



Te Kura o Melville

Melville Primary School

Strategic Plan 2025

Te Whakakitenga (Vision)

Enhance our mana through identity

Ngaa Tikanga (Values)

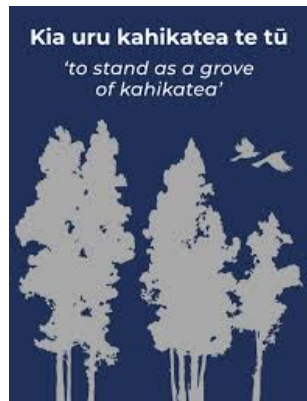
Tika – We respect everyone in our school community in our actions, words and thoughts

Pono – Show integrity in our actions, words and thoughts

Manaakitanga – Caring for ourselves, others, the school and our environment

Whakatauki

Kia uru kahikatea te tū - To stand as a grove of Kahikatea



The literal meaning of this is ‘to stand as a grove of kahikatea’ and as a result kahikatea are extremely difficult to fell because they are supported by the intertwined roots of another kahikatea.

Summary of the information:

Melville Primary School we enhance our students Mana by:

- seeing their greatness,
- noticing their strengths,
- valuing their gifts,
- believing in their worth,
- and growing their potential.

We have a dynamic staff who provide the best learning experiences available, that help our students enhance their mana through their identity. The Board has a vision that we are creating and developing leaders of tomorrow. To do this we must - proactively plan and review for an equitable, unbiased, high quality education for all our students. Work alongside staff to maintain a culture in our school we can all be proud of. We are a school of choice for the whaanau who want high standards, Success is not a choice it is our students destination.

With the support and encouragement of our exciting and diverse community, we can share experiences and skills that build an understanding through personal testament of our collective strength and shared values 'Kia uru kahikatea te tū'.

The literal meaning of this is 'to stand as a grove of kahikatea' and as a result kahikatea are extremely difficult to fell because they are supported by the intertwined roots of another kahikatea.

Our 2023 EQI number is 545. The school roll as at 1 March 2025 is 233 Learners. 67% are Maaori, 13% Pasifika, 11% NZ Pakeha, 5% MELLA and 4% Asian. Therefore 80% of our students are classed as a priority focus.

We used our 2024 Whole school data in comparison with data from previous years. We gathered our whaanau aspirations through surveys, Te Ara Whakamana workshops and student voice.

The key themes that came out of these were:

- Our whaanau and students have high aspirations for themselves.
- Whaanau see themselves as a valued member of our school and community.
- There is a need for teachers to communicate more regularly with whaanau about students' achievement.
- Cultural identity is a key part to students' success.
- Students feeling safe at school is still a concern.

Summary of the information:

This Charter is the Boards contract with the Ministry of Education. In governing this school, the Board will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it in accordance with section 138 of the Education and Training Act, 2020.

138 School strategic plan and annual implementation plan

A board must have the following strategic planning documents for its school:

1. a strategic plan, for each 3-year period or for a shorter period determined by the Secretary, that sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period; and
2. an annual implementation plan for each year that sets out how the board intends to implement that strategy during the year.

Consultation/Collaboration

The Board has consulted regularly with our students, staff and our community. Processes for collaboration going forward will include school newsletters, parent and board meetings, whaanau roopu, parent teacher conferences, meet the teachers opportunities, curriculum evenings and school questionnaires, parent focus groups, Iwi, mana whenua and tangata whenua surveys /hui and intentional informal conversations seeking feedback. We will continue to collaborate on this charter and develop it with the support of all stakeholders.

Ratification of School Charter

The 2024 Melville Primary School Charter is due for ratification in the February meeting of the School Board.

School Charter (Inclusive of Strategic and Annual Implementation Plans)

A copy of our School Charter is sent to the Ministry of Education along with a copy of the relevant year's Analysis of Variance(AOV) Report, by March 2024.

Shameem Afiz Signed: February 2025 Presiding Member of the Board.

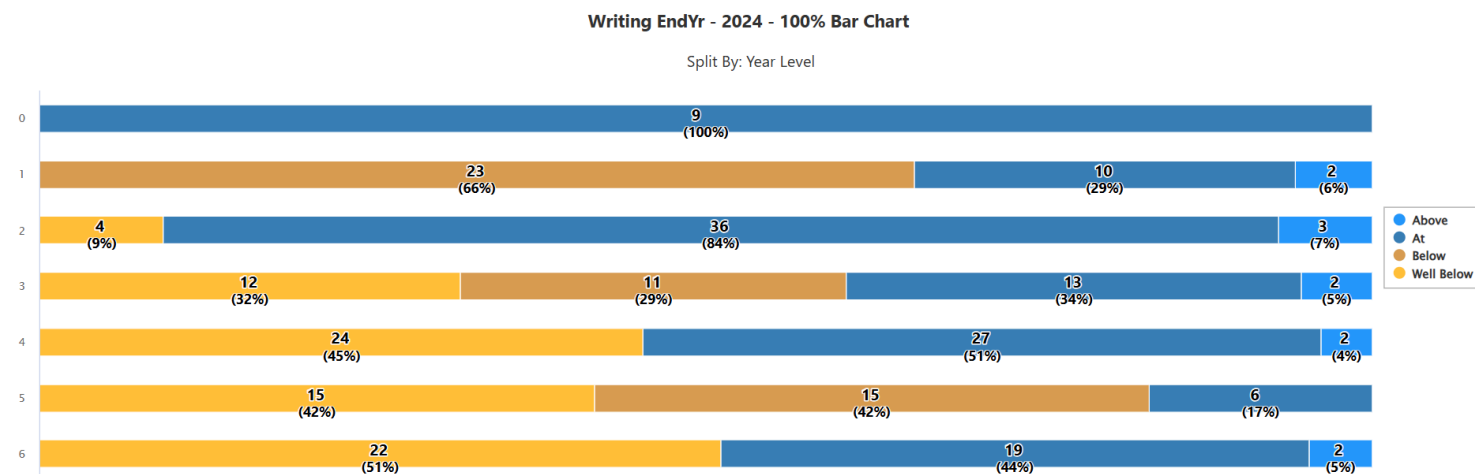


Te Kura o Melville

Melville Primary School

Analysis of Variance 2024 - Writing

Strategic Aim:	For all students identified as below or well below in Writing to make accelerated progress to be At the Curriculum level by the end of the year.															
Annual Aim:	To plan and deliver a robust Writing programme that ensures that all students have the opportunity to accelerate.															
Target:	107 students achieving below expected NZC levels in reading at the end of 2023. By the end of 2024 all 107 students will have accelerated and have made at least 2 sub level progress.															
	<div>Writing EndYr - 2024 - 100% Bar Chart</div> <table><tr><th>Category</th><th>Count</th><th>Percentage</th></tr><tr><td>Well Below</td><td>77</td><td>30%</td></tr><tr><td>Below</td><td>49</td><td>19%</td></tr><tr><td>At</td><td>120</td><td>47%</td></tr><tr><td>Above</td><td>11</td><td>4%</td></tr></table>	Category	Count	Percentage	Well Below	77	30%	Below	49	19%	At	120	47%	Above	11	4%
Category	Count	Percentage														
Well Below	77	30%														
Below	49	19%														
At	120	47%														
Above	11	4%														



2024 Data

51% of all students were achieving **At** or **Above** the Curriculum Level for Reading

49% of all students were achieving **Below** the Curriculum Level for Reading

2023 Data

57% of all students were achieving **At** or **Above** the Curriculum Level for Written Language

43% of all students were achieving **Below** the Curriculum Level for Written Language

Over the past seven years, student achievement in reading at or above the curriculum level has fluctuated, showing an initial upward trend from 2018 (54%) to a peak in 2022 (71%), followed by a significant decline to 51% in 2024. This reflects a current challenge in maintaining the progress achieved in earlier years. Similarly, written language achievement in 2023 showed 57% of students achieving at or above the curriculum level, indicating slightly stronger performance compared to recent reading data but also highlighting the need for targeted interventions to address the students performing below the curriculum level. These trends suggest an ongoing need for consistent strategies to support literacy development across the school.

The 2024 writing data by year level shows significant variation in student achievement across the school. Key observations include:

1. **Year 0:** All students (100%) are achieving **At** the curriculum level, showing a strong foundation at this entry level.
2. **Year 1:** A majority of students (66%) are achieving **At** the curriculum level, but 29% are performing **Below**, with a small percentage (6%) classified as **Well Below**.

3. **Year 2:** Most students (84%) are achieving **At** the curriculum level, while 9% are performing **Below**, and only 7% are **Well Below**. This indicates good progress overall in this year level.
4. **Year 3:** A concerning trend emerges with 32% of students performing **Below** and 29% classified as **Well Below** the curriculum level. Only 34% are achieving **At** the expected level, highlighting a need for targeted intervention.
5. **Year 4:** Just over half of the students (51%) are achieving **At** the curriculum level. However, 45% are **Below**, and 4% are **Well Below**, indicating a mixed performance at this level.
6. **Year 5:** Achievement is split, with 42% of students performing **Below** and 17% **Well Below** the curriculum level. Only 42% are meeting the expected level, showing room for improvement.
7. **Year 6:** This year level has the highest percentage of students performing **Below** the curriculum level (51%), and 44% **Well Below**, leaving just 5% at or above the curriculum expectations, which is an area of significant concern.

Overall, while the junior levels (Years 0-2) demonstrate stronger performance, there is a notable decline in achievement from Year 3 onwards, with Year 6 requiring urgent support to lift outcomes. This trend underscores the importance of early interventions and consistent support throughout the middle and senior years.

Baseline Data:

2024 Data

51% of all students were achieving At or Above the Curriculum Level for Reading
49% of all students were achieving Below the Curriculum Level for Reading

2023 Data

55% of all students were achieving At or Above the Curriculum Level for Written Language
45% of all students were achieving Below the Curriculum Level for Written Language

2022 Data

46% of all students were achieving At or Above the Curriculum Level for Writing
44% of all students were achieving Below the Curriculum Level for Writing

2021 Data

55% of all students were achieving At or Above the Curriculum Level for Writing
44% of all students were achieving Below the Curriculum Level for Writing

2020 Data

42% of all students were achieving At or Above the Curriculum Level for Written Language
58% of all students were achieving Below the Curriculum Level for Written Language

2019 Data

37.7% of all students were achieving At or Above the Curriculum Level for Written Language
62% of all students were achieving Below the Curriculum Level for Written Language

Actions <i>What did we do?</i>	Outcome <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Used a structured literacy sequence i.e The Code, LLL and Heggerty</p> <p>Less assessment, more time teaching</p> <p>Reading and writing interrelated</p> <p>Pre loading students i.e warm ups like reading the book and then writing a recall</p> <p>Providing opportunities to write across the curriculum</p> <p>Oral language</p> <p>Planning</p> <p>Assessment: Knowledge of curriculum levels (how to make it easier to understand)</p>	<p>More students engaged</p> <p>Able the cater to different student levels</p> <p>Confident writers</p> <p>Content more relatable to students</p> <p>Opportunities to write in other curriculum areas</p> <p>Oral language activities and exposure to different structures in different vocabularies</p> <p>Planning to need</p> <p>Concise assessment/ teachers able to ascertain students writing levels</p>	<p>No pressure so students do not feel judged</p> <p>Students feel more successful</p> <p>Capturing a different strengths in different areas of the curriculum</p> <p>To encourage ideas and explore different structures</p> <p>Students self reflect and review their writing.</p> <p>For consistency</p>	<p>Continue with phonics</p> <p>Focus</p> <p>Use progression sheets and data collection</p> <p>More interactions from students</p> <p>Keep reading, writing intertwined</p> <p>Informing parents about structures literacy practices, support wh`anau to support their tamariki.</p> <p>Consistent/punctual attendance</p> <p>Keeping students engaged and catering to different strengths and needs</p> <p>Oral language packs.</p> <p>Building on editing skills</p> <p>Maintain high expectations with students mahi. Send them back to review and identify their errors.</p> <p>Accurate results and data</p>

Raising Achievement Planning for 2025 year:

- Reading and writing are interrelated. Teaching them together is a good way to build skills and knowledge.
- Implement the Code as our school Spelling Programme
- Implement Writers Toolbox and Little Learners Love Literacy
- Develop and deliver some whanau workshops to assist parents in supporting their child's writing at home
- Provide opportunities for teachers and students to share and respectfully engage with others' ideas through rich interactions.
- Set out specific commitments for which concepts will be taught and how much time will be spent on each concept including phonemes, phoneme-grapheme correspondences, syllable patterns, morphemes, spelling vocabulary, sentence and paragraph structure, handwriting and text structure.

Analysis of Variance 2024 - Reading

Strategic Aim:	For all students identified as below or well below in Reading to make accelerated progress to be At the Curriculum level by the end of the year.																																																							
Annual Aim:	To plan and deliver a robust Reading programme that ensures that all students have the opportunity to accelerate.																																																							
Target:	71 students achieving below expected NZC levels in reading at the end of 2023. By the end of 2024 all 71 students will have accelerated and have made at least 2 sub level progress.																																																							
Baseline Data:	<div>Reading EndYr - 2024 - 100% Bar Chart</div> <table><thead><tr><th>Category</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Well Below</td><td>56</td><td>22%</td></tr><tr><td>Below</td><td>41</td><td>16%</td></tr><tr><td>At</td><td>114</td><td>44%</td></tr><tr><td>Above</td><td>46</td><td>18%</td></tr></tbody></table> <div>Reading EndYr - 2024 - 100% Bar Chart</div> <div>Split By: Year Level</div> <table><thead><tr><th>Year Level</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th></tr></thead><tbody><tr><td>0</td><td>0</td><td>0</td><td>9</td><td>9</td></tr><tr><td>1</td><td>0</td><td>20</td><td>13</td><td>2</td></tr><tr><td>2</td><td>4</td><td>0</td><td>31</td><td>8</td></tr><tr><td>3</td><td>10</td><td>12</td><td>7</td><td>9</td></tr><tr><td>4</td><td>20</td><td>0</td><td>22</td><td>11</td></tr><tr><td>5</td><td>10</td><td>9</td><td>10</td><td>7</td></tr><tr><td>6</td><td>12</td><td>0</td><td>22</td><td>9</td></tr></tbody></table>	Category	Count	Percentage	Well Below	56	22%	Below	41	16%	At	114	44%	Above	46	18%	Year Level	Well Below	Below	At	Above	0	0	0	9	9	1	0	20	13	2	2	4	0	31	8	3	10	12	7	9	4	20	0	22	11	5	10	9	10	7	6	12	0	22	9
Category	Count	Percentage																																																						
Well Below	56	22%																																																						
Below	41	16%																																																						
At	114	44%																																																						
Above	46	18%																																																						
Year Level	Well Below	Below	At	Above																																																				
0	0	0	9	9																																																				
1	0	20	13	2																																																				
2	4	0	31	8																																																				
3	10	12	7	9																																																				
4	20	0	22	11																																																				
5	10	9	10	7																																																				
6	12	0	22	9																																																				

2024 Data (No Progress)

62% of all students were achieving At or Above the Curriculum Level for Reading

38% of all students were achieving Below the Curriculum Level for Reading

2023 Data

62% of all students were achieving At or Above the Curriculum Level for Reading

38% of all students were achieving Below the Curriculum Level for Reading

Summary of 2024 Reading Data in Context:

1. Current Status (End of 2024):

- 62% of students are achieving **At or Above** the curriculum level for reading, and 38% are performing **Below** the expected level.
- This result shows **no progress** compared to 2023, where the same percentages were recorded.

2. Mid-Year 2024 Data:

- At mid-year, 69% of students were achieving **At or Above** expectations, indicating progress from the 2023 baseline. However, this gain was not sustained by the end of 2024.
- Of students performing **Below**:
 - 44% had school attendance below 85%, highlighting the impact of absenteeism on achievement.
 - 15% were English Language Learners, who face additional challenges in language acquisition.
 - 31% were accessing learning or well-being support at school.
 - Overall, 90% of students performing **Below** had at least one of these risk factors, demonstrating the strong correlation between these challenges and underachievement.

3. Long-Term Trends (2018–2024):

- Reading achievement improved from 54% in 2018 to a peak of 71% in 2022. However, performance declined sharply in 2023 and remained stagnant in 2024 at 62%.
- The percentage of students achieving **Below** expectations increased from 29% in 2022 to 38% in 2023 and 2024.

4. Attendance and Support Factors:

- Attendance plays a crucial role in achievement. A significant portion of underperforming students in 2024 had attendance below 85%.
- Students accessing well-being or learning support accounted for almost one-third of those performing below expectations, showing the complex needs of this group.

Analysis:

1. Persistent Decline:

After steady improvements from 2018 to 2022, reading achievement has regressed, with 2023 and 2024 showing no further gains. The stagnation at 62% highlights the need for a focused response to address barriers to progress.

2. Impact of Risk Factors:

- The correlation between poor attendance, English language learning needs, and access to well-being support and lower reading performance is clear.
- Addressing these risk factors will be critical to improving outcomes for the **38%** of students performing below expectations.

3. Missed Opportunities:

- The mid-year data suggested improvement (69%), but this progress was not sustained by the end of the year. This could indicate challenges in maintaining interventions or external factors influencing achievement over time.

Year-Level Analysis for Reading 2024:

1. Year 0:

- 100% of students are achieving **At** the curriculum level. This reflects a strong foundation in reading for new learners.

2. Year 1:

- 57% of students are achieving **At** the curriculum level, and 37% are performing **Below** expectations, with 6% categorized as **Well Below**.

3. Year 2:

- A majority (72%) of students are **At** the curriculum level, with 19% **Below** and 9% **Well Below**. This shows continued progress in early literacy development.

4. Year 3:

- Performance begins to decline, with only 50% achieving **At** or **Above** the curriculum level. 26% of students are **Below**, and 18% are **Well Below**.

5. Year 4:

- 46% of students are achieving **At** or **Above** the curriculum level, while 38% are **Below** and 21% are **Well Below**, reflecting a sharp decline.

6. Year 5:

- 47% of students are **At** or **Above** the curriculum level. However, 28% are **Below** and 25% **Well Below**, indicating sustained struggles.

7. Year 6:

- Only 49% of students are **At** or **Above** the curriculum level, while 28% are **Below** and a concerning 21% are **Well Below**. This is a critical area of concern.

2024 Data

62% of all students were achieving At or Above the Curriculum Level for Reading
 38% of all students were achieving Below the Curriculum Level for Reading

2023 Data

70% of all students were achieving At or Above the Curriculum Level for Reading
 30% of all students were achieving Below the Curriculum Level for Reading

2022 Data

71% of all students were achieving At or Above the Curriculum Level for Reading
 29% of all students were achieving Below the Curriculum Level for Reading

2021 Data

66% of all students were achieving At or Above the Curriculum Level for Reading
 34% of all students were achieving Below the Curriculum Level for Reading

2020 Data

58% of all students were achieving At or Above the Curriculum Level for Reading
 42% of all students were achieving Below the Curriculum Level for Reading

2019 Data

60% of all students were achieving At or Above the Curriculum Level for Reading
 40% of all students were achieving Below the Curriculum Level for Reading

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
ELL Removal made no difference. Link reading to matrix Teacher Aide for ELL in class Target Learners reading time (lessons) Technology	Cross-curricular teaching/teach inclusive programs not run due to high interest class work Attendance issues in different groups Group work priority	No Structured program shows link between learning. Program for ELL was not engaging Accelerated data Target learners group work to move data focus	Structured Program Improved engagement and showed connection between learning Teacher Aide support class program

<p>Structured Literacy</p> <ul style="list-style-type: none"> - LLLL - Sunshine - Kakano - The Code <p>Worksheets</p> <p>Free Reading</p> <p>Book home reading log</p>	<p>Engagement with reading</p> <p>Phonics development</p> <p>Learning spelling rules to support reading skills</p> <p>Support comprehension with reading</p> <p>Confidence and develop passion for reading</p> <p>Milage. Practice and whanau engagement.</p>	<p>Develop reading - phonics skills in logical sequence</p> <p>Confidence to read/decode unknown words and know why.</p> <p>Extend comprehension independence learning busy work</p> <p>Build confidence and enjoyment for reading mileage</p> <p>Practice fluency.</p>	<p>Attendance issues held progress in different groups changed focus, work to accelerate</p> <p>Oral language reading big books) modelling reading</p> <p>Structured chrome reading programs</p> <p>Continue with use of assessment to progress learning</p> <p>Ensure the Code matches ability (writing levels had more success than reading)</p> <p>How to evaluate effectiveness of worksheet</p> <p>Continue opportunities to select own books</p> <p>Continue next year with reading log</p>
--	---	---	---

Raising Achievement Planning for 2025 year:

Buy structured literacy texts and resources

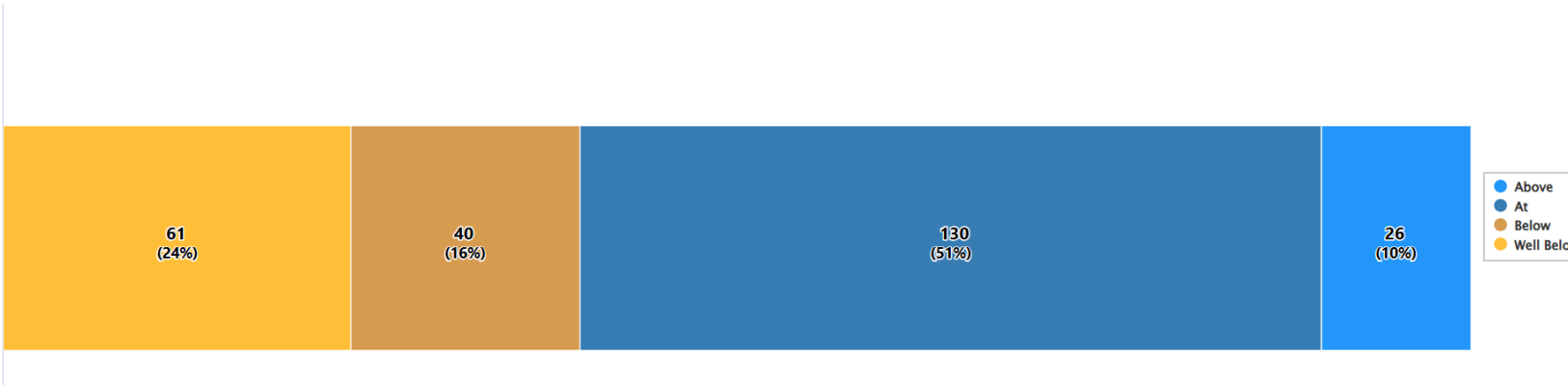
Reading moderation - running record - 2 from each class twice a year done by another teacher

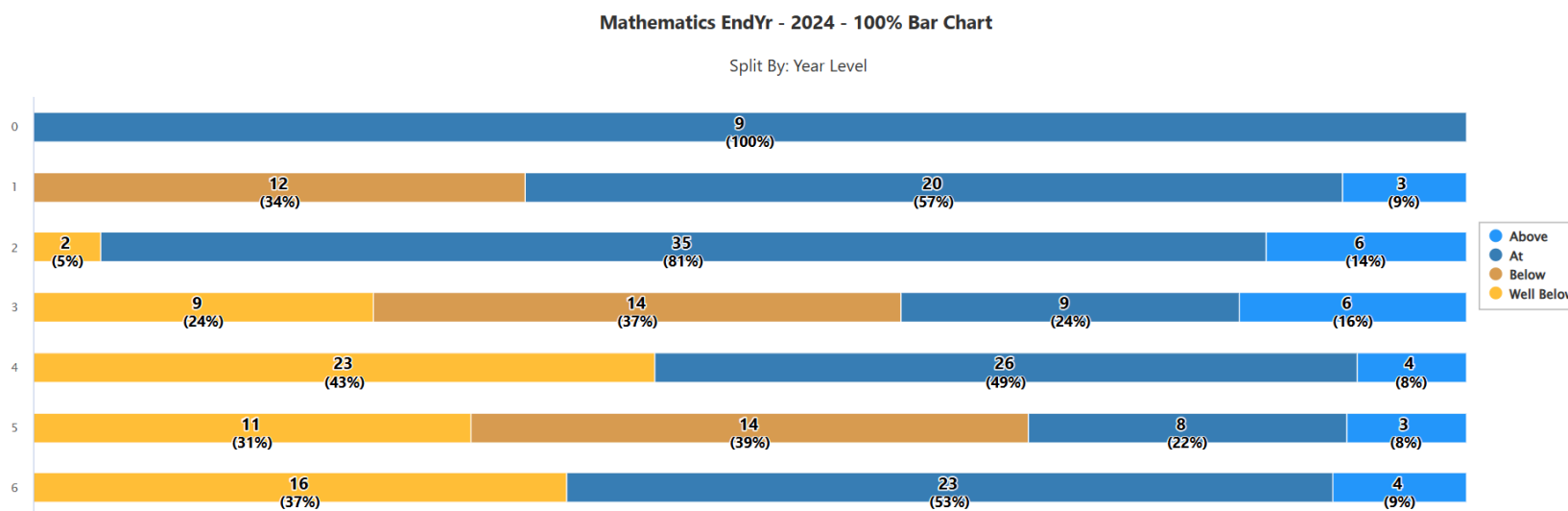
Implement the Code as our school Spelling Programme - The code resource book

Formal observations of reading lessons and follow up activities by the leaders of learning

Staff meeting on reading activities - staff to share two follow up activities, bring evidence to show why they are teaching certain strategies.

Analysis of Variance 2024 - Math

Strategic Aim:	For all students identified as below or well below in Maths to make accelerated progress to be At the Curriculum level by the end of the year.															
Annual Aim:	To plan and deliver a robust Math programme that ensures that all students have the opportunity to accelerate.															
Target:	85 students achieving below expected NZC levels in reading at the end of 2023. By the end of 2024 all 85 students will have accelerated and have made at least 2 sub level progress.															
	<div>Mathematics EndYr - 2024 - 100% Bar Chart</div>  <table><tr><th>Category</th><th>Count</th><th>Percentage</th></tr><tr><td>Well Below</td><td>61</td><td>24%</td></tr><tr><td>Below</td><td>40</td><td>16%</td></tr><tr><td>At</td><td>130</td><td>51%</td></tr><tr><td>Above</td><td>26</td><td>10%</td></tr></table>	Category	Count	Percentage	Well Below	61	24%	Below	40	16%	At	130	51%	Above	26	10%
Category	Count	Percentage														
Well Below	61	24%														
Below	40	16%														
At	130	51%														
Above	26	10%														



2024 Data

61% of all students were achieving At or Above the Curriculum Level for Mathematics

33% of all students were achieving Below the Curriculum Level for Mathematics

2023 Data

65% of all students were achieving At or Above the Curriculum Level for Mathematics

33% of all students were achieving Below the Curriculum Level for Mathematics

Summary of 2024 Mathematics Data in Context

Current Status (End of 2024):

- **61%** of students are achieving **At or Above** the curriculum level for mathematics, while **33%** are performing **Below** expectations.
- This marks a decline from mid-year data (**71%**) but remains similar to 2023 levels (**65% At or Above, 33% Below**).

Mid-Year 2024 Data:

- At mid-year, **71%** of students were achieving **At or Above** the curriculum level, indicating progress that was not sustained by the end of the year.
- Of the **29%** of students performing **Below**:
 - **55%** (36 out of 65) had attendance below 85%, showing absenteeism as a major contributing factor.

- **15%** (10 out of 65) were English Language Learners.
- **32%** (21 out of 65) were accessing learning and well-being support.
- **100%** (65 out of 65) of students performing **Below** had at least one of these three risk factors.

Year-Level Performance (2024):

From the year-level chart:

- **Year 0:** 100% of students are achieving **At or Above** the curriculum level, providing a solid foundation.
- **Year 1:** Only **57%** of students are achieving **At or Above**, with **34% Below** expectations.
- **Year 2:** Performance improves, with **81% At or Above**, but **5%** are **Well Below**.
- **Year 3:** Achievement drops sharply, with **37% Below** and **16% Well Below**.
- **Year 4:** Only **49%** of students are achieving **At or Above**, with **43% Below** and **8% Well Below**.
- **Year 5:** Achievement further declines, with **39% Below** and **8% Well Below**.
- **Year 6:** Just **53%** of students are achieving **At or Above**, and **37% Below** and **9% Well Below**.

Long-Term Trends (2018–2024):

- Mathematics achievement has improved significantly since 2020, when only **48%** of students were achieving **At or Above**. However, it has declined since its peak of **68%** in 2022.
- Students performing **Below** have decreased from **52%** in 2020 to **33%** in 2024, showing overall improvement despite recent stagnation.

Key Challenges Identified:

- Declining Gains:**
The drop from **71% At or Above** mid-year to **61%** by year's end highlights the need to sustain progress.
- Impact of Risk Factors:**
 - **55%** of underachieving students have poor attendance.
 - **15%** of students performing **Below** are English Language Learners.
 - **32%** are accessing learning or well-being support.
 - **100%** of underperforming students face at least one barrier, emphasizing the complexity of their needs.
- Year-Level Gaps:**
 - Junior years (Years 0-2) generally perform better, with **81% At or Above** by Year 2.
 - Performance drops sharply from Year 3 onwards, with less than **50%** achieving **At or Above** in Years 4-6.

Baseline Data:	2024 Data 61% of all students were achieving At or Above the Curriculum Level for Mathematics 33% of all students were achieving Below the Curriculum Level for Mathematics
	2023 Data 64% of all students were achieving At or Above the Curriculum Level for Mathematics 36% of all students were achieving Below the Curriculum Level for Mathematics
	2022 Data 68% of all students were achieving At or Above the Curriculum Level for Mathematics 32% of all students were achieving Below the Curriculum Level for Mathematics
	2021 Data 63% of all students were achieving At or Above the Curriculum Level for Mathematics 37% of all students were achieving Below the Curriculum Level for Mathematics
	2020 Data 48% of all students were achieving At or Above the Curriculum Level for Mathematics 52% of all students were achieving Below the Curriculum Level for Mathematics
	2019 Data 51% of all students were achieving At or Above the Curriculum Level for Mathematics 49% of all students were achieving Below the Curriculum Level for Mathematics

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Matua Dion - Math PLD Maree/Leanne/Greg. Changed timetabled math times B2-B1 Jen B3-B1 Jason B3-B2 Leanne Number Agent Program - Jen	Kids improved from hands on learning - His presentation style helped the learning Maths in morning is good on good days, but kiwican, assemblies did interrupt	Expectations for our learners may be set lower than needed. Students need to experience and prepare for testing. Times for teacher to teach without interruptions	Prime Math PLD What does math look like? Will we look the same? Clarify around assessment time and resources Having a new entrant transition class

Mixed ability learning grouping levels 1&2 2&3	<p>Positive changes noted 3 out of 5 days</p> <p>More energetic in mornings</p> <p>Staff enjoyed teaching this program</p> <p>Students enjoyed the challenges and success stories they were creating.</p>	<p>New entrants coming into established classes Y1's</p> <p>Minor behaviour creating havoc, Making the teacher have to stop and restart the lesson.</p>	<p>Behaviour plan for those behaviours that are questionable.</p> <p>LSA involvement with behaviour issues..... Helping the teachers.</p>
--	---	---	---

Raising Achievement Planning for 2025 year:

- Link to teacher expectations and teacher professional growth cycles.
- Close monitoring of progress.
- Priority learners reporting document each term and meeting with their whanau
- Seek support from a Math expert to facilitate staff meetings, model and do observations.
- Look at class resourcing in Math
- Specific ELL trained teacher instead of using an LSA and teaching some specific Math terminology.



Te Kura o Melville

Strategic Plan 2025

	<u>Strategic Goal # 1 - Curriculum</u>	<u>Strategic Goal # 2 - Community</u>	<u>Strategic Goal # 3 - Culture</u>	<u>Strategic Goal # 4</u>
Our Strategic Goals 2025	Enhance Structured Literacy and Numeracy for Year 0-6 Learners.	Empower Whānau to Support Learning and Attendance	Embed Te Ara Whakamana and Te Ao Māori in School Culture	Strengthen Board Governance through Data-Driven, Culturally Responsive Decision Making
Our Strategic Aims 2025	<p>1.1 Build Teacher Capability in Structured Literacy, Structured Numeracy, and Cultural Responsiveness</p> <p>1.2: Ensure that 80% of Year 6 students are achieving at or above the expected curriculum level in literacy and numeracy by 2030, through a focus on Structured Literacy and Structured Numeracy that integrates Te Ao Māori perspectives.</p>	<p>2.1 Improve student attendance to a minimum of 90% across Year 0-6, with a focus on the link between attendance, cultural identity, and student achievement in Structured Literacy and Structured Numeracy.</p>	<p>3.1 Infuse the school environment with Te Ara Whakamana principles, promoting a mana-enhancing, inclusive culture that strengthens the identity and sense of belonging for all students, with a focus on Māori learners.</p>	<p>4.1 Equip the Board of Trustees to make informed, culturally responsive decisions that support student achievement, attendance, and community engagement, with a focus on equitable outcomes for Māori learners.</p>



Te Kura o Melville

Melville Primary School

Annual Implementation Plan 2025

Strategic Goals	Board Primary Objective	Education requirements	Shifts and changes
<p>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</p> <p>What evidence will you see of this?</p> <p>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</p> <p>Refer Regulations 7(g)</p>

Strategic Goal # 1 - Curriculum - Enhance Structured Literacy and Numeracy for Year 0-6 Learners.

Strategic Goals	Board Primary Objective	Education requirements	Action Steps:
1.1 Build Teacher Capability in Structured Literacy, Structured Numeracy, and Cultural Responsiveness	(1) A board's primary objectives in governing a school are to ensure that— (a) every student at the school is able to attain their highest possible standard in educational achievement;	Objective 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<p>Strengthen teacher practice across the school to accelerate the progress of Māori and Pacific learners through culturally responsive teaching practices and structured learning approaches.</p> <p>Provide professional development for teachers on delivering Structured Literacy and Structured Numeracy with a Te Ao Māori lens, ensuring culturally appropriate examples, contexts, and teaching practices are embedded into lessons.</p> <p>Encourage teachers to participate in learning communities focused on culturally responsive pedagogy, sharing best practices and reviewing student progress in a way that aligns with the values of Te Ara Whakamana.</p> <p>Introduce teacher inquiry projects that explore the impact of integrating tikanga Māori and Te Ao Māori concepts into literacy and numeracy instruction, with a focus on accelerating progress for at-risk learners.</p> <p>Support teachers in using a strengths-based approach to Māori learners, recognising and building on the mana of each student as part of their individual learning journeys.</p>
1.2: Ensure that 80% of Year 6 students are achieving at or above the expected curriculum level in literacy and numeracy by 2030, through a focus on Structured Literacy and Structured Numeracy that integrates Te Ao Māori perspectives	(2) To meet the primary objectives, the board must—(b) give effect to its obligations in relation to— (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and (ii) teaching and learning programmes;	Objective 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Implement Structured Literacy and Structured Numeracy programmes across Year 0-6, incorporating Māori concepts, contexts, and learning styles to enhance engagement and relevance for Māori learners.</p> <p>Provide professional development for teachers on culturally responsive practices in Structured Literacy and Structured Numeracy, using Te Ao Māori examples to deepen learning.</p> <p>Track student progress termly through a combination of standardised assessments and classroom observations, with a focus on ensuring equitable outcomes for Māori and Pacific learners.</p> <p>Establish early intervention programmes for students in Years 0-6 who are below expected curriculum levels in reading, writing, and mathematics, prioritising a holistic approach to learning grounded in tikanga Māori.</p>

Strategic Goal # 2 - Community - Empower Whānau to Support Learning and Attendance

Strategic Goals	Board Primary Objective	Education requirements	Action Steps
2.1 Improve student attendance to a minimum of 90% across Year 0-6, with a focus on the link between attendance, cultural identity, and student achievement in Structured Literacy and Structured Numeracy.	(c) the school is inclusive of, and caters for, students with differing needs;	Objective 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Assign a leadership team member to lead the attendance strategy, ensuring that interventions and support systems reflect the values of Te Ao Māori and whānau expectations.</p> <p>Use data-driven insights to identify and support students with chronic absenteeism, with a specific focus on engaging Māori and Pacific whānau through culturally relevant strategies.</p> <p>Foster a school-wide culture of attendance by embedding cultural practices into learning routines, making school a place where students feel a strong sense of belonging and identity.</p> <p>Introduce school-wide attendance incentives and recognition programmes that celebrate not only attendance but also engagement in cultural practices and community involvement.</p>

Strategic Goal # 3 - Culture - Embed Te Ara Whakamana and Te Ao Māori in School Culture

Strategic Goals	Board Primary Objective	Education requirements	Action Steps
3.1 Infuse the school environment with Te Ara Whakamana principles, promoting a mana-enhancing, inclusive culture that strengthens the identity and sense of belonging for all students, with a focus on Māori learners.	<p>A board's primary objectives in governing a school are to ensure that—</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff;</p> <p>(d) the school gives effect to Te Tiriti o Waitangi</p>	Objective 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	<p>Incorporate tikanga Māori into daily school routines, events, and learning activities, ensuring that students experience cultural practices such as pōwhiri, karakia, and mihimihi as integral parts of school life.</p> <p>Provide ongoing professional development for staff to deepen their understanding of Te Ao Māori and how to integrate cultural competency into their teaching practices.</p> <p>Assign cultural leaders within the school to support Māori and Pacific students in developing a strong sense of identity, ensuring that learning environments reflect te reo me ōna tikanga Māori.</p> <p>Engage whānau and community in planning and participating in key cultural events, such as Matariki and noho marae, which support student well-being and strengthen the connection between home and school.</p>

Strategic Goal # 4 - Governance- Strengthen Board Governance through Data-Driven, Culturally Responsive Decision Making

Strategic Goals	Board Primary Objective	Education requirements	Action Steps
4.1 Equip the Board of Trustees to make informed, culturally responsive decisions that support student achievement, attendance, and community engagement, with a focus on equitable outcomes for Māori learners.	A board's primary objectives in governing a school are to ensure that— (b) the school— (i) is a physically and emotionally safe place for all students and staff; (d) the school gives effect to Te Tiriti o Waitangi	NELP Priority 6: Enhance the contribution of research and data to inform teaching, learning, and system improvement.	Provide professional development for board members on data analysis and culturally responsive governance, ensuring the Board uses data to understand achievement patterns for Māori and Pacific students. Ensure that regular reports presented to the Board include detailed breakdowns of student progress in Structured Literacy and Structured Numeracy, alongside data on attendance and whānau engagement. Collaborate with leadership to align the Board's strategic decisions with the values of Te Ao Māori, ensuring that resource allocation supports Māori learners and whānau engagement. Actively involve Māori and Pacific whānau in governance discussions and decision-making processes to ensure that their perspectives and aspirations are reflected in the school's direction.