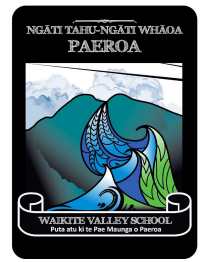




Waikite Valley School Annual Implementation Plan 2025



Strategic Goal 1 - Teaching and Learning

- To improve outcomes of equity and excellence for all learners with priority for those learners underachieving or at risk.

Strategic Goal 2 - Community Engagement

- The school is part of an educationally powerful partnership with its staff, community, whānau, and local iwi.

Annual Goal

- To accelerate progress and achievement of those learners underachieving or at risk of achieving so that every learner has the opportunity to achieve At or Above expected outcomes.

Baseline data EOY 2024 (Whole School) Regulation 9 (1)(e)

Reading

- School-36% Above 45 % At 19% Below 81% At or Above
- Māori- 22% Above 48 % At 30% Below 70% At or Above
- Most year groups have 90%+ students achieving At or Above

Target group for 2025

- Increase % of Māori to At and Above
- Increase numbers in year 3 to AT

Writing

- School- 27% Above 47 % At 26% Below 74% At or Above
- Māori- 19% Above 37 % At 44% Below 70% At or Above

Target group for 2025

- Increase % of Māori to At
- Increase numbers in year 3,7, 8 to At

Maths

- School- 29% Above 51 % At 20% Below 80% At or Above
- Māori- 19% Above 37 % At 44% Below 70% At or Above

Target group for 2025

- Increase numbers in Year 3 to At

Attendance Baseline

Term 3 2024 52 % Irregular 29%, Moderate 14%, Chronic 4%

Term 4 2024 70% Irregular 18% Moderate 8% Chronic 4%

Strategic Goal 1 - Teaching and Learning

To improve outcomes of equity and excellence for all learners with priority for those learners underachieving or at risk.

Key Action Reg 9(1)(B and F)	Planned outcome and measure Reg 9(1)(B and F)	Responsibilities Reg 9(C)	Resourcing Reg 9(C)	Timing
Embed BSLA in Yrs 1-3	*Data shows the gap closing between Māori and NM in years 1-3 *There is an increase in % of Māori students achieving At or Above the expected level in reading and writing	Lisa Shandy	Time for data analysis	Completed by the end of Term 4
Begin to implement BSLA in yrs 4-8	*Senior teachers are trained and begin to implement BSLA in years 4-8 *Data shows the gap closing between Māori and NM in years 4-8 *There is an increase in % of Māori students achieving At or Above the expected level in reading and writing	Sheena H Sheena S Principal	PLD for senior teachers Relief teachers	PLD time Term 2 Term 4
Implement tier 2 Literacy support via Specialist for years 1-3	Students in Years 1-3 show progress in phonological awareness, letter-sound knowledge, and word recognition as measured by BSLA assessment tools.	Literacy Specialist-Virginia Class teachers	2 days MOE+BOT PLD for tier 2/3	Review at the end of every term Term 2 Term 3 Term 4
Implement Assessment for Learning across the school	*A consistent approach to AFL is implemented and visible across school *Professional discussions reflect teachers understanding and use of AFL *Learners confidently talk about their learning and their next steps	All teachers	Staff meeting time	Completed by end of Term 4
Implement the refreshed Literacy and Numeracy curriculum	*The refreshed curriculum in Maths and English will lead to improved student outcomes, evidenced by increased attainment and progress in assessments. *Teachers will demonstrate increased confidence and skill in delivering the refreshed Maths and English curriculum.	All staff	PLD time Staff meeting time Resources	Completed by the end of Term 4
Improve regular attendance by establishing a clear monitoring system.	Regular attendance for all (92) students will improve to at least 80%. Term 3 2024 52 % Term 4 2024 70% The number of students with irregular, moderate, and chronic absenteeism will significantly decrease Term 3 2024 52 % Irregular 29%, Moderate 14%, Chronic 4% Term 4 2024 70% Irregular 18% Moderate 8% Chronic 4%	All staff Students Whānau	Staff meeting time	Monitor termly
Begin to implement PB4L by embedding consistent, culturally responsive behaviour expectations and practices that promote a positive, inclusive learning environment for all students.	*A shared set of school-wide behaviour expectations is visible, understood, and consistently applied by staff and students. *There are clear definitions and procedures for managing problem behaviours	All staff Students	PLD days Staff Meetings	Implementation 2025-2027

Strategic Goal 2 - Community Engagement

- The school is part of an educationally powerful partnership with its staff, community, whānau, and local iwi.

Key Action Reg 9(1)(B and F)	Planned outcome and measure Reg 9(1)(B and F)	Responsibilities Reg 9(C)	Resourcing Reg 9(C)	Timing
Increase the number of consultation opportunities with the community	*Surveys and consultation opportunities are well attended/received.	BOT/Principal Community Iwi Whānau	Staff meeting time	
Continue to strengthen partnerships with iwi	Partnerships with iwi are strengthened, and the curriculum reflects iwi knowledge, language, and values—helping Māori learners feel more connected, engaged, and successful.	BOT/Principal Community Iwi Whānau	Runanga hui time Staff meeting time	