



Strategic Annual Plan 2024-2025

Moira Blair

Principal's endorsement:

Anna Fuiava

Board of Trustees' endorsement:

1 March 2024

Submission date to MOE:

Introduction

As the oldest school in Auckland still on its original site, first opened in 1878 as Mt Roskill District School, Three Kings School has been serving the local community for over 145 years. Today our heritage classrooms sit alongside modern facilities and provide a learning environment that mixes the best of old and new.

We have grown from a single room serving a rural population, to being one of New Zealand's most diverse primary schools with a wide range of nationalities and cultures represented in our community. In addition to our own diversity, Three Kings School acknowledges New Zealand's cultural diversity and the unique position of Māori as tangata whenua.

Three Kings School is incredibly proud of both its heritage and its strong, diverse community. We aspire to learn from and embrace these unique attributes, whilst creating a learning environment that delivers our young students the best possible start to their education journey.

This strategic plan sets the direction for the school over the next two years and has been informed by the views of our community, staff and students.

Within the plan we have three key goals:

- To ensure we provide equitable education to all students (Mana Taurite)
- To develop and deliver a broad, future-focused curriculum that engages and inspires students (Te Marautanga)
- To continue to create strong connections with our local community and use these to underpin our localised curriculum (Hapori)

Our school dispositions of Collaborative, Creative, Respectful and Resilient continue to underpin and guide all aspects of school life, ensuring our students grow both academically and socially.





VISION



**Embracing our differences.
Learning from our past.
Creating our futures.**



Goals, Initiatives and Success

GOAL	INITIATIVES	SUCCESS	EDUCATION REQUIREMENTS
<p>(A) Equity / Mana Taurite</p> <p>To ensure equity of outcomes for all students.</p>	<ol style="list-style-type: none"> 1. Mitigating identified barriers to students achieving their potential. 2. Strengthening inclusive learning programmes catering to neurodiverse and gifted & talented learners. 	<p>All Three Kings school students have opportunities to achieve success equitably in ways that embrace their culture, identity, and strengths.</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6, 7. The Literacy and Communication and Maths Strategy. Objectives of Boards 127 (1a, b, c, d) and (2a, b).</p>
<p>(B) Curriculum / Te Marautanga</p> <p>To develop and deliver a broad future-focused curriculum that engages and inspires students.</p>	<ol style="list-style-type: none"> 1. Navigate and develop deep understanding of the refreshed national curriculum (Te Mātaiaho) and the understand > know > do structure of teaching and learning. 2. Deliver the refreshed curriculum in a localised, authentic and meaningful way (Mātaiaho). 3. Embed a new, distinct learning model / way of learning for Three Kings School (replacing L2L). 4. Ensure effective communication of the curriculum refresh to our community (whānau). 	<p>Three Kings school students have opportunities to develop skills and understandings across the breadth and depth of the New Zealand curriculum.</p>	<p>NELP Priorities 4, 5, 6, 7. The Literacy and Communication and Maths Strategy. Te Mātaiaho and the Common Practice Model. Objectives of Boards 127 (1a, b, c, d) and (2a, b).</p>
<p>(C) Community / Hapori</p> <p>To create strong connections with our local community and use these to underpin our localised curriculum.</p>	<ol style="list-style-type: none"> 1. Support our school family of English Speakers of Other Languages. 2. Connect to our history in relation to Māori school name and Māori history of area. 3. Work with a range of groups in the community. 	<p>Our school curriculum will reflect the current make-up of the school. We will recognise, plan for, and celebrate the cultures of our students through authentic and meaningful curriculum content.</p>	<p>NELP Priorities 2, 3, 5. Ka Hikitia. The Action Plan for Pacific Education 2020-2030. Attendance and Engagement Strategy Objectives of Boards 127 (1a, b, c, d).</p>

Strategic Plan Timeline

GOAL	2024	2025
<p>(A) Equity / Mana Taurite</p>	<p>Mitigating barriers to students achieving their potential</p> <p>Strengthening inclusive learning programmes</p>	
<p>(B) Curriculum / Te Marautanga</p>	<p>Navigate & develop deep understanding of the curriculum refresh</p> <p>Embed a new distinct learning model/way of learning</p>	<p>Ensure effective communication of the curriculum refresh to our community</p> <p>Deliver the refreshed curriculum in localised, authentic way</p>
<p>(C) Community / Hapori</p>	<p>Support our school journey of ESOL</p>	<p>Connect to history via Maori name</p>

2024 Annual Plan

GOAL

A Equity /
Mana Taurite

Mitigating barriers to students achieving their potential

INITIATIVE:

Mitigating identified barrier's to students achieving their potential.

OUTCOMES:

Teachers have a clear understanding of the barrier's students identify for themselves for their learning and co-construct strategies to overcome/ minimise these.

MEASURES:

Agreed actions/strategies are a visible part of classroom practice and class treaties.
Mid year survey shows a shift in students perceived barriers (reduction in those that have been eliminated / mitigated).

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Collect student voice on barriers – individual for years 4-6, as part of classroom treaty discussions in years 0-3.	Classroom teachers.	Set up google forms sheet for classes to use.	Term 1 2024.	Completed survey by all classes.
Ensure all voice is heard, focus on akonga Māori.	Classroom teachers.	Time. Variety of tools to gather voice (orally as well as by forms).	Term 1 2024.	All voices heard from class.
Year 4- 6 teachers use data to identify barriers / concerns within their class and come up with action plan to eliminate / mitigate – link to AfL.	Toki teachers.	Framework for action plan.	Term 1 2024..	Action plan, class treaty linked to student identified barriers.
As year level and whānau identify trends and concerns, work together to mitigate.	Year level / whānau level.	Framework.	Term 1 2024.	Team wide understanding / action plan.
Revisit during year as and when necessary.	All staff.	Time.	Ongoing.	Mid year survey against identified barriers – systems in place to support this.

2024 Annual Plan

GOAL

A Equity / Mana Taurite

Strengthening inclusive learning programmes

INITIATIVE:

Strengthening inclusive learning programmes catering to neurodiverse and gifted & talented learners.



OUTCOMES:

Teachers utilise the science of reading and structured literacy approaches to cater for all students in their class. Literacy levels, reading and writing, are lifted across the team.

MEASURES:

Teachers are implementing the Little Learners Love Literacy program to support all students with literacy development. Planning caters for all needs in the classroom, there is less reliance on external programming. Teachers begin to utilise assessment linked to LLLL to program and identify need. Improved student achievement against curriculum levels in writing and reading.

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Teacher only day – Professional development in LLLL.	Femke (LLLL), Nicola E.	PLD.	2 February 2024.	Teachers understanding of structured literacy approach – survey after day completed, put into practice.
PLG year 0-3 how LLLL improves literacy outcomes, being responsive and keeping a focus on the love of reading.	WSL's ASL's SLT.	3 x meetings a term (2 in terms 1 and 4).	Term 1 – Term 4 2024.	Teachers confidence in utilising the program. Teachers inquiry / appraisal.
Monitor which students go to literacy booster with Steph, develop process for identifying need.	Steph, Nicola, Hannah, Koru teachers.	LLLL PLD.	Term 1 - ongoing.	Ability to identify and help those needing extra literacy support.
Track progress according to ethnicity and ensure program is accelerating learning for all, with a focus on akonga Māori.	DP's.	Time.	Term 2 - ongoing.	Progress across ethnicities looks similar.

2024 Annual Plan

GOAL

A Equity / Mana Taurite

Inclusive learning programmes

INITIATIVE:

Strengthening inclusive learning programmes catering to neurodiverse and gifted & talented learners.



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OUTCOMES:

Teachers are able to identify and plan for neurodiverse and gifted and talented students in an inclusive manner.

MEASURES:

Teachers have identified gifted and talented students in the class. Planning caters for all needs in the classroom, there is less reliance on external programming.

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Teacher only day G and T, look at variety of models, including concepts of Māori giftedness, introduce UDL.	Moira, John, Toki teachers.	PLD based on a UDL approach with videos, resources, reading.	2 February 2024.	Teachers greater understanding – end of day survey
PLG year 4-6 how UDL caters for diverse learners, with a lens on G and T, including identification.	WSL's ASL's SLT.	3 x meetings a term (2 in terms 1 and 4).	Term 1 – Term 4 2024.	Teachers confidence in utilising the program. Teachers inquiry / appraisal.
Jane – gifted and talented program designed	Jane, Moira, John	1 day a week	Term 1 – Term 4 2024.	More students have opportunities to deep dive into an area of talent in a small group situation.
Katrina and leadership crew – looking at how different models of giftedness can be explored	Moira, John, Katrina, Nicola.	Time	Term 1 – Term 4 2024.	A variety of leadership opportunities across the school.

2024 Annual Plan

GOAL

B Curriculum /
Te Marautanga

Navigate & develop deep understanding of the curriculum refresh

INITIATIVE:

Navigate and develop deep understanding of the refreshed national curriculum (Te Mātaiaho) and the understand > know > do structure of teaching and learning.

OUTCOMES:

- Teachers have a clear understanding of the Understand, Know, Do model.
- Teachers are building an understanding of the content of the new Mathematics and Statistics and English curriculum areas.

MEASURES:

- Teacher confidence in their understanding of the new model (Teacher survey).
- Teachers using their understanding and applying it to their pedagogy (changes to planning, programming and pedagogy).

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Two TOD's during the year to unpack with Jan. <ul style="list-style-type: none"> • Mathematics and Statistics and English Curriculum. 	Jan & SLT.	TOD.	Term 1 – Term 4 2024.	Planning reflects learning from teacher only days.
Teachers explore how they plan with the Understand, Know, Do model.	WL & YL and Teachers.		Term 1 – Term 4 2024.	Planning reflects aspects of the Understand, Know, Do model.
Literacy and Maths Lead teachers and Lead DP working with Jan once a term.	Maths, Lit lead and DPs.	Allocated release days to meet.	Term 1 – Term 4 2024.	Maths and Literacy refresh information is shared across year levels through Maths and Literacy Champions.
Teachers utilise their understanding of the phases of Te Matiaho to drive the mandated hour a day of reading, writing and maths.	SLT and teaching staff.	Team Meetings, timetable.	Term 1 – Term 4 2024.	Class timetables reflect Ministry expectations.

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GOAL

B Curriculum / Te Marautanga

Embed a new distinct learning model/way of learning

INITIATIVE:

Embed a new, distinct learning model / way of learning for Three Kings School (replacing L2L).

OUTCOMES:

All teachers will be familiar with and using the new model.

MEASURES:

The model is visible in the school, is used for team planning, students have a growing understanding of it.

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
<p>Concept team to devise resources to support new model to roll out to every class.</p>	<p>JW and Concept Lead.</p>	<p>Concept lead release day. Budget to work with Pati on graphics.</p>	<p>Term 1 & 2.</p>	<p>All classes have consistent display and resources. Learning to learn is no longer visible in classes.</p>
<p>Teams to plan concept using new model and John to gather feedback / review / revise plan.</p>	<p>JW and Concept Lead.</p>	<p>Staff meeting and allocated Team meeting time each term. Bank of resources to support new model.</p>	<p>Term 1,2,3 & 4.</p>	<p>Planning is done on new planning formats for concept. Gather feedback on use of and increasing confidence using the new format. Teachers begin to reference it and link it to core curriculum areas – led through whānau and year level leaders. Team reflections on planning show increased understanding of I, A, TA.</p>
<p>Explicit teaching of the model to students.</p>	<p>JW, WL & YL.</p>	<p>Resources to teach model.</p>	<p>Term 1 & 2.</p>	<p>Classroom display shows evidence of the model being used. Planning shows evidence of explicit teaching of model. Student voice shows model is part of how they learn.</p>

2024 Annual Plan

GOAL

B Curriculum /
Te Marautanga (continued)

Embed a new distinct learning model/way of learning

INITIATIVE:

Embed a new, distinct learning model / way of learning for Three Kings School (replacing L2L).

OUTCOMES:

All teachers will be familiar with and using the new model.

MEASURES:

The model is visible in the school, is used for team planning, students have a growing understanding of it.

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Teacher experiment with using the new model in maths and English.	JW, WL & YL.	Resources to teach model.	Term 3 & 4.	Classroom display shows evidence of the model being used. Planning shows evidence of explicit teaching of model. Student voice shows model is part of how they learn.
Share the model with community through newsletters.	JW.	Hail articles.	Term 1,2,3 & 4.	Parent community have a growing awareness of the existence of and reason for the TKS Learning model.

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GOAL

B Curriculum / Te Marautanga

Ensure effective communication of the curriculum refresh to our community

INITIATIVE:

Ensure effective communication of the curriculum refresh to our community (whānau).

OUTCOMES:

Whānau will be informed, information will be shared on an ongoing basis.

MEASURES:

Small and often, multiple opportunities.

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Using Hail to put out two newsletter items a term (or as necessary).	SLT.	Hail. Time.	Term 1 – Term 4 2023.	At least two articles each term unpacking Te Mātiao for parents. Parents feel more informed.
Curriculum refresh stand under crown at PPM's.	SLT.	Information Sheets. Space. Staffing.	Term 2, Week 1 2024.	Key information is shared at PPMs. Parents feel more informed.
Utilise community events, e.g. disco, to offer parent information sessions.	SLT.	Flyers. Space. Staffing.	In line with events Terms 1 – 4 2024.	Deeper dive into Te Mātiao for parents during school events. Parents feel more informed.
Share info at Hui and fono and ESOL meeting.	SLT and Marisa.	Information Sheets. Space. Staffing.	Term 1 2024.	Significant changes planned in Te Mātiao for Māori and Pasifika communities shared at Hui and fono. Parents feel more informed.

2024 Annual Plan
GOAL

© Community / Hapori

Support our school journey of ESOL

INITIATIVE:

Support our school family of English Speakers of Other Languages.

OUTCOMES:

Families of English Speakers of Other Languages will feel a greater sense of connection and belonging with a range of cultures celebrated and acknowledged.

ESOL parents will be better informed around school happenings, structure and events.

MEASURES:

Engagement in celebrations, parent community satisfaction as part of BOT EOY survey.

Increased engagement in school happenings and events.

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Provide opportunities for a range of cultures to be celebrated via language weeks.	Nicola, Kim & Marisa.	Language Week Dates. Power Points. Time to plan. Language Weeks Overview.	To match 2024 language weeks.	Language week overview is utilised to celebrate a range of events.
Investigate the use of Wechat as a communication tool for ESOL families.	Nicola & Marisa.	Wechat. Parent Rep to monitor. Google Translate.	Term 1 2024.	The need for a group will be assessed and implemented if proven viable.
Share ESOL class learning with families via newsletters.	Abby & Nicola.	Hail.	Beginning of each term.	ESOL Learning is evident in term newsletters.
ESoL parents voice around satisfaction and sense of belonging is gathered.	Nicola, Clint & Moira.	Community Survey. ESoL Hui.	Term 4 2024. Term 1 2024.	



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