



Vision
*Confident, Creative, Connected,
Actively Involved, Life Long Learners (NZC)*

Affirmation
*Children's right to learn,
Teacher's right to teach,
Everyone's right to be safe and to be respected*

Whakataukī
*Ehara taku toa, i te toa takitahi
Engari, he toa takitini
Success is not the work of one, but the work of many.*

2025 Annual Implementation Plan

2024-2025 Localised Strategic Goals : The Learner at the Centre

Actions	Who is responsible	Resources required	Time frame	What will we see and how will we measure success?
<p>High Expectations: To support learner potential and success, we focus on high expectations and a strengths-based approach, teaching to the North-East. Creating a positive, learning-focused class culture ensures students feel empowered and capable. Every moment counts, so we use time effectively to maximize impact. By rejecting deficit thinking, we help learners develop confidence in their abilities and belief in their own success.</p>	<p>All teachers All learners</p>	<p>SLT use strategies from Prof John Hattie and Dr Christine Rubie-Davies to develop teacher capabilities</p> <p>Refreshed Curriculum Teaching Sequences</p>	<p>All year</p>	<ul style="list-style-type: none"> Teachers will be expected and supported to continually shift expectations for progress and pace of learning. Teachers will use Learning Intentions and Success Criteria, along with explicit teaching, to promote improved student progress. A focus on Opportunities for Learning will guide teachers to reduce low learning activities and to focus on deeper learning activities with minimal waste of learning time. Teachers will have in place set learning activities for action immediately after returning from breaks - teachers given guidance on what to put in place and why. All teachers will participate in a whole school 'walk through' of learning spaces to focus on consistency of practice and on understanding collective teacher efficacy. School regularly shares with students and with parents what being a successful learner looks like.- explicit focus Teachers planning will be monitored 3x over the year
<p>Engagement Effective teaching empowers students by fostering engagement, effort, and confidence in their learning. Well-planned lessons with clear learning intentions and success criteria guide students toward meaningful outcomes. Rich tasks, high-level questioning, and opportunities for learners to explain their thinking deepen understanding. Explicit teaching, combined with offering choices, supports student agency, while conveying belief in their abilities encourages perseverance and success.</p>	<p>All teachers All learners</p>	<p>SLT use strategies from Prof John Hattie and Prof Viviane Robinson to guide teachers</p> <p>Refreshed Curriculum Teaching Sequences</p>	<p>All year</p>	<ul style="list-style-type: none"> Senior leaders will conduct 3x 'walk throughs' to observe engagement in teaching and learning Teachers and students will use the Tirimoana Graduate Profile as a guide for developing learner characteristics. The Graduate Profile will be visible throughout the school as a core part of the school PB4L approach.
<p>Relational Pedagogy Effective teaching begins with knowing the learner and building trust. By creating a supportive, family-like learning environment, teachers nurture students' identities, language, and culture while rejecting deficit thinking. High expectations are voiced and demonstrated, ensuring students feel valued and capable. Understanding how learners make sense of new knowledge allows teachers to connect learning to their experiences. A well-managed classroom with clear routines fosters focus, while formative assessment provides meaningful feedback. Scaffolding students to set goals and reflect on their learning empowers them to take ownership of their progress.</p>	<p>All teachers All learners Whānau</p>	<p>SLT use strategies from Prof Russell Bishop :</p> <ul style="list-style-type: none"> Teaching to the North East and Leading to the North East to guide teachers <p>Refreshed Curriculum Teaching Sequences</p>	<p>Term 1 Terms 2-4</p>	<ul style="list-style-type: none"> Teachers will create a family like context for learning Teachers will care for and nurture the culture and identity of learners Class descriptions will identify and inquire into the diversity of learners in the class Teachers will create a Learning Map of their class to better understand and support learner success in term 1 Teachers will sustain and update their class descriptions and strategies to support learner success, and will review learning expectations for success each term in order to promote pace and growth in learning progress.

Specific Goal 1: Te Tiriti o Waitangi

Annual Target/Goal:

To uphold and demonstrate commitment to tangata whenuatanga and te tiriti o Waitangi in partnership with whānau . To embed use of te reo Māori and Tikanga Māori in school culture and practice.

What do we expect to see by the end of the year?

We expect to see that our commitment to Te Tiriti o Waitangi visible across all school settings; that teachers continue to upskill in their use of te reo Māori; that te reo Māori is used in school meetings, hui and assemblies; that whānau voice is heard, understood, and where practicable is implemented in actions across the school; that Māori whānau and ākonga feel respected in their rights to be engaged and successful at school as Māori .

Actions	Who is responsible	Resources required	Time frame	What will we see and how will we measure success?
Teachers use the Tirimoana Te Reo Māori resource	All Staff Lead Teacher/ Pouako	Tirimoana Te Reo Māori resource	All Year	<ul style="list-style-type: none"> Teachers have an increased knowledge and confidence in using and teaching te reo Improved te reo test scores Self assessment checklist by teachers once a year - term 3. Applying the Niho Taniwha model
Lead Teacher/ Pouako supports other teachers in teaching te reo Teachers will read and take references from Wiki weekly - Reo Spiel	Lead Teacher/ Pouako; teachers	Weekly Wiki Reo Spiel Kupu Kawhe	Weekly- all year	<ul style="list-style-type: none"> Survey of teachers- Term 2 Evident in teacher planning Evident during staff meetings/Admin meetings
Pouako provides 5 day a week bilingual class - TeMata reo Rua	Lead Teacher/ Pouako	Te Mata reo Rua	Terms 1-4	<ul style="list-style-type: none"> 14 ākonga in Te Mata reo rua Māori language assessment End of year survey of Te Mata reo rua students
Each class will teach pepeha, karakia and waiata regularly	Teachers	Tirimoana Te Reo Māori resource	All year	<ul style="list-style-type: none"> Walkthroughs will be used to measure the use of te reo and evidence of te reo on classroom walls Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice Evidence on the classroom walls as the 3rd teacher
Kapa Haka group	Lead Teacher Pouako	Release time uniforms	All year	<ul style="list-style-type: none"> Kapa Haka supports Mihi Whakatau as and when required for visitors over the year. Kapa Haka participates in the Kahui Ako matariki festival Kapa Haka participates in Te Kahu o te Rehia at Rangeview Intermediate
Whānau Hui	SLT/Pouako/Board	Set date Kapa Haka to open and perform; kai to be organised	Before June	<ul style="list-style-type: none"> Data on numbers attending and key feedback and thoughts from whānau

Specific Goal 2: Teaching and Learning - The Learner at the Centre

Annual Target/Goal:

To improve learning outcomes for all learners, we will put the Learner at the Centre in all school areas of focus for resourcing and development. Teachers' capabilities in teaching will be further developed with a focus on High Expectations for Learner Success; on actions to develop positive student engagement in learning; and on relational pedagogies. The refreshed English and Mathematics curriculums will be implemented. The Tirimoana Graduate Profile will guide teachers and students.

What do we expect to see by the end of the year?

Teachers will create a family like context for learning; Teachers will care for and nurture a culture and identity of learners; Teachers expectations and criteria for success will be more explicit to support student agency and student self regulation in learning - this will be evident in learning outcomes, positive engagement in the classroom and in student surveys of attitudes about learning.
Teachers planning teaching sequences from refreshed curriculums, using the new vocabulary and explicit guidance teaching concepts from these documents

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<p>Refreshed Curriculums: English and Mathematics</p> <p>Refreshed English and Mathematics curriculums will be used for planning , with a focus on implementing teaching sequences at the correct year level</p>	<p>SLT Team Leaders Teachers</p>	<p>Refreshed curriculums</p>	<p>All year</p>	<ul style="list-style-type: none"> Teachers plan and teach content aligned to refreshed curriculum in particular the Teaching Sequences at the appropriate year level Teachers become familiar with new vocabulary and progress outcomes Ongoing PD (whole staff and teams) to delve deeper into the refreshed curriculums Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice Beginning of year Teacher Only Day workshop on Refreshed curriculum Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice SLT and Team Leaders will monitor planning, student data and learning outcomes Tracking and analysing data
<p>Mathematics</p> <p>Tirimoana Localised Mathematics curriculum will be used across the school promoting consistent Pedagogical approaches</p>	<p>SLT Teachers</p>	<p>Tirimoana Localised Maths Curriculum</p> <p>e-AsTTle-Y3-6 PAT</p> <p>ALIM - MoE funded</p>	<p>All Year</p>	<ul style="list-style-type: none"> Teachers plan and teach content aligned to refreshed curriculum in particular the Teaching Sequences at the appropriate year level Teachers become familiar with new vocabulary and progress outcomes Ongoing PD (whole staff and teams) to delve deeper into the refreshed curriculums MoE Teacher only days planned (Mathematics will be the focus) Tirimoana Localised Curriculum is reviewed to complement the refreshed curriculum Use Oxford maths to support maths teaching ALiM targeted group support
<p>English (Writing)</p> <p>Refreshed English curriculum will be used for planning , with a focus on implementing teaching sequences at the correct year level</p>	<p>SLT Teachers</p>	<p>Writers toolbox</p> <p>Refreshed English curriculum</p> <p>Accelerated Literacy Learning (ALL)- MoE funded</p> <p>e-AsTTle-Y3-6 (Y2 Writing) PAT</p>	<p>All Year</p>	<ul style="list-style-type: none"> Team Leaders and Kaiarahi to monitor teacher planning; looking for consistency of practice Teachers implementing the teaching sequences from the refreshed curriculum Tirimoana Localised Curriculum reviewed to complement refreshed curriculum. Year 4- 6 teachers PLD in Structured Literacy <ul style="list-style-type: none"> Develop localised Handwriting, Grammar, Spelling plan Writers toolbox - Used in Year 5 and 6 classes ALL target groups in Year 5 and 6 Sustaining and embedding BSLA across the Years 1-3 Measure student engagement via student survey Regular checks of student exercise books
<p>English (Reading)</p> <p>Refreshed English curriculum will be used for planning , with a focus on implementing teaching sequences at the correct year level</p> <p>The Tirimoana Localised curriculum (English: Reading) supports best practice and will complement the refreshed English curriculum</p>	<p>SLT Teachers in Year 1-3 Teachers in Year 4-6</p>	<p>PLD focus for 2025 in Yrs 4-6</p> <p>Focus on pace in learning</p> <p>Staff meetings Refreshed English curriculum</p> <p>Tirimoana Localised Reading Curriculum</p>	<p>From Term 2</p> <p>All year</p> <p>Term 2-4</p>	<ul style="list-style-type: none"> Teachers implementing the teaching sequences from the refreshed curriculum Tirimoana Localised Curriculum reviewed to complement refreshed curriculum. Year 4- 6 teachers PLD in Structured Literacy BSLA: <ul style="list-style-type: none"> Sustaining BSLA practices across the Years 1-3 Training a second BSLA facilitator to support junior teachers Training of new to Tiri junior teachers in BSLA BSLA Tier 2 literacy support groups
<p>Science</p> <p>Science and Technology Focus Year to ensure that every 2 years learners experience explicit teaching in Science and Technology</p>	<p>All teachers</p>	<p>Science Kits</p> <p>Technology and Science EXPO Term 3</p>	<p>All Year</p> <p>Term 3</p>	<ul style="list-style-type: none"> Classroom spaces will reflect the school wide inquiry: Living in Our World: From Sky ,to Land, To Sea Teachers plan for a Science/Technology EXPO to showcase student learning in Term 3 Classroom EOTC trips reflect inquiry learning
<p>Assessment and Reporting</p> <p>Align assessments to ministry requirements</p> <ul style="list-style-type: none"> Assessment data is tracked to identify priority resourcing needs Assessment data is tracked over time to identify longitudinal trends Analysis of assessment data is used to inform teacher practice 	<p>SLT All Teachers</p>	<p>Refreshed curriculum</p> <p>BSLA training 2 teachers</p> <p>PAT e-asTTle</p>	<p>All Year</p>	<p>Writing</p> <ul style="list-style-type: none"> e-asTTle Year 2-6 <ul style="list-style-type: none"> Upskill teachers in use of e-asTTle and using data formatively Year 1 team to develop writing rubric <p>Reading</p> <ul style="list-style-type: none"> Implement phonics check in year 1 at 20 and 40 weeks Reading assessments (Running Records, Probe, STAR) Over T1 confirm Structured Literacy approach Year 4-6 <p>Mathematics</p> <ul style="list-style-type: none"> Localised curriculum assessments Basic facts - 2x term-

				<ul style="list-style-type: none"> Develop consistent testing protocols for basic facts Term 1 investigate pre test and post test for Oxford Maths <p>PAT</p> <ul style="list-style-type: none"> Learners sit a suite of PAT's from Y3-6 <ul style="list-style-type: none"> Teachers use the data from NZCER from the analysis of PAT <p>Progress Outcomes</p> <ul style="list-style-type: none"> Teachers will be provided guidance to implement MoE Progress Outcomes once these are released for at the end of Phase 1 and Phase 2 <p>Reporting to Parents</p> <ul style="list-style-type: none"> Introduce Edge Reporting
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Specific Goal 3: Community/Communities

Annual Target/Goal:
To continually strengthen whānaungatanga by engaging in positive and collaborative partnerships with whānau , across the Kahui Ako and with community agencies that contribute to the learning and wellbeing of ākonga .

What do we expect to see by the end of the year
We expect to see positive support and confidence in the school by whānau and key partners in the Kahui Ako and the community.

Actions	Who is responsible	Resources required	Time frame	What will we see and how will we measure success?						
Events and opportunities to continue developing and sustaining positive partnerships <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%;">PTA: Monthly meetings</td> <td style="width:50%;">Board: Monthly Meetings</td> </tr> <tr> <td> Term 1: Smart Start to 2025 Diversity Parade Athletics mornings Kahui Ako Picnic Year 5 visit to Marae </td> <td> Term 2: Mothers mornings School 'Athon Student Led conferences </td> </tr> <tr> <td> Term 3 Science/Technology EXPO Fathers morning Board Elections </td> <td> Term 4 Cultural Evening Grandparents morning' Year 6 Camp Te Kahu o te Rehia Consultation survey End of Year Learning Celebration End of year Prize giving </td> </tr> </table>	PTA: Monthly meetings	Board: Monthly Meetings	Term 1: Smart Start to 2025 Diversity Parade Athletics mornings Kahui Ako Picnic Year 5 visit to Marae	Term 2: Mothers mornings School 'Athon Student Led conferences	Term 3 Science/Technology EXPO Fathers morning Board Elections	Term 4 Cultural Evening Grandparents morning' Year 6 Camp Te Kahu o te Rehia Consultation survey End of Year Learning Celebration End of year Prize giving	SLT Teachers PTA /Board SLT Teachers Whānau	Planning Personnel Kai Communications	All year All year Different points during the term	<ul style="list-style-type: none"> Gathering feedback at events Taking opportunities when they arise during the year Annual Survey of Parents and whānau in Term 4 PTA AGM in March:Chairperson elected Whānau partnership with school evident in participation in school community events EOY Parent survey End of year staff and student surveys are completed and tracked to gather longitudinal data
PTA: Monthly meetings	Board: Monthly Meetings									
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Term 3 Science/Technology EXPO Fathers morning Board Elections	Term 4 Cultural Evening Grandparents morning' Year 6 Camp Te Kahu o te Rehia Consultation survey End of Year Learning Celebration End of year Prize giving									
Board SchoolDocs Implemented Board Elections	Board SLT Executive Officer Board Executive Officer Community	Financial cost of school Docs reflected in the budget Election Pack resources	By Term 2 Term 2 onwards	<ul style="list-style-type: none"> More efficient management of policies Policies up to date and current Continue to review policies prior to monthly Board meetings Presiding Member elected in February 2025 Plan of work for the board in place for the year 						

Triennial elections – held every 3 years to elect parent and staff representatives The Minister of Education has confirmed the date range for the triennial school board elections to be 3-19 September 2025. Wednesday 10 September will be the suggested common date.				Board Elections 2025 <ul style="list-style-type: none"> Plans in place for 2025 board elections (in September) <ul style="list-style-type: none"> Ideally more than 5 people nominated for an election to take place Representative board (ethnicity and gender) Ideally, re-elect a board with some continuity Confirm election day Current Board need to decide if they want to renominate Confirm Returning officer Timeline Investigate digital voting option
Kahui Ako School will support teachers to take on Kahui Ako roles such as ASL and WSL School will support Kahu Ako initiatives: <ul style="list-style-type: none"> Mathematics Writing Learning Support Transitions School will support teachers to take on Kahui Ako roles such as ASL and WSL	Kahui Ako team and Principal	Kahui Ako release time planned Kahui Ako WSL funding	All year	<ul style="list-style-type: none"> 2025 WSLs appointed; self review of progress, sharing of inquiries Encourage teachers and Whanau to attend Kahui Ako Picnic in March Record of attendance at meetings and PLD Kahui ako has evaluation at end of year to meet Kahui Ako achievement goals School provides achievement data to the Kahui Ako management team School provides Mathematics data to support the Kahui Ako Achievement Challenge in Mathematics. One ASL member to join SLT
To improve and maintain the school facilities and property on behalf of the community	Board	Board funded Grant from Trusts and Board for Rm 25 playground	Term 1	Complete planned projects - <ul style="list-style-type: none"> Decking are between rooms 3 and 7 Demolition of an old and construction of a new junior playground outside Room 25.

Specific Goal 4: Education Review Office

Annual Target/Goal:
To continue to monitor and share progress at key milestone reports against the confirmed 2024 ERO review report

What do we expect to see by the end of the year?
We expect to see continual self improvement, continuing to meet milestone goals.

Actions	Who is responsible	Resources required	Time frame	What will we see and how will we measure success?
To focus on the agreed next steps identified from the 2024 ERO review. Teaching and Learning programmes Continue to develop and embed consistent teaching and learning programmes across all curriculum areas School assessment practices enable teachers to make reliable and robust judgements about student progress and achievement outcomes Teachers will have deeper understanding of how assessment practices align to the curriculum	SLT Teachers	Refreshed Curriculums Localised curriculum	Within 6 months Every 6 months	Teaching and Learning programmes <ul style="list-style-type: none"> Teachers will have deeper understanding of how assessment practices align to the curriculum Within 6 months <ul style="list-style-type: none"> carry out a gap analysis to identify learners who are achieving below expectation and ensure that they have an intervention plan to accelerate their learning Every 6 months <ul style="list-style-type: none"> collect, analyse and moderate assessments as a staff, to ensure there is collective understanding for progress and achievement targets and effective strategies to raise achievement review the success of acceleration initiatives to support the increased progress of those who are achieving below expectation SLT analyse achievement data at mid year and end of year and report to the board and teachers on trends. This data will inform teaching priorities for the following year.

				<ul style="list-style-type: none"> Parents will receive reliable reports on student progress and outcomes twice a year, with both student led conferences and written reports. Parent satisfaction with reporting will be surveyed.
Attendance Embed successful attendance initiatives to improve regular attendance	SLT Teachers	Everyday Attendance Matters reports Data Quality Reports(MoE) Edge	All Year	Attendance <ul style="list-style-type: none"> Implement 2025 MoE Attendance changes Attendance continues to be measured weekly by the SLT and each term by MoE through Attendance Matters reports to the Board Review and update requirements for teacher monitoring attendance as per ministry guidelines Schools to use revised attendance codes Data submitted every day INSTEAD of the end of the week Schools are encouraged to respond to every absence and address barriers to attendance and learning Ministry sending Data Quality Reports every 2 weeks. Within 6 months <ul style="list-style-type: none"> Engage with Pacific families to further strengthen learning relationships Every 6 months <ul style="list-style-type: none"> Report to parents on attendance; including specific approaches for those who are not attending regularly
Raise the capability of middle leaders Raise the capability of middle leaders to analyse and use student achievement information across all levels of the school, to monitor progress and evaluate the impact of teaching and learning continue to focus on raising achievement for those learners who are below expectation, particularly for learners in writing, and Pacific learners	SLT Team Leaders		All Year	Within 6 months: <ul style="list-style-type: none"> Revise the school's curriculum documents and assessment overview and introduce changes Develop a professional learning plan to guide middle leadership development Every 6 months <ul style="list-style-type: none"> Monitor and review the professional learning of middle leaders
Specific Goal 5 : To resource and implement any new requirements from legislation, orders in council and collective employment agreements - In 2025 this will include:				
Annual Target/Goal: To implement requirements as required				
What do we expect to see by the end of the year? Requirements are embedded into school procedures				
Attendance Refer to Attendance in Specific Goal 3	SLT Teachers		All Year	Refer to Attendance in Specific Goal 3
Classroom release time – final phase of implementation As part of collective bargaining, schools will: <ul style="list-style-type: none"> Implement the third and final increase to classroom release time from 20 to 25 hours per Term. Implement the new classroom release time for permanent salary unit holders. 	SLT Teachers	Collective Agreement	All Year	<ul style="list-style-type: none"> CRT plan implemented to assure coverage