



# 'Provide a safe and inclusive learning environment for our tamariki to achieve success'

*We do this through teaching and upholding our values of Haututūtanga me Auahatanga, Whakawhānaungatanga, Pono, Manaakitanga. Innovation, Community, Integrity, Respect.*

## Our Strategic Goals 2025-2027

<b>Teaching and Learning</b> <i>Quality evidence based teaching practices that have our ākonga at the centre</i>	<b>Relationships</b> <i>Build positive, effective relationships through our values</i>	<b>Community</b> <i>Strong partnership within our kura and the community</i>
---	---	---

## Our Initiatives and Actions for 2025 - giving effect to Te Tiriti o Waitangi 'Connect' 'Challenge' 'Empower' - Niho Taniwha

<b>NZ Curriculum Refresh</b> - major focus of implementing the new English and Maths curriculum <b>Writing</b> - Helen Walls Y0-8 <b>BSLA</b> (Better start literacy approach) Y0-3 <b>BSLA</b> (Better start literacy approach) Y4-6 trial group <b>iDeal</b> (Structured Literacy for seniors) Year 7/8 <b>DMIC</b> (Developing Mathematical Inquiry Communities) Y0-8	<b>Leadership team coaching and development PLD:</b> - Leadership coaching with team leaders (supported by Amira Aman) - Leadership development (Amira Aman) - Agreements using the school values - 1:1 hui  <b>Leadership for LA's</b> - lead and support the learning assistants to deliver best practice	<b>Positive promotion and engagement</b> - Sharing and celebrating what is happening in our kura
<b>PE/EOTC/Health</b> - Engage in wider sporting opportunities for our tamariki Encourage our tamariki to try new sports Extend our staff's knowledge in teaching fitness, sports, team games <b>Library</b> - tamariki and whanau will utilise the Library's space and resources <b>IT</b> - Tamariki will have access to appropriate digital resources as and when required. Staff will have the capacity to use digital devices to support and enhance student learning <b>Technology centre</b> - focus on adaptations to programmes and development of staff across a range of contexts <b>Science and Technology</b> - reviewing the Science and Technology learning area within the NZ curriculum, ensure Science and technology resources are available, Science fair/Technology club, and developing a Technology website <b>The Arts</b> - reviewing the Arts Curriculum/programmes, Choir, clubs, and ensuring clear and efficient systems and resources available	<b>Being culturally responsive, giving effect to Te Tiriti o Waitangi :</b> - PLD Janelle Riki (cultural capabilities, honouring Te Tiriti o Waitangi practices at our kura) - implementation of Te Reo and Tikanga programme, delivery and extension of Te Reo Māori. - teaching our values, maintaining uniform standards, ensuring that all cultures feel valued and have a sense of belonging at our kura - supporting all tamariki and acknowledging progress - all staff completing Tuahiwi workshop tahi - visit to Ōnuku marae <b>Well-being focus for our staff:</b> - subcommittee group to support hauora - connecting through weekly admin hui, TA hui, team hui and fortnightly staff hui - owning your wellbeing through 5 ways to well-being - connecting with staff 1:1 and hauora week <b>Well being of tamariki through the implementation of our school values</b>	<b>Board of Trustees development and transitioning</b> - PLD with Tom Scollard and NZSTA training - Board elections
Review effectiveness of PLD Links to School improvement framework ERO's next steps - within 6 months, 6 months, annually All teaching staff will use PGC's to improve their practice	<b>Restorative Justice, trauma informed, neuro based practices and training:</b> - Marg Thorsborne - MOE, RTLB, Mana Ake <b>Engagement</b> - supporting teachers to develop positive engagement, effective strategies that meet the needs of all tamariki	<b>Refining our tamariki leadership programmes:</b> - Tuakana Teina - Mana Tangata

## Our Successes

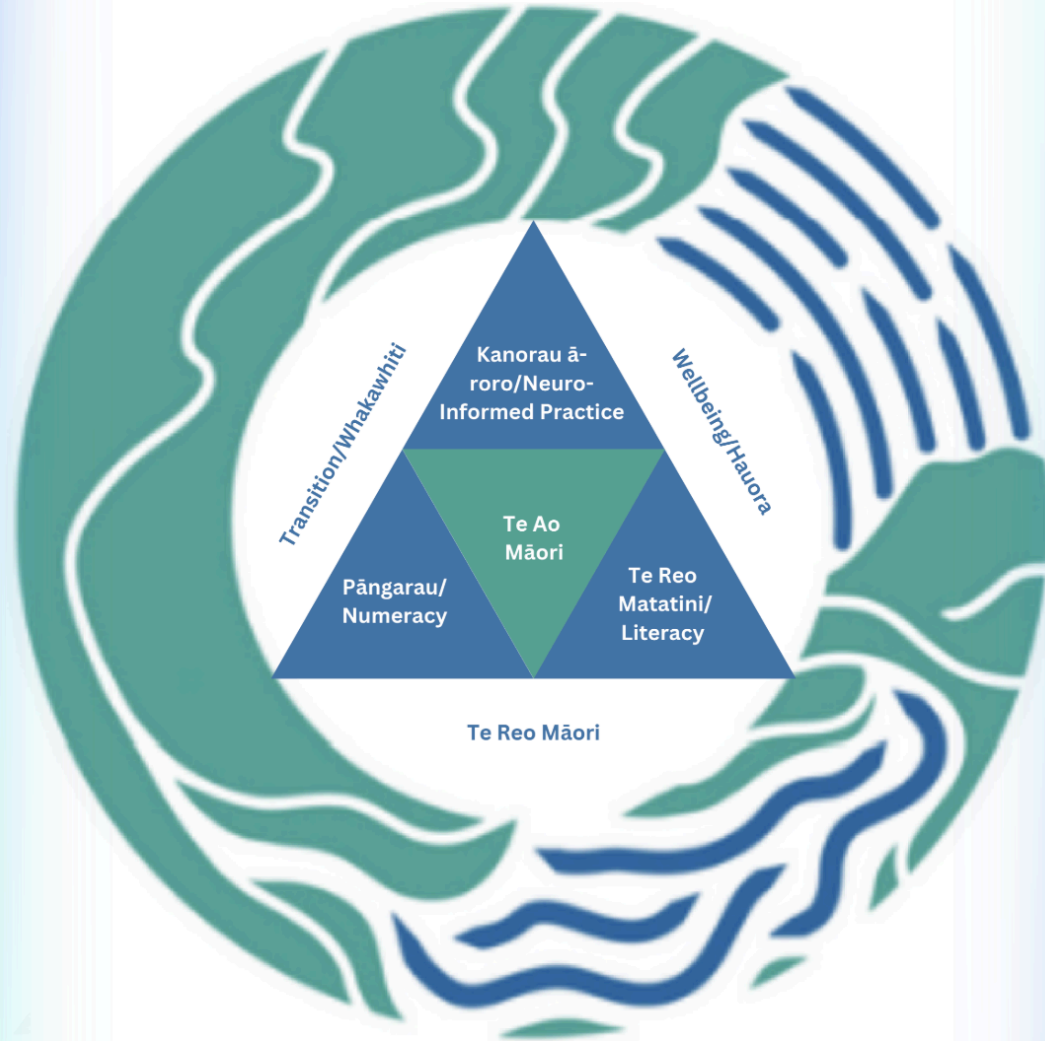
<b>Our tamariki are achieving success</b>	<b>Our tamariki are valued</b>	<b>Our whānau and tamariki are connected to our Community</b>
---	--------------------------------	---

	Our long term PLD plan (initiatives) to support our 2025-2027 strategic goals	
	SHORT (2025)	MEDIUM-LONG TERM (2026-2027)
TEACHING AND LEARNING	<p><b>Writing</b> - Helen Walls Year 0-8</p> <p><b>BSLA</b> -Better Start Literacy Approach Year 0-3 and Trial group Year 4-6 iDeal - Year 7/8</p> <p><b>DMIC</b> - Developing Mathematical Inquiry Communities</p> <p><b>Leadership coaching, development, 1:1 hui</b> - Amira Aman</p>	Curriculum refresh - Health and PE, Languages, Technology
RELATIONSHIPS	<p><b>Giving effect to Te Tiriti o Waitangi and being culturally responsive</b> - PLD Janelle Riki</p> <p><b>ASL</b> - growing awareness and capability in Neuro-based practices, including Trauma Informed Practice</p>	<p>Dr Anne Milne - auditing the white spaces</p> <p>Jase Williams - trauma informed practice</p>
COMMUNITY		Review our vision and values of our kura
	<p><b>Strategies for giving effect to Te Tiriti o Waitangi - links to School improvement framework</b></p> <p><b>Niho Taniwha - ‘Connect’ ‘Challenge’ Empower’</b></p> <p><b>Ka Hikitia – Ka Hāpaitia</b></p> <p><i>Achieving system shifts in education and support for Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and providing an organising framework for the actions we will take using the five outcome domains of the framework:</i></p> <ul style="list-style-type: none"> <li>• Te Whānau: Education provision responds to learners within the context of their whānau</li> <li>• Te Tangata: Māori are free from racism, discrimination and stigma in education</li> <li>• Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences</li> <li>• Te Tuakiritanga: Identity, language and culture matter for Māori learners</li> <li>• Te Rangatiratanga: Māori exercise their authority and agency in education.</li> </ul>	

T E K Ā H U I



K Ā T O T E



“Mā te kaha, te mahitahi me te mana hei whāngai  
te ara o te mātauranga.”

STRENGTHEN, COLLABORATE & EMPOWER

# ANNUAL IMPLEMENTATION PLAN 2025

## Mathematics

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

- Teaching and Learning

**Specific strategic goal(s):** for all of our tamariki including those that identify as Māori **to be achieving 75% AT or ABOVE Curriculum expectation in Mathematics.**

Baseline 2024 Data - At or Above 2024								
Year 0- 100%	Year 1 -100%	Year 2 - 62%	Year 3 - 52%	Year 4 - 54%	Year 5 - 88%	Year 6 - 79%	Year 7 - 47%	Year 8 - 69%
Māori - 64%		Pasifika - 56%		Non Māori - 71%		Male - 69% Female - 69%		

### Success(es) from page 1:

- Quality evidence based teaching practices that have our ākonga at the centre.

### Specific success(es):

- Increased results across all areas of our kura.

### Actions

- To consolidate and build on the previous years of professional development in mathematics.
- To upskill teachers' knowledge of the new Mathematics Curriculum through two Teacher Only Days
- To be able to make informed and accurate judgments on each child's mathematical knowledge and understanding.
- To use the resource DMIC – CeRME with confidence to support the teaching of maths in the classroom.
- To use Oxford Maths to support our school wide work on DMIC.

### Successes

- Students demonstrate greater success when completing group and independent tasks.
- Questions are relatable to the students
- Staff having greater confidence in being able to make an OTJ

### Evidence:

#### How will the initiative be measured?

- PAT tests to be administered at the beginning and the end of the academic year.
- OTJ's to be made for mid and end of year curriculum levels.
- Increased use of TTRS for students from Year 4-8.
- Moderation of testing papers within teams at the end of each unit of work.



Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation

### Strategies for giving effect to Te Tiriti o Waitangi:

- Use of DMIC is culturally responsive, having students working in mixed ability groups and having the opportunity to share their thoughts and discuss their learning journey.
- Questions are written specifically to the students within the class, to match their personal interests and cultural background.
- Provide opportunities within mathematics to strengthen their connection to their Māoritanga

# ANNUAL IMPLEMENTATION PLAN 2025

## Writing

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

#### Teaching and Learning:

*Quality evidence based practice that have our ākōnga at the centre.*

**Specific strategic goal(s):** for all of our tamariki including those that identify as Māori **to be achieving 80% AT or ABOVE** Curriculum expectation in Writing.

Baseline 2024 Data - At or Above 2024								
Year 0- 100%	Year 1 100%	Year 2 - 49%	Year 3 - 56%	Year 4 - 76%	Year 5 - 75%	Year 6 - 93%	Year 7 - 81%	Year 8 - 79%
Māori - 75%		Pasifika - 67%		Non Māori - 77%		Male - 68% Female - 83%		

### Success(es) from page 1:

- Quality evidence based teaching practices that have our ākōnga at the centre.

### Specific success(es):

Consistent approach to understanding and teaching writing through the Science of Learning across the school from Yr 0 - 8 using evidence based teaching programmes that are endorsed and supported by the MOE.

### Actions

- Establish a Literacy Team who will meet regularly for the purpose of working together to support and review the effectiveness of the teaching of writing and literacy across the school.
- Identify and take action to support areas of need within the teaching of writing.
- Update resources and ensure teachers are aware of the resources available in the school and how to use them.
- Support teachers who are enrolled on the BSLA, PLD and ensure they are able to implement the teaching of this in their classrooms.
- Continue to upskill the leaders of literacy in current evidence based pedagogy which lifts the achievement of ākōnga in writing / literacy.
- Attend relevant PLD which is offered in this area.
- Enrol on the BSLA, PLD for Yr 4 - 8 with the University of Canterbury.
- Review assessment tools to ensure they are fit for purpose, reflect and inform our teaching and are in line with recommendations from specialists in this area.
- Continue to ensure literacy is at the fore of Team Meetings with a focus on the PLD from Helen Walls on TOD.
- Provide literacy bites to teachers to remind them of key messages from our PLD with Helen Walls.
- Liaise with Helen Walls throughout the year to ensure the planned PLD is delivered effectively without barriers.
- Introducing the new English Curriculum.

### Successes

- TOD at the beginning of the year with Helen Walls.
- We have applied for and been accepted for the BSLA PLD with the University of Canterbury for Yr 4- 8 teachers starting in Term 2.
- The majority of teachers are implementing handwriting teaching regularly using the strategies recommended by Helen Walls.

### Evidence:

#### How will the initiative be measured?

- We will see a consistent approach to the teaching of writing across the school which reflects the spelling / phonological skills introduced and taught through BSLA.
- We will see a consistent approach to the teaching of writing across the school which reflects the messages and strategies given by Helen Walls in her ongoing PLD.
- Teachers will feel confident and positive about their teaching of writing.
- Students will see themselves as writers and have a positive view of writing.
- Students will be engaged and participating in handwriting and writing at least 4 times per week in all classes.
- Achievement in writing will lift across the school.
- Staff will be familiar with and implementing the new English Curriculum.



**Strategies for giving effect to Te Tiriti o Waitangi -**  
*see articles 1-4 pages 38-39 of Janelle Riki's presentation*

### Strategies for giving effect to Te Tiriti o Waitangi:

- Introducing Te Reo Māori vocabulary through topic work and shared reading books.
- Using whakatauki or new Te Reo kupu. kiwaha, as a handwriting practice for more senior students.
- Providing opportunities to write about topics that are grounded in Te Ao Māori - for example catching and harvesting tuna or celebrating Matariki.

# ANNUAL IMPLEMENTATION PLAN 2025

## Reading

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

#### Teaching and Learning:

*Quality evidence based practice that have our ākōnga at the centre.*

**Specific strategic goal(s):** for all of our tamariki including those that identify as Māori **to be achieving 75% AT or ABOVE** Curriculum expectation in Reading.

Baseline 2024 Data - At or Above 2024								
Year 0- 100%	Year 1 - 100%	Year 2 - 54%	Year 3 - 56%	Year 4 - 50%	Year 5 - 72%	Year 6 - 79%	Year 7 - 50%	Year 8 - 54%
Māori - 63%		Pasifika - 55%		Non Māori - 65%		Male - 63% Female - 67%		

### Success(es) from page 1:

- Quality evidence based teaching practices that have our ākōnga at the centre.

### Specific success(es):

Consistent approach to understanding and teaching reading through the Science of Reading lens across the school, from Yr 0 - 8 using evidence based teaching programmes and strategies that are endorsed and supported by the MOE.

### Actions

- Establish a Literacy Team who will meet regularly for the purpose of working together to support and review the effectiveness of the teaching of reading across the school.
- Identify and take action to support areas of need within the teaching of reading.
- Update resources and ensure teachers are aware of the resources available in the school and how to use them.
- Support teachers who are enrolled on the BSLA, PLD and ensure they are able to implement the teaching of this in their classrooms.
- Continue to upskill the leaders of literacy in current evidence based pedagogy which lifts the achievement of ākōnga in reading.
- Attend relevant PLD which is offered in this area.
- Enrol on the BSLA, PLD for Yr 4 - 8 with the University of Canterbury.
- Review assessment tools to ensure they are fit for purpose, reflect and inform our teaching and are in line with recommendations from specialists in this area.
- Implement new assessments for example the Oral Record of Fluency ORF to measure fluency and comprehension in reading.
- Meet with the Literacy Specialist Teacher regularly to review the achievement of students and prioritise how her time is best spent.
- Encourage team leaders/teachers to use the At Risk Register for learning to track and plan for effective interventions to lift the achievement of students in reading.
- Introducing the new English Curriculum.

### Successes

- Our Literacy Specialist Teacher is working regularly with students across the school who need a boost in their reading.
- We have a Teacher Aide who is trained in BSLA teaching small Early Literacy Groups regularly and using their skills to support our English Language Learners.
- Literacy Leader, along with two other teachers attended a BSLA refresher course for one day.
- We have applied for and been accepted for the BSLA PLD with the University of Canterbury for Yr 4- 8 teachers starting in Term 2.
- Literacy Leader, Specialist Teacher and Inanga Team Leader attended a one day PLD with Emma Nahna, hosted by KNS, on how to implement and use the Oral Record of Fluency Assessment.

### Evidence:

#### How will the initiative be measured?

- Teachers will be upskilled and confident in teaching reading through the Science of Reading approach.
- Teachers will all achieve their micro credentials in BSLA.
- The ORF will be implemented as an effective assessment tool across the school.
- We will have a consistent approach to teaching reading across the school from Yr 0 - 8.
- Our students will be positively engaged in reading and show an increased interest in books.
- Our reading achievement will lift.
- The Literacy Team will meet regularly to set and prioritise the foci across the school.
- Staff will be familiar with and implementing the new English Curriculum.



**Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation**

### Strategies for giving effect to Te Tiriti o Waitangi:

- Books which have a NZ theme and include Te Reo vocabulary will be promoted and used in the school.
- MOE resources for teaching reading, for example phonological readers and school journals deliberately use Te Reo vocabulary throughout their text.
- Library will continue to update their selection of Te Reo Māori books and those by NZ authors such as Gavin Bishop and Patricia Grace who write quality children's stories from Te Ao Māori.

# ANNUAL IMPLEMENTATION PLAN 2025

## PE, EOTC, SPORT AND HEALTH

*Progress on this action plan will be regularly reported to the BoT*

<p><b>Strategic goal from page 1:</b></p> <ul style="list-style-type: none"> <li>- Teaching and Learning</li> </ul>	<p><b>Specific strategic goal(s):</b></p> <ol style="list-style-type: none"> <li>1. To create an inclusive team sports culture for all students in Years 5-8.</li> <li>2. To enhance staff knowledge of fitness and physical education activities based on their wants, helping them engage students during brain breaks and PE lessons.</li> <li>3. To provide a variety of sports and outdoor education opportunities for students of all ages.</li> <li>4. To provide students with P.E equipment that will enrich their break times and P.E lessons.</li> </ol>
<p><b>Success(es) from page 1:</b></p> <ul style="list-style-type: none"> <li>- Engage in wider sporting opportunities for our tamariki</li> <li>- Encourage our tamariki to try new sports</li> <li>- Extend our staff's knowledge in teaching fitness, sports, team games</li> </ul>	<p><b>Specific success(es):</b></p> <p>Students will be able to work collaboratively in a team environment, in small groups or competition successfully and are able to transfer these skills back into the classroom.</p> <p>Staff will have the knowledge and confidence to run effective physical education lessons with their students and to be able to guide and encourage them during their fitness/brain break sessions.</p> <p>Students engage in a range of sports and outdoor activities during and after school hours throughout the year as opportunities arise.</p> <p>Continually keep the equipment up to date in the playpod, P.E shed and classroom equipment.</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>- All students in Year 5-8 participate in a winter sports team.</li> <li>- To enter our school in after school competitions such as basketball qualifiers, twilight football, miniball, summer hockey etc</li> <li>- Provide staff with staff meetings based on their needs.</li> <li>- To consistently ensure the playpod is topped up and all class teachers have the necessary equipment for their fitness breaks.</li> </ul> <p><b>Successes</b></p>	<p><b>Evidence:</b> <b>How will the initiative be measured?</b></p> <ul style="list-style-type: none"> <li>- All students in Year 5-8 have participated in Winter Sport that is organised by North Canterbury Primary Schools Sports Association.</li> <li>- Staff to participate in a staff meeting based around learning new fitness games that encourage a team culture.</li> <li>- All classes participate in sports coaching lessons run by North Canterbury Primary Schools Sports Association.</li> <li>- Whole school cross country and athletics participation.</li> </ul>
<p><b>Strategies for giving effect to Te Tiriti o Waitangi</b> - see articles 1-4 pages 38-39 of Janelle Riki's presentation</p>	<p><b>Strategies for giving effect to Te Tiriti o Waitangi:</b></p> <ul style="list-style-type: none"> <li>- Understanding the tikanga of Te reo kori games.</li> <li>- Use of Te reo when giving instructions.</li> </ul>

# ANNUAL IMPLEMENTATION PLAN 2025

## LIBRARY

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

- Teaching and Learning
- Community

### Specific strategic goal(s):

- Tamariki will utilise the library space and its resources
- Whānau will utilise the library space and its resources

### Success(es) from page 1:

- Our tamariki are achieving success
- Our whānau and tamariki are connected to our community

### Specific success(es):

- Tamariki in Years 5-8 have the skills to utilise the search function from Accessit from school or home.
- Higher engagement when the library is open to whānau.
- Whānau are supporting the use of Accessit from home.

### Actions

- The website will be regularly updated and engaging
- Relevant instructions and login details will be sent home
- PD for staff to build knowledge on Accessit and its functions
- Refreshed initiatives for competitions/ library activities to engage tamariki
- Scholastic Book Fair/ Book Week
- Build relevant book collections
- Open the library one afternoon a week
- National Library co-ordination - supplying additional resources to support class topics/units

### Successes

- Higher level of engagement in library competitions/initiatives
- Tamariki using Accessit as a reference point for research and home learning
- Whānau engaging in library open afternoons

### Evidence:

#### How will the initiative be measured?

- Use of the library from classes, at break times, and after school when it is open
- Engagement in competitions relevant to the Accessit site
- Feedback from staff and whānau as to the use and benefits of the Accessit site from class and home.



Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation

### Strategies for giving effect to Te Tiriti o Waitangi:


- Continue to build collections relevant to NZ context and topics eg. Matariki, Waitangi, Parihaka
- Improve bilingual signage in the library



# ANNUAL IMPLEMENTATION PLAN 2025

## ICT


*Progress on this action plan will be regularly reported to the BoT*

<p><b>Strategic goal from page 1:</b></p> <p>Tamariki will have access to appropriate digital resources as and when required. Staff will have the capacity to use digital devices to support and enhance student learning</p>	<p><b>Specific strategic goal(s):</b> To provide ease of access to digital technology across the school to enhance teaching and learning.</p>
<p><b>Success(es) from page 1:</b></p> <ul style="list-style-type: none"> <li>Our tamariki are achieving success.</li> </ul>	<p><b>Specific success(es):</b></p> <ul style="list-style-type: none"> <li>Kaiako and Tamariki will have access to appropriate digital resources as and when required.</li> <li>Staff will have the capacity to use digital devices to support and enhance student learning.</li> <li>Learning opportunities are enhanced through digital tools.</li> </ul>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Plan for and monitor the next stage of N4L network updates to our switches.</li> <li>Weekly meetings with RevIT, our technical support provider.</li> <li>Monitor and respond to ICT requests and needs from staff.</li> <li>Liaise and negotiate leases for equipment when necessary.</li> <li>Plan for the future ICT needs with key stakeholders.</li> <li>Provide advice for future purchases.</li> <li>Provide support for sound, audiovisual and ICT hardware for staff and students.</li> <li>Set up and maintain Hapara to keep our internet usage as safe as possible.</li> <li>Help develop knowledge of how Hapara can enhance teaching and learning alongside it being a security tool.</li> </ul>	<p><b>Evidence:</b> <b>How will the initiative be measured?</b></p> <p>Students and staff will be able to use the tools available to them to enhance their teaching and learning. Anecdotal evidence.</p>
<p><b>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</b></p>  <p>The Whare Tapa Whā model of wellbeing is a diagram of a traditional Māori meeting house (whare) with four pillars. The pillars are labeled: 'Mātauranga' (Knowledge), 'Whānau' (Family), 'Māhori' (Spirituality), and 'Whakawhiri' (Wellbeing). The roof is labeled 'Whakawhiri' and the base is labeled 'Mātauranga'. The diagram is titled 'The Whare Tapa Whā model of wellbeing'.</p>	<p><b>Strategies for giving effect to Te Tiriti o Waitangi:</b></p> <ul style="list-style-type: none"> <li>Understanding our moral and ethical obligations to uphold Te Tiriti o Waitangi.</li> <li>An effective and equitable partnership with Mana Whenua is established and maintained.</li> <li>Ensuring our schools reflects our commitment to te Ao Māori both physically and in practice.</li> <li>Knowledgeable about Mana Whenua cultural narrative and history.</li> <li>Use of the Te Reo keyboard and adding Maroons appropriately.</li> </ul>

# ANNUAL IMPLEMENTATION PLAN 2025

## WELL-BEING

*Progress on this action plan will be regularly reported to the BoT*

<p><b>Strategic goal from page 1:</b> Relationships</p>	<p><b>Specific strategic goal(s):</b> To implement effective strategies and actions that support the hauora of our staff and tamariki</p>
<p><b>Success(es) from page 1:</b> Our tamariki and staff are valued</p>	<p><b>Specific success(es):</b></p> <ul style="list-style-type: none"> <li>Our staff will be supported in building connections and improved well-being through deliberate actions and strategies that focus on our hauora</li> <li>Our tamariki will know they are valued and connected</li> </ul>
<p><b>Actions for supporting staff hauora:</b></p> <ul style="list-style-type: none"> <li>Set up a committee</li> <li>Survey our staff - <i>what does well-being look like for you? What are some possible ideas for activities we could do as a staff that support us to connect with others? Both as individuals and/or involving partners/whānau What are some ideas you can think of to support the well-being of others in our team that 'fill their bucket'?</i></li> <li>Collate the data from staff to come up with agreed action points and strategies.</li> <li>Implement the above throughout the year and touch base as a committee once a term to check in on progress/actions.</li> </ul> <p><b>Actions for supporting the hauora of our tamariki:</b></p> <ul style="list-style-type: none"> <li>Analyse the 2024 end of year well-being survey data that the Y5-8 tamariki completed: <i>What are the overall trends/patterns that you see from the data?</i> <i>What are your wonderings?</i> <i>What are some possible goals we can work towards?</i> <i>What are some possible actions we can do short term (within 6 months)</i> <i>What are some possible actions we can do medium term (this year)</i> <i>What are some possible actions we can do long term (next 3 years)</i></li> <li>Develop agreed actions that come from answering the patai above</li> </ul>	<p><b>Evidence:</b> <b>How will the initiative be measured?</b></p> <ul style="list-style-type: none"> <li>Re-take the survey at the end of the year</li> <li>PMI survey among year 5-8 teachers</li> </ul> <p><b>Supporting staff hauora:</b></p> <ul style="list-style-type: none"> <li>Survey our staff at the end of year</li> </ul> <p><b>Supporting the hauora of our tamariki:</b></p> <ul style="list-style-type: none"> <li>Re-take the survey at the end of the year with teacher guidance</li> </ul>
<p><b>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</b></p>  <p>The Whare Tapa Whā model of wellbeing is a diagram of a traditional Māori meeting house (whare) with four pillars. The pillars are labeled: 'Māhori' (spiritual), 'Whānau' (family), 'Hauora' (physical), and 'Māhono' (mental). The roof is labeled 'Whānau' and the base is labeled 'Māhono'. The diagram is credited to Janelle Riki.</p>	<p><b>Strategies for giving effect to Te Tiriti o Waitangi:</b></p> <ul style="list-style-type: none"> <li>Ensuring our kura reflects our commitment to Te Ao Māori both physically and in practice.</li> </ul>

# ANNUAL IMPLEMENTATION PLAN 2025

## Science and Technology

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

- Quality evidence based teaching practices
- Positive Effective Relationships

### Specific strategic goal(s):

- **Science and Technology** - reviewing the Science and Technology Learning Areas,
- Develop and share useful Science and Technology resources
- Develop Science Week & Technology clubs
- Develop a technology centre website
- Form an inventory of science equipment

### Success(es) from page 1:

- Tamariki are achieving success
- Tamariki are valued

### Specific success(es):

- Students will experience a range of new and interesting science and technology programmes
- Students will experience personal success through working in new, exciting areas.

### Actions

- Start Minecraft Club
- Survey staff for ideas
- Share resources at staff briefing/meetings
- Develop an inventory of science equipment and match to appropriate experiments/ activities
- Consult with the technology team and develop a website to showcase work
- Consult with KHS High School staff on opportunities they can provide
- Visit specialist science and technology teachers for inspiration
- Book, plan and implement "science & technology week"
- Support staff with understanding of new AI technology and potential uses in the classroom
- Organise use of the Kahui Ako science kits and set up a booking system

### Evidence:

**How will the initiative be measured?**

- **Utilisation of the Kāhui Ako Resources, measured through increased usage.**
- **Observations of technology skills during tech club**
- **Presentation of science experiment during Science Week**
- **Integration of science and technology through Topic and other curriculum areas such as writing**



**Strategies for giving effect to Te Tiriti o Waitangi -**  
see articles 1-4 pages 38-39 of Janelle Riki's presentation


### Strategies for giving effect to Te Tiriti o Waitangi:

- Explore possible units that look at environmental conservation through the lens of **kaitiakitanga** (guardianship).
- Research Māori scientists & technologists and their contributions to New Zealand
- Study Māori engineering methods, such as the design of waka (canoes) and pā (fortifications), modelling or reconstructing pa / waka huia using Minecraft.

# ANNUAL IMPLEMENTATION PLAN 2025

## Engagement

*Progress on this action plan will be regularly reported to the BoT*

<p><b>Strategic goal from page 1:</b> Teaching and Learning Relationships</p>	<p><b>Specific strategic goal(s):</b></p> <ul style="list-style-type: none"> <li>- Quality evidence based teaching practices that have our ākonga at the centre.</li> <li>- Build positive, effective relationships through our values</li> </ul>
<p><b>Success(es) from page 1:</b></p> <ul style="list-style-type: none"> <li>- Quality evidence based teaching practices that have our ākonga at the centre.</li> <li>- Build positive, effective relationships through our values</li> </ul>	<p><b>Specific success(es):</b> Strengthen, collaborate and empower all staff to engage students and whānau through building positive relationships and implementing quality evidence based teaching strategies.</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Support new staff to understand the pedagogy and practice of using a restorative approach to building, maintaining and where required repairing relationships with students, whānau and other staff.</li> <li>• Support new staff to understand the importance of connecting with whānau and how to build relationships through being culturally savvy.</li> <li>• Ensure that teaching practice and connection with students is based on a trauma informed (PACE), neuro-diverse aware approach.</li> <li>• Ensure sensory sensitivities are catered for.</li> <li>• Meet with new teachers to ensure they are feeling listened to and supported.</li> <li>• Include teachers in collaborative planning meetings regarding individual students.</li> <li>• Access appropriate PLD for staff as required.</li> <li>• Ensure the child is at the centre of all that we do.</li> <li>• Use Monday morning admin as a time to provide relationship snippets based on our values for example circle time ideas or resources.</li> <li>• Support teachers in class through modelling, working alongside or observing and providing feedback as requested.</li> </ul> <p><b>Successes</b></p> <ul style="list-style-type: none"> <li>• Met with all new teachers for a day off site to explore and introduce restorative pedagogy and practice.</li> <li>• Have booked Marg Thorsborne to run her 3 day Restorative Relationship Training later in the year onsite.</li> <li>• Have worked regularly at the beginning of the year in Ruma 7 / 8 to support teachers to set up an environment and programme that is accessible for the particular students in their space.</li> </ul>	<p><b>Evidence:</b> <b>How will the initiative be measured?</b></p> <ul style="list-style-type: none"> <li>• Increased attendance of students who are 'at risk' with attendance.</li> <li>• Increased engagement of students who are identified as disengaged.</li> <li>• Reduced e-tap entries for students who are dysregulated.</li> <li>• Teachers will feel connected and empowered to support their students.</li> <li>• Decisions and actions will be taken that put the child at the centre.</li> </ul>
 <p><b>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</b></p>	<p><b>Strategies for giving effect to Te Tiriti o Waitangi:</b></p> <ul style="list-style-type: none"> <li>• Teacher only day at Onūku Marae will provide teachers with an increased knowledge and understanding of Te Ao Māori.</li> <li>• Our values reflect core Māori values and way of life of Manaakitanga and Whakawhanaungatanga.</li> </ul>

# ANNUAL IMPLEMENTATION PLAN 2025

## The Arts

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

Teaching and Learning  
Community

### Specific strategic goal(s):

To strengthen The Arts across the school through a long term plan and a structured arts cycle.  
Promoting opportunities to perform, share and develop skills across all areas within The Arts.

### Success(es) from page 1:

Our tamariki are achieving success  
Our tamariki are valued

### Specific success(es):

Students are provided with a variety of arts opportunities within our kura and community.  
Kaiako are supported to use the arts as a creative learning platform within their learning spaces.  
Our kura is well resourced to implement art opportunities.

### Actions

- Complete a needs assessment to identify gaps in the current arts programme, could be achieved through surveys with teachers, whanau and akonga.
- Plan and schedule an alternating arts cycle (production/showcase one year, exhibition/auction the next).
- Implement a school/team/class mural project to foster student ownership and representation of kura identity.
- Promote opportunities for akōnga to perform/share arts learning through whānau hui times and showcase/exhibition opportunities.
- Provide access to resources and support for kaiako to feel confident in teaching art-related opportunities in their learning spaces. E.g. Host mini lessons for staff to demonstrate arts-related skills and share practical ideas.

### Evidence:

#### How will the initiative be measured?

- Survey with teachers, whanau and akonga.
- Ensure a clear schedule is developed and communicated to staff, students, and whānau. Track participation rates and engagement in each event. Gather feedback after each cycle (e.g., surveys, informal discussions) to assess effectiveness and enjoyment.
- Document student participation in the planning, design, and creation of murals. Observe engagement levels — are students proud of their work? Do they talk about it with others?
- Collect anecdotal evidence (e.g., classroom observations, teacher reflections) on how art is integrated into learning.



**Strategies for giving effect to Te Tiriti o Waitangi** - see articles 1-4 pages 38-39 of Janelle Riki's presentation

### Strategies for giving effect to Te Tiriti o Waitangi:

Engage with whānau, ākonga, and kaiako in decision-making. Ensure Māori voices and perspectives are included in shaping the arts programme. Identifies opportunities to strengthen Te Ao Māori through contexts like matariki, Waitangi Day and creation stories. Include Māori art forms like carving and kōwhaiwhai in planning.

# ANNUAL IMPLEMENTATION PLAN 2025

## ASL

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

- Quality Evidence Based teaching practices that have our ākonga at the centre
- Build positive effective relationships
- Develop strong partnerships within our Kura and Community

### Specific strategic goal(s):

- To grow awareness and capability in brain-based practices, including Trauma Informed Practice across Te Kāhui ako Kātote.
- To support the kahui with the provision of Science Resource kits
- To keep a high profile for the kahui ako through promotional material and website.

### Success(es) from page 1:

- Our tamariki are achieving success
- Our tamariki are valued
- Our whānau and tamariki are connected to our Community

### Specific success(es):

- Teachers are collaboratively sharing ideas
- Teachers are using strategies to support ākonga

### Actions

- Develop a learning programme to mirror the one used in 2024 that includes a selection of print and digital resources, reading materials, and a reflection journal
- Prepare networks Hui effectively to ensure there is a mix of learning based around the needs of the group and the theme of the reflection for the week.
- Bring educators together to discuss the effects of trauma on themselves and their students through the "Wisdom of Trauma movie" and discussion panel

### Evidence:

#### How will the initiative be measured?

- Feedback from attendance at the network is positive
- Regular committed attendance
- Teachers are using the journal
- Participation in discussion by all
- Regular committed attendance
- Attendees feel safe to contribute, and there is quality discussion at meetings
- Teachers can make connections between the network and their classes
- Sell out movie event
- Quality discussions
- Feedback from attendees at movie
- Follow up in post-event staff meetings



**Strategies for giving effect to Te Tiriti o Waitangi -**  
see articles 1-4 pages 38-39 of Janelle Riki's presentation


### Strategies for giving effect to Te Tiriti o Waitangi:

- **Partnership:** Collaboration with Sonya, Michelle, and Toi to provide culturally relevant material. Look at ways to extend this further.
- **Participation:** Ensure that Māori voices and experiences are part of the discussion. Look at ways of incorporating Māori perspective into the workshops, potentially through the use of Matt Brown/Jase Williams resources.
- **Protection:** Create a safe learning environment where Māori participants' identities, languages, and traditions are respected and upheld.

# ANNUAL IMPLEMENTATION PLAN 2025

## WSL - Pāngarau (Mathematics)

*Progress on this action plan will be regularly reported to the BoT*

<p><b>Strategic goal from page 1:</b> Teaching and Learning <i>Quality evidence based teaching practices that have our ākonga at the centre</i></p>	<p><b>Specific strategic goal(s):</b> TTRS implemented across Tuna and Kahawai Numberbots implemented across Inanga To implement maths throughout all areas of the curriculum where applicable Art collaboration exhibition</p>
<p><b>Success(es) from page 1:</b>  Our tamariki are achieving success Our tamariki are valued</p>	<p><b>Specific success(es):</b> Will be seeing TTRS being achieved within the senior school and regularly used Will be seeing Numberbots being achieved within the junior school and regularly used Will see maths being used across all areas of the curriculum where applicable We will have a number of pieces of art in the exhibition</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>To promote TTRS and Numberbots in staff meetings/emails/admin hui</li> <li>To integrate The Arts and Maths in Term 3</li> </ul>	<p><b>Evidence:</b> <b>How will the initiative be measured?</b></p> <ul style="list-style-type: none"> <li>Year 0-3 JAM testing</li> <li>Year 3-8 PAT maths</li> <li>DMIC assessment at the end of each unit</li> </ul>
<p><b>The Whare Tapa Whā model of wellbeing</b></p>  <p><b>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</b></p>	<p><b>Strategies for giving effect to Te Tiriti o Waitangi:</b></p> <ul style="list-style-type: none"> <li>Using te reo when using timetables and teaching other mathematical concepts</li> <li>Incorporating kowhaiwhai patterns in the art pieces</li> <li>Provide opportunities for Māori to be seen and heard in a mathematical context.</li> </ul>

# ANNUAL IMPLEMENTATION PLAN 2025

## Responsibility units - Structured Literacy

*Progress on this action plan will be regularly reported to the BoT*

<p><b>Strategic goal from page 1:</b> Teaching and learning <i>Quality evidence based teaching practices that have our ākonga at the centre</i></p>	<p><b>Specific strategic goal(s):</b></p> <ul style="list-style-type: none"> <li>To ensure BSLA is being taught with fidelity across the school.</li> <li>To ensure a smooth transition for students completing literacy support sessions.</li> <li>Creating criteria for Tier 2 support</li> </ul>
<p><b>Success(es) from page 1:</b> Our tamariki are achieving success Our tamariki are valued</p>	<p><b>Specific success(es):</b></p> <ul style="list-style-type: none"> <li>Literacy achievement in line with Reading and Writing goals</li> <li>Students experiencing success in the classroom following a Literacy intervention</li> </ul>
<p><b>Actions</b></p> <p>Observations and modelling Taumata 1 - 8</p> <p>Provide in class support and resources for students transitioning from literacy support groups</p> <p>Meet with the literacy team on how to manage Tier 2 groups and the process for the selection of students</p> <p>Investigating alternatives to the 6 year net that is norm tested</p>	<p><b>Evidence:</b> <b>How will the initiative be measured?</b></p> <p>Observations Achievement Data</p>
<div data-bbox="239 1267 389 1410"> <p>The Whare Tapa Whā model of wellbeing</p> </div> <p><b>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</b></p>	<p><b>Strategies for giving effect to Te Tiriti o Waitangi:</b></p> <ul style="list-style-type: none"> <li>The BSLA programme includes content and resource materials set in a NZ context and using Te Reo</li> </ul>



# ANNUAL IMPLEMENTATION PLAN 2025

## WSL - Te Ao Māori

*Progress on this action plan will be regularly reported to the BoT*

### Strategic goal from page 1:

#### Relationships

Being culturally responsive, giving effect to Te Tiriti o Waitangi :

- PLD Janelle Riki (cultural capabilities, honouring Te Tiriti o Waitangi practices at our kura)
- implementation of Te Reo and Tikanga programme, delivery and extension of Te Reo Māori.
- teaching our values, maintaining uniform standards, ensuring that all cultures feel valued and have a sense of belonging at our kura
- supporting all tamariki and acknowledging progress
- all staff completing Tuahiwi workshop tahi
- visit to Ōnuku marae

### Specific strategic goal(s):

1. Build on and grow our understanding of tikanga and te ao Māori in our school and our local environment
2. Respect Te Tiriti o Waitangi in everything we do at our school.
3. Help teachers include Te Reo and Tikanga in their lessons.
4. Offer more Te Reo Māori learning for tamariki who want it.



### Success(es) from page 1:

- Our tamariki are valued
- Our whānau and tamariki are connected to our Community

### Specific success(es):

- Kaiako having greater confidence in teaching kupu Māori
- Connecting with Māori whānau in our school community
- Learn about and teach stories based on local landmarks in relation to our inquiry (from the mountain to the sea)

### Actions

- Engage with whānau by hosting learning hui
- Provide staff with support around the use of te reo māori in their classrooms
- Set up a lesson sequence for teachers to use in their classrooms that ranges from year 0-8 and is age appropriate

### Evidence:

#### How will the initiative be measured?

- Whānau feedback from whānau hui
- Akōnga feedback
- Graduate Profile for our Māori students (Yr 8) checking with what our whānau want their tamariki to have achieved or experienced in their time at our kura.
- PAT testing use the baseline data from last year



Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation

### Strategies for giving effect to Te Tiriti o Waitangi:

- Article 1: Ensuring our school reflects our commitment to Te Ao Māori both physically and in practice.
- Article 2: Clearly articulating success for all ākonga and in particular whānau aspirations for ākonga Māori.
- Article 3: We communicate transparently with all members of our wider community.
- Article 4: Incorporating Mātauranga Māori and cultural narratives in professional learning and development programmes.

### Inanga Team Inquiry - Team leader Alwyn McRandlem Year 0-3

**Goal:**

*To enable 75% of our targeted students to successfully incorporate the letter/sound and spelling patterns into their writing. (As per the NZ English Curriculum Phase 1)*

**Actions:**

- Use Helen Scope and Sequence
- Better Start Literacy small group instruction 4x a week
- Explicit teaching of handwriting 4 x a week
- Modelling writing (I do, we do, you do)
- Explicit teaching of heart (tricky) words
- Providing many opportunities to write and model writing across the curriculum

**Strategies for giving effect to Te Tiriti o Waitangi** see articles 1-4 pages 38-39 of Janelle Riki's presentation:

### Tuna Team Inquiry - Team leader Sharlene McIlraith Year 4-6

**Goal:**

*To enable 75% of our targeted students to move 80 points within sentence structure of e-asTTle writing*

**Actions:**

- Attend Helen Walls PD and implement Scope and Sequence
- Implement and sustain Fast Feedback into the writing programme 2-3 times a week
- Explicit teaching of handwriting 4x per week
- Explicit teaching of the correct forms within a sentence (verbs, nouns, phrases, clauses etc)
- Student voice for goals and use Fast Feedback to track progress
- Explicit modelling of sentence features

**Strategies for giving effect to Te Tiriti o Waitangi** see articles 1-4 pages 38-39 of Janelle Riki's presentation:

### Kahawai Team Inquiry - Rochelle Tainui Year 7-8

**Goal:**

To move 75% of our target students by 80 points within e-asTTle writing.

**Actions:**

- Using our Inquiry as the key focus for our writing and reading, as well as integrating with other areas of the curriculum.
- Use of student voice
- Feedback from whānau
- Track their learning through LLP's.
- Track and take samples of students' work throughout the year.
- Develop vocabulary lists for students to refer to related to their Inquiry
- Literacy Group
- In addition to time e.g. front loading
- Modelling writing
- Explicit teaching of handwriting four times per week

**Strategies for giving effect to Te Tiriti o Waitangi** see articles 1-4 pages 38-39 of Janelle Riki's presentation:

- Provide opportunities within their writing to strengthen their connection to their Māoritanga

Hangarau Team Inquiry - facilitated and led by Daniel Gorman and Andrew Osborn	
<b>Goal:</b>  To increase student engagement with and achievement in mathematics.	<b>Actions:</b> <ul style="list-style-type: none"> <li>- Seek professional development from Michelle</li> <li>- Examine technology programmes and identify the mathematics within</li> <li>- Complete pre-testing, particularly in measurement</li> <li>- Deliberately teach mathematics within the programme</li> <li>- Make students aware when they are using mathematics</li> <li>- Explore projects that allow further links to mathematics</li> <li>- Work with University of Canterbury team to explore potential research in this area</li> <li>- Develop specific teaching resources, to enhance mathematics</li> <li>- Champion mathematics</li> </ul>
	<b>Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation:</b> <b>Partnership</b> - Work with Michelle and Sonya to explore options that incorporate Māori culture within the programmes <b>Protection</b> - explore links to traditional engineering systems, and events like matariki. Use Māori language like numbers (Tau), shapes tapawhā = rectangle) <b>Participation</b> - learn and create games, exploring their history and traditions. Encourage collaborative, inquiry based activities.

Leadership of LA's - facilitated by Petros Kapralos	
<b>Goal:</b> To establish a regular method of formal communication with our Learning Assistants.	<b>Actions:</b> <ul style="list-style-type: none"> <li>• To meet as a group fortnightly (Each even week) This is built into each LA's timetable</li> <li>• To share concerns, ideas, strategies, plans.</li> <li>• To provide PLD opportunities as they arise.</li> <li>• To share school events.</li> <li>• To meet with each LA to share timetable ideas. (Just before changes are made)</li> <li>• Attend PLD where possible especially in literacy (Helen Walls) Develop where possible, an understanding of BSLA</li> <li>-</li> </ul>
	<b>Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation:</b>

**At Te Kura Tuatahi o Kaiapoi we are an equal employment opportunities Kura.**