



CHARTER & ANNUAL IMPLEMENTATION PLAN 2025

A GUIDE TO THE ANNUAL PLAN

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Section 1: 2025-2026 STRATEGIC PLAN SUMMARY

This shows the strategic goals that are included in the 2025 Annual Plan

Whanaungatanga – Belonging/Cultural Connections	Kaitiakitanga-Guardianship	Ako-Powerful Learning
<i>To foster authentic parent participation, engagement, and involvement that celebrates/values our diverse cultures, and promotes whanaungatanga</i>	<i>To nurture and grow our physical environment and develop knowledge of sustainability, and the impact of our actions on our environment among our children and community</i>	<i>Build teacher confidence and competence in the content and pedagogy of Te Mātaiaho, with a focus on Mathematics and Statistics and English</i>
Collaborate with our community, especially our Māori families and whānau, to equip every learner to build and realise their aspirations.	Provide more opportunities for students to engage with our physical environment in our school and community	Mathematics & Statistics Develop and implement a Maths overview for Phase 1 & 2
Ensure the bicultural nature of NZ and the principles of the Te Tiriti o Waitangi are embedded in our curriculum, along with an understanding of NZ histories.	Reduce waste brought into school through education and school-wide activities	Provide relevant and ongoing support and PLD for teachers in the <i>Maths No Problem</i> programme
Provide opportunities for children to share their culture and values and learn about other cultures, and encourage our parent community to participate in this	Fully embed the Garden to Table Programme into one year level- Year 6	English Fully embed the BSLA approach in Years 1-3
	Promote and participate in national and international activities that promote understanding of sustainability	Develop a plan for the implementation of a structured literacy approach for Years 4-6
		Provide relevant and ongoing support and PLD for teachers in our focus areas of Reading and Writing

Section 2: HOW WE GIVE EFFECT TO TE TIRITI O WAITANGI (Regulation 9(1)(g))

How we honour Te Tiriti o Waitangi

We value te reo Māori as a taonga, we acknowledge Te Tiriti o Waitangi as New Zealand's founding document. We recognise the principles of partnership and the importance of empowering and valuing Māori as tangata whenua. We follow the principles of Ka Hikitia, which mean to step up; to lift up, to lengthens one stride - to empower. We embrace understanding our world from a te ao Māori perspective.

When developing policies and practices we reflect the bicultural nature and cultural diversity of New Zealand. All students learn te reo Māori.

We incorporate tikanga and mātauranga Māori into all aspects of school. We have a strong kapa haka group and provide regular opportunities to celebrate Te Ao Māori such as termly mihi whakatau and whanau hui, and celebration of Matariki. We have a school Karakia which all teachers and children learn and use regularly.

Key strategies in the current strategic plan are:

- Continuation of a Māori leadership position- WSL to undertake responsibilities in Te Reo Māori and Tikanga
- Prioritising the importance of Kapa Haka by providing release time for the teacher and having practices in school time
- Commitment to providing professional learning for teachers to extend capabilities in te reo and tikanga
- Integration of te ao Māori into the curriculum where appropriate
- Fostering cultural understanding consistent with the principles of the Te Tiriti O Waitangi, and ensuring teachers are including Aotearoa NZ Histories in their termly planning

Section 3: PLAN ON A PAGE

A summary of the 2025 annual goals, initiatives and outcomes

OTEHA VALLEY SCHOOL 2025-2026

STUDENT LEARNING OUTCOMES 2019					
Whakapono/Motto	Hahatia Te Ora ki nga Akoranga- <i>Breathing Life into Learning</i>				
Kaupapa/Purpose	Powerful Learners Enjoying and Achieving Success as they develop the values and skills to actively participate in Aotearoa and the wider world				
Tikanga/Values	Aroha <i>Compassion</i>	Māia <i>Courage</i>		Pākiki <i>Curiosity</i>	
Ako Tuitui (The Competencies)	Identity, Managing Myself, Collaboration, Thinking and Questioning, Language of Learning, Cultural Connections, Reflect and Respond				
Culturally Responsive Teaching and Learning Kete	Wellbeing/Hauora	Inclusion	Collaboration	Coaching	Assessment for Learning AFL

Section 4: 2025 ANNUAL GOALS

What we will achieve in 2025 and how we will measure success

(including links to strategic plan, NELPS, Te Tiriti O Waitangi Principles, and Education Act Section 127)

GOAL #1	Cultural Connections and Capabilities-Whanaungatanga
Strategic Goal	To foster authentic parent participation, engagement, and involvement that celebrates/values our diverse cultures, and promotes whanaungatanga
NELPS	<i>Objective 1: Learners At the Centre - Learners with their whānau are at the centre of education</i> <ul style="list-style-type: none">- Ensure places of learning are inclusive, free from racism, discrimination and bullying- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
Te Tiriti O Waitangi Principles	<i>This goal will enact the following principles and articles of Te Tiriti O Waitangi:</i> <ul style="list-style-type: none">- Partnership - working together, sharing power, treating people equally, valuing wellbeing and support networks- Protection - ensuring young people are looked after, protecting against inequity, protecting wellbeing, including culture, language and values, protecting the mana of all the people we interact with- Participation - including tamariki and their whanau in discussions and decision making

Education Act Section 127	<p>A board's primary objective in governing a school is to ensure that:</p> <ul style="list-style-type: none"> a) Every student can attain the highest possible standard in educational achievement, and the school i) is a physically and emotionally safe place for all students and staff; and ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school iv) the school is inclusive of, and caters for, students with differing needs; and the school gives effect to Te Tiriti o Waitangi, including by— v) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and vi) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students. 		
GOAL <i>We will...</i>	Initiative / Outcome	Resourcing-if required	Goal <i>We will know we have been successful when...</i>
<p>1. To achieve our strategic goal of fostering authentic parent participation, engagement, and involvement, we expect to see a significant increase</p>	<p>Term 1:</p> <ul style="list-style-type: none"> ▪ Whānau Meetings- Getting to know our children and whānau. ▪ Whānau represented in spaces- Eg: Visual pephā. Whanau connection wall, children creating a mihi. - ▪ Whānau Picnic- Opportunity to play games/ share cultural/family games 		<ul style="list-style-type: none"> ▪ Increased Parent Engagement: Increased parent attendance at school events and activities, regular contributions to classroom learning and school initiatives, and positive feedback from parents about their experiences and sense of belonging. ▪ Enhanced Student Learning: ākonga success is regularly acknowledged and celebrated, and local/cultural stories are woven into school planning. ▪ Strong Community: Whānau feel valued and contribute to the school programme, and ākonga feel comfortable sharing and

<p>in parent presence and contribution within our school community. We envisage a school environment where parents feel valued, respected, and empowered to share their unique cultural perspectives and skills.</p>	<p>Term 2:</p> <ul style="list-style-type: none"> ▪ Use Matariki as our overarching theme for term - eg: Reach for the stars: Sharing learning from the start of the term. Matariki celebration inclusive of whānau eg: invite them to share kai. ▪ Encourage Buddy classes: Tuakana Teina ▪ Invite whānau to support learning: Eg: Reading mileage, Maths games/review in class time. ▪ Whānau Fridays -use these to invite/encourage parent and family participation and engagement in children's learning <p>Term 3:</p> <ul style="list-style-type: none"> ▪ Acknowledge: Dedicate specific weeks to celebrate different cultures, ensuring intentional recognition and learning. Include and encourage whānau attendance and participation through sharing. 		<p>discussing their identity and diversity.</p>
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GOAL #2	ENVIRONMENT- <i>Kaitiakitanga</i>
Strategic Goal	To nurture and grow our physical environment and develop knowledge of sustainability and impact of our actions on our environment among our children and community
NELPS	<p><i>Objective 1: Learners are the Centre - Learners with their whānau are at the centre of education</i></p> <ul style="list-style-type: none"> - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <p><i>Objective 2: Barrier Free Access - Great education opportunities and outcomes are within reach for every learner</i></p> <ul style="list-style-type: none"> - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga & those with learning support needs - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy <p><i>Objective 3: Quality Teaching and Leadership - Quality teaching and leadership make the difference for learners and their whānau</i></p> <ul style="list-style-type: none"> - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
Te Tiriti O Waitangi Principles	<p><i>This goal will enact the following principles and articles of Te Tiriti O Waitangi:</i></p> <ul style="list-style-type: none"> - Partnership - working together, sharing decision making, sharing power, treating people equally, valuing wellbeing and support networks - Protection - protecting against inequity, protecting wellbeing, including culture, language and values - Participation - Including young people and their whanau in discussions and decision making
Education Act Section 127	<p>A board's primary objective in governing a school is to ensure that:</p> <ul style="list-style-type: none"> c) the school is inclusive of, and caters for, students with differing needs; and d) the school gives effect to Te Tiriti o Waitangi, including by <ul style="list-style-type: none"> i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and iii) achieving equitable outcomes for Māori students

GOAL <i>We will...</i>	Initiative / Outcome	Resourcing	Goal <i>We will know we have been successful when</i>
<p>2.1</p> <ul style="list-style-type: none"> Provide more opportunities for all students to engage in our physical environment Develop an education programme across the school about sustainability and increase knowledge of our local environment 	<p>Term 1:</p> <ul style="list-style-type: none"> OVS teams joining in sea week ‘1+ a day challenge’ Jacob to start using Garden to Table programme within his classroom and extend this to other year 6 classes later in the year Free Bee Kit to be instigated and used as part of a unit about <i>Change</i> across school Provide a space in the school for all classes to look after-keep it rubbish-free/investigate ways to make it more appealing, including small planting areas <p>Term 2:</p> <ul style="list-style-type: none"> Start composting (bokashi) within select classes to reduce waste – compost collective Share resources to teams about how to reduce waste in their classrooms (create mini lessons about waste/composting - model in one class then share to staff) Create garden bed designed for classes to use if/when they are interested 	<p>Teacher release time for Jacob to work with group of children and attend Garden to Table PD days x 2</p> <p>Ask for donations of seeds/soil/other equipment from our parent community and local businesses</p>	<ul style="list-style-type: none"> Increased participation and engagement in Garden to Table programme More teachers and children actively engaging in national education programmes and activities Improved use of our recycling facilities and removal of rubbish Increase in number of garden areas for children to look after and learn from Teachers and children learning from our Bee Kit programme Increased involvement from our community and local businesses providing resources or supporting with their knowledge and expertise

	<ul style="list-style-type: none"> ▪ Use Matariki as a focus for learning about traditional ways of growing and using plants <p>Term 3:</p> <ul style="list-style-type: none"> ▪ Encourage all classes to sign up for Plastic Free July Challenge ▪ Share seeds across school for classes to grow for seedling sale in October ▪ Investigate opportunities for: <ul style="list-style-type: none"> ○ Sunflower seeds for staff ○ Self-watering kits for gardens <p>Term 4:</p> <ul style="list-style-type: none"> ▪ Encourage teachers to promote Bird of the Year competition to raise awareness of species at risk and how we can help them 		
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GOAL #3	POWERFUL LEARNING- Ako Mathematics & English
Strategic Goal 1	Mathematics
NELPS	<p><i>Objective 1: Learners At The Centre - Learners with their whānau are at the centre of education</i></p> <ul style="list-style-type: none"> - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
Te Tiriti O Waitangi Principles	<p><i>This goal will enact the following principles and articles of Te Tiriti O Waitangi:</i></p> <ul style="list-style-type: none"> - Partnership - working together, sharing decision making, sharing power, treating people equally, valuing wellbeing and support networks - Protection - protecting against inequity, protecting wellbeing, including culture, language and values - Participation - Including young people and their whanau in discussions and decision making
Education Act Section 127	<p><i>Whanaungatanga</i></p> <ul style="list-style-type: none"> - Collaborate with our community, especially our Māori families and whānau, to equip every learner to build and realise their aspirations.

Strategic Goal 3.1	MATHEMATICS				
GOAL <i>We will...</i>	Initiative /Outcome	Tools <i>We will measure success using...</i>	Resourcing	Baseline	Goal <i>We will know we have been successful when...</i>
1. Build teacher confidence and competence in the content and pedagogy of Te Mātaiho-Mathematics	<ul style="list-style-type: none"> i. Develop a Maths overview for phase 1 & 2 ii. Engage external PLD support-through MOE funded or school funded initiatives iii. Survey teachers in Term 1 & 4 to establish their confidence and competence in knowledge and pedagogy iv. Collaborate with other schools in the Kāhui Ako-sharing knowledge and expertise across the Kāhui Ako v. Review our existing Maths resources, identify gaps, and purchase essential resources (within budget limits) vi. Teachers use new Mathematics progressions on Hero 	<ul style="list-style-type: none"> ▪ MNP overview ▪ TOD survey with Jo Robson ▪ Increase in quality of HERO progression and posts 	<ul style="list-style-type: none"> ▪ TOD-Jo Robson ▪ Additional PLD for <i>Maths No Problem</i> as required ▪ Maths Resources \$3000 	<p>Teachers have limited knowledge of Te Mātaiho</p> <p>Teachers have no knowledge of <i>MNP</i></p>	<p>Teachers are confidently using <i>MNP</i> programme</p> <p>We meet our Mathematics target of increasing percentage of children achieving End/Progressing by the end of 2025</p>

Strategic Goal 3.2	ENGLISH				
NELPS	<i>Objective 1: Learners At The Centre - Learners with their whānau are at the centre of education</i> <ul style="list-style-type: none"> - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 				
Te Tiriti O Waitangi Principles	<i>This goal will enact the following principles and articles of Te Tiriti O Waitangi:</i> <ul style="list-style-type: none"> - Partnership - working together, sharing decision making, sharing power, treating people equally, valuing wellbeing and support networks - Protection - protecting against inequity, protecting wellbeing, including culture, language and values - Participation - Including young people and their whanau in discussions and decision making 				
Education Act Section 127	<i>Whanaungatanga</i> <ul style="list-style-type: none"> - Collaborate with our community, especially our Māori families and whānau, to equip every learner to build and realise their aspirations. 				
GOAL <i>We will...</i>	Initiative /Outcome	Tools <i>We will measure success using...</i>	Resourcing	Baseline	Goal <i>We will know we have been successful when...</i>
3.2 Build teacher confidence and competence in the content and pedagogy of Te Mātaiho-English	<ul style="list-style-type: none"> PLD - Jo Robson TOD Survey teachers confidence and competence using Te Mātaiho-English 	TOD Teacher survey	TOD- Jo Robson	Teachers' knowledge/confidence using Te Mātaiho is limited	<p>Evidence throughout the school of teachers planning and using Te Mātaiho in English programmes</p> <p>We are meeting our target of increasing the percentage of children achieving "End' or</p>

					“Progressing” in Reading and Writing
Fully embed use of BSLA in Years 1-3	<ul style="list-style-type: none"> Train 8 additional teachers and 1 Facilitator by end of Term 2 Investigate Structured Literacy programmes/approaches for Year 4-6 for mid-2025 or start of 2026 	BSLA Microcredential programme	Additional release time for facilitator and teachers training if required	At start of 2025: 7 teachers completed BSLA accreditation programme 2 Trained BSLA Facilitators	By the end of 2025: Additional 8 trained teachers and 1 additional Facilitator
Improve consistency and accuracy of teacher assessments in Reading and Writing	<ul style="list-style-type: none"> Work with the Kāhui Ako on using data from PAT and STAR tests Use eAsTTle Writing tool in Years 2-6 		3 teachers attend Writing eAsTTle PD		Writing moderation using eAsTTle shows more consistency in teacher assessment Improvement in quality of teacher posts and assessment of progressions on Hero

Section 5: 2025 STUDENT ACHIEVEMENT GOALS: Our target is to increase the percentage of children achieving ‘End’ or ‘Progressing’

		End of 2024	Mid 2025 Target	End 2025 Target
READING	All Students	Above 24% Within 47% Towards 22% Below 7%	End 25% Progressing 48% Developing 20% Early 7%	End 30% Progressing 51% Developing 15% Early 4%
	Māori	Above 15% Within 45% Towards 30% Below 10%	End 15% Progressing 45% Developing 35% Early 5%	End 20% Progressing 50% Developing 25% Early 5%
	Pasifika	Above 37% Within 38% Towards 12% Below 13%	End 37% Progressing 40% Developing 13% Early 10%	End 41% Progressing 43% Developing 8% Early 8%
WRITING	All students	Above 12% Within 63% Towards 21% Below 4%	End 12% Progressing 66% Developing 20% Early 2%	End 16% Progressing 65% Developing 17% Early 2%
	Māori	Above 5% Within 42% Towards 48% Below 5%	End 5% Progressing 42% Developing 50% Early 3%	End 8% Progressing 50% Developing 40% Early 2%
	Pasifika	Above 0% Within 71% Towards 29% Below 0%	End 0% Progressing 71% Developing 29% Early 0%	End 5% Progressing 75% Developing 20% Early 0%
Mathematics & Statistics	All students	Above 25% Within 61% Towards 13% Below 1%	End 22% Progressing 61 Developing 15% Early 2%	End 30% Progressing 60% Developing 8% Early 1%
	Māori	Above 10% Within 42% Towards 32% Below 16%	End 10% Progressing 45% Developing 30% Early 15%	End 12% Progressing 50% Developing 30% Early 8%
	Pasifika	Above 0% Within 63% Towards 37% Below 0%	End 0% Progressing 60% Developing 40% Early 0%	End 2% Progressing 65% Developing 32% Early 0%

Section 6: OPERATIONAL EXCELLENCE

The achievement of our annual and strategic goals requires a foundation of operational excellence.

OPERATIONAL EXCELLENCE				
PERSONNEL				
<i>To ensure all staff have opportunities to grow professionally, they are safe physically and emotionally and principles of EEO are defined and adhered to</i>				
Aim	Actions	Responsibility		Timeline
Absolute clarity of roles and responsibilities	<ul style="list-style-type: none">- Review of job descriptions to ensure they reflect school strategic priorities and focus areas-	RN	Nil	Term 1
Accountability of unit holders	<ul style="list-style-type: none">- Collaboratively develop action plans for all unit holders- Major Unit holders are required to report summary of their expected outcomes, actions and end of year summary and review- Notes and minutes of PLGs- Mathematics and English shared with all teachers	RN & KG	Nil	Term 1-Term 4

PRT teachers are provided with appropriate and relevant support and mentoring	<ul style="list-style-type: none"> - Assign Mentor teachers for both PRTs - Ensure PRTs and Mentor teachers are clear about expectations - Update PRT information booklet - Check in with PRTs and Mentor Teachers at regular intervals 	SLT	0.6 FTTE	Term 1-4
Consider the wellbeing of staff and any individual needs	<ul style="list-style-type: none"> - Continue to provide access to EAP Services for all staff - Collect EEO information and review EEO programme based on outcomes 	RN		Term 1

FINANCE				
Aim	Actions	Responsibility	Timeline	
Ensure budget reflects priority areas from Strategic Plan	<ul style="list-style-type: none"> - Ratify draft budget - Monthly monitoring and reporting to BoT of analysis of variance 	BoT RN and Anna Rutherford- School Account Manager	Term 1 Monthly	
Investigate additional and alternative sources of income to improve long-term financial position	<ul style="list-style-type: none"> - Review application for approval to be a signatory to the Code of Practice for International Students - Re-submit application - Develop plan to introduce a manageable number of International Students - Establish connections with schools in our Kahui Ako with International Students, and members of our community who 	RN/FJ	Term 1 Term 2 Term 3	

	can assist with this - Investigate selling advertising space on large Woodview Construction sign on the field	RN/FJ	Term 2
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PROPERTY			
Aim	Actions	Responsibility	Timeline
Develop revised property maintenance plan to ensure cyclical and other maintenance is carried out according to the plan	<ul style="list-style-type: none"> - Appoint approved person to manage and oversee planned cyclical maintenance projects during 2025 - Establish an ongoing system for checking the condition of buildings and grounds - Ensure that priority 1 issues are prioritised and addressed 	RN/FJ/PT	Term 1 - 4

HEALTH & SAFETY			
Aim	Actions	Responsibility	Timeline
Ensure Health and Safety of staff, students, and visitors to the school continues to be a priority	<ul style="list-style-type: none"> - Regular H&S meetings and checks - Professional development for teachers to ensure consistency of procedures when taking children out of the school - Basic First Aid training for all teachers to ensure they all have an up-to-date certificate - Office staff complete First Aid training - Ongoing communication with Harrison Tew with regards to our programme and evacuation and lock down trials 	RFC	Ongoing Term 1 Term 2 Term 1 Ongoing
Ensure we meet all H&S legal requirements	<ul style="list-style-type: none"> - Keep BOT informed of Health and Safety issues and programmes - Revise our programmes and procedures as required 	RFC	Monthly