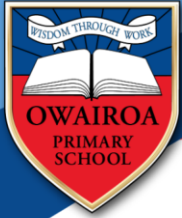


OWAIROA PRIMARY SCHOOL

# ANNUAL IMPLEMENTATION PLAN



2025



# Strategic Goal One: Responsive Curriculum

To maximise academic achievement for each student through the highest standards of teaching and learning.

	Focus	Initiative <i>What do we want</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>										
1.1	<b>Literacy Learning Progress</b>  Effectively integrate structured literacy to raise student outcomes in reading	Develop best practice to accelerate learning achievement, in Reading	Develop curriculum knowledge to inform teaching and learning  Build middle leadership capacity to develop effective practices that have a positive impact on student outcomes, build teacher proficiency and capability  Classroom observations support a balanced literacy and numeracy programme  Raise staff proficiency in use of Assessment Tools and using data to inform practice	14% (117 students) were below the expected level in Reading at the end of 2024	<b>Target</b> To raise standards of achievement in Reading across the school  Ensure all children below expectation, for their curriculum year group, make continued progress.  <b>Measures</b> Students are at the centre, show active engagement and are encouraged to develop understandings of themselves as learners  Use a range of assessment tools to determine students strengths and next learning steps	Curriculum Lead Team Leaders Outside Facilitators Internal Experts										
1.2	<b>ESOL Learners</b>  Provide opportunities for ESOL learners that engage them in their learning across all curriculum areas	Continue to provide opportunities to integrate oral language across the curriculum to raise levels of student achievement	Teaching and learning incorporates deliberate planned opportunities to develop oral language  Provide opportunities to acknowledge and value student identity, language and culture  Authentic and Relevant learning Experiences  Link prior knowledge to initiate and develop higher level thinking and learning	In 2025 we had 153 students in ESOL programmes funded by the Ministry of Education  ELLP Oral Language (Speaking) Breakdown <table><tr><td>Foundation</td><td>99 students / 65%</td></tr><tr><td>Stage 1</td><td>37 students / 24%</td></tr><tr><td>Stage 2</td><td>16 students / 10%</td></tr><tr><td>Stage 3</td><td>1 student / 1%</td></tr><tr><td>Total</td><td>153 students / 100%</td></tr></table>	Foundation	99 students / 65%	Stage 1	37 students / 24%	Stage 2	16 students / 10%	Stage 3	1 student / 1%	Total	153 students / 100%	<b>Target</b> To raise standards of achievement in oral language in ESOL funded students  <b>Measure</b> Use ELLP pathways to identify and track progress in oral language (Speaking)	All teachers Curriculum Lead SLT Internal expertise (ESOL Lead) English Language Learning Assistants
Foundation	99 students / 65%															
Stage 1	37 students / 24%															
Stage 2	16 students / 10%															
Stage 3	1 student / 1%															
Total	153 students / 100%															

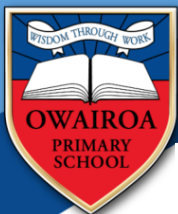
			Develop explicit acts of teaching to target student needs			
<b>1.3</b>	<b>Better Start Literacy Approach (BSLA)</b>  Develop and implement a structured literacy programme (BSLA) in Year 4, 5 and 6 to improve literacy outcomes for our students	BSLA will be implemented in Years 4 - 6	Train all Year 4, 5 and 6 staff (15) in Phase 2 (Year 4 - 6) BSLA, Term 2 cohort  Train staff new to Owairoa, in the BSLA Phase 1 (Year 0 -3)  Staff to review and reflect effectiveness of BSLA approach	16% (117 Year 4, 5 & 6 students) were below the expected level, in Reading, at the end of 2024	<b>Target</b> To raise standards of achievement in Reading in Phase 2 (Year 4-6) using BSLA structured learning approach  <b>Measure</b> Use End of Year assessment data (OTJ's) to measure progress  All Year 4, 5 and 6 teachers have gained their BSLA micro credential	SLT BSLA Facilitators Year 4 -6 Teachers
<b>1.4</b>	<b>Culturally Responsive Curriculum</b>  Continue to implement a culturally responsive local curriculum that provides equal opportunities for all students	Plan and implement programmes to meet the differentiated needs of all students	Teacher PLD on culturally responsive practices  Identify priority learners in weekly planning  Learning conversations about targeted students in team meetings  Use of data to track, monitor and support student progress, including Maori and Pasifika and those who need special assistance	Priority learners are identified and tracked, and current data is shared with Senior Management	<b>Target</b> To ensure learning conversations about priority learners occur at a team level  <b>Measure</b> PLD is focused on culturally responsive teaching pedagogy. Priority learners data is tracked in February and December to identify value added	AP/DPs SENCO Team Leaders Curriculum leads

#### Outcome:

Students will progress and achieve at high levels across all aspects of their learning journey while at Owairoa School.

#### National Educational Learning Priorities:

1, 2, 3, 4, 5, 6



## Strategic Goal Two: Professional Capability

To provide a rigorous curriculum that delivers an inclusive and balanced education through staff professional development.

		<b>Initiative</b> <i>What do we want</i>	<b>Action</b> <b>(Lead Measure)</b> <i>How will we do it</i>	<b>Baseline Data</b> <b>(Lag Measurement)</b> <i>What is current situation</i>	<b>Milestone and Measure</b> <i>What is our target and how do we measure it</i>	<b>Initiative Lead</b> <i>Who are our leaders</i>
2.1	1.1	All teaching staff will carry out an individual PGC inquiry to improve their own professional Knowledge and skills	Professional Leaders (PL) will work with staff within their team to facilitate the school PGC process	Four new teaching staff are unfamiliar with school PCG and QA expectation	<b>Target</b> All teaching staff will undertake and complete an individual PGC inquiry by December 2025, focused on Reading  <b>Measure</b> All teachers have had their PGC inquiry signed off by a PL	Professional Learning Leaders Area Leaders InterLead PD/Appraisal Connector
			Refer to the school PGC for actions taken by staff	Three current PCTs may require additional support from mentors		
2.2		Engage students through AFL approaches to raise levels of achievement  Students to be active participants in their learning	Align school Quality Assurance and PGC to inform annual appraisal	Previously teachers have had a variety of individual options to focus their PGC on and in 2025 we will focus on Reading school wide	<b>Target</b> Teaching staff to use AFL Capabilities, Feedback, Matrix to identify own strengths and areas for development  <b>Measure</b> Using Matrix data, teachers share evidence of improvements made in AFL practices with Professional Learning group	Teachers Professional Learning Leaders Area Leaders Outside Facilitator (Tony Burkin)
			New teaching staff will require induction and guidance from Professional Leader			
2.2			Review our current process to ensure we are making connections with our strategic goals			
			Integrate AFL approaches providing feedback across curriculum	AFL Capabilities Matrix will be used in 2025 to track teachers' reflection on progress		
2.2			Consistent use of AFL language across the school	New groups have been organised in 2025		
			Assessment information to be used by teachers to adjust their teaching strategies, and approaches			
2.2			Teaching staff to use AFL Capabilities, Feedback, Matrix to undertake their own personal development to strengthen AFL			

			practices and pedagogy			
2.3	<b>Teacher Professional Development</b>  Professional Development aligns to school priorities and targeted areas and focuses on our 2024 Analysis of Variance data	Teaching staff will improve professional knowledge to raise the standards of teaching practice in curriculum knowledge, understanding and skills	<p>Focused PLD sessions will address identified target areas, unpacking the new English and Number and Statistics curriculum</p> <p>Continue to build Middle Leadership capacity to develop effective and consistent practice within teams</p> <p>All Y0 - Y6 to complete structured literacy and mathematics PLD, as per Ministry of Education expectations</p> <p>Ongoing purchasing of relevant Literacy and Mathematics resources to support learning programmes</p>	<p>28% (224 students) were below expectation level (BEL) at the end of 2024, in Writing</p> <p>14% (117 students) are below Reading expectations at the end of 2024</p>	<p><b>Target</b> Teachers to implement knowledge and skills acquired in PLD sessions in their teaching and learning programmes to raise standards of achievement</p> <p><b>Measure</b> Learner progress</p> <p>Effective use of assessment and feedback to close learning gaps and extend student learning.</p>	Teaching Staff Curriculum Leaders Team Leaders Mentor teachers Outside facilitators Ministry of Education facilitators
2.4	<b>NZ Curriculum Refresh</b>  Design and implement Te Mataiaho Curriculum Refresh expectations (Mathematics and Statistics) that is reflected in our Owairoa local curriculum	School local curriculum is aligned to Te Mataiaho expectations for Mathematics and Statistics	<p>Unpack Te Mataiaho Mathematics and Statistics curriculum in line with Ministry guidelines</p> <p>Integrate new knowledge Mathematics and Statistics curriculum into learning programmes and planning</p>	<p>In 2024 teaching staff participated in Ministry allocated Teacher Only Days focusing on Te Mataiaho Curriculum Refresh. These were facilitated by MOE personal, Senior leadership and curriculum Leads</p> <p>All teams integrated the new expectations in their planning and assessment meetings</p>	<p><b>Target</b> Teachers implement the refreshed Mathematics and Statistics curriculum in their planning and teaching programmes</p> <p><b>Measure</b> Te Mataiaho Mathematics and Statistics is integrated into teaching and learning programmes</p>	Deputy Principal Area Leaders Curriculum Leads Team Leaders

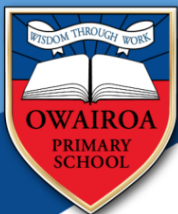
#### Outcome:

Through targeted PLD, teachers will develop more skills, understanding and confidence to deliver learning opportunities that will further enhance learning outcomes and success for students.

#### National Educational Learning Priorities:

1, 2, 3, 4, 5, 6





## Strategic Goal Three: Community Connections

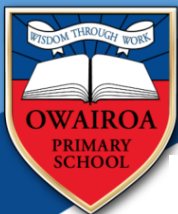
To strengthen school-community relationships to support learning pathways for students.

Focus	Initiative <i>What do we want</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>
3.1	<b>Whanau Engagement (Wellbeing)</b>  To engage with the community to further develop and strengthen wellbeing and school values	Engage the school community with wellbeing initiatives  Share wellbeing initiatives with the community  Work with the Kahui Ako to support implementation of wellbeing values with community  Work in partnership with the community to embed RISE values  Include the RISE values in the enrolment folder / Interview process / new parent meetings for new families to our school	We have moved into phase two of the Mitey programme, PLD  We are integrating Mitey across the curriculum and promoting the RISE values throughout the school regularly	<b>Target</b> To inform and engage the community about Wellbeing programmes and the positive impact on students  <b>Measure</b> Parents provide feedback from communication regarding wellbeing initiatives  Parents attend 'Wellbeing' workshops  Lead teachers present at a conference to showcase how we implement the 'RISE' values and 'Mitey' at Owairoa	Curriculum Leads Senior Management Team Leaders Outside Facilitator Parent Community
3.2	<b>Curriculum Updates</b>  To keep the school community informed of curriculum updates in Literacy and Mathematics	Share the Owairoa local curriculum, so our community has a clear understanding of how they can work in partnership with students at home	Share relevant information with parents outlining structured Literacy and Mathematics approaches  We have not engaged with the community regarding the Maths and Statistics curriculum  BSLA is being introduced this year in the Senior School and to parents	<b>Target</b> To engage and inform the community, of the ways they can support their child at home  <b>Measure</b> Parents attend scheduled events such as Literacy workshops Parents provide feedback on supporting learners at home	Curriculum Lead Senior Management Team Leaders Outside Facilitator Parent Community
3.3	<b>Attendance</b>  Attendance at Owairoa aligns to Ministry expectations	Attendance continues to be a top priority at Owairoa School  We have set a target of 80% of students attending school more than 90% of the term in 2025/2026.  Develop and implement a school specific 'Attendance Action Plan' and	Presently our school attends school 69% of the year (end of year data 2024)  We have a close relationship with the East Auckland Attendance	<b>Target</b> To aspire to reach an average daily attendance rate of 80%, 90% of the term  <b>Measure</b> Use the school SMS system to determine if we have met our 80%	Deputy Principal Senior Management Principal Office Personnel Attendance Officer (East Auckland Service)

			<p>related actions to lift student absence Work with local attendance officer (East)</p> <p>DP to follow up students who have not attended school for more than 3 days, each week</p> <p>Report attendance outcomes at Board hui's</p> <p>Implement the Stepped Attendance Response (STAR) process when working with whanau</p> <p>Set clear expectation to whanau that school attendance is a priority at Owairoa Attendance is reported to parents on school reports</p>	<p>Service and communicate 2 to 3 times per term</p> <p>Students have been tracked throughout 2024 and action plan included: emails, phone calls and home visits</p>	<p>student attendance target Use the STAR process when working with whanau</p> <p>Develop an Attendance chart, following the Ministry guidelines, for our school</p>	
3.4	<p><b>Community Engagement</b></p> <p>Expand opportunities for our parent community to share with the school their cultural identity and aspirations for their child's learning journey</p>	Continue to strengthen bicultural and multicultural community perspectives and relationships	<p>Consult with different school community groups</p> <p>Community groups provide and share their goals for their children</p> <p>School and community to action these goals in key documents (Maori/Pasifika/ Strategic Plans</p>	<p>In 2024 the following community groups were asked to contribute to the school; Maori, Chinese, Pasifika and South African</p> <p>Open home evenings were initiated</p> <p>Parents were invited to events during the year</p>	<p><b>Target</b> To provide a wider catchment of multicultural community groups for consultation to ensure their voices are heard and acted upon to promote success for our students</p> <p><b>Measure</b> We will consult with more of our community groups including: Maori, and Asian parents/ groups such as Korean, Indian and Filipino, during 2025</p>	Senior Management Team Leaders Parent community

**Outcome:**  
Strong links are developed and sustained between the school and community with an emphasis of understanding and proactive partnerships to improve student outcomes

**National Educational Learning Priorities:**  
2, 3, 4, 6, 7



# Statement of Variance

## Reporting Against 2024 Targets

### Strategic Goal One: Responsive Curriculum

To maximise academic achievement for each student through the highest standards of teaching and learning.

#### Goal One: To raise levels of achievement for all students through effective teaching and learning

	Focus	Annual Targets & Progress to Date	Planning for next year – where to next
1.1	<b>Literacy Learning Progress</b>  Provide clear and coherent pathways for students to raise levels in Literacy.	<b>Target</b>  To raise standards of achievement in Reading and Writing across the school to ensure all children reading and writing below expectations for their curriculum year group make accelerated progress.	<b>Where to Next?</b>  Share the strategic direction (targets) of literacy and continue to make this clear to staff and the community  Begin to develop guidelines and expectations within Literacy, aligned to the new Curriculum Document  Unpack the new curriculum and use it in classroom programmes linked to planning, assessment and learning outcomes
		<b>Progress in 2024</b>  All classes at Owairoa cover Reading and Writing for at least one hour everyday  <b>Writing Data, 2024:</b> 28% (225 students) were below expectation level (BEL) at the end of 2024 compared to 29.5% (253) in 2023.  Year 3 students were the highest cohort BEL at 34% (47)  Maori students were 48% (27/56) BEL, while males were 55% (16/29) and females 41% (11/27) BEL.  Pasifika students were 43% (23/53) BEL, while males were 62% (15/25), and females were 28% (8/28) BEL  There was a difference of 9% between male 32% (135) and female 23% (90) cohorts BEL. Therefore, girls made more progress in Writing than boys, in 2024.	Provide Professional Development and Learning (PLD) opportunities, throughout the year, that are ongoing, deliberate and frequent  Team meetings focus on students learning, priority learners, progress and achievement and how to improve learning outcomes  Teachers continue to follow structured literacy, through BSLA approaches in Y0-3 and 4-6 when it is delivered by the MOE (Term 2 in 2025). All teachers would have participated in the BSLA programme, at their year level Phase  Continue to effectively use student data to inform next learning steps and share these results with the student and their whanau  Develop effective feedback, through targeted PLD, to enhance learning opportunities for students and plug their gaps



		<p><b>Reading Data, 2024:</b> 14% (117) Students are below Reading expectations at the end of 2024, compared to 19.4% in 2023</p> <p>Year 4 students were the highest cohort BEL at 22% (30)</p> <p>Maori students were 27% (15/56) BEL, while males were 35% (10/29) and females 13% (5/27) BEL.</p> <p>Pasifika students were 36% (18/51), Males were 36% (9/25), and females were 21% (6/28) BEL</p> <p>There was a difference of 3% between male 36% (67) and female 13% (50) cohorts BEL. Therefore, girls again made more progress in Reading than boys, in 2024.</p> <p>Middle leadership were provided with PLD to develop effective teaching and learning practices to have a positive impact on student outcomes</p> <p>Classroom observations were undertaken to support a balanced literacy programme and provide feedback for staff, to improve learning outcomes</p> <p>Staff were supported to use Assessment tools to pinpoint students next learning steps</p> <p>Teachers used a range of assessment tools both formative and summative, as well as moderation PLD, to measure student outcomes and decide on reliable and valid Overall Teacher judgements (OTJ's)</p>	
1.2	<b>ESOL Learners</b>  Develop students' oral language as it underpins students' development across the curriculum	<b>Target</b>  Develop Oral Language to raise standards of achievement in Reading and Writing across the school	<b>Where to Next?</b>  Continue to develop Oral Language across the curriculum  Teachers build familiarity and implement Oral Language, as outlined in the refreshed curriculum  Continue to assess learners to determine they are eligible for the school ESOL programme  Classroom teachers will be provided with Professional Learning opportunities to work with and understand their ESOL learners through PLD, drop-in workshops, while using resources and teaching strategies to meet learning needs
		<b>Progress in 2024</b>  194 students participated the ESOL programme in 2024  PLD was provided to support Oral Language in the classroom via an outside facilitator  ESOL teachers used a range of formative assessments to measure student	Continue to offer ESOL programmes to ensure those students below the expected level, in Year 1 - 6, are able to receive a boost in their learning  Teachers continue to use a range of assessment both formative and summative to measure student outcomes and reliable and valid OTJ's

		<p>outcomes and provide valid and reliable OTJ's for classroom teachers</p> <p>Opportunities were provided to acknowledge and value a student's identity, language and culture within classroom programmes</p> <p>Teachers provided authentic and relevant learning experiences, linked to current events and ideas from students</p> <p>Prior learning and knowledge was developed to motivate thinking and learning</p> <p>Teachers developed explicit acts of teaching to target student learning needs in classrooms</p> <p>ESOL teacher supports staff with ELLP matrix</p>	<p>Students are involved in their learning outcomes and make judgements on work produced using criteria developed during the learning process</p> <p>Teachers continue to provide authentic and relevant learning experiences, linked to prior knowledge, current events and ideas from students</p> <p>Continue to integrate a student's prior learning and knowledge to motivate their thinking</p> <p>Focus on measurable outcomes specific to those students in the ESOL programme, such as the ELLP progressions</p>																							
1.3	<p><b>Better Start Literacy Approach (BSLA)</b></p> <p>Develop and Implement a structured literacy programme (BSLA) in Year 1 and Year 2 to improve literacy learning outcomes for our Junior students</p>	<p><b>Targets</b></p> <p>To raise standards of achievement in Reading and Writing in Year 1 and 2, using the BSLA approach, to ensure all children reading and writing below expectations for their curriculum year group make accelerated progress.</p>	<p><b>Where to Next?</b></p> <p>Continue to deliver the BSLA programme in Year 0 - 3 and track students progress, as a school, year group and individually</p> <p>Ensure all Year 4 - 6 staff have received BSLA PLD and implement it into their daily programme, in order to provide support staff across the school</p> <p>SLT members will receive PLD for Y4-6</p> <p>New staff to Owairoa, Year 0-3, will attend the BSLA online learning modules in semester 1, so there is consistency for structured literacy programme delivery</p>																							
	<p><b>Progress in 2024</b></p> <p>95% (20/21) of the Year 0 - 3 teachers use the structured BSLA learning approach in teaching programmes. (One teacher started a new class in term four and had not been trained in BSLA)</p> <table><tr><td>Reading Data</td><td>Well Below</td><td>Below</td><td>At</td><td>Above</td></tr><tr><td>2023 Year 1</td><td></td><td>21% (31)</td><td>45% (67)</td><td>34% (51)</td></tr><tr><td>2024 Year 2</td><td></td><td>7% (11)</td><td>39% (60)</td><td>53% (81)</td></tr></table> <p>There was a significant increase, 14%, in students At or Above the Expected Level, at the end of Year 2, 2024</p> <table><tr><td>Reading Data</td><td>Well Below</td><td>Below</td><td>At</td><td>Above</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Reading Data	Well Below	Below	At	Above	2023 Year 1		21% (31)	45% (67)	34% (51)	2024 Year 2		7% (11)	39% (60)	53% (81)	Reading Data	Well Below	Below	At	Above					
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Reading Data	Well Below	Below	At	Above																						

		<table><tr><td>2023 Year 2</td><td></td><td>17% (23)</td><td>40% (55)</td><td>43% (59)</td></tr><tr><td>2024 Year 3</td><td>4% (5)</td><td>7% (10)</td><td>72% (100)</td><td>17% (24)</td></tr></table> <p>Five facilitators and four Tier 2 teachers were trained in the BSLA programme, Semester Two, 2024</p> <p>There was a 6% increase in students At the Expected Level at the end of Year 3, 2024</p>	2023 Year 2		17% (23)	40% (55)	43% (59)	2024 Year 3	4% (5)	7% (10)	72% (100)	17% (24)	
2023 Year 2		17% (23)	40% (55)	43% (59)									
2024 Year 3	4% (5)	7% (10)	72% (100)	17% (24)									
1.4	<p><b>Culturally Responsive Curriculum</b></p> <p>Continue to implement a culturally responsive local curriculum that provides equal opportunities for all students.</p>	<p><b>Target</b></p> <p>To ensure learning conversations about priority learners occur at a Team level</p> <p><b>Progress to Date</b></p> <p>Outside providers (Tools for Teachers) supported PLD across the school to enhance staff capabilities of culturally responsive teaching</p> <p>Community groups (Maori, Chinese, South African and Pasifika) consulted throughout the year and feedback provided to teams</p> <p>All learners exposed to different learning contexts, opportunities and assessments throughout the year</p>	<p><b>Where to Next?</b></p> <p>Continue to provide PLD opportunities, throughout the year, that are ongoing, deliberate and frequent</p> <p>Team meetings to provide an opportunity for discussion to extend student learning, especially priority learners</p> <p>Review and update both the Owairoa Maori and Pasifika Education Plan</p> <p>Use feedback from the parent evenings and weave these ideas into planning opportunities</p> <p>Provide greater opportunities to incorporate language weeks throughout the year, e.g Tokelauan, Cook Island</p> <p>Provide opportunities for parents to learn more about how we teach the new English and Math curriculums and how they can support learning at home (Open Mornings, Parent evenings, etc)</p>										
		<p><b>Progress in 2024</b></p> <p>BSLA programmes incorporated Te Reo in all lessons</p> <p>Teachers integrated Te Reo Maori into their learning programmes and recognised special events such as Matariki and Treaty of Waitangi.</p> <p>Tongan, Samoan and Maori language weeks took place in Term 2 and Term 3.</p> <p>SENCO teacher attended team meetings to share research and common traits of students with different learning needs</p> <p>SENCO delivered a staff meeting on students with special learning needs and how to work with these students in classrooms</p> <p>Confidential discussions occurred to teach all teachers about concerns and family backgrounds of our priority learners</p>	<p>Use data from curriculum reviews to inform 2025 budgets and annual strategic plan implementation</p> <p>Continue to use student data to inform teaching practice and identify students for Tier 2 groups or extension groups</p> <p>Continue to focus on our target students including Maori and Pasifika learners</p>										

# Strategic Goal Two: Professional Capability

To provide a rigorous curriculum that delivers an inclusive and balanced education through staff professional development.

**Goal Two: Through staff Professional Development, implement a responsive curriculum that provides inclusive and balanced educational programmes.**

	Focus	Annual Targets & Progress to Date	Planning for next year – where to next
2.1	<b>Professional Growth Cycle</b>  Teaching staff to improve individual knowledge and skills through effective professional growth cycle inquiries	<b>Target</b>  All teaching staff will undertake and complete an individual PGC inquiry by December 2024.	<b>Where to Next?</b>  Ensure there are opportunities to share PCG goals with other teachers and discuss how the actions enabled teachers to achieve their goals, or not, achieve their goals  All teaching staff in 2025 will undertake and complete an individual PGC inquiry, to improve professional knowledge and skills, with a focus on reading outcomes, linked to the strategic goals
		<b>Progress to Date</b>  All Staff set their own professional goals in Term One, 2024, with their Professional Leader (PL) and focused on achieving these throughout the year  Professional leaders supported teacher in their PL group with their professional growth in their inquiry, this included regular professional group and individual grouping  Teachers undertook personal professional research related to their inquiry  Teachers used Interlead to journal their progress  Teachers were able to share their goals and highlight their strengths and areas for improvement within their PL groups	Continue to align the online Quality Assurance and PGC documents to inform annual appraisals of teaching staff  Provide additional support for new teachers and PCT's in 2025 to set goals in their PCG inquiries  Continue to grow middle leaders to become confident to take on leadership opportunities during the year  Offer coaching conversations to staff, through drop in workshops, to support middle leaders or new teachers, to meet their goals and targets
2.2	<b>Assessment for Learning Pedagogy</b>  Develop a shared understanding of 'Assessment for Learning' practices to weave through all teaching and learning programmes.	<b>Target</b>  Teaching staff to use Assessment for Learning (AfL) Capabilities Matrix to identify own strengths and areas for development	<b>Where to Next?</b>  Use of AfL principles to further engage and motivate learners  AfL PLD with a specific focus on providing feedback to enhance student learning  Provide more opportunities for self-reflection and sharing individual perspectives on the different chapters, from the book, such as relationships, planning, feedback and assessment  Use experienced teachers as experts and ask them to share their ideas and resources, from experience, that have worked for them in the past
		<b>Progress to Date</b>  Teachers consistently integrated AfL approaches across the curriculum in classrooms	Teachers continue to integrate Assessment for Learning approaches across the curriculum and consistently use a common language across the school

		<p>Assessment data used by teachers to adapt their teaching to better meet learner needs</p> <p>Teaching staff used the AfL Capabilities Matrix to undertake their own personal development</p> <p>Teachers consistently used AfL language across the school</p> <p>AfL principles were unpacked in regular PL group meetings</p>	<p>Teachers continue to be conscious of the Assessment for Learning approaches and use these to full effect in the classroom</p> <p>Focus on 'Feedback' as a way of enhancing student progress and outcomes</p> <p>Develop a school definition of a 'Growth Mindset' for and with teachers</p>
<b>2.3</b>	<b>Teacher Professional Development</b> <p>Professional Development aligns to school priorities and targeted areas in Literacy.</p>	<b>Target</b> <p>Teachers to implement knowledge and skills acquired in PLD sessions in their teaching and learning programmes to raise standards of achievement</p>	<b>Where to Next?</b> <p>Continue to offer PLD that is relevant and aimed at improving student achievement</p> <p>Use curriculum days to enhance teachers' knowledge of the Mathematics and Statistics and the English curriculum, using outside facilitators</p> <p>Focused PLD sessions will address identified target areas for staff in using data to inform planning and learning opportunities</p>
		<b>Progress to Date</b> <p>Teachers consistently provided with PLD opportunities to improve literacy outcomes</p> <p>Focused PLD sessions addressed identified target areas in Literacy (Tools for Teachers PLD) throughout the school</p> <p>Middle Leadership provided with the capacity to develop leadership practices within teams (Outside expert contracted: Tony Burkin)</p> <p>All new staff Y0 - Y3 completed the BSLA programme training and implemented these new teaching approaches in their literacy programmes (Canterbury University)</p> <p>Moderation of Writing assessments took place at a school level and within our Kahui Ako</p> <p>Teachers were provided with opportunities to link PLD with their own goals and targets</p> <p>Curriculum days were delivered by school leaders and also Ministry of Education facilitators</p> <p>Facilitators from "Mitey" worked with staff to embed and improve teacher understanding, as well as delivery of the programme</p>	<p>Continue to build Middle Leadership capacity to develop effective practice with Team Leaders and PL leaders (Tony Burkin)</p> <p>All Year 4 - 6 teachers undertake the BSLA training when it is rolled out nationwide (Term Two, 2025)</p> <p>Purchase relevant resources to support teaching programmes</p> <p>Teachers continue to lead staff curriculum meetings</p> <p>Kahui Ako Within School Leaders share their own strategies and outcomes, including what worked and what could be improved</p>
<b>2.4</b>	<b>NZ Curriculum Refresh</b>	<b>Target</b> <p>Teachers implement the refreshed English Curriculum in their planning and teaching</p>	<b>Where to Next?</b>

	Design and implement Te Mataiaho English Curriculum Refresh expectations that are reflected in our Owairoa local curriculum.		<p>Teachers to undertake more PLD on the new English Curriculum in 2025, starting on Wednesday 5 February, lead by MOE facilitators</p> <p>Teachers will be given opportunities to unpack the Understand, Know, Do statements in the new English curriculum</p> <p>Teachers will use the revised English Curriculum in their planning during 2025. (Phase 1: Year 0 - 3, Phase 2: Year 4 - 6).</p>
		<p><b>Progress to Date</b></p> <p>Teachers unpacked Te Mataiaho draft English Curriculum in line with Ministry Of Education Guidelines in Term Two and Four</p> <p>Teachers began to integrate their new knowledge of the English Curriculum into learning programmes and planning, in Term four, 2024</p> <p>All 2024 teaching staff participated in Ministry allocated Teacher Only Days focusing on 'Te Mataiaho Curriculum Refresh' Literacy workshops</p> <p>AP's and DP attended a workshop on the draft literacy curriculum with the local HPPA group</p> <p>Teachers new to the school were provided with opportunities to learn from recorded workshops taken throughout the year and also offered support to learn more about the English curriculum as part of their induction</p>	<p>Phase 1 (0-3) and Phase 2 (4-6) teachers attend PLD over the year</p> <p>SLT to undertake PLD to support teachers to implement Te Mataiaho English Curriculum Refresh</p>

## Strategic Goal Three: Community Connections

To strengthen school-community relationships to support learning pathways for students.

Goal Three: To strengthen school-community relationships to support learning pathways for students			
	Focus	Annual Targets & Progress to Date	Planning for next year – where to next
3.1	<b>Whanau Engagement (Mitey)</b>  Create a shared understanding of the Mitey programme with the school community.	<b>Target</b>  To inform and engage the community about the Mitey programme and the positive impact on student wellbeing	<b>Where to Next?</b>  Parents provided with an opportunity to learn more about Wellbeing programmes at a parent evening during the year  Mitey leads to create a presentation to deliver to the Mitey community and also provide for our own community, via the website or other digital means (Term 1)
		<b>Progress to Date</b>  Parents provided feedback from digital communication, regarding the Mitey programme implementation	Parents asked to provide feedback on the Wellbeing programmes at Owairoa  Parents contribute to the 'Mitey' definition and what it means to have Mitey in our school, so there is a shared understanding



		<p>Regular blogs shared with parents featuring Mitey across the school</p> <p>Team newsletters identified and promoted the Mitey teaching outcomes each Term and events happening in the classrooms</p> <p>Teachers shared their Mitey outcomes and lessons at team and staff meetings</p> <p>Staff meetings were taken by Mitey facilitators throughout the year</p> <p>Teachers integrated Mitey into their classroom programmes</p>	<p>Continue to provide a School Counselor/Psychiatrist, part time, to support mental wellbeing for students, staff and the community</p>
3.2	<b>Curriculum Updates</b> <p>To keep the school community informed of curriculum change with the new English Curriculum</p>	<b>Target</b> <p>To engage and inform the community, of ways they can support their child at home</p>	<b>Where to Next?</b> <p>Parents to be provided with more opportunities to learn more about the new English and Math and Statistics curriculums and the Owairoa local curriculum, throughout the year</p> <p>Provide BSLA information at different parents evenings, including the Open Day with Year 0 - 3 parents in Term one or two</p>
		<b>Progress to Date</b> <p>Literacy events for parents focused on building stronger partnerships so parents were better able to support their child at home. These included: BSLA, Reading Recovery as well as Year 5 - 6 literacy support</p> <p>The Junior school held a meeting for parents of Year 0-2 students outlining the BSLA approach and how parents can work in partnership to support their child at home</p> <p>Digital platforms were used to inform parents of how the school was implementing the English curriculum and when scheduled events were happening throughout the year, such as Teacher Only Days, Open Days and Teacher Conferences.</p> <p>Teachers provided feedback to parents at Student Conferences</p>	<p>Information regarding BSLA is shared with Year 4 - 6 parents</p> <p>Keep parents up to date with curriculum changes via digital media platforms and how they affect our students at Owairoa school</p> <p>Create an opportunity for an open morning where parents can go into classrooms and observe teachers teaching</p>
3.3	<b>Community Engagement</b> <p>Ensure our parent community has opportunities to share with the school their cultural identity and aspirations for their child's learning journey.</p>	<b>Target</b> <p>To provide a wider catchment of multicultural community groups for consultation to ensure their voices are heard and acted upon to promote success for our students</p>	<b>Where to Next?</b> <p>Owairoa to consider and action the goals/targets from the parent evenings and link them into key Owairoa documents, such as, Maori Education Plan and Pasifika Education Plans</p> <p>Consult with different ethnic groups to seek broader perspectives</p> <p>Provide more opportunities for parent feedback</p>
		<b>Progress to Date</b>	

		<p>Opportunities with specific ethnic communities to strengthen bicultural and multicultural community perspectives</p> <p>Parents were provided with opportunities to share goals for their children</p> <p>Parents were asked to attend several community events to share their ideas and provide feedback for the school</p> <p>Information was collected, throughout the year, to guide goals and targets for the 2025 annual plan</p>	
3.4	<b>School RISE Values</b>  Develop a shared understanding of the RISE values	<b>Target</b>  To reinforce the RISE School values with the community so they have a clear understanding of how they are integrated into the Tikanga (culture) of the school	<b>Where to Next?</b>  RISE values continue to be reinforced  Continue to embed the school RISE values in classrooms and community events  RISE values continue to be reinforced when students make decisions that do not match the behavioural expectations of the school  Work in partnership with the community to embed RISE values between home and school
		<b>Progress to Date</b>  There were many opportunities during the year to reinforce the RISE values  RISE values reinforced when students made decisions that did not match the behavioural expectations of the school  The school song, which includes the RISE values, is sung at assemblies  Our vision and values are visible around the school  The school newsletter included a section highlighting how students show the RISE values  The RISE values are included in the enrolment folder, interview process and new parent meetings  Feedback indicates students adhere to RISE values when in the community	Observe greater evidence of student ownership of the RISE values in action around the school  Combine the initiatives that the school promotes and teachers throughout the year and capture these under the tikanga of 'Wellbeing' (Hauora)