

# Ngunguru School Annual Plan 2024



**Ngunguru School**  
Hooked on Learning  
PUPURI TE PIHUKAHUKA MO TE AKORANGA



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# NGUNGURU STRATEGIC VISION | 2024 - 2026

## Mihi

Te mahi tahi kia eke ki te hiranga mo ia tamaiti - working together to achieve excellence for every child. Here at Ngunguru School we have designed a three-year strategy that places our learners at the heart of every decision, plan, and initiative.

## Reporting

This strategy will be discussed at every Board meeting with the aim of reporting back to our hāpori and whānau annually.











# NGUNGURU STRATEGIC PLAN | 2024 - 2026

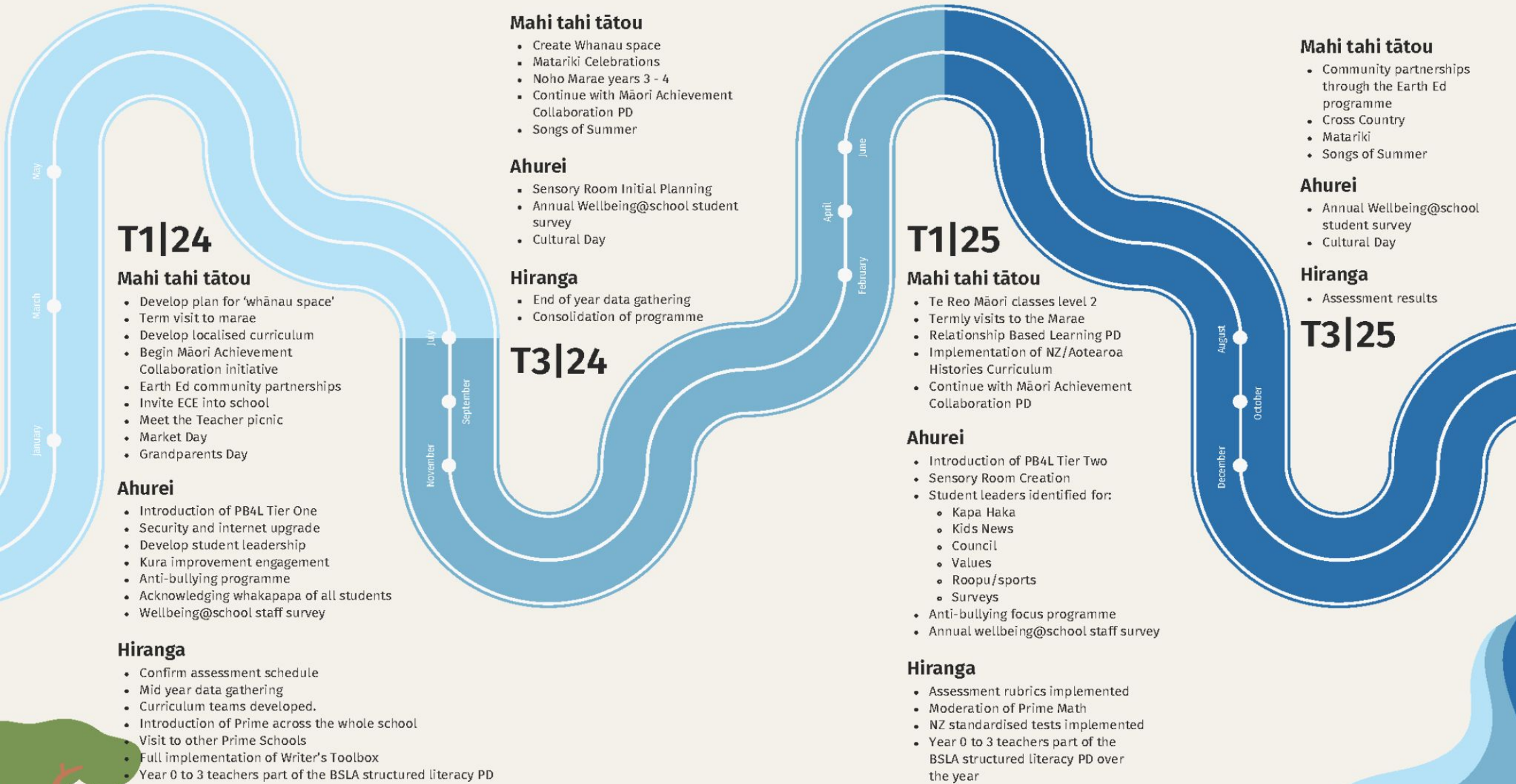
To achieve our strategic vision, the Board have implemented the following initiatives and measures.



Goal	Initiative	Measure
 <p><b>Hiranga   Excellence</b></p> <p>Develop a robust curriculum focusing on excellence, which allows students to achieve to their highest potential</p> 	<ul style="list-style-type: none"> <li>• New assessment schedule</li> <li>• Full implementation of Writer's Toolbox</li> <li>• Full implementation of PRIME</li> <li>• Develop curriculum teams</li> <li>• Kahui Ako Structured Literacy Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students at or above their expected level across the curriculum.</li> <li>• 80% of all students are at the expected level in writing.</li> <li>• 80% of students achieving at the expected level in math.</li> </ul>
 <p><b>Mahi Tahi Tātou   Working Together</b></p> <p>Strengthen relationships with hāpori and community stakeholders</p> 	<ul style="list-style-type: none"> <li>• Weekly reo Maori lessons for teachers</li> <li>• Matariki celebrations</li> <li>• Noho marae</li> <li>• NZ Histories curriculum</li> <li>• Maori Achievement Collaboration</li> <li>• Relationships First Professional Development</li> <li>• Earth Ed community partnerships</li> <li>• ECE partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• 90% attendance at three-way conferences.</li> <li>• Increased engagement through school social media.</li> <li>• Termly functions with or at marae</li> <li>• Co-designed local curriculum</li> <li>• Termly engagement with community groups on environmental activities</li> </ul>
 <p><b>Ahurei   Celebrating Each Child</b></p> <p>Ensure our learning environment is a safe and inclusive space for all to learn and grow.</p> 	<ul style="list-style-type: none"> <li>• Introduce PB4L</li> <li>• Sensory Room</li> <li>• Security and internet upgrade</li> <li>• Develop student leadership</li> <li>• Bi-annual Life Education Bus</li> <li>• Acknowledge whakapapa of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing@school survey results demonstrate positive wellbeing trend.</li> <li>• Attendance rates above 90%.</li> <li>• 80% school whanau have attended a school event.</li> <li>• Increased student participation in school decision-making</li> <li>• All students know their pepeha.</li> </ul>

# NGUNGURU STRATEGIC TIMELINE | 2024 - 2026

The timeline below illustrates when the initiatives will take place over the course of two years.



## T1|24

### Mahi tahi tātou

- Develop plan for 'whānau space'
- Term visit to marae
- Develop localised curriculum
- Begin Māori Achievement Collaboration Initiative
- Earth Ed community partnerships
- Invite ECE into school
- Meet the Teacher picnic
- Market Day
- Grandparents Day

### Ahurei

- Introduction of PB4L Tier One
- Security and internet upgrade
- Develop student leadership
- Kura improvement engagement
- Anti-bullying programme
- Acknowledging whakapapa of all students
- Wellbeing@school staff survey

### Hiranga

- Confirm assessment schedule
- Mid year data gathering
- Curriculum teams developed.
- Introduction of Prime across the whole school
- Visit to other Prime Schools
- Full implementation of Writer's Toolbox
- Year 0 to 3 teachers part of the BSLA structured literacy PD

## Mahi tahi tātou

- Create Whanau space
- Matariki Celebrations
- Noho Marae years 3 - 4
- Continue with Māori Achievement Collaboration PD
- Songs of Summer

### Ahurei

- Sensory Room Initial Planning
- Annual Wellbeing@school student survey
- Cultural Day

### Hiranga

- End of year data gathering
- Consolidation of programme

## T3|24

## T1|25

### Mahi tahi tātou

- Te Reo Māori classes level 2
- Termly visits to the Marae
- Relationship Based Learning PD
- Implementation of NZ/Aotearoa Histories Curriculum
- Continue with Māori Achievement Collaboration PD

### Ahurei

- Introduction of PB4L Tier Two
- Sensory Room Creation
- Student leaders identified for:
  - Kapa Haka
  - Kids News
  - Council
  - Values
  - Roopu/sports
  - Surveys
- Anti-bullying focus programme
- Annual wellbeing@school staff survey

### Hiranga

- Assessment rubrics implemented
- Moderation of Prime Math
- NZ standardised tests implemented
- Year 0 to 3 teachers part of the BSLA structured literacy PD over the year

## Mahi tahi tātou

- Community partnerships through the Earth Ed programme
- Cross Country
- Matariki
- Songs of Summer

### Ahurei

- Annual Wellbeing@school student survey
- Cultural Day

### Hiranga

- Assessment results

## T3|25





# Goal 1 Road map

*Develop a robust curriculum focusing on excellence, which allows students to achieve to their highest potential*

2024				2025			
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Assessment Schedule in curriculum Included in Teacher Handbook	Assessment Schedule followed for mid year data gathering		Assessment Schedule followed forend of year data gathering	Assessment rubrics business as usual for all curriculum areas taught through inquiry			
Curriculum teams developed. <ul style="list-style-type: none"> <li>- Lead PD at staff meetings</li> <li>- Assessment rubrics developed across curriculum areas and added to HERO</li> </ul>				Curriculum teams business as usual			
Introduction of Prime across the whole school  Professional development each term at staff meetings  Introduction of BAR model	Visit to other Prime Schools for professional development around implementation.	Consolidation of programm		Moderation of Maths Programme Prime and NZ standardised tests implemented			
Full implementation of Writer’s Toolbox across the school Moderation of Writing through use of WTB and Writing Progressions introduced Staff led PLD - staff/team meetings							
Year 0 to 3 teachers part of the BSLA structured literacy PD over the year				Year 0 to 3 teachers part of the BSLA structured literacy PD over the year			

# Goal 1

*Develop a robust curriculum focusing on excellence, which allows students to achieve to their highest potential*

## Key Metrics

Goal 1	Initiatives	Key metrics	Personnel	Baseline	2024 Targets	2025 Targets
Develop a robust curriculum focusing on excellence, which allows students to achieve to their highest potential	<p>Implementation of new assessment schedule</p> <p>Assessment is fit for purpose and is used to inform teaching and learning as well as provide useful data for identifying trends, tier two and three students and specialist programmes</p>	80% of students at or above their expected level across the curriculum.	Senior Leadership Team Teachers	Current assessment practices are not all standardized to the NZ curriculum. Assessment is not regularly used to inform teaching and learning	<p>Assessment schedule implemented.</p> <p>Moderation of Writing through use of WTB and Writing Progressions introduced Staff led PLD - staff/team meetings</p> <p>Assessment rubrics developed across curriculum areas taught through inquiry added to HERO</p> <p>Prime maths PD termly. Staff sharing their expertise to build teaching capacity with Prime</p>	<p>Consistent and effective Implementation of Prime moderation.</p> <p>Assessment rubrics business as usual for all curriculum areas taught through inquiry</p>
	Full implementation of Writer's Toolbox across the school	Consistent and effective approach to the teaching of writing at Ngunguru School Assessment data to measure achievement	Principal Literacy Unit Holder Literacy Team	50% of students are achieving at the expected level in writing	Consistent implementation of Writer's Toolbox 70% of all students at the expected level in writing.	80% of all students are at the expected level in writing.

# Goal 1 (continued)

*Develop a robust curriculum focusing on excellence, which allows students to achieve to their highest potential*

## Key Metrics

Goal 1	Initiatives	Key metrics	Personnel	Baseline	2024 Targets	2025 Targets
Develop a robust curriculum focusing on excellence, which allows students to achieve to their highest potential	Full Implementation of PRIME across the school	Consistent and effective approach to the teaching of maths at Ngunguru School Assessment data to measure achievement	Principal Deputy Principal Assistant Principal	59% of students are achieving at the expected level in maths	70% of students achieving at the expected level in Maths	80% of students achieving at the expected level in Maths
	Curriculum teams developed.	Curriculum teams lead and use curriculum knowledge to improve teaching and learning in all curriculum areas	Senior Leadership Team Curriculum Unit Holders	No curriculum teams are functioning at Ngunguru School currently	Curriculum teams up and running Leading PD Developing assessment rubrics for HERO	Curriculum teams business as usual
	Better Start Literacy Programme implemented NE to year three	All NE to year three students are taught through the BSLA programme The BSLA programme is consistently implemented in classroom programmes NE to end of year two	Principal Literacy Unit Holder Literacy Team	One junior team member currently trained and teaching SL The teaching of reading is inconsistent in approach at Ngunguru School Assessment is also inconsistent	The junior team teachers attend SL professional development and the implementation of across the team	The junior team teachers continue implementing SL professional development and this is consistent across the team



# Goal 2 Road map

2024				2025			
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Te Reo Māori classes level 1 Develop plan for Whanau space		Create Whanau space		Te Reo Māori classes level 2			
Termly visits to the Marae business as usual		Matariki Celebrations at the Marae to become business as usual	Noho Marae Year 3/4 Bi-annually business as usual	Termly visits to the Marae business as usual			
NZ Histories Unit holder working with local iwi to develop localised curriculum <ul style="list-style-type: none"> <li>- Place based learning</li> <li>- Teacher the history of the local area, highlighting the connections between mana whenua and the land</li> </ul>				Relationship Based Learning Professional development 1st year Implementation of NZ/Aotearoa Histories Curriculum			
Begin Maori Achievement Collaboration initiative professional development		Continue with Maori Achievement Collaborative professional development					
Community partnerships through the Earth Ed programme business as usual over the year Tutukaka Landcare Amy Bazely Ecology SWAT Kiwi Coast							
Deepen relationship with local early childhood providers Invite to school once a term. Term one: Term Two: Term Three: Matariki/ Cross Country Term Four: Songs of Summer						Cross Country Matariki	Songs of Summer
Termly whanau/school event Meet the teacher picnic	Market Day Grandparents Day	Matariki	Songs of Summer	Termly events business as usual			

# Goal 2

## Mahi Tahī Tātou Strengthen the relationships with hāpori community stakeholders

### Key Metrics

Goal 2	Initiatives	Key metrics	Personnel	Baseline	2024 Targets	2025 Targets
Mahi Tahī Tātou Strengthen the relationships with hāpori community stakeholders	Teaching staff to attend weekly te reo Māori lessons  School to hold	90% attendance at three-way conferences.  Increased engagement through school social media.  Termly functions with or at marae reflecting ongoing collaboration and partnership with tangata whenua.	All staff  Principal Digital Unit Holder  Senior Leadership Team BOT Teachers	Currently 20% of teachers have level 1 te reo Māori capability	All teaching staff attending te reo Maori lessons to achieve level one equivalent  Teaching staff pronouncing all proper nouns - names and places correctly  Teaching staff visually present their pepeha	All teaching staff attending te reo Maori lessons to achieve level two equivalent  50% of classroom instructions and commands spoken in te reo Maori  All students are taught and present their pepeha with confidence on a regular basis
	Matariki Celebrations	Matariki celebrations held at the Marae	Senior Leadership Team BOT Teachers	First Matariki day activity was held at the marae in 2023	2024 Matariki celebration held at the marae for afternoon performance	All celebrations including whanau evening held at the Marae
	Noho Marae	By the end of year four all students are welcomed as tangata whenua and have stayed on the marae	Senior Leadership Team Year 3 and 4 teachers	Currently there is not an annual Noho Marae for any students at Ngunguru School	Introduce annual Noho marae for year 3 and 4 students Term Four	Noho Marae for y3/4 business as usual

# Goal 2 (continued)

## Mahi Tahī Tātou Strengthen the relationships with hāpori community stakeholders

### Key Metrics

Goal 2	Initiatives	Key metrics	Personnel	Baseline	2024 Targets	2025 Targets
Mahi Tahī Tātou Strengthen the relationships with hāpori community stakeholders	Nz Histories Curriculum	<p>Consultation with iwi on the Aotearoa/NZ Histories Curriculum</p> <p>Local iwi stories collected</p> <p>Ngunguru School Aotearoa/NZ Histories Curriculum developed with iwi stories and experiences at the heart</p> <p>Draft curriculum shared with Iwi for consultation for discussion and approval</p>	Principal Deputy Principal	There has been no consultation with iwi on the Aotearoa/NZ Histories Curriculum	Establish a formal consultation process with local iwi to seek their input on Aotearoa/NZ Histories Curriculum Collaborate on this initiative to explore and teach the history of the local area	Implement the Aotearoa/NZ Histories Curriculum
	Māori Achievement Collaboration		Principal Deputy Principal	Currently we do not have a Māori Action Plan in place.	Process of developing Māori Achievement Collaboration underway and invested in by all	Full implementation of Māori Achievement Collaboration
	Relationships First Professional Development				Relationships First profile principles not evident in all classes	50% of staff trained certified impact coaches



# Goal 2 (continued)

## Mahi Tahī Tātou

### Strengthen the relationships with hāpori community stakeholders

## Key Metrics

Goal 2	Initiatives	Key metrics	Personnel	Baseline	2024 Targets	2025 Targets
Mahi Tahī Tātou Strengthen the relationships with hāpori community stakeholders	Community partnerships through the Earth Ed programme business as usual over the year Tutukaka Landcare Amy Bazely Ecology SWAT	Community groups used on a termly basis with the Earth Ed programme, contributing their expertise	Principal Deputy Principal Earth Ed Teacher	Community groups have made contact to be part of the Earth Ed programme moving forward. Several groups have contribute to the programme in 2023	Formal Earth Ed programme overview created with community groups and their expertise at the heart of the learning experiences across the year.	Community involvement in the Earth Ed programme business as usual for Ngunguru School.
	Deepen relationship with local early childhood providers Invite to school once a term	Early childhood providers attending termly activities at Ngunguru School to strengthen relationship and the school roll	Principal Assistant Principal NE teachers	Early childhood providers visits and involvement at Ngunguru School is sporadic	Early childhood providers invited to a school event once a term	Early childhood centres visiting or having the school visit termly is business as usual

# Goal 3 Road map

2024				2025			
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Introduction of PB4L Tier One Develop a clear set of school-wide behavioral expectations Recognise and reward positive behaviors through a system of incentives				Introduction of PB4L Tier Two Use restorative circles or conferences to address conflicts and incidents, focusing on repairing harm and building understanding. Re-draft policies to reflect restorative practices Get cultural support to design practices that are culturally safe			
		Sensory Room Initial Planning		Sensory Room Creation			
Security and internet upgrade Applications for funding and implementation							
Develop student leadership Students participate in school governance				Student Leadership opportunities business as usual			
Kapa Haka Kids News Council Values Roopu/sports		Surveys Fundraising Kura improvement Engagement					
Bi-annually Anti-bullying focus programme	Annual wellbeing@school staff survey	Annual Wellbeing@school student survey		Bi-annually Anti-bullying focus programme	Annual wellbeing@school staff survey	Annual Wellbeing@school student survey	
Acknowledging whakapapa of all students	All students to learn their pepeha	Cultural Day		Students learning and speaking their pepeha business as usual across the school	Cultural Day business as usual		

# Goal 3

*Our learning environment is a safe and inclusive space for all*

## Key Metrics

Goal 3	Initiatives	Key metrics	Personnel	Baseline	2024 Targets	2025 Targets
Our learning environment is a safe and inclusive space for all.	Introduction of PB4L	Wellbeing@school survey results demonstrate positive trends toward student and staff wellbeing.  Attendance rates above 90%.  80% school whanau have attended a school event.	Principal PB4L Unit Holder PB4L Team MOE - Gina	No written statements about expectations around the school No shared, consistent guidelines for behaviour expectations No school values established	Initiate tier one PB4L Design and embed Student behaviour expectations School values Staff behaviour expectations Positive reward systems Students promote positive behaviour and inclusivity - values team	Initiate tier two PB4L
	Sensory Room	Ngunguru School has a number of neuro-diverse students that respond well to a calming sensory responsive space.	Senior Leadership Team LSC	No sensory responsive 'safe place' for our neuro-diverse students No designated safe space for any student in need of a calm space,	Secure funding * FONS fundraising	Development of a sensory room <ul style="list-style-type: none"> <li>- Identify space</li> <li>- Purchase resources (FONS)</li> <li>- Staffing</li> </ul>
	Security and internet upgrade	An internet and security system that is fit for purpose and meets health and safety requirements	Principal Digital Unit Holder	Consultation has determined our current internet and security system is not fit for purpose in regards to security and student and needs work	Secure funding through grants Start and complete upgrade.	

*AHUREI - Celebrating each child to ensure our learning environment is a safe and inclusive space for all to learn and grow.*



# Goal 3 (continued)

*Our learning environment is a safe and inclusive space for all*

## Key Metrics

Goal 3	Initiatives	Key metrics	Personnel	Baseline	2024 Targets	2025 Targets
Our learning environment is a safe and inclusive space for all.	Develop student leadership Students participate in school governance	Student participation in school decision making and input in school initiatives	Senior Leadership Team	Student leadership has not been active in 2023	Have a variety of student leadership opportunities actively involved in the life of the school.	Student leadership business as usual across the school
	Bi-annual Life Education Bus visit on anti bullying	Annual student survey Wellbeing@school will show a minimum of at least 50% increase in students belief that bullying has reduced and is dealt with by teachers	Principal	Put in Term Three survey results Ngunguru School does not currently implement an anti-bullying programme of any kind.	a minimum of at least 50% increase in students belief that bullying has reduced and is dealt with by teachers	100% of students at Ngunguru School experience no bullying of any kind at Ngunguru School
	Acknowledging whakapapa of all students	All students at Ngunguru School can read and say their pepeha	Senior Leadership Team Teachers	Only a very small amount of students know and can say their pepeha	All students know the significance of reading and speaking their pepeha  Pepeha shared daily  All students have completed a written pepeha and are learning to say this confidently	Daily sharing of pepeha is business as usual at Ngunguru School and is embedded in the culture of Ngunguru School