

Annual Implementation Plan (TEMPLATE)

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

[If you don't have a current strategic goal for meeting the Government priorities for Education, it is strongly recommended you add targets for these priorities in your annual implementation plan. This could look like setting targets in relation to actions you are taking to:

- *Implement/prepare to implement curricula, assessment and aromatawai changes.*
- *Improve student achievement.*
- *Lift attendance and reduce absence.]*

Where we are at currently:

Teachers are becoming confident with BSLA and PRIME in all classes. There has been a huge lift in understanding and we are beginning to apply these learnings in our approaches and practices.

We are regarded locally and generally as a school that does education well. We are regenerative in our approaches, trauma informed in our relationships and centred on opening opportunities for growing brains to best process, retrieve and understand the information they are swimming within.

Our statutorily prescribed aims are to increase the number of students achieving at the level they should or above for Reading, Writing and Maths. Most importantly and outside the statutory aims we seek to ground our Tamariki/whanau in an education that will provide them with real world agency by imbuing through all that we do, the widest realization of safety and encouragement; through our values and approaches, to be most themselves.

The 2025 year has been a real challenge. We have had change, major change, which we are successfully navigating though the direction and roll-out has been severely under-resourced in many areas. Maths and literacy; excluding written literacy, has been rolled out in some levels and not others and the resourcing required hasn't always met the need or is designed well to meet the need. Designed for single level classrooms that our multi-levelled classrooms are challenged by the work required with training offered only for some levels and not for others.

READING:

At or Above National PAT Norms 76.0 % for 2025

An increase of 3.4% from 2024 within a different test regime of students at or above EOY data.

WRITING:

At or Above OTJ's based on Moderated Work 69.5% for 2024

At or Above (For writing in 2025 we were told not to use EAsTTle and another test was coming, none appeared.)

Notable increase of 7.9% of students writing at or above EOY data

MATHS:

At or Above National PAT Norms 75.0 % for 2025

A decrease of 3.2% (but within a different test regime for students) at or above EOY data.

Regulation 9(1)(e)

[For specified kura boards only] Include a general description of how the kaupapa of your kura reflects Te Tiriti o Waitangi:

Regulation 9(2)

Information on teaching and learning strategies:

We are regenerative in our approaches, trauma informed in our relationships and centred on opening learning opportunities for our Fruitvale tamariki's growing brains to best process, retrieve and understand the information they are swimming within.

To ground children we use a range of calming techniques. Our understanding of our Tamariki and actions with and for our Tamariki, work through an attuned attachment model of relationship. We actively use John Hattie's definition of an effective teacher to appraise and professionally develop our Teacher and Teacher Aide staff. We use ESOL techniques and models to work with all of our Tamariki and try to actively engage Tamariki through Language experiences, physical and human resources, play and project based learning.

Our statutorily prescribed aims are to increase the number of students achieving at the level they should or be above these levels for Reading, Writing and Maths. Most importantly and outside the statutory aims we seek to ground our Tamariki/whanau in an education that will provide them with real world agency by imbuing through all that we do, the widest realization of safety and encouragement; through our values and approaches, to be most themselves.

For our neurodiverse and special need children we work hard to understand their particular neurodiversity or special need and put together an individual programme of education that best meets these identified needs in consultation with whanau and; where necessary and available, the most useful expert others.

Regulation 9(1)(f)

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Strategic Goal: To lift achievement by embedding pedagogy with and alongside PRIME, BSLA resources and personnel <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: All Children and staff are regularly understanding, using and achieving in MATH using the total PRIME resources and personnel and in Reading using BSLA resources and personnel <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? We expect to see a useful and positive comparison between results of previous maths approaches and PRIME so we are confident PRIME is moving us towards greater math engagement and achievement across the school. We expect to see a useful and positive comparison between results of previous reading approaches and BSLA so we are confident BSLA is moving us towards greater reading engagement and achievement across the school. <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i>	Who is Responsible?	Resources Required	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i>
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Build/strengthen PD/practice in PRIME, BSLA, maker/ play based curriculum	Senior Management Team	Strong and growing use-of-data across the school. SMT constantly looking at PRIME, BSLA and PATs to see where we need to make change, grow PD opportunities. We are waiting for the government to publish to us the resources for making good assessment of PRIME and BSLA/Literacy in a form that is not for public notification	1 to 2 years	We will be using the PRIME and BSLA published testing regimes. We will be referencing E-Asttle and the PAT suite of assessments that our teaching staff has been using for a number of years and are confident with the use of.

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Strategic Goal: To lift achievement by embedding pedagogy with and alongside Te Reo resources and personnel <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: All Children and staff are regularly understanding, using and achieving in their Te Reo use and getting the most out of the Te Reo resources and personnel <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? We expect to see a much more aligned and whole school lift in the use of Te reo tikanga <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Growing Te Reo Maori. Building capacity of teachers to a Meet Level 4 te reo in the classroom work.	Senior Management Team	We have employed Rauhoto to strengthen our in-class support for Te Reo. We are continuing kapahaka with Rauhoto. Rauhoto is a real resource for all and any questions involving Te Ao.	1 to 2 years	Rauhoto has introduced us to the Rauoro Reo system of Te reo o nga tikanga that she is working with the different year levels to implement.

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Strategic Goal: To lift achievement by embedding pedagogy that most effectively uses our most current resources and our expert personnel <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: All Children and staff are regularly being professionally developed and our appraisal system is capturing this growth and then deepening and extending this growth. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? We expect to see a useful and positive comparison between relationships, pedagogy and teacher requests for professional development moving us towards greater student engagement, agency and achievement across the school. <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
We will continue to Innovate the Observation Tool to identify teacher needs and develop goals for teacher Inquiry. Continue to strengthen teacher pedagogy/Professional development	Senior Management Team	This will happen through focusing camera capture on student voice, turning our former evaluation on its head. No longer determining success through observing teacher practice and working to improve this but observing student practices and working to improve these. This will happen through innovating our appraisal process, learning conversations and coaching.	1 year	The achievement of taurira across the range of what we measure and try to capture academically and in all other areas. Values through the termly celebrations and the Parent Surveys conducted bi-annually. Play through Longworth biannual surveys and alongside PD and growth opportunities.

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Strategic Goal: To lift the achievement of ESOL taura by embedding ESOL pedagogy with and alongside ESOL resources and personnel <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: All ESOL Children are lifting achievement in math, reading, writing and across the curriculum with improved access to ESOL resources and personnel <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? We expect to see a useful and positive comparison between results of previous ESOL approaches so we are confident ESOL money is being spent effectively and efficiently and is moving us towards greater ESOL taura engagement and achievement across the school <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Professional development: ESOL and Overall school pedagogy Check out alternative models of ESOL provision and experiment with innovations on our own provision from what we have observed.	Senior Management Team Koa Ballantyne	Continue investigating Play(Sarah Aetio: The Brain and Play TOD) and Maker pedagogies with the intention of lifting particularly male engagement in all curriculum areas. ESOL TOD, Brain and Nuerodiversity Oaklynn PLD, Gifted TOD with Erin. Possible teacher time, a space and resources to engage with	1 to 2 years	We will measure success via the ways we measure whole school success and expect to see greater levels of achievement amongst our ESOL population.

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Strategic Goal: To lift achievement by embedding pedagogy with and alongside Scribo resources and personnel <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: All Children and staff are regularly understanding, using and achieving in writing using the total Scribo resources and personnel <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? We expect to see a useful and positive comparison between results of previous writing approaches so we are confident Scribo is moving us towards greater engagement and writing achievement across the school <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Grow the senior school of 'Writers-Toolbox-Strong', teachers using Scribo	Senior Management Team	Continue with professional development around growing/supporting oracy in the classroom. Growing oral language with a deepening in all conversations: Teachers, TAs and Support personnel GTT. Exploring Scribo with two classes initially and then rolling out across the senior school.	1 to 2 years	