

OUTRAM SCHOOL ANNUAL IMPLEMENTATION PLAN 2025

Strategic Plan: Goal 1

By **participating** with whānau/family we identify and respond to strengths, progress & needs of our tamariki/students so they can reach their potential.

Initiative 1.1: Provide quality teaching and learning to encourage high levels of engagement from ākonga/learners and whānau.

Outcome: Staff are innovative & open to learning and students are agentic learners.

Measures:

- Learning data tracked
- Target student lists - teachers demonstrate through class descriptions appropriate interventions and progress made
- Student voice
- Progress & acceleration reports to parents & BOT
- Teacher as Inquiry

Key Actions	Who (accountable for, responsible for)	Resources	When
Teachers are supported by a detailed knowledge-rich curriculum and will know what needs to be taught and when.	MOE PLD Facilitators Curriculum Leads Literacy Leaders	MOE provided curriculum Teacher Only Days MOE provided Structured Literacy professional learning	2025 - 2026
All students will be learning literacy and mathematics in a way that evidence tells us best supports students to learn.	MOE Science of Learning professional learning MOE standardised assessment tools Senior Leadership Literacy Leaders Curriculum leads	MOE provided curriculum Teacher Only Days MOE provided Structured Literacy professional learning MOE resources	2025 - 2026
Learners have sufficient opportunities to learn across the breadth and depth of the NZC; there is an increasingly consistent focus on supporting learners	Senior Leadership Structured Literacy Approach (SLA) Teacher Curriculum leds	SLA staffing allowance MOE provided Structured Literacy professional learning	2025 -2026

to gain sound foundation skills, including literacy and mathematics.	All teachers		
Teachers use evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to provide purposeful and well-paced learning opportunities.	All teachers		2025 - 2026
Teachers intentionally scaffold learning and effectively use knowledge of learners' strengths, needs and interests.	All teachers		2025 - 2026
Teachers engage learners in learning through questioning, increasing exposures to concepts, ideas, skills and examples, along with some timely and specific feedback.	All teachers		2025 - 2026

Initiative 1.2: Ensure all ākonga/learners and staff have ongoing opportunities to develop and extend key capabilities.

<p>Outcomes:</p> <ul style="list-style-type: none"> • Student learning is deep and meaningful because teachers have the capability to weave the three elements of <i>understand, know & do</i> together. • Students are clear about expectations & outcomes suitable to their level & capabilities. • Whānau understand where their child's learning and capabilities are at and are able to participate in their child's learning journey. 	<p>Measures:</p> <ul style="list-style-type: none"> • PGC conversations between staff and leadership team member (as per PGC cycle) • Effectiveness of PLD foci visible in class programmes • Community survey (annually): checking whānau's understanding of achievement and progress for their child • Curriculum refresh and reviews - English, Maths • Learning data tracked
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Key Actions	Who (accountable for, responsible for)	Resources	When
Teachers regularly work collectively in planned ways, such as modelling, observing and providing constructive	All teachers	Professional Growth Cycles Professional Learning and Development Collegial professional Coaching	2025 - 2026

feedback to inquire into targeted aspects of their teaching practice to support learner progress and achievement.			
Leaders and teachers prioritise and engage in effective, targeted ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to effectively support learner progress and wellbeing.	Board Senior leadership All Teachers	Teacher Only Days Strategic Plan Budget supports teacher learning Professional Growth Cycles Professional Learning and Development Collegial professional Coaching	2025 - 2026

Initiative 1.3: Assessment for Learning is used to strengthen student voice and whānau participation.

Outcome: Assessment practices are fit for purpose and responsive to student and teacher needs.

Measures:

- Teacher & student surveys
- Regular staff meetings
- Teacher as Inquiry
- Achievement data
- At risk register
- Observations

Key Actions	Who (accountable for, responsible for)	Resources	When
Better use of data, assessment, and evidence to identify and invest in supports and services that work.	MOE PLD Facilitators Senior leadership Curriculum Leads Literacy Leaders All Teachers	MOE provided curriculum Teacher Only Days MOE provided Structured Literacy professional learning MOE resources	2025 - 2026
Appropriate high-quality assessment information is increasingly used to plan for, evaluate and report the progress and achievement of each learner and to	MOE PLD Facilitators Senior leadership Curriculum Leads	MOE resources Standardised assessment tool Student Management System Funding to design reporting to parent template (if not	2025 -2026

adapt teaching practice to respond to learners' strengths and needs.	Literacy Leaders All Teachers Whānau	supplied by MOE)	
Targeted effective learning support.	All teachers (Tier 1) SLA teacher (Tier 2 & 3) Team leaders LSC RTLb	SLA staffing MOE intervention teacher professional learning and training Board staffing allowance (if available)	2025 - 2026

Strategic Plan: Goal 2	To protect the well-being of our tamariki/students, teachers/kaiako and whānau/family.
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Initiative 2.1: To protect learners' wellbeing, inclusion, and engagement in learning.	
Outcomes: <ul style="list-style-type: none"> • PITW games, life rafts and self-reflective language, 3Rs method and Growing Personally and Socially (GPS) Conferences are the regular practice for all classrooms. • Children have the social and emotional capabilities that enable them to manage their own feelings. 	Measures: <ul style="list-style-type: none"> • Behaviour statistics, intervention plans. • Community survey (annually). • Wellbeing @ School Student Survey.

Key Actions	Who (accountable for, responsible for)	Resources	When					
Leadership ensures that a comprehensive range of policies, programmes and practices promote learners’ wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.	Board Senior leaders Whānau	SchoolDocs Play is the Way Behaviour Education Plan Wellbeing at School Student Survey	2025 - 2026					
80% of students attending more than 90% of the time by 2030	Principal Senior leaders All teachers	<div>2024 Attendance Data</div> <table><tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr></table>		Term 1	Term 2	Term 3	Term 4	2025 - 2026
	Term 1	Term 2	Term 3	Term 4				

	LSC RTLB PHN Support agencies Whānau	<table><tr><td>Regular Attendance</td><td>78%</td><td>68%</td><td>53%</td><td>72%</td></tr><tr><td>Irregular Attendance</td><td>19%</td><td>23%</td><td>34%</td><td>19%</td></tr><tr><td>Moderate Absence</td><td>3%</td><td>8%</td><td>9%</td><td>6%</td></tr><tr><td>Chronic Absence</td><td>0%</td><td>1%</td><td>3%</td><td>3%</td></tr></table>	Regular Attendance	78%	68%	53%	72%	Irregular Attendance	19%	23%	34%	19%	Moderate Absence	3%	8%	9%	6%	Chronic Absence	0%	1%	3%	3%	
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Enhance systems for tracking and reporting attendance data.	Principal Office Admin Student Management System Classroom teachers		2025																				

Initiative 2.2: The school provides a physically and emotionally safe and inclusive environment.

Outcomes:

- The Outram School Behaviour Education Plan reflects our school values, behaviour education through PITW, is clear and is enacted throughout the school by all members of the school community.
- Children have the social and emotional capabilities that enable them to manage their own feelings.
- A constructive home-school partnership is evident, with a shared responsibility for children's social and emotional well-being.

Measures:

- Documentation is produced
- Behaviour statistics, intervention plans.
- Community survey (annually).

Key Actions	Who (accountable for, responsible for)	Resources	When
The school is strengthening and consolidating its provision of a physically and emotionally safe and inclusive	Board Principal Senior leaders	Behaviour Education Plan Health programmes Positive reinforcement	2025

environment for all learners; the school is increasingly free from racism, discrimination and bullying.	All teachers Whānau	Restorative practices	
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Strategic Plan: Goal 3	Our partnership with whānau/family and community delivers inclusive and responsive learning opportunities for all.
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Initiative 3.1: Build on our strengths as a year 1-8 school.	
Outcomes: <ul style="list-style-type: none"> • Community has confidence in our staff to nurture & educate • Community feel this is their turangawaewae • Students <u>want</u> to stay at Outram because of the educational programme, the opportunities & the social environment 	Measures: <ul style="list-style-type: none"> • Leavers survey • Student voice of Year 8's • Learning data is tracked

Key Actions	Who (accountable for, responsible for)	Resources	When
Parents will know about their child's progress and teachers will know about their students' progress so they can adjust as needed.	MOE Principal Senior leaders All teachers LSC Whānau	MOE resources Student Management System Consultation with Whānau	2025 - 2026
Parents and whānau are respected and valued partners in their child's learning.	Board All staff Whānau Tamariki	Learning conferences Community consultation School events Learning resource for local curriculum	2025 - 2026
To have 80% of Year 8 students at or above the expected curriculum level for their age in Reading, Writing, and Maths by December 2030. The school	Senior leaders Classroom teachers Literacy leads Curriculum leads	Learning support resourcing Enrichment opportunities Professional learning & development to increase teacher capabilities	2025

will increase the achievement percentage of Year 8 students in the 2025 cohort by 5% or greater (based on 2024 end of year data).	LSC Teacher aides	Year 8 achievement at or above the expected curriculum level (Professional judgements based on NZC levels)	
		2025 Cohort	
		Reading: 82%	
		Writing: 73%	
		Maths: 82%	

Initiative 3.2: Be culturally responsive by using students’ cultural knowledge, perspectives and skills as a resource for teaching.	
Outcome: Students and whānau see their own cultural knowledge, perspectives, skills and tikanga acknowledged and celebrated within the children’s classrooms, in the curriculum, school environment, documentation and at school events.	Measures: <ul style="list-style-type: none"> Whānau & student consultation & survey Learning data includes significant cultural groups of the school

Key Actions	Who (accountable for, responsible for)	Resources	When
Leaders and teachers increasingly value the cultural backgrounds of their learners and increasingly demonstrate this throughout school’s programmes, initiatives, and practices.	Board Principal Senior leaders Classroom teachers Teacher aides Whānau	Curriculum funding Wellbeing at School Student Survey Local curriculum School events	2025
Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are increasingly woven through all aspects of the school’s curriculum	Board Principal Senior leaders Classroom teachers Teacher aides Whānau	Curriculum funding Wellbeing at School Student Survey Local curriculum School events Local resources Iwi	2025

Initiative 3.3: Ensure financial and physical resources support learning programmes.

Outcome: BOT makes fiscal decisions based on funding available and community priorities that positively support the improvement of learning outcomes for all learners.

Measures:

- Community survey
- 10YPP
- Staffing investment improves learning outcomes for identified learners

Key Actions	Who (accountable for, responsible for)	Resources	When
The Board will hold a fundraiser event to support future educational needs of the school.	Board		2025
The board is strengthening how it scrutinises learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.	Board Principal Curriculum leaders	NZSBA MOE resources Standardised Assessment Tools Student Management System Refreshed NZ Curriculum	2025 - 2026