



# Durie Hill School Strategic Plan 2024-2026

2025 Implementation Plan attached

## Vision

Inspiring life-long learners to be connected, engaged and empowered.

**For each child to achieve their potential and to motivate their desire for ongoing learning**

## Priorities and Values

**What does this mean in our school? We will ....**

- promote a culture which supports effective learning and well-being;
- provide a safe and supportive environment;
- foster a positive school culture promoting inclusion, consideration and respect;
- promote effective connections and relationships with whānau, parents, and caregivers;
- engage children in learning which allows for success and challenge.

**What is important for our children to learn and develop?**

- skills to communicate, with priority to reading, writing, and oral language;
- mathematical capability;
- learning through use of digital technologies;
- growing levels of self-management and independence with own learning;
- competencies for healthy relationships and positive social interaction and our school's H E R O Expectations Helpful Effort Respect Organised;

**We will be pro-active to ...**

- encourage age-appropriate self-responsibility;
- encourage children to inquire, problem-solve, and to think critically and creatively;
- encourage students to improve and extend themselves;
- promote and support student hauora and well-being.

## School Values

**He whānau hūro (HERO)**

Tū tautoko

Helpful

Tū maia

Effort

Tū pono

Respect

Tū tika

Organised

## Our Aspirational Goals

Aims	Wellbeing of akonga and staff	Build sustainable practices	Empower and grow
What we want to achieve:	Foster and support hauora and well being. Foster a school culture enabling positive and confident learners.	Encourage and enable all students to attain their highest standard of achievement in Literacy and Numeracy. Strengthening existing partnerships and building relationships within the school and wider community.	Improve teaching and learning practices to enable an engaging and authentic learning environment. Engage learners effectively in a student-responsive curriculum.
	<b>NELP 1: Learners at the Centre</b> Learners with their Whanau are at the centre of education.	<b>NELP 2: Barrier free access</b> Great education opportunities and outcomes are within reach for every learner.	<b>NELP 3: Quality Teaching and Leadership</b> Quality teaching and leadership making the difference for learners and their whanau
What we intend to do:	<ul style="list-style-type: none"> <li>• Engage all staff with Positive Behaviour for Learning Programme. (PB4L); implement school wide PB4L Tier 2 strategies.</li> <li>• Strengthen students to develop the competencies of our school HERO expectations.</li> <li>• Promote and extend effective relationships and engagement with our parent / whanau and wider community.</li> <li>• Complete wellbeing at school feedback and analysis outcomes.</li> <li>• Actively engage with local community in which they feel valued.</li> <li>• Promote effective relationships and utilise support within school whanau and community.</li> <li>• Grow tikanga practices across school.</li> <li>• Develop a shared language and understanding of learning and assessment within our community.</li> <li>• Promote health awareness and healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with the Education Review office to develop evaluative capability of all kaiako</li> <li>• Use the ERO self-audit to align systems within the school.</li> <li>• Develop and review cycle for all policies and procedures within the school.</li> <li>• Work with all staff/kaiako and ākonga to review current practices that centre on ākonga.</li> <li>• Seek local knowledge and resources; link with community providers to increase the range of learning opportunities available.</li> <li>• Use student information to inform school needs, and the learning needs of students – for individual, groups, class, and school.</li> <li>• Implement actions to lift achievement in literacy and maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and Implement a Professional Growth Cycle for all staff</li> <li>• Unpack the Standards for the Teaching Profession and Quality Practices template</li> <li>• Develop a professional learning plan for all kaiako using an assessment for learning focus to build agency.</li> <li>• Build capability in Te Reo Māori for kaiako / ākonga.</li> <li>• Upskill leadership capabilities and strengthening conversions for growth through PLD.</li> <li>• Provide and support ongoing professional learning for staff to strengthen the school's ability to raise achievement.</li> <li>• Continue to undertake school wide Positive Behaviour for Learning school development.</li> </ul>
What we want it to look like:	All kaiako/staff/ākonga and whanau know and support our school values and these are enacted daily by all and there is a growth in genuine engagement with tikanga. Our school that engages in learning that inspires lifelong learners so that we foster a school culture enabling positive and confident ākonga / learners.	All school practices are strengthened and evaluative capability is growing and systems are centred on ākonga / learners so that we engage ākonga / learners effectively in a student-responsive curriculum.	All kaiako are growing in their capability as educators with a growth mind set and focussed on promoting agency and understanding each ākonga / learner individually. A curriculum that reflects high aspirations for every akonga that responds to individual needs so all ākonga / learners work towards attaining their highest standard of achievement and progress.

# Durie Hill School Expectations

The graphic features four superhero characters at the top: a boy in a red and yellow suit, a girl in an orange and black suit, and a girl in a blue suit. Below them are the words 'HELPFUL', 'EFFORT', 'RESPECT', and 'ORGANISED' in large, stylized letters. The main content is organized into four vertical columns, each with a specific heading and a list of expectations. Small black triangles point from the lists back to the column headers.

<b>H</b> ELPFUL	<b>E</b> FFORT	<b>R</b> ESPECT	<b>O</b> RGANISED
<b>HELP OTHERS &amp; MYSELF:</b>	<b>EFFORT TO:</b>	<b>RESPECT:</b>	<b>BE ORGANISED:</b>
WHEN THEY NEED SUPPORT	PLAY & WORK WELL WITH OTHERS	OTHER PEOPLE	WITH MY BELONGINGS
TO LEARN	LEARN	MYSELF	WITH MY TIME
TO BE SAFE	BE MORE INDEPENDENT	PROPERTY & BELONGINGS	TO THINK & PLAN AHEAD
TO GET THINGS DONE	GIVE MORE THINGS A GO	OUR ENVIRONMENT	
	IMPROVE	OTHER LIVING THINGS	
	CHALLENGE MYSELF		

## Durie Hill School 2025 Annual Implementation Plan

<b>Where we are currently at:</b> <a href="#">Regulation 9(1)(e)</a>	Refer to our Statement of Variance 2024 document.
<b>How will our targets and actions give effects to Te Tiriti o Waitangi:</b> <a href="#">Regulation 9(1)(g)</a>	
<p>At Durie Hill School, we are committed to fostering cultural awareness and inclusion in our school community as we give effect to Te Tiriti o Waitangi. We are continuing to grow our understanding and knowledge, wanting to learn more and to better understand. As we develop and grow professionally and personally, we continue to strive to create an environment where all feel valued and respected, within this ensuring that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; we are taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.</p> <p>At Durie Hill School, we continue to make connections from our past, while preparing in our present, and for our future selves.</p> <p>Cultural Awareness and Inclusion:</p> <ul style="list-style-type: none"><li>• Ensure that the school environment is inclusive of both Māori and non-Māori cultures.</li><li>• Integrate Māori perspectives, language, and traditions into the curriculum.</li><li>• Include core Matauranga Maori views into our inquiry planning.</li><li>• Child- centered Approach.</li><li>• Promote an understanding of Hauora wellness and health - 4 pillars.</li><li>• Encourage Tuakana - Teina relationships, across our buddy classes.</li></ul> <p>Te Reo Māori (Māori Language):</p> <ul style="list-style-type: none"><li>• Promote the learning and use of te reo Māori within the school.</li><li>• Incorporate basic Māori language phrases and greetings into daily activities. - Ruruku, Waiata, Karakia, positive phrases and directions – language in context.</li><li>• Te Reo Shared Google file of collected resources for students to learn and for teachers to make reference to.</li><li>• Displays in our school that celebrate Maori Culture and language eg. Art, history, visually showing te reo through displays.</li></ul> <p>Treaty Education:</p> <ul style="list-style-type: none"><li>• Integrate teachings about the Treaty of Waitangi into the curriculum. eg. Setting up a classroom treaty / code of conduct that reflects a class agreement with links to participation, partnership and protection.</li><li>• Use age-appropriate resources and activities to help students understand the history, principles, and significance of the treaty. (3p's)</li><li>• Explore the different perspectives of the treaty from both Māori and non-Māori viewpoints.</li></ul>	

- HERO values in Te Reo.

Cultural Celebrations and Events:

- Celebrate Māori cultural events and festivals within the school community. Matariki + Puanga, use a whakatau to introduce new students to our classrooms.
- Organize activities and events that highlight Māori traditions, such as Ki Tai leadership group and learning experiences such as traditional flax weaving during our 150<sup>th</sup> Celebration.

Community Engagement:

- Partnerships and relationships with whanau including whanau aspirations for their child and opportunities provided to have conversations and conferences.
- Foster connections with local Māori communities.
- Invite guest speakers or community members to share their knowledge and experiences in our classrooms. Whaea Lisa - weaving.
- Building success for Maori: engagement with Ash Patea (local Maori liaison) to work with our staff.
- Connecting and joining with Kahui Ako – He Takitini Tahī

Respect for Māori Protocols:

- Encourage respect for traditional Māori protocols and practices.
- Teach students about appropriate ways to engage with Māori customs and ceremonies.

Reflective Practices:

- Regularly reflect on the school's policies and practices to ensure they align with the principles of the Treaty of Waitangi.
- Seek feedback from the school community, including Māori students and parents.

**Strategic Goal 1**  
Regulation 9(1)(a)

**Wellbeing of akonga and staff** – Foster and support hauora and well-being. Foster a school culture enabling positive and confident learners.

**2024 – 2026 Actions:**

- Engage all staff with Positive Behaviour for Learning Programme. (PB4L); implement school wide PB4L Tier 2 strategies.
- Strengthen students to develop the competencies of our school HERO expectations.



<p><b>NELP 1: Learners at the Centre</b> Learners with their Whanau are at the centre of education.</p>	<ul style="list-style-type: none"> <li>• Promote and extend effective relationships and engagement with our parent / whanau and wider community.</li> <li>• Complete wellbeing at school feedback and analysis outcomes.</li> <li>• Actively engage with local community in which they feel valued.</li> <li>• Promote effective relationships and utilise support within school whanau and community.</li> <li>• Grow tikanga practices across school.</li> <li>• Develop a shared language and understanding of learning and assessment within our community.</li> <li>• Promote health awareness and healthy choices.</li> </ul>			
<p><b>Outcomes:</b></p>	<p>All kaiako/staff/ākonga and whanau know and support our school values and these are enacted daily by all and there is a growth in genuine engagement with tikanga. Our school that engages in learning that inspires lifelong learners so that we foster a school culture enabling positive and confident ākonga / learners.</p>			
<p><b>2025 Annual Actions</b> <i>What we intend to do?</i></p>	<p><b>Who is Responsible</b></p>	<p><b>What do we expect to see?</b></p>	<p><b>How will we achieve or make progress towards our goals?</b></p>	<p><b>How will we measure success?</b></p>
<p>Action 1 – PB4L Consolidate PB4L values and expectations into a shared document.</p>	<p>Principal SENCO Senior Leadership Team Leaders PB4L Team All Staff</p>	<p>Expected and shared understandings of school-wide Positive Behaviour for Learning at Tier 1, Tier and Tier 3 are demonstrated. Resources and tools are being utilised effectively to support PB4L values and expectations. Staff equipped and informed with shared strategies for engaging and supporting students with additional needs.</p>	<p>A shared document is in place and being used. Professional conversations around building relationships, connections and a positive classroom learning environment.</p>	<p>A shared working document that provides the tools, information and procedures that support positive learning and behaviour across our school are being utilised effectively. Review PB4L Self-Assessment Information.</p>
<p>Action 2 – Relationships Akonga developing positive relationships, confidence, resilience and kindness in a safe inclusive school.</p>	<p>Principal Senior Leadership All Staff</p>	<p>Effective relationships and utilise support within school whānau and community are promoted. Shared expectations delivered school wide via assemblies, teams and in classes. Learning programmes will support social and emotional growth. Use of Ko wai au sheet and pepeha to support positive transitions, relationships, connections in class and across the school.</p>	<p>Effective use of the increase in CRT – building relationships, connections, culture within classes.</p>	<p>Pastoral Behaviour Data  Ko wai au, pepeha shared.  Student voice.  Opportunities for student leadership.  Networking and connection within</p>
<p>Action 3 - Staff and Student hauora and Well-being.</p>	<p>Principal Senior Leadership</p>	<p>School-wide Positive Behaviour for Learning (PB4L) school development – use well-being</p>	<p>Analyse feedback from HERO Well-being survey and staff feedback.</p>	<p>Improvements and positive shifts from previous data collected.</p>

	All Staff	<p>data to inform shared understandings school wide.</p> <p>A physically and emotionally safe place for students and staff is provided.</p> <p>Health awareness and healthy choices are shared and provided.</p> <p>Engage students in regular physical activity.</p>		Pastoral Behaviour Data shows improvements.
Action 4 – To promote effective relationships and engagement with parents, caregivers, families whānau - and community.	Principal SENCO Senior Leadership Team Leaders All staff	<p>Engagement within the way we are reporting to our parents.</p> <p>Community consultation – Term 3 and ongoing.</p> <p>Parents Group fundraising to support school wide priorities.</p> <p>Parent Conferences and Whanau Hui Attendance and engagement.</p> <p>HERO PB4L Celebrations and Presentations.</p>	<p>Reporting to parents structure shared with our parent community.</p> <p>Communication via school newsletters, amended website and class dojo.</p> <p>Takatini WSL Allocation</p>	<p>Parent / Whanau Consultation and Student Voice.</p> <p>Celebrations and Presentations reflect school wide HERO values and expectations.</p> <p>Student Leadership opportunities.</p> <p>Parent engagement through school wide events, and fundraising events.</p>

<p><b>Strategic Goal 2</b> Regulation 9(1)(a)</p>	<p><b>Build Sustainable Practices</b> – Encourage and enable all students to attain their highest standard of achievement in Literacy and Numeracy. Strengthening existing partnerships and building relationships within the school and wider community.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>Engage with the Education Review office to develop evaluative capability of all kaiako</li> <li>Use the ERO self-audit to align systems within the school.</li> <li>Develop and review cycle for all policies and procedures within the school.</li> <li>Work with all staff/kaiako and ākonga to review current practices that centre on ākonga.</li> <li>Seek local knowledge and resources; link with community providers to increase the range of learning opportunities available.</li> <li>Use student information to inform school needs, and the learning needs of students – for individual, groups, class, and school.</li> <li>Implement actions to lift achievement in literacy and maths.</li> </ul>
<p><b>NELP 2: Barrier Free Access</b> Great education opportunities and outcomes are within reach for every learner.</p>	
<p><b>Outcomes:</b></p>	<p>All school practices are strengthened and evaluative capability is growing and systems are centred on ākonga / learners so that we engage ākonga / learners effectively in a student-responsive curriculum.</p>
<p><b>2025 Annual Goal</b> Regulation 9(1)(a)</p>	<p>Achievement in Literacy and Maths – To encourage and enable all students to attain their highest standard of achievement in literacy and numeracy.</p>

Localised Curriculum – To seek, engage and use local knowledge and resources; connecting with local community to provide rich and authentic learning experiences

ERO – To complete our school evaluation and development in the area of Writing and in conjunction with our ERO evaluation.

<b>2025 Annual Actions <i>What we intend to do?</i></b>	<b>Who is Responsible</b>	<b>What do we expect to see?</b>	<b>How will we achieve or make progress towards our goals?</b>	<b>How will we measure success?</b>
Action: Use student achievement information to inform school needs, and the learning needs of students – for individuals, groups, class, and school.	Principal SENCO Senior Leadership Team Leaders Teachers All staff	Teachers’ implementation of structured literacy approaches, and intentional teaching strategies, are increasingly impacting positively on learner engagement, progress, and achievement. Use models of effective practice and ongoing provision of professional learning and development (PLD) to build the collective capability and capacity of staff to further promote improved progress, achievement, and attendance for all learners and those working toward curriculum expectations Implement actions to lift achievement in literacy and maths, with particular attention to our students who are achieving below their expected levels, and for our Maori and Pasifika learners. BSLA – structured literacy approaches across the school. ALiM – Teaching as Inquiry with a focus on our Year 3 and Year 4 priority learners.	Teachers inquiry into their practice using a Spiral of Inquiry Approach. Leaders will monitor and report the progress, achievement, and attendance of all learners and those working toward curriculum expectations. Teachers use assessment information to inform future planning and delivery of learning programmes.  Teachers using structured approaches and accelerated practices.	Leaders will use outcomes from spiral of inquiry to evaluate the impact of teaching and classroom practice to accelerate the progress of targeted learners and sustain ongoing improvement in reading, writing and mathematics achievement. Mid and End of Year Assessment and Progress Data. SENCO – Children of Concern shared and discussed at team and senior leadership meetings.
Action: School Docs	BOT Principal All Staff	Using School Docs Reference to School Docs year review schedule and board assurances resources.	Take part in the terms review of policies. Hold a place for School Docs at each board meeting.	Key actions, policy reviews and board assurances have taken place.
Action: Localised Curriculum Development of a localised curriculum enabling an	Principal SENCO	Documentation of the school’s localised curriculum is continually developed overtime	Amend and adjust Curriculum delivery document.	Teacher practice reflects agreed strategies and approaches and effectively delivers a student-



integrated approach to teaching the wider curriculum with selection of relevant learning contexts and activity to best respond to the learning needs, backgrounds, and interests of our students – in our school and in each class;	Senior Leadership Team Leaders Teachers All staff	to reflect the school’s shared expectations for effective delivery of teaching and learning. Culturally appropriate learning contexts, including accessing resources in the local community, are increasingly included as part of learners’ experiences at school. Team leaders will gather evidence to evaluate the impact in delivery of te reo Māori for improving learner outcomes.	Professional Development. Class, Team and School Wide events. Connecting with parent community and local resources. Takatini WSL Allocation Hautu culturally responsive tool .	centred, culturally responsive curriculum, achieving the school collective vision for learner success. Internal evaluation. Niho Taniwha Professional Development completed.
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<b>Strategic Goal 3</b> Regulation 9(1)(a)	<b>Empower and Grow</b> – Improve teaching and learning practices to enable an engaging and authentic learning environment. Engage learners effectively in a localised student-responsive curriculum.			
<b>NELP 3: Quality Teaching and Leadership</b> Quality teaching and leadership making the difference for learners and their whanau	<b>2024 – 2026 Actions:</b> <ul style="list-style-type: none"> <li>• Develop and Implement a Professional Growth Cycle for all staff</li> <li>• Unpack the Standards for the Teaching Profession and Quality Practices template</li> <li>• Develop a professional learning plan for all kaiako using an assessment for learning focus to build agency.</li> <li>• Build capability in Te Reo Māori for kaiako / ākonga.</li> <li>• Upskill leadership capabilities and strengthening conversions for growth through PLD.</li> <li>• Provide and support ongoing professional learning for staff to strengthen the school’s ability to raise achievement.</li> <li>• Continue to undertake school wide Positive Behaviour for Learning school development.</li> </ul>			
<b>Outcomes:</b>	All kaiako are growing in their capability as educators with a growth mind set and focussed on promoting agency and understanding each ākonga / learner individually. A curriculum that reflects high aspirations for every akonga that responds to individual needs so all ākonga / learners work towards attaining their highest standard of achievement and progress.			
<b>2025 Annual Goal</b> Regulation 9(1)(a)	Curriculum – We will build awareness, knowledge and understanding of Te Mataiaho. Kaiako / Teachers will be making reference to and planning using Te Mataiaho into their teaching and learning programmes.  Explore and further understand the Standards for the Teaching Progression and Quality Practices.			
<b>2025 Annual Actions</b> <i>What we intend to do?</i>	<b>Who is Responsible</b>	<b>What do we expect to see?</b>	<b>How will we achieve or make progress towards our goals?</b>	<b>How will we measure success?</b>

<p>Action: Exploring and using the Mathematics and Statistics Curriculum.</p>	<p>Principal SENCO Senior Leadership Team Leaders Teachers Support Staff</p>	<p>Engage in Professional Development to support the implementation of the Mathematics and Statistics curriculum. Explore and use Numicon resources and equipment as a tool to support the delivery and engagement of mathematics and statistics. Evaluate and adjust school wide assessment and reporting to reflect how students are progressing against the updated Mathematics and Statistics Curriculum. Accelerated Practices to accelerate learning in Maths using ALiM within our Kereru Team (Middle Team Year 3 and Year 4).</p>	<p>Utilise supports and services available from Te Mahau such as the Curriculum Advisory Service and Professional learning and development service. Ongoing professional learning opportunities and supports. Curriculum leaders will support staff and provide feedback.</p>	<p>Exploring and implement Mathematics and Statistics Curriculum and English Curriculum. Using MOE Te Mahau resources and becoming familiar with the essential knowledge, skills and competencies required for the learners of each class. Use the year by year teaching sequences in the curriculum for each class. Engage in professional learning development. Reviewing and adjusting current curriculum delivery. Curriculum delivery plan to reflect the Science of Learning, the Understand, Know, Do approach and updated pedagogy. Integrate and use resources such as BSLA, Numicon and ALiM. Internal evaluation. Use assessment data to reflect upon teaching practices to meet the needs of learners. Amend Reporting to parents and adjust assessment guidelines including allocating time for the analysis of data.</p>
<p>Action: Exploring and using the English Curriculum.</p>	<p>Principal SENCO Senior Leadership Team Leaders Teachers Support Staff</p>	<p>Engage in Professional Development to support the implementation of the English curriculum. Implement structured approaches to teaching reading and writing. Evaluate and adjust school wide assessment and reporting to reflect how students are progressing against the updated English curriculum. Accelerated Practices to accelerate learning in Literacy.</p>	<p>Utilise supports and services available from Te Mahau such as the Curriculum Advisory Service and Professional learning and development service. Ongoing professional learning opportunities and supports. Explore the Phonics Check and implement the 20 week and 40-week phonics check with a small Year 1 group. Support from Literacy Specialist aligned to Achievement Targets.</p>	<p>Use assessment data to reflect upon teaching practices to meet the needs of learners. Amend Reporting to parents and adjust assessment guidelines including allocating time for the analysis of data.</p>
<p>Action: Professional Growth Cycles. To implement, and increasingly embed, the newly revised professional growth cycle (PGC) to monitor and support staff in achieving key</p>	<p>Principal SENCO Senior Leadership Team Leaders Teachers</p>	<p>Teacher practice reflects agreed strategies and approaches and effectively delivers a student-centred, culturally responsive curriculum, achieving the school collective vision for learner success.</p>	<p>Provide collaborative opportunities for staff to further strengthen shared approaches in delivery of literacy and maths approaches, engagement strategies, and to build cultural</p>	<p>All teachers engaged in a PGC which aligns to our current proprieties, achievement targets, progress, new learning and next steps. Quality Practices Document in place and referred to as part of PGC.</p>

performance outcomes aligned to the teacher standards for professional practice.		Professional Conversations, professional development, observations of teaching and learning, reflection and evaluation, documentation to show evidence of lifting progress and achievement within our achievement target learners. Utilising the increase in CRT.	capabilities to benefit outcomes for learners.	
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**2025 Achievement Targets For Learners - Regulation 9(1)(f)**

<b>WRITING: Target 1</b> - For our Focus learners in Years 3-6 assessed as not yet achieving at their expected level in <b>Writing</b> from 2022, we aim to track and monitor their progress and achievement in writing and also where they were assessed as not yet achieving their expected level in Writing at the end of 2023, we aim to progress their achievement at a rate of one year or more.	Number of Focus Learners in this Writing Target Group = 11 learners. <b>End of 2025 =</b>
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<b>Actions to support our identified learners:</b>	<p><b>Curriculum Delivery:</b> Reference made to our Literacy Curriculum Delivery Plan with focus on modelled writing, success criteria, learner engagement, growth mind-set, front loading information and language, writing prompts, conferencing, oral language, learning dispositions, and celebrating success.</p> <p><b>Better Start Literacy Approach (BSLA):</b> Continue professional learning and development with the Better Start Literacy Approach (BSLA) for our teachers with Year 3-6 students.</p> <p><b>The Code: Spelling:</b> Year 3-6 teachers, to include professional reading and implementation of The Code into our classroom writing programmes. Use a professional buddy approach to develop shared understandings and knowledge with the learning, teaching, and assessment of spelling.</p> <p><b>Assessment Data:</b> use and evaluate using our SMS –The Edge. Formative assessment practices.</p> <p><b>Assessment Tools:</b> use of e-asTTle to support overall student assessment in Writing and use of writing moderation across teams and professional buddy approach.</p> <p><b>Professional Conversations:</b> Identify class-based focus student target groups and implement strategies to support literacy learning for these students – link to Teaching as Inquiry approach. Share strategies and effective practice with staff, within team and staff sessions.</p> <p><b>SENCO:</b> referral and access to external support, eg. RTLB, RTLit, and MOE support personnel, Social Support Agencies, Health agencies, Speech and Language Therapist, BLENZ, Hearing and Vision.</p> <p><b>Personnel:</b> - employment of teacher-aides to support students with additional needs.</p> <p><b>PB4L:</b> use of Teaching for Positive Behaviour, continue to develop PB4L Tier 1 and 2 strategies and to include review and development of school-related systems and practices to enable effective teaching of PB4L, including the use of strategies to support students requiring individualised support.</p>
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<b>BSLA Target 2a:</b> For our learners in Year 3-4 who are involved in our school’s structured literacy development using Better Start Literacy Approach, we aim to progress their achievement in reading at a rate of one year or more. – <i>Continue to track progress within our BSLA and supported through a Tier 2 Intervention.</i>	Number of learners in Year 3 and Year 4 identified in BSLA Target 2a = 13 learners. <b>End of 2025 =</b>
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<p><b>BSLA Target 2b:</b> For our learners in Year 1-2 who are involved in our school’s structured literacy development using Better Start Literacy Approach, we aim to progress their achievement in reading at a rate of one year or more. – <i>Continue to track progress within our BSLA and supported through a Tier 2 intervention.</i></p>	<p>Number of learners in Year 1 and Year 2 identified in BSLA Target 2b = 7 learners. <b>End of 2025 =</b></p>
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<p><b>Actions to support our identified learners:</b></p>	<p><b>Better Start Literacy Approach (BSLA):</b> Continue professional learning and development with the Better Start Literacy Approach (BSLA) for our teachers with Year 1-2 students and where possible our Teacher Aides.  <b>Year 3 Learners:</b> Action Plan to support our current Year 3 learners with the transition from Year 2 to Year 3.  <b>Teachers:</b> Teachers new to BSLA to receive PLD via University of Canterbury   Te Whare Wānanga o Waitaha.  <b>Assessment Moderation:</b> use of BSLA related assessment.  <b>Teaching and Learning Delivery:</b> including effective and appropriate use of whole class teaching, small group, scope and sequence (explicitly teach sounds and provide a range of learning experiences that support scope and sequence), practical learning experiences to consolidate learning, quality text to support learning and quality picture books, explicitly teach handwriting, use of sound walls and oral language, rich vocabulary that is modelled and shared through texts as well as whanau engagement with provided information sheets.  <b>Literacy Specialist:</b> employment of a Literacy Specialist Teacher to support Tier 2 learners and support for teachers.</p>
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**Target 3 – For our learners at all year levels who were assessed as not yet at their expected level in Reading, Writing and Maths and who only made some progress at the end of 2024. Data will also be monitored by gender and by ethnicity.**

Reading Level	Writing Stage	Numeracy Global Stage
<p>Number of learners not achieving at their expected level and made some progress towards expected level (end of 2024) = <b>12</b></p>	<p>Number of learners not achieving at their expected level and made some progress towards expected level (end of 2024) = 16</p>	<p>Number of learners not achieving at their expected level and made some progress towards expected level (end of 2024) = 9</p>
<p><b>End of 2025 =</b></p>	<p><b>End of 2025 =</b></p>	<p><b>End of 2025 =</b></p>

<p><b>Actions to support our identified learners:</b></p>	<p><b>Reading, Writing and Maths:</b>  <b>Building success for Maori:</b> engage with Niho Taniwha – culturally responsive practice.  <b>Student Voice:</b> learners are engaged in their learning, and sharing their interests to support teacher planning and delivery of learning experiences.  <b>Whanau / Parent Community:</b> communication with a shared approach to support our learners via snap shot mornings, conferences, class dojo, newsletters, informative parent workshops, meet and greet evenings, coffee with the Principal, involvement within our Parent, Friends, Support Group and school / team wide events.  <b>Assessment data –</b> monitor and evaluate data mid-year and end of year through reporting to parents and the board.  <b>Moderation</b> within teams, staff and professional buddy approach.  <b>Teaching and Learning Delivery:</b> Teaching and Learning – teachers planning and delivering using a range of effective strategies and approaches such as feed forward / front loading activities, goal setting, use of success criteria, using voice and interests to plan for topics, building self-efficacy with deliberate learning activities to support, modelling and sharing exemplars, using engaging tools to support learning, conferencing and reviewing where our learners are at, building relationships, acknowledging and celebrating progress and achievement, maintaining a growth mind-set throughout and across the learning environment. Reference to (check policy wording) five hours of  <b>Support and Personnel:</b></p>
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School-based SENCO to monitor and provide support for students with additional learning needs, and for their teachers – teacher PLD and for teacher support.

Employment of teacher-aides to support students with additional needs.

Referral and access to external support, eg. RTLB, RTLit, and MOE support personnel, Social Support Agencies, Health agencies, Speech and Language Therapist, BLENZ, Hearing and Vision.

**Positive Behaviour for Learning:** Maintain and continue PB4L Tier 1 and 2 training - to include review and development of school-related systems and practices to enable effective teaching of PB4L, including the use of strategies to support students requiring individualised support.



**Durie Hill School 2355**  
**2025 Statement of Variance Reporting**

<b>STRATEGIC GOAL 1</b> <b>(2024 - 2026)</b>	<p><b>Wellbeing of akonga and staff</b> – Foster and support hauora and well-being. Foster a school culture enabling positive and confident learners.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>• Engage all staff with Positive Behaviour for Learning Programme. (PB4L); implement school wide PB4L Tier 2 strategies.</li> <li>• Strengthen students to develop the competencies of our school HERO expectations.</li> <li>• Promote and extend effective relationships and engagement with our parent / whanau and wider community.</li> <li>• Complete wellbeing at school feedback and analysis outcomes.</li> <li>• Actively engage with local community in which they feel valued.</li> <li>• Promote effective relationships and utilise support within school whanau and community.</li> <li>• Grow tikanga practices across school.</li> <li>• Develop a shared language and understanding of learning and assessment within our community.</li> <li>• Promote health awareness and healthy choices.</li> </ul>		
<b>2025 ANNUAL GOALS AND ACTIONS</b>			
<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>

<b>STRATEGIC GOAL 2</b> <b>(2024 - 2026)</b>	<p><b>Build Sustainable Practices</b> – Encourage and enable all students to attain their highest standard of achievement in Literacy and Numeracy. Strengthening existing partnerships and building relationships within the school and wider community.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>• Engage with the Education Review office to develop evaluative capability of all kaiako</li> <li>• Use the ERO self-audit to align systems within the school.</li> <li>• Develop and review cycle for all policies and procedures within the school.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Work with all staff/kaiako and ākonga to review current practices that centre on ākonga.</li> <li>• Seek local knowledge and resources; link with community providers to increase the range of learning opportunities available.</li> <li>• Use student information to inform school needs, and the learning needs of students – for individual, groups, class, and school.</li> <li>• Implement actions to lift achievement in literacy and maths.</li> </ul>		
<b>2025 ANNUAL GOALS AND ACTIONS</b>			
<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>

<b>STRATEGIC GOAL 3</b> <b>(2024 - 2026)</b>	<p><b>Empower and Grow</b> – Improve teaching and learning practices to enable an engaging and authentic learning environment. Engage learners effectively in a localised student-responsive curriculum.</p> <p><b>2024 – 2026 Actions:</b></p> <ul style="list-style-type: none"> <li>• Develop and Implement a Professional Growth Cycle for all staff</li> <li>• Unpack the Standards for the Teaching Profession and Quality Practices template</li> <li>• Develop a professional learning plan for all kaiako using an assessment for learning focus to build agency.</li> <li>• Build capability in Te Reo Māori for kaiako / ākonga.</li> <li>• Upskill leadership capabilities and strengthening conversions for growth through PLD.</li> <li>• Provide and support ongoing professional learning for staff to strengthen the school’s ability to raise achievement.</li> <li>• Continue to undertake school wide Positive Behaviour for Learning school development.</li> </ul>		
<b>2025 ANNUAL GOALS AND ACTIONS</b>			

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>

