

2025 Annual Plan

Mā whero mā pango e oti ai te mahi.

‘By working together we will accomplish all things’



Leadership	Curriculum Teaching and Learning	Parents, Whānau and Community
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Strategic Goal	Annual Target	Key Actions and Outcomes	Tracking and Evaluation																
<p>Raising attendance and engagement Empowerment through language, culture, values and identity:</p> <ul style="list-style-type: none"> Promoting use of home languages and culture into the school curriculum Encouraging whānau participation in school Student engagement and agency in their own learning Assessment practices upholding the mana of the learner <p>Building social/emotional capacity of students through:</p> <ul style="list-style-type: none"> Regular revisiting of Wiri Whānau Way and school values Increased understanding of UDL, neurodiversity and trauma informed practices 	<p>ATTENDANCE</p> <p>2024 students achieving 90%+ attendance - 45% 2025 target -60%</p> <p>40 classroom target students currently achieving 80-89% attendance (Irregular attendance in 2024) to achieve 90%+ attendance in 2025</p> <p>2024 number of students with chronic attendance (70%or less) - 16% (59) 2025 target - 8%</p> <p>READING</p> <table border="1"> <tr> <td>Previous results & 2025 targets</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>English</td> <td>43</td> <td>47</td> <td>60</td> </tr> <tr> <td>Fofoa i Vaoese</td> <td>58</td> <td>66</td> <td>70</td> </tr> <tr> <td>Mōkai Āwhina</td> <td>53</td> <td>65</td> <td>70</td> </tr> </table>	Previous results & 2025 targets	23	24	25	English	43	47	60	Fofoa i Vaoese	58	66	70	Mōkai Āwhina	53	65	70	<p>Align School attendance targets with Ministry reporting requirements. Consistent teacher use of eTAP to identify specific target students and monitor progress.Data shared in roopū meetings to track, discuss and implement strategies to address student attendance. Develop strong learning focused relationships with whānau. Implement attendance incentives - class awards for attendance - whānau tokens, term celebrations for 90%+ and 100%, visual tracking of class/roopū attendance, sharing and celebrating successes. Engagement in MOE, Younger Provision Fund initiative (Y0-2). Identify students with unexplained absences and follow up with whanau.</p> <p>Continue to build connections with mana whenua/local iwi through participating in meaningful opportunities for engagement (what can we do for them).</p> <p>Implement whānau engagement and participation through school events - Family Fun Night, Home School Conferences, Cultural Concert, roopū sharing sessions, WWW rewards and challenges. Participate in authentic learning opportunities within the local community/care for the community</p> <p>Strengthen the use of te reo Māori schoolwide. Teacher participation in te reo Māori PD. Encourage</p>	
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<ul style="list-style-type: none"> Increased knowledge and understanding of child protection practices Regular review of IYT strategy implementation, celebrating and sharing successes 	<p><u>2025 Targets</u> 10 Year 1 (Pūkeko) students who are achieving at 1E in February to be working at Green (RtR level) by the end of the year</p> <p>21 Year 3 (Pīwakawaka) students who are achieving at 1E in February to be working at Gold (RtR level) by the end of the year</p> <p>7 Year 6 (Tūī) students who are achieving at L2 in February to be working at L3 by the end of the year</p> <p>7 Year 8 (Toroa) students who are achieving at L3 in February to be working at L4 by the end of the year</p> <p>The 2 Year 3 (Mā) students who are achieving at 1E in February to be working at 2E by the end of the year</p> <p>The 2 Year 8 (FiV) students who are achieving at 3E in February to be working at 4E by the end of the year</p> <p>WRITING</p> <table border="1" data-bbox="521 1018 792 1326"> <tr> <td>Previous results & 2025 targets</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>English</td> <td>41</td> <td>38</td> <td>60</td> </tr> <tr> <td>Fofoa i Vaoese</td> <td>61</td> <td>62</td> <td>70</td> </tr> <tr> <td>Mōkai Āwhina</td> <td>33</td> <td>53</td> <td>60</td> </tr> </table>	Previous results & 2025 targets	23	24	25	English	41	38	60	Fofoa i Vaoese	61	62	70	Mōkai Āwhina	33	53	60	<p>and promote use of home language at school, make it visible in classrooms. Classrooms reflect the cultural identities of students. Celebrate cultural language weeks. Invite parents to share language and cultural knowledge/skills. Provide opportunities for relevant PD for teachers and teacher aides.</p> <p>Create an inclusive environment that fosters participation and success for all students. Develop strong learning focused relationships with students. Sharing learning data with students, teaching self assessment and active reflection (AfL). Building shared understanding of AfL practices schoolwide and in roopu, monitoring and supporting practice through consistent engagement with the Teacher Capabilities Matrix. Increase staff knowledge and management of student behaviour through PD in child protection, trauma informed practices and neurodiversity. Begin to build a shared understanding of UDL practices.</p> <p>Implement WWW procedures consistently and proactively schoolwide</p> <ul style="list-style-type: none"> → Expectations and values regularly discussed (with students and whānau) and displayed. → Targeted WWW lessons planned and taught → Consistent use of incident records and follow up with students and whānau → Classroom and playground reward systems implemented. Regular sharing of successes with students and whānau → Social/emotional coaching of students by teachers → Regular roopū discussions to support students and teachers → Development of individual behaviour plans as required (from data) 	
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<p>Raising student achievement Language for Literacy</p>	<p><u>2024 Targets</u> 8 Year 2 (Pūkeko) students to be working at L1 by the end of the year</p>	<p>Continue to engage external, expert facilitators (Joanna Vivash, Erin McKechnie) to develop shared understanding of the revised English curriculum and support implementation of specific strategies to</p>																	

Build teacher knowledge of oral language strategies

- Model strategies (external expertise)
- Coaching - external expert, LoL and curriculum leader observations and feedback cycles - focused on strategy implementation
- Planning connected to data/needs

Maths

Focus on unpacking and integrating new Mathematics and Statistics / Pāngarau learning areas

Develop teacher knowledge of the numeracy framework and strengthen effective (consistent) implementation
Introduction of Oxford Maths resources into maths teaching programmes

STEAM/Integrated Inquiry

Inquiry topics connected to student interests, needs and current events (local, national, international)

Focus on integration of English and Maths into Integrated Inquiry

Building Teacher Capacity

Build teacher knowledge and understanding of schoolwide assessments:

8 Year 4 (Pīwakawaka) students who are achieving at 1E in February to be working at 2E by the end of the year

8 Year 5 (Tūi) students who are achieving at 2E in February to be working at 3E by the end of the year

6 Year 7 (Toroa) students who are achieving at 3E in February to be working at 4E by the end of the year

The 2 Year 2 (Mā) students who are achieving at 1E in February to be working at L1 by the end of the year

The 2 Year 5 (FiV) students who are achieving at L1/2E in February to be working at L2/3E by the end of the year

MATHS

Previous results & 2025 targets	23	24	25
English	39	47	60
Fofoa i Vaoese	67	71	75
Mōkai Āwhina	64	76	70

2025 Targets

10 Year 1 (Pūkeko) students to be working at L1 by the end of the year

13 Year 3 (Pīwakawaka) students who are achieving at 1E in February to be working at 2E by the end of the year

6 Year 6 (Tūi) students who

promote and develop students' oral language (L4L). Use coaching cycles with teachers to increase opportunities in classrooms for students to do the talking (the learning) - writing focus. Maintain high expectations for teacher practice through LoL monitoring - cycles of observation and OTL conversations.

Continue to increase staff knowledge and understanding of effective structured reading practices:

- BSLA/Rangaranga Reo a Tā (Y0-2 & Y3/4 teachers)
- Reciprocal reading (Year 5-8)

Participate in MOE funded PD to develop shared understanding of the revised Maths curriculum. Engage external, expert facilitator (Fiona Fox) to support more consistent implementation of the Numeracy Framework through coaching cycles. Develop teacher knowledge and understanding of the connections between the maths curriculum, Numeracy Framework and Oxford maths resources. Participate in PD to support use of Oxford maths resources.

Support greater consistency of teaching practice schoolwide through the development of essence statements, regular engagement and unpacking of revised English and Maths curriculum documents and use of a standardised planning process.

Engage external, expert facilitator (Evaluation Associates) to support senior staff to implement OTL conversations with teachers. LoLs implement regular observation and feedback cycles and unpacking of roopū data. Build LoL capacity to monitor implementation of PD in classrooms and evaluate planning.

Leaders strengthening teacher knowledge of assessment practices:

- Sharing learning data with students, teaching self assessment and active reflection (AfL).

<ul style="list-style-type: none"> ● Administration ● Interpretation, marking and moderation ● Analysis of results (class, group, individual) ● Informed planning <p>Develop consistent data tracking processes:</p> <ul style="list-style-type: none"> ● Class ● Roopū ● Schoolwide <p>Te Mātaiaho Unpack and build knowledge of the new English, Maths, Te Reo Rangatira and Pāngarau learning areas Align planning requirements to new documents:</p> <ul style="list-style-type: none"> ● Essence statements (broad guidelines) ● Long Term Planning ● Weekly planning 	<p>are achieving at L2 in February to be working at L3 by the end of the year</p> <p>8 Year 7 (Toroa) students who are achieving at 3E in February to be working at 4E by the end of the year</p> <p>The 3 Year 8 (MĀ) students who are achieving at L3 in February to be working within L4 by the end of the year</p> <p>The 7 Year 2 (FiV) students who are achieving at PVS1 in February to be working at PVS4 by the end of the year</p>	<ul style="list-style-type: none"> → Consistent and accurate implementation of assessment tools → Analysis of data to inform future planning - using eTAP to monitor and track student progress in relation to 2025 targets <p>Implement contexts for learning that are motivating and relevant to learners and connected to the local community. Planned provision of hands-on learning experiences to support development of key competencies, concepts and skills and to extend oral language. Provide opportunities for staff to develop increased understanding of how to embed oral language across the school day/curriculum. Provide opportunities for staff to learn about our local history and embed this within local curriculum/Integrated Inquiry.</p>	
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