



# Te Kura o Te Mātāpuna ISLEWORTH SCHOOL

## Annual Implementation Plan - 2025

Key  To be started  In progress  Completed

### Focus Area: **Inspire**

**Initiative:**  
Every child succeeds in developing foundation skills and capabilities, and a belief in themselves as learners.

**Government Priority Links:**

- Better approach to literacy and numeracy.
- Smarter assessment and reporting.
- Stronger learning support.

**Outcomes and Measures:**

- Shift in student data for mathematics and literacy.
- Reduced behavioural incidents, recorded through Hero tracking.
- Improved attendance rates and engagement in learning activities.
- Whānau engagement in student learning progress increases through Hero reports and school communication.
- Increased student confidence and self efficacy as measured through student voice surveys.

Priorities & Implementation	Kaitiaki	Investment in Growth	Indicators of Success	Progress Tracking			
				T 1	T 2	T 3	T 4
Implement targeted intervention programmes for Mathematics and English based on the Science of Learning. <b>How:</b> <ul style="list-style-type: none"> <li>• Schoolwide planning and assessment schedule</li> </ul>	Deputy Principal - Curriculum Within School	Planning time Release for Within School Leads	Regularly review assessment data to track student growth, monitor the effectiveness of interventions, and adjust teaching strategies to				



<ul style="list-style-type: none"> <li>● Incorporate structured English and Maths programmes</li> <li>● Identify students needing extra help through assessment data and provide targeted interventions, such as small-group instruction, scaffolding techniques, and spaced repetition to reinforce learning.</li> </ul>	Leads - English & Maths	MoE Support	ensure continuous improvement in Mathematics and English outcomes.				
<p>Strengthen behaviour management strategies to minimise distractions in learning spaces.</p> <ul style="list-style-type: none"> <li>● Revamp PB4L programme</li> <li>● Implement steps programme</li> <li>● Prioritise student voice</li> </ul>	Deputy Principal - Hauora	Professional Development for Hauora Team Staff meetings	Use behaviour data and student feedback to assess the impact of PB4L and the Steps programme, ensuring a positive, focused learning environment with reduced disruptions.				
<p>Track and report student progress through Hero data analytics to ensure evidence-based interventions.</p> <p>How:</p> <ul style="list-style-type: none"> <li>● Set high, school wide expectations</li> <li>● Hold regular team discussions using Hero insights to plan evidence based teaching strategies, ensure timely support, and communicate progress with whānau.</li> <li>● Use Hero to track student progress in realtime, identifying trends, strengths, and areas needing support to inform targeted interventions.</li> <li>● Actively engage whānau by sharing student progress, strengths, and next steps through Hero, providing clear, real-time insights into their child’s learning journey.</li> <li>● Regular communication between teachers and whānau through Hero updates, meetings, and feedback opportunities to strengthen partnerships in learning.</li> </ul>	Leadership Team SENCO	Review time at Leadership, Pastoral and Team hui	Regularly review student progress reports to ensure alignment with school-wide expectations and identify areas for improvement. Track student outcomes before and after targeted interventions to measure impact and refine teaching strategies. Use Hero insights to provide timely updates to families, fostering collaborative support for student learning.				
<p>Support children's emotional and social development</p> <p>How:</p> <ul style="list-style-type: none"> <li>● Consistently embed Positive Behaviour for Learning (PB4L) strategies.</li> </ul>	Leadership Team SENCO Hauora Team	Professional Development - effective strategies	Use surveys, behaviour data, and teacher observations to track improvements in emotional resilience, social interactions, and student agency over time.				



<p>Develop and implement a Te Kura o Te Mātāpuna Inquiry Model to support student agency and directed learning.</p> <p>How:</p> <ul style="list-style-type: none"> <li>● Investigate successful inquiry model, in action</li> <li>● Adapt to reflect our kura</li> </ul>	Leadership Team	Professional Development Staff Hui	Student engagement and confidence in inquiry-based learning increases, as evidenced by student voice surveys and teacher observations.				
<p>Strengthen Tuakana-Teina relationships across the school to foster leadership and peer support.</p> <p>How:</p> <ul style="list-style-type: none"> <li>● Update Whānau group programme</li> <li>● Utilise our Whānau Kaitiaki</li> </ul>	Leadership Team Hauora Team Cultural Leads	Focus Groups Staff Hui	Use student feedback, teacher observations, and participation rates in Whānau group activities to assess the impact of Tuakana-Teina relationships on leadership and peer support.				

### Overarching Timeframes

- Term 1: Identify students for targeted intervention, set up tracking in Hero, and provide PLD for structured literacy and mathematics.
- Term 2: Implement intervention programmes and behaviour management strategies, monitor progress.
- Term 3: Mid-year review of student progress, adjust interventions as needed.
- Term 4: Final assessment and reporting, review impact of interventions.

### Resourcing Needed:

- Professional Development in structured literacy and mathematics teaching aligned with government priorities.
- Ongoing assessment tools and resources to monitor progress effectively.
- Additional support staff for targeted learning interventions.
- Further PLD for literacy, particularly in writing, to enhance teacher capability.

## Focus Area: Respond

### Initiative:

To provide quality, consistent teaching within a local curriculum that reflects our community.

### Government Priority Links:

- Clearer curriculum.
- Better approach to literacy and numeracy.
- Smarter assessment and reporting.

### Outcomes and Measures:



- School-wide curriculum plan completed and aligned with Te Mātaiaho.
- Improved accuracy of Overall Teacher Judgement (OTJs) and triangulation of data, schoolwide.
- All students receive structured literacy and numeracy instruction for an hour a day.
- Increased confidence in curriculum delivery
- Improved student outcomes in reading, writing, and mathematics assessments.

Priorities & Implementation	Kaitiaki	Investment in Growth	Indicators of Success	Progress Tracking			
				T1	T2	T3	T4
<p>Develop a knowledge-rich curriculum aligned with Te Mātaiaho (NZ Curriculum Refresh).</p> <p><b>How</b></p> <ul style="list-style-type: none"> <li>● Actively engage in Professional Development</li> <li>● Work through Te Mātāiaho, and the curriculum phases at an appropriate speed, to meet our needs.</li> <li>● Design a curriculum that builds deep knowledge over time, with clear learning pathways that connect concepts across subjects and year levels.</li> </ul>	Principal Team Leaders Within School Leads	Professional Development Teacher Only Days Staff Hui	Use teacher reflections, student progress data, and whānau feedback to assess how effectively Te Mātaiaho is being integrated and how well it supports deep, connected learning.				
<p>Provide PLD on curriculum phases, ensuring teachers know what needs to be taught and when.</p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>● Use the Science of Learning approach</li> <li>● Prioritise Professional Development through time and funding</li> <li>● Ensure we check and reflect, before progressing to the next PLD opportunity.</li> </ul>	Principal Deputy Principal - Curriculum Within School Leads	Professional Development Teacher Only Days Staff Hui	Use staff surveys, classroom observations, and student learning outcomes to measure the effectiveness of PLD and ensure teachers feel equipped to deliver each curriculum phase.				
<p>Strengthen moderation processes to improve data accuracy in reading, writing, and mathematics.</p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>● Implement regular moderation meetings where teachers collaboratively review and assess student work to ensure consistency and accuracy in judgments.</li> </ul>	Deputy Principal - Curriculum Within School Leads	Staff Hui	Track moderation outcomes over time to ensure alignment across teachers, identifying improvements in accuracy and reliability of student assessments.				



<ul style="list-style-type: none"> <li>Align moderation processes with Te Mātaiaho and use exemplars to guide teacher judgments in reading, writing, and mathematics.</li> </ul>							
<p>Consolidate and review 'Hour a Day' literacy and numeracy policy to ensure consistent practice across all classrooms.</p> <ul style="list-style-type: none"> <li>Create regular opportunities for ākonga to share their perspectives through student councils, surveys, and classroom discussions, ensuring their input shapes school initiatives and learning experiences.</li> <li>Support student-directed learning by using a clear inquiry framework that encourages curiosity, critical thinking, and self-directed exploration, aligned with Te Mātaiaho.</li> </ul>	Team Leaders Within School Leads	Team Hui	Use classroom observations, teacher feedback, and student progress data to assess how well the 'Hour a Day' literacy and numeracy policy is implemented and its impact on learning outcomes.				
<p>Effective use of student voice, agency, and student-directed learning.</p> <p>How:</p> <ul style="list-style-type: none"> <li>Create regular opportunities for ākonga to share their perspectives through student councils, surveys, and classroom discussions.</li> <li>Support student-directed learning by using a clear inquiry framework that encourages curiosity, critical thinking, and self-directed exploration, aligned with Te Mātaiaho.</li> </ul>	Leadership Team	Leadership Hui Surveys	Use surveys, reflections, and teacher observations to measure how effectively student voice influences decisions and how well ākonga engage in self-directed learning.				
<p>Develop stronger links with Kāhui Ako</p> <p>How:</p> <ul style="list-style-type: none"> <li>Prioritise Principal Hui - both formal meetings and connects</li> <li>Within school teachers to connect with other leads</li> <li>Liaison DP to regularly meet with other school - share our school, and learn from theirs</li> </ul>	Principal Deputy Principal (M)	Access to Kāhui Ako Days	Monitor student participation in decision making, track engagement levels in inquiry based learning, and gather feedback to assess the impact on their confidence and independence.				
Refine expectations of learning environments	Leadership Team	Leadership Hui	Use classroom				



<p><b>How:</b></p> <ul style="list-style-type: none"> <li>Establish shared expectations for classroom setup, behaviour, and routines to create consistent, high quality learning spaces.</li> <li>Conduct observations, gather teacher and student feedback, and make adjustments to ensure learning spaces remain inclusive, engaging, and effective.</li> <li>Clear communication and documentation provided for all team members</li> </ul>		<p>Team Hui Regular learning walks</p>	<p>walkthroughs, teacher reflections, and student feedback to evaluate how well learning spaces support engagement and achievement.</p>				
<p><b>Overarching Timeframes</b></p> <ul style="list-style-type: none"> <li>Term 1: PLD on curriculum development and moderation processes. Begin curriculum implementation, conduct initial moderation of student assessments.</li> <li>Term 2: Review curriculum implementation. Complete standardised tests.</li> <li>Term 3: Mid year evaluation of curriculum effectiveness, refine and adjust teaching strategies.</li> <li>Term 4: Final review of curriculum implementation, assess impact on student learning outcomes.</li> </ul>							
<p><b>Resourcing Needed:</b></p> <ul style="list-style-type: none"> <li>PLD in curriculum development of English and Maths with linkages to the Science of Learning.</li> <li>Consistent moderation tools and assessment frameworks.</li> <li>Additional support to implement government English and Maths initiatives.</li> </ul>							

<p>Focus Area: <b>Connect</b></p>	
<p><b>Initiative:</b> Prioritise a sense of identity, manaakitanga and a place of belonging for all tamariki, staff and stakeholders.</p>	<p><b>Government Priority Links:</b></p> <ul style="list-style-type: none"> <li>Improved teacher training.</li> <li>Stronger learning support.</li> <li>Greater use of data for student outcomes.</li> <li>Stronger home-school partnerships.</li> </ul>
<p><b>Outcomes and Measures:</b></p> <ul style="list-style-type: none"> <li>Increased whānau participation in school events and engagement initiatives.</li> </ul>	



- Growth of staff measured through professional growth cycles.
- Positive student, staff and community wellbeing trends in school climate surveys.
- Increased student engagement and belonging as measured through student surveys and wellbeing data.

Priorities & Implementation	Kaitiaki	Investment in Growth	Indicators of Success	Progress Tracking			
				T1	T2	T3	T4
<p>Strengthen communication with whānau through Hero posts, newsletters, and regular engagement events.</p> <p>How:</p> <ul style="list-style-type: none"> <li>• Send out key dates doc for each term, ahead of time</li> <li>• Regular posts online, through various platforms, to celebrate our successes</li> </ul>	Leadership Team	Staff hui Whānau hui / surveys	Increased whānau engagement, reflected in higher attendance at school events and feedback from surveys. Regular and consistent communication through Hero posts and newsletters, measured by posting frequency and whānau responses.				
<p>Embedding Māori and Pasifika knowledge, languages, protocols and histories meaningfully daily practice.</p> <p>How:</p> <ul style="list-style-type: none"> <li>• Add explicit links and expectations to planning</li> <li>• Team Leader review planning</li> <li>• Embed across all learning areas.</li> </ul>	Leadership Team Cultural Leads	Planning and reflection time. Team hui	Evidence of Māori and Pasifika knowledge, languages, and protocols in daily teaching practice, as seen in planning documents and classroom observations. Increased confidence and participation of ākonga in using and valuing Māori and Pasifika languages and cultural practices, reflected in student voice and whānau feedback				
<p>Provide ongoing professional learning and development for staff, with leadership pathways as a means to grow capability</p>	Leadership Team	Professional development	Increased staff participation in professional development and leadership opportunities,				



<p>and support career progression. How:</p> <ul style="list-style-type: none"> <li>● Share relevant PD opportunities with staff</li> <li>● Embed goals into PGC</li> <li>● Allocate sufficient budget to these areas</li> </ul>		Conferences	reflected in staff feedback and progression within leadership roles.				
<p>Stronger Pasifika and Māori community connections and opportunities. How:</p> <ul style="list-style-type: none"> <li>● <b>Whanaungatanga First</b> – Build genuine relationships with Pasifika and Māori families through regular hui, talanoa, and culturally responsive engagement.</li> <li>● Establish advisory groups with Pasifika and Māori whānau to codesign school initiatives</li> <li>● Empower Māori and Pasifika ākonga as cultural ambassadors</li> <li>● Review policies to ensure they reflect Te Tiriti o Waitangi principles and prioritise equity for Māori and Pasifika learners.</li> </ul>	Principal Cultural Leads	Staff hui Whānau connects / surveys	Increased participation and engagement of Māori and Pasifika whānau in school initiatives, as evidenced by attendance at hui, talanoa, and advisory group meetings. Strengthened student leadership and cultural representation, reflected in the active role of Māori and Pasifika ākonga as ambassadors and contributors to school decision making.				
<p>Te reo specific lessons. Specific lessons on Aotearoa New Zealand histories (ANZH), language, and tikanga, ensuring genuine integration into everyday learning. How:</p> <ul style="list-style-type: none"> <li>● Partner with local marae and community groups for immersive, hands-on learning experiences.</li> <li>● Provide professional learning focused on Te Ao Māori, tikanga, and Pasifika cultures to enhance staff understanding and responsiveness.</li> </ul>	Team Leaders	Planning and reflection time. Team hui	Regular and structured Te Reo Māori and ANZH lessons are embedded in classroom practice, with evidence in planning and student learning outcomes. Increased teacher confidence and capability in delivering Te Reo Māori, tikanga, and ANZH content, as reflected in staff feedback and professional learning participation.				
<p>Stronger systems for behaviour management and celebrating successes, including community recognition and involvement. How:</p>	Principal Deputy Principal -	Professional Development Learning	Consistent implementation of the school-wide behaviour management approach,				





<ul style="list-style-type: none"> <li>● Implement a clear, school-wide behaviour management approach that aligns with the ROCK values, incorporating restorative practices and tikanga Māori.</li> <li>● Create regular opportunities to acknowledge student achievements (academic, cultural, and personal growth) through assemblies, newsletters, social media and community events.</li> <li>● Engage families and local leaders in recognising student success by inviting them to events at school, mentoring programmes, and positive behaviour celebrations.</li> </ul>	Hauora Hauora Team	from others Focus groups	reflected in a decrease in behaviour incidents and positive student, staff, and whānau feedback. Increased recognition and celebration of student achievements, with higher engagement in school events, positive mentions in newsletters and social media, and active participation from whānau and community members.				
<p>Stronger home-school partnerships, including open days/mornings to showcase student learning.</p> <p>How:</p> <ul style="list-style-type: none"> <li>● Establish student leadership roles that allow ākonga to contribute to decision making and school events.</li> <li>● Provide mentoring, training, and real world leadership experiences, such as organising school events, representing peers and engaging with the community.</li> </ul>	Leadership Team	Protected time in calendar.	Increased whānau attendance at open days/mornings, measured through attendance records and feedback surveys. Increased student leadership participation, with more ākonga actively involved in organising school events, representing peers, or engaging with the community, tracked through leadership roles and event involvement.				

### Overarching Timeframes

- Term 1: Establish communication strategies and plan whānau engagement events.
- Term 2: Implement cultural and language integration initiatives, begin leadership PLD for staff.
- Term 3: Evaluate community engagement, refine strategies for stronger partnerships.
- Term 4: Assess impact of initiatives on school culture and student well-being, plan for next year.

### Resourcing Needed:

- PLD funding for staff professional development and leadership pathways.
- Budget allocation for improved resources.
- Support for additional community engagement initiatives.



## Strategic Plan 2024 - 2025

### *Poipoia ngā hurikiko kia puāwai - Inspiring learners to thrive*

Isleworth School, established in 1962, is situated in the north-west area of Christchurch in the suburb of Bishopdale. After the development of a cultural narrative with Ngāi Tūāhuriri the school's new name was confirmed as Te Kura o te Mātāpuna - Isleworth School in 2024.

Te Kura o te Mātāpuna - Isleworth School is a U4 state, contributing, co-educational school. The school population comprises a culturally rich and diverse community from a range of backgrounds, ethnicities and socio-economic areas. The roll fluctuates from 200 - 240 throughout the year.

The school was refurbished in 2021/22 as part of the GCSR programme. Isleworth has a range of modernised classrooms, a new multi-purpose space Matatiki, spacious grounds and a swimming pool complex.

#### Teaching and Learning

All staff are committed to providing creative, dynamic teaching and learning programmes to cater for a diverse range of needs. Our teaching teams are a further reflection of the school's cultural narrative.

Team Waipuna - Year 0

Team Wairere - Year 1 & 2

Team Awa - Years 2, 3 & 4

Team Moana - Years 5 & 6

The teaching teams operate in a collaborative 'power of two' models, with each collaborative partnership contributing to a team of three/four teachers. The staff have adapted their programmes to ensure relationships are paramount and there is a sense of belonging for each member of the learning community.

#### Waimairi-iri Kāhui Ako

Te Kura o te Mātāpuna - Isleworth School is a member of the Waimairi-iri Kāhui Ako. This cluster, established in 2017 is a collaborative partnership consisting of local schools - primary, intermediate and secondary.



The schools are committed to creating a connected learning community focused on seamless, high quality learning. Our three goals and focus areas are;

- Collaborate - hauora/well-being and inclusiveness,
- Enquire - cultural sustainability and,
- Aspire- improve quality teaching and learning, help clarify our community beliefs and actions.

### Te Tiriti o Waitangi

The Education and Training Act 2020: Te Tiriti o Waitangi (Te Tiriti) provides, in section 127, that one of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
- achieving equitable outcomes for Māori students

Te Kura o te Mātāpuna - Isleworth School is committed to upholding Te Tiriti and we will do this by providing for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enabling fair and equitable educational processes and outcomes for Māori and for all ākonga. Māori will achieve success as Māori. We will do this by:

- Acknowledging the Treaty of Waitangi principles of Partnership, Participation, and Protection
- Acknowledging our nation's bicultural foundations
- Enabling students to acquire knowledge of te reo Māori and tikanga Māori
- Consulting with Māori whānau and Mana Whenua
- Developing a Māori Responsiveness Plan

### Recognising Cultural Diversity

As a multicultural school, Te Kura o te Mātāpuna - Isleworth School strives to connect with all cultures so that we demonstrate awareness, understanding, and application of culturally responsive teaching and learning practices. We continually work to develop procedures and practices that reflect the diversity we have at school. We will do this by:

- Celebrating cultural days
- Demonstrating an awareness of the cultural events of significance in our community
- Providing an ESOL programme for migrant, refugee, and New Zealand-born children



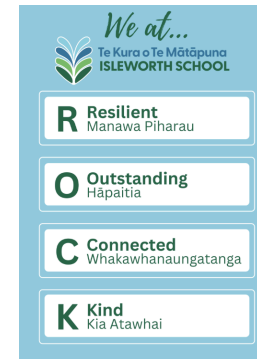
- Working with our families and community to see our students secure in their identities, language, and culture.

### Vision and Values

Our tamariki are at the heart of the school and its endeavours.

*Poipoia ngā hurikiko kia puāwai - Inspiring learners to thrive*

The vision is supported by our school's ROCK values.



<p><b>Resilient</b>          Manawa Piharau          Don't give up          Be a problem solver          Have a positive attitude          Understand mistakes are OK</p>	<p><b>Outstanding</b>          Hāpaitia          Be your best all the time          Strive high with your learning          Give everything a go          Be an Isleworth R.O.C.K. star</p>	<p><b>Connected</b>          Whakawhanaungatanga          Be inclusive          Actively participate          Accept the ideas and opinions of others          Work together          We're all in this together</p>	<p><b>Kind</b>          Kia Atawhai          Help and encourage others          Show honesty          Be respectful to yourself, others and the environment          Treat others how you want to be treated</p>
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