

# STRATEGIC PLAN 2024 - SCHOOL VISION

## Ahurea Culture

We value the diversity and culture of our school community. Te Reo Māori and Mātauranga Māori is embedded in our teaching and learning programmes.

## Maatauranga Knowledge

Staff feel fully equipped with the professional knowledge to deliver quality education to improve student outcomes and wellbeing.

## Taiao Environment

Our learning environments (inside and outside) are modern and inclusive, with barrier-free access for all learners.

## Tuakiri Identity

Our community can see themselves reflected in the school and are actively engaged.



**Dyer Street School**  
Te kura o Dyer Street

## About our kura

Dyer Street School is a co-educational contributing primary school in Epuni, Lower Hutt, catering for students from Years 1 to 6. Our kura has a strong sense of community, where people are valued and respected. We have a village approach to supporting the diverse range and needs of our tamariki. Everyone plays a part in our tamariki's journey at our kura. Our team of highly skilled and dedicated kaimahi help to provide inclusive learning environments that support the language, culture and wellbeing of our tamariki.

Te Kura o Dyer Street is a friendly, welcoming, and whānau-orientated environment. Our school vision “ Whakapiki i te mana o ngā ākongā kātoa”– enhancing the mana of all learners is something we believe is important to foster in all our community. We believe in a strength's based approach to support our people's growth and continual self-improvement in their learning journeys while at our kura.

Our Tumuaki Principal is Lee Ewington, and our Tumuaki Tuarua Deputy Principal is Meg Waghorn. They are supported by an excellent team of teachers and staff, who work together to deliver a safe and comfortable learning environment for our students.

## About our strategic plan

This plan has been developed through continued engagement with our community. An initial hui in late 2022 led to the development of four pou (pillars) that underpin the strategic plan for our school. The pou are supported by our LEARN values.

Over the past year, a series of hui and surveys have enabled us to grow our understanding of how we can continue to bring the strategy to life. This has led to the development of the initiatives and success measures that underpin the pou.

Given the recent development of the plan, there was little that needed changing at the strategic level as we move into 2024. That being said, we are committed to ongoing engagement with our wider school whānau to ensure that the plan remains relevant and that the implementation of this plan continues to move us forward and build on achievements in 2023

*E koekoe te kōkō, e ketekete te kākā, e kūkū te kererū –*

*The parson bird chatters, the parrot gabbles, the wood pigeon coos*

*Our voices, our songs are all different but together we make beautiful music*

## Board Primary Objectives

27 - 1 A board's primary objectives in governing a school are to ensure that (Education and Training ACT 2020):

- a) Every student at the school can achieve their highest educational standard
- b) The school is a physically and emotionally safe place, ensuring students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
- c) The school is inclusive of, and caters for, students with differing needs
- d) the school gives effect to Te Tiriti o Waitangi, including by:
  - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
  - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
  - achieving equitable outcomes for Māori students

## National Education Learning Priorities ( NELPS)

The NELP and TES priorities will help create education environments that are learner-centered, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.



# Strategic Plan Overview 2024/25

Vision – "Enhancing the mana of all learners      Whakapiki i te mana o ngā ākonga kātoa

OUR POU	2024 Goals	2025 Goals	Our success
1.1: Value and prioritise Te Reo Māori and Mātauranga Māori in our teaching and learning programmes	<ul style="list-style-type: none"> <li>3 Hours of Te Reo Instruction ( Level 4B)</li> <li>Our people know their pepeha</li> <li>School Hangi</li> <li>Te Ao Māori Space on our website</li> </ul>	<ul style="list-style-type: none"> <li>4 hours of Te Reo Instruction ( Level 4A)</li> <li>Create a school hangi pit</li> <li>Graduate profile</li> </ul>	Our kura has created conditions for Te Reo Māori and Mātauranga Māori to flourish through progress in the Māori Immersion levels
1.2: Value and embrace the diversity and culture of our Dyer Street School community.	<ul style="list-style-type: none"> <li>Celebrate Language weeks</li> <li>Artwork around our kura</li> <li>Physical environment showcases culture</li> <li>Engage whanau to support cultural events</li> </ul>	<ul style="list-style-type: none"> <li>Physical/digital environment showcases culture</li> <li>Embedded process for language weeks</li> </ul>	All ākonga can see their culture in our kura and have a sense of belonging to our community.
2.1 Enhance quality teaching and learning programmes to support personalised learning for all.	<ul style="list-style-type: none"> <li>Moderation of curriculum expectations</li> <li>Develop our way of teaching and learning</li> <li>Sports/ Arts opportunities</li> <li>Unpack Te Mātaiaho</li> </ul>	<ul style="list-style-type: none"> <li>Develop Learner Agency</li> <li>Implement our local curriculum</li> <li>Digital learning- AI</li> <li>Implement Te Mātaiaho</li> </ul>	Develop a Dyer Street School curriculum which is responsive to ākonga's diverse needs allowing for student voice and choice.
2.2. Implement Professional Learning for staff which is relevant and purposeful in improving student outcomes & well being	<ul style="list-style-type: none"> <li>Structured Literacy</li> <li>DMiC</li> <li>Te Ara Whakamana</li> <li>GEMS- Gifted education</li> <li>Trauma informed practice</li> </ul>	<ul style="list-style-type: none"> <li>Embed Structured Literacy</li> <li>Embed Te Ara Whakamana</li> <li>Develop UDL practice</li> </ul>	Our staff are highly skilled educators who use culturally responsive practices to accelerate ākonga's progress and foster well being.
3.1 Develop modern and inclusive learning environments with barrier-free access for all learners.	<ul style="list-style-type: none"> <li>Design inclusive learning environments</li> <li>Resourcing audit for furniture/ Technology</li> <li>Work with outside organisations RTLB, SWiS, MOE</li> </ul>	<ul style="list-style-type: none"> <li>Implement inclusive practice</li> <li>New furniture/ Technology</li> <li>Use learner prompts</li> </ul>	Reduce barriers to education for all ākonga and those with learning support needs through appropriate resourcing and curriculum design.
3.2 Improve the physical environment of our kura including outdoor learning spaces.	<ul style="list-style-type: none"> <li>Outdoor learning spaces plan created</li> <li>Plan, design and build a sandpit</li> <li>Vegetation plan</li> <li>Plan for Rooms 6, 7 and 8 refurbishment</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design and build a Bike Pump Track</li> <li>Room 6, 7, and 8 refurbishment</li> <li>Implementing Outdoor spaces plan</li> </ul>	An enhanced physical environment that showcases our people, culture and whenua.
4.1 Create a shared vision and identity that reflects our people and environment.	<ul style="list-style-type: none"> <li>Review school values</li> <li>Rebranding of school environment</li> <li>Website updated</li> <li>House groups developed</li> </ul>	<ul style="list-style-type: none"> <li>Embed new school values</li> <li>Complete rebranding process</li> </ul>	Updated vision, values and logo visible across the kura grounds, in any communications
4.2 Create community engagement opportunities that enhance the profile of our kura.	<ul style="list-style-type: none"> <li>Strengthen communication channels</li> <li>Connect with local ECE</li> <li>Curriculum education for whānau</li> <li>Cultural/ Sporting Events</li> </ul>	<ul style="list-style-type: none"> <li>Invite Local ECE into our kura</li> <li>Hold a School Gala</li> <li>Transition to school</li> </ul>	Whānau and the wider community are engaged and connected as an essential part of helping our people and kura grow.

## Strategic Plan Overview 2024/25

Vision – "Enhancing the mana of all learners      Whakapiki i te mana o ngā ākonga kātoa

OUR POU	Ahurea Culture	Mātauranga Knowledge	Taiao Environment	Tuakiri Identity
INITIATIVES	<p>1.1: Value and prioritise Te Reo Māori and Mātauranga Māori in our teaching and learning programmes</p> <p>1.2: Value and embrace the diversity and culture of our Dyer Street School community.</p>	<p>2.1 Enhance quality teaching and learning programmes to support personalised learning for all.</p> <p>2.2. Implement Professional Learning for staff which is relevant and purposeful in improving student outcomes &amp; well being</p>	<p>3.1 Develop modern and inclusive learning environments with barrier-free access for all learners.</p> <p>3.2 Improve the physical environment of our kura including outdoor learning spaces.</p>	<p>4.1 Create a shared vision and identity that reflects our people and environment.</p> <p>4.2 Create community engagement opportunities that enhance the profile of our kura.</p>
SUCCESS	<p>1.1 All ākonga can see their culture in our kura and have a sense of belonging to our community.</p> <p>1.2 Our kura has created conditions for Te Reo Māori and Mātauranga Māori to flourish through progress in the Māori Immersion levels.</p>	<p>2.1 Develop a Dyer Street School curriculum which is responsive to ākonga's diverse needs allowing for student voice and choice.</p> <p>Our staff are highly skilled educators who use culturally responsive practices to accelerate ākonga's progress and foster well being.</p>	<p>3.1 Reduce barriers to education for all ākonga and those with learning support needs through appropriate resourcing and curriculum design.</p> <p>3.2 An enhanced physical environment that showcases our people, culture and whenua.</p>	<p>4.1 We have a school vision, logo and branding that represents our people and environment.</p> <p>4.2 Whānau and the wider community are engaged and connected as an essential part of helping our people and kura grow.</p>

## Annual Implementation Plan 2024 – Strategic Goal 1 – Culture

### Initiative: 1.2: Value and prioritise Te Reo Māori and Mātauranga Māori in our teaching and learning programmes

NELPS– Learners at the Centre, Quality Teaching and Learning

BOT Primary Objectives: Education Act 27 1a (d)

2024 Goals	2024 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2024</i>	Who is responsible	Review/ Check-in ✓
Consistent Te Reo Māori being taught across the school through the use of Te Puna Reo Māori Programme with a minimum of 3 hours of week (Māori immersion level 4b).	<ul style="list-style-type: none"> <li>-Te Puna Reo Māori programme will be taught through the daily tikanga and weekly lessons</li> <li>-Gradually increase the amount of Te Reo Māori being taught across the year</li> <li>-Term 1- 1 and ½ hours, Term 2 - 2 hours, Term 3- 2 and ½ hours</li> <li>Term 4 -3 hours</li> </ul>	<ul style="list-style-type: none"> <li>Review Te Reo Audit in June and Nov 2024.</li> <li>Highlight Daily Tikanga Chart to show progress.</li> <li>-Weekly planning shows Te Reo Māori planning and daily tikanga.</li> </ul>	All	June/ Nov 24
All ākonga and kaimahi can construct, know and recite their pepeha.	<ul style="list-style-type: none"> <li>-ākonga to construct their pepeha</li> <li>-Kaimahi to share their pepeha at staff hui and display visually at our kura.</li> <li>-ākonga to share their pepeha as part of daily tikanga, assemblies and community events</li> </ul>	<ul style="list-style-type: none"> <li>We will see pepeha displayed around our kura.</li> <li>Teachers to track students who can recite their pepeha</li> </ul>	All (Culture lead)	April/ Nov
Develop a space on the website dedicated to Te Reo and Te Ao Māori.	<ul style="list-style-type: none"> <li>-Consult with whānau roopu and community around what would be useful information to upload and share.</li> <li>-Kapa Haka slides to be shared (video / guitar chords / actions)</li> <li>-school karakia uploaded with video and audio for whānau to learn and access.</li> </ul>	We will have a space on our website for our tamariki and their whānau to use as a resource, and for our wider community and prospective students to view	Tumuaki, Culture lead	Term 1
All kaiako show evidence of Te Reo Māori Learning and progression as part of the PGC process.	<ul style="list-style-type: none"> <li>-Te Reo Māori Staff PLD weekly on Thursdays</li> <li>-Develop next steps from the PGC 2023 process.</li> </ul>	More Te Reo Māori spoken and seen. Progress shared	Tumuaki/ Kaiako	All year
Plan and implement a School Hangi	-Consult with whānau roopu group/ Outdoor learning spaces group to create a plan for a school hangi	A School Hangi held in 2024	Whānau Roopu, Cultural lead	Term 4

**Success looks like....**1.2 Our kura has created conditions for Te Reo Māori and Mātauranga Māori to flourish through progress in the Māori Immersion levels.

## Annual Implementation Plan 2024 – Strategic Goal 1 – Culture

Initiative: 1.1: Value and embrace the diversity and culture of our Dyer Street School community.

NELPS– Learners at the Centre, Quality Teaching and Learning      BOT Primary Objectives: Education Act 27 1a (B, C)

2024 Goals	2024 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2024</i>	Who is responsible	Review/ Check-in ✓
Create a predictable timetable for language weeks for the whole year and key dates like Diwali, Matariki to ensure we acknowledge and celebrate these events.	–Map out key cultural weeks across the year. Add them into the staff memo calendar. Cultural lead to create a predictable format for celebrating these weeks. Google slides, connecting with whānau and consult/inform staff appropriately.	Planned celebrations of cultural Weeks have successfully happened	Cultural Lead- Kaiako	Mid/EOY 24
More artworks around the kura that reflect the diversity of our many tauiwi communities.	–Use the “Can I See Me” Inquiry in Term 1 to produce works around cultural diversity. –Apply for Creative in Schools project for Cultural Patterns artwork.	More artworks around our kura	All	EOY24
See physical changes in the environment which allow space for all cultures to shine.	–“Can I See Me?” inquiry to identify potential for physical changes to our school environment – Different languages displayed in the kura –newsletter to have translation capability	Follow-up inquiry shows that tamariki and whānau can look, feel, see and hear different cultures in our environment	Kaiako	EOY24
Engage whānau from different cultural communities to support our kura during cultural events	–Communicate to different cultural groups prior to language weeks inviting them to support	Whānau offering to support cultural initiatives.	Whānau/ Cultural lead	EOY24

**Success looks like....**1.1 All ākonga can see their culture in our kura and have a sense of belonging to our community.

## Annual Implementation Plan 2024 – Strategic Goal 2.1- Mātauranga

Initiative: 2.1 Enhance quality teaching and learning programmes to support personalised learning for all.

NELPS- Learners at the Centre, Quality Teaching and Learning BOT Primary Objectives: Education Act 271 ( A, C)

2024 Goals	2024 Actions: What will we do to achieve this initiative?	Measures of success Define what you expect to see by the end of 2024	Who is responsible	Review/ Check-in ✓
Consistent moderation of best fit samples for Core subjects using curriculum expectations to support judgements and create alignment across the school	-Termly moderation of Best fit in Reading, Writing and, Maths Staff to align to curriculum expectations -Teams to look across data at the end of the term to highlight any ākonga that need further support of extension	Feedback from staff and principal/DP on ease/consistency of process	Kaiako, Ngā Kaihautū Mātauranga Lead	Termly
Construct and develop our way of teaching and learning at Dyer Street formalised – our philosophy, our beliefs, our values, our local curriculum	-Capture what good teaching is at Dyer Street? -Develop school wide planning templates, assessment frameworks and evaluate teaching programmes regularly -Create teaching and Learning document which shares our DSS curriculum	Documented (and shared to all staff) principles, philosophies, processes and protocols	Mātauranga Lead	Mid/ EOY
Provide opportunities for children to participate in various sport, art and musical events and programmes.	-Engage with Chilton St James around Ballet and music opportunities, -Offer Choir, Huttfest, Footnote dance company -Plan a production	Increased opportunities in sports and arts	Health/ PE lead Team leaders	All year
Akongā have choice and voice in their classroom programmes- a chance to explore their own interests and passions	-Student voice is collected, gathered and used regularly to design teaching and learning programmes. -Developing Learner Agency	A streamlined system across our kura that captures student voice	Teachers Mātauranga Lead	Termly Check
Unpack and explore Te Mātaiaho (Curriculum refresh)	TBC-waiting for govt changes first	Kaiako using Te Mātaiaho	Within School Lead	All year

**Success looks like...**2.1 Develop a Dyer Street School curriculum which is responsive to ākonga's diverse needs allowing for student voice and choice.



## Annual Implementation Plan 2024 – Strategic Goal 2.2 Mātauranga

Initiative: 2.2. Implement Professional Learning for staff which is relevant and purposeful in improving student outcomes & well being  
NELPS– Learners at the Centre, Quality Teaching and Learning BOT Primary Objectives: Education Act 271 ( A, C)

2024 Goals	2024 Actions:What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2024</i>	Who is responsible	Review/ Check-in ✓
Kaiako to engage in professional learning around catering for diverse needs, with a particular focus on gifted education through the GEMS programme	<i>Connect with GEMS facilitator to develop action plan for 2024</i> <i>Develop an understanding of giftedness including cultural giftedness, particularly Māori and Pacific giftedness.</i>	Kaiako will complete a before and after survey to show growth.	Kaiako Mātauranga lead Within School Lead	Termly
Implement a Structured literacy approach across the school	<i>Create documentation that outlines the process for identifying Tier 1, 2 &amp; 3 literacy learners and the next steps for interventions.</i>  <i>Agree upon and document a scope and sequence for literacy in the senior school.</i>  <i>Resource classroom teachers to deliver a structured approach to literacy.</i>	Annual Targets for literacy are met.  Senior teachers have a shared understanding of the importance of a structured approach to literacy and follow a shared scope and sequence for teaching literacy.  Teachers have access to decodable texts, resources and professional readings that support the delivery of structured literacy.	SMT All Kaiako Mātauranga Lead Reading/ Early Literacy Support teacher	Termly
Kaimahi to develop their pedagogy around trauma informed practice to support their own and ākonga emotional regulation.	Optional PD on interoception offered by Sara Warnock to all staff. External PD provided to staff around neuroscience and trauma informed practice.	Staff attending a majority of sessions and reflecting back their use in PGC	Kaiako WSL	All year
Kaimahi to develop mana enhancing pedagogy through the Te Ara Whakamana programme	<i>Te Ara Whakamana frameworks and language to be used in reporting and meeting with whānau.</i> <i>Continue to upskill staff in Te Ara Whakamana.</i>  <i>Create a documented behaviour plan that is available to staff and whānau that outlines the Te Ara Whakamana framework and its use of behavioural intervention.</i>	Mana circles displayed in all classes and in the staffroom. Staff using Mana circles and Mana plans as a behavioural and wellbeing intervention.  Information about Te Ara Whakamana available in school policies and on the school website.	Kaiako, Cultural lead DP	All year

**Success looks like....**Our staff are highly skilled educators who use culturally responsive practices to accelerate ākonga's progress and foster well being.

## Annual Implementation Plan 2024 – Strategic Goal 3.1 Environment

*Initiative: 3.1 Develop flexible and inclusive learning environment with barrier-free access to all learners*

*NELPS– Barrier Free Access BOT Primary Objectives: Education Act 271 ( A, B, C)*

2024 Goals	2024 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2024</i>	Who is responsible	Review/ Check-in ✓
Teachers to review their class environment and identify barriers and supports for tamariki to design inclusive learning environments for ākonga.	<ul style="list-style-type: none"> <li>-Use Learner Prompts to design classroom spaces.</li> <li>-Use Mana circles to help with design.</li> <li>-Purchase resources to develop inclusive spaces e.g headphones</li> </ul>	Teachers actively reflect on their learning spaces	Tumuaki, LSC, Kaiako	Termly
Ensure classrooms are resourced to provide equitable outcomes for tamariki.	Develop a plan that gives a clear list of priorities for the furniture and technology we need to purchase. <ul style="list-style-type: none"> <li>- Assess needs – gap analysis</li> </ul> Prioritise according to impact/value (assess cost and plan according to available budget)	We understand what is needed and the cost implication and have a budgeted plan to deliver	Kaiako, Tumuaki	<u>All year</u>
Working in partnership with LSC, RTLB, SWIS and learning support to reduce barriers for tamariki.	<ul style="list-style-type: none"> <li>-Scheduled meetings with outside RTLB, SWiS, LSC.</li> <li>- Implement interventions for tamariki and monitor progress</li> </ul>	Outside agencies are involved in supporting our ākonga	LSC, SENCO, SWiS	<u>All year</u>

**Success looks like...** 3.1 Reduce barriers to education for all ākonga and those with learning support needs through appropriate resourcing and curriculum design.

## Annual Implementation Plan 2024 – Strategic Goal 3.2 Environment

Initiative: 3.2 Improve the physical environment of our kura including outdoor learning spaces

NELPSS– Quality teaching and learning / Barrier Free Access/ Learners at the Centre BOT Primary Objectives: Education Act 27 1 ( B, C, D)

2024 Goals	2024 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2024</i>	Who is responsible	Review/ Check-in ✓
Create and implement an outdoor learning spaces plan and prioritise needs accordingly.	<ul style="list-style-type: none"> <li>–Consult with designer to create outdoor spaces plan and roadmap priorities and costs for the project</li> <li>– Extension of bike track to include a new pump track option</li> </ul>	A plan that has a clear roadmap and priorities projects and their costs.	Outdoor Spaces Lead/ Tumuaki	Mid 2024
Design, build a Sand pit as the first priority of the outdoor learning spaces plan	<ul style="list-style-type: none"> <li>–Outdoor learning spaces Lead to engage with designers, contractors around development and plan of sandpit.</li> <li>–Work alongside Link Up Team for Fundraising opportunities</li> </ul>	A sandpit is built	Outdoor Spaces Lead/ Tumuaki	EOY
Vegetation plan co-constructed with akōnga based around native plants – Rongoa or harakeke garden.	<ul style="list-style-type: none"> <li>–link to Matariki planning in Term 2</li> <li>–connect with landscape designers/local nurseries to gain insight on what to plant</li> </ul>	We see more native vegetation in our kura	Outdoor Spaces Lead	Mid/EOY
Plans for Rooms 6,7,8 to be refurbished	<ul style="list-style-type: none"> <li>–5YA consultation in June.</li> <li>–Ngā iti Kahurangi improvement scheme in 2024</li> </ul>	A plan is in place for this refurbishment	Tumuaki	EOY

**Success looks like...** 3.2 An enhanced physical environment that showcases our people, culture and whenua.

## Annual Implementation Plan 2024 – Strategic Goal 4.1 Identity

*Initiative: 4.1 Create a shared vision and identity that reflects our people and environment.*

*NELPS Learners at the centre BOT Primary Objectives: Education Act 271 ( B, C, D)*

2024 Goals	2024 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2024</i>	Who is responsible	Review/ Check-in ✓
Review the LEARN Values in consultation with the community	<i>Values to be unpacked with criteria that defines each one and a matching symbol that reflects this.</i>	New School Values that align with our community's needs	Tumuaki/ Community	Term 2- completed
Rebranding of School Environment to reflect new vision, values and logo	<i>Letterheads, Signage, Email signatures, Newsletters, Flags,</i>	New branding is in place in physical and digital environments	Tumuaki/ Tuarua Tumuaki	EOY
Website updated to reflect current information about the kura	<i>Sports, Culture, Gallery, Our learning, Transition to School, School Values, Logo, Vision and curriculum</i>	Updated website	Tumuaki/ Tuarua Tumuaki	EOY
Develop our house groups ( Whānau Groups) system and the purpose at the kura	<i>Kapa Haka, student leadership, Lunchtime sports, Assembly</i>	House groups have a sense of identity and mana within our kura	Team Leader	Mid/ EOY

**Success looks like...** *4.1 Updated vision, values and logo visible across the kura grounds, in any communications (online, written notices etc...)*

## Annual Implementation Plan 2024 – Strategic Goal 4.2 Identity

Initiative: 4.2 Create community engagement opportunities that enhance the profile of our kura.

NELPS Learners at the Centre BOT Primary Objectives: Education Act 271 ( B, C, D)

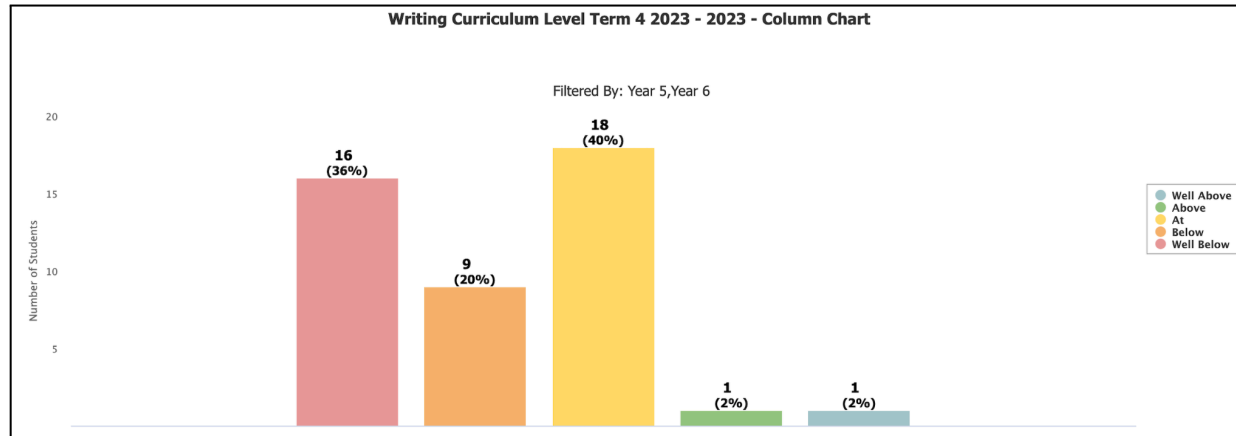
2024 Goals	2024 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2024</i>	Who is responsible	Review/ Check-in ✓
Strengthen communication channels with whānau and community and a clear one page document outlining these channels	-Share one page communication document with whānau -provide drop in sessions to support whānau accessing Skool Loop -Ensure staff communications doc is followed	One page communication document that ensures whānau are informed and connected.	Tumuaki	Mid-year
Connect with Local ECE and strengthen relationships	Plan ECE Tiki Tours each term with Bronwyn. Continue to strengthen our connection with Dyer Street Kindy with regular visits (reciprocal)	More children enrolling at our kura	Tumuaki/ Bronwyn	Termly
Curriculum evenings to educate whānau about what we are teaching.	Structured Literacy whānau hui Digital safety hui (Kāhui ako led) Whānau Hui	Attendance and engagement from whānau	Mātauranga leads	Termly
Create sporting and cultural opportunities with other schools.	Start a traditional sports and cultural exchange with Epuni School Regular opportunities to connect with Dyer Street Kindy. Liaise with Naenae College- Lunchtime sport	Traditions/ Programmes with other schools established.	PE/ health lead	EOY

**Success looks like...** 4.2 Whānau and the wider community are engaged and connected as an essential part of helping our people and kura grow.

## Dyer Street School Annual Targets 2024

End of Year Data for 2023 was collected for Reading, Writing and Maths with all kaiako providing best fits (overall teacher judgements for their ākonga). From analysing this data with staff, three annual target areas have been identified as a focus for 2023. These areas align with Professional Learning in Structured Literacy, DMiC and Writing.

### ***Annual Target 1. To increase the number of Year 5 & 6 ākonga writing at or above the expected level for Writing***



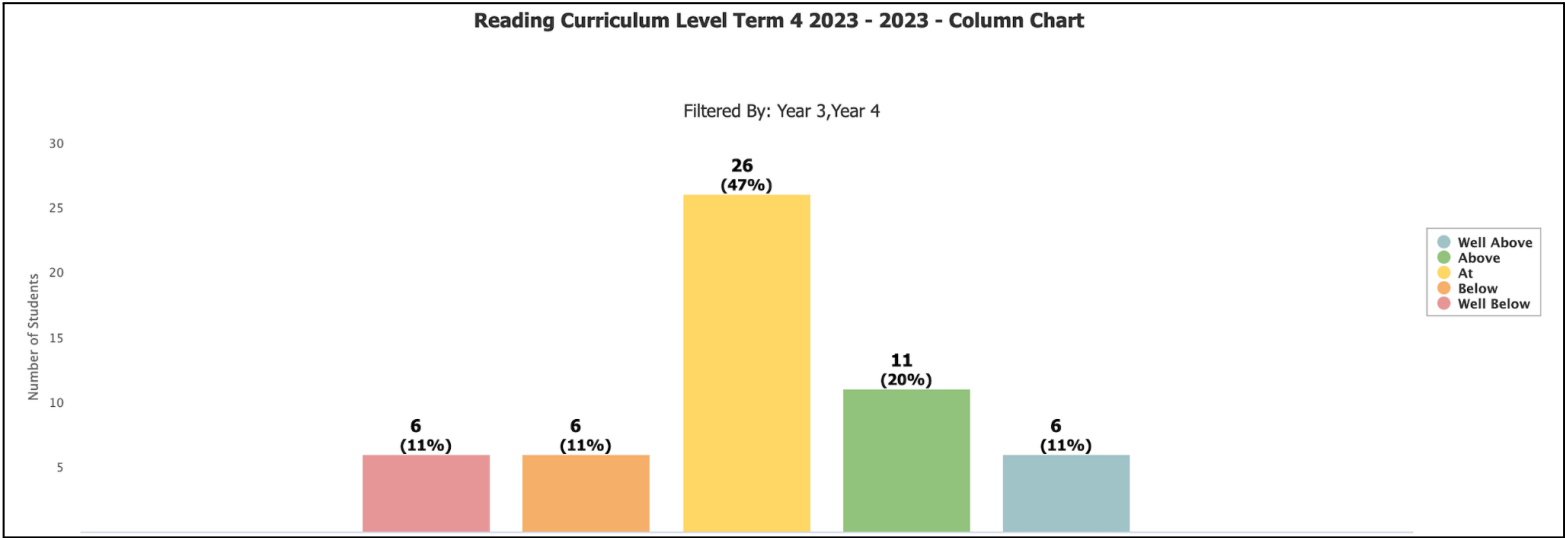
Baseline Data	Identified actions towards achieving the target	Progress against Targets (mid year)	Identified actions for Term 3 & 4 2024
<b>44%</b> 20 students working at or above  <b>56%</b> 25 students working below	<ul style="list-style-type: none"> <li>Professional learning as a team. Getting on the same page. Could we get Helen Walls to support us.</li> <li>Differentiation of the levels within a task</li> <li>Setting success criteria for the lesson, model the structure to create independence.</li> <li>Consistent writing program across the Syndicate</li> <li>Ability to self-review work</li> <li>Deliberate acts of teaching/ modelling</li> <li>Discussing what assessment we are using and what is the purpose.</li> <li>Looking at using student's writing and using the E-Asttle rubric as a guide.</li> <li>Using action plans termly to identify learners and progress- Class or team level</li> </ul>	<ul style="list-style-type: none"> <li>A survey was distributed to Ako Nui staff in regards to Structured Literacy end of Term 2</li> </ul>	
<b>Analysis of variance – End of 2024</b>			

Goal	Outcomes	Reason for Variance	Next steps

### Dyer Street School Annual Targets 2024

End of Year Data for 2023 was collected for Reading, Writing and Maths with all kaiako providing best fits (overall teacher judgements for their ākonga). From analysing this data with staff, three annual target areas have been identified as a focus for 2023. These areas align with Professional Learning in Structured Literacy, DMiC and Writing.

#### Annual Target 2: To increase the number of Year 3/4 ākonga achieving at or above the expected level in Reading



Baseline Data	Identified actions towards achieving the target ( highlighted mid year progress	Progress against Targets (mid year)	Identified actions for Term 3 & 4 2023
<p><b>22% (12)</b> ākonga working below curriculum expectations</p> <p><b>47% (26)</b> ākonga working at curriculum expectations</p>	<ul style="list-style-type: none"> <li>2 out of 7 Reading Recovery &amp; Early Literacy Support spots will be used for Tier 3 (based off this data)</li> <li>4 out of 5 Reading Recovery and Early Literacy Support spots will be used for Tier 2 (small group)</li> <li>1 out of 7 Reading Recovery and Early</li> </ul>		

	<p>Literacy Support spots will be used to support Tier 1 (whole class) support for trained BSLA teachers and teacher aides</p> <ul style="list-style-type: none"> <li>• Specialist Literacy teacher providing Tier 2 (small group) and Tier 3 (one to one) support</li> <li>• Ensuring we have the enough resources to implement our structured Literacy programme</li> <li>• Year 3 teachers to be trained in BSLA to ensure framework can be carried on for your Year 2 learners.</li> <li>• Teacher aides working with ākonga for Tier 2 in Year 4-daily</li> </ul>		
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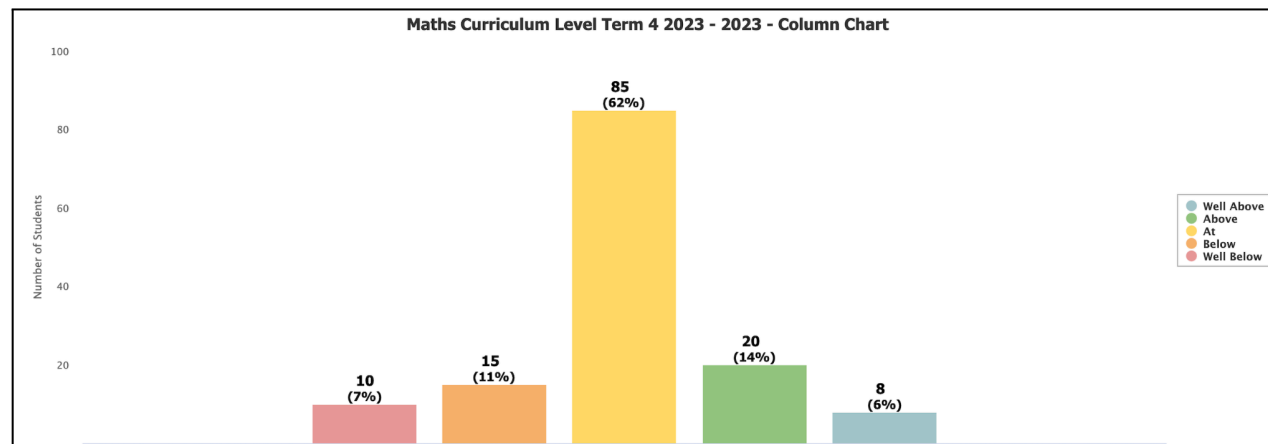
### Analysis of variance – End of 2024

Goal	Outcomes	Reason for Variance	Next steps
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## Dyer Street School Annual Targets 2024

End of Year Data for 2023 was collected for Reading, Writing and Maths with all kaiako providing best fits (overall teacher judgements for their ākonga). From analysing this data with staff, three annual target areas have been identified as a focus for 2023. These areas align with Professional Learning in Structured Literacy, DMiC and Writing.

### ***Annual Target 3 To increase the number of Year 1-6 ākonga achieving at or above the expected level in Mathematics.***





Baseline Data	Identified actions towards achieving the target ( highlighted mid year progress	Progress against Targets (mid year)	Identified actions for Term ¾ 2023
<b>18%</b> ( 25) of ākonga are working below curriculum expectation	<ul style="list-style-type: none"> <li>• Consistent implementation of DMiC across the school</li> <li>• Use our assessment to inform teaching next steps e.g what warm ups or independent</li> <li>• Year ¾ cohorts need some sort of intervention with Maths.</li> <li>• Use PAT math to identify gaps in student knowledge</li> <li>• Teachers to use purposeful follow ups and warm ups</li> <li>• PD run by Nicole on how to decide what level to pitch lessons</li> <li>• If ICS applications are successful, timetabling to be used in Math time</li> <li>• Nicole to explore ways to reduce teacher math anxiety as this is a barrier</li> </ul>		
<b>Analysis of variance – End of 2024</b>			
Goal	Outcomes	Reason for Variance	Next steps