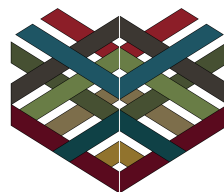


Annual Implementation Plan 2025



TE KURA O OAKURA
OAKURA SCHOOL

Summary:

The Government's education priorities for 2025 focus on strengthening student achievement through a clearer, knowledge-rich curriculum, evidence-based literacy and numeracy instruction, and smarter assessment and reporting. Enhancing teacher training, improving learning support, and leveraging data-driven decision-making are key to ensuring equitable outcomes. Additionally, the Attendance Action Plan aims to boost student engagement and success by addressing barriers to regular attendance. These priorities align with Oākura School's commitment to high-quality teaching, student well-being, and continuous improvement.

Where we are at currently:

In 2024, Oakura School made significant progress towards aligning with the Government's education priorities.

- We refined our localised curriculum by developing an Inquiry cycle / model that ensures all curriculum areas are targeted and taught to tamariki throughout their time at Oakura School.
- We have chosen a structured numeracy approach to follow - Maths No Problem - which we intend to follow thoroughly throughout 2025.
- We have reviewed and introduced a more robust assessment framework.
- Staff engaged in professional development to enhance their cultural and teaching capability.
- We have streamlined our Professional Growth Cycles to ensure teachers' goals align with our schools strategic goals.
- We have strengthened our learning support systems to better cater to students with additional needs.

However, further work is needed to ensure full implementation of a knowledge-rich curriculum across all learning areas, refine data collection for improved student tracking, and enhance attendance strategies to align with the Government's Attendance Action Plan. In 2025, we will focus on consolidating these initiatives, ensuring consistency in teaching practices, and using data effectively to drive student achievement. A big focus for us will be ensuring that no learning is left to chance and there is consistency across classroom programs learning to improve student outcomes.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Our targets and actions will give effect to *Te Tiriti o Waitangi* by ensuring equitable outcomes for all learners, embedding te ao Māori perspectives across the curriculum, and strengthening partnerships with whānau and iwi. Specifically, we will:

- Uphold the principle of Partnership by working alongside Ngāti Tairi and our wider Māori community to develop Oakura School's tikanga and provide additional opportunities for our tamariki.
- Demonstrate Protection by integrating mātauranga Māori and te reo Māori into teaching and learning, ensuring students gain a strong cultural identity and connection to Aotearoa's history.

- Enhance Participation by providing professional development for staff in te reo, tikanga, and culturally responsive practices, ensuring Māori students and their whānau have a voice in shaping their learning experiences.

Through these actions, we will create an inclusive, responsive, and enriching educational environment that honours *Te Tiriti o Waitangi* and supports the success of all ākonga.

Strategic Goals:

| Strategic Goal: Hauora | | | |
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| To enhance our school culture and uplift collective wellbeing and resilience | | | |
| Annual Target: TBC | | | |
| <p>What do we expect to see by the end of the year?</p> <p>A consistent behavioural system across the school. All communication, calendars, reporting, student behaviour, medical is recorded on Hero. We will no longer be using Skool Loop. Useful information being 'reported' to parents.</p> | | | |
| ACTIONS | WHO IS RESPONSIBLE | RESOURCES REQUIRED | HOW WILL WE MEASURE SUCCESS? |
| <p>1. Embed our current behavioural procedures: develop and maintain a positive behavioural system that rewards students demonstrating the school values and achievements. Ensuring school-wide consistencies.</p> <ul style="list-style-type: none"> - Embed the 'Be Our Best' Positive Reward System – Implement a structured system that consistently acknowledges and rewards students demonstrating Manawanui (Determination), Whānaungatanga (Relationships/Connectedness), and Kaitiakitanga (Guardianship). Ensure visibility and understanding across the school. - Ensure Consistent Behavioural Expectations – Establish clear, school-wide behaviour expectations aligned with the school values. Provide staff with professional development and resources to ensure consistency in expectations and responses. - Monitor Behavioural Incidents & Use Data for Improvement – Track incidents using Hero (or another system), analyse trends, and provide feedback to staff. Use this data to inform targeted interventions and refine behaviour management strategies. - Actively Teach & Model the School Values – Integrate the school values into daily routines, lessons, and interactions. Use real-life examples, student reflections, and visual reminders throughout the school. - Engage Whānau & Community in Positive Behaviour Support – Communicate expectations and reward systems with whānau, encouraging consistency between home and school. Celebrate students' positive behaviour and achievements in newsletters, | <p>All staff</p> <p>All staff</p> <p>Senior Leadership team</p> <p>All staff, Gabby to support.</p> <p>All staff</p> | <p>Oakura School behavioural expectations.</p> <p>School values documentation</p> <p>Hero - behavioural data</p> <p>School values documentation. Year 8 leaders lessons.</p> <p>Positive reward system.</p> | <p><u>HAUORA</u></p> <ul style="list-style-type: none"> - Connectedness Surveyhero - Wellbeing Survey: Me and My Schools - Hero review/reflections |

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| <p>assemblies, and Hero updates.</p> <ul style="list-style-type: none"> - Build positive relationships - model and promote positive relationships between staff and students to foster trust and respect. | All staff | | |
| <p>2. Embed Hero school-wide - ensuring it effectively supports data-driven decision-making, streamlines administrative processes, and enhances communication with students, staff, and whānau.</p> <ul style="list-style-type: none"> - Build Staff Capability & Confidence – Provide ongoing PLD and support for staff to effectively use Hero for assessment, reporting, and communication. Develop clear guidelines and best practices to ensure consistency across the school. - Enhance Data-Driven Decision-Making – Establish school-wide expectations for using Hero to track student progress, inform teaching practice, and guide interventions. Regularly review and analyze Hero data to support learning outcomes. - Strengthen Whānau Engagement – Encourage active use of Hero by whānau by, sending regular updates, and ensuring the platform is accessible and user-friendly. Promote Hero as the primary communication tool for school updates, learning progress, and key events. - Streamline Administrative & Reporting Processes – Align Hero’s features with school systems to reduce duplication and increase efficiency in student records, pastoral care, and reporting. Regularly review processes to maximize Hero’s impact. | <p>All kaiako All kaiawhina Jay (ICT lead)</p> <p>Senior Leadership team Jay (ICT lead)</p> <p>Jay / kaiako</p> <p>Jay / Office Staff</p> | <p>HERO support team, tutorials.</p> <p>Hero support team</p> <p>Hero support materials</p> <p>Hero support team</p> | |
| <p>3. Implement our updates ‘reporting to parent’ practices to ensure whanau are getting up-to-date and relevant information aligned with our strategic goals/progress.</p> <ul style="list-style-type: none"> - Streamline & Strengthen Hero as the Primary Reporting Tool - Ensure Hero is consistently used to provide real-time updates on student progress, achievements, and next learning steps. Train staff to effectively use Hero for transparent and meaningful reporting. - Align Reporting with Learning and Values - Provide clear, strengths-based reporting that gives whānau insight into their child’s growth and next steps. Review the mid year and end of year reports in consultation with staff. | <p>Jay / All staff</p> <p>All kaiako Senior Leadership team</p> | <p>Hero support team</p> <p>Hero support team</p> | |
| <p>4. Enhance engagement by monitoring and increasing attendance.</p> <ul style="list-style-type: none"> - Track and Monitor Attendance Regularly – Set up a system to track attendance daily and identify patterns of absence using Hero. This should include monitoring individual, class, and school-wide attendance rates. - Engage Whānau Early – Establish a system for reaching out to whānau as soon as attendance concerns arise, offering support and understanding to identify any barriers to attendance. - Promote the Importance of Attendance – Raise awareness of the importance of regular | <p>DP’s</p> <p>DP’s / Principal / Kaiako</p> <p>Prinipal / Kaiako</p> | <p>Hero attendance data.</p> <p>STAR approach support material</p> | <p>School-wide attendance data.</p> <p>Everyday matters.</p> |

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| attendance through school newsletters, assemblies, and parent meetings(share attendance data if appropriate). Encourage students and whānau to value consistent attendance. | | | |
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Strategic Goal: Akoako

To learn and achieve highly through a knowledge-rich curriculum based on evidence based literacy and numeracy instruction

Annual Target: TBC

What do we expect to see by the end of the year?

- Our values are visible in everything we say and do.
- A consistent Maths programme across the school.
- Structured literacy stretching beyond Years 1-3 and into 4-8.
- Staff engaging with their Professional Growth Cycles - reflecting on and refining practice.

| ACTIONS | WHO IS RESPONSIBLE | RESOURCES REQUIRED | HOW WILL WE MEASURE SUCCESS? |
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| <p>1. Implement our vision and values to ensure they align with our strategic goals and reflect the evolving needs and aspirations of our school community.</p> <ul style="list-style-type: none"> - Embed the Vision and Values into Daily Practice – Integrate the vision and values into all aspects of school life: classroom teaching, interactions, decision-making, and extra-curricular activities. Ensure staff model these values and encourage students to engage with them through learning activities, role-modelling, and school-wide initiatives. - Ensure Alignment with Strategic Goals – Ensure the vision and values directly support the school's strategic goals. Use these as a framework for guiding actions, goal-setting, and performance reviews across all areas of the school, from curriculum delivery to staff wellbeing and community engagement. - Monitor and collect feedback - collect feedback from staff, students and whānau to see how our new school values have been embedded. | <p>All staff</p> <p>Senior Leadership team, All staff</p> <p>Senior Leadership team</p> | <p>Vision and Values documentation.</p> | <p>SIFs - School Improvement Framework.</p> |
| <p>2. Implement a Structured Mathematics programme aligned to the new maths curriculum.</p> <ul style="list-style-type: none"> - Provide Targeted PLD for Staff – Ensure all teachers receive professional development to confidently deliver the Maths - No Problem! approach. Focus on lesson structure, mastery principles, and effective questioning techniques. - Establish Consistent School-Wide Implementation – Develop a shared understanding of expectations for lesson delivery, differentiation, and assessment. Provide model lessons | <p>SLT to organise.</p> <p>Kaiko, SLT</p> | <p>Maths No Problem advisors</p> <p>Lesson materials and workbooks.</p> | <p>Academic Data - analysed PAT Maths</p> |

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| <p>and collaborative planning opportunities.</p> <ul style="list-style-type: none"> - Monitor Progress & Use Data to Inform Teaching – Track student achievement and engagement through regular formative and summative assessments. Use this data to adjust teaching strategies and provide targeted support. - Engage Whānau in the Approach – Run information sessions or provide resources to help whānau understand the Maths - No Problem! methodology and support learning at home. - Resource the programme - Ensure that teachers have the correct equipment and materials to provide the Maths - No Problem! approach. | <p>Kaiako, DPs</p> <p>Team leaders</p> <p>Team leaders, DPs</p> | <p>PAT testing</p> <p>Hui / info evening</p> | |
| <p>3. Implement a Structured Literacy programme aligned to the new english curriculum. Focussing on Year 4-8. (This will start from Term 3)</p> <ul style="list-style-type: none"> - Provide PLD & Support for Teachers – Train staff in BSLA strategies, ensuring alignment with structured literacy and the refreshed English curriculum. - Embed BSLA into Daily Literacy Practice – Integrate BSLA components, including vocabulary, comprehension, and fluency strategies, into reading and writing lessons. - Monitor Progress & Adapt Teaching – Use assessment data to track student outcomes, inform instruction, and provide targeted support where needed. - Resource the programme - Ensure that teachers have the correct equipment and materials to provide BSLA in their classrooms. | <p>SLT to organise</p> <p>Kaiako</p> <p>Kaiako, DPs</p> <p>Team leaders, DPs</p> | <p>PLD support provider</p> <p>Lesson materials / books</p> <p>Phonics tests / PAT</p> | <p>Academic Data - monitor progress of all ākonga.</p> <ul style="list-style-type: none"> - Reading Comp PAT - Phonics tests |
| <p>4. Implement a robust Professional Growth Cycle system: including reflective practice and alignment with the strategic goals of the school. (Terms 1-2 Maths No Problem, Terms 3-4</p> <ul style="list-style-type: none"> - Develop a clear Growth Cycle Framework – Ensure it includes goal setting, observations, coaching, and reflection. - Embed Reflective Practice & Collaborative Inquiry – Encourage staff to engage in self-reflection, peer observations, and professional discussions to support continuous improvement. Walk-throughs being used by team leaders. - Increased capability - Middle leaders to gain ‘coaching skills’ to support their kaiako. Create a coaching model for Oakura School. | <p>Leadership team</p> <p>Team leaders, DPs</p> <p>Principal</p> | <p>PGC frameworks/ Walkthrough documents</p> <p>Coaching sessions with middle leaders / Principal</p> <p>Professional support</p> | <p>Kaiako engaging in a meaningful PGC.</p> <p>Middle leaders coaching capabilities - lead by Nadia Ballentyne.</p> |

Strategic Goal: Hōkai Nuku, Hōkai Rangi

To grow our knowledge and expertise in Te Ao Māori - ensuring equitable outcomes for all ākonga.

Annual Target: TBC

What do we expect to see by the end of the year?

- Classes are confident to run their own class-based mihi whakatau for new tamariki.
- Whānau hui being well attended and a 'safe' place to collaborate - Ngāti Tairi and whanau both represented.
- Extension rōpū showcasing their learning with the rest of the kura.

| ACTIONS | WHO IS RESPONSIBLE | RESOURCES REQUIRED | HOW WILL WE MEASURE SUCCESS? |
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| <p>1. Provide relevant and level appropriate professional development to staff to develop their understanding of tikanga, te ao Māori, te reo, and cultural capacity.</p> <ul style="list-style-type: none"> - Develop Individual & Class-Based Mihi – Support staff teaching Tangata Whenua Pepeha and kaiarahi to support individual mihi. Develop class-based Mihi-Whakatau to ensure all tamariki and kaiako can confidently introduce themselves and uphold kawa. - Embed Pōwhiri Participation – Provide structured opportunities for staff to observe, learn, and actively participate in formal pōwhiri, growing confidence in cultural protocols and responsibilities. - Create a 'Mātou' Tikanga Folder – Develop a school-specific tikanga guide, capturing key protocols, practices, and expectations to ensure consistency and sustainability. - Kaiārahi-Led Pre-Learning Sessions – Establish a Kaiārahi role to support and guide staff by sharing pre-learning before sessions, ensuring deeper engagement and understanding. | <p>Kaiarahi, kaiako</p> <p>Senior Leadership team</p> <p>Kaiarahi</p> <p>Kaiarahi, Principal</p> | <p>Pepeha expectations documentation.</p> <p>Pōwhiri planning recorded.</p> <p>Tikanga folder created.</p> <p>Lesson plans.</p> | <p>Akonga Maori Student Voice Survey</p> <p>NZCER Te Reo PAT</p> <p>School wide consistencies.</p> |
| <p>2. Aligning with Ngāti Tairi, whanau hui ropu and our wider community, create our 'Oākura School tikanga'.</p> <ul style="list-style-type: none"> - Engage in Whakapapa & Relationship Building – Strengthen connections with Ngāti Tairi, whānau hui rōpū, and local iwi to ensure tikanga reflects the identity, history, and aspirations of the community. - Facilitate Hui & Collaborative Wānanga – Hold regular hui with iwi, whānau, and staff to co-design the school's tikanga, ensuring it is authentic, meaningful, and sustainable. - Develop & Embed School-wide Tikanga – Clearly define tikanga that guides daily interactions, learning spaces, and school practices. Integrate tikanga into pōwhiri, classrooms, student leadership, and curriculum. - Acknowledge the Māori maramataka- celebrate events in the Māori calendar throughout the year. Whole school Puanga celebration and Te wiki o te reo Māori. | <p>Principal</p> <p>Principal, staff support</p> <p>Principal, Kaiarahi</p> <p>Leadership team, Kaiarahi, whānau</p> | <p>Invitations into our kura.</p> <p>Regular whānau hui.</p> <p>Tikanga folder.</p> | <p>Numbers attending regular whānau hui.</p> <p>Engagement of Ngāti Tairi.</p> |

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| <p>3. To embed and support the three extension rōpū effectively.</p> <ul style="list-style-type: none"> - Define Clear Purpose & Goals for Each Rōpū – Establish the focus, objectives, and success criteria for each extension rōpū, ensuring they align with the school’s strategic goals and meet the needs of the students involved. - Celebrate & Showcase Learning – Create opportunities for students to share their achievements, whether through whānau evenings, school assemblies, competitions, or through Hero/Google Classroom. - Share and Gather feedback – Regularly gather feedback from students, staff, and whānau to refine the structure, content, and impact of the rōpū, ensuring they remain meaningful and effective. | <p>Kaiarahi, MAC, Principal</p> <p>Kaiarahi</p> <p>Kaiarahi, Principal</p> | <p>Lesson plan / long term plan / MAC support</p> | <p>Te Reo PAT</p> <p>Akonga Maori survey</p> |
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