



ANNUAL PLAN 2025

We Learn | He Tūranga Ako

We have ownership of what,
why and how we learn with a clear focus on achievement and wellbeing



FOCUS	KEY OUTCOME	KEY ACTIONS	TIME FRAME	RESOURCE	MEASURES
We consistently use effective strategies and practices in adaptive ways to promote equitable and excellent learner outcomes	Assessment for Learning Induction programme for new staff refined	AfL Leadership group established	T1 - Ongoing	2 AfL MUs, DP	AfL Audit document
		Targetted AfL workshops catering for all levels of experience	T1 - Ongoing	AfL MU, DP	Workshop Feedback
		AfL capabilities are the basis of all observations and feedback	T1 - Ongoing	ELT, SLT, AfL Leads	ELT, SLT Reflection
	Culturally responsive approaches embedded in learning programmes	Complete Unteach Racism learning for all staff	T2 - Ongoing	WSLs ASLs MAC	Reflection d
		Staff Hui allocation to unpack culturally sustaining practice	T2 - Ongoing	WSL ASLs	Content Map used by teachers
	Bi-lingual education opportunity scoped	Community/Iwi & Staff Voice	T2 - Ongoing	SLT, Te Reo Teacher	Summary of engagement
Feasibility and sustainabilty study on Māori medium models		T3	SLT, Te Reo Teacher	Study recommendations	
We sustain collective professional capacity to continually improve and build adaptive expertise	Extended Leadership Team sustain Collaborative Inquiry	AfL Teacher Cabability Matrix and Student Achievement data link to Team Collaborative Inquiry	T1 - Ongoing	SLT, ELT, Teachers	Team Inquiry Outcomes
		Deepen Spirals of Inquiry mentoring for ELT	T1 - Ongoing	\$10000 PLD	Professional Growth Cycle of Team Leaders
	Learning Support provision reflects the changing nature of learner need across the school	Regular evaluation of Support Interventions	each term	DP SENCo LAs Team Leaders	Learning Support Board Reports
		Priority Learners foregrounded at Team Meetings, PGC and ELT	T1 - Ongoing	ELT	Priority Learner tracking
	Collaborative Teaching Pairs embedded in Tōtara Team (Y5&6)	Collaborative practices encouraged and resourced	T1 - Ongoing	Tōtara Team	Team feedback and Student Voice
		Strength based approaches in place to foster collaboration	T2 - Ongoing	Tōtara Team	Student Voice



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We Belong | He Tūrangawaewae

We are a community where connection and engagement thrive through our core values



FOCUS	KEY OUTCOME	KEY ACTIONS	TIME FRAME	RESOURCE	MEASURES
Strengthen our collaborative relationship with whānau to understand and engage with our core values	Community events and engagement refined to be more inclusive of our diverse population	Acknowledgement of significant events that celebrate our diversity	T1 - Ongoing	H@PtC, SLT	Student Voice and Whānau feedback
		Establish Indian cultural group in line with Kapa Haka and Pasifika groups	by T1	WSL CC, Indian Group Teachers	Student Voice and Whānau feedback
	Whānau engagement sessions refined and promote stronger relationships between home and school	Review and refine Whanaungātanga meetings	by T1	All staff	Event Feedback
		Roll out resources for whānau to have deeper engagement with the Core Values	T3 - ongoing	SLT	Resources
	Collaborative 'Graduate Profile' grounded in our core values is built with the community	Graduate Profile consultation	T3 - Ongoing	ELT, SLT	Staff, student and community voice
		Align Graduate Profile with Assessment & Reporting info	T4	SLT	Hero content
Strengthen our collaborative relationship with whānau to understand progress and achievement	Refreshed Learning Phases (Progressions) for year 1 - 3 and year 4 - 6 refined	Review and implement reporting and assessment requirements with respect to HERO	T3 - T4* *dependent on timely release of information by MoE	Lit MU, Num MU, WSLs, SLT ELT	Reporting framework aligned with MoE intent
	Collaborative Information pathway to ensure effective transition at school entry, progressing through school and leaving school	Review School Entry, within school, and Intermediate school transition	T2 - Ongoing	SLT, ELT, Teachers	Review recommendations
		STAR (attendance) implementation and communication with whānau	T1 - Ongoing	DP SENCO, Attendance Service	Increased attendance and awareness from whānau
	Opportunities for information sharing with Whānau	Extend Kai n' Kōrero opportunities New Curriculum and Assessment information sessions accessible to all whānau	T1 -Ongoing T2 -Ongoing	SLT, WSL SLT, Lit MU, Num MU, WSLs	K n' K engagement Whānau voice



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We Participate | He Tūranga Kuhukuhu

We engage in a balanced curriculum journey that evolves with our needs and interests to prepare us for our future



FOCUS	KEY OUTCOME	KEY ACTIONS	TIME FRAME	RESOURCE	MEASURES
Te Mātaiahō NZ Curriculum Refresh shapes and informs our learning pathways	Implementation of the Mathematics and English Curriculum	Consolidation of BSLA practices in Year 0 - 3	T3 - Ongoing	SLT, Lit MU, Num MU	Review Information
		Regular staff and team hui on data trends	T1 - Ongoing	SLT, ELT	Priority Student data
		Team focused PLD targeted on gaps in practice	T3 - Ongoing	ELT	ELT Reflection
	Grow individual and collective capacity to deliver the English and Mathematics curriculum	BSLA Professional Learning for Y4-6 and new staff Y0-6	T2 - T3	PLD Cohort 4	PLD Reflection and class implementation
		Mathematics Curriculum Professional Learning	T1 and T4	MoE Contract	Staff Feedback, PGC
		Mathematics pedagogy development	T1 - Ongoing	\$10000 PLD	PLD Feedback, PGC
Our localised curriculum serves the needs and interests of all our learners to ensure meaningful and worthwhile experiences	Curriculum integration refinement with respect to English and Mathematics requirements	Evaluate curriculum integration opportunities in light of one hour per day mandates for Reading Writing and Maths	T3 and T4	SLT, Lit MU, Num MU, ELT	Alignment with legislation
		Rich task development and refinement in mathematics	T1 - Ongoing	Num MU, WSL, ELT \$10000 PLD	Student and staff voice
	Learner pathway mapping refined and aligned with phases of learning for Year 1 - 3 and Year 4 - 6	Review learning experiences outside of core curriculum with respect to learning phase	T3 - Ongoing	SLT, ELT, Teachers	Review Information
		Reorganise Hero Learning area content to align with the phases	T3 - Ongoing	SLT, ELT	Revised framework