

ANNUAL PLAN FOCUS POINTS FOR WHANGAPARĀOA PRIMARY SCHOOL 2025

Overarching Strategic Goal	Specific Goal/s - what the overarching goal means	How to ensure we achieve goals - the "by"	Achievements and review - So what, now what!
<p><u>Our Culture/Ahurea</u></p> <p>Culturally Responsive Practice (CRP)</p> <p>Treasure the culture of all people, and;</p> <p>Ensure special focus on Tikanga, te Reo and;</p> <p>Te Ao Maori to hold a special focus as part of our country's dual heritage, and as part of our students' learning</p> <p>NELP - 1, 2, 3, 5, 6</p>	<p>Note: Actions relate to CRP Kāhui Ako priorities</p> <p><u>Treasure the culture of all</u></p> <p>Embed our ETP principles across our kura - our evidence-based Whangaparāoa School ETP has been collaboratively constructed with all staff and, therefore, has relevance and meaning in our own unique setting. It nestles within our school vision: Hono, Whakamana, Whakatara</p> <p><u>Ensure special focus on te reo Māori and tikanga Māori</u></p> <p>Intentionally plan, regularly and consistently, for teaching and learning of te reo Māori using Te Kōrero Huna (our scope and sequence for teaching te reo Māori at Whangaparāoa School) to guide planning</p> <p>Develop Te Kōrero Huna as necessary</p>	<p>Continue to embed our ETP principles within our school priorities of literacy and numeracy</p> <p>Continue to analyse existing data (eg: scan data, student voice) and continue to collect new data to inform next steps</p> <p>Te Kōrero Huna sets out the scope and sequence for te reo Māori and tikanga Māori to be taught at all year levels within our kura</p> <ul style="list-style-type: none"> • Elaborated progressions and expectations serve to guide the teaching and learning process • Incorporate the key, high-quality resources linked in Te Kōrero Huna to support the learning for 	

		<p>both staff and tamariki</p> <ul style="list-style-type: none"> • Use resources intentionally and actively 	
	<p><u>Special focus on Te Ao Māori (mātauranga Māori)</u> Mana ōrite mō te mātauranga Māori = equal status for mātauranga Māori</p> <p>Mātauranga Māori = Māori knowledge and ways of knowing</p> <p>Develop an understanding of the validity, richness, uniqueness, added value, and mana ōrite that mātauranga Māori brings to teaching and learning</p>	<p>PLD will support staff alongside their own professional upskilling</p> <p>Make visible aspects of Mātauranga Māori in all planning</p> <p>Reflect and make visible Mātauranga Māori in our own Whangaparāoa School tikanga eg: mihi whakatau, karakia during hui, school waiata, school haka etc</p>	
<p><u>Our Learning/Ako</u></p> <p>Literacy</p> <p>Maintain and improve our high achievement expectations for teachers and learners with Literacy</p>	<p>2025 target groups from our 2024 data: <u>Reading and Writing</u></p> <ul style="list-style-type: none"> • Year 2 Reading and Writing, raise achievement to 90% achieving at or above expectation • Year 6 Reading and Writing, raise achievement to 90% achieving at or above expectation. • Pasifika achievement in Reading and Writing, raise achievement to 80% achieving at or above expectation. 		
<p>NELP - 1, 2, 3, 4, 5, 6</p>	<p>Enhance Response to Intervention (RTI) implementation: Strengthen classroom instruction by refining the use of whole-class Tier 1 strategies, targeted Tier 2 small groups, and individualised Tier 3 intervention to support all learners effectively.</p>	<p>Action points for literacy team to work with leaders and teachers:</p> <ul style="list-style-type: none"> - Introduce DIBELS assessment to support identification and ongoing monitoring of students, with clear learning goals, entry and exit points for target students. - Support high quality tier 1 teaching throughout the 	

	<p style="text-align: center;">***</p> <p>Professional learning with a writing focus: Facilitate professional development centred on enhancing school-wide writing instruction to improve student writing outcomes.</p> <p style="text-align: center;">***</p> <p>Support implementation of gradual release framework for teaching: Provide ongoing support to teachers</p>	<p>school that is connected to flexible small groups and tier 2 support.</p> <ul style="list-style-type: none"> - Develop our tier 3 program further to deliver consistent and frequent 1:1 support. <p style="text-align: center;">***</p> <p>Continue to build on progress with our implementation of Writer’s Toolbox, sentence-level approach to writing.</p> <ul style="list-style-type: none"> - Revise sentence-level writing with the 12 Ways to Write a Sentence (Sentence Styles) - Introduce sentence and paragraph expansion strategies to improve detail and extension of student writing - Introduce Think SRSD writing maps for planning and student self-regulated reflection. - Further work on supporting student’s writing at a paragraph level - Literacy team to evaluate current assessment tools for writing and explore other assessment tools which may better align to the Updated Curriculum. <p style="text-align: center;">***</p> <p>Literacy team to support by:</p> <ul style="list-style-type: none"> - Develop planning expectations, examples 	<p style="text-align: right;">***</p> <p style="text-align: right;">***</p> <p style="text-align: right;">***</p>
--	---	---	---

in implementing the gradual release teaching framework to develop student independence and deeper learning.

[Gradual release framework for teaching](#)

Deepen understanding and support implementation of the updated English Curriculum: developing understanding and implementation of the Curriculum progress outcomes (Understand, Know, Do) and teaching sequence to enhance literacy outcomes for all students.

and templates, to guide planning and instruction for each class.

- Develop a child-speak version of the model, including what is expected of them and their thinking at each phase.
- Literacy team observation and modelling of the teaching model in class, including peer observation and feedback opportunities.
- Teachers' PGC goals are working towards strengthening an aspect of the model with the context of a curriculum area.

- **Review curriculum updates** with a focus on supporting teachers with changes, particularly with our new structure of **Year 2/3 year combined level**.
- - Attend **school-led or external PLD** sessions on structured literacy and curriculum shifts.
- - Explore how **Hero** supports formative and summative assessment under the new curriculum.
- - Collaborate with colleagues to align literacy planning across **the year levels** to ensure smooth transition and support.

<p><u>Our Learning/Ako</u></p> <p>Numeracy</p> <p>Maintain and improve our high achievement expectations for teachers and learners with Numeracy</p> <p>NELP - 1, 2, 3, 4, 5, 6, 7</p>	<p><u>2025 Target groups identified from our data 2024 data</u></p> <p>2025 - Current Year 3 14% operating towards - this is 20 tamariki - <u>Goal:</u> to support 100% of Year 3 tamariki currently operating towards to attain 'at or above'</p> <p>2025 - Current Year 6 20 % operating towards - at towards and a number of these students have an IEP or individualised plan and <u>Goal:</u> to support 100% of Year 6 tamariki currently operating towards (and not on an individualised plan) to attain ' at or above'</p>		
	<p><u>Leaders goal</u> Build capability in coaching and analysing data to feed into coaching of teachers in the Professional Goal Cycle focused on learner progress</p> <p><u>Teachers goal</u> Identify/create target profiles including student voice Create deliberate plans of action for target students with an understanding of acceleration</p>	<p><u>Math Team Resourcing</u> Create teaching plans with resources and materials to support 100% of the 23 tamariki to attain ' at or above'</p> <p>These targets will require detailed tactics/ plans to include teachers' time/year group support / LA / and whanau to achieve. Tier 1 - 3 structure to be put in place.</p> <p><u>PD</u> Work with leaders and teachers around understanding acceleration planning</p>	
	<p>Year 4 - 6 have 30% + of tamariki operating at 'above' - at each year level In total this is 174 tamariki requiring teaching and learning opportunities that sit outside of their year level.</p> <p>Goal: to identify each of these tamariki and ensure their needs are met to maintain their status.</p>		
	<p><u>Leaders goal</u> Build capability to check and monitor</p>	<p><u>Math Team</u></p> <ul style="list-style-type: none"> • Complete walkthroughs in 	

	<p>progress across their teams and how to have discussions around this</p> <p><u>Teachers goal</u> Build capability around differentiation and extension of students</p>	<p>classrooms to create baseline data for 2025 of where teachers are at in terms of practice.</p> <ul style="list-style-type: none"> • Support teachers to ensure differentiation and workshops occur to meet the needs of all tamariki. • Support teachers with knowledge and strategies outside their year group where needed. • Support teachers with extension opportunities that will enrich maths lessons and promote acceleration 	
	<p>Overall, our tamariki are operating at 89% at or above. Goal: to increase those operating at, 'at or above' to 95%.</p>		

Leaders

Build capability in design for learning strategies around using data to feed the Gradual release framework of teaching

Teachers

Build capability around the creation of Target profiles with student voice so that teachers can better understand not just what to teach, but how best to teach the learner

Maths Team

- Data analysis - support a system within each year group where tamariki are tracked using pre and post-assessment to support planning for workshops alongside year group plans
- Support systems to ensure bespoke planning for class needs is developed
- Create Quality tracking templates and provide rigour to their completion
- Ensure assessment data (E asTTle/PAT/snapshot data and Thinkboards) is scrutinised for planning and teaching
- Create a system for formal triangulation of data and introduce moderation for think boards
- Accountability - ensure that any tamariki that are 'at risk' of falling below are captured into the process for acceleration