



# Annual Plan 2025

Goal 1

Curriculum



**Strategic Goal 1:** To use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.

**2025 Annual Goal:** We will develop teacher capability, knowledge and understanding of Te Mātaiaho through the delivery of our structured literacy and mathematics programmes.

Actions	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<b>Action 1a</b>  Enhance our literacy programmes so that every learner/ākonga gains sound literacy skills.	<ul style="list-style-type: none"> <li>• BSLA (whole class literacy lesson and reading groups) - Year 1, 2, 3, 4</li> <li>• Modeling and exemplars daily writing</li> <li>• Reading mileage (buddy reading)</li> <li>• The Code - Year 5, 6</li> <li>• Integrate literacy through topic and researching</li> <li>• Continue with deliberate acts of teaching</li> <li>• Ensure interventions are in place for students that need it</li> <li>• Frequent assessment and data uploading to HERO (progressions)</li> <li>• Explicit teaching of reading and writing skills</li> <li>• Differentiated programmes</li> <li>• Collaborative planning/sharing ideas</li> <li>• Practical everyday reading Fluency practice - explicit teaching</li> <li>• Reading programme - guided reading based on needs</li> <li>• Writing - direct teaching of writing skills (including</li> </ul>	This could include: <ul style="list-style-type: none"> <li>• Define specific and measurable objectives for enhancing literacy skills via our annual plan.</li> <li>• Introduce evidence-based literacy practices and interventions.</li> <li>• Implement ongoing formative assessments to monitor progress.</li> <li>• Use a variety of assessment tools, including teacher observations, student work samples, and formative assessments to gauge how well learners are responding to literacy interventions.</li> <li>• Regularly monitor and analyse data to track individual and group progress.</li> <li>• Analyse assessment results, review classroom teaching and learning programmes, and utilise data-driven decision-making to identify areas that need additional attention.</li> <li>• Engage parents and the community in literacy initiatives.</li> </ul>

	<p>writing structures, grammar, language, editing etc) - both independent and collaborative</p> <ul style="list-style-type: none"> <li>• Handwriting to be explicitly taught (Handwriting curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the level of parental involvement, attendance at literacy-related events, and community support for literacy programmes.</li> <li>• Teacher Professional Development.</li> <li>• Gauge children's participation and motivation in literacy activities.</li> <li>• This can be done by increased enthusiasm for reading and writing, active participation in literacy-related projects, and a positive attitude toward literacy learning.</li> <li>• PGC meeting minutes and PGC growth coaching meetings</li> </ul>
<p><b>Action 1b</b></p> <p>Enhance our numeracy programmes so that every learner/ākonga gains sound numeracy skills.</p>	<ul style="list-style-type: none"> <li>• Consistent daily mathematics lessons based the Math No Problem approach</li> <li>• Breadth coverage of the curriculum throughout the year</li> <li>• Maths songs to introduce and reinforce new learning, choral counting</li> <li>• Open-ended questioning and questions</li> <li>• Multi-progression coverage through MNP programme</li> <li>• Set specific focus on digital platforms to link to classroom programme (E-Ako)</li> <li>• Students to have an understanding of their progressions and next steps on HERO</li> <li>• Connecting maths through the curriculum</li> <li>• Make use of formative and summative assessment</li> <li>• Problem solving in real life situations (open ended, multi level, multi strategies, multi level access point problems)</li> <li>• Regular assessments using Gloss, E-Asttle in order to inform progressions</li> <li>• Basic Facts to be explicitly taught and assessed</li> </ul>	<p>This could include:</p> <ul style="list-style-type: none"> <li>• Define specific and measurable objectives for enhancing numeracy skills via our annual plan.</li> <li>• Introduce evidence-based numeracy practices and interventions.</li> <li>• Implement ongoing formative assessments to monitor progress - progressions on HERO.</li> <li>• Use a variety of assessment tools, including teacher observations, student work samples, and formative assessments to gauge how well learners are responding to numeracy interventions.</li> <li>• Regularly monitor and analyse data to track individual and group progress. Analyse assessment results, review classroom teaching and learning programmes, and utilise data-driven decision-making to identify areas that need additional attention.</li> <li>• Teacher Professional Development.</li> <li>• Gauge children's participation and motivation in numeracy activities. This can be done by increased enthusiasm for numeracy, active participation in numeracy-related projects, and a positive attitude toward numeracy learning.</li> </ul>

**Strategic Goal 2:** Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour.

**2025 Annual Goal:** There is a positive school climate and students use effective strategies to manage theirs and others behaviour.

Actions	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p><b>Action 2a</b></p> <p>To promote the wellbeing of all learners/ākonga and staff across our school/kura.</p>	<ul style="list-style-type: none"> <li>• Building strong emotional education with a focus on mindfulness and emotional regulation resources available - through the Mitey Programme</li> <li>• Having the culture as a class that we are all unique and celebrating our diversity</li> <li>• Every student has a strong sense of belonging and identity.</li> <li>• As a staff, create a well-being focus through activities and celebrations (connection, team building, celebrations, coffee chats, practicing gratitude, mindfulness, managing oneself, seeking support when needed).</li> <li>• Child centered programme - getting their input, developing student agency and choice.</li> <li>• Making everyone feel worthy and included - tuakana-teina programmes / SENCo programmes</li> <li>• School Values Classroom agreement - how we treat others, how we treat ourselves Support each other where we can</li> <li>• Parent/Teacher/Student check ins</li> <li>• Hauora lessons each week - GPS Well-being Programme (Mitey, Mana Model, Values, Learner Tool)</li> <li>• Teachers modeling the importance of wellbeing and how they incorporate this into their everyday lives</li> <li>• Restorative approach to all unwanted behaviours</li> <li>• Circle time programme will be run weekly</li> <li>• Growth Mindset to be incorporated into daily classroom practice</li> </ul>	<p>This could include:</p> <ul style="list-style-type: none"> <li>• Observing improvements in attendance, active participation in learning activities, and reduced rates of disengagement.</li> <li>• Evaluating changes in students' self-awareness, self-regulation, interpersonal skills, and overall emotional resilience.</li> <li>• NZCER Well-being survey results - staff (mid-year check in) and student</li> <li>• Deliberate weekly lessons are taking place in all classes across the school.</li> <li>• Calendar of events established - celebrations, Cultural weeks</li> </ul>

**Strategic Goal 3:** There will be a sound knowledge of cultural practices evident, and classrooms will be inclusive of all learners/ākonga.

**2025 Annual Goal:** Teachers cultural competency is further developed, diversity is valued, and culturally responsive programmes are in place to meet needs.

Actions	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p><b>Action 3a</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into every daylife of our school.</p>	<ul style="list-style-type: none"> <li>• Morning Hui</li> <li>• Acknowledge all cultures - give opportunities to share similarities and differences</li> <li>• Weekly structured lesson</li> <li>• Resources/posters around the class</li> <li>• Weekly Kapa Haka lessons - Waiata, Kapa haka</li> <li>• Tikanga Daily phrases (etu, e noho, haere mai, haere ki te whariki tamariki ma)</li> <li>• Daily karakia, waiata, kōrero, pēpeha</li> <li>• Pōwhiri - termly</li> <li>• Normalisation - regular language development through use with the students, to the students, by the students</li> <li>• Mau Rākau, Hine Toa - extension groups</li> <li>• Daily inclusion of language for basic commands</li> <li>• Praise given in te reo Kupu o te wiki</li> <li>• Using te reo names for classroom objects</li> <li>• Greeting and dismissing children in te reo</li> <li>• Teacher modeling</li> <li>• Conversations about culture</li> <li>• Explicit teaching of Tikanga/kaupapa Incorporating Maori myths and legends into literacy</li> <li>• Setting up class Treaty / explicit teaching of Treaty Teaching and NZ histories</li> </ul>	<p>This could include:</p> <ul style="list-style-type: none"> <li>• Review lesson plans, curriculum documents, and observing classroom activities that incorporate te reo Māori and cultural practices.</li> <li>• Measure the involvement of parents, whānau, and the wider community in activities that promote Te Reo Māori and tikanga Māori.</li> <li>• Assess improvements in language acquisition, demonstrated communication skills in te reo Māori, and the ability of students to use basic te reo Māori phrases and expressions.</li> <li>• Measure student enthusiasm, active involvement in Kapa Haka groups, and the incorporation of Māori language in everyday conversations and greetings.</li> <li>• Monitoring and tracking of coverage by TL</li> <li>• Classroom treaty- utilise the 4 articles of Te Tiriti o Waitangi. Kawanatanga (leadership goals within the class), Tino Rangatiranaga (Self-determination/ Student agency), Oritetanga (Unity, Equal Rights), Wairuatanga (Freedom to customary beliefs).</li> </ul>
<p><b>Action 3b</b></p> <p>Begin to build a sustainable relationship with local iwi (TKaM) and manawhenua to enrich our cultural understanding.</p>	<ul style="list-style-type: none"> <li>• Spending time to know the learners and understanding their barriers.</li> <li>• Building strong communication with whanau. Knowing the needs and resources available to support those needs.</li> <li>• Analyse the teachers level of understanding of local histories, language (te reo) and their next steps to learn.</li> <li>• Relationship building</li> <li>• Building whānau connections - open communication with home</li> <li>• Understand and recognise different cultural practises and celebrations</li> <li>• Open communication with iwi - reflective and open to changing practice</li> <li>• Inclusion of culturally safe practices across our school as guided by iwi</li> </ul>	<p>This could include:</p> <ul style="list-style-type: none"> <li>• Self review on current understandings and gaps/areas we are needing support</li> <li>• Improvements of staff in teaching practices, cultural responsiveness, and the ability of staff to integrate Māori perspectives into their daily programmes.</li> <li>• Conduct cultural competence assessments for both staff and children. This may include surveys, self-assessment tools, and external evaluations to measure the level of cultural awareness, understanding, and responsiveness within the school community.</li> <li>• Traffic Light Status self review tool - complete our second colour coding to show improvements from 2024</li> </ul>

	<ul style="list-style-type: none"> <li>Utilise partnerships with other PLD providers to establish initial connections with other iwi in our region - MAC, Te Puheke, TKaM</li> </ul>	
<p><b>Action 3c</b></p> <p>Actively recognise and celebrate the diversity within our school to improve a students sense of connection, and strengthen whānau partnerships.</p>	<ul style="list-style-type: none"> <li>Establish a Cultural Ambassador role (MU)</li> <li>Create a calendar of all cultural weeks to be celebrated within the term, including other connection days (Mothers, Fathers Days)</li> <li>Utilise movie and photography to push communications into the home</li> <li>Establish a rich performing arts curriculum which will showcase cultures through the arts</li> <li>Lead teacher to liaise with SLT re-schedule of events</li> <li>End of year Cultural Food Festival celebration</li> </ul>	<p>This could include:</p> <ul style="list-style-type: none"> <li>Whānau involvement in the cultural weeks</li> <li>Engagement with online information - track analytics and monitor how different mediums of contact improve connection</li> <li>Calendar of events - tracking and monitoring of events</li> </ul>