

## Waitakere Primary Annual Plan 2025.

Strategic Goals reflected in this annual plan.

**Goal 1:** Develop a balanced academic, social, and emotional curriculum that enables continuous steady improvement for everyone.

**Goal 2:** Deepening our understanding of and strengthening collective teacher efficacy and learner agency.

NB this plan reflects the agreed next steps from our recent ERO report

### **Annual Goal 1: To continue to lift achievement in literacy as we develop our understanding of the curriculum refresh**

Timeframe	Actions	Expected Outcomes	Actual Outcomes
Ongoing All Year	<p>Continue to consolidate teaching practice in literacy particularly using BSLA and WTB. Training staff in BSLA for 0 -3 and trailing the year 4- 6 resources</p> <p>Continuation of the implementation of programmes through a culturally sustaining lens.</p> <p>Development of an understanding of the new Literacy curriculum and how it impacts/changes our current programme</p> <p>A WSL position targeting literacy – working with the Kahui Ako in developing a deeper understanding of what the new curriculum looks like in practice and leading this development across our school. Areas of focus include:</p> <ul style="list-style-type: none"> <li>• Qualitative data re students' attitude to reading and writing</li> <li>• Analysis of the effectiveness of our additional programmes BSLA, WTB</li> <li>• Boys' writing achievement and attitude.</li> </ul>	<p>Programmes delivered with fidelity resulting in continued improvement.</p> <p>Greater understanding of the new English curriculum</p> <p>Qualitative data is used to inform teaching practices and deepen teacher student relationships.</p>	
Ongoing All Year	Professional learning in moderation and building a common understanding of progressions at each phase.	Teachers are confident in making OTJs. Consistency noted in judgements within and between teams.	
Ongoing All Year	<p>To continue monitoring and supporting priority students to ensure they continue to make accelerated progress and that their attendance is consistent.</p> <p>Review ways in which we can show the progress these students make using the new curriculum milestones/signposts.</p>	<p>Priority students make progress. Targeted programmes are implemented and reviewed with successful practices shared.</p> <p>Parents are informed of the progress they make.</p> <p>Attendance is monitored and students attend regularly</p>	
Ongoing All Year	To conduct a team cycle of inquiry based on student data involving sharing and analysing practice. Process to be followed:	Team cycles of improvement focus on the impact of practice on student achievement. They are	

	<ul style="list-style-type: none"> <li>Defining the problem in each team using data</li> <li>Identifying quick wins</li> <li>Deciding on measure of success and DAT</li> <li>Identifying priority students</li> </ul> <p>Review regularly at team meetings and include:</p> <ul style="list-style-type: none"> <li>Sharing of data and student work</li> <li>Identifying problems of practice</li> <li>Sharing successes</li> <li>Resetting targets</li> </ul> <p>Staff meetings scheduled focusing on Cycles of Improvement Team presentations on results of Improvements cycle, lessons learnt and next steps.</p>	iterative, timely, data informed and culturally sustaining.	
Ongoing all year	<p>To further develop assessment practices to include:</p> <p>Identification of learning goals Feedback/feedforward Qualitative data To review reporting procedures in line with the MOE requirements and the new Learning Phases in the refreshed curriculum</p>	<p>Students receive timely feedback about their learning</p> <p>Teachers are confident in making an OTJ and giving focused relevant feedback.</p>	

**Annual Goal 2: To continue to lift achievement in numeracy as we develop our understanding of the curriculum refresh.**

Timeframe	Actions	Expected Outcomes	Actual Outcomes
Ongoing All Year	<p>Continue to consolidate teaching practice in numeracy particularly using our current Inquiry Based Mathematics Programme. Continuation of the implementation of programmes through a culturally sustaining lens.</p> <p>Review of Year 0/1 programmes to align with the curriculum refresh.</p> <p>Implementation of the Numicon resources as support for our current programme.</p>	Programmes delivered with fidelity resulting in continued improvement.	
Ongoing All Year	<p>Professional learning in moderation and building a common understanding of progressions at each phase</p> <p>A WSL position targeting numeracy – working with the Kahui Ako in developing a deeper understanding of what the new curriculum looks like in practice and leading this development across our school. Areas of focus:</p> <ul style="list-style-type: none"> <li>Transition from Year 6 to 7 and Year 8 to 9</li> <li>Implementing and assessment in phase 1</li> <li>Basic fact knowledge and place value – increasing automaticity.</li> </ul>	<p>Teachers are confident in making OTJs. Consistency noted in judgements within and between teams.</p> <p>A deeper understanding of the knowledge and skills our students need in transitioning to our intermediate area and High school</p> <p>Increased automaticity lowers cognitive load and improves accuracy in all areas of maths</p>	

	<ul style="list-style-type: none"> <li>Qualitative data re student attitudes re maths.</li> </ul>		
Ongoing All Year	To continue monitoring and supporting priority students to ensure they make accelerated progress and that their attendance is consistent.	Priority students make progress. Targeted programmes are implemented and reviewed with successful practices shared. Parents are informed of the progress they make. Attendance is monitored and students attend regularly	
Ongoing All Year	<p>To conduct a team cycle of inquiry based on student data involving sharing and analysing practice. Process to be followed:</p> <ul style="list-style-type: none"> <li>Defining the problem in each team using data</li> <li>Identifying quick wins</li> <li>Deciding on measure of success and DAT</li> <li>Identifying priority students</li> </ul> <p>Review regularly at team meetings and include:</p> <ul style="list-style-type: none"> <li>Sharing of data and student work</li> <li>Identifying problems of practice</li> <li>Sharing successes</li> <li>Resetting targets</li> </ul> <p>Staff meeting scheduled focusing on Cycles of Improvement</p> <p>Team presentations on results of Improvements cycle, lessons learnt and next steps.</p>	Team cycles of improvement focus on the impact of practice on student achievement. They are iterative, timely, data informed and culturally sustaining.	
Ongoing all year	<p>To further develop assessment practices to include:</p> <p>Identification of learning goals</p> <p>Feedback/feedforward</p> <p>Qualitative data</p> <p>To review reporting procedures in line with the MOE requirements and the new Learning phases in the refreshed curriculum</p>	<p>Students receive timely feedback about their learning</p> <p>Teachers confident in making an OTJ</p>	

Minor Focus Areas			
Attendance	<p>Compliance with new MOE attendance guidelines</p> <p>Monitoring of attendance as per our attendance action plans.</p> <p>Report to Board and community on attendance.</p>	<p>Families supported to improve their child's attendance.</p> <p>Improved achievement outcomes noted by regular attendance.</p>	
Reporting to, and communicating with parents	<p>Implement changes to our current reporting to parents' practices in line with MOE requirements.</p> <p>Explore ways in which we report to parents during the year via open mornings, information meetings, parent teacher student conferences etc</p>	<p>Reporting meets MOE guidelines</p> <p>Parents have a deeper understanding and awareness of our school programmes through increased engagement</p>	

	<p>Use surveys, informal chats, etc. to gain feedback.</p> <p>Use newsletter to gather ongoing voice from our community to inform our strategic planning process.</p> <p>Allocate an innovation unit to increase engagement and interaction from parents, whānau and local stakeholders.</p>	with school events and initiatives	
Finalise our school vision to ensure it is reflective of our learner profile, Waitākere way, Waitākere values and Waitākere Why.	<p>Using the outcomes from our BOT consultation (relashing the waka) to create a visual image of our tikanga and supporting documentation.</p> <p>Work in collaboration with Mana Kura to strengthen educational powerful connections to Te Kawerau a Maki</p>	<p>Visual images are created to reflect all aspects of Waitākere way, values and why.</p> <p>Plan developed to outline ways forward in collaboration with Mana Kura and in consultation with all parties.</p>	

Business as Usual Key Goals 2025	
Item	Outcomes
<b>Property</b> Remediation of Rooms 18 and 19 weathertight issues. Continued development of our school environment to reflect our school values and culture. Completing projects from our 5YA Painting of our school. Water blasting the junior playground	
<b>Personnel</b> Continued development of staffs' knowledge of the curriculum refresh in English and Maths. Consolidate our inquiry practice and implement the Waitākere Way. Further development in the science of learning (pedagogical design)	
<b>Finance</b> Monitoring of finances to reduce deficit in light of reduced roll. Promote an international student programme to increase locally raised funds.	
<b>Community</b> Continued implementation of Skool Loop as our key communication tool with our community and Seesaw as a way for them to share in their child's learning. Ongoing and responsive consultation with our parent community (Reporting to parents' procedures, curriculum refresh, Waitākere Way, School Vision etc.) Consultation with our Māori families Work in partnership with Te Kawerau a Maki in the Mana Kura Programme.	
<b>Health and safety</b> Implementation of Health and Safety procedures	
<b>Board of Trustees</b> September - Board of Trustees elections Consult community as part of the preparation of our school's strategic plan 2026 -2028.	

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