



# Annual Target Implementation Plan 2025

## Annual Target 1: We aim to implement the refreshed NZ Curriculum for Mathematics (Years 1-8) and English (Years 1-8)

### Links to our Strategic Aspirations:

*Āko: We grow our ākonga*

*Aupiki: Success is within reach for all*



### Links to NELP / Board Primary Objectives:

#### NELP Objective 2: Barrier Free Access

- **Priority 3:** reduce barriers for all, including Māori/ Pasifika learners / ākonga, disabled ākonga and those with learning support needs.
- **Priority 4:** ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy.

#### NELP Objective 3: Quality Teaching and Leadership

- **Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

**Primary Objectives:** 1, 3, 4iii

### How our targets / actions give effect to Te Tiriti o Waitangi:

- Our focus on implementing the refreshed NZ Curriculum will support all learners and include our Māori / Pasifika ākonga with the purpose of achieving equitable outcomes.

### Where we are now:

We have been preparing for the compulsory implementation of the refreshed NZ Curriculum and have been following the timeline provided by the MoE. Last year staff in years 1-4 participated in PLD to introduce structured approaches to literacy. Staff also reviewed programmes to support the teaching of structured mathematics. Staff are familiar with the refreshed curriculum documents. We have also resourced implementation through the advertising of fixed-term units.

### What we expect see by the end of the year:

We expect to see the refreshed curriculum for English and Mathematics being implemented and utilised in Years 1-8/

Actions we will take:	Who will lead this action?	Resources Required:	Timeframe:	How will we measure success?
Structure Tuesday Syndicate meetings to involve planning and PLD around the English and Mathematics curriculums and their supporting programmes	Principal / DP HELA junior literacy and maths	Nil	Ongoing	Staff will be supported to understand and implement the refreshed NZC for English and Maths as well as structured approaches to Literacy and Numeracy.
Appoint a HELA Junior Literacy	Teachers 1-8	Nil	Term 1	Appointment will be made
Appoint fixed term units for Curriculum Support Year 1-8 English and Maths	Principal	2 additional release days per term for each role. 2 FTU's	Term 1	Appointments will be made

Select a programme of learning to support structured approaches to Mathematics	HELA Junior Maths with staff	Access to materials Access to programmes for review	Term 1	A programme will be selected
Select a programme of learning to support structured approaches to Literacy	Principal / DP LSC Primary Staff	Nil	Term 1	BSLA Years 1-3 reviewed A programme of PLD is selected
Train staff in the selected programmes for structured Literacy and Mathematics	LSC HELA Junior Literacy HELA Junior Maths	Cohort 4 PLD Application PLD (online and in person)	Term 1 selected Term 2 - 4 Participation and training	Year 4- 6 staff will be trained in the selected approach / programme for Literacy Year 1-8 staff will be trained in the selected programme / approach for Mathematics
Selected staff to participate in the Kahui Ako Maths PLD with the Learner first (4 days across the year)	Principal Staff	Release to attend including relievers to cover this release Travel Budgeted funds for PLD	Terms 1-4	Staff will have participated in the PLD and will share with colleagues.
Key staff to establish an implementation plan which includes all of the above		Time, access to materials	Term 1 - 4	Implementation plan is established and enacted. By the end of Term 4 the refreshed curriculum for English and Mathematics is being fully implemented.
<b>Evaluation:</b>				
<b>Next Steps:</b>				



# Annual Target Implementation Plan 2025

**Annual Target 2:** We aim to have 60% of Year 10 students pass the literacy and numeracy CAA's and 95% of students gain literacy and numeracy by the end of Year 11.

**Links to our Strategic Aspirations:**

**Ākonga:** We know our ākonga

**Āko:** We grow our ākonga

**Aupiki:** Success is within reach for all



**Links to NELP / Board Primary Objectives:**

**NELP Objective 2: Barrier Free Access**

- **Priority 3:** reduce barriers for all, including Māori/ Pasifika learners / ākonga, disabled ākonga and those with learning support needs.
- **Priority 4:** ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy.

**NELP Objective 3: Quality Teaching and Leadership**

- **Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

**Primary Objectives:** 1, 3, 4 iii

**How our targets / actions give effect to Te Tiriti o Waitangi:**

- Our focus on literacy and numeracy will support all learners and include our Māori / Pasifika ākonga with the purpose of achieving equitable outcomes.
- Having high aspirations for all learners foster equitable outcomes for all learners including our Māori and Pasifika learners.

**Where we are now:**

At the end of 2024 73.5% of Year 10 students had achieved the Reading CAA, 53.1% the Writing CAA and 64.5% the Numeracy CAA. Our goal is bearing in mind that it will be a new cohort of students who are Year 10's. We feel that the 60% goal is a realistic goal for the current cohort.

**What we expect see by the end of the year:**

- 95% of Year 11 students having gained literacy and numeracy requirements of Level 1 NCEA.
- Our goal is to support all of the students to have achieved each of the co-requisites by the end of the current school year (2025). We will build on the intervention work focussed on literacy and numeracy for this cohort in 2024.
- Students able to gain success through meaningful courses following the new NCEA structure that also lead into viable pathway choices for individuals.
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Actions we will take:	Who will lead this action?	Resources Required:	Timeframe:	How will we measure success?
Identify students 'at risk' of not gaining Level One and / or co-requisites.	Teachers Senior Syndicate	Introduction of an academic dean?	Term 1	An 'at-risk' register is established and circulated to key staff

Track progress of students regularly through both syndicate and pastoral meetings	Senior Syndicate	Live data on achievement and attendance	Each Term / ongoing	Time will be set aside at meetings to track the progress of these students
Communicate progress (both positive and 'of concern') with students and whānau	Senior Syndicate	Edge	Ongoing	Regular communication with whānau for both concern and positive progress
Develop and implement a learning plan in Year 10 11 that supports success in co-requisites	DP / Senior syndicate	SENCO	Term 1 then ongoing	A learning plan is established and implemented
Manage student entries into the CAA's, track progress and provide intervention support as needed.	DP, Teachers	Edge – accurate and timely data	Early Term 2 Mid Term 3	Student readiness is checked prior to CAA's Interventions are applied to prepare students for the CAA's
Consider ways to increase motivation	DP/ Teachers	Student voice	Ongoing	Students are motivated to sit assessments / work towards their Level 1 qualifications.
Consider the ways we acknowledge and celebrate success (Aupiki is a pillar of strategic priorities)	DP / Teachers		Ongoing	Varied methods of acknowledgement of success are identified and implemented.
<b>Evaluation:</b>				
<b>Next Steps:</b>				



# Annual Target Implementation Plan 2025

## Annual Target 3: We aim to increase the number of Year 7 and 8 students who are at or above the expected level in Mathematics

### Links to our Strategic Aspirations:

**Ākonga:** We know our ākonga

**Āko:** We grow our ākonga

**Aupiki:** Success is within reach for all



### Links to NELP / Board Primary Objectives:

#### NELP Objective 2: Barrier Free Access:

- Priority 1: reduce barriers for all, including Māori/ Pasifika learners / ākonga, disabled ākonga and those with learning support needs.

#### NELP Objective 1: Learners at the Centre:

- Priority 2: 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.

**Primary Objectives :**1,4 and 4iii

### How our targets / actions give effect to Te Tiriti o Waitangi:

- We have several Year 7 and 8 students who are of Māori and / or Pasifika whakapapa. Our targets aim to bring equitable outcomes for all ākonga and in particular our Māori and Pasifika students.

### Where we are now:

In 2024 our Year 6 (Year 7 2025) and 7 (Year 8 2025) cohorts had a higher percentage of students who were working below the expected level in Mathematics (Year 6: 39% and Year 7: 37%)

### What we expect see by the end of the year:

We expect to see an increase in the number of students in our Year 7 and Year 8 cohorts who are working at or above the expected level (Level 4) of the refreshed NZ Curriculum.

Specific Actions we will take:	Who will lead this action?	Resources Required:	Timeframe:	How will we measure success?
Identify a target group of students in Year 7 and 8 who are currently working below the expected level	HELA Junior Maths, LSC	Data from Assay / Edge	Term 1	Target group will be established Comparison of data

Explore ways that we can support progress in the target group.	HELA Junior Maths, LSC	Liaise with the LSC and Principal to see where staffing resource can be allocated to support a targeted group of students.	Term 1	An individual attendance improvement plan is created for each student identified on our target list.
Introduce the refreshed Curriculum for Mathematics	HELA Junior Maths Curriculum Support Role	Time – HELA and Support Role PLD for teachers Time at Syndicate/ PLD Meetings	Terms 1-4	The refreshed curriculum will be implemented and utilised
Staff to participate in and utilise strategies from PLD with the Learner First, rapid routines etc	Teachers	Participation in PLD Guidance from HELA Junior Maths	Terms 1-4	PLD undertaken and utilised
Staff to implement the new selected programme for mathematics	Teachers	Participation in PLD Guidance from HELA Junior Maths	Terms 1-4	New Programme Resources ordered, distributed and utilised
Liaise with the LSC and Principal to see where staffing or TA resource can be allocated to support a targeted group of students.	Principal HELA Junior Maths LSC SENCO	Nil	Term 1	
Explore the creation of a teaching role for tier 2 intervention teaching for mathematics. (Similar to the role we have in junior literacy support)	Principal; HELA; LSC	Staffing	Term 1	A specialist teaching role is established

#### Evaluation:

#### Next Steps:

# Amuri Area School: Annual Plan 2025 – Additional Priorities



	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching & Leadership	Objective 4: Future of Learning and Work	Other:
	<i>Ensure places of learning are safe, inclusive, free of racism, discrimination and bullying.</i>	<i>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>	<i>Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning</i>	<i>Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</i>	<i>Other School-based projects / initiatives</i>
Priority 1	<p>1.1.1. Implement the role of Pastoral Care Advocate to support pastoral care of students in Years 7-13. (PO 2i)</p> <p>1.1.2 Extend the Peer Support programme into Year 7 and 8. (PO 2i)</p>	<p>2.1.1 learning support programmes are specific to learner needs and help success to be within reach for all learners (PO 1, 3)</p> <p>2.1.2 support a target group of students to increase their regular attendance at school. (PO 1, 3)</p> <p>2.1.3. Review reporting and assessment in the school to align with new curriculum levels / requirements</p>	<p>3.1.1 Embed the explicit teaching of Te Reo Māori in Year's 1-10 (PO 4 I, ii, iii)</p>	<p>4.1.1 Provide alternate pathways for students through opportunities at ARA; NTA; MITO, Telford; Net NZ, STAR and Gateway (PO 1,3)</p> <p>4.1.2 Align the pastoral care advocate roll with 11-13 pathway support</p>	<p><b>Property</b></p> <ul style="list-style-type: none"> <li>Senior Site development (ongoing)</li> <li>Windy Point strategic plan established.</li> <li>Cyclical Maintenance</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Curriculum Refresh – Pre-implementation planning</li> <li>Individual PLD requests</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Bible in Schools Consultation</li> <li>Heath Curriculum Consultation</li> </ul> <p><b>FTU's / MMA's</b></p> <ul style="list-style-type: none"> <li>Allocated in Term 1 aligned with strategic priorities.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Review of Staff PGC process</li> </ul>
Priority 2	<p><i>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</i></p> <p>1.2.1 Support initiatives to integrate migrant students and families into the school community (PO 3)</p> <p>1.2.2 Further Develop student leadership capability across junior and senior syndicates</p> <p>1.2.3 Support all senior students to achieve in NCEA. (PO1, 3)</p>	<p><i>Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</i></p> <p>2.2.1 Further Develop and Review the Year 9/10 Homeroom programme to support literacy and numeracy development (PO1, 3, 4ii)</p> <p>2.2.2 implement structured approaches to literacy and numeracy in Years 1-8 (PO1, 3)</p> <p>2.2.3 Undertake PLD in structured approaches to literacy and numeracy in years 1-8</p> <p>2.2.4 Select and implement a programme of learning to support structured approaches to Mathematics in Years 1-8</p>	<p><i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i></p> <p>3.2.1 connect staff to Numeracy PLD via the Tipu Māia Kāhui Ako. (PO 1,3)</p> <p>3.2.2 incorporate curriculum development initiatives from the MOE. Participate in relevant PLD</p> <p>3.2.3 Increase hours of the SENCO role to 1 FTE.</p>		



# ***'Kia whakapuāwai ngā ākonga – kia whakapuāwai ngā hapori'***

## **Thriving Learners – Thriving Community**

- Amuri Area School Community: Values, Vision and Mission
- Te Tiriti o Waitangi / Mana Whenua
- Student Voice / Agency
- National Education & Learning Priorities (NELPs)
- Te Mātaiaho (Refreshed NZC)
- NCEA Change Programme
- Ka Hikitia - Ka Hāpaitia
- Action Plan for Pacific Education
- Attendance & Engagement Strategy
- Tipu Māia kahui ako

***ā mātou tūāpapa:***  
***Our Foundations***

### **Ākonga**

Learners



**"We *know* our  
Ākonga"**

- We place ākonga, with their *whānau*, at the **centre** of all we do
- We know how our ākonga **learn** and how to help them **progress**

- We have **high aspirations** for each ākonga
- We provide a **safe and inclusive** learning environment for all

### **Ako**

Learning



**"We *grow* our  
Ākonga"**

- Our **teaching and leadership** are of the highest quality and make a difference for all ākonga

- We select pedagogies and programmes that are **engaging, foster progress** and develop **curiosity**

### **Tūrangawaewae**

Connection



**"We *connect* our  
Ākonga to time,  
people and place"**

- Our redeveloped place and curriculum **reflect** our location, values and cultures
- Our ākonga know **who** they are, **where** they are from and **where** they are going

- We **value** each other and our local and cultural connections
- We **respect and nurture** our physical environment

### **Aupiki**

Success



**"Success is *within*  
*reach* for all"**

- We provide innovative and intentional **pathways** for our ākonga throughout their school journey
- We prioritise the **wellbeing** of staff and ākonga

- We recognise **success** in meaningful and multi-faceted ways
- Our ākonga want to **succeed** and want to **attend**

***ā mātou poutama:***  
***Our Aims / Aspirations***

***ā mātou mahi tohutohu:***  
***Our Guiding Actions:***