

GORDONTON SCHOOL ANNUAL IMPLEMENTATION PLAN 2025

This Annual implementation plan is drawn from the components of the school's Strategic plan. It is a one year strategic plan which brings the process back into line with the Board Election Cycle. This plan holds minor changes but is otherwise a continuance of the 2024 Annual implementation plan.

Goal 1: ACHIEVING SUCCESS FOR ALL

In 2025 we will be focusing primarily on understanding and implementing the refreshed Literacy and Maths curricula. The Ministry of Education. The goal of both of these curricula is to raise achievement and accelerate progress for Tamariki.

Teachers/Kaiako will be given supported access to high quality, targeted professional development, and a schoolwide approach to these key curriculum area will ensure consistency across the classrooms.

Goal 2: STRONG PARTNERSHIPS.

We will look at ways to encourage our community to support the work we do at school and to encourage whānau to be part of their tamariki's learning. We will be focusing on celebrating the cultural diversity of our school - embracing language, culture and identity. We will also be incorporating the history and ecology of our local area within classroom programmes.

Goal 3: FUTURE FOCUSSED.

We will be enhancing our focus on health and wellbeing which is essential for ongoing and consistent learning. We will be focussing on equipping our Tamariki with the dispositions, skills and attributes to be successful in their own education and professional journeys; We will be focussing on upskilling and honing our delivery of learning through explicit acts of teaching to provide the best learning opportunities to students;

We will be looking to grow and provide sustainable and focussed Governance;

We will be looking to grow our student roll through the effective retention of families and students.

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

1. We will continue to give priority to raising the achievement of Maori students in our school.
2. We will continue to have Mana Whenua representation at a governance level.
3. Community consultation has been undertaken to find out about whānau aspirations
4. All data collected will be analysed and reported in terms of ethnicity alongside other distinctions. This will allow us to celebrate success as well as to identify areas which need to be strengthened.
5. We will continue to promote and explore our school expectations of being 'anchored in MANA'

Teaching and learning strategies and programmes of our school which support students to progress and achieve

1. Structured Literacy

2. House of science

3. Continuing to grow our localised curriculum in relationship with Ngati Wairere

4. Pr1me Maths

5. Children who are not making expected progress will be identified and become priorities for their teachers. Their progress and the adaptations made for them will be tracked through the assessment process.

6. Wide range of special needs programmes will be delivered to meet the needs of our tamariki

7. A range of online tools will be used to accelerate children's progress in maths, reading and spelling <https://world.casio.com/m>

8. Continued association with the FAST trust to identify and intercede in the learning of Tamariki with learning support needs.

Strategic Goal 1

To enhance the children's academic achievement

Annual Target/Goal:

Our academic focus for 2024 achievement in Literacy and Maths. In 2024 76.1 % of children in Years 0-8 made accelerated or sufficient progress in Writing. 85.2% of children in Years 0-8 made accelerated or sufficient progress in Reading. 84.2% of children in Years 0-8 made accelerated or sufficient progress in Maths

What do we expect to see this year?

Our target is for at least 80% of children in Years 0-8 to make sufficient or accelerated progress in all three core curriculum subjects by the end of 2025. Progress against our goal will be assessed through Asttle data, standardised testing, in-class assessments and OTJs. Moderation will take place across teams and our team leaders will regularly assess class teaching and learning practices.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure
<ul style="list-style-type: none">The implementation of structured literacy learning across the school.Ensure new staff are inducted into the structured literacy learning. (Mentor if required)	SLT Literacy Leader	Resources set aside in Budget Release for LL to observe and coach staff	Review at Mid and End of year Fortnightly at SLT Meetings	Akonga will make progress in writing. Strategic Goal achieved.

<ul style="list-style-type: none"> Continue on from previous learning with a focus on writing 				
<ul style="list-style-type: none"> Literacy Leader will continue to lead developments school wide. Literacy leader in consultation with the Principal will provide professional development as well as undertaking observations and giving feedback. 	Principal Literacy Leader	As above Resourcing (release provided by Kahui Ako)	Review at end of year internally and with Kahui Ako for ongoing resourcing	As above. Also teachers capability in teaching writing will be assessed via anecdotal feedback.
<ul style="list-style-type: none"> A Teacher Only Day will be held at the beginning of the academic year to set expectations and provide practical support for teachers. 	Principal Deputy Principal	Nil	Beginning of eEar	
<ul style="list-style-type: none"> The SENCO will liaise with teachers to identify students in need of support and make relevant applications as well as report to the board once per year. 	Principal SENCO/DP	DP fully released to do this Learning assistants managed by SENCO and effectively deployed.	Ongoing through the year	High needs children making progress across the curriculum. See linked Achievement data summary with rates of progress shown on page 13 Achievement Data Summary...
<ul style="list-style-type: none"> Māori and Pasifika achievement will be longitudinally tracked and interventions/ adaptations to programmes will be made as needed. Focus to be placed on progress made with once per term analysis by teachers 	SLT Teachers	Development of Assessment platform spotlight to record and track progress	Ongoing through the year	Maori and Pasifika students remain a priority and make progress in line with other students. Achievement Data Summary...
<ul style="list-style-type: none"> Target and priority learners will be identified and monitored as they 	SLT Teachers	Time for collaboration at Team meetings	Ongoing through the year	

move through the school.				
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Strategic Goal 2

Strong Partnerships

Annual Target/Goal:

For our whānau and the wider community to have a greater involvement in the school in order for language, culture and identity to be celebrated and for the children to gain a better understanding of the place in which they live.

What do we expect to see this year?

Our community will regularly be part of what we do at school. The view of our community will be actively sought in respect of changes in the school. Children will have a better understanding of the histories and resources in our local area and be actively involved in environmental projects.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure
Strengthen Home/School partnerships by: <ul style="list-style-type: none"> Consulting on changes to the curriculum Robust reporting of achievement. Whole school events to develop a sense of community. 	Principal	Spotlight platform (Etap) Newsletters	Term 4	Feedback from parents from informal and formal conversations. Surveys Teacher meetings Rongohia te Hau Sand mining meeting Production Ag Day

<p>Strengthen connections with local community and resources including relationship with Ngati Wairere and Hukanui Marae.</p> <ul style="list-style-type: none"> • Maintaining a relationship with Mana Whenua • Engaging with Ngati Wairere relating to Noho Marae and large school celebrations 	Principal, DP, SLT	Principal, DP, Mana Whenua	Term 2 and Term 4	<p>Mana Whenua to report to Board/Principal of any issues, concerns as well as positive feedback. Principal and DP to continue building relationship with Iwi.</p> <p>No Noho Marae Kahui Ako PDL and ongoing focus.</p>
<p>Strengthening Partnerships with Education Communities: EWCS, WFPS, NZ Rural schools leadership assn. Te Pae Here Kahui Ako</p> <ul style="list-style-type: none"> • Ensuring we have the right people representing us. • That the position of Gordonton School expressed at meetings is reflective of the school view. • That we attend and host events. 	Principal	Principal, Cluster Reps	Term 2 and 4	Principal will actively participate in executive meetings with groups, attend leaders hui. Students will participate in available inter school events.
<p>Strengthening internal partnerships with staff and students.</p> <ul style="list-style-type: none"> • Making wellbeing of staff a priority • Making wellbeing of students a priority • Making opportunities available to staff relating to Professional development. 	Principal, SLT, Teachers, Student councillors.	Staff wellbeing day Student wellbeing budget	Term 1 - 4	Students continue to develop trust in the staff. Staff will see students positively. Anecdotal feedback will be sought.
<ul style="list-style-type: none"> • Strengthen the relationship between the parents and the Board. <ul style="list-style-type: none"> ◦ Affirming the Principal/PM relationship ◦ Having adequate meetings and updates given. 	Presiding Member, Board, Principal	Presiding Member, Board, Principal	Term 2 and 4	Absence of complaints/concerns. Parents will be confident in the Board.

Strategic Goal 3

Future Focussed

Annual Target/Goal:

We will provide relevant and targeted learning opportunities outside the curriculum, focussed on developing young people for their future. We will be kaitiaki for our physical setting and environment, developing it so it meets our ākonga needs, reflects the school values and Te Ao Maori. Increase the student roll through reducing attrition and attracting new students.

What do we expect to see this year?

Our property will be developed with well managed building projects, replanting of trees, development of outside areas and in good repair. Opportunities for our students to explore their own future, teaching and learning around employment and managing money (especially our year 7/8 students)

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure
Development of the outdoor area and learning spaces. <ul style="list-style-type: none">Engage a designer to develop a concept planInvolve teachers and community in the design processPM and Board to maintain oversight.Source labour and help from within the community.	Principal, Board property committee	Funding for outdoor classroom Area HR sourced locally for design and construction.	Term 4	A new-look outdoor learning area will be constructed between Room 7, Hall and Library.
Environment is an effective space for learning and safe play. <ul style="list-style-type: none">Regular meetings with property manager to	Principal, Board, Property manager	Nil extra Improved record of issues and solutions	Principal will work with the Property manager to detail a work plan that maintains and improves the property	Outdoor learning area development Shade sails replaced Pool amenities upgraded

<p>ensure environment is being maintained</p> <ul style="list-style-type: none"> • Conduct regular checks and compliance with playgrounds and equipment. • Replace media in playgrounds regularly. 				
<p>Trees replanted</p> <ul style="list-style-type: none"> • Engage advisor to assess best spots for trees • Obtain exotic tree specimens • Select children to help with planting 	Principal, Board, Property manager	Trees	Term 4	Trees planted in the school
<p>Financial literacy programme implemented</p> <ul style="list-style-type: none"> • Include this learning on the long term plan. • Source provider • Review learning on completion. 	Principal, SLT	Learning programme	Term 4	A programme is sourced and implemented in the school.
<p>Employment/ Work future training given to Te Rakau Students.</p> <ul style="list-style-type: none"> • Year 7/8 students to undertake this learning in the 2nd half of the year. • Engage outside providers if required. 	Principal, Te Rakau Team Leader	Learning programme (possibly a financial cost)	Term 4	Principal and Te Rakau Team collaborate on learning design and source external resources to support.