



**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.*

## 2026 Annual Implementation Plan

### 2025-2026 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><b>High Expectations:</b> 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"> <li>Teachers will be expected and supported to continually shift expectations for progress and pace of learning.</li> <li>Teachers will use Learning Intentions and Success Criteria, along with explicit teaching, to promote improved student progress.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>School regularly shares with students and with parents what being a successful learner looks like.- explicit focus</li> <li>Teachers planning will be monitored 3x over the year</li> </ul>
<p><b>Engagement</b> 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"> <li>Senior leaders will conduct 3x 'walk throughs' to observe engagement in teaching and learning</li> <li>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.</li> </ul>
<p><b>Relational Pedagogy</b> Effective teaching begins with <b>knowing the learner and building trust</b>. By creating a supportive, family-like learning environment, teachers nurture students' identities, language, and culture while rejecting deficit thinking. <b>High expectations</b> 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"> <li>Teaching to the North East and</li> <li>Leading to the North East to guide teachers</li> </ul> <p>Refreshed Curriculum Teaching Sequences</p>	<p>Term 1  Terms 2-4</p>	<ul style="list-style-type: none"> <li>Teachers will create a family like context for learning</li> <li>Teachers will care for and nurture the culture and identity of learners</li> <li>Class descriptions will identify and inquire into the diversity of learners in the class</li> <li>Teachers will create a Learning Map of their class to better understand and support learner success in term 1</li> <li>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.</li> </ul>

<p><b>3 Big Rocks for 2026</b></p> <p><b>Being Present</b></p> <p><b>Being Resilient and Doing My Best</b></p> <p><b>Being Confident and in Command</b></p>	All Staff	<p>Attendance Management Plan in place Updated attendance codes Attendance West Services</p> <p>Professional learning for staff</p> <p>Confirmed Curriculum in English and Mathematics</p> <p>Oxford Mathematics books</p> <p>Mathematics PLD</p> <p>BSLA PLD - structured literacy years 4 -6</p>		<p>minimising absences / attending school regularly and reducing disruptions to routines</p> <p>in my Teaching / my Learning</p> <p>teacher being confident, well planned and knowledgeable; Learners knowing expectations and actively engaged in learning (the purpose of schooling)</p> <p>Attendance Management Plan Monitoring of staff and teacher PGC's</p> <p>Staff: effective planning Students: explicit teaching and sharing of learning intentions/success criteria Staff; monitoring of staff and teacher PGCs;</p> <p>Staff; monitoring of staff and teacher PGCs; Students: assessments and learning outcomes, student progress</p>
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### 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"> <li>Teachers have an increased knowledge and confidence in using and teaching te reo</li> <li>Improved te reo test scores</li> <li>Self assessment checklist by teachers once a year - term 3. Applying the Niho Taniwha model</li> </ul>
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"> <li>Survey of teachers- Term 2</li> <li>Evident in teacher planning</li> <li>Evident during staff meetings/Admin meetings</li> </ul>
Pouako provides 5 day a week bilingual class - <b>TeMata reo Rua</b>	Lead Teacher/ Pouako	Te Mata reo Rua	Terms 1-4	<ul style="list-style-type: none"> <li>12 ākonga in Te Mata reo rua</li> <li>Māori language assessment</li> <li>End of year survey of Te Mata reo rua students</li> </ul>
Each class will teach pepeha, karakia and waiata regularly	Teachers	Tirimoana Te Reo Māori resource	All year	<ul style="list-style-type: none"> <li>Walkthroughs will be used to measure the use of te reo and evidence of te reo on classroom walls</li> <li>Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice</li> <li>Evidence on the classroom walls as the 3rd teacher</li> </ul>
Kapa Haka group	Lead Teacher Pouako	Release time uniforms	All year	<ul style="list-style-type: none"> <li>Kapa Haka supports Mihi Whakatau as and when required for visitors over the year.</li> <li>Kapa Haka participates in the Kahui Ako matariki festival</li> <li>Kapa Haka participates in Te Kahu o te Rehia at Rangeview Intermediate</li> </ul>
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"> <li>Data on numbers attending and key feedback and thoughts from whānau</li> </ul>

#### Mid Year Annotation 2025

Weekly Reo Speil are shared with all teaching staff

Staff Meeting on Te Kunga Maori aligned with Matariki - Tuesday 17th June

Kapa Haka and Pacifica groups participated in the Kahui Ako Matariki Event - 19th June

Increased use of Waiata and Karakia in classes and staff meeting is being observed.  
 5 teachers have attended Niho Taniwha PLD - will share back in term 3  
 Consultation survey to whanau has been undertaken in week 9 of term 2  
 Survey of teachers capabilities in teaching Te Reo week 9 of term 2  
 Te Mata Reo Rua has had a successful start with an increase to 16 students.  
 Increased confidence in students sharing their mihi at assemblies.

## 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

Actions	Who is responsible	Resources required	Time frame	What will we see and how will we measure success?
<b>Refreshed Curriculums: English and Mathematics</b>  Refreshed English and Mathematics curriculums will be used for planning , with a focus on implementing teaching sequences at the correct year level	SLT Team Leaders Teachers	Confirmed curriculums	All year	<ul style="list-style-type: none"> <li>Teachers plan and teach content aligned to refreshed curriculum in particular the Teaching Sequences at the appropriate year level</li> <li>Teachers become familiar with new vocabulary and progress outcomes</li> <li>Ongoing PD (whole staff and teams) to delve deeper into the refreshed curriculums</li> <li>Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice</li> <li>Beginning of year Teacher Only Day workshop on Refreshed curriculum</li> <li>Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice</li> <li>SLT and Team Leaders will monitor planning, student data and learning outcomes</li> <li>Tracking and analysing data</li> </ul>
<b>Mathematics</b>  Tirimoana Localised Mathematics curriculum will be used across the school promoting consistent Pedagogical approaches	SLT Teachers	Confirmed Mathematics curriculum  Oxford Maths  MAP MOE funded	All Year	<ul style="list-style-type: none"> <li>Teachers plan and teach content aligned to refreshed curriculum in particular the Teaching Sequences at the appropriate year level</li> <li>Teachers become familiar with new vocabulary and progress outcomes</li> <li>Ongoing PD (whole staff and teams) to delve deeper into the refreshed curriculums</li> <li>MoE Teacher only days planned ( Mathematics will be the focus)</li> <li>Use Oxford maths to support maths teaching</li> </ul>
<b>English (Writing)</b>  Refreshed English curriculum will be used for planning , with a focus on implementing teaching sequences at the correct year level	SLT Teachers	Confirmed English curriculum	All Year	<ul style="list-style-type: none"> <li>Team Leaders and Kaiarahi to monitor teacher planning; looking for consistency of practice</li> <li>Teachers implementing the teaching sequences from the refreshed curriculum</li> <li>Year 4- 6 teachers PLD in Structured Literacy Use localised Handwriting, Develop Grammar, Spelling plan</li> <li>Sustaining and embedding BSLA across the Years 1-3</li> <li>Measure student engagement via student survey</li> <li>Regular checks of student exercise books</li> </ul>
<b>English (Reading)</b> Refreshed English curriculum will be used for planning , with a focus on implementing teaching sequences at the correct year level  The Tirimoana Localised curriculum (English: Reading) supports best practice and will complement the refreshed English curriculum	SLT  Teachers in Year 1-3  Teachers in Year 4-6	PLD focus for 2026 in Yrs 4-6 (BSLA)  Focus on pace in learning  Staff meetings English curriculum	From Term 1  All year  Term 2-4	<ul style="list-style-type: none"> <li>Teachers implementing the teaching sequences from the refreshed curriculum</li> <li>Tirimoana Localised Curriculum reviewed to complement refreshed curriculum.</li> <li>Year 4- 6 teachers upskilled in BSLA Structured Literacy</li> <li>BSLA:               <ul style="list-style-type: none"> <li>Sustaining BSLA practices across the Years 1-3</li> <li>Training a second BSLA facilitator to support junior teachers</li> <li>Training of new to Tiri junior teachers in BSLA</li> <li>BSLA Tier 2 literacy support groups</li> </ul> </li> </ul>

<b>Arts</b> Focus on Performing Arts - Dance, Drama, Music	All teachers	School Wide Inquiry - In the spotlight - Create, Move, Perform	All Year	<ul style="list-style-type: none"> <li>Classroom spaces will reflect the school wide inquiry: In the spotlight - Create, Move, Perform</li> <li>Learners perform for audiences</li> <li>Classroom EOTC trips reflect inquiry learning</li> </ul>
<b>Assessment and Reporting</b> Align assessments to ministry requirements <ul style="list-style-type: none"> <li>Assessment data is tracked to identify priority resourcing needs</li> <li>Assessment data is tracked over time to identify longitudinal trends</li> <li>Analysis of assessment data is used to inform teacher practice</li> </ul>	SLT All Teachers	Confirmed curriculum  BSLA training  Introducing SMART TOOL assessments	All Year   Term 2 and 4	<b>Writing</b>  <b>Reading</b>  <b>Mathematics</b>  <b>Progress Descriptors</b> <ul style="list-style-type: none"> <li>Implement new progress descriptors for reporting</li> </ul> <b>Reporting to Parents</b> <ul style="list-style-type: none"> <li>Edge Reporting for learners in years 3 - 6</li> </ul>

**Mid Year Annotation 2025**

**Literacy:**

Developed a Handwriting Plan  
 Developed a Spelling Plan  
 Reviewed and updated Writing conventions  
 Staff meetings have been held to share all plans.  
 SLT received student exercise books across the school to confirm high expectations and book standards.  
 Two teachers have completed BSLA training.  
 Two teachers have implemented BLSA tier two teaching  
 Year 4 - Year 6 teaching team participated in structured literacy workshops and communities of practice throughout terms 1 and 2 facilitated by CORE education. 2 more sessions in term 3.  
 Year 4 - 6 teachers have completed PROBE or Running Record assessments in reading. These assessments inform teachers on where their learners are at in their reading and to help teachers with planning and next learning steps.  
 Year 2 - 6 students completed unassisted writing samples which have been assessed against the writing rubric. Teachers use these results to identify gaps and to help inform their practice.  
 Year 1 learners completed unassisted writing samples that were marked against the writing curriculum teaching sequences.  
 20 week and 40 week (where applicable) phonics checks have been successfully completed and uploaded ensuring we have a comprehensive and up to date overview of student progress.  
 BSLA assessments in reading were completed for Year 1 and 2 (and some Year 3) learners.  
 Two teachers working with students in the ALL (Accelerated Literacy Learning) program. Almost all learners have moved one sub-level and some have moved 2.

**Science:**

Inquiry evident in every classroom  
 Year 5-6 science rotations  
 Two day forensic science workshops for year 5-6  
 Auckland Museum facilitators on site for Year 2  
 Year 4 astronomy focus at school at night - Wednesday 11th June

**Mathematics:**

Teaching began using Oxford Maths work books in term 2 - positive feedback from both students and teachers  
 Booked and confirmed a Maths PLD day for August 11th - MOE funded  
 One teacher is working with ALIM and working with target students

Modified our Mid-year reports and brought them forward. Positive feedback from parents.

**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?						
<p><b>Events and opportunities to continue developing and sustaining positive partnerships</b></p> <table border="1" data-bbox="62 205 795 827"> <tr> <td data-bbox="62 205 418 268"><b>PTA:</b> Monthly meetings</td> <td data-bbox="427 205 795 268"><b>Board:</b> Monthly Meetings</td> </tr> <tr> <td data-bbox="62 275 418 485"> <b>Term 1:</b>  Meet the teacher afternoon  Diversity Parade  Athletics mornings  Year 5 visit to Marae </td> <td data-bbox="427 275 795 485"> <b>Term 2:</b>  Mothers mornings  School 'Athon  Student Led conferences </td> </tr> <tr> <td data-bbox="62 491 418 827"> <b>Term 3</b>  Fathers morning </td> <td data-bbox="427 491 795 827"> <b>Term 4</b>  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>	<b>PTA:</b> Monthly meetings	<b>Board:</b> Monthly Meetings	<b>Term 1:</b> Meet the teacher afternoon Diversity Parade Athletics mornings Year 5 visit to Marae	<b>Term 2:</b> Mothers mornings School 'Athon Student Led conferences	<b>Term 3</b> Fathers morning	<b>Term 4</b> 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"> <li>Gathering feedback at events</li> <li>Taking opportunities when they arise during the year</li> <li>Annual Survey of Parents and whānau in Term 4</li> <li>PTA AGM in March:Chairperson elected</li> <li>Whānau partnership with school evident in participation in school community events</li> <li>EOY Parent survey</li> <li>End of year staff and student surveys are completed and tracked to gather longitudinal data</li> </ul>
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<p><b>Board</b></p> <p><b>SchoolDocs Reviewed</b></p> <p><b>Annual Election of Presiding Member</b></p> <p><b>Reviewing School Vision</b></p> <p><b>Developing Board Work Plan</b></p>	Board SLT Executive Officer  Board Staff Parents	Financial cost of school Docs reflected in the budget	By Term 2	<ul style="list-style-type: none"> <li>More efficient management of policies</li> <li>Policies up to date and current</li> <li>Continue to review policies prior to monthly Board meetings</li> <li>Presiding Member elected in February 2026</li> </ul>						
<p><b>To improve and maintain the school facilities and property on behalf of the community</b></p>	Board	Board funded  Seeking MOE unforeseen funding  Grant from Trusts and Board	Term 1	<p><b>Complete planned projects -</b></p> <ul style="list-style-type: none"> <li>Remedial work to flooring in Rooms 11 and 12</li> <li>For a Fale</li> <li>Maintenance in main school carpark</li> <li>Replace heating/cooling system in library</li> </ul>						
<p><b>Mid Year Annotation 2025</b>  PTA AGM - plan for fundraising activities was developed.  Reviewed "smart start day to school". Positive feedback, however this will not continue due to MOE requirements.  Parent Interviews were held at the start of term 2 - in excess of 90% of families attended.  Parents were surveyed at parent interviews - community valued reports being brought forward in the term, feel as though their child's teacher has established a good relationship with their child and find our communication clear.  Parents overwhelmingly wanted an online board election.  Parents have supported our Pasifika and Kapa Haka groups at our Kahui Ako Matariki event  Year 5 Marae trip was successful earlier in the year - this was well supported by parents.</p>										

Mothers Morning - High turn out of mothers in classrooms, successful morning tea and engagement.

**Board:**

SLT continue to prepare for the implementation of School Docs in Term 1. These went live in term 2.  
SLT continue to align school procedures to school policies.

**Board Elections:**

Principal attended NZSBA/WAPA workshop on board elections.  
Board approved Schooled to run the staff and parent elections.  
Admin staff prepared and cleaned the electoral roll in June.  
Board will appoint an election organiser.

**Kahui Ako:**

Minister of Education has formally disestablished the Kahui Ako at the end of 2025. Our school has been fully engaged in the Kahui Ako, 5 WSL roles and 2 ASL roles in 2025.

**School Facilities:**

New chess/drafts deck project completed term 1 and a sun sail shade was put up in the holidays.  
Junior Playground completed term 1.  
Property modifications project to support a learner with physical disabilities completed term 2. Funded by MOE.

**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?
<p>To focus on the agreed next steps identified from the 2024 ERO review.</p> <p><b>Teaching and Learning programmes</b></p> <p>Continue to develop and embed consistent teaching and learning programmes across all curriculum areas</p> <p>School assessment practices enable teachers to make reliable and robust judgements about student progress and achievement outcomes</p> <p>Teachers will have deeper understanding of how assessment practices align to the curriculum</p>	<p>SLT</p> <p>Teachers</p>	<p>Refreshed Curriculums</p> <p>Localised curriculum</p>	<p>Within 6 months</p> <p>Every 6 months</p>	<p><b>Teaching and Learning programmes</b></p> <ul style="list-style-type: none"> <li>Teachers will have deeper understanding of how assessment practices align to the curriculum</li> </ul> <p><b>Within 6 months</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Every 6 months</b></p> <ul style="list-style-type: none"> <li>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</li> <li>review the success of acceleration initiatives to support the increased progress of those who are achieving below expectation</li> <li>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.</li> <li>Parents will receive reliable reports on student progress and outcomes twice a year, with both student led conferences and written reports.</li> <li>Parent satisfaction with reporting will be surveyed.</li> </ul>
<p><b>Attendance</b></p> <p>Embed successful attendance initiatives to improve regular attendance</p>	<p>SLT</p> <p>Teachers</p>	<p>Adopt 2026 Attendance Management Plan</p> <p>Everyday Attendance Matters reports</p> <p>Data Quality Reports(MoE)</p>	<p>All Year</p>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Implement 2026 Attendance Management Plan</li> <li>Attendance continues to be measured daily by the SLT and each term by MoE through Attendance Matters reports to the Board</li> <li>Review and update requirements for teacher monitoring attendance as per ministry guidelines</li> <li>Schools to use revised attendance codes</li> <li>Data submitted <b>every day</b> INSTEAD of the end of the week</li> </ul>

		Edge		<ul style="list-style-type: none"> <li>Schools are encouraged to respond to every absence and address barriers to attendance and learning</li> <li>Ministry sending <b>Data Quality Reports</b> every 2 weeks.</li> </ul> <p><b>Within 6 months</b></p> <ul style="list-style-type: none"> <li>Engage with Pacific families to further strengthen learning relationships</li> </ul> <p><b>Every 6 months</b></p> <ul style="list-style-type: none"> <li>Report to parents on attendance; including specific approaches for those who are not attending regularly</li> </ul> <p><b>Every term</b></p> <ul style="list-style-type: none"> <li>Report to parents of learners at risk using the STAR approach</li> </ul>
<p><b>Raise the capability of middle leaders</b></p> <p>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</p>	SLT Team Leaders	External Consultant	All Year	<p><b>Within 6 months:</b></p> <ul style="list-style-type: none"> <li>Revise the school's curriculum documents and assessment overview and introduce changes</li> <li>Develop a professional learning plan to guide middle leadership development</li> </ul> <p><b>Every 6 months</b></p> <ul style="list-style-type: none"> <li>Monitor and review the professional learning of middle leaders</li> </ul>

### Mid Year Annotation 2025

#### Teaching and Learning programmes:

Localised curriculum has been developed in: Guidance of Handwriting, Teaching of Spelling, New Spelling lists have been created and shared.

All classes have been using Oxford Maths Books from Term 2.

Year 6 have adopted the Oxford Math Learning.

Revised and clarified school editing protocols in English.

All teachers in year 4-6 participated in PLD in structured literacy with CORE education in terms 1 and terms 2.

Teachers trialled Dibels assessments.

SLT will review the place of dibels in the assessment schedule for the remainder of the 2025 school year. SLT understand the purpose of dibels is to measure the fluency and accuracy of reading for the students year level. The advantage of dibels is that it is a quick assessment that provides relevant information.

Teachers learned relevant structured literacy terminology and approaches to incorporate into their teaching programmes .

#### Curriculum:

Introduced the new English Curriculum at TOD in January

Digital copies of English and Maths Curriculum sent to all teachers, paper copies to Team Leaders.

Booked Maths Curriculum workshop presenters from MOE

#### Assessment:

Moved to online marking for PATs

We included year 3 - 6 for PAT

E-asttle moderation in writing. Extended to year 2. Introduced the marking rubric.

20 weeks phonics checks have been successfully completed and uploaded ensuring we have a comprehensive and up to date overview of student progress.

GAP analysis carried out for identified learners in ESOL, ALL, ALIM

Moved reporting to the beginning of term 2, most assessments were carried out in term 1.

Reporting included assessment data

Parents surveyed on satisfaction with report changes - parents endorsed the change.

#### Attendance:

Term 1 regular attendance exceeded the MOE target. 72%

Term 2 regular attendance 68%, this is an improvement from Term 2 2024 where regular attendance was 61%.

Worked alongside Attendance West to support families where attendance is concerned.

We identified one family living too far away, their lateness was affecting their schooling. In partnership with Attendance West, this family will move to a closer school in term 3.

There were 13 students from 6 families receiving support from Attendance West intervention services.

School Reports included attendance information to parents.

We continue to monitor student attendance.  
 During the July school holidays, letters will be sent to parents whose children are a current attendance concern. The aim is that this will support their attendance in term 3.

**Raise the capability of middle leaders**

The SLT underwent change to start Term 2 with the departure of DH as Deputy Principal. This provided an opportunity to lift the leadership role of 3 other staff.

New Job descriptions have been completed.

SLT continues to function well.

Teachers continue to work on Professional Growth Cycles, with SLT serving as Kairahi (mentors).

PGCs need to be completed in Term 3.

Principal continues to engage in a PGC twice a term with local colleagues.

SLT monitored the quality of student learning outcomes in children's exercise books in term 1 and term 2. Early in term 1 we identified inconsistencies in setting out of children works books and conventions. Therefore, SLT ran staff meetings to clarify expectations in Term 2. Term 1 showed insufficient evidence of learning outcomes in maths books. Term 2 SLT led expectations that Oxford maths was to be used widely to supplement Mathematics learning.

Review of student exercise books showed that handwriting was being taught as expected (daily).

2 middle leaders engaged in professional learning in Literacy.

Some middle leaders engaged in professional learning to unpack the Niho Taniwha Framework. With the intention to share this with all teachers in term 3.

**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**

<b>Attendance</b> <b>Refer to Attendance in Specific Goal 3</b>	SLT Teachers		All Year	<b>Refer to Attendance in Specific Goal 3</b>
<b>Classroom release time</b>	SLT Teachers	Collective Agreement	All Year	<ul style="list-style-type: none"> <li>• CRT review in place</li> <li>• CRT delivered in a mixture of full day and block release</li> <li>• A commitment to providing the required CRT termly allocation</li> </ul>

**Mid Year Annotation 2025**

School is using the STAR approach to improve attendance. This is a flow chart for stepped attendance responses that are more likely to result in improved attendance.

CRT - SLT has ensured teachers receive the increased CRT entitlements as per the collective agreement.