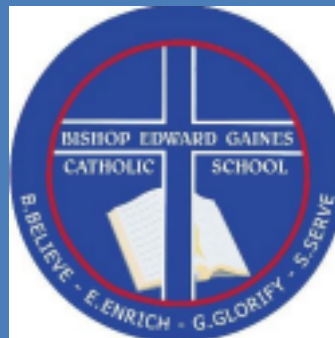


# BISHOP EDWARD GAINES CATHOLIC SCHOOL

## ANNUAL PLAN 2025



MOSSOP ROAD TOKOROA

### **NELP 1 (1 & 2) Curriculum NELP 3 (5, & 6)**

Bishop Edward Gaines Catholic School is committed to raising the achievement of its learners:

To meet the needs of ALL learners.

To ensure opportunities for Māori to achieve success as Māori are inclusive and enhance learning for Maori students. "By learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings." (NZ Curriculum, p14). Accelerate achievement in core subjects of Reading, Writing and Mathematics for all at risk learners.

Strategies from Learner Agency are used effectively to improve learning and teaching in relation to the Curriculum Levels.

### **Special Catholic Character**

Bishop Edward Gaines Catholic School is proud to be Catholic, embracing the charism of Mary Mackillop. The school enhances the Catholic Character through:  
Implementing the RE document  
Enhancing and embedding the prayer life of the school  
Celebrating Catholic character by recognising school patronages and charisma  
Frequent and meaningful participation – Sacraments, Mass, service  
Work to establish ties with JPC as the Catholic School to further Catholic Education for our tamariki from year 9.

### **NELP 2 & 3 & 4 used alongside Self Review and Strategic Documentation**

The Board of Trustees of Bishop Edward Gaines Catholic School will attend to self-review and strategic plan by:  
Reviewing Catholic Character according to the 3-year schedule and Encounter with Christ, Growth in Knowledge, Christian Witness, or Safeguarding and Strengthening Catholic Character.  
The Board will monitor the action plan through the principal's reporting to the Board.  
The Board will be reconstituted and so have the opportunity to review its strategic direction.

### **Legislation and Administration**

Bishop Edward Gaines will adhere to all legislative MOE & Diocese requirements:

Completing March/July returns to MOE and CISO

Passing Charter and annual plan and send to MOE

Compliance with hours of operation, length of school year and attendance

Compliance – building codes

Opportunities for Professional Development from NZSTA and Catholic Diocese

## **BISHOP EDWARD GAINES CATHOLIC SCHOOL ANNUAL PLAN 2025**

School wide goals for improving learner achievement:

To show our faith in action

To implement principles of Learner Agency to accelerate achievement across the curriculum

To use summative assessment information (data) and formative assessment practices (learner agency) to inform and improve teaching practice and student learning especially in literacy

To implement the refreshed curriculum in structured literacy and mathematics

### **NELP 2 alongside Finance**

Through use of evidence based decisions:

Assessing priorities for budgeting to meet resourcing needs for effective teaching and learning

#### **Property/Assets:**

Respond to ongoing maintenance needs, schedules and plans  
Work alongside Diocese to establish attractive outside school environment

BOT to assist Principal in coordinating sourcing funding for school projects around H & S , Curriculum & Environment in 2025

### **NELP 3 (5 & 6 ) used alongside Personnel Goals**

2024 team at Bishop Edward Gaines Catholic School:  
Continue to grow positive and cohesive, collaborative team across the school

Opportunities for Professional Learning and Development:  
Using the e-asttle tool effectively in reading, writing and mathematics

RE – Curriculum delivery–new curriculum

Job descriptions and appraisals annually

Define & refine roles of support staff to better align to student needs and school budget

Rebuild a positive relationship with our wider community, the Parish and other schools, especially in the Catholic Kahui Ako.

### **Community Partnership & Special Events**

Bishop Edward Gaines Catholic School is committed to maintaining a sense of whanaungatanga within the community through:

Refine and refresh the school website

Liase with local kindergartens and high schools to share events /PLD opportunity

Invite community groups and parent helpers into the school

Learning celebration evenings, student leadership opportunities, house events, international feast night  
Whanau group meetings Student Conferences,  
Parish involvement and invitation to school events  
Work together within community groups and Diocese, New Board, & Parish, to establish BEG as a school of choice for new families in the area and wider zones.

### **Health & Safety**

Bishop Edward Gaines Catholic School will strive to be a healthy and safe place for all.

Continue to implement plan for h7S at work Act 2016 and Vulnerable Children's Act

Embedding PB4L

Continue to implement Health Promoting Schools Kaupapa

Promote and supply healthy lunches

Support safety education around water with water safety skills programme (on hold in 2025 as pool closed) and road safety education

Sports opportunities and sports access for our tamariki

## BISHOP EDWARD GAINES CATHOLIC SCHOOL ANNUAL TARGETS 2025

---

### **Strategic Aims 2023–2025:**

- To show our faith in action
- To implement successfully principles of Learner Agency to accelerate learning across the curriculum
- To use assessment to inform and improve teaching practice



### **Annual Objectives 2025:**

- To show our faith in action
- To begin to implement principles of Learner Agency to accelerate achievement across the curriculum
- To use summative assessment information (data) and formative assessment practices (learner agency) to inform and improve teaching practice and student learning in reading.



### **How will we meet our Annual Targets 2025?**

- Unpack and use the new RE curriculum in and use in everyday planning
- Strengthen participation in faith in action across the school, parish, church and wider community
- Continue structured literacy and mathematics professional development to accelerate all learners
- Continue assessment practices, and use this information to shape teaching and learning programmes



## PROFESSIONAL LEARNING DEVELOPMENT PLAN 2025

PLD Opportunity	Timeframe	Responsibility	EXPECTED OUTCOMES
Religious Education	2023-2025	Principal/DRS	<ul style="list-style-type: none"> <li>Plan from the new RE Curriculum</li> <li>Enhancing the prayer life of the school</li> <li>Junior teacher to do courses and RE papers through TCI/Te Kupenga/Diocese to officially be able to teach RE</li> </ul>
Structured Literacy	2024-2025	PLD opportunities through outside providers	<ul style="list-style-type: none"> <li>Continue PLD through Kahui Ako around iDeal reading</li> <li>Continue PLD for Term 1 with Mary-Anne Murphy (Assessment for Learning)</li> <li>Writing skills and practices in place to continue</li> <li>Accelerated progress for students working below expected curriculum levels</li> <li>Work within phases going forward to align with the refreshed curriculum</li> <li>Align the contents of what needs to be taught with what we have in place and identify the differences</li> </ul>
Structured Mathematics	2025	PLD opportunities through outside providers	<ul style="list-style-type: none"> <li>PLD through cluster in Tokoroa (due to small school we need to join a cluster of schools for this)</li> <li>Unpack the structured Mathematics curriculum</li> <li>Align the contents of what needs to be taught with what we have in place and identify the differences</li> <li>Become familiar with the No Problem Maths workbooks provided by the MOE</li> <li>Accelerated progress for students working below expected curriculum levels</li> </ul>
Easttle tool	2023-2025	Principal/teachers	<ul style="list-style-type: none"> <li>To continue to use e-asttle alongside other assessments to accurately assess Reading, Writing and Mathematics (2022-2025)</li> </ul>
PE & Health Plan	2023-2025	Principal/teacher in charge of sport/Sport Waikato	<ul style="list-style-type: none"> <li>To build a holistic approach to wellbeing across the school for all students</li> <li>To promote sporting participation in the local community</li> <li>Develop sporting skills across all levels</li> </ul>
Maori (MAC) Achievement Collaborative  Develop local curriculum	2023-2025	Principal/MAC Waikato	<ul style="list-style-type: none"> <li>To influence better outcomes for Maori learners</li> <li>To develop authentic learning contexts for Maori students</li> <li>To develop local curriculum contexts in learning</li> </ul>
PB4L	2023-2025	Principal/MOE	<ul style="list-style-type: none"> <li>Develop school-wide practice of effective student behaviour management</li> <li>Nurture student understanding of emotional identification and regulation</li> <li>To look at our current values and align them with student, teacher and community expectations.</li> </ul>

## STRATEGIC PLAN 2025 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN READING

### Strategic Aims:

To implement successfully the principles of Learner Agency in order to accelerate and lift achievement in Reading.

### Strategic Objectives:

#### Curriculum:

- Make explicit connections between writing, reading and oral language
- Use the literacy learning progressions effectively to track and monitor progress and identify next learning steps in Reading.
- Use the English language learning progressions (ELLP) to track and monitor progress and identify next learning steps in Reading for ELL children.
- Work with the local Kahui Ako to accelerate progress in reading through structured literacy.

#### Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts and co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- Share evidenced best practice
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps
- Cultivate shared ownership of learning

#### Assessment and progress monitoring:

- Consistency in use of Reading assessment tools
- Monitor and report on student achievement in Reading
- Target planning for learners identified on the SENCo register with learning needs in literacy

#### Key Competencies:

- Thinking – using creative and critical thinking to form deeper understanding of a variety of texts
- Relating to others – discussing texts with others
- Using language, symbols and texts – decoding texts with confidence and fluency
- Managing self – sustained reading; reading for enjoyment; recognising next learning steps in making progress in Reading
- Participating & Contributing – recognising the author's purpose, and their context when reading

#### Tātaiako Competencies:

- Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- Ako: taking responsibility for their own learning and that of Māori learners.

## 2025 ANNUAL TARGETS FOR READING

### Annual Objectives and Aims:

- To accelerate progress and achievement in Reading, Writing and Mathematics
- To use strategies from Learner Agency effectively to improve teaching and learning in relation to the Curriculum Levels/phases

### 2025 Annual Targets:

- All students who are working below and well below in reading, will make accelerated progress in 2025.
- At least 80% of Maori students will be at or above in reading by the end of 2025 (up from 75%)
- At least 70% of Pasifika students to be at or above in reading by the end of 2025 (up from 56%)
- At least 70% of our Year 5 students will be at or above in reading (up from 60%).
- At least 70% of our NZ European students will be at or above in reading by the end of 2025 (up from 57%)
- Where attendance is identified as a barrier to learning, it will be addressed with parents and local truancy officers. At least 80% of our students will attend school regularly.

### Baseline Reading Data: (November 2024)

**71% of students are working at or above in reading. 29% of students are below in reading.**

**3/41 (7%) of students are achieving above in reading, 26/41 (64%) of students are achieving at in reading, 9/41 (22%) of students are below in reading, 3/41 (7%) of students are well below in reading.**

- 1/19 boys (5%) are achieving above in reading, 15/19 boys (79%) are achieving at in reading, 2/19 (11%) boys are below in reading, 1/19 boys (5%) are well below in reading.
- 2/22 (9%) girls are achieving above in reading, 16/22 (73%) girls are achieving at in reading, 3/22 (14%) girls are below in reading, 1/22 (4%) girls are well below in reading.
- 2/12 (17%) Maori students are achieving above in reading, 7/12 (58%) Maori students are achieving at in reading, and 3/12 (25%) Maori students are below in reading
- 1/9 (11%) Pasifika students are achieving above in reading, 3/9 (33%) Pasifika students are achieving at in reading, 5/9 (56%) Pasifika students are below in reading.
- 8/9 (89%) Filipino students are achieving at in reading, 1/9 (11%) Filipino students are below in reading.
- 4/7 (57%) NZ European/Pakeha students are achieving at in reading, 1/7 (14%) NZ European/Pakeha students are below in reading, 2/7 (29%) are well below in reading.
- 3 / 4 (75%) of Other ethnicities are achieving at in reading, 1/4 (25%) students are well below in reading.

## READING ACTION PLAN 2025

Planned Actions for 2025	Timing	Responsibility	Resourcing/Budget
1. Share effective teaching practice: <ul style="list-style-type: none"> <li>Reading groups/workshops</li> <li>Modelling reading concepts</li> <li>Spelling is part of the reading iDeal programme</li> <li>Opportunities for buddy reading-Tuakana teina</li> <li>Balanced classroom reading programme: Reading to – class novel, picture books; Reading with – shared book, big books, poetry; Reading by – teacher/silent reading,</li> <li>Use of success criteria and WALTs</li> </ul>	Ongoing – throughout the year	Principal Waikato Principals Initiatives Kahui Ako	Structured reading \$200
2. Poetry: <ul style="list-style-type: none"> <li>Shared poems (weekly for juniors) and poetry reading for juniors</li> <li>Speeches for seniors (writing and reading)</li> </ul>	Ongoing-throughout the year	Teaching staff	
3. Professional Development: <ul style="list-style-type: none"> <li>Structured literacy ongoing development around the new curriculum</li> <li>iDeal reading and spelling PLD</li> <li>Kahui Ako – effective teaching practices</li> </ul>	Ongoing – throughout the year	Across School Coordinators Kahui Ako Reading Recovery tutors Outside facilitators	\$620 for iDeal subscriptions (\$260 per teacher)
4. School-wide Assessment Practices: <b>Data gathered each term, analysed and evidence based decisions made for future learning</b> <b>Running Records carried out monthly (Years 0-3 and at risk readers)</b> <ul style="list-style-type: none"> <li>Running Records for Year 0–3, Probe for Years 4–8, carried out each term for students who are below/well below in reading</li> <li>iDeal reading assessments to take the place of probe and Running Records by the end of 2025</li> <li>Phonics testing at 20 and 40 weeks at school</li> <li>Easttle Reading test Term 1 and Term 3 years 3–8</li> <li>iDeal spelling assessments</li> <li>At risk students identified and deliberate acts of teaching planned and implemented with regular assessments for these groups.</li> <li>Triangulation of data to inform Overall Teacher Judgements twice a year</li> </ul>	Assessment data gathered each term	Principal Teaching staff	Release time to administer and analyse assessment data (CRT)
5. Purchase resources <ul style="list-style-type: none"> <li>iDeal decodables for at risk readers– supplement current stock</li> </ul>	Term 1 & Term 2	Principal Teaching staff	\$200
6. Reading interventions for at-risk readers: <ul style="list-style-type: none"> <li>Individual groups –TA, INS, LSC, RTLB</li> <li>Reading mileage – regular reading to teacher aide</li> <li>A Structured Reading Programme for juniors and seniors implemented in 2025</li> </ul>	Ongoing – throughout the year	Principal Teacher aide LSC RTLB Classroom Teacher	ICS 1 child funded in Roncalli MOE Funded
7. Target learners: <ul style="list-style-type: none"> <li>Target learners are planned for using school-wide data collection templates</li> <li>Deliberate acts of teaching planned, implemented and assessed for at risk learners</li> </ul>	At least once each Term ESOL learners tracked on ELLP's; scored on ELLP's twice a year.	Principal Learning Support Coordinator Teaching staff	

<ul style="list-style-type: none"> <li>• SENCo LSC registers updated &amp; and collated</li> <li>• Learners below or well below curriculum expectations are on the SENCo register (including ESOL)</li> <li>• LSC register updated and a working document</li> <li>• ELLP record for ELL students updated twice yearly for submission to the MOE</li> <li>• RTLB assist with school best-practice and resources to help teachers</li> </ul>			
<p>8. Tracking progress and achievement</p> <ul style="list-style-type: none"> <li>• Use of new reading curriculum to guide planning, assessment and track progress and achievement for all learners</li> </ul>	Ongoing – throughout the year	Principal Teaching staff	
<p>9. Teacher inquiry</p> <ul style="list-style-type: none"> <li>• Learner Agency - "How might my practice and use of Learner Agency, support and accelerate student progress and achievement?"</li> </ul>	Ongoing – throughout the year	Principal Teaching staff Teacher Aide	
<b>TOTAL</b>			<b>\$1020</b>



## STRATEGIC PLAN 2025 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN WRITING

### Strategic Aim:

To successfully implement principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.

### Strategic Objectives:

#### Curriculum:

- Make explicit connections between writing, reading, and oral language
- Use the literacy learning progressions effectively to track and monitor progress and identify the next learning steps in writing.
- Use the English language learning progressions (ELLP) to track and monitor progress and identify next learning steps in writing for ELL children.

#### Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts for writing with co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps
- Cultivate shared ownership of learning

#### Assessment and progress monitoring:

- Moderation of writing assessment
- Consistency in writing assessment tools (including spelling)
- Monitor and report on student achievement in Writing
- Target planning for learners identified on the SENCo register with learning needs in Writing

### Key Competencies:

- Thinking – using creative and critical thinking to form and express ideas in writing
- Relating to others – considering audience and impact when writing
- Using language, symbols, and texts – crafting writing for others to understand, read, and enjoy
- Managing self-sustained writing; learner as an author; recognising next learning steps in making progress in writing
- Participating & Contributing – writing for a purpose, and an authentic context

### Tātaiako Competencies:

- Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- Ako: taking responsibility for their own learning and that of Māori learners.

## 2025 ANNUAL TARGETS FOR WRITING

### Annual Objectives and Aims:

- To accelerate progress and achievement in Reading, Writing and Mathematics
- To use strategies from the Learner Agency base effectively to improve teaching and learning in relation to the Curriculum Levels.

### 2025 Annual Targets:

- All students (7) who are below or well below in writing will be monitored and are expected to make accelerated progress in writing in 2025
- At least 85% of Pasifika students will be at or above in writing by the end of the year (up from 78%)
- Where attendance is identified as a barrier to learning, it will be addressed with parents and local truancy officers. At least 80% of our students will attend school regularly.

### Baseline Writing Data: (November 2024)

**.83% of students are at or above in writing. 17% are below.**

**4/41 (10%) of students are achieving above in writing, 30/41 (73%) of students are at in writing, 4/41 (10%) of students are below in writing, 3/41 (7%) of students are well below in writing.**

- 1/19 boys (5%) are achieving above in writing: 15/19 boys (79%) are achieving at in writing, 1/19 (5%) boys are below in writing, 2/19 boys (11%) are well below in writing.
- 3/22 girls (14%) are achieving above in writing: 15/22 girls (68%) are achieving at in writing, 3/22 girls are below in writing (14%), 1/22 girls (4%) are well below in writing.
- 2/12 (17%) Maori students are achieving above in writing, 8/12 (66%) Maori students are achieving at in writing, and 2/12 (17%) Maori students are below in writing.
- 7/9 (78%) Pasifika students are achieving at or above in writing, 1/9 (11%) Pasifika students are below in writing, 1/9 (11%) Pasifika students are achieving well below in writing.
- 1/9 (11%) Filipino students are achieving above in writing, 7/9 (78%) Filipino students are achieving at in writing, 1/9 (11%) Filipino students are well below in writing.
- 5/7 (72%) NZ European/Pakeha students are achieving at in writing, 2/7 (28%) NZ European/Pakeha students are below in writing.
- 4/4 (100%) Other ethnicities are achieving at in writing.

## WRITING ACTION PLAN 2025

Planned Actions for 2025	Timing	Responsibility	Resourcing/Budget
1. Share effective teaching practice: <ul style="list-style-type: none"> <li>• New structured writing curriculum implemented</li> <li>• Modelled examples</li> <li>• Writing groups/workshops</li> <li>• Opportunities for buddy writing</li> <li>• Self and peer assessment</li> <li>• Handwriting skills</li> <li>• Meaningful, purposeful, authentic contexts for writing/topic relevant/prompts used</li> <li>• Links to teacher inquiry</li> <li>• Use of success criteria and WALT</li> </ul>	Ongoing – throughout the year	Principal Across School leaders (CoL) Learning Support Coordinator – working with Senior Writers	
2. Professional Development: <ul style="list-style-type: none"> <li>• Structured writing curriculum</li> <li>• Kahui Ako – effective teaching practices</li> </ul>	Ongoing – throughout the year	Across School Coordinators Outside facilitators	Release time to attend professional development
3. School-wide Writing Assessment Practices: <b>Data gathered each term, analysed and evidence-based decisions made for future learning:</b> <ul style="list-style-type: none"> <li>• e-asTTle Assessments Years 0–8</li> <li>• Writing samples used to identify class learning needs</li> <li>• At risk students identified and deliberate acts of teaching planned and implemented with regular assessments for these groups.</li> <li>• Exemplars used</li> <li>• School writing moderation</li> <li>• Triangulation of data to inform Overall Teacher Judgements twice a year</li> </ul>	Assessment data gathered each term Moderate 2-3 pieces of writing from each class, twice a year	Principal Teaching staff Across School Coordinators - assisting Learning Support Coordinator - assisting	
4. Target learners: <ul style="list-style-type: none"> <li>• Target learners are planned for using school-wide data collection templates</li> <li>• Deliberate acts of teaching planned, implemented and assessed for at risk learners</li> <li>• SENCo register updated</li> <li>• Learners below or well below curriculum expectations are on the SENCo register (including ESOL)</li> <li>• ELLP record for ESOL students updated twice yearly for submission to the MOE</li> </ul>	At least once each Term ELL learners tracked on ELLP's; scored on ELLP's twice a year.	Principal Learning Support Coordinator Teaching staff	
5. Tracking progress and achievement <ul style="list-style-type: none"> <li>• Use of learning progressions to guide planning, assessment and track progress and achievement for all learners</li> </ul>	Ongoing – throughout the year	Principal Teaching staff	
6. Teacher inquiry <ul style="list-style-type: none"> <li>• Learner Agency - "How might my practice and use of Learner Agency, support and accelerate student progress and achievement?"</li> <li>• Learner Agency in project-based learning</li> </ul>	Ongoing – throughout the year	Principal Teaching staff Teacher Aide	
7. Purchase Resources <ul style="list-style-type: none"> <li>• Exemplars to support writing/photocopying</li> </ul>	As required throughout the year	Principal Teaching staff	



# STRATEGIC PLAN 2025 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN MATHEMATICS

## Strategic Aims:

To implement successfully the principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.

## Strategic Objectives:

### Curriculum:

- Make explicit connections within and across Mathematics strands: Numeracy and Algebra, Geometry and Measurement, and Statistics.
- Use the learning progressions effectively to track and monitor progress and identify the next learning steps in Mathematics.
- Promote and use the language of mathematics (mathematical literacy), using literacy skills to engage in mathematics

### Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts and co-constructed learning intentions and success criteria.
- Deliberate acts of teaching
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps; learners sharing their learning in Mathematics
- Cultivate shared ownership of learning.

### Assessment and progress monitoring:

- Consistency in the use of Mathematics assessment tools
- Monitor and report on student achievement in Mathematics.
- Target planning for learners identified on the SENCo register with learning needs in Mathematics

## Key Competencies:

- Thinking – using creative and critical thinking when problem-solving
- Relating to others – discussing mathematical thinking and understanding with others
- Using language, symbols, and texts – using symbols appropriately for mathematics
- Managing self –recognising the next learning steps in making progress in mathematics
- Participating & contributing – recognising mathematics in the world around us – authentic contexts
- Tātaiako Competencies: Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- Ako: taking responsibility for their own learning and that of Māori learners.

## 2025 ANNUAL TARGETS FOR MATHEMATICS

### Annual Objectives and Aims:

- To accelerate progress and achievement in Reading, Writing and Mathematics
- To use strategies from the Learner Agency effectively to improve teaching and learning in relation to the Curriculum Levels.

### 2025 Annual Targets:

- All students who are working below and well below in mathematics, will make accelerated progress in 2025
- At least 75% of Year 5 students will be at or above in mathematics by the end of the year (up from 60%)
- At least 85% of Maori students will be working at or above in Mathematics by the end of the year (up from 75%)
- At least 75% of Pasifika students will be at or above in writing by the end of the year (up from 67%)
- At least 70% of NZ European students will be at or above in writing by the end of the year (up from 57%).
- Where attendance is identified as a barrier to learning, it will be addressed with parents and local truancy officers. At least 80% of our students will attend school regularly.

### Baseline Mathematics Data: (November 2024)

**73% of students are at or above in maths. 27% of students are below in maths.**

**3/41 (7%) of our students are achieving above in Mathematics, 27/41 (66%) of students are at in maths, 8/41 (20%) are below in maths, and 3/41 (7%) are well below in maths.**

- 3/19 boys (16%) are achieving above in maths, 12/19 boys (63%) are at in maths, 3/19 boys (16%) are below, 1/19 boys (5%) are well below in maths.
- 15/22 girls (68%) are achieving at in maths, 5/22 girls (23%) are below, 2/22 girls (9%) are well below
- 2/12 (17%) Maori students are achieving above in maths, 7/12 (58%) Maori students are achieving at in maths, 3/12 (25%) Maori students are below in maths.
- 1/9 (11%) Pasifika students are achieving above in maths, 5/9 (56%) Pasifika students are achieving at in maths, 2/9 (22%) Pasifika students are below in maths, 1/9 (11%) Pasifika students are well below in maths.
- 8/9 (89%) Filipino students are achieving at in maths, 1/9 (11%) Filipino students are below in maths.
- 4/7 (57%) NZ European/Pakeha students are achieving at in maths, 1/7 (14%) NZ European/Pakeha students are below in maths, 2/7 (29%) NZ European/Pakeha students are well below in maths.
- 3/4 (75%) Other ethnicities are achieving at in maths, 1/4 (25%) students are below in maths.

## MATHEMATICS ACTION PLAN 2025

Planned Actions for 2025	Timing	Responsibility	Resourcing /Budget
1. Share effective teaching practice: <ul style="list-style-type: none"> <li>• Use of modelling tools</li> <li>• Mathematics groups/workshops</li> <li>• Problem based learning – authentic, meaningful, purposeful/topic based contexts</li> <li>• Continue to use a variety of maths resources</li> <li>• Implement No Problem Maths</li> <li>• Use of ICT to support Mathematics learning</li> <li>• Use of success criteria and WALT</li> </ul>	Ongoing – throughout the year	Principal Across School leaders (CoL)	Release time for observations and meetings
2. Professional Development: <ul style="list-style-type: none"> <li>• Structured Mathematics</li> <li>• No Problem Maths</li> </ul>	Ongoing – throughout the year	Across School Coordinator MOE	
3. School-wide Assessment Practices: <b>Data gathered each term, analysed and evidence-based decisions made for future learning</b> <ul style="list-style-type: none"> <li>• JAM/GloSS for Years 0–3 Gloss for Priority Learners</li> <li>• Number Knowledge Tests &amp; Basic Facts Tests &amp; e-asTTle Maths for Years 3–8</li> <li>• ‘Strand’ assessment tasks will be continual throughout the year</li> <li>• Kahui Ako – effective teaching practices</li> <li>• At risk students identified and deliberate acts of teaching planned and implemented with regular assessments for these groups.</li> <li>• Triangulation of data to inform Overall Teacher Judgements twice a year</li> </ul>	Assessments completed at the end of units as per the Assessment schedule	Principal Teaching staff Across School Coordinators	
4. In-Class programme support: <ul style="list-style-type: none"> <li>• No Problem Maths for Years 1–8</li> <li>• Continue basic facts programme with Teacher aid support</li> <li>• Maths Whizz whole school</li> </ul>	Ongoing – throughout the year	Principal Teaching Staff Teacher Aid	Maths Whizz \$1500
5. Purchase resources <ul style="list-style-type: none"> <li>• To support structured mathematics</li> </ul>	Ongoing	Principal Teaching staff	\$200
6. Mathematics interventions in Years 0–3: <ul style="list-style-type: none"> <li>• Basic Facts programme supported by Teacher Aide</li> <li>• Number knowledge support by teacher aide</li> </ul>	Ongoing – throughout the year	Teacher aide allocated to Maths times	
7. Target learners: <ul style="list-style-type: none"> <li>• Target learners are planned for using school-wide data collection templates</li> <li>• Deliberate acts of teaching planned, implemented and assessed for at risk learners</li> <li>• SENCo register updated</li> </ul>	Ongoing – throughout the year At least once each Term	Principal Teaching staff Learning Support Coordinator	
8. Tracking progress and achievement <ul style="list-style-type: none"> <li>• Use of learning progressions to guide planning, assessment, and track progress and achievement for all learners</li> </ul>	Ongoing – throughout the year	Principal Teaching staff	
9. Teaching as Inquiry <b>Learner Agency</b>	Ongoing – throughout the year	Principal Teaching staff	

<ul style="list-style-type: none"> <li>"How might my practice and use of Learner Agency, support and accelerate student progress and achievement?"</li> </ul>			
<b>TOTAL</b>			<b>\$1700</b>

## PROPERTY & FINANCE STRATEGIC MAINTENANCE PLAN

- i) Allocate funds to reflect the school's priorities as stated in the charter;
- ii) Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- iii) Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for students.
- iv) Ensure school funds are being spent on today's learners and their needs and needs of the school alongside ensuring adequate buffer and 10 year maintenance plan.

2024	2025	2026
<b>1. Undertake capital building development</b>		
<ul style="list-style-type: none"> <li>Concrete mowing strip around grass edge of astroturf</li> <li>Asphalt repair in current school carpark, look at turning this area into a student play space</li> <li>Upgrade main entrance with new fence, driveway made safer for all users, refurb old prefab with new building-Diocese</li> <li>Continue to extend enviro area</li> <li>Shed storage</li> <li>Continue H&amp;S needs to be assessed and addressed</li> </ul>	<ul style="list-style-type: none"> <li>Plant natives alongside the school boundary steel fence in enviro area</li> <li>Decide which library books will remain. Remove damaged library books</li> <li>Shed storage for van and PE gear</li> <li>Continue H&amp;S needs to be assessed and addressed</li> <li>cobble around turf</li> <li>Redo cobbles that are unsafe on the walkway.</li> </ul>	<ul style="list-style-type: none"> <li>Reorganise original office space as a library - new shelving to accommodate books</li> <li>Paint interior of original office building</li> <li>Make other rooms fit for purpose</li> <li>Continue to extend enviro area around the boundaries</li> <li>Continue H&amp;S needs to be assessed and addressed</li> </ul>

<b>2. Management of the school asset system.</b>	<b>Maintain and update the school asset register regularly.</b>
	<b>Estimate economic life of assets contained within register and costings of replacement, report recommendations of finance committee/BOT so as to ensure coherent replacement programme.</b>
<b>3. Maintenance of property to ensure the safety and health of occupants.</b>	<b>Regular inspection by Principal/ BOT to ensure property is safe.</b>
	<b>Carry out regular paint touch ups, spouting checks, fertilising, plumbing etc. as per 2024/2025 year plan</b>