

Big Rock Primary School



Annual Implementation and Strategic Plan 2024-2025

Big Rock Primary School
'Learning in Paradise'
2024-2025

School and Community Description

Big Rock Primary School was formed at the beginning of Term 3 2008, as a result of a merger between Brighton and Ocean View Schools. The population of the local community is approximately 2500 and is made up of permanent residents and holiday homes. The vast majority of the community travel to Dunedin for work purposes.

The children at Big Rock Primary School predominantly come from the Brighton and Ocean View area, however, children do travel from Kuri Bush, Taieri Mouth and Andersons Bay.

Big Rock Primary School is a full primary school, Year 1-8.

The school is privileged in having a very supportive school community and wider community. The community actively supports fundraising initiatives, such as a food stall at the Brighton Gala, bulb sales, cookie sales, Backyard Ultra.

At Big Rock Primary we strive to ensure that our families are supported by the Board utilizing funds appropriately to support learning, including camps, trips and resources.

Evidence of this is:

- Prior to 2023 Big Rock Primary **did not** charge or expect a 'school donation/fee' despite being a decile 8 school and not receiving the promised \$150 per child for not charging a fee or asking for a donation. In 2023, as part of the School Index Big Rock was able to utilise the 'School Donations' resource from the Ministry of Education
- Chromebooks are provided to all Year 3-6 children to support their learning as we know that this is a vital classroom learning resource and all children must have access to the same equipment. (There is no charge to parents)
- Year 7-8 children are provided with PC laptops and Apple Macbooks (There is no charge to parents)
- Children are provided with sunhats (No charge to parents)
- The Board actively subsidises trips and camps as they are curriculum based
- Stationery and subscription costs are covered for the year with one payment (\$55) meaning the children always have the equipment they require

Big Rock Primary has a fully heated swimming pool which plays a key role in the school aquatics programme.

Big Rock Primary School has a full E.O.T.C programme that includes surfing, scuba diving, mountain biking and camps. This programme is aimed at supporting and developing all of the children's confidence, self-esteem and mental health, as well as Physical education programmes and Literacy and Mathematics.

Big Rock Primary School has a comprehensive Mountain Biking Programme that is linked to EOTC and Physical Education, but is also a standalone programme in its own right. The school has 20 bikes, a bike trailer and school van. Children in Year 4 up are able to join and progress through three different MTB groups, these being Introductory, Tracks n Trails (TNT) and Advanced. The three senior classes also have regular bike trips. The senior class also has mountain bike rides that integrate Literacy and Mathematics problem solving.

Big Rock Primary also has a 'Kid's Kitchen' which is used by all children to support Reading and Mathematics as well as nutrition and hands-on learning.

At Big Rock Primary School two written reports outlining student achievement and next learning steps go home and two parent interviews are held to report on student achievement and to set future learning goals in partnership with family and whanau.

Big Rock traditionally has sports teams in futsal, basketball and netball.

The school is in a cluster with Green Island, Abbotsford, Fairfield, Concord and St Peter Chanel schools and undertake sporting and cultural challenges.

Big Rock Primary School is made up of 17% Maori and 83% Non-Maori. Within the school we have children of first generation Tongan, English, Swedish, Dutch, Norwegian, and Filipino descent.

During Matariki, Big Rock hosts a celebration shared meal that celebrates Mana Whenua, as well as all of the cultures and nationalities within our community. At the same time we also use this event to showcase the children's learning in Aotearoa New Zealand History. The Board provides lamb and pork spit roast, a vegan curry, sausage sizzle and whitebait patties. Whanau bring kai to share that is of significance to their family.

At Big Rock Primary we strive to work with families, whanau and the wider community to provide real and meaningful learning experiences for all of the children, in a safe and challenging environment. We work with families to ensure that no child misses out and that all school funds are used to support learning for all.

In 2024, Big Rock developed a Personal and Physical Resilience programme, designed to help children develop resilience, boost self-esteem and mental-health while enhancing curriculum achievement.

**Big Rock Primary School
'Learning in Paradise'
Curriculum Goals**

(CURRENTLY BEING REVIEWED SO AS TO BE IN ALIGNMENT WITH Te Mataiaho)

The Big Rock Primary School Curriculum

At Big Rock the school curriculum is designed to enable all children to be the very best they can be. As such it covers a number of key areas, these include the School Vision, Te Wha Nga Pou te Matauranga (Our Four Pillars of Education) of Key Competencies and School Values.

Ta Tatou te Wha Nga Pou te Matauranga (Our Four Pillars of Education)

Our four pillars of education are Taha Matauranga/Academic, Mahi Whakangahau/Cultural, A-Tinana/Physical and Toha o Noho Tangata/Social. These four pillars can be taught individually or together but they are intrinsically linked together.

We know that these 4 pillars do not stand alone, but are the support that holds up the school Vision, and as such, supports the child and enables the child's whole learning and development.

The following statements explain what they mean at Big Rock and some examples of how they may be included in student learning and development.

Nga Whaiainga te Taha Matauranga/Academic Goals

The academic component of the curriculum includes the cornerstones of learning at Big Rock, Reading, Writing and Mathematics.

At Big Rock we know that by having rock solid foundations in the key academic areas of Reading, Writing and Mathematics, the children are then better able to access the whole curriculum. At Big Rock our academic learning programmes are integrated with Cultural, Physical and Social learning programmes, when appropriate.

- *All children meet expectations in Reading, Writing and Mathematics*
- *Reading, Writing and Mathematics learning programmes are supported by integration in Science, Social Science and Technology*
- *All children utilise I.C.T. to support learning in core areas (Reading, Writing and Mathematics) as well as across the wider school curriculum*
- *All children develop critical thinking skills*
- *Children experience a range of hands-on learning including mechanical and understanding how things work*

- *Children will learn how to present and share ideas through oral language*
- *Build confident learners*

Nga Whaaiinga te Mahi-Whakangahau/Cultural Goals

At Big Rock we value the Treaty of Waitangi and the unique position in the world of Aotearoa New Zealand and the many cultures and people within it. As such we aim to be inclusive and to learn and celebrate the many different cultures within our school and the wider community and where appropriate integrate into Academic, Social and Physical programmes.

- *Develop understanding and knowledge of Te Reo and Tikanga Maori (Refer Te Reo and Tikanga Maori curriculum)*
- *Explore and develop an understanding of the world around them*
- *Investigate issues, local and wider ranging*
- *Explore a range of different cultures, countries and people*
- *Understand food of the world, what people eat and why*
- *Undertake a wide range of cultural experiences, including music, dance and art*

Nga Whaaiinga te A-Tinana/Physical

At Big Rock we know that fit, healthy children are better able to fully partake in school learning programmes, we also know that it is important for children to understand the benefits of physical exercise, nutrition and positive healthy living practices. As part of Physical learning programmes the local environment will be utilized.

- *Learn 'sports skills' (Passing, catching, throwing, kicking with a range of skill based games*
- *Develop meaningful understandings of sportsmanship and fairplay through meaningful experiences*
- *Explore and experience the local environment through camps, trips and learning experiences (Including Beach Ed, surfing, kayaking, paddleboarding)*
- *Develop understanding of safety in the outdoors through experiences*
- *Have the opportunity to try new sports*
- *Develop bike riding and safety skills through meaningful experiences*
- *Participate in whole school sports opportunities*

Nga Whaaiinga te Toha o te Noho Tangata/Social Goals

Positive social skills are a key part of being successful and happy in everyday life, as such it is vital that they are included in a meaningful curriculum. These will be integrated across the curriculum

- *All children involved in school- wide buddy system*

- *Community engagement through volunteer work*
- *Learn and develop skills and understandings based on empathy and compassion*
- *Build self-esteem through personal affirmation*

In essence these four pillars are an overview of teaching and learning at Big Rock so as to enable all of the children to best the best they can be and to have a curriculum that teaches the whole child.

Big Rock Primary School 'Learning in Paradise'

Te Reo and Tikanga Maori

Aim: It is the aim of Big Rock Primary School Board of Trustees to:

- **Develop school policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture, it is also our aim that reasonable steps are taken to provide instructions in Tikanga Maori and te reo Maori for full time students whose parents ask for it.**

At Big Rock Primary School both Te Reo and Tikanga Maori are integrated where appropriate into classroom programmes. Instructions and greetings are part of everyday school life.

Te Reo is also taught in all classrooms with an aim of understanding for all of our pupils.

In 2017 both the Te Reo and Tikanga programmes were reviewed and rewritten to better reflect community and school aspirations.

Since 2015, Big Rock hosts a community Matariki celebration, including sharing of kai and waiata. Since 2022, this has been combined with Big Rock Primary's Aotearoa New Zealand History. The school hosts an event that recognises and celebrates Mana Whenua, shares children's work on ANZH, the Board provides kai to share. (Historically this has been pig/lamb spit roast, venison bbq and vegan/vegetarian curry). Whanau also take part in ANZH quiz and consultation.

In 2023 Big Rock established a new kapa haka group which is led by Kimberley Maxwell.

Consultation meetings are held with the whanau of children who have been identified as Maori to establish achievement outcomes and educational direction for their children.

For whanau who require a higher level of Te Reo and Tikanga Maori the school will discuss with whanau what options are available and work towards positive outcomes. These options may include working closely with the local Resource Teacher of Maori and acting as liaison with Te Kura Kaupapa O Otepoti. In support of this, Big Rock has also utilised the Virtual Learning Network.

Te Reo and Tikanga Maori is a key component at Big Rock Primary and we believe in working closely with whanau for improved outcomes.

Big Rock Primary School
Strategic Goals
2024-2025

Vision Statement: *Create independent, resilient lifelong learners with inquiring minds by providing all of our students with rock solid foundations in Numeracy and Literacy.*

Summary of information used to develop this plan: *Community Survey (2023), Parental Consultation (Parent Interviews), National Learning Priorities (NeLP)*

Strategic Goals	Board Primary Objective	What do we expect to see?	How will we achieve or make progress towards our goal?	How will we measure success?
<p>Treaty of Waitangi/Te Tiriti o te Waitangi</p> <p><i>Strengthen our understandings of te reo and tikanga Māori</i></p> <p><i>Ensure that Te Ao Māori is a key part of Big Rock Primary School Curriculum and Culture</i></p>	<p><i>Demonstrate respect to Te Tiriti o te Waitangi across the school.</i></p> <p><i>Ensure Te Tiriti is part of school kawa</i></p> <p><i>Ensure Te Ao Māori is part of school curriculum</i></p>	<p><i>Increase in Te Reo and Tikanga in classroom programmes, independently and through integration</i></p> <p><i>Integrated curriculum contains the Māori perspective</i></p>	<ul style="list-style-type: none"> <i>School wide curriculum expectation</i> <i>Planning meetings and staff meetings</i> <i>Guidance from whanau</i> 	<ul style="list-style-type: none"> <i>Use of Te reo and Tikanga in classrooms (Displays, 'classroom language', playground language)</i> <i>Māori perspective in all areas of school, where appropriate</i> <i>Common use of te reo in everyday school life</i> <i>Continuation Māori celebration in school events such as ANZH and Matariki, Kapa Haka at Otago Polyfest</i>
<p>Attendance and Engagement</p> <p><i>Grow our well-being focused culture, to enable academic success</i></p> <p><i>Maintain high levels of attendance across the school</i></p>	<p><i>High levels of attendance across the school</i></p> <p><i>High levels of engagement in all parts of school life across the school</i></p> <p><i>Implement school developed Physical</i></p>	<p><i>High attendance rates across all year levels</i></p> <p><i>High levels of engagement in Integrated Topic based Learning (ITBL)</i></p>	<ul style="list-style-type: none"> <i>Closely monitor 'at risk' children's attendance</i> <i>Survey children in school on happiness, curriculum areas and wish list</i> <i>Ensure engaging ITBL programmes via consultation and student agency are delivered</i> 	<ul style="list-style-type: none"> <i>Measure attendance rates and report to Board on collective rates and individual rates of children at risk</i> <i>Present children's survey results to the Board, with analysis of areas of celebration and any areas of concern</i> <i>Monitoring and reporting achievement levels across the school in Literacy, Mathematics, and ITBL and report to Board with analysis</i>

<p><i>Improve attendance levels of <u>all</u> children deemed at risk</i></p>	<p>and Personal Resilience Plan</p>	<p><i>Happy resilient children</i></p>	<ul style="list-style-type: none"> <i>School-wide Physical and Personal Resilience plan is linked to classroom learning programmes</i> 	<ul style="list-style-type: none"> <i>Monitoring of children's resilience in classroom and playground</i>
<p><i>Develop and implement physically and personally resilient children at Big Rock</i></p>	<p><i>Review Physical and Personal Resilience plan for effectiveness (T2/T3)</i></p>	<p><i>Changes made to strengthen programme has identified in review</i></p>	<ul style="list-style-type: none"> <i>Programme developing and strengthening over time</i> 	<ul style="list-style-type: none"> <i>Continue to monitor and review</i>
<p>Localised Curriculum <i>Create opportunities for all learners to realise their potential through an engaging and innovative curriculum</i></p> <p><i>All staff undertake Professional Development in Structured Literacy across all classes</i> <i>All staff undertake professional development in new revised Mathematics curriculum</i></p>	<p><i>Continue to develop and implement the Big Rock Local Curriculum</i></p> <p><i>Maintain high levels of achievement in Literacy and Mathematics</i></p>	<p><i>High standards of achievement, across the school in Literacy and Numeracy</i></p> <p><i>Accelerated progress for children deemed to be 'At risk'</i></p> <p><i>All teachers have a sound knowledge of the Science of Learning and Explicit Teaching and it is embedded in school curriculum delivery</i></p>	<ul style="list-style-type: none"> <i>All teachers undertake professional development in Structured Literacy (led by Lisa Lamb) and implement in class programmes</i> <i>All teachers implement PRIME Maths across all classes</i> 	<ul style="list-style-type: none"> <i>Formal assessment in Reading, Writing and Mathematics in Term 2 and Term 4</i> <i>Assessment results presented to Board mid-year</i> <i>Some 'at risk' accelerated progress may be presented at any time that is appropriate</i> <i>On-going informal assessments ensuring all children are receiving new learning at an appropriate level and is engaging.</i> <i>Changes and adjustments made to classroom practice-via professional observations and conversations</i>

**Big Rock Primary School
Annual Implementation Plan**

Summary of the Plan:

- *Implement Te Ao Māori Perspective as part of curriculum planning and delivery.*
- *Implement school-wide Physical and Personal Resilience Plan*
- *Monitor and maintain high levels of attendance and engagement*
- *Link Te Ao Māori and Physical and Personal Resilience to regular curriculum delivery*

Where we are currently at: Historical position-

Achievement Data Reading, Writing and Mathematics

2023 End of Year Position

Reading

- *91% of all children met or achieved above expectations.*
- *9/11 children identifying as Māori met or achieved above expectations.*
- *87% of Boys met or achieved above expectations.*
- *90% of Girls met or achieved above expectations.*

Writing

- *84% of all children met or achieved above expectations.*
- *8/11 children identifying as Māori met or achieved above expectations.*
- *81% of Boys met or achieved above expectations.*
- *86% of Girls met or achieved above expectations.*

Mathematics

- *88% of all children met or achieved above expectations.*
- *9/11 children identifying as Māori met or achieved above expectations.*
- *87% of Boys met or achieved above expectations.*
- *84% of Girls met or achieved above expectations.*

As of 11th December 2023 student attendance at Big Rock was 91% of 2023, with a further 8% being justified absences. If Justified absences are included Attendance levels are at 98%

2024 End of Year Position

Reading

- *91% of all children met or achieved above expectation*
- *10/12 children identifying as Māori met or achieved above expectation*
- *93% of boys met or achieved above expectation*
- *89% of girls met or achieved above expectation*

Writing

- *83% of all children met or achieved above expectation*
- *9/12 children identifying as Māori met or achieved above expectation*
- *83% of boys met or achieved above expectation*
- *83% of girls met or achieved above expectation*

Mathematics

- *87% of all children met or achieved above expectation*
- *11/12 children identifying as Maori met or achieved above expectation*
- *89% of boys met or achieved above expectation*
- *85% of girls met or achieved above expectation*

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

- *Ensure that children identifying as Māori achieve at least at the same levels of achievement as Non-Māori*
- *All teacher's curriculum planning and delivery will include Te Ao Māori perspective*
- *Whanau will continue to be consulted on aspirations for children identifying as Māori*
- *The school will continue to celebrate Matariki and Aotearoa New Zealand History by sharing children's work, sharing food, welcoming different cultures in our school community and recognising and acknowledging Tangata Whenua*
- *Te Reo Māori and Tikanga Māori will be an everyday part of Big Rock Primary kawa*
- *Manakitanga will continue to be celebrated across the school*

**Big Rock Primary School
Annual Implementation Plan 2025**

Strategic Goals: <i>Strengthen our understandings of te reo and tikanga Māori</i> <i>Ensure that te Ao Māori is an integral component of Big Rock Primary School</i>				
Annual Target/Goal: <i>Actively demonstrate respect to Te Tiriti o te Waitangi across all aspects of Big Rock Primary</i> <i>Ensure Te Ao Māori is implemented as part of school curriculum, through integration across all curriculum areas (where appropriate) and as a stand-alone curriculum area</i> <i>Have a school-wide focused approach to Te Reo Māori</i>				
What do we expect to see by years end? <i>A greater understanding across the school of Te Ao Māori and Tikanga Māori</i> <i>A broader understanding and usage of Te Reo Māori in all classrooms and as part of everyday classroom and school life and culture</i>				
Actions	Who is responsible	Resources Required	Timeframe	Expected outcomes
Consult with Māori whanau on expectations regarding Te Ao Māori at Big Rock	Principal	\$200 (Kai)	Term One	<ul style="list-style-type: none"> School working in partnership with our Māori whanau Clearly defined levels of expectation on Te Ao Māori at Big Rock
Review school Te Reo Māori programme	Teaching staff	DRAFT Te Reo Māori programme	Term One	<ul style="list-style-type: none"> Ensure Te reo programme is fit for purpose Stronger te reo programmes across the school Te reo is used effectively within learning programmes and is a key part of school life
School fully engages in important and significant events that acknowledge and celebrate Mana Whenua	Teaching staff and Board	\$2000	Ongoing	<ul style="list-style-type: none"> School actively celebrates Matariki with all school whanau with an ANZH and Matariki celebration Mana Whenua acknowledged at school events School performs at the annual Otago Polyfest

School learning programmes have a Te Ao Māori component when it is appropriate	Teaching staff	\$500	Ongoing	<ul style="list-style-type: none"> • Te Ao Māori is demonstrably a key appt of Big Rock Primary School • All children develop a greater understanding of Te Ao Māori
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Big Rock Primary School
Annual Implementation Plan 2025

Strategic Goals: Maintain high levels of student attendance across the school Maintain and ensure high levels of engagement in all parts of school life across the school				
Annual Target/Goal: Maintain at least 2024 levels of attendance across the school Raise student attendance levels of children deemed 'at risk' to at least 90% Full implementation of the Big Rock Personal and Physical Resilience programme				
What do we expect to see by years end? At least 2024 levels of attendance across the school Improved attendance of children deemed 'at risk' Full and effective implementation of the Big Rock Personal and Physical Resilience programme				
Actions	Who is responsible	Resources Required	Timeframe	Expected Outcomes
Review student attendance from 2024	Senior staff	Attendance data	Week One Term One	<ul style="list-style-type: none"> Identify children with low attendance/late Attempt to identify any patterns Parents taking responsibility for children's attendance/lateness Parents understand the importance of high levels of attendance and negative effects of truancy Parents aware of school data and levels of attendance
Explain new Attendance legislation in school newsletters and website	Principal	Legislation	Ongoing	
Celebrate high levels of attendance via school newsletter etc	Principal	School newsletter, up to date data	Ongoing	
Identify children with concerning attendance rates and consult/communicate with parents	Principal	Attendance data	Ongoing	
				<ul style="list-style-type: none"> Children with poor attendance or consistent lateness identified Parents advised of schools concerns and why Discussion with parents and plans put in place

<p>Ensure classroom programmes are engaging and children 'want' to be at school</p> <p>Continue to offer Big Rock days and events such as; Pet Day, Taieri Mouth Adventure, Matariki, Bike trips, surfing etc</p> <p>Introduce '<i>Science and Nature School</i>' as part of the Year 7-8 programme</p> <p>Carry out an in-school survey on happiness and well-being at school.</p>	<p>All teachers</p> <p>Staff and Board</p> <p>Principal</p>	<p>Relevant learning and playground resources</p> <p>\$5000+</p> <p>Survey format</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term One</p>	<ul style="list-style-type: none"> Happy children attending school and are achieving at school Unique events and learning experiences that celebrate the children's learning but also engage family and whanau Happy children attending school Exciting end to the school week Friday a powerful learning day Integration into Te Ao Maori Integration of Science and Nature to support mental-health Identify any well-being/happiness issues they we may be unaware of and address them
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Big Rock Primary School
Annual Implementation Plan 2025

Strategic Goal: <i>Create opportunities for all learners to realise their potential through an engaging and innovative curriculum</i>				
Annual Target/Goal: Full implementation of Structured Literacy across all classes in alignment with Te Matiaho Accelerate progress of children deemed 'at risk' in Literacy and by 18 months Full implementation of revised 'Structured' Mathematics				
What do we expect to see by years end? Full implementation of structured literacy across all classes Increase in staff professional knowledge in IDEAL Structured Literacy Accelerated progress for children deemed at risk of 18 months Full implementation of revised "Structured" Mathematics utilising PRIME Mathematics resourcing				
Actions	Who is responsible	Resources Required	Timeframe	Expected Outcome

Whole staff meeting on expectations of Structured Literacy in 2025 and beyond	Principal/Deputy Principal (Literacy Lead)	Te Mataiaho IDEAL Framework	Teacher Only Day 28/01/2025	<ul style="list-style-type: none"> • Shared understanding and shared ownership of Structured Literacy implementation • Any misunderstandings explained
Teaching staff revisit examples of <i>Science of Learning in Action at Big Rock (Literacy)</i>	All teaching staff	DRAFT Big Rock <i>Science of Learning</i> template	Teacher Only Day 28/01/2025	<ul style="list-style-type: none"> • Teaching staff understand the importance of the Science of Learning and what it is • Teaching staff revisit and review examples of Science of Learning at Big Rock
Teaching staff revisit examples of <i>Explicit Teaching in Action at Big Rock (Literacy)</i>	All teaching staff	DRAFT Big Rock <i>Explicit Teaching</i> template	Teacher Only Day 28/01/2025	<ul style="list-style-type: none"> • Teaching staff understand the importance of the Explicit Teaching and what it is • Teaching staff revisit and review examples of Explicit Teaching at Big Rock
Teaching staff continue to undertake professional development and professional learning in Structured Literacy via IDEAL	All teaching staff	\$3500.00	Throughout 2025	<ul style="list-style-type: none"> • Staff have update to knowledge of Structured Literacy and how to implement it • Staff work collectively on implementation of Structured Literacy • High levels of achievement and progress across the school in literacy
Whole staff meeting on expectations of Structured Mathematics in 2025 and beyond	All teaching staff	Te Mataiaho	Teacher Only Day 28/01/2025	<ul style="list-style-type: none"> • Shared understanding and shared ownership of Structured Literacy implementation • Any misunderstandings explained

Teaching staff revisit examples of <i>Science of Learning in Action at Big Rock (Mathematics)</i>	All teaching staff	DRAFT <i>Big Rock Science of Learning</i>	Teacher Only Day 28/01/2025	<ul style="list-style-type: none"> Teaching staff understand the importance of the Science of Learning and what it is (Mathematics) Teaching staff revisit and review examples of Science of Learning at Big Rock (Mathematics)
Teaching staff revisit examples of <i>Explicit Teaching in Action at Big Rock (Mathematics)</i>	All teaching staff	DRAFT <i>Big Rock Explicit Teaching</i> template	Teacher Only Day 28/01/2025	<ul style="list-style-type: none"> Teaching staff understand the importance of the <i>Explicit Teaching</i> and what it is Teaching staff revisit and review examples of <i>Explicit Teaching</i> at Big Rock (Mathematics)
Teaching staff explore PRIME mathematics resource books (Teacher Guide and children's learning resources)	All Teaching staff	PRIME mathematics texts across all levels	28/01- 7/02/2025	<ul style="list-style-type: none"> All teaching staff have a clear understanding of PRIME mathematics All teaching staff are able to link PRIME Mathematics- Te Mataiaho- Science of Learning- Explicit Teaching= Understand, Know, Do
All teaching staff go through PRIME Mathematics programme and create resource list	All teaching staff	PRIME resource list \$1200.00	Ongoing	<ul style="list-style-type: none"> Staff identify what resources (Concrete material) that we currently have and what resources we need to purchase
Implement PRIME Mathematics	All teaching staff	PRIME resources (Text and concrete materials)	Ongoing	<ul style="list-style-type: none"> All classes undertake PRIME Mathematics Achievement and progress levels lift Legislative requirements met Identify areas of strength

<p>REVIEW PRIME Mathematics implementation for effectiveness</p>	<p>All Teaching staff</p>	<p>Works samples</p>	<p>End of Terms Two and Four</p>	<ul style="list-style-type: none"> • Identify areas for development • Resources reviewed and added
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