



Info about the Previous Year's Performance:	Info about how the Previous Year's Unachieved Targets will be addressed:
Ākonga Hauora Annual Target: By the end of 2024 <ul style="list-style-type: none"> Ākonga will experience an increase in programmes and supports utilised for regulation Kaimahi will increase the use of targeted practices to support ākonga regulation Base school students have experienced an increase in visual supports across the day as base kaimahi have increased their use of visuals to support ākonga regulation. All students have experienced an increased use of emotional regulation supports through kaimahi expanding the strategies they use in the Yale Ruler Approach and through kaimahi reviewing the class charter against criteria explored as part of the PLD undertaken.	Ākonga Hauora Part of the scoping and planning of this goal involved creating a 2-4 year plan to develop a whole school approach to increase ākonga and kaimahi Hauora through reducing ākonga aggression. Over the course of this year we have completed baseline assessments which have enabled analysis to determine our current situation. The baseline information has enabled us to create a more detailed plan of next steps to improve ākonga and kaimahi Hauora. These steps include: <ul style="list-style-type: none"> PLD to upskill staff in - consolidating basics, EI (including the ALERT program) and use of strategies to support students to learn to co-regulate then self regulate trauma aware education, restorative practice and team leadership as well as ongoing Team Teach training to support staff to enact Team Teach through positioning, strategies etc. Research will be ongoing as the years progress to ensure the most relevant evidence based practice is the focus for PLD. Two tier approach to supporting ākonga regulation <ul style="list-style-type: none"> Whole school for the 80% of students who rarely have an incident form. The focus for this group will be the whole school approach through PLD, systems and resources Students who regularly use aggression (approximately 20%). Targeted plans and intervention through PLD, systems and resources. Review systems and processes, change and/or update as required eg PHP plans and having a more detailed plan for the 20% group Resourcing
Kaimahi Hauora <ul style="list-style-type: none"> Quality information will be gathered then used to identify the barriers and required supports by April 2024 A plan is developed using best-practice to support kaimahi Hauora by July 2024 AWE survey completed by staff. Planning relates directly to ākonga Hauora as above and staff working on their personal and professional well being which is supported by Ferndale Te Ahu via systems, processes and a caring school culture.	Kaimahi Hauora 2025 - AWE survey to be completed by the end of March 2025. Ākonga Hauora will have a direct impact on staff Hauora - see above next steps. Ferndale Te Ahu will continue to support staff wellbeing through PLD opportunities, pastoral care systems and continuing with a caring school culture.

INITIATIVES:	INITIATIVE SUCCESS STATEMENT:	ANNUAL TARGET 2025:	ACTIONS:	RESOURCING:	MEASURES & EVIDENCE:
ĀKONGA 2.a Plan and develop the Ferndale Te Ahu approach to supporting ākonga hauora.	The 2025 ākonga hauora plan is shared with all staff by the end of February 2025. Identified staff will upskill in other approaches that will support ākonga hauora for 2025 and beyond	By the end of 2025 <ul style="list-style-type: none"> Ākonga will experience an increase in programmes and supports utilised for regulation Ākonga and whānau will experience supports that will enable reduced unjustified absence and a lift in attendance Kaimahi will increase the use of targeted practices to support ākonga regulation 	<ul style="list-style-type: none"> Implementation of hauora plans Implementation of two tier targeted system Implementation of attendance support plan PLD Resourcing Systems and processes Monitor and Review 	<ul style="list-style-type: none"> Leadership time Board time Staff time Teaching & Learning Resources AWE survey 	<ul style="list-style-type: none"> Staff & student surveys, Behaviour tracking and analysis, Focus group workshops, Attendance tracking Observations Analysis & evaluation of data Review & Evaluation
3. Implement and embed practices, programs, processes and systems as identified in the scope and planning - ākonga.	Kaimahi can utilise strategies that enable ākonga to flourish and learn by December 2027 Kaimahi and Leadership use a range of strategies and supports to lift student attendance and reduce unjustified absence from February 2025				
KAIMAHI 5. Plan and develop the Ferndale Te Ahu approach to supporting kaimahi hauora.	The kaimahi hauora plan is shared with all staff by the end of February 2025.				
6. Implement and embed practices, programs, processes and systems as identified in the scope and planning - kaimahi.	Kaimahi can utilise strategies that enable ākonga to flourish and learn. Kaimahi feel supported and valued in the workplace, and take ownership of their own hauora by December 2027				

Teaching & Learning Programmes & Strategies: (with a particular focus on literacy, maths, and te reo matatini and pāngarau, inc how the needs of learners who needs have not yet been well met will be addressed)	How Targets & Actions will Support Te Tiriti o Waitangi Obligations?
Increased use of SPELL (Structure, Positive, Empathy, Low Arousal, Links) including visuals, AAC and Emotional Intelligence (EI) programmes such as Yale RULER and the Alert Programme.	By living Māori values such as manaakitanga, whanaungatanga and wānanga so that ākonga Māori can achieve success as Māori.

Info about the Previous Year's Performance:
By the end of 2024, kaimahi will have implemented new literacy practices following the whole-school PLD.

This target has mostly been achieved with the majority of staff implementing the new literacy practices of Intensive Interaction and emergent shared reading where they follow the required practices in their implementation. Some staff still need to fully integrate all steps and practices into their approach in both II and emergent share reading. The reason for this is because both of these practices were new and not everyone has started with the same level of understanding. Some staff are requiring higher levels of structured support around this. Some staff have exceeded the target through implementing these practices at a high level and are concurrently supporting other staff to understand and implement both approaches.

31 staff have exceeded the target as they have gone on to independently study emergent writing on an online course. A number of teachers have started to implement emergent writing practices in their classrooms.

By the end of 2024 Ferndale Te Ahu will have increased literacy teaching resources that reflect te ao Māori.

We have achieved this target with having a number of resources now within our school that reflect te ao Māori and Aotearoa - New Zealand. These resources are now in use across our kura.

By the end of 2024 Ferndale Te Ahu will have introduced literacy assessment tools.

We did not meet this target as our staff needed to continue to develop their skills to fully implement the required practices in both II and emergent shared reading.

By the end of 2024 Ferndale Te Ahu will have implemented specific curriculum areas as per Ministry guidelines.

We have met the current guidelines for 2024

Info about how the Previous Year's Unachieved Targets will be addressed:

- Embed and consolidate II and emergent shared reading practices across the school - giving particular support to those who have not fully understood the core practices
- Introduce and implement specialist structured literacy practices
- Continue to increase our number of resources including ensuring our in-school created resources reflect te ao Māori
- Implement literacy assessment practice.s
- Analyse and review data collected from assessment information and use this to inform next steps.
- Induction of new staff
- Embed the use of the pre NZC curriculum - Ferndale Te Ahu progressions in maths and literacy
- Further PLD on literacy and mathematics
- Complete development of the Ferndale Te Ahu Core Curriculum
- Maintaining the Transition Curriculum

INITIATIVES:	INITIATIVE SUCCESS STATEMENT:	ANNUAL TARGET 2025:	ACTIONS:	RESOURCING:	MEASURES & EVIDENCE:
LITERACY 7. Develop and implement PLD for kaimahi and whānau focused on best practice in specialised literacy programs.	Ferndale Te Ahu has an inclusive approach that ensures barrier free, equitable and accelerated learning for every ākonga in all areas of literacy by December 2027.	By the end of 2025 kaimahi will have implemented new literacy practices following the whole-school PLD.	- Development of literacy and maths progressions - Implement literacy assessments	- Leadership time - Board time - Staff time - Teaching & Learning Resources - External PLD	- Self assessment AAC - Observation & PGC - Student Achievement Goals - Literacy assessments - Planning workshops - Analysis & evaluation of data - Review & Evaluation
TE TIRITI O WAITANGI 8. Give effect to Te Tiriti o Waitangi for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori through literacy teaching and learning.	Integration of Te Reo Māori, tikanga Māori, and mātauranga Māori through literacy teaching and learning practices by December 2027	By the end of 2025 Ferndale Te Ahu will have increased literacy teaching resources that reflect te ao Māori.	- Develop maths assessments - Implementation of literacy and maths curricula		
STUDENT ACHIEVEMENT 9. Assess, analyse and evaluate student achievement in literacy so that teaching and learning can be adapted to accelerate student learning.	A range of assessments are used (including the phonics check where this is relevant) to measure student achievement. Data is analysed, evaluated, shared and unpacked, adaptations are made to enhance learning.	By the end of 2025 Ferndale Te Ahu will have introduced literacy assessment tools.	- PLD - Resourcing - Systems and processes - Monitor and Review		
NEW ZEALAND CURRICULUM TE MĀTAIAHO 10. Implement the content of Te Mātaiaho within the released phases and timeframes building kaimahi capability and confidence.	- Implement the NZC english and maths curricula and other government requirements.	By the end of 2025 Ferndale Te Ahu will have embedded the english and maths curricula.			

Teaching & Learning Programmes & Strategies: (with a particular focus on literacy, maths, and te reo matatini and pāngarau, inc how the needs of learners who needs have not yet been well met will be addressed)
**How Targets & Actions will Support
Te Tiriti o Waitangi Obligations?**

Comprehensive Literacy For All (literacy programme), increased use of AAC, Specialist Structured Literacy, Numicon, adaption of Te Mātaiaho for learners with additional needs,

By resourcing literacy & maths programmes to enable all ākonga to identify the importance of te ao Māori, and ākonga Māori to see themselves within resources.

**Past Strategic
Plan Goals:**

Whilst goals were achieved for Transition, Outreach, Partnership Development and Coaching PLD, work will continue in each of these areas as part of Business as Usual.
Work on the Base School Development is time-lined and planned for outside of the Annual Plan.