



Annual Implementation Plan 2025

Strategic Goal 1:	To implement deliberate actions to increase student achievement and attain equitable outcomes for all students in literacy and mathematics.																																	
Annual Aim 1:	To lift student achievement overall with a targeted focus on maths. We aim to lift student achievement in maths especially for girls and Maaori students. We aim for girls to be achieving in maths at or above the cohort from 60% to 70% or from 6 out of 10 to 7 out of 10 girls. We aim for Maaori students to be achieving in maths at or above the cohort from 63% to 75% or from 5 out of 8 to 6 out of 8 students.																																	
What do we expect to see by the end of the year?																																		
<ul style="list-style-type: none">● Retain Target in Maths with targeted Structured Maths programmes and resources (70-75%)● As a minimum, retain reading and writing data results from the end of year 2024 give or take 70% or over with targeted Structured Literacy implementation changes● Teachers run a successful writing programme supported by structured literacy approaches● Target students have been identified and receive targeted support																																		
End of year 2024 data:																																		
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Actions	Who is responsible?	Resources (Time / Money)	Timeline	Success Measure
<ul style="list-style-type: none"> ● Develop clear learning expectations shared with students. ● Build teacher confidence and capabilities in delivering a successful structured Maths programme and support teachers and leadership with across-schools Kaahui ako workstreams aiming to raise achievement in Maths. ● Provide PLD and support to teachers and leadership in providing rich maths & literacy programmes informed by the new phases & learning progressions of the revised curriculum 	<ul style="list-style-type: none"> ● The Principal ● School Board ● All teaching Staff ● Across-schools Teacher from our Kaahui ako workstreams ● Learning Support Coordinator 	<ul style="list-style-type: none"> ● Staff meeting fortnightly to re-evaluate processes and identify needs ● Purchase additional Maths resources for teaching ● Teacher Aide weekly timetable ● Engage with and activate effective Professional Development in structured maths and structured literacy from experts and from existing staff expertise 	<ul style="list-style-type: none"> ● Throughout the year ● Term 3 ● Teacher Aide timetable will be reviewed every term, informed by student needs ● Term 2 & 3 	<ul style="list-style-type: none"> ● Teacher planning indicates a learning focus for a lesson & Students can identify what they are learning or have learned. ● Positive and frequent hui with whaanau reporting on feedback and feedforward for students' learning ● Student voice is collected to determine if they understand learning goals ● Teaching observations, attestations and professional reflections

Strategic Goal 2:	To extend reciprocal learning-centred partnerships between school and whaanau that improve student attendance and student achievement outcomes.
Annual Aim 2 & 4:	To strengthen the reciprocal home-school relationship by sharing information and resources to support student attendance and student learning outcomes. Identify whaanau aspirations to build on community relationships that will enable teachers to identify and support students' needs, interests and cultural values.

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

- Positive relationships with students, whaanau and caregivers
- Attendance data shows improvement from 2024 and Ministry of Education Attendance Targets are achieved
- Cultural values and whaanau interests are identified and used to inform school procedures and practices

End of Term 4 - 2024 data:

Category	Count	Target 1	Target 2	Target 3	Target 4
Waikaretu School 2024 Years 1 - 8	All students 25	6 24%	1 4%	4 16%	14 56%
	Male 15	1 7%	1 7%	2 14%	11 73%
	Female 10	5 50%	0	2 20%	3 30%
	Maaori 8	6 75%	0	0	2 25%
	NZE 17	0	1 6%	4 23%	12 71%

Actions	Who is responsible?	Resources (Time / Money)	Timeline	Success Measure
<ul style="list-style-type: none"> ● Identify whaanau aspirations through community consultations ● Identify new staff communication strengths and areas for growth ● Engage positively and frequently with all stakeholders on varied platforms about the importance of regular attendance ● Continue PB4L and update TIC (Team Implementation Checklist for PB4L) to inform schoolwide Positive Behaviour for Learning & apply for Tier 2 funding ● Regularly collect and analyse attendance data ● Continue end of term certificate to celebrate attendance 	<ul style="list-style-type: none"> ● The Principal ● School Board ● All staff at school ● Across-schools attendance support teacher from our Kaahui ako schools ● Learning Support Coordinator 	<ul style="list-style-type: none"> ● Whaanau consultation (time) ● Professional discussion around effective communication practices and procedures in educational settings (time) ● Set time and dates for PLD ● The Principal and Learning Support Coordinator 	<ul style="list-style-type: none"> ● Term 1 & 2 ● Term 1 ● Throughout the year ● By the end of term 3 ● Term 2 initial TIC - Term 4 TIC review ● At the end of each term ● At the end of each term 	<ul style="list-style-type: none"> ● Positive and frequent hui with whaanau reporting on feedback and feedforward ● Community surveys are collected and analysed to inform successful outcomes and our next steps ● Staff is confidently taking on increased responsibility and engaging effectively & positively in the school and in the community ● Comparison of term data analysis shows improvement and targets are met ● Review TIC (Team Implementation Checklist for PB4L) ● Teachers have completed PB4L refresher PLD and Tier 2 funding has been successfully applied for ● Attendance is awarded termly and at the end of the year

<p>and skills without judgement</p> <ul style="list-style-type: none"> ● Continue to develop and engage in a reciprocal relationship with mana whenua (inclusive of the school Board) ● Build teacher cultural capabilities and te reo Maaori skills with targeted PLD (leadership & Teachers) ● Integrate Localised Curriculum/Aotearoa New Zealand Histories across all curriculum areas informed by our Kaahui ako schools ● Community consultation that supports our localised curriculum. This will be informed by our community members, local kaumatua & members of Ngaati Tahinga 	<ul style="list-style-type: none"> ● Kaahui Ako across school teacher (appointed by the Kaahui Ako from Te Kauwhata Primary School and Te Kauwhata High School) 	<p>update PB4L practices and resources</p> <ul style="list-style-type: none"> ● Regular student-teacher conferences (time) ● Regular, scheduled staff meetings and PLD (time) ● Board funding reserved for PLD for teachers and leadership and for in class resources in te reo and tikanga Maaori (time & money) ● Board funding / koha reserved for cultural community consultation and cultural events (money) ● Student, teachers, Board and school community to attend Koroneihana 2025 ● Matariki celebrations at our local Marae 	<p>Throughout the year</p> <p>Throughout the year</p> <p>Koroneihana 2025</p> <p>Matariki - June 2025</p>	<p>conference</p> <ul style="list-style-type: none"> ● Students can identify next steps on learning goal charts ● PB4L schoolwide to include staff - we display what we do and what we say (The WAI-Way). ● Facilitate staff meetings and design meeting notes that reflect collaboration and a theory of improvement ● Teaching observations, attestations and professional reflections & implementation of Professional Growth Cycle for teachers ● Our self-review tool (Poutama Reo) for implementing te reo Maaori indicates a shift in indicators to where we sit as a school, as teachers, as leadership, as students and as whaanau, hapuu and iwi involvement ● Continued engagement with mana whenua ● Student engagement and proficiency in te reo and tikanga Maaori is measurable and sustainable ● Students, staff and whaanau engaged in and celebrating community & cultural events
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Waikaretu School is part of the Too Taatou Haerenga Kaahui Ako (Community of Learning group) with the following schools:



The Kaahui Ako aims to implement the following theory for improvement with the below success statements:



TOO TAATOU HAERENGA THEORY FOR IMPROVEMENT

Ki te whakapono i te moemoeaa, ka kikii te kete ki te whakaute,
te raupii, te aroha, ko te momoho te kite ko ngaa pangore kua
eke ki te maunga tapu o Taupiri

If (we) believe in the dream/vision, (and our) kete is filled with
respect, support and love, (you) will see the rewards, (which will
be that) the children reach the (highest) pinnacle of Taupiri.

Ref. Too Taatou Haerenga ~ North Waikato Kaahui Ako

Clear and purposeful
pathways for our learners that
meet their educational &
emotional needs.

Quality teachers and
leaders who draw on
collective strengths through
ongoing collaboration.

Our plans, policies, and
local curriculum reflect local
tikanga Māori, mātauranga
Māori and te ao Māori