Strategic Proposal



2026

Porotaka Pounamu





WHO - WHY - HOW - WHAT

Introduction

Simon Sinek introduced us to the Golden Circle - where we always start with Why.



We have Te Pounamu Porotaka - the Pounamu Circle - where we always start with Who.

Te Pounamu Porotaka starts with WHO, with people, because, according to the whakatauki that asks what is the most important thing in the world, it is people.

We care about and for other people. Love them as we love ourselves. Our WHO is also the Land - Papatuanuku - our Mother Earth. We cannot have people without land. Without Mother Earth we cannot live, so we love Papatuanuku as we love our own mother - caring about her, caring for her.

Porotaka Pounamu











The WHO

In Te Ao Māori the most important thing is people.

The People
He aha te mea nui o te ao
He tangata, he tangata, he tangata
What is the most important thing in the world?
It is the people, it is the people, it is the people.

In Te Ao Māori the land is our mother.

The Land
Papatūānuku - Mother Earth is the source of all good things. All things are born from her and nurtured by her, including humankind.

Without her we do not begin. Without her love and nurture, we do not survive.
These ideas inform the concept of tūrangawaewae – a place to stand, where we feel especially empowered and connected - our home.

In our school, we re-vision 'people' as tamariki - children.

Our Children:
"Our children" - the young who will inherit the world and its challenges. Whatever actions we take today will shape the environment, society, and opportunities for the children of tomorrow. Our legacy must be one that equips our children with the tools, values, and environment they need to thrive.

Our Land:
"Our land" encompasses many aspects. In referring to the physical land, its resources, and the environment, it conveys a sense of ownership, responsibility, and connection to the earth and its well-being.
We have a duty of care as Kaitiaki to care for and protect our natural environment, ensuring its well-being and sustainability for future generations.

"Our land" also signifies our community and our nation - our cultural, communal, and national identity. It encompasses the customs, traditions, and values we want to preserve and pass down.

For Our Future:

"Our children; our land; for our future" is a call of hope and a call to action.
It calls us to recognise the connections between the present and the future. It urges us to be kaitiaki - living our HOPE values of Help One Person Everyday; Help Our Planet Everyday, and Help Our Pacific Everyday to ensure a better world for our children and future generations.

Love Unconditionally **Be Patient** **Be Present** **Be Fun** **Expect the Best**

Our Vision





Ā Tātou Tamariki - Ō Tātou Whenua - Ka Ora te Āpōpō

Our Children - Our Land - Our Future

The WHY

Love, Learn, Lead:

Ourself, Others, and Our World

We Love to Learn, so we can Learn to Lead, so we can Lead with Love.

Ourself:
The only person we can change is ourselves - so in our Love, Learn, and Lead journey, we always start with ourselves.

Others:
Our actions influence others, starting with our families and our classrooms. Our Love, Learn Lead values can inspire others to make their own changes take responsibility for their wellbeing, learning and leadership.

Our World:
Our actions can impact our world - starting with our local environment, our community, our country, and even our wider world.

We love to learn, so we can learn to lead, so we can lead with love is a roadmap to a brighter, kinder future.
Learning driven by curiosity
Decisions driven by knowledge
Actions driven by love.

Loving to Learn: The Spark of Curiosity

Excitement and wonder -
that's what loving to learn feels like. When we foster a love for learning, we're feeding our innate curiosity, expanding our horizons, and understanding the vast, wonderful world around us. Every lesson is an opportunity to ignite this spark, not just learn but fall in love with learning.



Pākiki - This stone represents the peak of curiosity and learning. It has many facets, angles and shades - representing inquiry, creativity and imagination.

- *Our search for understanding.*
- *Our ideas and innovations.*
- *Our creative exploration.*

Learning to Lead: From Knowledge to Action
Once we have knowledge and understanding underpinned by love and kindness, we are ready to Lead.
Leadership is about using what you've learned to make decisions, help others, and shape your environment for the better. It's about standing up for what's right, even when it's challenging. It's about doing the right thing even when no one is looking.

Leading with Love: The True North of Leadership
Leading without love is like travelling without a map or a compass - it's easy to lose your way.
Leading with love means making choices that consider everyone's well-being, acting with kindness, and approaching challenges with empathy.

Māhirahira - Curiosity - Tino Rangatiratanga - Agency - Play Based Learning Approach

Our Mission

Aroha

Ako

Arataki

We Love to Learn

so we can Learn to Lead

so we can Lead with Love

Love to Learn to Lead

The HOW

Our HOW is Our HOPE:

Help One Person Everyday
Our How is HOW we go about showing our love for people - through Help One Person Everyday.

Help Our Planet Everyday
Our How is also .... HOW we go about showing our love for our planet - by Helping Our Planet Everyday.

Help Our Pacific Everyday
Our How is also .... HOW we go about showing our love for our Pacific - meaning all our waterways - by Helping Our Pacific Everyday.

Our Whakatauki That Guides Us

Toitu te Marae a Tane-Mahuta
Toitu te Marae a Tangaroa
Toitu te Tangata
If the land is well
and the sea is well,
the people will thrive.



Our HOW is Our Pōhatu Tūmu

Whānaungatanga - Family Always
- Being a Family
- Caring for our Family
- Learning and Growing Together
- Being a Big Brother / Sister - Tuakana Teina

Whakamana - Our Best Always
- Being Better than Before
- Being the Best I can Be
- Leading by Example

Whakapono - The Truth Always
- We do what we say - we keep our word,
- We show Integrity
- We Do the Right Thing Always
- Being Fair and Playing Fair

Manaakitanga - Caring Always
- Caring for ourselves, others, and our world.
- Paying it Forward
- Being a Bucket Filler
- Showing Respect for All

Tūrangawaewae - Our Home Always
- Our Standing Place
- Our Place where we Belong
- The Place where we Stand Tall

Pākiki - Always Curious
- Wondering, Asking Great Questions
- Thinking, Testing, Experimenting
- Inquiring, Making Mistakes, First Attempt In Learning

Kaitiakitanga - Guardianship - Matauranga - Learning - Pākiki - Appreciative Inquiry

Our Pōhatu Tūmu

Whanaungatanga	Whakamana	Whakapono	Manaakitanga	Turangawaewae	Pākiki
					
Family Always	Our Best Always	The Truth Always	Caring Always	Our Home Always	Always Curious

Whakatauki


Toitū te Marae a Tane-Mahuta
Toitū te Marae a Tangaroa
Toitū te Tangata
If the land is well
and the sea is well,
the people will thrive.

The WHAT

Our WHAT - Daily Actions - What We Say, We Do:

Be Kind
Kind thoughts, kind words, kind deeds.
Be inclusive
Care for others, ourselves, our world.

Be a Bucket Filler
Fill someone's bucket each day
Be a bucket filler - not a bucket dipper
When you fill someone else's bucket - you fill your own
Protect your bucket

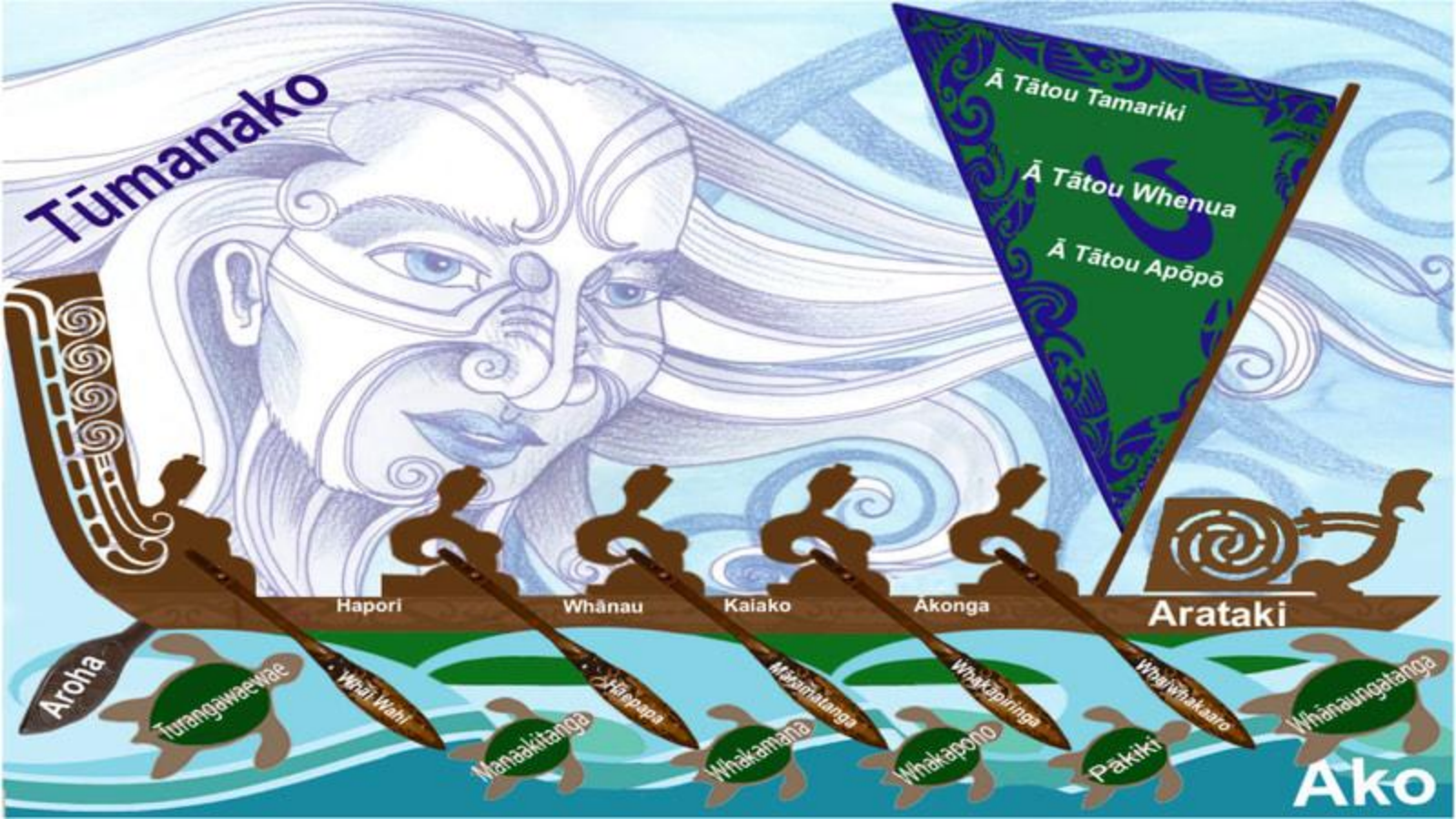
Pay It Forward
Building - Empathy
- Generosity
- Kindness
- Good deeds without expecting any return



Zero Heroes **Enviro Garden** **Recyclers** **Restorative Practice** **Wellbeing**

Key Competencies and Connections

Relating to Others	Managing Self	Communicating	Thinking	Participating	Understanding
					
Whanaungatanga	Whakamana	Whakapono	Manaakitanga	Tūrangawaewae	Pākiki
He Tangata The People	Tūhāhā Agency	Tīahoaho Clarity	Tūmanako Hope	Te Whenua The Land	Akoranga Learning


Tūmanako
Ā Tātou Tamariki
Ā Tātou Whenua
Ā Tātou Apōpō
Hapori
Whānau
Kaiako
Ākonga
Arataki
Aroha
Turangawaewae
Whai Wahi
Manaakitanga
Hīkoipapā
Whakamana
Mātauhatanga
Whakapono
Whakapiringa
Pākiki
Whakawhakaaro
Whānaungatanga
Ako


Hope
Our Children
Our Land
Our Future
Community
Family
Teachers
Learners
Lead
Love
Belonging
Thinking
Kindness
Relationships
Agency
Understanding
Honesty
Managing self
Curiosity
Participating
Family
Learn

One way of representing our school and our journey is through the imagery of a **waka**.

Crewing the waka are our WHS learners, teachers, families and our community.

Each crew member has a **Hoe** (paddle) to drive us forward. Each hoe represents the Key Competencies at the heart of the NZ Curriculum - Participating and Contributing, Managing Self, Understanding and Making Meaning (oracy, literacy and numeracy skills), Relationships (relating to others), and Thinking.

Six **Honu** (turtles) guide us on our journey. They are the living representations of each of our **Pōhatu Tūmu** (Foundation Stones): **Whanaungatanga** (Family), **Whakamana** (Leadership), **Whakapono** (Honesty and Integrity), **Manaakitanga** (Respect and Care), **Turangawaewae** (Belonging), and **Pākiki** (Curiosity).

We have three elements to our **Whakatakanga** (Mission) - **Aroha ki Ako ki Arataki** (Love to Learn to Lead).

The ocean supporting our waka is **Ako** (Learn) - Learning is key to our journey.

At the back of our waka, **Aroha** (Love), is **Te Urungi** (the steering paddle), which steers our direction on our journey.

Arataki (Lead) is the **Ihuwaka** (the prow of our waka), pointing the way forward for us on our journey.

Our sail carries our **Moemoeā** (Vision) - **Ā tatou tamariki, Ō tatou whenua, Ka ora te āpōpō** (our children, our land, for our future) - and our sail carries us forward on our journey.

Finally, we have **Tūmanako** (Hope) that powers our sail. We all need Hope in our lives, and the more Hope we have, the more successful we are.

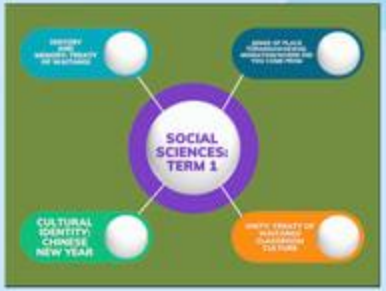
HOPE at Western Heights has its special focus - we break it down into

Help One Person Everyday **Help One Person Everyday** **Help One Person Everyday**

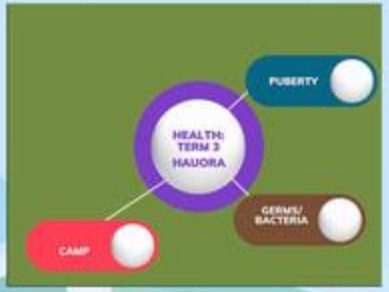
For teachers, we add this paradigm shift-inducing acronym

Hopeful Optimism Positive Expectations

Kakapo Learning Plan - 2026







Each child to achieve a minimum of one year's progress for one year's learning.
All year six students to be at or above expected level by graduation.

Target children make accelerated progress and meet the expected level. Carry over learning applied to other students.







Kereru Learning Plan - 2026





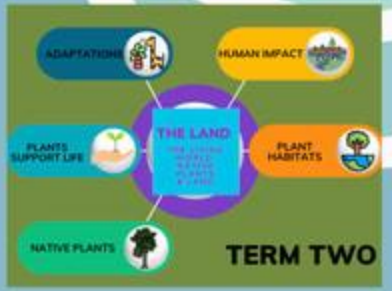


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Kereru Learning Plan - 2026







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Piwakawaka + Tui Learning Plan - 2026







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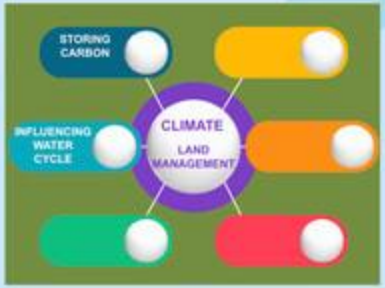


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Piwakawaka + Tui Learning Plan - 2026







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Cultural identity and belonging

- **Sense of place:** Land gives a culture a sense of place and belonging, which is often tied to a person's identity and roots.
- **Community and kinship:** A shared land base encourages communities to stay connected, maintaining cultural elements like ceremonies, kinship ties, and language.
- **Transnational connections:** Some cultures maintain a strong connection to their ancestral homeland even when living elsewhere through community events, remittances, and return migration.



W H S Goals - 2026

Whānaungatanga - Family

Porotaka Pounamu - Ensuring our Vision, Mission, Culture, Values and Practices are understood and adopted.
Engaging our community in a variety of meaningful, informative, two-way communication events and consultations
Focused on Personal Health and Wellbeing
Talanoa and Kai community consultation
Year 6 trained in swimming safety
Tuakana-Teina 'Buddy Classes'
Keeping **O**urselves **S**afe programme
Neuro-Diverse parent support group
Induction for all families with new children

Each child to achieve a minimum of one year's progress for one year's learning.

All year six students to be at or above expected level by graduation.

Manaakitanga - Caring

Wellbeing
Pay It Forward and Bucket Filler expectations and celebration days.
Achieving an appropriate level of progress based on their own IDP - interests, needs, challenges, and passions.
To track student achievement, attendance, learning needs and interventions using Seesaw, Hero, At Risk Register and Target Students interventions tracking system.
Extra year six transition visits as needed



Pākiki - Curiosity

Appreciative Inquiry - always beginning with the positive.
Five Ds Approach: Decide - Discover - Dream - Design - Deliver
Structured Approach to Play-Based Learning - actively observe, recognise, and respond to the children's play, extending their learning based on observations.
This evolves into learners becoming self-managing, self-motivating, self-moderating leaders of their own learning by the time they graduate year six.

Turangawaewae - Belonging

Ready for Learning Framework assessment - Foundation Curriculum - Assessment
Year one - emphasising the transition from Te Whariki to NZC.
All children to experience **C**hild **R**esponsive **P**ractice - learning/teaching/caring
All classes have Enviro Garden ownership and Ngahere Kura experiences.
Display the history of our whenua and community - who we are, where we came from, where we are heading - around our school and hall. ANZ Histories Curriculum
Community Days: Grandparents - Fun Day - Teddy Bears' Picnic - Point Erin Pools - Live Streaming Whānau Time - Cultural Weeks - Pay It Forward and Kindness Focus - Daffodil Day - Diwali - Holi - Eid - Chinese New Year - Matariki
WHS Waiata - and develop our haka

Whakamana - Leadership

Child **R**esponsive **P**ractice - each child is a story that incorporates their culture, language and experiences.
We provide a culturally supported, learner-centred context, where the strengths students bring are identified, nurtured, and utilised to promote their individual and collective achievement.
Specialist Teaching Modules in Kakapo
Kaiarataki roles - including Road Patrol
Provision of extension programmes and opportunities, including EPro8, Art, Chess, Technology, Music for talented learners.
National Young Leaders Day - for Kaiarataki

Target children make accelerated progress and meet the expected level. Carry over learning applied to other students.

Whakapono - Integrity

Assessing Neuromotor Readiness for Learning. Foundation Curriculum.
INNP - Reflex training for neuromotor dvp
Restorative Practice
Child-centred, language-rich activities
PR1ME and Numicon Maths
Writers' Toolbox
Structured Literacy - The Code, Decodable Text - Liz Kane.
Heggerty Phonemic Awareness.
Teachers focus on five Target children in Reading, Writing and Maths who are just below level expectations.

ERO Based Goals - 2026

Whānaungatanga - Family

Sustainability of practices and processes, including whānau partnerships that support akonga to experience success in who they are.



Whakamana - Leadership

Reporting to board, parents and community on progress, as appropriate - exploring options for including updates in the principal's monthly board report; and newsletters; use of a table for the key questions/focus areas with a column for ongoing brief comments on progress - this would be a useful document showing evidence of progress over time; this will be useful for Part A of the next report, showing progress since last review
Systems to be effective, but simple, clear and manageable.

Each child to achieve a minimum of one year's progress for one year's learning.

All year six students to be at or above expected level by graduation.

Pākiki - Curiosity

Teacher expertise is realised and utilised across our school to further develop innovative schoolwide practices.
Using key, agreed evaluative questions to guide our internal evaluation processes moving forward while aligning with the Government's priorities on structured literacy and mathematics (achievement) and increasing attendance.

Target children make accelerated progress and meet the expected level. Carry over learning applied to other students.

Manaakitanga - Caring

To build on the use of measurable outcomes and positive framing of goals, which are seen as strengths.

Turangawaewae - Belonging

Akonga agency, resilience and self-determination through our vision, 'Love to Learn to Lead'
Consulting whānau and akonga
Asking - How well are we…?
- How effectively are we…?
- To what extent are we…?

Whakapono - Integrity

Research-based practice focused on further enhancing the school's kaupapa and monitoring the improvement journey.
Establishing an evaluation planning and development team
Reviewing a range of evaluation success criteria relevant to each stakeholder group linked to the school's kaupapa.
Evaluate what is currently successful and impactful and be able to show evidence as to why.

2026-27 Attendance Plan

Actions (2026–2027)

A. Early Intervention Framework

- Monitor children with patterns of low engagement and absence, and who are without enriching alternatives.
- Use the Graduated Response Model to identify needs and refer to external agencies as needed.

B. Attendance Tiers with Context

- **Develop a contextual attendance matrix:**
  - Tier 1: Regular attendance (90–100%) - We do not support the use of certificates or similar recognition, as school attendance at this young age is often beyond the child's control.
  - Tier 2: Occasional absences (80-89%) for enriching family/educational trips – monitored, not penalised. Frequent absences due to family or child challenges – actioned with support.

2026-27 Attendance Plan

Actions (2026–2027)

- Tier 3: Moderate absence (70-79%). DP or LSC involvement and monitoring. Meeting with parents to put an action plan in place.
- Tier 4: Chronic non-attendance from at-risk environments – urgent intervention involving outside agencies.

C. Family Hui and Cultural Acknowledgement

- Hold regular attendance-focused whānau hui, particularly for communities who travel abroad, to:
  - Create a shared understanding of attendance expectations.
  - Help families plan travel during holiday breaks where possible.
  - Support continuity of learning during overseas trips.

D. Transport and Weather Solutions

- Investigate raincoats for those who are not attending regularly due to the weather.
- Offer pick-ups for children who regularly do not attend and work with whanau to find long-term solutions.

E. Empowering Parents

- Regular information shared in fortnightly newsletters around:
  - Building routines and setting boundaries for school attendance.
  - Understanding neurodiversity and anxiety management in children.
  - Recognising the long-term impact of disconnection from schooling.

Monitoring and Reporting

Daily recording of attendance on our SMS HERO. Teachers mark roll promptly at 9 am each morning. Unexplained absences noted by the teacher as ? and followed up by the office.

Parents of absent children, whose reasons for absence we have not been informed of, are texted.

Automatic notification to the office after 5 days of non-attendance; referred to LSC for follow-up.

Quarterly report to BOT reporting on attendance.

Whānau voice will be gathered through surveys and hui to track barriers, perceptions, and progress.

2026-27 Attendance Plan

8. Core Beliefs Behind Our Approach

- **Every child matters. Every day matters.**
- Attendance is a **right**, not a burden—and it is often **out of the child's control**.
- No **Bonus or reward systems** for those with high attendance, as this often **penalises those with low attendance**, which is usually beyond the child's control during the primary school years.
- Parents are our **partners**, not problems.
- Belonging is built through **presence, connection, and shared purpose**.

9. Final Note: Attendance as a Measure of Inclusion

At Western Heights School, attendance is not merely a measure of compliance—it is a **reflection of how included, supported, and connected** each child and their whānau feel.

Our goal is to ensure **no child is left out, left behind, or left unseen**.

Pōhatu Tūmu	Ka Hikitia - Whaia Te Iti Kahurangi - Striving for Greatness	Tukunga Iho - Outcomes	Tapasā Turu - Competencies
Whanaungatanga 	**Te Whānau - Family** We all respond to Māori and all learners within the context of their whānau. We all support Māori and all learners and their whānau to be informed and involved decision-makers, with high expectations of us. We all apply a Restorative Practice and Relationship Based Approach to Learning - Child Responsive Practice - across our school.	Māori and all learners have high levels of attendance and participation in learning in our school. Māori and all whānau have regular and positive engagements with our school. All learners are safe - physically and emotionally. **We all treat each child in our care as our own son or daughter.**	**Collaborative, respectful relationships and professional behaviours -** We all establish and maintain collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.
Whakamana 	**Te Kanorautanga - Diversity** We are unique, and we all will all be understood in the context of our diverse aspirations and lived experiences. We recognise, celebrate and provide for diversity. We are inclusive and supportive of ALL learners to achieve excellent outcomes.. We all have high expectations of and for all learners at WHS.	Māori and all learners are achieving excellent and equitable education outcomes. Our children can connect and identify with personnel - via commonality of culture, experience, ethnicity. We are skilled in engaging with Māori and all learners and whānau. All learners are growing their leadership - in their life, in our school and in their community.	**Effective pedagogies for Pasifika learners -** We all implement pedagogical approaches that are effective for Pasifika learners. Demonstrating classroom pedagogy that takes into account and incorporates Pacific ethnic-specific starting points, knowledge, learning styles and preferences, which are clearly evident in lesson plans and teaching practices
Whakapono 	**Te Tuakiritanga - Identity** We all celebrate and support identity, language and culture for Māori, Pasifika, and all learners; to strengthen belonging, engagement and achievement - specifically Māori as Māori - so that Māori and all learners can actively participate in te ao Māori, Aotearoa and the wider world. We all support the growth and development of the Māori language.	Māori and all learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our school and in our learning programmes. We all are 'present' for their children - attentive, patient and engaging.	**Identities, languages and cultures -** We all demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pasifika learners.
Manaakitanga 	**Te Tangata - People** All are free from racism, discrimination and stigma. We all provide equitable access. We all promote fairness, respect and culturally appropriate responses - so all feel they Belong. We ensure Belonging through providing opportunity for each to have: an emotive identity story a shared purpose transformed into a vision of the future shared beliefs translated into a code of how to behave	Māori and all learners and whānau feel a strong sense of belonging in our education system and are free from racism. We are Bucket Fillers. We all Pay It Forward - for either our class, school, community or wider world - every year. We are kind and caring to all. We all make progress in our learning which is shared and celebrated. Our learning progressions are scaffolded.	**Foundation skills -** **We all** equip learners with the knowledge and skills for further learning and employment, to fully participate in their local and global communities. Learners gain and develop language, literacy and numeracy skills, key competencies, and digital literacy to support positive education outcomes, and future employment opportunities.
Tūranga-ā-wawe 	**Te Rangatiratanga - Agency** We all support Māori to exercise their authority and agency in education. We all support whānau, hapū, iwi and Māori to exercise agency and authority and make decisions over the education of Māori learners at all levels of the education system. We all are accountable to whānau, hapū, iwi and Māori for the education services we provide.	Whānau, hapū, iwi and Māori participate in and making decisions about the education of Māori and all learners. A structured Play Based Approach to Learning evolves into learners becoming self-managing, self-motivating, self-moderating leaders of their own learning by time of graduation from WHS. Our children leave us as competent, caring, curious, collaborative, creative, confident, critical-thinking, contributing citizens. Literate, numerate and mentally thriving individuals.	**Preparing learners for a changing world and the future of work** We all teach the skills, attitudes and values that learners, employers and communities need to thrive. We provide learners with skills to succeed from when they begin learning here. We all learn and relearn. We all accept failure as a natural step in the learning process - mistakes as learning opportunities.
Pāiriki 	**Ako - Reciprocity in Learning** Ako is the idea that teaching and learning is reciprocal. This principle emphasises a dynamic form of learning grounded in the principle of reciprocity. Ako seeks and reflects what Māori know and value.	Ako is a dynamic form of learning where the educator and the student learn from each other in an interactive way. Ako is grounded in the principle of reciprocity and recognises that the student and whānau cannot be separated.	When ako is a key element of teaching and learning, educators' practices are informed by the latest research and are both deliberate and reflective. Ako is about seeking the perspectives of Māori and Pasifika students, parents, whānau, hapū, iwi and Māori and Pasifika organisations when we do our work.

Pōhatu Tūmu	WHY	HOW	WHAT
Whanaungatanga 	We teach kindness, empathy, respect - Manaakitanga and active responsibility - Kaitiakitanga so that we have a caring, inclusive school and thriving children living in a dynamic and thriving environment. Akoranga Learning Tūmanako Hope Manawa Ora Wellbeing	Employ the best people, provide the best support, and ensure optimum learning and teaching programmes and outcomes in our learning community. We all accept personal accountability. We all focus on the Positive We employ Appreciative Inquiry We believe ALL can be successful	Wellbeing - Whanaungatanga Ensure staff voice is valued through consultation - one on one interviews with staff Support/Recognition for Team Leaders Learning in the way, place and space that is best suited to each individual learner. Embed **C**hild **R**esponsive **P**ractice (**CRP**) through lens of Whanaungatanga and Tapasa programme.
Whakamana 	He Tangata the People Whānaungatanga Family Manaakitanga Care Kaitiakitanga Respect **Taught through:** Unconditional Love Patience Presence Having Fun Expecting the Best Benefit Mindset Pay it Forward. Bucket Filling	Develop our **C**hild **R**esponsive **P**ractice model. Encourage and nurture HOPE. Cultural Locatedness - teachers shifting physically, mentally, emotionally and professionally their learning and teaching practice into locations or spaces that are safe, comfortable, culturally 'fit', and receptive to the learner. Whanaungatanga - Pōhatu Tūmu - Engage with and learn from other generations. Provide daily in-class T/A support to all classes.	Manawa Ora Wellbeing Focus - ensure expectations take account of staff and student wellbeing needs. Wellbeing applies to People and Land - our goal is a Thriving People in a Thriving Land. Wellbeing can be taught through a 'Heart-Mind' focus. Restorative Practices focus continues. Improve rubbish management. Improve traffic management at front of school Sun-hats for all children - stored, named, worn
Whakapono 	We are taking a leadership role locally and nationally in developing and implementing a changed approach to teaching, learning and assessment in our junior school - particularly in year one and the transition from early childhood centres to school. Our Target children are on the cusp of being at their expected Level. The strategies we employ for these children should be transferable and applicable. Trialling strategies, interventions and approaches with a small group is manageable and will be informative.	Continue PR1ME Maths focus. Formalising Numicon in years 1 and 2. A secure sense of self, focused on personal growth and goals. Introduce Diversity Days Ready for Learning Framework. Structured Approach to Play-Based-Learning Little Learners Love Literacy - decodable texts. Hegerty phonics. Writers' Toolbox. Science Kits. Employ support strategies with these children - track the impact of strategies and apply them to other students as appropriate.	Build teacher knowledge, skills and confidence regarding PR1ME Maths and Numicon curricula. Continue Writers' Toolbox across all year levels. Failure is an accepted step in the learning process. **C**hild **R**esponsive **P**ractice - learner wellbeing. New Aotearoa Histories Curriculum Heggerty Phonemic awareness, vocabulary knowledge, fluency and comprehension. **Specialist Teaching Module approach introduced in Kakapo - year 5 & 6.** Support from LP LSC and Team Leaders Target children make accelerated progress and meet the expected level. Carryover learning applied to other students.
Manaakitanga 	Te Whenua The Land Turangawaewae Belonging Kaitiakitanga Guardianship Matauranga Understanding Pāki ki Curiosity "I see myself in my school." "I am because we are."	Develop loving and respectful relationships in our diverse but connected WHS communities. Focus on **C**hild **R**esponsive **P**ractice Staff training and community-wide focus on Restorative Practices.	Refine and implement our own WHS **C**hild **R**esponsive **P**ractice approach - each learner has a story and is a story. Developp WHS Haka and embed WHS Waiata in our culture.
Turangawaewae 	Tūhāhā Agency Matauranga Understanding Pāki ki Curiosity Student Voice Community Voice Always Asking Why Restorative Practice	Live sustainably protecting our eco-system and encourage biodiversity. **Ngahere Kura - Bush School - initiative.** Zero Hero practices. Classroom interior upgrades - Junior School and rooms 12 and 13. Ngahere Kura classroom built Upgrades and Improvements to Sensory Room - room 30	Reduce use of plastics Improve waste-food management Appreciative Inquiry - Middle and Senior school Continued development of Science Kits across all levels. EPro8 Tech problem-solving extended Upgrade interiors for rooms 3, 4, 8, 9, 10, 12 and 13.

Pōhatu Tūmu	Key Areas	Strategic Initiatives	Specific Actions	Future Plans
Whanaungatanga 	People and Personnel	**Wellbeing - Manawa Ora - Tūrangawaewae** Ensure staff voice is valued through consultation - one on one interviews with staff Support/Recognition for Team Leaders Learning in the way, place and space that is best suited to each individual learner. Embed Child Responsive Practice (CRP) through lens of Whanautanga and Tapa Sa.	Kanohi te kanohi - face to face consultation Staff rep consultation Introduce 'Just the FACTS' Collegial Teacher Appraisal Masters Degree support Diversity Day initiated Peer Reflective Practitioners - utilising observation, discussion, coaching, video analysis. Learner driven and contextualised. Scaffolded growth approach. Provide daily in-class T/A support to all classes.	Work towards Individual Development Plans for each child - focusing on social and emotional readiness and wellbeing before we focus on formal learning. Focus on the requisite social skills, self regulation, communication skills and self-confidence before embarking on formal learning. Developing ways of assessing and communicating the acquisition and mastery of these skills, and then educating our parents and community of the WHO, WHY, How and What. Expanding Appreciative Inquiry and PALS across the wider curriculum and through middle and senior schools. Child Responsive Practice supports each child to feel valued, worthy and capable of achieving well. Specialist Teaching Module approach embedded in Kakapo - year 5 and 6.
Whakarmana 	Leadership and Governance	**Manawa Ora Wellbeing Focus** - ensure expectations take account of staff and student wellbeing needs. Wellbeing applies to People and Land - our goal is a Thriving People in a Thriving Land. Wellbeing can be taught through a 'Heart-Mind' focus. Restorative Practices focus continues. Improve rubbish management. Improve traffic management at front of school Sun-hats for all children - stored, named, worn Expand **Kaiarataki** roles	Own choices, own outcomes, own responsibility to make things right again Mindfulness, kindness and wellbeing components in all learning programmes All staff treat all children as their own "flesh and blood". Staff PD to unpack and expand on this. Zero Hero Practices Pay-It-Forward practices and day Review Assessment practices and processes Embedding our Porotaka Pounamu - Vision, Mission, Values, Systems, Approaches and Processes - how do we implement these, what is our next step initiative/improvement? Localised Curriculum Aotearoa NZ Histories Curriculum	
Whakapono 	Learning and Teaching	Implement Numicon and PR1ME Maths curriculum. Writers' Toolbox across all year levels. Failure as an accepted step in the learning process. Child Responsive Practice - learner wellbeing. Implement new Aotearoa Histories Curriculum Heggerty Phonemic Awareness, vocabulary knowledge, fluency and comprehension. **Specialist Teaching Module approach introduced in Kakapo - year 5 & 6.** Teachers to focus on five Target children in reading, writing and maths who are just below level expectations.	Online PD and utilising In School within school facilitators to develop Writers' Toolbox, Numicon, PR1ME Improved Live Reporting using HERO Clarity in the Classroom training for Kakapo and Kereru with Ande Ford Staff implementing Aotearoa Histories Curriculum **PD:** Decodable Text - Liz Kane; Clarity in Classroom; Writers' Toolbox. Ready for Learning Framework. Continue developing and refining our Junior School Structured Approach to Play-Based-Learning Curriculum and Assessment - introducing Learning Stories approach in year 1. Integrated model - merging from Te Whariki to NZC Level One Employ support strategies with these children - track impact of strategies and apply to other students as appropriate. Support from LP LSC and Team Leaders	
Manaakitanga 	Child Responsive Practice	Develop and implement our own WHS Child Responsive Practice approach - each child is a story that incorporates their culture, language and experiences. We provide a culturally supported, learner-centred context, where the strengths students bring are identified, nurtured, and utilised to promote their individual and collective achievement. Develop WHS Haka and embed WHS Waiata in our culture.	Robust Child Responsive Practice addresses the place, purpose and value of each child's culture, language and experiences to their learning and their personhood. Each child is unique, special and talented, with their own unique ato (kete) - and will be loved, nurtured and taught as such. We ensure Belonging through providing opportunity for each to have: an emotive identity story a shared purpose transformed into a vision of the future shared beliefs translated into a code of how to behave Whakapono - Honesty-Respect-Integrity; Self Management; Self Control; Doing Our Best and Being Our Best Always. Seeking not to be the best in the world, but the best **for** the world.	
Tūrangawaewae 	Property and Environment	Reduce use of plastics Improve waste-food management Appreciative Inquiry - Middle and Senior school Continued development of Science Kits across all levels. EPro8 Tech problem-solving extended to all Kakapo classes Upgrade of junior school classrooms and rooms 12 and 13 Construct Ngahere Kura Ruma.	No-plastic lunches. Establish composting practices. People And Land Savers Original Practice focusing on what makes us human, focusing on community, empathy, and a service mindset. Building new permanent classroom block Upgrade interiors for junior classrooms and rooms 12 and 13. Construct outdoor classroom - Ngahere Kura Ruma Develop Sensory Space Additional raised beds and tunnel house for Enviro Garden	

Annual 2026 Targets

Areas	2026 Learning Targets	Actions	Resourcing	Success	2026 Key Other Targets
mau ki te ako Reading 	**Year 1 to 6 Reading - Writing and Mathematics** For each child to achieve a minimum of one year's progress for one year's learning. All students to be at or above exy the end of year six To track student achievement using Seesaw, HERO and our At Risk Register. To track starting points for achievement; ascertain specific learning needs; identify appropriate learning support interventions; ascertain the outcomes of said interventions - each term LSC coordinator to develop their role in supporting learners and teachers to support reading learning. Children develop, learn and progress at different rates. We take a long-term approach to learning that focuses on each child reaching at least their year 6 expected level by time of graduation from Western Heights school.	**At Risk Register tracks students with Very High, High, Moderate and Low needs.** Target Children selected for Reading in each classroom. These children are on the cusp of achieving at Level expectation. Interventions will be implemented to accelerate their achievement so that they are at expectation Level by year's end. Successful strategies will then be applied for other children in class. **HERO** is used to track **Progressions** progress. LSC and SENCo to liase around tracking and supporting learners and teachers. **PR1ME Maths and Numicon.** PR1ME and Numicon address all curriculum strands. The link between the Strands and Number is made clearer. Target Children selected for Maths in each classroom. These children are on the cusp of achieving at Level expectation. Interventions will be implemented to accelerate their achievement so that they are at expectation Level by year's end. Successful strategies will then be applied for other children in class. LSC and SENCo to liase around tracking and supporting learners and teachers.	Individual classroom budgets provide opportunities and resources that stimulate language, discussion, imagination generation. Liz Kane Decodable Texts; Phonological Awareness - including Heggerty Programme. Assessing Neuromotor Readiness for Learning The INPP Screening Test and School Intervention Programme to support junior literacy. Talk to Write programme. Assessing Neuromotor Readiness for Learning The INPP Screening Test and School Intervention Programme to support junior literacy. Provide daily in-class T/A support to all classes at $470,000 per annum. Numicon and PR1ME resources as the basis for our numeracy programme - with an overlap at year three level. Online Manuals for all teachers for all levels represented in their class. Maths facilitator Sharon provides support to all staff.	Each child achieves a minimum of one year's progress for one year's learning. Children not achieving or at risk of not achieving are supported to make a year's progress - from their individual starting point. **C**hild **R**esponsive **P**ractice supports each child to feel valued, worthy and capable of achieving well.	**Embed our Porotaka Pounamu Concept across all aspects of our school** **Our WHO - the People and the Land** • Our Vision - Our Children, Our Land, For Our Future • We all treat each child in our care as our own son or daughter. • **C**hild **R**esponsive **P**ractice Underpins all we do • Ngahere Kura and Eco Garden at the heart of our school • Living responsibly and sustainably **Our WHY - Doing Justice to the Curriculum** • Specialist Teaching Modules in Kakapo **Our HOW - Engagement** • Raise each Term's attendance rates to higher than the same periods in 2024. • Towards our target of 80 per cent of students more than 90 per cent of the term by 2030. • Community at the heart of our school • Engaging gradparents beyond Grandparents' Day • Talanoa and Kai Community Consultation • All members of our WHS whānau experience a feeling of **Belonging** **Our WHAT -** • Kaitiakitanga - Guardianship • Matauranga - Learning • Appreciative Inquiry • Five Ds: Decide - Discover - Dream - Design - Deliver • Structured Approach to Play Based Learning
mau ki te ako Writing 					
mau ki te ako Numeracy 					
mau ki te ako Other Key Targets 					

Pōhatu Tūmu		2026 Targets	Actions	Resourcing	Success
Whanaungatanga		Address puberty issues and education Children trained in swimming safety by year 6 Engage our community in a variety of meaningful, informative, two-way communication events and consultations Ensuring our **Porotaka Pounamu** Vision, Mission, Culture, Values and Practices are understood and adopted.	Sexuality Road - Puberty Lessons Senior school swimming instruction at West Wave with qualified instructors Junior School training in Writers' Toolbox New WHS Waiata at our Whānau Time assemblies. Updated Meet the Parents presentation shared with all new families and with all New Entrant teachers	Consultation - Kanohi te Kanohi Board website and on-line training Funding provided for swimming and Sexuality Road Minimum of three funded counselling sessions for Wellbeing available to all staff	All focuses, meetings, interactions and consultations begin with WHO and WHY. Board are confident and competent in their governance role. Students and parent community are safe in understanding and practices Children confidently sing our Waiata
Whakamana		**C**hild **R**esponsive **P**ractice - each child is a story that incorporates their culture, language and experiences. We provide a culturally supported, learner-centred context, where the strengths students bring are identified, nurtured, and utilised to promote their individual and collective achievement. We ensure Belonging through providing opportunity for each to have: an emotive identity story a shared purpose transformed into a vision of the future shared beliefs translated into a code of how to behave Provision of extension programmes and opportunities for Gifted learners - including EPro8 for Kakapo, Ngahere Kura for all.	HERO Live Reporting Pōhatu Tūmu - Pākiki Theme - 2025 Pay It Forward and Bucket Filling to grow responsibility for own actions and choices - student voice goal. Both have their own dedicated focus day in our school calendar. Staff focus on - Te Matataio our New Curriculum Focus on EPro8 and other opportunities and programmes Further embedding our overarching model - Porotaka Pounamu, Approaches and Processes - how do we implement these, what is our next step initiative/improvement? Localised Curriculum Aotearoa NZ Histories Curriculum implemented **Specialist Teaching Modules in Kakapo** Kaiarataki - increased responsibilties and roles.	Fund HERO and Seesaw 2025 In-house training for **C**hild **R**esponsive **P**ractice + Digital Technology	Parents confidently access Live-reporting via HERO. This continues to evolve in quality and pedagogical rigour. Gifted children are challenged and engaged and experience success. EPro8 expanded to all Kakapo children. Conferences for parents. Target children on the cusp of making expected standard make accelerated progress due to targeted intervention and achieve standard by year's end. One year of progress for one year of learning achieved.
Whakapono		Structured-play-based-learning approach in junior school with emphasis on the transition from Te Whariki to NZC Writers' Toolbox focus continues. Talk-to-write focus in year one Decodable Text - Liz Kane. Heggerty Phonemic Awareness, phonics, vocabulary knowledge, fluency and comprehension. Junior School 2025 Focus: Assessing Neuromotor Readiness for Learning Middle School: Structured Literacy Approach using a variety of tools, integrating different programmes. The INPP Screening Test and School Intervention Programme Teachers to focus on five Target children in reading, writing and maths who are just below level expectations.	Team leader to research and investigate variety of approaches - including revised curriculum plans - Strategic Overviews. Writers' Toolbox training and support via within school facilitators Appreciative Inquiry - middle and senior school. Decodable Text as our approach to junior school reading - resources and training invested in this. In house teacher only day training for all junior staff. Employ support strategies with these children - track impact of strategies and apply to other students as appropriate.	PR1ME + Numicon - $5,000 Reading - $15,000 Writing - $17,000 To support an hour a day on Reading, Writing and Maths Structured approaches to all aspects of Literacy and Numeracy Support from LP LSC and Team Leaders	Evolving our own Early Learning curriculum with a seamless merge from Te Whariki to NZC level 1. Continuation of Appreciative Inquiry process through PALS and Pay It Forward. Changes in student, parental thinking + practices Hour a day devoted to Literacy (2) & Maths Target children make accelerated progress and meet the expected level. Carry over learning applied to other students.
Manaakitanga		To achieve an appropriate level of progress based on their own IDP - interests, needs, challenges, passions. To track student achievement, learning needs and interventions using Seesaw, HERO, our At Risk Register and through tracking our Target Children. All children receive specialist art, drama, music classes via CRT All children learn in Ngahere Kura and Enviro Garden	LSC works closely with SENCo and teachers to dovetail roles and responsibilities. Live reporting via HERO app. Pippi has a structured art programme operating for all classes as part of our expanded CRT programme.	Evolving LSC and SENCo roles and responsibilities to cover this. Three Management Units provided for LSC Provide daily in-class T/A support to classes at $470,000 per annum	Students make one year of progress for one year of learning - at a minimum. LSC confident in new role - SENCo load reduced. Learners and teachers supported in their roles. Parents have live access to learning
Turangawaewae		Ngahere Kura - for all children via CRT Learners of all ethnicities to experience culturally responsive learning / teaching. Play-Based Learning and Assessment Approach in year one classes - and into year two All classes have Enviro Garden ownership Building projects - Ngahere Kura Ruma, Sensory Space upgrade, Junior Block upgrade plus rooms 12 and 13.	**Major Attendance Focus - children attending as often as possible. Targets - 80% of children attend 80% of the time.** Our Ngahere becomes an outdoor classroom - supported by our Enviro garden - for all classes as part of CRT focus. Full time Ngahere Kura teacher - Nicole S. Display the history of our whenua and community - who we are, where we came from, where we are heading - around our school and hall. Incorporate all cultures and heritages - seeing me in my school.	Work begins on junior school upgrade - funded from 5YA. Work on partnership with Fletcher Living to provide various upgrades to toom 30 - including shade provision.	**Atendance goal for 2025** - raise each Term's attendance rates to higher than the same periods in 2024. Towards the Government's target of 80 per cent of students more than 90 per cent of the term by 2030. Children have access to shade Every child has their own WHS school sunhat - replacements at $10 each.

ERO Review Targets

- **The school expects to see the school's kaupapa positively impacting on:**

- Ākonga agency, resilience and self-determination through our vision, 'Love to Learn to Lead'.
- Prioritisation and monitoring of literacy and numeracy practices that best enable a minimum of one year of progress for one year's learning in foundational skills.
- Teacher expertise is realised and utilised across our school to further develop innovative schoolwide practices.
- Sustainability of practices and processes, including whānau partnerships that support ākonga to experience success in who they are.
- Research-based practice focused on further enhancing our kaupapa and monitoring the improvement journey.
- Measurable outcomes and positive framing of goals are seen as strengths.

Where to next?

Moving forward, the school will prioritise:

* Establishing an evaluation planning and development team.
* Reviewing a range of evaluation success criteria relevant to each stakeholder group linked to our kaupapa.
* Set out the evaluation parameters by determining key questions, types of data gathering and synthesis expectations.
* Evaluate what is currently successful and impactful and be able to show evidence as to why.

Next Steps

Next steps clearly focus on strengthening evaluation capability (the overarching theme) that can align and plan for development in some specific areas of focus in the section about what the school expects to see.

Using key, agreed evaluative questions to guide our internal evaluation processes moving forward while aligning with the Government's priorities on structured literacy and mathematics (achievement) and increasing attendance.

Use of evaluative questions, such as:

* How well are we…?

* How effectively are we…?

* To what extent…?

These can be used to explore progress, impact and evidence – how do we know?
Is a structured evaluation cycle used that is collectively 'owned' and effectively used to understand what is working well (for whom) and what needs improvement (for whom)?

Abbreviations:
SER – School Evaluation Report; SR School Report
SIF – School Improvement Framework
TOF – Teaching Observation Framework
ECB – Evaluation Capability Building

Future Plans

Planning moving forward, collective focus, use of evaluation framework/ stages:

To Consider:

* Brainstorming sheets for Strategic and Annual Planning
* Adding/listing documents and processes that have been used to inform planning, including the ERO report and consultation.
* What each key area 'looks like' (possible scope and flexibility) with input from all members, including arrows to show links; use of an umbrella statement about evaluation with key focus areas underneath
* Use of evaluative questions to evaluate impact and ERO key documents to support and guide progress to strengthen evaluation capability (SIF and TOF framing of indicators, for example)
* Conversation about the use of baseline data, measures and selection of tools to show evidence of progress/impact
  - How do we know?
  - So what? (key questions)
* Use of conversation prompts for staff PLD to build evaluation capability ('Effective School Evaluation')
* Use of the indicators and suggestions of effective practice in ERO's 'School Evaluation Indicators'
* Reporting to board, parents and community on progress, as appropriate – exploring options for including updates in the principal's monthly board report; and newsletters; use of a table for the key questions/focus areas with a column for ongoing brief comments on progress – this would be a useful document showing evidence of progress over time; this will be useful for Part A of the next report, showing progress since last review
* Systems to be effective, but simple, clear and manageable.

Next steps and checkpoints for data/progress:

* Internal monitoring and reporting – continuing, strengthening for sustainability
* Sharing/strengthening areas to develop Evaluation Capability, such as the Everyday Matters (which also grows leadership knowledge and skills)
* Enabling planned opportunities for reflections on some key documents and moderation by timetabling onto term PLD/staff meeting plans

Statement of Variance

2025



Targets	Achieved	Assessed
Year 1 to 6 Reading - By the end of the year • To achieve a minimum of one year's progress for one year's instruction. • To track student achievement using Seesaw, HERO and our At Risk Register. • To track starting points for achievement; ascertain specific learning needs; identify appropriate learning support interventions; ascertain the outcomes of said interventions - each term • Teachers to focus on five Target children in reading who are just below level expectations.	**Year 1 to 6 Reading - Writing - Mathematics** By the end of the year Employ support strategies with Target children; track their impact and apply them to other students as appropriate. Support from LP LSC, AN SENCo and Team Leaders Target children make accelerated progress and meet the expected level. Carry over learning applied to other students.	**Year 1 to 6 Reading - Writing - Mathematics** By the end of the year To achieve a minimum of one year's progress for one year's instruction. See charts showing achievement data for Target children. **NB:** We have quite a high number of high needs learners at all levels of our school. These needs range from high levels of autism, to severe social-emotional deprivation, and insufficient physical care. 47% of children are ESOL funded.
Year 1 - 6 Writing - By the end of the year • To achieve a minimum of one year's progress for one year's instruction. • To track student achievement using Seesaw, HERO and our At Risk Register. • To track starting points for achievement; ascertain specific learning needs; identify appropriate learning support interventions; ascertain the outcomes of said interventions - each term. • Teachers to focus on five Target children in writing who are just below level expectations.		
Year 1 to 6 Mathematics - By the end of the year • To achieve a minimum of one year's progress for one year's instruction. • To track student achievement using Seesaw, HERO and our At Risk Register. • To track starting points for achievement; ascertain specific learning needs; identify appropriate learning support interventions; ascertain the outcomes of said interventions - each term. • Teachers to focus on five Target children in maths who are just below level expectations.		

Analysis of Variance 2025 Targets Western Heights School • 1567:

Strategic Aims:

For our learners and leaders to develop the Key Traits of Self-Confidence, Self-Control, Empathy, Grit and a Service Mindset.
For our learners to demonstrate critical and creative thinking, high levels of ownership, innovation and engagement in their learning.
To adapt PR1ME Maths to the requirements of the NE Maths curriculum for our whole school.
To adapt Writers' Toolbox to the Structured Literacy NZ writing curriculum. Implement Talk for Writing in Junior School.
To implement a Play-Based Approach to early learning in our Junior School.
For every learner to achieve a minimum of one year's progress for one year's learning.

Annual Targets:

Year 1 to 6 Reading

For each child to achieve a minimum of one year's progress for one year's learning.
To track student achievement using Seesaw, Hero and our At Risk Register.
To track starting points for achievement, ascertain specific learning needs, identify appropriate learning support interventions, and ascertain the outcomes of said interventions each term

Year 1 to 6 Writing

For each child to achieve a minimum of one year's progress for one year's learning.
To track student achievement using Seesaw, Hero and our At Risk Register.
To track starting points for achievement, ascertain specific learning needs, identify appropriate learning support interventions, and ascertain the outcomes of said interventions each term

Year 1 to 6 Maths

For each child to achieve a minimum of one year's progress for one year's learning.
To track student achievement using Seesaw, Hero and our At Risk Register.
To track starting points for achievement, ascertain specific learning needs, identify appropriate learning support interventions, and ascertain the outcomes of said interventions each term

MATHS

TARGET STUDENT ACHIEVEMENT MATHS - 2025

- Teachers to focus on five Target children in reading, writing and maths who are just below level expectations.
These children are on the cusp of being at expected Level.
The strategies we employ for these children should be transferable and applicable.
Trialling strategies, interventions and approaches with a small group is manageable and will be informative.
- Employ support strategies with these children - track impact of strategies and apply to other students as appropriate.
- Support from TH DP, LP LSC and Team Leaders
- Target children make accelerated progress and meet the expected level. Carry over learning applied to other students.

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 11	Maori	E1	B2	T1: 9 T2: 16 T3: 0 T4: 6	Met Target
Year 3	Room 11	Asian	E1	B2	T1: 9 T2: 19 T3: 25 T4: 91	Met Target
Year 3	Room 12	Indian	E1	B2	[illegible]	Met Target
Year 3	Room 13	Asian	E1	M2	T1: 6 T2: 5 T3: 4 T4: 6	Exceeded Target
Year 3	Room 13	Asian	M1	A2	T1: 6 T2: 2 T3: 0 T4: 6	Exceeded Target
Year 3	Room 14	Maori	E1	Left	T1: - T2: - T3: - T4: -	-
Year 3	Room 14	Asian	E1	A2	T1: 10 T2: 10 T3: 0 T4: 4	Exceeded Target

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 15	Indian	E1	B2	T1: 21 T2: 5 T3: 10 T4: 0	Met Target
Year 3	Room 16	Asian	E1	B2	T1: 56 T2: 24 T3: 11 T4: 11	Met Target
Year 3	Room 16	Asian	E1	B2	T1: 7 T2: 4 T3: 18 T4: 5	Met Target
Year 3	Room 17	Indian	E1	B2	T1: 12 T2: 2 T3: 3 T4:22	Met Target
Year 3	Room 17	Maori	E1	B2	T1: 13 T2: 17 T3: 7 T4:15	Met Target
Year 3	Room 18	NZ European/	E1	E2	T1: 16 T2: 4 T3: 0 T4:	Exceeded Target
Year 3	Room 18	Indian	M1	E2	T1: 27 T2: 15 T3: 12 T4: 26	Exceeded Target

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 19	Indian	E1	E2	T1: 17 T2: 7 T3: 12 T4: 8	Exceeded Target
Year 3	Room 19	Asian	E1	E2	T1: 13 T2: 14 T3: 9 T4: 16	Exceeded Target
Year 4	Room 11	Asian	M1	A2	T1: 6 T2: 2 T3: 8 T4: 2	Met Target
Year 4	Room 12	Pacific Peoples	M1	Left	T1: 4 T2:10 T3: 4 T4: 4	
Year 4	Room 12	Indian	A1	B2	T1: 16 T2:2 T3: 5 T4: 6	
Year 4	Room 13	Pacific Peoples	M1	E2	T1: 6 T2: 2 T3: 2 T4: 4	
Year 4	Room 14	Other	M1	A2	T1: 6 T2: 9 T3: 4 T4: 8	Met Target

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 4	Room 15	Maori	M1	E2	T1: 16 T2: 21 T3: 23 T4: 15	
Year 4	Room 15	Maori	A1	B2	T1: 17 T2: 6 T3: 14 T4: 14	
Year 4	Room 16	Maori	M1	E2	T1: 42 T2: 22 T3: 8 T4: 27	
Year 4	Room 17	Indian	M1	A2	T1: 11 T2: 4 T3: 18 T4:	Met Target
Year 4	Room 18	Asian	E1	B2	T1: 19 T2: 11 T3: 0 T4: 10	
Year 4	Room 19	Asian	A1	A2	T1: 12 T2: 4 T3: 38 T4: 15	Met Target

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 5	Room 21	Indian	M2	A3	T1: 24 T2: 35 T3: 16 T4: 11	Exceeded Target
Year 5	Room 22	NZ European/	B2	A2	T1: 11 T2: 4 T3: 16 T4: 26	1-1 T support
Year 5	Room 23	NZ European/	E2	B3	T1: 6 T2: 7 T3: 2 T4: 4	Met Target
Year 5	Room 23	Asian	E2	B3	T1: 84 T2: 87 T3: 97 T4: 91	Met Target
Year 5	Room 24	Asian	E2	A2	T1: 12 T2: 4 T3: 8 T4: 6	ESOL
Year 5	Room 25	NZ European/	B2	A2	T1: 14 T2: 13 T3: 8 T4: 12	1-1 T support
Year 5	Room 26	Pacific Peoples	A2	A2	T1: 27 T2: 33 T3: 46 T4: 17	Attendance
Year 5	Room 34	NZ European/	B2	M2	T1: 8 T2: 12 T3: 5 T4: 12	1-1 T support

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 5	Room 21	Indian	M2	A3	T1: 24 T2: 35 T3: 16 T4: 11	Exceeded Target
Year 5	Room 22	NZ European/	B2	A2	T1: 11 T2: 4 T3: 16 T4: 26	1-1 T support
Year 5	Room 23	NZ European/	E2	B3	T1: 6 T2: 7 T3: 2 T4: 4	Met Target
Year 5	Room 23	Asian	E2	B3	T1: 84 T2: 87 T3: 97 T4: 91	Met Target
Year 5	Room 24	Asian	E2	A2	T1: 12 T2: 4 T3: 8 T4: 6	ESOL
Year 5	Room 25	NZ European/	B2	A2	T1: 14 T2: 13 T3: 8 T4: 12	1-1 T support
Year 5	Room 26	Pacific Peoples	A2	A2	T1: 27 T2: 33 T3: 46 T4: 17	Attendance
Year 5	Room 34	NZ European/	B2	M2	T1: 8 T2: 12 T3: 5 T4: 12	1-1 T support

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 5	Room 34	Asian	E2	M2	T1: 11 T2: 3 T3: 4 T4: 3	ESOL
Year 5	Room 34	Other	E2	A2	T1: 24 T2: 34 T3: 18 T4: 4	1-1 T support
Year 6	Room 21	Maori	A2	B3	T1: 10 T2: 10 T3: 3 T4: 1	1-1 T support
Year 6	Room 21	Pacific Peoples	E2	B3	T1: 11 T2: 6 T3: 16 T4: 12	ESOL
Year 6	Room 22	Maori	E2	A2	T1: 13 T2: 21 T3: 9 T4: 7	ESOL
Year 6	Room 22	Asian	M2	M2	T1: 6 T2: 5 T3: 0 T4: 04	ESOL
Year 6	Room 23	NZ European/	B2	M2	T1: 10 T2: 2 T3: 1 T4: 0	1-1 T support
Year 6	Room 24	Maori	E2	M2	T1: 9 T2: 8 T3: 10 T4: 5	1-1 T support

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Maths	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 6	Room 24	Other	A2	B3	T1: 6 T2: 4 T3: 5 T4: 8	ESOL
Year 6	Room 25	Maori	B3	B3	T1: 9 T2: 6 T3: 1 T4: 22	1-1 T support
Year 6	Room 25	Maori	M2	B3	T1: 17 T2: 8 T3: 9 T4: 5	ASD/ANXIETY 1-1 T support
Year 6	Room 26	Asian	B3	B3	T1: 6 T2: 3 T3: 0 T4: 0	ESOL
Year 6	Room 26	Other	B3	B3	T1: 16 T2: 8 T3: 5 T4: 2	1-1 T support
Year 6	Room 33	Indian	A2	B3	T1: 14 T2: 10 T3: 12 T4: 2	ESOL 1-1 T support
Year 6	Room 33	Indian	A2	B3	T1: 12 T2: 4 T3: 4 T4: 2	ESOL 1-1 T support


READING

TARGET STUDENT ACHIEVEMENT READING - 2025

Reading	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 11	Maori	E1	A1	T1: 9 T2: 16 T3: 0 T4: 6	Book Club, 1-1 sessions with T and TA each day
Year 3	Room 11	Pacific Peoples	E1	A1	T1: 10 T2: 21 T3: 11 T4: 17	1-1 sessions with T and TA each day
Year 3	Room 11	Maori	E1	E2	T1: 19 T2: 17 T3: 28 T4: 12	Suspected ASD. Marinoto Referral. Met target.
Year 3	Room 12	Indian	E1	A1	T1: 6 T2: 10 T3: 4 T4: 4	ESOL & Book Club
Year 3	Room 12	Asian	E1	A1	T1: 6 T2: 18 T3: 7 T4: 8	Family Support Reminders, Book Club. Suspected ASD.
Year 3	Room 13	MELLA	E1	E2	T1: 11 T2: 16 T3: 8 T4: 10	Met Target
Year 3	Room 13	Pacific Peoples	E1	E2	T1: 8 T2: 2 T3: 6 T4: 8	Met Target

TARGET STUDENT ACHIEVEMENT READING - 2025

Reading	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 14	Asian	E1	B3	T1: 10 T2: 10 T3: 0 T4: 4	Exceeded Target
Year 3	Room 14	Indian	E1	Left	T1: 18 T2: 25 T3: - T4: -	-
Year 3	Room 15	Maori	E1	A1	T1: 18 T2: 5 T3: 8 T4: 6	Book Club. Suspected ADHD. Speech issues.
Year 3	Room 15	Maori	E1	A1	T1: 17 T2: 6 T3: 14 T4: 14	Suspected ADHD - Marinoto Referral
Year 3	Room 16	Asian	E1	M1	T1: 56 T2: 24 T3: 11 T4: 11	Absences/ESOL
Year 3	Room 17	Indian	E1	E2	T1: 12 T2: 2 T3: 3 T4:22	Met Target
Year 3	Room 18	Asian	E1	B2	T1: 6 T2: 6 T3: 2 T4: 4	Met Target

TARGET STUDENT ACHIEVEMENT READING - 2025

Reading	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 19	Asian	E1	A1	**T1: 6** **T2: 22** **T3: 0** **T4: 2**	ESOL
Year 4	Room 12	Indian	M1	E2	T1: 16 T2: 2 T3: 5 T4: 6	ESOL
Year 4	Room 13	Asian	M1	E2	T1: 7 T2: 3 T3: 7 T4: 6	ESOL
Year 4	Room 14	Pacific Peoples	M1	B2	T1: 10 T2: 24 T3: 18 T4: 6	Met Target
Year 4	Room 15	Maori	M1	A2	T1: 21 T2: 9 T3: 2 T4: 4	Met Target
Year 4	Room 16	Asian	M1	Left	T1: 10 T2: LEFT T3: LEFT T4: -	-
Year 4	Room 16	Maori	M1	A2	T1: 42 T2: 22 T3: 8 T4: 27	Met Target

TARGET STUDENT ACHIEVEMENT READING - 2025

Reading	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 4	Room 17	Pacific Peoples	M1	A2	T1: 33 T2: 34 T3:30 T4:11	Met Target
Year 4	Room 17	Maori	M1	E2	T1: 22 T2: 17 T3: 17 T4:14	Absences Book Club
Year 4	Room 18	Asian	M1	A2	T1: 27 T2: 15 T3: 12 T4: 26	Met Target
Year 4	Room 18	Asian	M1	A2	T1: 31 T2: 30 T3: 24 T4: 27	Met Target
Year 4	Room 19	Asian	M1	A2	T1: 20 T2: 15 T3: 4 T4: 13	Met Target
Year 4	Room 19	Indian	M1	B3	T1: 17 T2: 7 T3: 12 T4: 8	Exceeded Target

TARGET STUDENT ACHIEVEMENT READING - 2025

Reading	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 5	Room 24	Other	A1	E3	T1: 12 T2: 32 T3: 6 T4: 10	ESOL Reclassified Dec 2024 Met Target
Year 5	Room 25	Indian	A2	A3	T1: 10 T2: 8 T3:0 T4: 0	Exceeded Target
Year 5	Room 33	Pacific Peoples	A2	B3	T1: 18 T2: 2 T3: 12 T4: 5	Met Target
Year 5	Room 33	NZ European/	E2	A2	T1: 16 T2: 10 T3: 14 T4: 8	1-1 T support
Year 5	Room 34	NZ European/	B2	B2	T1: 6 T2: 4 T3: 2 T4: 0	1-1 T Reading Daily
Year 6	Room 22	Maori	A2	M2	T1: 15 T2: 16 T3: 20 T4: 20	ESOL 1-1 reading with T daily
Year 6	Room 22	NZ European/	B2	B4	T1: 6 T2: 4 T3: 9 T4: 5	Exceeded Target

TARGET STUDENT ACHIEVEMENT READING - 2025

Reading	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 6	Room 22	Asian	B2	A3	T1: 7 T2: 8 T3: 0 T4: 2	Met Target 1-1 reading with T daily
Year 6	Room 24	Maori	M2	A3	T1: 9 T2: 8 T3: 10 T4: 4	Met Target
Year 6	Room 25	Indian	E2	M2	T1: 8 T2: 4 T3: 2 T4: 4	ESOL
Year 6	Room 25	Maori	E3	A3	T1: 17 T2: 8 T3: 9 T4: 5	Met Target
Year 6	Room 33	Pacific Peoples	B3	B3	T1: 6 T2: 4 T3: 0 T4: 6	ESOL
Year 6	Room 34	Pacific Peoples	M2	A3	T1: 12 T2: 10 T3: 10 T4: 12	Met Target
Year 6	Room 34	Maori	A2	A3	T1: 12 T2: 6 T3: 8 T4: 4	Met Target

TARGET STUDENT ACHIEVEMENT MATHS - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 5	Room 21	Asian	A1	M2	T1: 8 T2: 4 T3: 8 T4: 0	1-1 T support
Year 5	Room 21	NZ European/	E2	E3	T1: 6 T2: 10 T3: 11 T4: 4	Met Target
Year 5	Room 21	NZ European/	M2	A3	T1: 18 T2: 5 T3: 11 T4: 2	Exceeded Target
Year 5	Room 22	Asian	E2	B3	T1: 6 T2: 8 T3: 2 T4: 4	Met Target
Year 5	Room 22	Maori	E2	E3	T1: 19 T2: 7 T3: 11 T4: 14	Met Target
Year 5	Room 23	Asian	A2	E3	T1: 84 T2: 87 T3: 97 T4: 91	Met Target
Year 5	Room 23	Asian	B2	E3	T1: 12 T2: 5 T3: 3 T4: 9	Met Target


WRITING

TARGET STUDENT ACHIEVEMENT WRITING - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 11	Maori	E1	M1	T1: 9 T2: 16 T3: 0 T4: 6	
Year 3	Room 11	Pacific Peoples	E1	M1	T1: 10 T2: 21 T3: 11 T4: 17	Anxiety
Year 3	Room 11	Maori	E1	B2	T1: 19 T2: 17 T3: 28 T4: 12	Met Target
Year 3	Room 12	Asian	E1	B2	T1: 6 T2: 18 T3: 7 T4: 8	Met Target
Year 3	Room 12	Asian	E1	M1	T1: 6 T2:2 T3: 6 T4: 2	ESOL
Year 3	Room 12	Pacific Peoples	E1	Left	[illegible]	
Year 3	Room 13	Asian	E1	A2	T1: 6 T2: 4 T3: 6 T4: 14	Exceeded Target

TARGET STUDENT ACHIEVEMENT WRITING - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 13	Pacific Peoples	E1	A2	T1: 10 T2: 11 T3: 20 T4: 7	Exceeded Target
Year 3	Room 14	Asian	M1	A2	T1: 10 T2: 10 T3: 0 T4: 4	Exceeded Target
Year 3	Room 14	Other	M1	A2	T1: 14 T2: 2 T3: 18 T4: 2	Exceeded Target
Year 3	Room 14	Maori	M1	Left	T1: - T2: - T3: - T4: -	
Year 3	Room 15	Indian	E1	B2	T1: 21 T2: 5 T3: 10 T4: 0	Met Target
Year 3	Room 15	Pacific Peoples	E1	E2	T1: 20 T2: 20 T3: T4:	Exceeded Target
Year 3	Room 16	Asian	E1	M1	T1: 56 T2: 24 T3: 11 T4: 11	Absences/ESOL

TARGET STUDENT ACHIEVEMENT WRITING - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 16	Asian	E1	B2	T1: 6 T2: 4 T3: 18 T4: 5	Met Target
Year 3	Room 16	Indian	E1	E2	T1: 27 T2: 16 T3: 13 T4: 30	Exceeded Target
Year 3	Room 17	Indian	E1	E2	T1: 56 T2: 24 T3: 11 T4: 11	Exceeded Target
Year 3	Room 17	Maori	E1	B2	T1: 7 T2: 4 T3: 18 T4: 5	Met Target
Year 3	Room 18	Maori	E1	E2	T1: 12 T2: 2 T3: 3 T4:22	Exceeded Target
Year 3	Room 18	NZ European/	E1	E2	T1: 6 T2: 22 T3: 12 T4:4	Exceeded Target
Year 3	Room 19	Asian	E1	B2	T1: 6 T2: 22 T3: 0 T4: 2	Met Target

TARGET STUDENT ACHIEVEMENT WRITING - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 3 Target: B2 Year 4 Target: A2	Attendance:	Notes/Additional Interventions
Year 3	Room 19	Indian	E1	B2	T1: 13 T2: 14 T3: 9 T4: 16	Met Target
Year 4	Room 13	Pacific Peoples	M1	M2	T1: 6 T2: 5 T3: 4 T4: 6	Exceeded Target
Year 4	Room 15	NZ European/	M1	E2	T1: 6 T2: 8 T3: 4 T4: 0	
Year 4	Room 17	Maori	M1	M2	T1: 42 T2: 22 T3: 8 T4: 27	Exceeded Target
Year 4	Room 18	NZ European/	A1	E2	T1: 13 T2: 17 T3: 7 T4:15	
Year 4	Room 19	Asian	E1	A2	T1: 20 T2: 15 T3: 4 T4: 13	Met Target

TARGET STUDENT ACHIEVEMENT WRITING - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 5	Room 24	Asian	A2	E3	T1: 6 T2: 2 T3: 3 T4: 2	Met Target
Year 5	Room 33	Indian	A2	M2	T1: 9 T2: 2 T3: 0 T4: 2	ESOL
Year 5	Room 33	Asian	A2	E3	T1: 6 T2: 20 T3: 0 T4: 22	Met Target
Year 5	Room 33	Indian	A2	B3	T1: 10 T2: 2 T3: 2 T4: 0	Met Target
Year 5	Room 34	Asian	B2	B3	T1: 10 T2: 2 T3: 4 T4: 15	Met Target
Year 5	Room 34	Asian	E2	A2	T1: 11 T2: 3 T3: 4 T4: 3	ESOL
Year 6	Room 22	Asian	M2	A3	T1: 10 T2: 10 T3: 0 T4: 8	Met Target

TARGET STUDENT ACHIEVEMENT WRITING - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 6	Room 23	NZ European/	M2	E3	T1: 10 T2: 2 T3: 1 T4: 0	1-1 T support
Year 6	Room 24	NZ European/	A2	A3	T1: 6 T2: 10 T3: 22 T4: 17	Met Target
Year 6	Room 24	NZ European/	B3	M3	T1: 6 T2: 9 T3: 1 T4: 0	Met Target
Year 6	Room 25	NZ European/	A2	M2	T1: 15 T2: 12 T3: 25 T4: 11	1-1 T support
Year 6	Room 25	Maori	E3	M3	T1: 13 T2: 25 T3: 21 T4: 16	Met Target
Year 6	Room 25	Indian	B2	M3	T1: 8 T2: 4 T3: 2 T4: 4	Met Target
Year 6	Room 26	Pacific Peoples	M2	A3	T1: 8 T2: 11 T3: 3 T4: 26	Met Target

TARGET STUDENT ACHIEVEMENT WRITING - 2025

Writing	Room:	Ethnicity:	Jan 2025 OTJ	Dec 2025 OTJ: Year 5 Target: B3 Year 6 Target: A3	Attendance:	Notes/Additional Interventions
Year 6	Room 26	Indian	M2	A3	T1: 8 T2: 2 T3: 40 T4: 0	Met Target
Year 6	Room 26	Pacific Peoples	A2	B3	T1: 18 T2: 12 T3: 10 T4: 13	ESOL
Year 6	Room 34	Maori	A2	A3	T1: 12 T2: 6 T3: 8 T4: 4	Met Target

ANALYSIS

TARGET STUDENT ACHIEVEMENT - 2025 - ANALYSIS

Subject	Progress	Year 3	Year 4	Year 5	School Average
	Target Level				
Reading		%	%	%	%
	Achieved	98	85	90	91
	Not Met	2	15	10	
Writing		%	%	%	
	Achieved	96	95	91	94
	Not Met	4	5	9	
Maths		%	%	%	
	Achieved	83	84	91	86
	Not Met	17	16	9	
Achieved	Average	92	88	91	90

- Teachers to focus on five Target children in reading, writing and maths who are just below level expectations.
- These children are on the cusp of being at the expected Level.
- The strategies we employ for these children should be transferable and applicable.
- Trialling strategies, interventions and approaches with a small group is manageable
- and will be informative.
- Employ support strategies with these children; track their impact and apply them to other students as appropriate.
- Support from LP LSC and Team Leaders.
- Target children make accelerated progress and meet the expected level.
- Carry over learning applied to other students.

Collaborative Data Tracking and Learner Support

Executive Summary

This report outlines the collaborative systems used by Team Leaders and teaching staff to monitor student progress, identify learning gaps, and implement targeted interventions. Our approach is data-driven, ensuring resources and personnel are deployed to have the greatest impact on student achievement.

1. The Data Cycle: Tracking and Analysis

At the beginning and end of every term, our teaching teams engage in a rigorous Data Moderation and Tracking Review. This process is the cornerstone of our accountability and instructional planning.

Continuous Updates:
Our tracking documents are "living" files. By updating these at the start and end of each term, we capture a real-time trajectory for every learner.

Collaborative Review:
We don't look at data in isolation. Team Leaders meet to discuss what is working and—more importantly—what isn't. If an intervention isn't yielding the expected growth, we pivot our strategy immediately rather than waiting for the end of the year.

Informing Practice:
This data doesn't just sit in a spreadsheet; it dictates our daily teaching. It allows us to differentiate our classroom instruction to meet the specific needs of learners who require extra support.

2. Strategic Planning and Priority Identification

Our work begins well before the students arrive for Term 1. In January, the leadership team meets to conduct a comprehensive "Whole-School Learner Audit.

Cross-Team Mapping:
We review every child across all teams to ensure no student "slips through the cracks" during transitions between year levels.

Tiered Support:
We compile support groups based on this data and engage in robust professional dialogue to determine the priority of need. This ensures that students at the highest level of complexity, or those who have plateaued, receive immediate intervention.

Collaborative Data Tracking and Learner Support

3. Specialised Resources and Targeted Interventions

Each team utilises a suite of collaborative resources designed specifically for children with identified needs. These resources are used exclusively by our support staff and teaching teams to provide high-intensity, small-group instruction.

School Sector	Focus Areas	Key Programmes & Resources
Junior School	Foundation Skills	**Literacy & Numeracy:** Focused phonological awareness and number sense.
	Physical Development	**PMP (Perceptual Motor Programme):** Enhancing floor skills and coordination to support cognitive development.
Middle/Senior	Bridge & Extension	Targeted "Booster" groups for fluency and complex problem-solving using the PRIME Maths Programme. Book Club Phonics Group

4. Collaborative Staffing Model

A key strength of our current model is the synergy between classroom teachers and support staff.
Support staff are trained in the specific resources mentioned above, ensuring consistency between the classroom and withdrawal spaces.
Regular feedback loops ensure that the skills learned in intervention sessions are being transferred back into independent classroom work.

Conclusion

Our systems ensure that we are not just collecting data, but using it to change outcomes. By remaining collaborative and flexible, we ensure our teaching practice evolves alongside our students' needs.

Learning Support Comment

Over time, the incidence of young people needing learning support has increased considerably. Principals estimate that one in five students across all types of schools requires some level of learning support. New Zealand has adopted a policy of inclusion, which is widely regarded as the best way to provide public education to all. The policy, however, has never been adequately resourced to succeed. High needs students require high-level resources. This includes educational psychologists, speech and language experts, counsellors in all schools, specialist services available to all schools, trauma-trained teachers, in-class support, and a generous supply of teacher aides. Principals should not be spending hours of their time applying for learning support assistance. This should be freely available as needed.

The learning support system is one of the most neglected and under-resourced in education.

We Focus on the Five Key Competencies and our Six Pōhatu Tumu Foundation Values Stones.

Five Key Competencies	Aligned to our	Five Pohatu Tumu
• Thinking		Manaakitanga
• Relating to Others		Whanaungatanga
• Understanding		Whakapono
• Managing Self		Whakamana
• Participating		Turangawaewae and Pākiki

How We Apply and Develop the Key Competencies

- Growth Mindset
- The Learning Pit
- GRIT in the Pit
- Pay It Forward
- Bucket Filling
- Love to Learn to Lead
- Fail Forward - FAIL = First Attempt in Learning

The Future

Global competence for our learners when they leave WHS

- Our collective contribution to local sustainability
- Academic achievement is evidenced by appropriate assessment, also by the application of knowledge and skills in real-life situations
- Entrepreneurial skill and achievement are evidenced by real-world learning and outcomes
- Effective engagement in community programs, campaigns and civic involvement
- Experience of a learning relationship with individuals from an older generation
- Contributions to the school as a thriving micro-community with positive, caring relationships as the norm
- Good mental health is indicated by interactions and surveys
- Strong learner agency - evidenced by learners' initiation and leadership of aspects of learning
- Physical fitness habits and the evidence-based application of knowledge and understanding to personal health.

The Implications - Our Goals Will Focus On

- Learning to live sustainably
- Protecting the earth's ecosystem - reverence for Papatuanuku - demonstrating Empathy
- Demonstrating Culturally Responsive Practice
- Demonstrating Flexibility in thinking and responding
- Emphasising Social-Emotional Learning
- Demonstrating the ability to learn, re-learn, un-learn and to LOVE learning
- Fostering Equity of Voice
- Fostering Equity of Opportunity
- Regular connections with older generations
- Providing Structured Play Based Learning opportunities and sufficient resourcing for PD and equipment
- Teaching relationship skills
- Teaching mindfulness

Specifically:

We focus on improving our **C**hild **R**esponsive **P**ractice:
The 2018 Ministry document, "Tapasā Cultural Competencies Framework for Teachers of Pacific Learners," has wonderful guidance.

Tapasa identifies the following characteristics of a 'good teacher':

- Understands that my identity, language and culture is important to me
- Pronounces my name and words in my language properly
- Recognises that English might not be my and/or my parents' first language and communicates with us in a way that we can understand
- Respects my parents' limited English language skills if we don't speak it fluently
- Makes an effort to learn and use simple words like saying 'hello' and 'thank you' in my language
- Knows that I want my parents to be part of my learning journey and that my parents value being part of that journey
- Communicates well and isn't afraid to ask me and my parents questions
- Does research to know more about me, my family and my culture and island nation(s) that we come from

- Incorporates stories, legends, myths, events, activities and symbols that I understand and are relevant to me when they are teaching
- Understands the values that are important to me, such as faith, spirituality (church) and family
- Is a strong, kind, honest, passionate, open-minded, understanding, flexible and compassionate leader who cares about me
- Knows that I want to learn, but in a way and at a suitable pace.

Two areas of particular concern, and therefore of particular relevance in any reflection on the importance of Culturally Responsive Leadership, are Maori and Pasifika student achievement.

Leadership success for Māori can be viewed as drawing on traditional principles while managing the interconnected world.
We also extended our findings by surveying employees about their beliefs in these values and their perceived importance. We found that these values also relate to employee well-being and their thoughts on ethical leadership.

Pasifika is another area of particular concern regarding equality of achievement and outcomes for students in New Zealand.
"Tapasa" (2018) reminds leaders that culture is more than just ethnicity and race, which means the notion of culture is not just the domain of others or minority groups, as they themselves also have 'culture'. Culturally Responsive Leaders further... "recognise that good outcomes depend on good teaching practice and that to address educational inequality, a change in thinking and practice is required; recognise the importance of *'cultural bloatedness in education settings, and for learner well-being and achievement."
Robust, culturally responsive practice addresses the place, purpose, and value of each child's culture in relation to their learning and personhood.

"Tapasa" (2018) advises us that, "teachers are responsible for groups of learners with histories, perspectives, values and cultures that may differ from their own. These differences can even vary between each learner, in significant ways." In other words, Culturally Responsive Practice is not enough. There can be so many differences in culture that Child Responsive Practice within culturally responsive practice is required of us to be effective facilitators of learning for all learners.
Child-responsive practice requires us to understand that each child is a story - that incorporates their culture, language, and name, but is also so much more than that. CRP is understood to be a "culturally supported, learner-centred context, whereby the strengths students bring to school are identified, nurtured, and utilised to promote student achievement" Richards, Brown, & Forde, 2006.

We Focus on a Play-Based Approach to Learning in our Junior School:
We have conducted extensive research into the value and importance of this approach - particularly in our junior school.
We invited Nathan Mikaere Wallis to speak to our parent community about social-emotional learning and brain development in children and teenagers, including play-based learning. His presentation was completely sold out - huge interest from our community and very evident support amongst the community and staff for his findings and advice.
Over several years, we have observed a consistent pattern with our new entrant boys - many are totally unready for formal school. Many are unsocialised, inattentive in learning situations, and lack oral language skills. They are not ready, but they are expected to be.

Research showed us the following:
A 2006 study showed increased reading problems from starting too early. Evidence, for example, that eye formation, in boys in particular, is not yet fully developed and that the risk of dyslexia is increased.
That study showed that reading for pleasure outweighed every social advantage, including a parent's income, in predicting a child's future success. It also showed that children in this country scored low on this indicator. It indicates we should concentrate less on whether a child can read and more on whether or not they like it.

A report by NBC News discovered that "child development experts from coast to coast were of the collective opinion that while young children can be made to recognise or memorise words, the brains of most infants and toddlers are just not developed enough actually to learn to read at the level the way the enticing television ads claim they can."

Opponents agree that forced reading:
- Seems more like memorisation in babies and toddlers
- Causes children to get easily discouraged
- Seems more like a chore instead of a fun, leisure activity
- Doesn't guarantee an edge in the classroom

The age at which a child starts reading doesn't necessarily predict how they will do later on. Studies have found that there's no long-lasting advantage for students who learn to read early. In other words, children who learn to read later than others usually catch up so quickly that within a few years, there's no discernible difference in ability between them and early readers.

