

# 2025 Annual Plan

**Achievement targets:** (at and above) Reading: 80%, Writing 75%, Maths 80%

Strategic Goals	Goal	Details/Actions	Success Criteria	Responsibility	Support
<b>Pedagogy</b> <i>High quality learning that supports success</i>	Consolidate assessment for learning practices.	Develop and implement a clear plan to reinforce assessment for learning strategies across the school	Teachers consistently use assessment for learning strategies in the classroom. Students have clarity with their learning and can articulate their goals and next steps	Shane	Ruth Tate (AFoL coach)
	Review quality assessment practices.	Evaluate current assessment practices and make improvements to ensure accurate tracking of student progress.	Quality and consistent assessment practices are in place, which align with government expectations. Teachers use data to inform targeted teaching.	Shane, James	Kahui Ako workstreams
<b>Culture</b> <i>Build a strong, inclusive, and engaged school community.</i>	Continue to develop use of te reo and inclusion of tikanga	Engage in Te Rito (bicultural competence professional development), participate in NZ Histories workstream, implement and improve te reo Māori and tikanga progressions, and develop a Māori achievement plan	Increased use of te reo in classrooms and around the school. Improved staff understanding and confidence of tikanga. Students can articulate key aspects of Māori history and culture.	James, Shane, Shaun	NZ Histories workstream
	Improved student wellbeing	Implement Mitey approach across the school. Use the Linewize monitoring tools to monitor student device use. Use Pulse to monitor staff and student wellbeing and analyse data to inform support strategies. Integrate movement into everyday teaching practices	Mitey approaches are regularly used and embedded in classroom programmes. Regular use of Pulse by staff and students. Data is used to implement proactive wellbeing initiatives. Improved wellbeing indicators in staff and student feedback. Encourage active learning strategies to improve student engagement and wellbeing	James, Shane (all staff)	Mitey coach Linewize Team Nicola Bailey - HAL
	Support ongoing leadership development	Provide leadership opportunities with Kahui Ako workstreams. Dissemination of responsibilities (Enviro, Cultural Groups). Senior leadership professional development	More staff taking on leadership roles and responsibilities. Leaders feel confident and supported in their roles. Evidence of staff-led initiatives and professional growth.	James, Shane, Saskia, Kelly, Shaun (unit holders)	James PLG Middle leaders PD
<b>Learning</b> <i>Empowering students and teachers to achieve and succeed</i>	Have clear writing coverage documents which support agentic learning	Review and refine writing progressions to ensure clear learning pathways for students Support teachers with professional growth cycles Update writing progressions	Writing progressions are clear and used consistently across the school. Students show improved writing skills and confidence Teachers engage in meaningful self-reflection and goal setting. Evidence of improved teaching practices through observations and feedback Students are aware of writing goals	Shane & Saskia	Kahui Ako Literacy workstream
	Structured approaches to English & Mathematics, based on the science of learning	Implement a structured Mathematics programme using Maths No Problem Engage in research based literacy interventions to support early literacy development	Students demonstrate improved problem solving skills and mathematical thinking. Teachers are effectively using MNP approach in teaching Teachers implement BSLA strategies and approach effectively. Identified students show measurable progress in literacy.	James, Shane, Jody, Saskia, all Teachers	Kerry - MNP coach BSLA training Kathryn Sears - RTLb
	Structured literacy support for at risk students	Provided targeted literacy interventions to support students who need additional assistance	At risk students show accelerated progress in literacy. Regular monitoring and adjustments ensure effectiveness of interventions	Jody	BSLA support Mandie Hildreth - RTLit