

# Argyll East School

School Number 2542

## Strategic Plan

2025

*Live, Learn, Grow!*

## ABOUT OUR SCHOOL.....

Argyll East School is a primary school, catering for students from Year 0 – Year 8. It is situated in the rural community of Argyll East and has a small farm attached to the grounds. The school will start 2024 with 70 children and at least 8 new entrants are expected throughout 2024. Children come from the Argyll East community and from the townships of Otane, Waipawa and Waipukurau. There are 2 bus runs, which bring the students to and from school daily.

Our staff consists of our principal who is also the Lead Principal for the Te Angiangi Kāhui Ako, three full-time teachers, two part-time teachers, two teacher aides and a school administrator. Argyll East School is warm and welcoming and the children enjoy good relationships with their peers and teachers. We welcome all students and we are committed to their engagement in all school activities and to their achievement. The school's culture is founded on our values of respect, integrity, perseverance and creativity. These values are evident throughout the school. Our vision is Live, Learn, Grow! and encourages all students to reach their full potential.

The school community is supportive of the school, its programmes and activities with families and children enjoying the close community nature of the school and the rural environment. Parents are encouraged to become actively involved in their child's education.

Argyll East School was opened on July 17th 1905 and currently has four-classrooms an administration block, a library/resource centre, swimming pool, adventure playground, tennis/netball/basketball court, cricket nets and a large playground area. Since 1905 Argyll East School has been at the heart of the Argyll Community, ensuring country values and farming contexts have been included in the school curriculum and are part of school life. We honour our country roots, using the school farm to help provide rich and meaningful learning contexts to enrich student's learning as well as allowing our parents and community to get more involved in school life.

Argyll East School has a very supportive parent body, community and an active Home & School Association. The Home & School Association runs fundraising activities and helps out at school events. Families are kept informed of what is going on at the school with a weekly newsletter, which is also delivered to the local community along with a website and facebook page. Seesaw is also used to keep parents up-to-date on student learning and school events.

The school continues to develop and implement the Argyll East School curriculum – “What Learning Looks Like at Argyll East School”. This is unique to our school.

## Primary Objectives of the Board of Trustees and Ministry Of Education requirements:

*The Board of Trustees is cognizant of its responsibilities as set out in Section 127 of the Education and Training Act 2020*

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; and
- (b) the school—
  - (i) is a physically and emotionally safe place for all students and staff; and
  - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
  - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- (c) the school is inclusive of, and caters for, students with differing needs; and
- (d) the school gives effect to [Te Tiriti o Waitangi](#), including by—
  - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - (iii) achieving equitable outcomes for Māori students.

To meet the primary objectives, the board must—

- (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
- (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; and
  - (iii) monitoring and reporting students' progress; and
- (c) perform its functions and exercise its powers in a way that is financially responsible; and
- (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and
- (e) comply with all of its other obligations under this or any other Act.



## NELPS - National Education Learning Priorities

### **Objective 1 Learners at the centre - Learners with their whānau are at the centre of education**

#### **Priorities**

- 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

### **Objective 2 Barrier Free Access - Great education opportunities and outcomes are within reach for every learner**

#### **Priorities**

- 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
  - 4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
- Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

### **Objective 3 Quality Teaching and Leadership - Quality teaching and leadership make the difference for learners and their whanau**

#### **Priorities**

- 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### **Summary of the information used to develop this plan (Regulation 7c)**

We have consulted with our community through Google forms, hard copy forms, phone conversations and face to face conversations. Every school community member has been requested to respond, either through the forms or by a personal conversation with a member of our Board of Trustees. In approaching each school family, we have ensured that we have a comprehensive picture of our community's aspirations for their children's education. We also collected student voice to ensure their perspective is included in our strategic planning. At the end of the 2023 year, we opened classrooms to families, providing an opportunity for meeting 2024 teachers and for sharing ideas to ensure smooth transition for children between levels. We also hold a Back to School BBQ at the beginning of the new school year as an occasion to further share information that will enhance learning and build strong educational relationships. Meetings with families are held throughout the year, including formal conferences held in terms 1 and 3, teachers and parents are encouraged to contact each other whenever the need arises. We also promote an open door policy at all times.

# Giving Effect to Te Tiriti o Waitangi

## Argyll East School believes:

All Māori children have unlimited potential and are inherently capable of achieving educational success.

Argyll East School recognises the importance of teachers' relationships and engagement with Māori learners and with their whanau.

The teachers at Argyll East School actively promote the cultural competencies outlined in Tataiako:

- *Wananga*: participating with learners and communities in robust dialogue for the benefit of Māori learners achievement.
- *Whanaungatanga*: actively engaging in respectful working relationships with Māori learners, parents and whanau, hapu, iwi and the Māori community.
- *Manaakitanga*: showing integrity, sincerity and respect towards Māori beliefs, language and culture
- *Tangata Whenuatanga*: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whanau is affirmed.
- *Ako*: taking responsibility for their own learning and that of Māori learners

***Māori learners achieving education success as Māori***

All cultures within our school are valued, accepted and celebrated through active encouragement of an inclusive school culture and values.

Staff members ensure that all students are treated with respect and dignity, and actively work towards maximising the potential of each student irrespective of cultural backgrounds.

All staff members are expected to develop an awareness of Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language), and incorporate these into classroom programmes. In 2024, teachers are undertaking te reo PD through Scotty Morrison's "Māori Made Easy".

Argyll East School works to foster better cultural understanding consistent with the Treaty of Waitangi.

We report as part of our annual reporting process to the BOT on the achievement of our Māori students in literacy and numeracy.

We continue to build and maintain our Māori resources to support teaching and learning.

Daily programmes have a Māori dimension wherever possible: greetings, commands, language related to everyday objects, days, months, number, waiata, National Anthem.

Each integrated unit includes Māori components as appropriate to the topic and the class level.

Professional development and support of staff is offered on the understandings they need to develop with their students.

We actively seek further opportunities to learn about Māori protocol through visits to local marae. Requests for instruction in Te Reo Māori will be given full and careful consideration by the Board of Trustees with regard to: personnel with the requisite skills and qualifications; overall school financial position; skills in school community and wider community.

Māori community are consulted in various ways including:

- Report evenings;
- Parent workshops;
- Newsletters;
- School events involving students;
- Informal interactions with families;
- Maintaining open door practice encouraging families to approach the school;
- Kapa Haka biannually with outside help where required and school staff.

# Academic Goals - 2025

**Goal:** *Students are high achievers who understand and utilise our vision, values and key competencies to be life long and self-directed learners.*

**Targets:** That 85% of our students will be at or above their Curriculum Level in Reading (2024 - 76%,) **Writing (2024 - 74%)** and Maths (2024 - 82%);

That our target students in years 4-8 make accelerated progress with in-class and extra support from teachers and teacher aides.

To improve and maintain our academic achievement, and increase the number of children at or above their curriculum level, we will:

- Continue to support teachers with DMIC maths pedagogy
- Introduce and trial PRIME Maths in our senior classroom
- Continue using RAPs to focus on target students including frequently tracking and monitoring student progress
- Timetable meetings to discuss priority learners.
- Moderate in maths and literacy across the school
- Continue development of Argyll math curriculum. Focused on basics, rich tasks and authentic activities.
- Plan contexts engaging for Maori, Pacifica and other students.
- Include peer observations twice yearly or as required.
- Share holiday learning ideas with whanau.
- Promote WST support in classrooms
- Add to teaching and learning resources
- Make learning progressions visible to all students
- Use AFL practices in each lesson - including WALTs and Success Criteria
- Set learning goals in each class - differentiated and shared with parents
- Continue Structured Literacy programme for all students across the school
- Explicit phonological awareness to be taught daily in junior and middle classrooms - Heggarty
- Across school writing inquiry through Professional Growth Cycle
- Retain a literacy unit holder
- Continue membership of HB Literacy gp, attending relevant courses and reading Literacy Forums.
- Continue to seek authentic reading and writing situations – 2024 strategic plan promoting outdoor learning and engagement for all students
- Use of Chrome books and other IT to engage learners
- Continue using See-Saw to encourage whanau engagement
- Promote student writing in school newsletter
- Caap becoming embedded.
- LLP indicators in teachers planning and in kids speak in children's books and on classroom walls with exemplars
- Ensure technical vocab consistent throughout school
- Student writing published for the Library for all students to share
- Familiarisation with PACT writing to support planning and assessment where needed
- Continue extra support in Reading, Writing and Maths for target students in years 4-8 with Loss of Learning Funding - 164 hours in total
- Work closely with teacher aides to support teaching and learning programmes
- Provide PLD for teacher aides where appropriate
- Selected year 6 students to attend Writing Workshop with NZ authors as mentors

**Strategic Plan  
2025**

**Our Vision  
LIVE LEARN GROW**

**STRATEGIC GOAL**

**STRATEGIC INITIATIVES**

**SUCCESS**

**1:** To increase the percentage of students attending school regularly (90% or more of the time) to meet or exceed the New Zealand Ministry of Education target. By the end of this school year, our aim is to raise regular attendance supporting improved student engagement and learning outcomes.

Attendance Awareness Campaign  
Individual Attendance Plans  
Engagement of whanau  
Weekly Attendance Checkins  
Celebrate Small wins  
Attendance incentives - student attendance ambassadors  
Regular attendance data sharing  
Teacher reflection sessions  
Use of STAR - Stepped Attendance Response

School values regular attendance  
Increased awareness of regular attendance contributing to student success and wellbeing  
Cohesive approach across school  
Improved engagement and attendance

**2.** To implement the revised English curriculum for Years 0–6 and Revised Maths Curriculum for Year 0-8 by the end of 2025, ensuring that staff are proficient in teaching, assessing progress, and using reflective practices to improve student outcomes.

Professional Development Support  
Reflective Staff Meetings -  
Assessment and progress tracking  
Collaboration and Resource sharing  
Community Engagement

A consistent approach to teaching English and Maths  
A shared understanding of the Science of Learning and explicit teaching that supports English and Maths learning.  
A cohesive approach across the School  
Network days prove valuable for reinforcing the direction of the programmes.  
Scheduled opportunities that promote reflection and further embedding of English, Structured Literacy and Maths revised curriculums  
A method of assessing and tracking student in English and Maths to align with the phases at each year level.  
Staff feel well supported throughout their journey.

**3.** Continue professional learning to build teacher capacity through continued growth in te reo Māori

Work with Cultural Leader to develop and implement a suitable programme of learning for teachers.  
Review the integration of te reo Māori in classroom programmes.  
Professional Growth Cycle focus

Teaching te reo Māori is embedded and teachers' capability is enhanced



# Annual Implementation Plan Goal 1 - 2025

Strategic Goal	2025			
	T1	T2	T3	T4
<p><b>1: To increase the percentage of students attending school regularly (90% or more of the time) to meet or exceed the New Zealand Ministry of Education target. By the end of this school year, our aim is to raise regular attendance supporting improved student engagement and learning outcomes.</b></p>	<p>Establish baseline attendance data, set individual and class goals, and initiate parent and student communication about attendance importance.</p> <p><b>Launch an Attendance Awareness Campaign</b> – Hold assemblies, distribute newsletters, and set up posters to communicate the importance of regular attendance to students, whānau, and staff.</p> <p><b>Create Individual Attendance Plans</b> – Identify students with attendance below 80% from the previous year and create individualised support plans in partnership with families.</p>	<p>Implement targeted interventions for students below 80% attendance; aim to increase school-wide regular attendance by [percentage] from Term [percentage] from Term [percentage].</p> <p><b>Weekly Attendance Check-ins</b> – Teachers or attendance officers can check in weekly with students below 80% attendance to offer encouragement and assess ongoing challenges.</p> <p><b>Celebrate Small Wins</b> – Recognise classrooms or students who improve their attendance with certificates, mentions in assemblies, or whānau communication to build momentum.</p>	<p>Sustain improvements and engage students in peer-led attendance initiatives; school-wide regular attendance to reach [target percentage].</p> <p><b>Student-Led Attendance Initiatives</b> – Empower student leaders to run attendance-themed activities, such as competitions or “attendance weeks,” to encourage their peers.</p> <p><b>Introduce Attendance Incentives</b> – Provide incentives like a movie day, extra recess, or certificates for students who meet individual and class attendance goals.</p> <p><b>Regular Attendance Data Sharing</b> – Share attendance data with the whole school, showing progress and recognising improvement while maintaining confidentiality.</p>	<p>Evaluate progress, celebrate achievements, and set foundations for attendance continuity into the next year.</p> <p><b>Teacher Reflection Sessions</b> – Organise sessions where teachers reflect on what has worked and what can be improved in attendance initiatives, preparing for the following year.</p> <p><b>Create Student Attendance Ambassadors</b> – Appoint student ambassadors who have improved their attendance to promote regular attendance next year, serving as role models.</p> <p><b>Set Attendance Goals for Next Year</b> – Work with staff and whānau to set preliminary attendance goals for the next year, integrating feedback and data to inform strategies.</p>



# Annual Implementation Plan Goal 2 ENGLISH - 2025

Strategic Goal	2025			
	T4 (2024) - T1	T2	T3	T4
<p>2. Successfully implement the revised English curriculum for Years 0–6 by the end of 2025, ensuring that staff are proficient in teaching, assessing progress, and using reflective practices to improve student outcomes.</p>	<p><b>Teacher Only Day (TOD):</b> term 4 2024 Introduction to the <i>Understand-Know-Do</i> framework and structured literacy approaches. Explore key elements of the new curriculum, including oral language, reading, and writing strands. Teachers learn to implement evidence-based strategies grounded in the <i>Science of Learning</i>.</p> <p><b>Staff Meetings:</b> To review lesson planning, reinforce explicit teaching, and discuss initial assessments of student progress.</p> <p><b>Professional Learning</b> All teachers to participate in MOE structured literacy professional development. Applied for in 2024 - term 4</p>	<p><b>Assessment:</b> Implement mid-year e-asTTle or PAT tests to measure student progress in literacy. Use data to review teaching practices and identify gaps.</p> <p><b>Staff Meetings:</b> Regularly review assessment data and collaborate on adjusting teaching plans to meet individual student needs. Discuss ongoing reflection of teaching strategies, focusing on reading comprehension and writing fluency.</p>	<p>Revisit curriculum challenges, focusing on deeper exploration of the explicit teaching practices and science-based strategies for literacy improvement. Address complex curriculum content and focus on progressions within the structured literacy sequence. Teachers assess progress, refine teaching strategies, and discuss what has been successful.</p> <p><b>Staff Meetings:</b> Continuemeetings to fine-tune explicit teaching, lesson sequencing, and reflect on mid-year assessment data.</p>	<p><b>Year-End Assessment:</b> Final e-asTTle or PAT assessment to measure year-end student progress in English. Use this data for final reflections on the year's success and identify priorities for the next year.</p> <p><b>Staff Meetings:</b> Analyze assessment outcomes and prepare reports for parents. Collaborate on curriculum adjustments for the following year.</p> <p><b>Community Engagement:</b> Share final results with parents, explaining student progress and how the curriculum is shaping learning.</p>

# Annual Implementation Plan Goal 2 MATHS - 2025

Strategic Goal	2025			
	T1	T2	T3	T4
<p>2. Successfully implement the revised Mathematics curriculum for Years 0–8 by the end of 2025, ensuring staff are fully equipped to teach to the new standards and assessment practices.</p>	<p><b>Teacher Only Day (TOD):</b> Introduction to the <i>Mataiaho</i> curriculum structure, including the <i>Understand-Know-Do</i> framework and <a href="#">explicit teaching strategies</a>. Training on the <i>Science of Learning</i> for better understanding of student learning processes and retention strategies. Familiarisation with the structured year-by-year teaching guide within the Phases.</p> <p><b>Staff Meetings</b> Focus on unpacking explicit teaching and collaborative lesson planning. Create a <a href="#">long term math plan</a> to ensure coverage across the curriculum. Set up a framework for collecting baseline data on students' math skills using formative assessment. Teachers share initial plans, resources, and set goals for implementing the new curriculum. Discussions on how to incorporate reflective practices into their daily teaching.</p> <p><b>Assessment</b> Team analysis of data. Classroom needs analysis are created and target children are identified. End of Term report on Target students at a team level.</p>	<p><b>Mid-Year Assessment:</b> Conduct mid-year e-asTTle or PAT tests to assess student progress.</p> <p><b>Staff Meetings:</b> Review mid-year assessment results and adjust teaching strategies based on data analysis. Focus on developing intervention strategies for students needing extra support. Observation of Maths teaching practice based around explicit teaching skills.</p> <p><b>Assessment</b> Team analysis of data. Classroom needs analysis are created and target children are identified. End of Term report on Target students at a team level. Track student progress on the Math RAP</p>	<p><b>Teacher Only Day (TOD):</b> In-depth sessions addressing any challenges from Term 1 and 2, focusing on problem areas (e.g., difficult concepts). Provide additional PLD on advanced curriculum content and specific teaching practices.</p> <ul style="list-style-type: none"> <li><b>Staff Meetings</b> Review progress on curriculum implementation and share strategies for improvement. Teachers refine teaching practices based on classroom experiences and feedback. Continue collaborative planning and problem-solving around explicit teaching techniques and progress.</li> </ul> <p><b>Assessment</b> Team analysis of data. Classroom needs analysis are created and target children are identified. End of Term report on Target students at team level.</p>	<p><b>Year-End Assessment:</b> Administer year-end e-asTTle or PAT tests for final evaluation of student progress.</p> <p><b>Staff Meetings:</b> Analyse end-of-year data to plan for the next academic year, focusing on curriculum adjustments.</p> <p><b>Community Engagement:-</b> Reporting to parents and caregivers with assessment results and future curriculum goals.</p> <p><b>Assessment</b> Team analysis of data. Classroom needs analysis are created and target children are identified. End of Term report on Target students at a team level.</p>

# Annual Implementation Plan Goal 3 Te Reo Maori - 2025

2025

Strategic Goal	T1	T2	T3	T4
<p><b>3. Continue professional learning to build teacher capacity through continued growth in te reo Māori</b></p>	<p>Pre programme - Where are we at survey to ascertain teacher capability and needs. NZCER - Taku Reo (Year 4-8)</p> <p><b>Staff meetings:</b> Assess capability of students and use this to inform teacher planning Research into most appropriate programme to suit teacher needs for professional development considering time limitations and teachers learning alongside students</p> <p>Determine specific tasks to be accomplished for improvement of te reo capability - <b>karakia in all classrooms and assembly</b></p> <p>Explicit teaching of Te Tiriti o Waitangi at all year levels</p> <p>Professional Growth Cycle focus on building capacity in te reo as teachers</p>	<p><b>Baseline Assessment:</b> NZCER - Te Urungi assessment (Year 4-8)</p> <p>Continue with professional development</p> <p><b>Staff meetings:</b> Review progress towards using te reo in the classroom and share strategies for improvement. Teachers refine teaching practices based on classroom experiences and feedback. Continue collaborative planning and problem-solving around explicit teaching techniques and progress.</p> <p>Professional Growth Cycle focus on building capacity in te reo as teachers</p> <p>Create a <b>long term plan</b> that highlights learning steps for teachers</p> <p>Explicit teaching of Matariki at all year levels</p> <p>How are we using te reo in our planning documents?</p> <p>Waiata weekly in assemblies</p>	<p>Continue with professional development</p> <p>Professional Growth Cycle focus on building capacity in te reo as teachers</p> <p>Introduce karakia kai before lunch</p> <p>Increase visibility of te reo Māori within our school - new classroom signage, walk zone renamed, using te reo names for learning hub and Old School.</p> <p>Waiata weekly in assemblies</p> <p><b>Staff meetings:</b> Review progress towards using te reo in the classroom and share strategies for improvement. Teachers refine teaching practices based on classroom experiences and feedback. Continue collaborative planning and problem-solving around explicit teaching techniques and progress.</p>	<p><b>Progress Assessment:</b> NZCER - Te Urungi assessment (Year 4-8)</p> <p>Continue with professional development</p> <p>Professional Growth Cycle focus on building capacity in te reo as teachers</p> <p>Survey to ascertain teacher capability</p> <p>Waiata weekly in assemblies</p> <p><b>Staff meetings:</b> Review progress towards using te reo in the classroom and share strategies for improvement. Teachers refine teaching practices based on classroom experiences and feedback. Continue collaborative planning and problem-solving around explicit teaching techniques and progress.</p>

# Other 2025 Key Improvement Strategies to Achieve Strategic Vision

## Property

1. Implement new communication system including use of automated bell system and new fire and evacuation alarm system.
2. Maintenance of riparian and wetland learning areas – pathways, weed control, pest control
3. Cyclical maintenance - exterior painting as per maintenance programme
4. Old School Building maintenance and repairs - interior
5. New outdoor activity for students (working alongside Home & School)

## Finance

1. Continued development of investment programs
2. Work closely with Home and School to achieve common goals

## Community Engagement

1. Curriculum information sessions/evenings where needed
2. Continue using Seesaw to promote communication between classroom and home
3. Invitation to community members for reading and helping with classroom and school projects wherever possible
4. Inquiry learning projects with local farmers, teachers, kaumatua as relevant.
5. School production
6. Meet the teacher opportunities – Back to School BBQ

## Personnel

1. 2 Teacher aides with time directed at students best needs.
2. Participation in Te Angi Angi Kāhui Ako in CHB

## Strategic and Annual Planning

1. School Docs in use for policy development and review
2. Board review schedule kept up to date and relevant
3. Necessary PD outlined and completed by board, staff and principal

## Curriculum Level Implementation

1. Unit holders to facilitate moderation and discuss professional development ideas to ensure clarification of curriculum levels and expectations.

## 2025 Review Schedule

2025	Area of Review	Meeting 1 Tuesday 4th March Term 1 Week 5	Meeting 2 Tuesday 27th May Term 2 Week 5	Meeting 3 Tuesday 12th August Term 3 Week 5	Meeting 4 Tuesday 4th November Term 4 Week 5	Meeting 5 Tuesday 9th December - TBC Term 4 Week 9
Strategic Review	Strategic Plan	Approve Strategic Plan Values	Annual Plan review, Mid year strategic review	School Vision Annual plan review	Strategic Planning	Analysis of Variance End of year data
	Strategic Aims	Strategic Goals	Strategic Goals	Strategic Goals	Strategic Goals	Strategic goals 2026
Regular Review	Policies	Review will align with School Docs schedule of review				
	Evaluation Indicators		Domain 4	Domain 5		Domain 6
	Student Progress and Achievement	Standardised Tests (if completed)	Other Learning Areas. Curriculum Levels - Mid Year			Curriculum levels - End of Year
	Budget	Budget approved	Monitor	Mid year review		Draft budget for 2026
Board Process Requirements		Strategic Plan to MOE 1st March Accounts to Auditor	Annual report completed and sent to MOE Review 10YPP			Plan accordingly for next year Review maintenance plans
Other	Report on hazards, asthma medication, accident register, monthly water results, maintenance plan, fire drills and evacuation					

