

Strategic Goal 1: Curriculum and Staff

Our staff build curriculum knowledge, capability, and effective teaching practices across the school.

Actions	By Who	By When	Resources to Support	Measures of Success
Term 1: Grow Understanding, Knowledge, and Skills with the new Mathematics & Statistics, and English Curriculum				
Continue to unpack Te Mātaiaho: Mathematics and Statistic curriculum (<i>Understand, Know, Do</i>).	Maths Lead All teachers	Ongoing	Curriculum documentation	Planning reflects new curriculum learning intentions and expectations.
Begin to unpack the Te Mātaiaho: English.	Literacy Lead All teachers	Ongoing	Curriculum documentation	Planning reflects new curriculum learning intentions and expectations.
To ensure consistency, develop a school wide planning template for both Te Mātaiaho: Mathematics & Statistics and English.	Maths Lead All teachers	Ongoing	Curriculum documentation	All teaching staff use the template to plan weekly lessons to ensure consistency across our kura.
Develop staff capability with regards to the Oxford University Press mathematics resource in the understanding that the resource compliments effective teaching practice.	Maths Lead All teachers	Ongoing	Oxford mathematics resource	Teachers use the resource as one part of weekly maths programme.
Plan explicit teaching using 'I do', 'We do', 'You do'.	All teachers	Ongoing	PLD on the model, develop lesson plan template exemplars	Evidence of structured plans and student engagement.

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Review assessment practices in mathematics, ensuring there is a shared understanding of consistent implementation; shared knowledge of diagnostic, formative and summative assessment practices.	All teachers	Ongoing	Scheduled staff hui throughout the year.	Consistent implementation of assessment tasks in mathematics.
Regular termly conversations about student progress, using the Puzzles of Practice model and current assessment data to drive discussion.	All teachers	Twice each term	Scheduled staff hui throughout the year.	Teachers able to talk about their practice and the impact they are making for their learners, describing what they are doing, what impact it is having, and how do they know that they are making a difference
Establish expectations around the attainment of basic facts knowledge, setting benchmarks for Phase 1 and Phase 2.	Teachers Maths Lead	Week 6	Online maths tools (Timestable Rock Stars & Numbots), school assessment templates SMS Markbook set up to track progress.	Data collected and analysed for termly tracking.
Teachers set a professional goal that has a mathematics focus to support continued professional growth and development.	All teachers	Ongoing	Scheduled coaching sessions each term.	Coaching sessions support professional growth.
Audit existing mathematics resources/learning tools and organise into a centralised space. Then, prioritise items for purchase.	Lead teacher All teachers	Week 7	Resource purchasing as required	Teachers and learners have access to learning resources/learning tools when needed.
Term 2: Deepening Practice				

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Year 5 & 6 teachers undertake professional development in Structured Literacy	Year 5 & 6 teachers	Ongoing	Facilitators - Canterbury University BSLA	Effective teaching practice of literacy using a structured approach to support learning in literacy.
Establish systems for school-wise moderation of mathematics learning, drawing on a range of evidence to support decision making.	Maths Lead All teachers	End of Term 1	Curriculum documentation Assessment data	Robust practices are in place to ensure teachers confidently understand what level ākonga are achieving at.
Develop staff capability in how to unpack, understand and put measures in place using assessment data.	All teachers	Ongoing	Scheduled staff hui throughout the year.	Teachers develop weekly maths plans based on their understanding of ākonga current achievement and the next steps in their learning.
Monitor progress in basic fact attainment.	Teachers	Week 6	Assessment tools, progress trackers SMS data in markbooks	Mid-year assessments show improvement; individualised support plans are created.
Plan collaborative, culturally responsive learning experiences.	Teaching teams	Week 8	Planning templates, whānau input	High-quality integrated units delivered; increased student engagement.
Term 3: Embedding Practice				
Reflect on progress with the <i>Understand, Know, Do</i> framework.	Leadership Team & Teachers	Week 2	Staff meeting time, planning documents	Adjusted term plans reflect insights and best practices shared.
Continue embedding the 'I do', 'We do', 'You do' model.	Teachers	Ongoing	Coaching sessions, peer observations	Consistent model use in classrooms; positive student feedback.

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Celebrate math learning through exhibitions or presentations.	Teachers & Students	Week 7	Classroom resources, community spaces	Student-led presentations; positive feedback from whānau and peers. Maths Week is celebrated across the kura, with whānau actively included.
Basic fact attainment remains a focus.	Teachers	Week 8	Targeted resources, parent communication	At least 85% of students meet year-level expectations.

Strategic Goal 2: Culture & Wellbeing

Our school celebrates diversity. Our culture reflects an inclusive and caring ethos. Whānau actively participate.

Annual Plan for Strategic Goal 2: Culture & Wellbeing

Actions	By Who	By When	Resources to Support	Measures of Success
Term 1: Whai a Ako (New Learning and Opening Minds)				
Learning theme, Our Stories, Our Place, O tatou korero, to tatou wahi including strong whānau input, to explore and celebrate our diversity.	Leadership Team, Teachers	Term 1 & 2	Planning templates, whānau input sessions, cultural resources.	Theme successfully launched Whānau groups are established Stories that tell who we are and where we come from are shared and celebrated.
Hold an open morning/hour for whānau to visit classrooms and share their stories as part of the theme.	Leadership Team, Teachers	As part of Cultural Week (9)	Invitations, classroom displays, schedule for sessions.	High whānau attendance; students can articulate the stories shared and their relevance to learning.

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Develop culturally responsive teaching and learning plans.	All teachers	Ongoing	PLD on mātauranga Māori	Lessons include authentic cultural contexts and positive feedback from whānau.
Facilitate termly pōwhiri where ākonga play active roles (e.g., speeches, welcoming, waiata).	Leadership Team,	End of Term 1	Cultural advisors, student practice sessions.	Students confidently participate in pōwhiri; positive feedback from whānau.
Host rōpu whānau hui to gather whānau voice on school initiatives and cultural connections, ensuring we are staying true to our obligations for Te Tiriti o Waitangi.	Leadership Team, Whānau Group	Each term	Meeting resources, structured feedback tools.	Actionable feedback is used to refine school initiatives.
Connect with whānau both formally and informally to gain a deeper understanding of what success looks like for our Māori tamariki and whānau.	Leadership Team	Mid-Term 1	Meeting materials, facilitation guides.	A collective understanding of what success looks like for our learners. Regularly termly Rōpu Whānau and fono
Through deliberate actions, staff and students begin to grow confidence and capabilities in Te Reo Māori.		Ongoing	Niho Taniwha Chapter 5	The wellbeing survey indicates increased use of te reo māori in school, both in classrooms and in the playground.
Our school's physical spaces, both indoors and outdoors, begin to reflect our many diverse cultures.		Ongoing		Some of the identified changes that staff identified at the start of the year have been completed.

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Implement targeted strategies to improve regular attendance, including regular monitoring of attendance data, identifying patterns of concern, and working proactively with whānau to remove barriers to attendance.	Leadership Team Office Manager Teachers	Ongoing		Noticable improvements in attendance across the school.
Term 2: Mau (Grasp new concepts, ideas and understandings)				
Facilitate termly pōwhiri with increasing ākonga involvement, introducing new cultural practices.	Leadership Team,	End of Term 2	Cultural resources, planning time.	More students lead pōwhiri elements, reflecting increased confidence and capability.
With staff, unpack <i>Niho Taniwha</i> , focusing on Te Tiriti principles, surfacing our beliefs, with particular regard to how we authentically honour Te Tiriti o Waitangi.	Leadership Team, Teachers	Ongoing	Copies of <i>Niho Taniwha for each teacher (Chpt 5)</i>	Collectively as a staff, we can articulate our WHY, our WHO, and our HOW: <ul style="list-style-type: none"> • WHY we need to do better • WHO can help use to do better • HOW we can do better
Term 3: Tipu (Grow to flourish)				
Whānau and ākonga are actively involved in celebrating cultural days, including Matariki, Samoan Language Week, Te Wiki o te Reo Māori,		Term 3	Event budget, whānau speakers, planning time.	Positive feedback highlights strengthened community ties and improved inclusivity practices.
Facilitate termly pōwhiri with students leading all key roles, showcasing learning progress.	Leadership Team, Teachers	End of Term 3	Practice sessions, cultural guidance.	Whānau feedback shows increased pride in student leadership and cultural awareness.

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Celebrate progress with a community event highlighting whānau group activities and initiatives.	Leadership Team, Teachers	End of Term 3	Event planning resources, student presentations.	High participation; community feedback acknowledges school's inclusivity and cultural responsiveness.
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Strategic Goal 3: Citizenship & Excellence

Our ākonga thrive by engaging in their learning and living our values. They grow as contributing citizens.

Actions	By Who	By When	Resources to Support	Measures of Success
Term 1: Embedding Values and Setting Foundations				
Continue to embed our RISE values (Respect/Whakaute, Integrity/Pono, Strength/Matatoa, Empathy/Aroha) through school-wide activities, assemblies, and classroom discussions.	Leadership Team & Teachers	Week 2	RISE values posters, teaching resources, assembly scripts (Niho Taniwha 27-28)	Visible integration of values in classroom routines; students articulate values in their behaviour.
Develop student knowledge about leadership; in the understanding that leadership is more than just doing things.	Teachers & Leadership Team	Ongoing		Students understand what makes a good leader Using notices to share 'shout-outs', recognising examples of leadership A student council is established.

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As a staff, continue to refine and develop our PB4L processes to ensure school-wide clarity and understanding. At the same time, introducing the WITS.	All staff	Planned staff hui each term - weeks 3, 6, 9	PB4L Documentation	Consistent implementation
Buddy classes established to develop and grow tuakana-teina relationships, focusing on shared activities and mentorship.	Teachers	Ongoing	Planning templates, buddy activity guides	Buddy classes meet at least fortnightly; positive feedback from students and staff. Teachers plan a variety of activities together to develop tuakana-teina relationships.
Begin the process of establishing whānau groups by gathering student input into group names based on school stories and local history.	Student Leaders & Teachers	Week 3	Consultation templates, local history resources	Draft whānau group names generated; high participation rate in naming process. Draft visual representation for each whānau group
Term 2: Strengthening Student Leadership and Collaboration				
Launch whānau groups with an event where group names and stories are unveiled.	Leadership Team & Students	Week 6	Event planning guides, resources for activities	Whānau groups established; event feedback reflects pride and enthusiasm.
Continue to embed RISE values through cross-curricular integration and weekly value-focused activities.	Teachers	Ongoing	Lesson plans, RISE value case studies	Classroom observations reflect consistent values integration.

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Provide professional development for teachers on clear learning intentions and success criteria to enhance student ownership of learning.	Leadership Team	Week 4	Professional reading materials - Michael Absalom: 'Clarity in the Classroom'	Teachers articulate learning intentions in lessons; students can discuss their goals.
Hold a whānau event to celebrate leadership roles and tuakana-teina success.	Leadership Team & Teachers	Week 9	Event planning guides, community invitations	High whānau attendance; positive feedback from attendees.
Term 3: Celebrating Success and Building Legacy				
Plan and lead whānau group activities, fostering collaboration and team spirit (e.g., sports day, cultural activities).	Whānau Leaders & Teachers	Week 5	Sports and cultural activity kits, planning templates	Successful whānau group events with active student participation.
Reflect on and evaluate the tuakana-teina and whānau group systems to identify successes and areas for growth.	Leadership Team	Week 9	Surveys, observation data	Staff and student feedback indicates strong engagement and a sense of community.