



Ellerslie School

EST 1877

"To be the best we can be."



Annual Implementation Plan 2024



Summary of the Plan

The below implementation plan begins the first year of Ellerslie School's new 3 year strategic cycle. This plan primarily focuses on new initiatives and strategic areas. It does not include all 'business as usual' actions.

After extensive consultation with all stakeholders during the last 6 months of 2023, the Board has settled on 3 main strategic areas:

Our Learners: Support all learners to progress and succeed.

Our Cultures: Empower and celebrate our different ethnicities

Our Whānau: Strengthen our school and whanau connections

The messages shared throughout the consultation process, as well as supported by current school data, highlighted a number of post covid areas that the school will prioritise over the next 3 years. These include:

- Enrich our curriculum to be more relevant and engaging.
- Strengthen the teaching and learning of key foundational skills.
- Grow our knowledge, understanding and practise to support our diverse learners.
- Continue to create culturally inclusive environments and opportunities.
- Incorporate culturally responsive practices.
- Improve effectiveness and consistency of communication about learning.
- Develop a stronger learning and wellbeing partnership.
- Grow opportunities for all whanau to engage with the school.

Where we are currently at:

At the end of 2023 the school's roll stood at 803 students from Years 0-8, 20 students more than at the same time in 2022. As at March 2024, the school roll stands at 730 students, made up of students from over 30 ethnic cultural groups. These are broken down to the following groups:

NZ Māori	7% (53)	Sri Lankan	5.5% (40)	Latin America	1.5% (9)
Pasifika	4.5% (34)	Filipino	5% (38)	Other European	3% (20)
NZ European	36.5% (265)	African	2.5% (19)	Other Groups	1.5% (12)
Indian	14% (103)	Other Asian	6% (46)	Other SouthEast Asian	1.5% (11)
Chinese	10% (73)	Middle Eastern	1% (7)		

While the school has a new strategic plan, a number of the 2022/2023 initiatives remain part of the new plan and continue to be implemented and embedded. These include:

- Learner Agency professional development
- Structured Literacy and The Code throughout the school
- Continuing to develop Bi Cultural producers and protocols
- Embedding of the Mitey Mental Health Programme
- Extensive community engagement opportunities
- 2 yearly curriculum overview
- New Numeracy cluster professional development.
- Updated professional growth cycle for teachers

ERO 2023-2025

The school is in a new ERO cycle. By the end of 2023 the school and ERO worked closely together to co-construct an evaluation focus. This will see ERO and the school working together to evaluate how effectively responsive, collaborative teacher practice and professional learning approaches impacts on equitable and excellent outcomes in Literacy for all ākonga. The rationale for selecting this evaluation is to examine the school's ongoing initiatives which include:

- Analysis of school achievement information identifies Literacy as a teaching and learning priority.
- Literacy is a foundation area that all ākonga need to successfully access the curriculum and for lifelong learning.
- Respond to the needs of all ākonga so they make progress and achieve equitable and excellent outcomes in Literacy.

The school expects to see:

- Consistency of teaching practice and implementation of PLD programmes.
- Increased equity, excellence and achievement in literacy for all learners.
- Higher engagement through students having authentic and meaningful learning opportunities in Literacy.
- Ākonga having agency and being able to share their success with parents.

Strengths as identified by ERO and the School

The school can draw from the following strengths to support it in its goal to evaluate how effectively responsive and collaborative teacher practice and professional learning approaches impact on equitable and excellent outcomes in literacy for all ākonga:

- school board members and leaders enact and resource the school's vision and strategic direction

- well-embedded school values and 'language of learning' are actively promoted and celebrated
- facilities and school structures are conducive to collaborative teacher practice
- leaders and teachers are open to new learning and implement successful approaches from professional learning.

Next steps are identified by ERO and the School

Moving forward, the school will prioritise:

- further strengthening effective learning partnerships with parents so that there is a shared understanding of what effective learning looks like at Ellerslie School
- continue to embed schoolwide literacy approaches and collaborative strategies
- continue to build the professional capacity of all staff to ensure equitable and excellent outcomes for all ākonga.

End of Year Data 2023

Reading 85% Of students in Years 1-8 achieving within or beyond their expected curriculum level in Reading	Writing 74% Of students in Years 1-8 achieving within or beyond their expected curriculum level in Writing	Mathematics 84% Of students in Years 1-8 achieving within or beyond their expected curriculum level in Writing
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2023 Targets

1. **Raising Maori Student Achievement:** By the end of 2023, the overall Maori achievement in all 3 curriculum areas is to have 90% of Maori students working within or beyond their expected curriculum levels.
Maori achievement improved in 2023 by 4% in Reading, 1% in Writing, 4% in Mathematics (students working within or beyond their expected curriculum levels) However target of 90% was not achieved.
2. **Raising Year 7&8 student achievement in Mathematics:** By the end of 2023, all CURRENT Year 7&8 students who at the end of 2022 were working towards or needing support to achieve their expected curriculum level in Mathematics will have accelerated their progress by at least 2 sub levels.
 Overall Year 7/8 Maths data - End of Year 2023.

Year 7:63% (45) Working within or beyond expected level. **Year 8** 61%(33) Working within or beyond expected level.

Of the 34 students who the target focused on (1 left early in the year):

62% (21)- Have accelerated their progress by 2 or more sub levels

35% (12)- Have only progressed 1 sub level.

3% (1)- Working towards expected curriculum level - with support and is on the Special Needs register. There has been no change in sub level.

3. **Raising Year 5&6 student achievement in Writing:** By the end of 2023, all current Year 5&6 students who at the end of 2022 were progressing towards their expected curriculum level in Writing (28.5%, 54 students (Year 5&6) will have accelerated their progress by at least 2 sub levels.

Overall writing data for Year 5&6

Year 5 65% (69) Working within or beyond expected level.

Year 6 77% (78) Working within or beyond expected level.

These results particularly for Year 6 are improving every year.

Based on students were progressing towards their expected curriculum level in Writing (52 students -Year 5&6) from the end of 2022 to 2023 sub levels result:
Year 5 2022 - 59% (19) have moved 2 or more sublevels by the end of 2023
Year 6 2022 - 90% (18) Have moved 2 or more sublevels by the end of 2023

Initiatives in 2023

- Bi Cultural, Literacy, Numeracy, Learner Agency Curriculum Teams introduced
- Schoolwide PD on Learner Agency with Bex Galloway
- Math Cluster Professional Development with Learner First
- Structured Literacy and The Code implementation
- Literacy PD with Tools for Teachers
- Attendance efforts and processes -
- Team meetings to focus on Maori target students - implementing a plan of progress and improvement.
- Support from the Learning Support Coordinator.
- Working with Ruapotaka Marae
- Teacher Aides in every pod
- Community information evenings
- PAT assessment and analysis
- Learning Village for ELL students
- Sondag Structured Literacy Programme
- EAsttle assessment focus and moderation
- Kahui Ako objectives and professional development

Analysis-of-Variance - link [here](#)

School 2023 Infographic - link [here](#)

How will our targets and actions give effect to Te Tiriti o Waitangi

Partnership: Continue to foster meaningful partnerships with the local marae and iwi. (One Tree Hill College and Ruapotaka Marae. Engaging Māori stakeholders in decision-making processes, respecting their rights.

Participation: Ensure Māori students have a voice and actively participate in setting targets and designing actions. This engagement is to ensure that Māori perspectives are integrated into decision-making. Ka Hikitia principles and actions will provide guidance and support.

Protection: Targets and actions go towards protecting the rights, interests, and well-being of Māori students. This involves ensuring equitable access to resources and opportunities, and safeguarding cultural identity and practices. Equity: Targets should aim for equitable outcomes. Actions should address disparities in areas such as health, education, employment, and justice. Cultural Responsiveness: Ensure that targets and actions are culturally responsive and respectful of Māori values, customs, and worldviews. This involves incorporating tikanga Māori and Maturanga Māori into policies and practices.

Strategic Goal 1: Support all learners to progress and succeed.

- Strengthen the teaching and learning of key foundational skills.
- Grow our knowledge, understanding and practise to support our diverse learners.
- Enrich our curriculum to be more relevant and engaging.

Annual Target Goals:

1. Raising Achievement in Writing- Years 3-8:

By the end of 2024, at least 85% or more of all students in Years 3-8 will be achieving within or beyond their expected curriculum level in Writing.

Level in 2024	Roll @ Dec 23	Achieving Within / Beyond Dec 2023	Roll @Feb 24	Number of students required to shift to make 85% (90% for Yr3)
Year 3	78 (Yr2)	87% (68)	87 (Yr3)	10 students
Year 4	102 (Yr3)	69% (70)	107 (Yr4)	21 students
Year 5	105 (Yr4)	83% (87)	118(Yr5)	13 students
Year 6	97 (Yr5)	67% (65)	107(Yr6)	26 students
Year 7	54 (Yr6)	69% (37)	60 (Yr7)	14 students
Year 8	65 (Yr7)	49% (32)	66(Yr8)	24 students

Note: The number of students that are required to shift into 'within / beyond' of their expected curriculum level also include any new students to the Year Level at the start of 2024

- *Mid year review of progress towards goals - reporting to the SLT / Board - using mid year curriculum level expectations*
- *Monitoring students in the working towards level*
- *Ensuring progress is on track and plans are in place for those needing support*
- *Tracking / supporting students who are not making progress year on year*

2. Raising Māori Achievement

By the end of 2024, at least 85% of all students who identify as Maori in ethnicity 1,2,or 3 will be achieving within or beyond their expected curriculum level in Reading, Writing and Mathematics.

Māori roll at beginning of 2024 -53 (45 students with data from the end of 2023)

Reading:	Writing:	Mathematics:
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73% (33) - Working within or beyond their expected curriculum level 20% (9) - Working towards their expected curriculum level 7% (3) - Working towards expected curriculum level -with support	53% (30) -Working within or beyond their expected curriculum level 40% (23) - Working towards their expected curriculum level 7% (3) - Working towards expected curriculum level -with support	71% (32) - Working within or beyond their expected curriculum level 27% (12) - Working towards their expected curriculum level 2% (1) -Working towards expected curriculum level -with support
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Number of Māori students throughout the school

Year 1- 9 students, Year 2- 6 students, Year 3- 7 students. Year 4- 6 students, Year 5- 8 students, Year 6- 5 students, Year 7- 7 students, Year 8- 5 students

Achievement required by the end of 2024 based on 53 students

Reading 85% (45 students) 12 students required to shift	Writing 85% (45 students) 15 students required to shift	Mathematics 85% (45 students) 13 students required to shift
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- *Mid year review of progress towards goals - reporting to the SLT / Board - using mid year curriculum level expectations*
- *Monitoring students who are working towards in all 3 curriculum areas*
- *Ensuring progress is on track and plans are in place for those needing support*
- *Tracking / supporting students who are not making progress year on year*

3. Monitoring Reading in Year 2

School is to monitor the reading progress of students in Year 2 - termly check ins to observe how structured literacy is making a difference. Data not need to be included in the analysis of variance

What do we expect to see by the end of the year:

- School targets are achieved by the end of the year- Maori achievement / Year 3-8 Writing
- Structured Literacy reading approach has been implemented and being regularly delivered in Years 0-4
- The teaching of The Code spelling approach is embedded throughout all year levels
- Greater understanding and implementation of Ka Hikitia principles and actions through teaching and learning practices to assist with the raising of Māori progress and achievement
- Learner Agency concepts are fully embedded and used daily in learning environments
- Teachers are more confident at supporting and meeting the needs of the school's diverse / neuro diverse learners

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
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Learner Agency concepts being fully embedded in the teaching and learning programmes in all teams.	Senior Leadership Team / Team Leaders, Learner Agency Lead and all Staff	30 Centrally funded PLD hours Relievers \$6000.00	Ongoing through 2024	Learner agency concepts are being taught and used in all learning areas. Students are able to verbalise what they are learning and the stages of agency.
Implementation of the teaching of Structured Literacy with a focus on Years 0-4.	Senior Leadership Team / Team Leaders, SL Lead and all Staff	40 centrally funded PLD hours through Liz Kane Relievers \$6000.00	Ongoing through 2024	Teachers have completed the year of PD and can deliver a structured literacy lesson confidently.
Implementation of the teaching of The Code Spelling Programme Yr0-8	Senior Leadership Team / Team Leaders, SL Lead and all Staff	40 centrally funded PLD hours through Liz Kane Relievers \$6000.00	Ongoing through 2024	Teachers are confident are delivering the Code programme on a daily basis resulting in improved results
Understand and use the principles of Ka Hikitia and Tapasā to support Māori and Pacific learners with greater achievement and progress.	Senior Leadership Team / Team Leaders, Bi Cultural Curriculum team and all Staff	Professional Development budget to be used when necessary	Ongoing through 2024	Principles of Ka Hikitia and Tapasā are shared and enacted throughout classrooms. Shared at leaders meetings and with staff through the bi-cultural curriculum teams.
Continue to embed the teachers' Professional Growth Cycle for staff linked to the Code and Standards of the Teaching Profession / Strat Plan - continue with coaching colleagues.	Senior Leadership Team / Leaders of Learning, Teachers	Professional Development budget in 2024 - \$52000.00	Ongoing throughout the year	All teachers have completed the cycle with achieved 2-3 goals / with shared evidence of improved practice.
Provide greater staff professional development on how to support children with diverse needs including ELL learners.	Senior Leadership Team / School leaders Teachers	Professional Development budget in 2024 - \$52000.00	Ongoing throughout the year	Teachers feel more confident at supporting children with diverse needs-by receiving PD and help with learning environment strategies and effective techniques to ensure student success.
Continuation of Numeracy PD through the Remuera Maths Cluster and facilitators - The Learner First .	Deputy Principal Cluster team of teachers	Numeracy PD budget \$3000.00	1x workshop in schools per term 1 x zoom workshop per term	Cluster team completes PD and feedbacks to all teachers and has implementation plan ready for Term 1, 2025

Strategic Goal 2: Empower and celebrate our different ethnicities.

- Continue to create culturally inclusive environments and opportunities.
- Incorporate culturally responsive practices.

Annual Target Goal: 85% of Years 5-8 students who complete the Wellbeing Survey 'Agree or Strongly Agree' to the questions.

What do we expect to see by the end of the year:

Continue implementing tikanga, te reo practices and expectations throughout the school
 Stronger cultural inclusivity and opportunities through teaching, learning and school events
 Improved inclusive communication to cater for the needs of a diverse community
 Further staff understanding and implementation of cultural awareness and competency initiatives
 Involvement and attendance of more ethnicities in school events

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
Continue to develop and implement bi cultural practices throughout the school (including improved signage). Focus on continuing to increase te reo and Maturanga Maori practices	Board School Leaders Staff	\$5000.00 as well as possible grants	Throughout the year	Pōwhiri x 2 per year Improved Waiata singing Daily Karakia Te Reo hui Bi Cultural PLG Kapa haka Signage Translations
Celebrate different cultures throughout the year: : Term 1: Cultural day Term 2: Matariki Celebration Term 4: Cultural music celebration Encourage the acknowledgment of other significant cultural events as required.	Sarah - F&E coordinator SLT / Office/ planning Teachers	\$2500.00 for the parades / food	Throughout the year	Successful cultural day and Matariki celebration. End of year music and cultural celebration Other events acknowledged where possible through learning environments and opportunities such as school / team assemblies.
Continuation of twice termly Principal's picnics with a focus on catering for diversity and encouraging a cultural leadership group.	Principal supported by Office staff	\$150 Principal's expenses	2x each term - weeks 4 and 8 with a focus on cultural diversity and cultural leadership group	Picnics completed for the year, student voice captured, cultural groups set up and providing feedback and have had opportunities to feedback
Create welcoming and safe environments that respect different cultural norms and values by allowing	Leadership Teachers Staff	Team budgets if needed	Throughout the year	Rolls taken in different languages. Students provided choice in learning and opportunities to share cultural

student choice, encourage different cultural perspectives, language.				norms. School allows cultural norms through things like uniform adaptations.
Provide professional development for staff to enhance their cultural awareness and competency so to be used for teaching and learning	Principal Senior Leadership Team Team Leaders	PD budget to be used	Throughout the year in staff hui / other PD opportunities / Leadership and team hui	Staff are implementing strategies around school/ learning environments to demonstrate and enhance their cultural awareness and competency.
Establish partnerships with local organisations / iwi to better understand the cultural needs of students.	Principal Kahui Ako lead Bi Cultural Team Engagement Coordinator	PD budget to be used	Throughout the year	Continued connection with Ruapotaka Marae and One Tree Hill College through the Kahui Ako.
Involve students, parents, families in school activities to create a sense of belonging. This includes events, meet and greets, passion clubs.	Principal Engagement Coordinator Passionclub Coordinator	TBC	Throughout the year	School events are inclusive and well attended by all ethnicities. In school activities cater for diverse needs. Diverse groups are involved in ideas and decision making.
Develop ways to ensure inclusive language and communication - (school website, newsletter, learning environments, assemblies, calendar entries)	Principal SLT Office Staff Staff	\$1000.00 for website changes \$500 per team for team budgets	Ongoing throughout the year Website changes by the end of Term 1 Newsletter - different language sections starting Term 2.	There are more inclusive language and communications options available to the students / parents

Strategic Goal 3: Strengthen our school and whanau connections

- Improve effectiveness and consistency of communication about learning.
- Develop a stronger learning and wellbeing partnership.
- Grow opportunities for all whanau to engage with the school.

Annual Target Goal: 85% of the Parents/ Caregivers who respond to the end of year survey 'Agree or Strongly Agree' that the school is successful in achieving the 3 main initiatives.

What do we expect to see by the end of the year:

- Parents and whanau are well informed about the school's teaching and learning programme
- Streamlined and consistent communications across all Year levels
- Increased community attendance at school information events
- Increased opportunities provided to cater for more diverse cultures

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
Ensure school communications are available in different languages	SLT and Office staff	Website	Throughout the year	Website is in multiple languages and redesigned School language of learning developed and shared with community
Develop a school wide communication plan /continue and publish annual community engagement overview / implement the Ellerslie School consistent language guidelines / team termly overviews to be published.	Principal SLT Teachers	N/A	Throughout the year	Consistent language guidelines published Termly overviews on the website Engagement opportunities shared with community through the school calendar
Communicate well being and health information through the school's comms channels	Office staff and senior leadership	N/A	Fortnightly - newsletter / Social media when required	Health Watch checks appear in each newsletter / facebook pages
Host 2 x Maori whānau hui at school during the year	Hannah - Bi Cultural Bi Cultural PLG SLT	Food and drinks	Terms 2 and 4	The school has hosted 2 whanau hui events involving students and whānau
Reorganise the school website so as to become a 'one stop shop' for information / ensuring access to multiple languages.	Sheree / SLT	\$450.00	By end of Term 2	Website has been reorganised for easy use for all the community. Front page clear / few clicks for required
Celebrate different cultures through: Term 1: Cultural day Term 2: Matariki Celebration	Sarah - F&E coordinator SLT / Office/ planning Teachers	\$1000.00	Throughout the year	Celebration events have been successfully undertaken and well attended by a representation of the community.
Introduce pod / GG whatsapp group Volunteer hub to communicate with	Sarah - F&E coordinator		By Week 6 -	Volunteer whatsapp groups have been set up to provide important

whanau				engagement information to the community.
Continue to engage with outside agencies to share key messages with parents / community (eg John Parsons)	Sarah - F&E coordinator Principal SLT	\$2500.00	Aim for at least 2x for the year	By the end of the year the community has been given at last 2 opportunities to attend events involving outside experts who can support parents and children.
Formalise / review the school transition / enrolment processes: - Online enrolment review / create 'top tips' sheet - Secondary school enrolment session - Pre-Term 1 Transition day - New entrant sessions - New student induction sessions - Update new parent information documents - Term 4 student transition session - Move learner profiles to online - Complete thorough Year 9 transition with OTHC	Principal Deputy Principals Office team	\$500.00	Throughout the year	All systems have been updated and reviewed to ensure information is accurate for new parents / caregivers. All transition events /dates have been successfully completed. Inductions are happening 3 x per term for new students in Years 2-8
Review and improve online learning sharing platforms. -Seesaw for Years 0-4 - introduce new platform for Years 5-8	SLT Team leaders Teachers	Seesaw cost:	By the beginning of Term 2	Sharing platforms are all operational and being used by the community. Year 5-8 students are sharing their work.
Review and Redesign of the format of the Learning Summary for Terms 2&4	SLT - to investigate Team leaders Teachers	Etap costs: \$500	By the beginning of Term 2	Review completed by the end of the year and learning summary is easier to understand and interrupt.
Make the school available for cultural groups to meet and use the school facilities.	Principal SLT Office		Throughout the year	Different community groups have been able to use the school facilities after school hours during the year.

Annual Implementation Plan approved the Board of Ellerslie School - Monday 18th March, 2024