

Our Kura Goals

Te Ao Māori

Our commitment to
Te Tiriti o Waitangi

Strengthening our use
and understanding of
tikanga māori and
te reo māori.

Te Taiao

Our natural
environment

Integrate our natural
environment into our
learning to inspire
ākonga.

Connection

Tamariki, whānau
and kaimahi

Nurture the connection
and communication
among ākonga, kaimahi
and whānau to support
learning and celebrate
success.

Learning

Empowering our
local curriculum

Deliver a robust, inspiring
curriculum in a caring, and
inclusive environment
giving every ākonga
the opportunity
to thrive.



Houghton
Valley
School
Te Kura o Haewai

Our Strategic Plan

2024–2025

PRIORITY AREAS	OUR GOALS (2024–2025)	OUR IMPLEMENTATION ACTIONS (2024–2025)	OUR SUCCESS OUTCOMES OUR TAMARIKI, KAIMAHI AND WHĀNAU
Te Ao Māori Our commitment to Te Tiriti o Waitangi	Strengthening our use and understanding of tikanga Māori and te reo Māori.	<p>Strengthen the explicit teaching and assessment of te reo Māori in all learning spaces.</p> <p>Ensure that our school environment and local curriculum demonstrates our commitment to Te Tiriti o Waitangi.</p> <p>Increase knowledge and understanding of te reo of all kaimahi through regular professional development.</p> <p>Ākonga (learners) know the hitori of the whenua in which our kura (school) sits and purakau (stories) of mana whenua of our rohe.</p>	<p>All learners and kaimahi (staff) will be able to learn in te reo through tikanga (customs and context) and about hitori (history), wahi (place) and tangata (people).</p> <p>Māori are achieving success as Māori</p> <p>The leadership of the school actively drives and holds to account our obligations to the principles of Te Tiriti to ensure all ākonga thrive in our kura</p> <p>To use the self-review tool Poutama Reo to identify next steps to moving to He Hiringa - Ascending Poutama in 2026.</p>
Te Taiao Our natural Environment	Integrate our natural environment into our learning to inspire our ākonga.	<p>Kaimahi are planning and utilising our outdoor environment to explore, inspire, enhance, and connect to Te Taiao.</p> <p>Our tamariki, kaimahi and whanau learn about our whenua through purakau of mana whenua to be kaitiaki of our place.</p> <p>Our tamariki learn about their outdoor environment and ways to learn and care for it as kaitiaki.</p>	<p>Our ākonga are connected and engaged to the whenua (land) and te taiao (natural world) to be active kaitiaki (guardians) by respecting and valuing purakau of mana whenua.</p> <p>Our outdoors is valued and utilised as a key part of learning programmes.</p> <p>There is an increase in the use of our outdoor spaces for teaching and learning.</p> <p>Evidence of learning in te taiao is woven through all learning and within our local curriculum.</p>

Our Strategic Plan

2024–2025

PRIORITY AREAS	OUR GOALS (2024–2025)	OUR IMPLEMENTATION ACTIONS (2024–2025)	OUR SUCCESS OUTCOMES OUR TAMARIKI, KAIMAHI AND WHĀNAU
Learning Empowering our Local Curriculum	Deliver a robust, inspiring curriculum, in a caring, and inclusive environment, providing every ākonga the opportunity to thrive.	Continue professional development of the implementation of structured literacy across the whole school. Deepen our Inquiry practices across the school through collaborative planning, assessment and integration of te reo and te taiao.	Our tamariki are thriving in reading, writing and spelling across the school as they have the tools and knowledge to support them in their learning. Our tamariki are engaged and inspired by our inquiry and this is reflected in attendance and engagement. Teachers are actively engaged in their own learning through teaching as inquiry, and strong contributors to our professional learning community.
Connection Tamariki, whānau and Kaimahi	Nurture the connection and communication among ākonga, kaimahi, and whānau to support learning and celebrate success.	Kaimahi will continue to develop their skills and knowledge around 'real time' reporting to give whanau a clear picture of their child's learning. Review and engage with whanau and our tamariki on how we communicate learning, hauora, social and emotional matters.	Whānau get real time reporting on progress and achievement for learning, learner qualities and hauora. Continuing to build powerful relationships and partnership with whanau and community for the development and progress of our tamariki. Whānau feel informed and up to date as a part of their child's learning journey. Whānau feel included, and actively engage in school and community events.

STRATEGIC GOAL 1

Te Ao Māori

OUTCOMES	ACTIONS	NELP	MEASURES
<p>Kaimahi are individually and collectively involved in learning te reo Māori.</p> <p>Kaimahi are individually and collectively using te reo Māori with ākongā to level 2 by the end of 2025.</p> <p>To provide the develop of te reo Māori through authentic and meaningful learning opportunities.</p>	<p>Kaimahi are enabled and confident to participate in te reo Māori lessons through whole school weekly Professional Development using Te Puna Reo.</p> <p>Kaimahi are planning daily/regular te reo Māori and showing the progressions throughout the year.</p>		<ul style="list-style-type: none"> • Poutama Reo – ERO self review tool • Te Puna Reo Māori learning programme • Kaimahi to self-assessment at end of 2024 using NZC and Poutama Reo as indicators
<p>Whanau will know how their child is progressing and achieving in te reo Māori and allow them to engage with this learning partnership.</p> <p>Kaimahi will be able to use assessment to plan and inform learning programmes and moderate across the school for consistency.</p> <p>To create a schoolwide progressive Māori language strategy that reflects whanau, iwi and NZC aspirations and that it continues to build the capability of kaimahi and ākongā in te reo Māori and informs decision making of improvement.</p>	<p>Kaimahi report on the progression and achievement through formative assessment information</p> <p>Implement a school strategy that aligns with:</p> <ul style="list-style-type: none"> • NZC • Poutama Reo • Te Puna reo • Mana Whenua • Whanau 	<p>Objective 1 Learners at the Centre</p> <p>Objective 2 Barrier Free Access</p> <p>Objective 3 Quality Teaching and Leadership</p>	<ul style="list-style-type: none"> • NZC and Poutama Reo as indicators as self assess and review tool
<p>To grow the collective understanding of purakau for mana whenua.</p> <p>Māori achieving success as Māori through partnerships with whanau, Mana Whenua and ākongā.</p>	<p>Showing a growth in knowledge of tikanga and kaupapa that are specific to Mana Whenua.</p> <p>Our kura is culturally responsive and consciously giving effect to commitment to Te Tiriti o Waitangi.</p>		<ul style="list-style-type: none"> • Mana Whenua • Social Science Curriculum Levels – Aotearoa Histories • Poutama Reo – ERO self review tool • OTJ Mid and End of Year Data

STRATEGIC GOAL 2

Te Taiao

OUTCOMES	ACTIONS	NELP	MEASURES
Leverage off observations to inform planning, crafting contexts for learning across the curriculum.	Designing learning programmes for the using the outdoors as part of our Inquiry and Learning through Play.		<ul style="list-style-type: none"> • Te taiao is a key element in our local curriculum and learning design • Ākonga know how and what kaitiaki means for our whenua and hapori. They are actively participating in developing their skills to be kaitiaki • To regenerate new spaces within our kura to be more sustainable • Our ākonga are more physically active as part of our learning programmes
Kaimahi are able to use their knowledge to connect, design and utilise our environment through planned and spontaneous learning situations.	Professional development for kaimahi so they know about the whenua, flora and fauna, and purakau.	Objective 2 Barrier Free Access	<ul style="list-style-type: none"> • NZC and Poutama Reo as indicators as self assess and review tool
To understand what flora and fauna are endemic to the south coast.	Work with the WCC Rangers and local community to learn more about our local area.	Objective 3 Quality Teaching and Leadership	<ul style="list-style-type: none"> • To plant species that are endemic to our whenua • Plant species to support our endemic species of fauna to thrive e.g. Mokomoko gecko
To grow the collective understanding of purakau and tikanga of mana whenua. Using Maramataka for planting calendar and planting species.	Learning about Maramataka and purakau of Mana Whenua about whenua and te taiao tikanga.		<ul style="list-style-type: none"> • We will harvest harakeke, kai and natives for planting and replanting of new spaces that are endemic to the South Coast • Restoring the mauri of play for our tamariki

STRATEGIC GOAL 3

Learning

OUTCOMES	ACTIONS	NELP	MEASURES
<p>Consistent approach to teaching reading and spelling across the kura.</p>	<p>Continue professional development of the implementation of structured literacy across the whole school.</p>		<ul style="list-style-type: none"> • End of year data collected from moderation
<p>Our Inquiry process will give life to Te Mātaiaho through collaborative planning and assessment practices.</p> <p>Te Mātaiaho will be reflected in the context and themes covered through Inquiry.</p>	<p>Deepen our Inquiry practices across the school through collaborative planning, assessment and integration of te reo and te taiao.</p>	<p>Objective 2 Barrier Free Access</p> <p>Objective 3 Quality Teaching and Leadership</p>	<ul style="list-style-type: none"> • End of year data collected from moderation
<p>Consistent understanding of Curriculum levels and progressions across the levels for all kaimahi.</p> <p>Robust and consistent assessment processes.</p> <p>Regular and robust moderation sessions.</p>	<p>Continue to refine and develop our moderation and assessment processes and tools.</p>		<ul style="list-style-type: none"> • Moderation and assessment practices tracking on PaCT • Kaimahi will be actively using moderation and formative assessment to inform planning and learning programmes • We will see a positive shift in achievement across all curriculum areas

Strategic Goal	2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4
Te Ao Maori	Strengthen the explicit teaching and assessment of te reo Māori. Increase knowledge and understanding of te reo of all Kaimahi through regular professional development.							
	Commitment to biculturalism through Te Tiriti o Waitangi							
	Hitori and purakau of mana whenua in our rohe.							
Te Taiao		Our tamariki, kaimahi and whanau learn about Te Taiao through purakau of mana whenua to be kaitiaki of our place.						
	Kaimahi are planning and utilising our outdoor environment to explore, inspire, enhance, and connect to Te Taiao in learning programmes.							
Local Curriculum	Continue professional development of the implementation of structured literacy across the whole school.							
				Deepen our Inquiry practices across the school through collaborative planning, assessment and integration of te reo and te taiao.				
Connection	Continue to develop 'real time' reporting to give whanau a clear picture of their child's learning.				Review and engage with whanau and tamariki on how we communicate learning, social and emotional Hauora.			

Annual Targets 2024

1. **Reading (SL) Goal** - We aim to raise our average to 95% within or beyond their expected curriculum levels. We will target ākonga in Years 3 and 4 to raise their achievement in reading and writing as they are same cohort in both groups.
2. **Writing Goal** - We aim to raise our average to 95% within or beyond their expected curriculum levels. We will target ākonga in Years 3 and 4 to raise their achievement in writing.
3. **Māori Goal** - For all our Māori ākonga to be achieving on par with the rest of our cohort. With a specific focus on those who are below in Reading and writing
4. **Hauora Goal** - All ākonga will have a Hauora Plan to allow them to self-assess and self-regulate so that school is a safe and supportive learning environment for them.

<p>Target Area Reading - Structured Literacy</p>	<p>Reading (SL) Goal - We aim to raise our average to 95% within or beyond their expected curriculum levels. We will target ākonga in Years 3 and 4 to raise their achievement in reading and writing as they are same cohort in both groups</p>
<p>Strategy</p> <ul style="list-style-type: none"> ➤ Implement Structured Literacy to provide all ākonga with the skills they need to be confident decoders and spellers ➤ To provide our learners with a range of opportunities to interact with text across the curriculum 	<p>Background Information</p> <p>In 2022 we implement Structured Literacy/SL (BSLA) in our Year 1 and 2 classes. This has been successful and seen our average rise to 95% within or beyond their expected curriculum levels so we are now rolling this out across the rest of the school. We want to build on this achievement and to provide a consistent Structured Reading programme throughout our kura.</p> <p>We have used other reading programmes and approaches in the past, but none have sustained the results we are seeing with SL.</p>
<p>Measures</p>	<p>Actions</p>
<p>Structured Literacy assessment tools and tracking progress shows a shift</p>	<ul style="list-style-type: none"> → Structured Literacy is taught daily by all years 3-6 teachers. → Targeted support for ākonga in years 3-4 with additional needs

<p>in students and meets targets.</p> <p>A shift in pedagogy and practice A shift in data and goals</p> <p>Schoolwide moderation - PaCT to inform OTJs</p>	<p>→ Training from RTLB</p>
<p>Target Area Writing</p>	<p>Writing Goal - We aim to raise our average to 95% within or beyond their expected curriculum levels. We will target ākonga in Years 3 and 4 to raise their achievement in writing</p> <p>Lead by - Miriam and Nina</p>
<p>Strategy:</p> <ul style="list-style-type: none"> → Implement Structured Literacy to provide all ākonga with the skills they need to be confident spellers and writers → To provide our ākonga explicit teaching of writing on a regular basis → To integrate writing across the curriculum to give it more purpose and authenticity 	<p>Background Information</p> <p>The positive shift in reading and spelling results with implementing SL has seen a direct increase in achievement for our Years 1 and 2 in writing. We are keen to see if this trend continues in our Years 3-6 by using a SL approach. We have a number of learners who are reluctant to write, and this has also resulted in lower confidence in this area.</p>
<p>Measure</p>	<p>Actions</p>
<p>A shift in pedagogy and practice A shift in data and goals Schoolwide moderation - PaCT to inform OTJs</p>	<ul style="list-style-type: none"> → Daily writing programmes → Writing across the curriculum to incorporate Te Taiao, Te Ao Māori and Inquiry learning. → Targeted support for ākonga in years 3-4 with additional needs.

Target Area
Māori ākonga

Māori Goal - For all our Māori ākonga to be achieving on par with the rest of our cohort. With a specific focus on those who are below in Reading and writing

Lead by - Luana, Miriam, and Nina

- Strategy:**
- Deepen our connections between our kaiako, ākonga and whanau Māori
 - Hold high expectations
 - Increase the use and authenticity of Te Reo Māori and tikanga Māori in all classrooms
 - Provide opportunities for our Māori ākonga to feel success and celebrate being Māori

Background information and Data
In reading and writing the general cohort (NZ/European) is achieving at a higher level than our Māori ākonga. We also notice that our Māori cohort is the same ākonga represented in both reading and writing in 'Working towards'.

2023 End of Year Data for Reading from OTJs

	Working towards the level		Working within the level		Working beyond their level	
	All	Māori	All	Māori	All	Māori
TOTAL	16	8	115	11	57	10
Percentages	9%	28%	61%	38%	30%	34%

2023 End of Year Data for Writing from OTJs

	Working towards the level		Working within the level		Working beyond their level	
	OTJ	Māori	All	Māori	All	Māori
TOTAL	17	6	118	19	52	4
	9%	21%	63%	65%	28%	14%

Measure

Actions

A shift in culturally responsive pedagogy and practice

Māori cohort is achieving at the same rate as our general cohort in OTJs moderation

- Understand our roles in activating Te Tiriti o Waitangi.
- Strongly support Māori in their identities, languages, cultures, beliefs, and values.
- Value students' cultural distinctiveness and support them to develop academic and cultural self-confidence and self-belief
- Build on students' cultural and experiential strengths to acquire students' new skills and knowledge

	<ul style="list-style-type: none"> → Develop inquiries with a Te Ao Māori worldview - Te Taiao, tikanga Māori, te reo Māori → Inquiry promotes learning that affirms and promotes Māori theories, Māori knowledge, Māori heroes/role models and Māori worldview → Develop Understanding and affirm Māori success and potential
Target Area Hauora	Hauora Goal - All ākonga will have a Hauora Plan to allow them to self-assess and self-regulate so that school is a safe and supportive learning environment for them.
	Lead by - Luana
Strategy: <ul style="list-style-type: none"> → Continue to create and implement Hauora Plans with ākonga, whanau and kaiako → Provide opportunities to self-assess against personal hauora goals → Classes will continue to use Zones of Regulation, Pause, Breath, Smile and Restorative conversations to provide support with self-regulation 	Background information and Data <p>Over the past 4 years we have seen the introduction of Zone of Regulation, Pause, Breath, Smile and Restorative conversations to add to our ākonga Kete as we are a PB4L school. We were seeing higher rates of anxiety and lower rates of attendance during and after Covid. We needed to implement some school-wide approaches to support all our learners and to provide them with tools/strategies to self-regulate.</p> <p>We also wanted to see the reduction in incidents in the playground and classroom of minor and major behaviour.</p>
Measure	Actions
Reduction in playground and classroom minor and major incidents Higher attendance rates Higher self-awareness of self-regulation	<ul style="list-style-type: none"> → To develop Hauora plans with ākonga and whanau twice a year → Continue to embed by explicit teaching of Zones of Regulation, Pause, Breath, Smile and Restorative conversations. → Initiate Peer Mediators - Year 5/6 to support of the use of Zones of Regulation and Restorative conversations.