



## Warrington School - Te Kura o Ōkahau Annual Plan 2025

Ka eke te ngaru - Ride the Wave

Whataute - Respect, Takohaka- Responsibility, Aumakeataka- Resilience

Planned Priorities	Action	Expected Outcome	Effectiveness Review
<p><b>High Aspirations</b></p> <p>Having high aspirations for every learner focused on their own unique individual learning needs.</p> <p>Strengthening teaching capability and investing in opportunities for Kaiako to develop their teaching, leadership and support practices.</p> <p>A holistic and balanced curriculum that allows for <b>explicit teaching</b>, direct teaching and learner agency. Implementing the new English and Mathematics curriculum frameworks.</p> <p>For 80% of students to attend school regularly 90% of the time throughout the year.</p>	<p>Responsive explicit teaching and learning programmes to meet the needs of all individual learners. Target students identified monitored and provided with opportunities and support to be successful.</p> <p>Provide opportunities for Structured Literacy and Mathematics PLD for all staff.</p> <p>To unpack the PRIME Mathematics resources and begin to implement them into classroom mathematics programmes. Ensure that there is targeted time in classroom timetables to engage in other areas of the curriculum and local environment.</p> <p>Follow the Ministry of Education's STAR guidelines for responding to all absences.</p>	<p>Focused analysis of whole school data ( Start of the Year) Gender, Ethnicity, Cohort to show areas of strength and areas for improvement.</p> <p>Structured Literacy implementation is evident in all classrooms from Year 1-8. To implement the 20 and 40 week phonics checks for the Year 1-2 students.</p> <p>For all Year 3-8 children will be achieving above 75% in the “Code Structured Literacy Assessment “by the end of the year.</p> <p>The new English and Mathematics curriculums are beginning to be implemented into classroom programmes, incorporating the “Science of Learning’ Pedagogy. There will also be targeted opportunities to learn within the context of our own local environment.</p> <p>For 80% of students to attend school regularly 90% of the time throughout the year.</p>	

Planned Priorities	Action	Expected Outcome	Effectiveness Review
<p><b>Achievement Targets</b></p> <p><b>Schoolwide:</b></p> <p><b>Girls Mathematics Cohort</b> To accelerate our a cohort of girls who are working below their expected level to accelerate their learning by more than one year by the end of the school year.</p> <p>For all learners be achieving at or above their expected level in reading, writing and mathematics by the end of the year.</p> <p>Learners below their expected level at the end of 2024</p> <p>Reading        13% Writing        12 % Mathematics    9%</p> <p><b>Māori Achievement:</b> For all Māori learners be achieving at or above their expected level bin reading, writing and mathematics by the end of the year.</p> <p>Māori learners below their expected level at the end of 2024</p> <p>Reading        43% Writing        43% Mathematics    29%</p>	<p>Our cohort of learners have been identified from our schoolwide end of year achievement data.</p> <p>To identify the individual learning needs of each child, using our baseline schoolwide assessment results:</p> <p>Code Spelling Assessment Moderated Writing Sample Basic Facts Test</p> <p><u>Standardised Testing Benchmarks</u> PAT Mathematics (Yr4-8) STAR Reading (Yr4-8) PAT Reading Comprehension (Yr4-8)</p> <p>Planning responsive individualised learning plans to teach to the learning gaps. Constantly refining, reviewing and tracking to show growth.</p>	<p>For our cohort of identified learners to accelerate their mathematics learning by more than one year by the end of the year.</p> <p>For all learners be achieving at or above their expected level in reading, writing and mathematics by the end of the year.</p> <p>For all Māori learners be achieving at or above their expected level in reading, writing and mathematics by the end of the year.</p>	

Planned Priorities	Action	Expected Outcome	Effectiveness Review
<p><b>Growing a Hauora (Health) and Well-being Culture</b></p> <p>How well is the schoolwide well-being approach lifting and sustaining progress and achievement for all of our students?</p> <p><b>Implement Te KuraTapa Whā into school wide our well-being approach.</b></p>	<p>To evaluate how well our learners are improving and sustaining their achievement through our school wide well-being approach.</p> <p>Surveying our learners and staff using our Well- being survey tool in Term 2 and 4.</p> <p><b>Through staff meetings, unpack Te Kura Tapa Whā and explore ways of implementing it into our existing well-being framework.</b></p>	<p>To have sustained or improved achievement, particularly in reading, writing and mathematics throughout the school, using our wellbeing approach for all of our learners.</p> <p>Be active in achieving good health and well-being</p> <p><b>To make daily physical exercise /fitness a priority throughout the school day, including daily swimming in term 1 and 4. To further develop the garden to table programme school wide.</b></p>	
Planned Priorities	Action	Expected Outcome	Effectiveness Review
<p><b>Meaningfully incorporating Te Reo and Tikanga Māori into everyday life.</b></p> <p>Enacting Te Tiriti o Waitangi</p> <p>Strengthening learning partnerships with Kati Huirapa ki Puketeraki</p>	<p>To continue to implement the action plan in partnership with the Rūnaka to continue to elevate Te Ao Māori practices and tikanga at Warrington School.</p>	<p>Māori learners will leave having experienced educational and cultural success as Māori and with strong and confident ngākau (heart, mind and soul)</p>	

<p>What Māori succeeding as Māori looks like, sounds like and feels like at Te Kura o Ōkahau.</p> <p>For all tamariki to grow their Te Reo vocabulary and cultural knowledge.</p>	<p>Whānau engagement to identify areas of strength and areas that need to supported further across the school and build open, meaningful relationships to support</p> <p>Weekly Kapa Haka sessions and daily normalisation of Te Reo Māori throughout classroom routines and learning programmes. *Year 3-8 Te Urungi – Te Reo Māori Assessment</p>	<p>Non- Māori learners will leave as responsible and respectful Tiriti partners who value, respect, and where appropriate share indigenous knowledge.</p> <p>For all tamariki to make meaningful shifts in understanding and use of Te Reo Māori and cultural knowledge.</p>	
---	---	--	--

Planned Priorities	Action	Expected Outcome	Effectiveness Review
<p><b>Whānaungatanga and Kaitiakitanga (Connection and Guardianship)</b></p> <p>Continue to grow the school’s community of learners culture</p> <p>Actively connecting, interacting and caring for our local environment through the science and social sciences curriculum using local expertise.</p> <p>Garden to Table Programme</p> <p>Building a deeper understanding of our unique location.</p>	<p>Unpacking our school vision and values further and in more depth, including caring for ourselves, others and the environment looks like, sounds like, and feels like.</p> <p>To have opportunities throughout the year to spend time exploring our local environment connecting to our area as part of our classroom programmes.</p> <p>For all children to be involved in our school gardens and orchard from planting, harvesting to cooking our own produce,</p> <p>Conserving and restoring local biodiversity, recycling and minimising waste, using renewable resources.</p>	<p>Build and maintain positive relationships based on respect, honesty and empathy</p> <p>To develop a deeper understanding and connection with their local environment and be able to identify local issues and begin to use the process of social action to take ownership of an aspect in their own locality.</p> <p>For all learner to understand where their food comes from and the process of that food being grown, nurtured all the way to it being eaten as a final product.</p> <p>For all learners to continue to develop an appreciation and understanding of our local environment, and to be able to identify and take action.</p>	

--	--	--	--