

Annual Implementation Plan 2025

Links from the [Education \(School Planning and Reporting \) Regulations 26 June 2023 Section 9](#)

Must be prepared and published by 31 March 2025 ⁸, school based communication, not to MOE

How did we get on last year with our targets and what will we do about targets that were not met? 9 1e

Targets that were met:

Our Learning:

- Garden to Table was implemented
- Draft assessment schedule was written
- New student management system was implemented
- Staff attended Liz Kane structured literacy PLD
- Staff visited other schools for observations
- Review of current assessment across the school

Our Hauora and Holistic Wellbeing:

- Termly offsite EOTC opportunities were implemented

- Semi-regular staff meetings and morning tea shouts were implemented

Our Culture and Community:

- Hero student management software was opened to whānau and the engagement target was met
- A whānau event was held each term attendance goal at whānau events was met.

Personnel, Property, Finance and Health & Safety:

- A Professional Growth Cycle document was created for staff
- A behaviour management plan was developed

Targets that were not met:

Our Learning:

- Localised curriculum development plan and review
- Engagement with local agencies including iwi
- Implementation of Enviroschools and Para Kore
- Securing of PLD funding for literacy and numeracy.

Our Hauora and Holistic Wellbeing:

- Implementation of localised curriculum

- Attendance did not meet the 95% regular attendance target

Our Culture and Community:

- Revisiting and rejuvenation of school values
- NZSTA board training

Personnel, Property, Finance and Health & Safety:

- Board self review plan
- Creation of documentation for effective appraisal and attestation
- 5YA and 10PP action plan
- NZSTA training
- Review of property cycles and plan for refreshment of property resources
- Goals and action plan for PTA
- Low behavioural incidents target not met
- Health and Safety committee
- Health and Safety register

What will we do?

At Te Akau School, we are committed to improving outcomes for our akonga. In 2025 we will shift attendance to one of our main goals in our Annual Implementation Plan as we see this as a high priority. We will make a genuine effort to engage with local agencies, including our local Iwi, Ngaati Tahinga. As the government's curriculum priorities

have shifted towards implementation of Te Mātaiao, the English and Mathematics and Statistics curricula, we will shift our focus from Local Curriculum implementation to meet this priority. The Board will undertake specific and targeted training with Richard Clarke, Education Consultant to build robust procedures and practices. Health and Safety will become a priority with the formation of a Health and Safety Committee in 2025 to ensure that all of our legislative requirements are met. We choose not to implement Enviroschools or Para Kore this year, but this will be revisited in our Strategic Plan 2026-2028.

What teaching and learning strategies will we use with an emphasis on literacy and numeracy, and for those students whose needs have not been met [9 1f](#)

In 2025, we are committed to improving the way we support our akonga with specific learning needs. We will create a dedicated program, led by experienced and registered teachers, to provide targeted support aimed at accelerating the learning of our students with the highest needs. This program will be tailored to the individual needs of the students and will include ongoing communication with their whānau. Our teachers will participate in professional learning and development (PLD) opportunities to support the implementation of the Te Mātaiao, English, and Mathematics and Statistics curricula.

How will our targets and actions support the Board to give effect to Tiriti o Waitangi [9 1g](#)

To give effect to the Treaty of Waitangi (Tiriti o Waitangi), our targets and actions can be aligned with the principles of partnership, participation, and protection, which are central to the Treaty.

Goal 1: To achieve a 10% improvement in students achieving at or above our expectations in Literacy and Mathematics and Statistics at Te Ākau School from Term 1 to Term 4 2025

- Protection: Focus on addressing disparities in achievement by ensuring that Māori students have equitable access to quality teaching and resources, particularly in literacy, mathematics, and statistics. This aligns with the principle of protection, which involves safeguarding the rights and well-being of Māori learners.
- Partnership: Work in partnership with iwi, Māori educators, and whānau to develop and implement strategies that enhance achievement in these core areas. Their insights will provide valuable cultural perspectives and contribute to effective strategies for Māori learners.

Goal 2: To improve the attendance of 'at-risk' students at Te Ākau School by 15%

- Partnership: By working closely with Māori communities and whānau, we can ensure that attendance initiatives are culturally appropriate and responsive to Māori students' needs. This might involve engaging with whānau to understand barriers to attendance and develop strategies together.

Goal 3: To improve the use of assessment to accelerate learning at Te Ākau School

- Protection: Ensure that assessments are culturally responsive and that Māori students' learning is protected from any biases that may exist in traditional assessment methods. You can use assessments to identify and address gaps in Māori student achievement, especially in literacy and mathematics.
- Participation: Actively engage Māori students in understanding and setting personal learning goals. By involving them in the assessment process, it acknowledges their agency and empowers them to take ownership of their learning.

Strategic Goal 1 [7.1c, 1d, 1f](#) Taken from Strategic plan...what are our Strategic goals and why?

Our Target to achieve our Strategic Goal [9.1a](#)

Goal 1 (Our Learning): To achieve a 10% improvement in students achieving at or above our expectations in Literacy and Mathematics and Statistics at Te Ākau School from Term 1 to Term 4 2025

Actions 9.1b, 7.1g	Resourcing 9.1c	Who	When	How will we know it is successful 9.1d	Ongoing Internal Evaluation-Statement of Variance 134.8a (Can be used for annual report-if it includes information on what did we achieve, evidence, reasons for variance and where to next)
Implement Te Mātaiao English and Mathematics and Statistics Curricula	PLD support for teachers	Hannah	Booked by beginning of Term 1	Canvas staff for their feedback on the PLD	10.2.25 MoE PLD is booked for Term 1 & 2 for Mathematics and Statistics 5.3.25 2 staff visited Te Mata school to complete teaching observations. Positive feedback. 10.03.25 MoE led PLD completed (part 1 of 2 for this year)
Provide targeted small group interventions for students who are below or well below expectations in literacy.	Direction of Banked Staffing to support teacher time Possible development/purchase of resources.	Hannah Kate	Baseline data Term 1, end of year data end of Term 4 Program to start Term 1	Achieve a 10% improvement in the percentage of students achieving at or above the expected level in reading and writing, as measured by the end-of-year reading and writing assessments	10.2.25 Small group intervention has begun. Baseline data to be complete by end of week 4. 11.03.25 Structured Literacy resources purchased following teachers observation days.

				compared with Term 1 baseline data.	
Organize professional development (PLD) sessions that focus on Structured Literacy instruction strategies for staff who have not already had training in this area.	PLD with Liz Kane Little Learners Love Literacy	Kate Hayley Hannah	Term 3	Canvas staff for feedback on the PLD	3.3.25 PLD application submitted to MoE for Structured Literacy training for all staff through 2025.
Implement culturally responsive teaching practices and regular check-ins with whānau to ensure culturally relevant support is provided for our akonga Māori.	PLD support in Te Ao Māori Resources that would support this teaching practice	All staff	Baseline data Term 1, end of year data end of Term 4	Close the achievement gap by at least 5% for Māori students, with the goal of them achieving at or above our expectation.	
Introduce more engaging, hands-on activities in literacy and mathematics	New maths resources New literacy resources Funds for engagement tools such as online subscriptions or prizes	All staff	Events planned Term 1	Have at least 2 events during the year aimed at increasing students engagement in Literacy and Mathematics i.e. Maths Week, Book Week, Read-a-thon	10.2.25 Book Week Scheduled for Term 4 2025 11.03.25 Maths resources ordered to support the implementation of the new Mathematics curriculum.

Strategic Goal 2 [7 1c, 1d, 1f](#) Taken from Strategic plan...what are our Strategic goals and why?

Our Target to achieve our Strategic Goal [9 1a](#)

Goal 2 (Our hauora and holistic wellbeing): To improve the attendance of 'at-risk' students at Te Ākau School by 15%

Actions 9 1b, 7 1g	Resourcing 9 1c	Who	When	How will we know it is successful 9 1d	Ongoing Internal Evaluation-Statement of Variance 134 8a (Can be used for annual report-if it includes information on what did we achieve, evidence, reasons for variance and where to next)
Implement a system to track daily student attendance, identifying students with frequent absences.	Stepped Attendance Response guidance - MoE	Hannah Gabbie	Mid-Term 1	Aim for a 30% reduction in chronic absenteeism (students missing 15 or more days per term) by the end of the school year.	Week 4 - school newsletter focus on STAR Week 5 - new attendance codes updated
Develop and implement individualised attendance support plans for students with frequent absences, including regular follow-up calls with parents/whānau and	Identify at-risk group	Hannah Gabbie	Target students identified by week 7 T1 Term 2	Achieve a 15% improvement in attendance for the at-risk group by the end of Term 2	11.3.25 High risk group identified (4 students)

identifying barriers to attendance.					
Partner with local health services to offer support for students dealing with health-related absenteeism, ensuring that students have access to medical care and resources to address any barriers.	Public Health Nurse Dental Clinic Vision and Hearing services	Hannah Gabbie	Term 3	Reduce health-related absenteeism by 5% by the end of Term 3 compared to the same time in 2024	7.3.25 Public Health Nurse has been informed

Strategic Goal 3 [7 1c, 1d, 1f](#) Taken from Strategic plan...what are our Strategic goals and why?

Our Target to achieve our Strategic Goal [9 1a](#)

Goal 3 (Our Learning): To improve the use of assessment to accelerate learning at Te Ākau School

Actions 9 1b, 7 1g	Resourcing 9 1c	Who	When	How will we know it is successful 9 1d	Ongoing Internal Evaluation-Statement of Variance 134 8a (Can be used for annual report-if it includes information on what did we achieve, evidence, reasons for variance and where to next)
Develop					
Create a clear, comprehensive schoolwide assessment schedule that includes formative, summative, and diagnostic assessments across English and Mathematics and Statistics to guide teaching and learning.	Input from Mary-Anne Murphy PLD lead	All staff	Term 1	Finalise the schedule by the end of Term 1 and review its effectiveness at the end of each term.	10.02.2025 Draft Schedule has been written.
Establish termly data team meetings where teachers collaborate to		All staff	Establish Term 1.	Hold at least 4 data meetings during the year, with all	

analyse student progress based on assessment results and adjust instruction accordingly.			Meet T1, T2, T3, T4	teachers actively participating in reviewing assessment data and setting action plans.	
Use assessment data to identify students who need additional support and implement targeted intervention programs for these students in literacy and mathematics.	CRT time for assessment provided	All staff	Identify Term 2	Ensure that 80% of students identified through assessments for additional support are enrolled in targeted intervention programs by the end of Term 1.	
Offer professional development workshops for teachers on how to effectively analyse and use assessment data to inform teaching and accelerate learning.		All staff	Term 3	Ensure 100% of teaching staff complete at least one professional development session on assessment data use by the end of Term 3.	

Te Akau School



"THE VALLEY OF LIFE LONG LEARNERS"