

Annual Implementation Plan 2025

Summary of the plan: To raise achievement in Maths and English - to increase student attainment, progress and confidence. To improve attendance to ensure consistent student engagement and learning which will also increase achievement.

Where we are currently at: The refreshed NZ curriculum is now in place and the school is at the start of its journey with structured Maths & English. Attainment December 2024

| | Attainment at or above | | |
|--------|------------------------|---------|-------|
| | Reading | Writing | Maths |
| Year 1 | 79% | 79% | 72% |
| Year 2 | 100% | 87% | 81% |
| Year 3 | 45% | 72% | 81% |
| Year 4 | 75% | 75% | 87.5% |
| Year 5 | 30% | 80% | 70% |
| Year 6 | 63% | 72% | 81% |

How will our targets and actions give effect to Te Tiri o Waitangi:

- **Ensure Māori students are represented and feel supported in leadership roles within the school - Celebrate Māori culture:** Hold events that celebrate Māori culture, such as Matariki (Māori New Year), kapa haka performances, or Māori language weeks.
- **Set specific goals for integrating Māori content across curriculum areas, such as including Māori perspectives in social studies, history, and science lessons - Integrate Māori perspectives into the curriculum:** Ensure Māori knowledge, history, and worldviews are reflected across subjects. This can include the teaching of Māori history, the arts, tikanga Māori (customs), and Māori contributions to New Zealand society.
- **Celebrate at least two major Māori cultural events each year, ensuring these are woven into the school’s calendar - Celebrate Māori cultural events:** Hold school-wide events for important Māori cultural dates such as Matariki, Waitangi Day, and Te Wiki o Te Reo Māori (Māori Language Week). These could include learning activities, cultural performances, and guest speakers from the Māori community.
- **Set annual targets to improve the school’s performance in Māori student achievement, teacher training in cultural competency, and whānau engagement** - Set measurable outcomes for the school’s implementation plan related to Māori achievement, cultural competency, and Treaty engagement.

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Strategic goal 1: Akonga will be given the opportunity to achieve their highest possible standard in education through raising literacy achievement.

Annual goal: To raise achievement levels in English & Maths.

Annual target: At the end of 2024:

| | Attainment at or above | | |
|--------|------------------------|---------|-------|
| | Reading | Writing | Maths |
| Year 1 | 79% | 79% | 72% |
| Year 2 | 100% | 87% | 81% |
| Year 3 | 45% | 72% | 81% |
| Year 4 | 75% | 75% | 87.5% |
| Year 5 | 30% | 80% | 70% |
| Year 6 | 63% | 72% | 81% |

At the end of 2025:

| | Attainment at or above | | |
|-----------|------------------------|---------|-------|
| | Reading | Writing | Maths |
| Year 1- 6 | 80% | 80% | 80% |

What do we expect to see by the end of the year? Improved achievement. Good progress and attainment over the year for all students. Increased confidence - students and teachers. Good behaviour for learning - motivation is high and students are fully engaged in their learning. More effective teaching strategies that cater for every need and will lead to better learning outcomes. Positive learning environments.

| Actions | Who is responsible? | Resources required | Timeframe | How will you measure success? |
|---|------------------------|------------------------------|-----------------|--|
| Analyse data from end of 2024 and identify priority learners. An improvement in progress & attainment is required especially in Reading. | Teachers. Principal | Time | Start of Term 1 | Lesson observations and book monitoring will show that teachers have catered for students' needs. Data will show at least expected progress throughout the year. |
| Carry out start of year assessments. | Teachers. Principal | Time | Start of Term 1 | A baseline assessment will allow teachers to differentiate ensuring growth over the year. |
| Implement new handwriting scheme. | Teachers. Principal | Cost of new scheme. | Start of Term 1 | Evaluate baseline assessment and track throughout the year - quality & speed will be measured. |
| Implement structured literacy scheme - Learning Matters iDeaL. | Teachers. Principal | Resources relating to iDeaL. | Start of Term 1 | Complete PD over the course of the year - teachers have good subject knowledge. Baseline and end of term/year assessments - look for improvements in attainment and progress. Monitor lessons, books, student voice. Parent feedback. Consistent throughout school. Compare end of year assessments with baseline. Success of interventions. |

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| Implement structured maths scheme - Pr1me. | Teachers. Principal | Resources relating to Pr1me. Any new resources? | From Term 2 | Complete PD over the course of the year - teachers have good subject knowledge. Baseline and end of term/year assessments - look for improvements in attainment and progress. Monitor lessons, books, student voice. Parent feedback. Consistent throughout school. Compare end of year assessments with baseline. Success of interventions. |
| Participate in PD for both Maths & English. | Teachers. Principal | PD costs. Relieving staff. | Throughout the year | Are teachers collaborating - sharing resources, strategies & experience? Effective teaching practice - lesson observations. Improved student outcomes. Consistency across the school. |
| Develop consistent practice across the school. | Teachers, Principal | Time. PD costs. | Throughout the year | Good lesson observations, book monitoring, student voice, improved achievement & progress. Visits to other schools to observe practice - good practice put into place. |
| Improve teaching & learning across the school. | Teachers, Principal | Time. PD costs. | Throughout the year | A positive learning environment. High expectations of both staff and students. Clear, structured planning. Good teacher subject knowledge. Clear modelling in lessons. Next steps used. Student/teacher feedback during lessons. Improved attainment & |

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| | | | | progress. |
| Develop Professional Growth Cycle around Maths & English. | Teachers. Principal | Time. PD costs. | From Term 2 | Have we provided teachers with regular, targeted PD focused on our new Maths & English schemes and best practices? Has this led to increased attainment across the school? |
| To encourage coaching & mentoring. | Teachers. Principal | Time. PD. | Throughout the year. | Has there been an improvement in collaboration amongst teachers? A sharing of effective teaching strategies. |
| Assessment data to be entered on to Edge and analysed. | Teachers. Principal | Edge tutoring | End of Term 2 and 4 | All data is accessible to all teachers which can be analysed - from this, intervention groups, challenges for the more able. |
| Review reporting to parents - parent, teacher & student feedback. | Principal | Time. | Start of Term 2 | All stakeholders are happy with the reporting process. Parent consultations are well attended. |
| Develop assessment schedule - to be clearer and more concise. | Principal | Time | Start of Term 2 | Communicated clearly to all stakeholders. It is effective and relevant to our school and supports teaching and learning goals. |
| Unpack NZ curriculum over a series of staff meetings. | Teachers. Principal | Staff meeting time | Throughout the year | Team collaboration and confidence in the new curriculum. Does our teaching align with the curriculum goals? Monitor lesson plans. Analyse assessment and track student progress over the year. |

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| Unpack teacher standards. | Teachers. Principal | Staff meeting times | Throughout the year | All teachers are following the teacher standards. Linking to Professional Growth Cycle. Is PD effective? Observations and monitoring. Student data - attainment and progress. Teacher and student voice. Mentoring. |
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Strategic goal 2: To have an environment of Manaakitanga where inclusiveness and equity are explicit, allowing all akonga to achieve their best.

Annual goal: To increase student attendance and engage all learners fully in school.

Annual target: For 80% of students to attend school regularly for more than 90% of the time.

What do we expect to see by the end of the year? An increase in % of regular attendance at school. Using student voice to improve attendance by making students feel heard, valued and more connected to their school community. Improvements in the school environment and student satisfaction. Student engagement = enhanced student engagement and success.

| Actions | Who is responsible? | Resources required | Timeframe | How will you measure success? |
|--|-----------------------|-----------------------------|----------------------|--|
| Refer to STAR - Stepped Attendance Response - guidance from MoE. | Principal | Time | For start of term 1. | Guidance is followed and attendance improves. |
| Tracking attendance rates and absenteeism patterns. | Principal | Time. Edge. | Throughout the year | Look for increases in the average daily attendance rate and a decrease in absenteeism. |
| Innovative curriculum - connect classroom learning to the real world | Teachers Principal | Enquiry learning resources. | Throughout the year | Student voice. Do the students enjoy coming to school? |

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| and their interests. | | PD | | |
| Analyse attendance at extracurricular activities | Teachers Principal | External agencies? | Throughout the year | Good attendance at various activities during the year. Do the children enjoy them? |
| Provide student support - academic, counselling, mentors. | Teachers Principal | Possible external agencies. | Throughout the year | Student voice. Do students feel well supported? |
| Parental involvement - communicate regularly and provide strategies for ensuring their children attend school consistently. Surveys. | Teachers Principal | Compiling and analysing surveys - time. | Throughout the year | Collect feedback from parents to gauge their perceptions of changes in attendance and any impacts on their children's education and well-being. |
| Positive school culture - all students feel welcome and supported. | Teachers Principal | Compiling and analysing surveys - time. | Throughout the year | Student voice. Parental surveys. Are they happy with the school climate? Has there been improvements in the school environment? |
| Celebrate diversity, recognise achievements and fostering strong teacher-student relationships. | Teachers Principal | Compiling and analysing surveys - time. | Throughout the year | Student voice. Priority groups are engaged and have good attendance. Achievements are celebrated. |
| Analyse Everyday Matters report data every term, track attendance and communicate regularly with parents. | Principal | Time. Reports every term. | Every term | By using a robust system to track attendance after analysing Everyday Matters report. Looking at attendance rates & absentee patterns and comparing them to the start of the year. |
| Student surveys - ask about their reasons for absences, suggestions for improvement and what might encourage them to attend school more regularly. | Teachers Principal | Compiling and analysing surveys - time. | End of Term 2 | Direct feedback from students will help to understand their perspectives on attendance initiatives and their impact. |

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| Attendance challenges - rewards and recognition. 100% attendance/significant improvement certificates. Trophies. Champions board. | Teachers Principal | Challenges. Trophy. Photos of all students for champions board. | Every term | Students are engaged with the challenges throughout the year which leads to an increase in regular attendance. |
| Open communication - maintain open lines of communication between the whole school community. Encourage students to voice their concerns. | Teachers Principal | Compiling and analysing surveys - time. | Throughout the year | Student & parental voice. |
| Address any barriers to attendance - transportation or mental health concerns. | Principal | | Throughout the year | Solutions to any barriers will be found which will improve attendance over the year. |