

## Annual Implementation Plan for 2025

### Where we are currently at:

Regulation 9(1)(e)

Our overall curriculum level data for 2024 in Years 4 to 8

	Writing	Reading	Maths
All	57%	67%	69%
Māori	57.4%	67.7%	67.7%
Pākehā	52.9%	66.6%	77.7%
Boys	47.5%	60%	67.5%
Girls	64.8%	71.4%	69.4%

We are achieving equity for Māori and non-Māori in all areas. However, we are not achieving equity for boys in writing or reading with girls. Overall, our goal for students is to accelerate students who are 'Well-below' or 'Below' to 'At' the expected curriculum level to increase our overall percentage of achieving to 80% 'At' the expected curriculum level (not including SENCO students e.g. ORS, RTLB or Within Class Support students).

Our attendance has improved over the past 3 years from 75% in 2022 to 84.32% this year and our unjustified has decreased from 15% to 2.99%. We want to increase our overall attendance over the 3 years to 85% by focussing on reducing the unjustified absentees to 5%.

### How will our targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

One of our targets focuses on improving the hauora of students using the Whare Tapa Rima model. This includes students visiting places of significance for Whakatōhea and the hapū of Whakatōhea, increasing the te reo Māori in our kura by following Te Akatārere- Woodlands School Te Reo Māori progressions, Whakatōhea leaders will be invited to kura to share their knowledge and pūrākau. Staff to utilise the pūrākau of Matua Gage in planning and teaching; these pūrākau are about local hītori, whenua and ngā tangata.

**Strategic Goals:**

To accelerate the progress of boys to achieve equity with girls in writing and 80% of Year 3 to 8 students (not including SENCO students) working 'At' the expected New Zealand Curriculum level by the end of 2026 (*Acceleration = Over 1 year's curriculum gain*).

Regulation 9(1)(a) Regulation 9(1)(f)

**Annual Target/Goal:**

We will shift 7 out of the 14 boys from 'Below' or 'Well Below' to 'At' the expected New Zealand Curriculum level in writing. SENCO students achieving their Individual Education Plans.

Regulation 9(1)(a)

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

We expect to see 65% boys achieving 'At' the expected New Zealand Curriculum level (not including SENCO students) in writing by the end of 2025 and 70% of students 'At' or 'Above'.

SENCO students achieving their Individual Education Plans.

Regulation 9(1)(d)

<b>Actions:</b> Regulation 9(1)(b)	<b>Who</b> Regulation 9(1)(c)	<b>Resources</b> Regulation 9(1)(c)	<b>Timeframe</b>	<b>Completed</b>
Continue with Structured Literacy	Kristy – Lead Teacher All Teachers	Kristy Lead Teacher Unit	Start of Year	
Implement Woodlands School – Te Akatārere Common Models of Practice across the school. Define accelerated practices.	Leadership All staff	Time at staff meetings	Whole Year	
PLD on Teaching of Boys in writing	Glenn and Kristy	Time at staff meetings	Term 1 & 2	
Use SMART Goals in writing - promote student urgency and accountability for the learning in writing.	All staff	Time at staff meetings Conferences in class	Term 2 and 4	
Unpack Learning Intentions and Success Criteria to provide learners with specific steps for success in writing.	Senior Leadership Team	Time at staff meetings	Term 1 & 2	

**Strategic Goals:**

Accelerate the progress of 'Below' students to 'At' the expected New Zealand Curriculum level in maths and 80% of Year 3 to 8 students (not including SENCO students) working 'At' the expected New Zealand Curriculum level by the end of 2026 (*Acceleration = Over 1 year's curriculum gain*).

### Regulation 9(1)(a)

#### Annual Target/Goal:

We will shift 10 of the 20 students from 'Below' or 'Well Below' to 'At' the expected New Zealand Curriculum level in maths.  
SENCO students achieving their Individual Education Plans.

### Regulation 9(1)(a)

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

We expect to see 75% (not including SENCO students) of Year 3 to 8 students achieving 'At' the expected New Zealand Curriculum level in maths.  
SENCO students achieving their Individual Education Plans.

### Regulation 9(1)(d)

<b>Actions:</b> Regulation 9(1)(b)	<b>Who</b> Regulation 9(1)(c)	<b>Resources</b> Regulation 9(1)(c)	<b>Timeframe</b>	<b>Completed</b>
Curriculum Refresh (MOE) Professional Development – 2 Days	Ministry of Education All Staff	1 Call back day 1 Staff Only Day (per MOE guidelines)	Term 1,2, and 3	
Purchase Maths Resources to support teaching and learning	Principal Teachers	\$500 per classroom = \$4000	Start of Year	
Implement Woodlands School – Te Akatārere Common Models of Practice across the school	Leadership All Staff	Time at staff meetings	Term 1 & 3	
Teachers and students are to utilise Oxford Maths Resources	MOE Teachers	Time at staff meetings Oxford Maths Books and Online Resources	Start of Year	
Target Group - small group maths targeting areas/gaps and pre-load lessons.	Leadership All Staff	Time at team meetings	All of the year	

**Strategic Goals:**

To accelerate the progress of ‘Below’ students to ‘At’ the expected New Zealand Curriculum level in Reading and 80% of Year 3 to 8 students (not including SENCO students) working ‘At’ the expected New Zealand Curriculum levels by the end of 2026 (*Acceleration = Over 1 year’s curriculum gain*).

Regulation 9(1)(a)

**Annual Target/Goal:**

We will shift 11 of the 22 students working ‘Below’ or ‘Well Below’ to ‘At’ the expected New Zealand Curriculum level.

SENCO students achieving their Individual Education Plans.

Regulation 9(1)(a)

*Acceleration = Over 1 year’s curriculum gain.*

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

We will have 75 % of students working ‘At’ or ‘Above’ the expected New Zealand Curriculum level in Reading. We will have 70% of boys working ‘At’ or ‘Above’ the expected New Zealand Curriculum level.

SENCO students achieving their Individual Education Plans.

Regulation 9(1)(d)

<b>Actions:</b>	<b>Who</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Completed</b>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		
Continue with Structured Literacy, including students who need it in Years 4 to 8	Whole School Kristy to provide support	Kristy Lead Teacher Unit Teacher Aides time to help	All of the year.	
Implement Tier 2 Structured Literacy Intervention	Kristy – Lead Teacher of BSLA	Provide 0.39 FTTE to match government contribution to fund Kristy to run Tier 2 intervention.	Start Week 3 Term 1	
PAT Reading Comprehension and analyses of results.	Principal Senior Team	Subscribe to NZCER Access NZCER support to help analyses	Term 1 and 3	
Refresh our Structured Literacy assessment schedule to include 20 and 40 week phonics checks	Junior and Middle School Team Kristy	Time at Staff Meetings	Term 1	
Implement Woodlands School – Te Akatāre Common Models of Practice across the school Define accelerated practices.	Senior Leadership Team	Time at Staff Meetings	Term 1	

**Strategic Goals:**

We will improve the hauora of students and staff and increase our overall attendance over the 3 years to 85% by focussing on reducing the unjustified absentees to 5%.  
 Regulation 9(1)(a)

**Annual Target/Goal:**  
 We will reduce our unjustified absentees by 1% and improve our overall attendance by 1%.  
 We will improve the overall hauora of students and staff (using Te Whare Tapa Rima as our guideline).  
 Regulation 9(1)(a)

**What do we expect to see by the end of the year?**  
 The unjustified absences will be 4% or lower and our overall attendance will increase to 85%.  
 Regulation 9(1)(d)

<b>Actions:</b> Regulation 9(1)(b)	<b>Who</b> Regulation 9(1)(c)	<b>Resources</b> Regulation 9(1)(c)	<b>Timeframe</b>	<b>Completed</b>
Release SENCO person to access support for students who need additional support with their health and behaviour.	Erica Howe - SENCO	Released one day per week Erica SENCO Unit		
Provide release for PB4L lead teacher to implement PB4L and analyses data	Dione – PB4L Lead Teacher	PB4L Unit		
Increase the amount of Te Reo Māori being used throughout the kura.	All teachers	Te Akatārere – Woodlands School Te Reo Progressions		
Attendance Support Person to be employed to follow up on absentees and provide assistance when needed.	Principal	\$22 500	Start of Year	
Place Based Learning (PBL) – Classes to visit and learn about significant places to Whakatōhea and the people of Ōpōtiki.	Principal Team Leaders Staff	Utilise Whakatōhea resources e.g. Marau-a-Kura and kaumatua and kuia \$1000 per class for PBL \$30 000 Purchase a mini-van	Terms 1,2,3 and 4	