, curriculum, personnel, property and administrative priorities from the current strategic plan
Health and Safety	A safe and healthy physical and emotional environment for all
Community Partnership	Effective communication, consultation and engagement with the wider community

Principal



Presiding Member



Annual Targets 2024

READING

Strategic Goals:

- Enhancing English and Mathematics learning programmes
- Building Teacher Capabilities in Effective Pedagogies

NELPS:

Learners at the Centre 1.2

Barrier Free Access- 2.3, 2.4

Reading Annual Target

That overall 85% of all our students will achieve at or above their New Zealand Curriculum Level in Reading

Specific Target(s)

- To raise achievement for identified target groups of learners (Māori, Pasifika and Indian) who did not achieve at or above their New Zealand Curriculum Level in Reading.
- To maintain the significant number of students achieving above their New Zealand Curriculum Level in Reading.

Our target students include those achieving Below or Well Below the expected Curriculum Level at the end of 2023.

Target students in Reading: 24 students.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0 Students	6 students	5 students	4 students	2 students	7 students

Ethnicities of our 2024 Target student group:

Ethnicity	Number of Target students in 2024	End of 2023 Percentage At/Above
Asian	4	81%
Indian	5	78%
Māori	3	85%
MELAA	0	100%
NZ Euro / Other Euro	11	84%
Pasifika	1	87%
	24 students	

Baseline data (End of 2023)

READING

	WELL BELOW		BELOW		AT		ABOVE		TOTAL
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	5	3%	21	13%	97	59.9%	39	24.1%	162
GENDER									
Female	3	4%	10	12%	48	56%	24	28%	85
Male	2	3%	11	14%	49	64%	15	19%	77
YEAR LEVEL									
0/1	0	0%	6	16%	29	78%	2	5%	37
2	0	0%	5	21%	11	46%	8	33%	24
3	1	5%	3	14%	14	64%	4	18%	22
4	1	4%	1	4%	14	54%	10	38%	26
5	2	8%	5	19%	12	46%	7	27%	26
6	1	4%	1	4%	17	63%	8	30%	27
ETHNICITY									
Asian	1	5%	3	14%	14	67%	3	14%	21
Indian	2	9%	3	13%	12	52%	6	26%	23
Māori	0	0%	3	15%	12	60%	5	25%	20
MELAA	0	0%	0	0%	8	80%	2	20%	10
NZEuro/Other Euro	1	1%	11	15%	42	58%	19	26%	73
Pasifika	1	7%	1	7%	9	60%	4	27%	15

Key Improvement Strategies 2024

Strategies	Who	Indicators of Progress
Continue to embed Structured Literacy practices using the iDeal platform and introduction of structured reading in the Junior school	Principal Structured Lit and Junior Lit Lead Teachers	<ul style="list-style-type: none"> Continued Professional development for all staff in using Structure Literacy pedagogies and the Ideal platform, supported by the Literacy Lead teacher. Implementation of Junior Structured Reading. Baseline and post data collected to see any impact.
Engage in PD and prepare to implement the new refreshed English Curriculum - Te Mātaiaho Implementation of Common Practice Model (CPM) to enhance consistency of teaching school wide.	Management and Lead Teachers	<ul style="list-style-type: none"> Consistency in practice in teaching Reading/Writing across the school Revisiting the school curriculum statements and developing expected teaching practices for English
Redevelopment of ELL programmes to accelerate learning and Professional Development for all staff Attendance and Engagement Strategy plan 2024 (KA) (Linked to Indian specific achievement target above)	Principal SENCO	<ul style="list-style-type: none"> Shared understanding and improved outcomes using the ELLS Curriculum/Progression Pathways framework Attendance of targeted students improved (especially those regularly late to school). SMS used to track data
Continue Professional development in culturally responsive pedagogy with evidence for success for and with Māori and Pasifika students. Plan specific topics based on culture and interests.	Management & teachers	<ul style="list-style-type: none"> Implementation of school Māori and Pasifika Action plans. Improved teacher practice having an impact on student outcomes. Engagement of Māori and Pasifika students.
Additional support through Learning Support Coordinator, teacher aides, Structured Literacy programmes, RTLit, RTLB, Lexia, and ELL programmes.	Management, SENCO & Literacy Lead Teacher	<ul style="list-style-type: none"> Improved support programmes and teacher practice having an impact on student outcomes. Meetings to track interventions throughout each term. Syndicate and Whole school Target Student meetings to monitor progress and interventions. Parent evening for English to give parents ideas and ways to support their children. Regular communication with families of Target children and provide support for learning at home.

Annual Targets 2024

WRITING

Strategic Goals:

- Enhancing English and Mathematics learning programmes
- Building Teacher Capabilities in Effective Pedagogies

NELPS:

Learners at the Centre 1.2

Barrier Free Access- 2.3, 2.4

Writing Annual Target

That overall 85% of all our students will achieve at or above their New Zealand Curriculum Level in Writing

Specific Target(s)

- To raise achievement for identified target groups of learners (Māori, Pasifika and Indian) who did not achieve at or above their New Zealand Curriculum Level in Writing.
- To increase the number of students achieving above their New Zealand Curriculum Level in Writing by 5%.

Our target students include those achieving Below or Well Below the expected Curriculum Level at the end of 2023.

Target students in Writing: 20 students.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0 Students	0 students	4 students	4 students	4 students	8 students

Ethnicities of our 2024 Target student group:

Ethnicity	Number of Target students in 2024	End of 2023 Percentage At/Above
Asian	4	81%
Indian	4	79%
Māori	2	80%
MELAA	0	100%
NZ Euro / Other Euro	8	85%
Pasifika	2	80%
	20 students	

Baseline data (End of 2023)

WRITING

	WELL BELOW		BELOW		AT		ABOVE		TOTAL
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	5	3%	22	14%	115	71.0%	20	12.3%	162
GENDER									
Female	2	2%	8	9%	62	73%	13	15%	85
Male	3	4%	14	18%	53	69%	7	9%	77
YEAR LEVEL									
0/1	0	0%	0	0%	37	100%	0	0%	37
2	0	0%	4	17%	15	63%	5	21%	24
3	1	5%	3	14%	16	73%	2	9%	22
4	1	4%	4	15%	14	54%	7	27%	26
5	3	12%	5	19%	15	58%	3	12%	26
6	0	0%	6	22%	18	67%	3	11%	27
ETHNICITY									
Asian	1	5%	3	14%	17	81%	0	0%	21
Indian	2	9%	3	13%	13	57%	5	22%	23
Māori	0	0%	4	20%	13	65%	3	15%	20
MELAA	0	0%	0	0%	10	100%	0	0%	10
NZEuro/Other Euro	2	3%	9	12%	53	73%	9	12%	73
Pasifika	0	0%	3	20%	9	60%	3	20%	15

Key Improvement Strategies 2024

Strategies	Who	Indicators of Progress
Implement a new shared planning structure for Writing. Teachers working collaboratively to prepare programmes that cater to the needs of their students.	DP lead All Staff	<ul style="list-style-type: none"> • Student engagement has increased, due to things such as the initiation of a writing 'Launch' each week, as well as being exposed to a variety of teaching approaches to writing. • Staff are noticing the benefits of working collaboratively (both reduced workload as well as the gaining of new teaching ideas). • Students are progressing well through their learning progressions.
Engage boys in writing by exploring topics of high engagement, using positive feedback and allowing time for practice. Use non-fiction, exciting video/story prompts, authentic experience and student interest.	Teachers	<ul style="list-style-type: none"> • Student understanding and skill development will be obvious in work samples
Continue to embed Structured Literacy practices using the iDeal platform and introduction of structured reading in the Junior school	Principal Structured Lit and Junior Lit Lead Teachers	<ul style="list-style-type: none"> • Continued Professional development for all staff in using Structure Literacy pedagogies and the Ideal platform, supported by the Literacy Lead teacher. • Implementation of Junior Structured Reading. Baseline and post data collected to see any impact.
Redevelopment of ELL programmes to accelerate learning and Professional Development for all staff Attendance and Engagement Strategy plan 2024 (KA) (Linked to Indian specific achievement target above)	Principal SENCO	<ul style="list-style-type: none"> • Shared understanding and improved outcomes using the ELLS Curriculum/Progression Pathways framework • Attendance of targeted students improved (especially those regularly late to school). SMS used to track data
Continue Professional development in culturally responsive pedagogy with evidence for success for and with Māori and Pasifika students. Plan specific topics based on culture and interests.	Management & teachers	<ul style="list-style-type: none"> • Implementation of school Māori and Pasifika Action plans. • Improved teacher practice having an impact on student outcomes. Engagement of Māori and Pasifika students.
Additional support through Learning Support Coordinator, teacher aides, Structured Literacy programmes, RTLit, RTLB, Lexia, and ELL programmes.	Management, SENCO & Literacy Lead Teacher	<ul style="list-style-type: none"> • Improved support programmes and teacher practice having an impact on student outcomes. • Meetings to track interventions throughout each term. • Syndicate and Whole school Target Student meetings to monitor progress and interventions. • Parent evening for English to give parents ideas and ways to support their children. • Regular communication with families of Target children and provide support for learning at home.

Annual Targets 2024

MATHEMATICS

Strategic Goals:

- Enhancing English and Mathematics
- Building Teacher Capabilities in Effective Pedagogies

NELPS:

Learners at the Centre 1.2

Barrier Free Access- 2.3, 2.4

Mathematics Annual Target

That overall 85% of all our students will achieve at or above their New Zealand Curriculum Level in Mathematics.

Specific Targets

- To raise achievement for identified target groups of learners (Māori, Pasifika and Indian) who did not achieve at or above their New Zealand Curriculum Level in Mathematics.
- To increase the number of students achieving above their New Zealand Curriculum Level in Mathematics by 5%.

Our target students include those achieving Below or Well Below the expected Curriculum Level at the end of 2023.

Target students in Mathematics: 18 students.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0 Students	0 students	5 students	5 students	3 students	5 students

Ethnicities of our 2024 Target student group:

Ethnicity	Number of Target students in 2024	End of 2023 Percentage At/Above
Asian	3	86%
Indian	5	78%
Māori	2	85%
MELAA	1	90%
NZ Euro / Other Euro	5	92%
Pasifika	2	80%
	18 students	

Baseline data (End of 2023)

MATHEMATICS

	WELL BELOW		BELOW		AT		ABOVE		TOTAL
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	4	2%	17	10%	116	72%	25	15%	162
GENDER									
Female	3	4%	11	13%	59	69%	12	14%	85
Male	1	1%	6	8%	57	74%	13	17%	77
YEAR LEVEL									
0/1	0	0%	0	0%	36	97%	1	3%	37
2	0	0%	5	21%	12	50%	7	29%	24
3	1	5%	4	18%	14	64%	3	14%	22
4	1	4%	2	8%	18	69%	5	19%	26
5	1	4%	4	15%	17	65%	4	15%	26
6	1	4%	2	7%	19	70%	5	19%	27
ETHNICITY									
Asian	1	5%	2	10%	17	81%	1	5%	21
Indian	1	4%	4	17%	14	61%	4	17%	23
Māori	0	0%	3	15%	15	75%	2	10%	20
MELAA	0	0%	1	10%	7	70%	2	20%	10
NZEuro/Other Euro	1	1%	5	7%	53	73%	14	19%	73
Pasifika	1	7%	2	13%	10	67%	2	13%	15

Key Improvement Strategies 2024

Strategies	Who	Indicators of Progress
<ul style="list-style-type: none"> Engage in PD and prepare to implement the new refreshed Mathematics Curriculum - Te Mātaiaho Implementation of Common Practice Model (CPM) to enhance consistency of teaching school wide. 	Management and Lead Teacher	<ul style="list-style-type: none"> Consistency in practice in teaching Mathematics across the school Revisiting the school curriculum statements and developing expected teaching practices for Mathematics
<ul style="list-style-type: none"> Review of Mathematics Target group teaching. Increased teaching time with target students. 	Management and Lead Teacher	<ul style="list-style-type: none"> Class teachers regularly teach target group and monitoring effectiveness. Lead teacher to provide support and help monitor success Regular communication with target families and provide support for learning at home
<ul style="list-style-type: none"> Booster Maths teacher 	Kelly (Term 1)	<ul style="list-style-type: none"> Target students secure in their knowledge of basic core mathematics skills Pre / Post testing used by booster teacher
<ul style="list-style-type: none"> Year 3 - 6 teachers implement problem solving tasks each week for students to use real context for mathematic skills 	Lead Teacher All Staff	<ul style="list-style-type: none"> eastTtle testing shows an increase in students being able to apply mathematical skills.
<ul style="list-style-type: none"> All teachers to implement basic facts/Number knowledge daily within their mathematics programme 	Lead Teacher All Staff	<ul style="list-style-type: none"> IKAN testing shows improved number knowledge across the school
<ul style="list-style-type: none"> Continue Professional development in culturally responsive pedagogy with evidence for success for and with Māori and Pasifika students. Plan specific topics based on culture and interests. 	Management & teachers	<ul style="list-style-type: none"> Implementation of school Māori and Pasifika Action plans. Improved teacher practice having an impact on student outcomes. Engagement of Māori and Pasifika students.