

# Annual Implementation Plan 2025

<b>Strategic Goal: Hauora</b> Develop positive social, emotional, mental and physical well-being for all learners.				
<b>Annual Target/Goal:</b> For all our students to be learning, progressing and achieving in <b>Reading</b> , Writing and Maths. 1.1 - Review and update school TRACK Values and Behaviour Expectations 1.2 Ensure all students have access to learning through consistent attendance and engagement.				
<b>What do we expect to see by the end of the year?</b> <i>We will expect to see 85% at or above there expected phase Level</i>				
Actions	Who is Responsible?	Resources Required	Process	How will you measure success?
Review and update school TRACK Values and Behaviour Expectations	Staff Students Whānau B.O.T	Time Time Staff Students Whānau PB4L Liason	Staff, students, and whānau to revisit values and what they mean. Teachers and support staff implement strategies that are agreed on collaboratively and are consistently implemented	Principal Board Reports, Professional Growth Cycles, Staff meetings, learning programmes and playground behaviour show and reflect philosophy and understanding of individual wellbeing. Students can clearly articulate and demonstrate agreed "Track" Values
Ensure all students have access to learning through consistent attendance and engagement.	B.O.T Staff	Time Staff SMS Whānau	Attendance to be monitored through school SMS system. Families with attendance lower than 90% to be contacted and followed up. Below 80% met face to face and under 70% will be referred to attendance services	Every Day Matters Reports to be followed and monitored  Termly checks through SMS system  Regular reports presented to the B.O.T

<b>Strategic Goal: Curriculum, Community/Iwi, and Māori Engagement</b> Strengthen curriculum and iwi connections by building positive relationships with the local and wider community.				
<b>Annual Target/Goal:</b> For all our students to be learning, progressing and achieving in <b>Reading</b> , Writing and Maths. 2.1 Connect with local community and iwi to develop a local curriculum plan 2.2 Improve te Reo Māori planning, teaching, and learning in meaningful contexts. 2.3 Develop an understanding of culturally responsive practices that promote success for all and give effect to Te Tiriti o Waitangi				
<b>What do we expect to see by the end of the year?</b> <i>We will expect to see 85% at or above there expected phase Level</i>				
Actions	Who is Responsible?	Resources Required	Process	How will you measure success?
Connect with local community and iwi to develop a local curriculum plan	B.O.T Principal Staff	Time Relievers Resource Teacher Whānau Local Iwi	Teachers research local stories and include them in programmes. Students develop an understanding of local stories and places.	Teachers know students' iwi, histories and mihi. Effective, culturally responsive pedagogical practices and shared understandings are agreed and

		Piritahi COL	Annual consultation with Maori Whanau with a Hui focusing on aspirations and progress	implemented. Staff PD undertaken through the Piritahi COL Community are informed and have input into Community/ Iwi and Maori engagement strategy.
Improve te Reo Māori planning, teaching, and learning in meaningful contexts.	All staff	ASL/WSL Facilitators Resource Teacher of Māori	Teachers successfully integrating and using Te Reo Maori in the classroom  Teachers are able to articulate and show evidence of how they have given effect to te Tiriti.	Staff to develop a consistent and school wide local curriculum plan that gives effect to Te Tiriti incorporating Maori Reo and Tikanga Culturally responsive classrooms/environments. Student understanding of tikanga and te reo Māori is increased and can be demonstrated
Develop an understanding of culturally responsive practices that promote success for all and give effect to Te Tiriti o Waitangi	All Staff	Time All Staff Piritahi COL Students/W hānau	Teachers demonstrate a commitment to understanding Iwi & Local resources through P.D  Classroom practices and programmes give effect to Te Tiriti with clear evidence and understanding from children  The BOT understands the importance of improving our culturally responsive practice	Teachers take part available PD opportunities  Teachers include and demonstrate deliberate acts of teaching that give effect to Te Tiriti and promote success for all.  Principal Board Reports to reflect ongoing development of culturally responsive practice

**Strategic Goal: Strengthening Teacher & Leadership Capability**

Reflective Inquiry, teaching, and leadership creating equity and excellence for all learners.

**Annual Target/Goal:** For all our students to be learning, progressing and achieving in **Reading**, Writing and Maths.

3.1 All students are making progress and achieving the expected curriculum level.

3.2 Accelerate the progress of priority learners, specifically in Literacy.

**What do we expect to see by the end of the year?**

*We will expect to see 85% at or above there expected phase Level*

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
All students are making progress and achieving the expected curriculum level.	Principal Teaching Staff	Time Teacher Aides ASL/WSL PLD Facilitators Piritahi COL	Assessment data gathering Term 1, 2 & 4. Achievement data reported to the BOT Regular review and monitoring of student progress and achievement.	Teacher Professional Growth Cycles (PGC) are regularly reflected on and updated Assessment data gathered, analysed and planning reflects student needs. Learning goals, next steps and how to achieve them are verbalised by students. Goals and successes are shared through Parent Conferencing, Written reports and celebration events Take part in Piritahi moderation and P.D
Accelerate the progress of priority learners,	Principal Teaching Staff	Time/Funds ASL/WSL SENCo	Junior Teacher Professional Learning in Little Learners love Literacy (A structured	Priority students identified. Teacher PGCs will reflect commitment to Literacy and/or Numeracy P.D

in Literacy and Numeracy		RTLB LLLL Resources Numicon Maths Oxford Maths	approach). Teachers will use the language of our values and curriculum. Teachers will use collaborative planning and developed curriculum progressions Teachers will utilise Ministry provided resources and maths P.D to implement new Math Curriculum	Literacy progressions reflected in local curriculum development Teacher Aide support to help identified priority learners
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