Plimmerton School - Te Kura ō Taupō: Annual Plan (2025)

Strategic Supercharge

Vision - *"Empowering learners through respect, fostering meaningful connections, and nurturing a deep connection to the Whenua.*

Strategies to support giving effect to Te Tiriti o Waitangi	Ka Hikitia - The Maori Education Strategy
Strengthening our active relationships with our local iwi. *All curriculum areas will be developed with a mātauranga Māori lens,* *A school curriculum that reflects the aspirations of our Māori community.* *Taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori.* *Relationships to support learners' language, culture and identity enhance learner outcomes.*	*Te Whānau - Education provision responds to learners within the context of their whānau* *Te Tangata - Māori are free from racism, discrimination and stigma in education.* *Te Kanorautanga - Māori are diverse and need to be understood in the context of their diverse aspirations & lived experiences.* *Te Tuakiritanga - Identity, language and culture matter for Māori learners.* *Te Rangatiratanga - Māori exercise their authority and agency in education.*

OUR GOALS	Our kaimahi are empowered and supported to create purposeful, relevant and enjoyable learning environments. **Our Kaimahi**	Ākonga can access learning across all learning areas equitably to be successful in who they are. **Our Ākonga**	Collaborating with whānau to build a community (hapori) that is valued and involved. **Our Hapori**
OBJECTIVES	It is recognised when and how to incorporate Te Ao Māori in teaching and learning across the school. (giving effect to Te Tiriti o Waitangi). Culturally responsive teaching and learning practices reflect a good understanding of ākonga strengths and needs. We check our own unconscious bias. We celebrate festivals and traditions of other cultures in the school. Positive interactions amongst students and between teachers and students are established by embedding school values and teaching the key competencies.	There is effective teaching in literacy and maths to meet the diverse needs of students using the NZ refreshed curricula in English and Maths, and to access learning across the curriculum. Work on a localised curriculum is underway. Units from the NZ refreshed social sciences curriculum are trialled. Plimmerton's unique environment that provides contexts for learning across the curricula is explored, including a future-focused Technology curriculum. A learning support framework for a comprehensive and strengths-based approach to meeting the diverse needs of learners is established.	Regular, informative communication at the board level to classroom teachers contributes to respectful and mutually beneficial relationships. Effective induction to the NZ education system and transitions from one learning centre or school to Plimmerton supports engagement and participation for whānau and learners. Opportunities for whānau to learn about the NZ curriculum and to share their experiences and skills support improved engagement between home and school.
SUCCESS	Successful learners who leave our kura with confidence, mana and the best version of themselves.	A flexible, local curriculum is embedded, enabling kaimahi to show kaitiakitanga over the learning journey of each of our ākonga.	Kura, whānau and hapori engage with each other to manaaki our tamariki.

Manaaki Inclusion, treatment of self and treatment of others. **RESPECTFUL**	**Karawhiua** Curiosity, active involvement, and taking a chance. **ENGAGED**	**Manawa tītī** Bouncing back, not giving up, and managing self. **ADAPTABLE**	**Whitireiatanga** Asking questions, communicating, and critical thinking. **LIFELONG LEARNERS**

2025 Learning Targets

Whole School: **Students identified as requiring learning and behaviour support,** who are achieving well below expectations for their age, have Individual Learning Plans (**ILP**) with specific goals. Progress against the goals is monitored and reported on each term. New goals showing progress are set.

Each Teacher: Teachers have identified individuals and groups of students in their classes who are underachieving. Using a strengths-based approach and being aware of how individuals may best learn (culturally responsive and high expectations), they will inquire into their own teaching practices and modify them if necessary, to improve outcomes for these students.

Years 1 - 3 (Phase 1)

Reading
- MOE assessments indicate progress and achievement of fundamental skills for 90% of students at each stage (after 6 months, after one year and after 2 years).
- 70% or more of students are reading authentic texts at or above the Ready to Read level orange by the end of year 2.
- By the end of year 3, 80 % of students are fluent readers using a range of texts to access information and read for pleasure. The assessment tools include running records with comprehension plus an e-asTTle assessment for identified groups of year 3s.

Oral Language (Listening and speaking)
- By the end of year 2, 80 % of learners are actively listening to speakers, participating in conversations, maintaining the topic and responding to others, and offering reasons for their opinions. Data collected through filming and recording and assessed against criteria.
- By the end of year 3, 80 % of students prepare and confidently present short recitations and oral presentations on a topic using independently prepared prompts. (Criteria developed by the school using NZC).
- PAT listening comprehension assessment results indicate that students are achieving within the bell curve.

Writing
- By the end of year 1, 80% of learners meet the indicators from NZC in English for (mapping and applying graphemes to phonemes and including spell 10 or more high-frequency words).
- By the end of year 2, 80% identify their audience and purpose for a text, then plan and write for that.
- By the end of year 3, 80% craft their writing, identifying the audience and purpose, and using language features and sentence structure to enhance their writing. Knowledge of all surface features relating to correct punctuation and spelling are evident.

Maths (Trialling NZC maths and resources in 2025)
- At each stage (after 6 months, after 1 year, 2 years and the end of year 3) 80% of learners achieve the relevant skills taught, using new relevant assessment strategies. These strategies include determining how well students can represent, connect, investigate and explain their thinking in maths.

Years 4 - 6 (Phase 2)
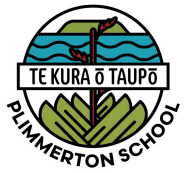
Reading

- Progressive Achievement Test scores in **reading comprehension** across the school indicate that those students achieving at stanines 3 and 4 can accelerate progress based on scale score results. At each year level, teachers will focus on comprehension strategies and critical thinking that will improve results in these aspects.

    - ❖ **Year 6: Interpret and integrate, Local inference**
    - ❖ **Year 5: Explanation, complex inference, interpret and integrate**
    - ❖ **Year 4: Local Inference, recounts**

- **Identified groups of students (at risk)** are monitored during the year to record progress using e-asTTle reading assessment with moderation. This includes a running record. Reports to the board on improved outcomes in reading aspects are made each term.

Oral language (Listening and speaking)

- Progressive Achievement Test in Listening results indicate increased scale scores for students across the school when compared to Term 1.

Writing

- Students demonstrate their knowledge of simple and complex sentences and a range of surface features to write legibly and accurately (at all year levels).
- By the end of year 4, 70% of learners identify the audience, and purpose for a text, plan and write, selecting the appropriate language register and word choice.
- By the end of year 5, 70% of learners use the skills learned in year 4 effectively to also consider how different audiences may be affected by the text they are creating.
- By the end of year 6, 75% of learners draw on their own experiences and knowledge as well as acquired knowledge to write texts for the identified purpose (see NZC).

Maths (Trialling NZC Maths and resources in 2025)

- Assessment of learning includes determining how well students can represent, connect, investigate and generalise, and explain and justify their thinking in maths.
- Identified students achieving below expectations at each year level (based on PAT assessment and using the PACT tool) make accelerated progress (using scale scores).
- There are improved results for all years 4-6 on using strategies in problem solving and geometry, and measurement as identified in PAT assessment (using scale scores).

Years 7 - 8 (Phase 3)
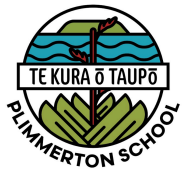
Reading

- Progressive Achievement Test scores in **reading comprehension** across the school indicate that those students achieving at stanines 3 & 4 have accelerated progress using scale score results as the measure. At each year level, teachers will focus on comprehension strategies and critical thinking that will improve results in these aspects.
- 80% of students can apply these skills in their reading comp:

    - **Year 8: Narrative: Complex and local inference, Recount Interpret & Integrate, Critique and Evaluate**
    - **Year 7: Opinion/Complex inference, narrative/Interpret and Integrate, Local inference in explanations**

- Reading Behaviours: 80% of students use a range of strategies to identify and select texts, including knowing how to choose an appropriate level of challenge and to expand their repertoire of texts, and develop reading stamina and read longer texts independently. Data is collected from library borrowing stats, shared novels, group work and book reviews.
- **Identified groups of students (at risk)** are monitored during the year to record progress using e-asTTle reading assessment with moderation. This includes a running record. Reports are made to the board each term on improved outcomes in reading aspects.

Oral Language (Listening and speaking)

- Progressive Achievement Test in Listening results indicate increased scale scores for students across the school when compared to Term 1 (2025)
- Students can plan and construct a detailed argument or narrative using criteria from (NZC) to assess student competency. Present to an audience, e.g. speeches. Assessment is using criteria from the NZC Draft refreshed curriculum.

Writing

- All students demonstrate an ability to recraft and edit their writing to ensure accuracy of sentence structures, grammar, spelling and punctuation (regardless of the complexity of the composition).
- By the end of year 7, 70% of students know when to use a particular genre to meet a purpose and audience needs. Their writing will meet the Year 7 criteria set out in the NZC Draft Refreshed English curriculum.
- By the end of year 8, 75% of students meet the criteria for year 8 students.
- All students use the writing processes and demonstrate efficient, legible, fluent handwriting and efficient keyboard skills.

Maths (Trialling NZC Maths and resources in 2025)

- Assessment of learning includes determining how well students can represent, connect, investigate and generalise, and explain and justify their thinking in maths.
- Identified students achieving below expectations at each year level, based on PAT assessment and using the PACT tool, make accelerated progress (using scale scores)
- Improved results for all year 7 & 8 on using strategies in problem solving and geometry, and measurement as identified in PAT assessment (using scale scores).

2025 Annual Implementation Plan: Strategic Goal 1

Strategic Goal 1: Our Kaimahi	Success Looks Like			
Our kaimahi are empowered and supported to create purposeful, relevant and enjoyable learning environments.	*A flexible local curriculum is embedded, enabling kaimahi to show kaitiakitanga over the learning journey of each of our ākonga.*			
Actions to execute work program OR objectives	**Evidence/Outcomes** <u>Success</u> (7g): *Define what you expect to see at the end of 2025*	**Measures of Success**	**Who is Responsible**	**Review/Check-in** ✓
Why we teach It is recognised when and how to incorporate Te Ao Māori in teaching and learning across the school. (giving effect to Te Tiriti o Waitangi).	• All teachers learn Te Reo (at a level dependent on their proficiency) over the next two years so that teachers can implement a school-wide programme to normalise Te Reo and Tikanga Māori at all levels. (A Within-School Teacher (to meet Kāhui Ako goals) unit will be allocated to support this work).	NZCER Survey on Wellbeing shows improved results (from 2023) in the sections on: Fairness and racism Cultural Caring school Inclusion Safe School Prosocial behaviours (term 3 or 4) Classroom programmes reflect activities that focus on improving student key competencies in Relating to others, Self-Management and Participation and Contribution.	Principal and Within School Lead	Part of PGC Register of Reo competency set up and timetable for PLD
What we teach Culturally responsive teaching and learning practices reflect a good understanding of ākonga strengths and needs. We check our own unconscious bias. We celebrate festivals and traditions of other cultures in the school.	• There is a timetable of cultural events in place for the rest of 2025 (developed in consultation with the specific communities). There is evidence of cultural celebrations with parent participation in 2025. • Teachers demonstrate good understanding of cultural competencies when working with Māori and Pacifica students.		Principal Within School lead Team leaders Identified teachers	Ongoing
How we teach Positive interactions amongst students and between teachers and students are established by embedding school values and teaching the key competencies.	• Classroom relationships demonstrate that the PB4L kaupapa is celebrating positive and supportive behaviours between students and teachers and students. • Classroom programmes include the teaching of prosocial behaviours and strategies for students to improve well being. • When a student demonstrates hurtful or disrespectful behaviours there is consistent application of a process to hold them to account and solve the issue with the person who is affected through a restorative process. • There is evidence of improved student leadership and positive role modelling in Year 7 & 8 through improved self-awareness and opportunities to lead in a range of activities such as EOTC e.g. camps, sporting events.		Principal and Senior leaders Teachers (in the first instance) follow up on HERO posts Hero Posts should contain positive behaviours also	Gathering and analysing of data from HERO each term to report to the board (Jo, Rosemary and the principal)

2025 Annual Implementation Plan: Strategic Goal 2

Strategic Goal 2: Our Ākonga *Ākonga can access learning across all learning areas equitably to be successful in who they are.*		Success Looks Like *Successful learners who leave our kura with confidence, mana and the best version of themselves.*		
Actions to execute work program OR objectives	**Evidence/Outcomes** Success (7g): *Define what you expect to see at the end of 2025*	**Measures of Success**	**Who is Responsible**	**Review/Check-in** ✓
We learn There is effective teaching in literacy and maths to meet the diverse needs of students using the NZ refreshed curricula in English and Maths, and to access learning across the curriculum.	• "Literacy at Plimmerton" pedagogy is implemented. Literacy contains all the aspects of a structured approach to teaching literacy (as required by the NZ Refreshed English Curriculum). This includes the teaching of reading comprehension and critical thinking (particularly in years 4-8). • There is evidence of writing extension and support for identified students in classrooms. • Evidence of teaching literacy in relevant contexts across learning areas. • Maths. Active participation by staff in the MOE funded PLD and evidence that all teachers are implementing and evaluating changes in their maths teaching. • Implementation plan for teaching maths at Plimmerton developed by the end of the year.	Annual targets and measures using criteria from: Refreshed English and Maths Curriculum documents Progressive Achievement Tests	Literacy Team Maths Team	Termly
We Participate Work on a localised curriculum is underway. Units from the NZ refreshed social sciences curriculum are trialled. Plimmerton's unique environment that provides contexts for learning across the curricula is explored, including a future-focused Technology curriculum.	• The Refreshed NZ Social Science curriculum is trialled, starting with the context of Culture and Collective Identity - focussing initially on the history of Mana Whenua and then moving to the histories of groups who have moved here. • Place and Environment context relevant to Plimmerton are explored, with links to science curriculum. • There is a framework for teaching social sciences over a two year period in place. • Review the quality of programmes in Technology for year 7 & 8 to determine how well they are meeting relevant contexts, needs and interests of the ākonga.	e-asTTle in reading "5 minute writing sample" Exemplars of work (linked to topics)from classrooms PACT tool in maths SeeTargets (above)	Lead teacher in social sciences along with mana whenua advisors	End of Term 3
We connect and care A learning support framework for a comprehensive and strengths-based approach to meeting the diverse needs of learners is established.	• The review of Learning Support at Plimmerton (Term 1) provides a framework for a comprehensive and strengths-based approach to meeting the diverse needs of learners, within the staffing and budget constraints of the school. • A refreshed framework provides guidance for senior leadership and staff on criteria for referrals, checking permission from parents for interventions (particularly for ELL), evidence required, who to seek support from, development of IEPs and evaluation of IEPs and how often. • The job description of the SENCO is reviewed and re-developed for more than one person (if necessary).		Rosemary and one other teacher	Term 2 - set up schedule for class teachers to attend meetings with Rosemary for referrals, and evaluations, Parents and support people

2025 Annual Implementation Plan: Strategic Goal 3

Strategic Goal 3: Our Hapori *Collaborating with whānau to build a community (hapori) that is valued and involved.*		Success Looks Like *Kura, whanau and hapori engage with each other to manaaki our tamariki.*		
Actions to execute work program OR objectives	**Evidence/Outcomes** Success (7g): *Define what you expect to see at the end 2025*	**When**	**Who is Responsible**	**Review/Check-in ✓**
We Communicate Regular, informative communication at the board level to classroom teachers contributes to respectful and mutually beneficial relationships.	• Communities receive information from the board on the progress towards goals identified in this plan e.g. review of reporting to parents on learning, induction to school. • A review of current reporting to parents system identifies what changes are needed to meet diverse needs of students and their whānau. The review provides teachers with a clearer idea of what is working well and the changes needed for 2026.	Once a term Terms 3 and 4	Board Presiding Member Senior Leaders	Feedback following each type of reporting to be collected through Term 1,2,3
We Share Effective induction to the NZ education system and transitions from one learning centre or school to Plimmerton supports engagement and participation for whānau and learners.	• There is improved induction to school for students and their families who have attended school elsewhere. • Parents are confident that the programme meets the diverse needs of all 5 year olds during transition e.g. coming from other ECEs, differing levels of dispositions (key competencies) are shared and acknowledged.	Develop a feedback form (after 5 weeks at school to gather info) Review ECE/school transition Term 2	Shannon and Rosemary (juniors) Jo and identified teachers (middles and seniors) Shannon and Rosemary (juniors)	
We Connect Opportunities for whānau to learn about the NZ curriculum and to share their experiences and skills support improved engagement between home and school.	• Opportunities to explain to parents how the NZ curriculum is implemented in classrooms are provided e.g. literacy and maths at Plimmerton, and social sciences.	Literacy - Term 2 Social sciences - Term 3 Maths - Term 4	Senior Leaders and subject leads	