

# Annual Plan Goals 2025



Strategic Goals		Education Requirements	Goals
1	To respond to the data and have high aspirations for all students	<b>NELP Objective 1</b> <b>Priority 2:</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education to their needs, and sustains their identities, languages and cultures	<b>Attendance</b> Implement STAR to improve student attendance.
			<b>Community Engagement</b> Continue to engage whānau throughout the school to create partnerships with the kura to support our tamariki through shared aspirations and goal-setting.
2	Ensure equitable outcomes for all learners through the implementation of the updated New Zealand Curriculum (NZC)/Mātauranga	<b>NELP Objective 2</b> <b>Priority 4:</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy  <b>NELP Objective 3</b> <b>Priority 6:</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce  <b>NELP Objective 3</b> <b>Priority 5:</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<b>New NZC</b> Continue to upskill all teachers in the new NZC.
			<b>Assessment/Reporting to Parents</b> Continue to upskill the teachers in the new NZC progressions. Educate teachers and the community on any new reporting and the changes to the NZC.
			<b>NUONI Curriculum</b> Where necessary, create progressions for learning specific to Māori-medium in Reading, Writing and Oral Language.
			<b>Science Pūtaiao</b> Continue to upskill teachers in hands-on ways Science Pūtaiao can be brought to life in the classroom.
3	Investigate a pathway for International Students to attend Westmere School		Create a pathway for International Students to attend Westmere School

## Strategic Goal 1: To respond to the data and have high aspirations for all students

Annual Goal: Implement STAR to improve student attendance.

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### Summary of the Plan

Attendance will be closely monitored and absences will be followed up by SLT. Standard emails will be sent home when attendance drops below certain levels. Whānau will be notified of the implications of missing school during term time for family holidays.

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### Where we are currently at?

- Term 1 77% Regular Attendance (72% 2023)
- Term 2 62% Regular Attendance (62% 2023)
- Term 3 51% Regular Attendance (48% 2023) - holidays peaked at 36% this term
- Term 4 68% Regular Attendance (66% 2023)

Our low regular attendance statistics are mainly due to illness (roughly 50% of absences in T4) or holidays during term time (approx 20% in T4 - peaking at the start and end of each term). We have 3-5 students at any time who we monitor for attendance issues. We work with their whānau to return to regular attendance.

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

Ensuring that learners' and whānau presence and engagement at school is monitored, maintained and promoted.

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### Annual Target

- Regular attendance is 75% or higher in 2025
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### What do you expect to see by the end of the year?

Fewer absences during term times for holidays.

Reduced impact of absences reflected in school-wide academic data.

Reduced impact of absences as observed in social interactions (friendships) and overall mental health and wellbeing.

## Strategic Goal 1: To respond to the data and have high aspirations for all students

Annual Goal: Implement STAR to improve student attendance

Actions	Responsibility	Resources	Timeframe	Measurement of Success
Attendance monitored weekly and	SLT	Hero - check	Weekly	75% of students attending regularly (90%) each term.

<p>parents/caregivers receive an email when attendance drops below:</p> <ul style="list-style-type: none"> <li>● 10%</li> <li>● 20% etc.</li> </ul>	<p>- Kylie (Juniors/ NUONI) - Melinda (Middle/Seniors)</p>	<p>attendance record and report back to SLT.</p>	<p>update at SLT meeting.</p>	
<p>Whānau meetings when unjustified attendance drops below 90% and where applicable, strategies to support children attending school put into place, i.e. support from external services (child health nurse, RTLB).</p>	<p>SLT/teachers/ external services</p>		<p>Point of need</p>	<p>Parents/caregivers of students attending &lt;90% have been contacted and plans put into place to support children coming to school.</p>
<p>School newsletters used to promote attendance and inform the community about attendance targets</p> <p>Parents/caregivers notified of implications for learning and friendships if holidays are taken during term time.</p>	<p>Office (standard email)</p>		<p>Point of need</p>	<p>Children are absent for fewer days during term time for whānau holidays</p> <p>Parents notify principal of intent to take children out of school during term time and email response sent.</p>

## Strategic Goal 1: To respond to the data and have high aspirations for all students

**Annual Goal:** Continue to engage whānau throughout the school to create partnerships with the kura to support our tamariki through shared aspirations and goal-setting.

### Summary of the Plan

To create regular community events and opportunities for creating partnerships with whānau to gather parent voice about their aspirations for their child and the kura. To create events where there is greater whakawhanaungatanga so whānau feel they are part of a community.

### Where we are currently at?

Last year we re-instated Studio Connectors to run studio events throughout the year. In 2024 these events also included our Māori-medium whānau at the same year levels, meaning there was more engagement across the English- and Māori-medium. We would like to build on these events as a way to gather community feedback at the same time. We made the shift with our Whānau Hui in Māori-medium to include more whānau involvement and move away from a model of information delivery.

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

Building stronger relationships through whakawhanaungatanga. Using whānau aspirations to plan for future educational outcomes. Developing whanaungatanga amongst whānau to foster a sense of belonging.

### Annual Target

- Strategic plan reflects goals and aspirations of whānau

### What do you expect to see by the end of the year?

- More whānau who know one another
- SLT have a clear picture of whānau goals and aspirations for their tamariki so they are able to create the strategic plan for the next three years

## Strategic Goal 1: To respond to the data and have high aspirations for all students

Annual Goal: Implement STAR to approve student attendance

Actions	Responsibility	Resources	Timeframe	Measurement of Success
Re-format "Meet the Studio/Class" to include whakawhanaungatanga and opportunities for mātua to interact with one another. Whānau also experience	SLT All Kaiako	Staff meeting time to plan	Wks 1-3, T1	Parent Survey after the event - Feedback from whānau is positive. Engagement between parents at the event is high.

how we work collaboratively and the strategies we use as kaiako to engage their tamariki. Use the event to gather feedback on one aspect of school.		Survey		Resulting whānau voice is evident in school plans, environment and events - informs our upcoming strategic plan.
Incorporate an element of information gathering into Studio Breakfasts or other Studio Connector Events/Whānau Hui	SLT	Studio Connectors for each studio	T1-4	Resulting whānau voice is evident in school plans, environment and events - informs our upcoming strategic plan.
Alternate Whānau Hui with Whānau Whakawhanaungatanga from T2-4 - organised games and activities for whānau to play and enjoy together with a kaitahi	SLT NUONI Kaiako		T2-4	More opportunities for whānau to connect throughout the year so the noho isn't the only way whānau get to know one another.
Develop a method of gathering feedback through the newsletter/separate email account	SLT	New email account	T1-4	Resulting whānau voice is evident in school plans, environment and events - informs our upcoming strategic plan.
Collect student and staff voice to help inform the strategic plan	SLT		T1-4	Resulting staff and student voice helps to inform our upcoming strategic plan.

## Strategic Goal 2: Ensure equitable outcomes for all learners through the implementation of Te Mātaiaho

### Summary of the Plan

We have begun using the new curriculum progressions and will continue to work through these and what they look like in practice throughout the year. We will respond to government expectations for assessment and reporting to parents as they are released. We will unpack the new English curriculum for Years 7 and 8 for our tamariki who have completed the Year 6 progressions. We will investigate the Year 4-6 BSLA programme and determine how it aligns with our current programme. NUONI will work to develop guidelines for te reo Māori language progression in Māori-medium. We will strengthen teaching practice in Science by exploring a hands-on-approach to teaching and learning,

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### Where we are currently at

We have effective systems in place for tracking the progress of students, reporting to parents, planning, teaching and sustaining what we regard as good practice that aligns with the refreshed NZC. Kaiako are unpacking the new progressions as we make our way through the curriculum and are navigating how any differences impact our programmes. We are awaiting the Year 7-13 English curriculum. We are using the new progressions that are available and are preparing for changes to reporting to parents. We have trained all teachers in the Junior area in BSLA and it is being used in Years 1-6. We have trained one LA. Two teachers have completed the BSLA refresher course.

In 2024, we worked to align and solidify assessment practices. Data is now more accurate across NUONI. With better assessment practices and knowledge kaiako had a better understanding of children's progress. This meant we could start identifying tamariki who were ready to move from Reading to Pānui. Teachers currently have an understanding of science concepts and use curriculum support documents to plan and teach.

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### Annual Target:

- Maintain current achievement results based on the new curriculum progressions, particularly in Mathematics
  - The gap is closing between Māori-medium and English-medium achievement
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### What do you expect to see by the end of the year?

- Curriculum coverage in place that responds to the new demands of the refreshed NZC
- Teachers plan, teach and assess against the new curriculum progressions
- Assessment matrices have been updated and are in use through Hero goal wheels
- Parents have been informed and educated about the changes
- NUONI have clear guidelines for language progression
- Teachers have more hands-on strategies for teaching Science concepts and processes
- Teachers are feeling confident about their baseline Science|Pūtaiao knowledge in preparation for the updated Science curriculum

## Strategic Goal 2: Ensure equitable outcomes for all learners through the implementation of Te Mātaiaho

### Annual Goals:

- New NZC: Continue to upskill all teachers in the new NZC.
- Assessment/Reporting to Parents: Continue to upskill the teachers in the new NZC progressions. Educate teachers and the community on any new reporting.
- **NUONI Curriculum:** Where necessary create progressions for learning specific to Māori-medium in Reading, Writing and Oral Language.
- **Science|Pūtaiao:** Continue to upskill teachers in hands-on ways Science|Pūtaiao can be brought to life in the classroom.

Actions	Responsibility	Resources	Timeframe	Measurement of Success
<p><b>New NZC/ Assessment &amp; Reporting to Parents</b> Use of:</p> <ul style="list-style-type: none"> <li>• Team planning meetings</li> <li>• Staff Meetings</li> <li>• Coaching Triads</li> <li>• ToDs/Curriculum Days</li> </ul> <p>to continue to familiarise kaiako with the new Maths and English curricula. SLT and YGLs working alongside kaiako to unpack progressions.</p>	SLT YGLs All Kaiako	Ministry Resources	T1-4	<ul style="list-style-type: none"> <li>• Kaiako are able to use the new English and Mathematics progressions to plan and assess children accurately</li> </ul>
<p><b>New NZC Ongoing BSLA Training</b></p> <ul style="list-style-type: none"> <li>• Enrol a teacher each from the Middle and Senior Schools to participate in the Year 4-6 BSLA trial and then determine which level would be best for the remaining untrained teachers.</li> <li>• Three LAs completing the LA BSLA microcredential.</li> <li>• One Junior School teacher completing Y0-3 BSLA</li> <li>• DP completing BSLA Literacy Specialist course</li> <li>• Two Junior School teachers completing the Y0-3 BSLA Refresher course</li> </ul>	SLT Kaiako LAs	U of Canterbury Courses  Release time	T1-4	<ul style="list-style-type: none"> <li>• All Junior School teachers are trained in BSLA and 2 junior school teachers have done the refresher course this year</li> <li>• Senior School teachers have begun to implement BSLA and some teachers have been trained in Y4-6 BSLA</li> <li>• A plan has been made to decide which level of BSLA Middle School teachers should be trained in</li> <li>• Both DPs are able to lead BSLA</li> <li>• SLT has supported LAs with their microcredential, and they can now undertake BSLA assessments</li> </ul>
<p><b>Reporting to Parents</b></p> <ul style="list-style-type: none"> <li>• Use the new progressions to report to whānau on progress and achievement</li> <li>• Continue to educate whānau about changes to the</li> </ul>	SLT Kaiako		T1-4	<ul style="list-style-type: none"> <li>• Reporting has been updated to reflect new progressions</li> <li>• Whānau have been informed of changes</li> </ul>

curriculum and progressions				
<b>NUONI Curriculum</b> <ul style="list-style-type: none"> <li>• Have clear benchmarks to develop te reo Māori fluency - kōrero, pānui, tuhituhi</li> <li>• Explore rangaranga reo ā-tā - how could it be incorporated into our programme</li> </ul>	SLT YGL Kaiako	Outside experts	T1-4	<ul style="list-style-type: none"> <li>• NUONI kaiako and whānau are clear about te reo Māori language development progressions</li> <li>• YGL and kaiako have made an informed decision about whether to and how to include rangaranga reo ā-tā into the programme</li> </ul>
<b>Building Science   Pūtaiao Capability across Kaiako</b> <ul style="list-style-type: none"> <li>• Deepen staff knowledge and understanding of Science concepts and processes in preparation for the new Science curriculum</li> <li>• Regular PLD delivered at staff meetings throughout the year using House of Science kits</li> <li>• Expose kaiako to a range of hands-on science experiences to widen repertoire</li> </ul>	DPs All Kaiako	House of Science kits	T1-4	<ul style="list-style-type: none"> <li>• Planning will show activities that are engaging, hands-on, and relevant</li> <li>• Kaiako are using scientific knowledge learnt in their kauapapa planning</li> </ul>

## Strategic Goal 3: Investigate a pathway for International Students to attend Westmere School

### Summary of the Plan

We would like to investigate a pathway for having international students at Westmere School. During the process we will make sure that we are fully aware of our responsibilities and liabilities. We will have carefully considered the pros and cons and what is involved in designing a programme that is beneficial and a positive enriching experience for both domestic and international students.

### Where we are currently at

We currently do not have international students but have enough space in our school and robust teaching and learning programmes that we could consider having international students in the future.

### What do you expect to see by the end of the year?

- We know the process to have international students at our school
- We know what would be necessary to support a programme for international students

## Strategic Goal 3: Create a pathway for International Students to attend Westmere School

Annual Goal: Create a pathway for International Students to attend Westmere School

Actions	Responsibility	Resources	Timeframe	Measurement of Success
Find out the steps to attain accreditation for International Students (Code of Practice)	RM		T1-2	We are aware of the process and the time/resourcing requirements to gain accreditation We are aware of the costs and liability
Investigate and select an agency to work with	RM		T3	We are aware of the options for agencies, including; <ul style="list-style-type: none"><li>• contractual obligations</li><li>• costs</li><li>• expectations of families coming to NZ</li><li>• the types of students coming to NZ, i.e. short or long term</li></ul>
Learn about the different types of international students	RM		T3	We know about the different types of international students.

and what type of student would be best for our situation/school, e.g. short-term or long-term and how they might impact on our programmes and our domestic students				We know the impacts that international students could have on our resources and domestic students. We are confident that we could provide a positive and productive experience for our domestic and international students.
Understand what supports/a programme for International Students would be needed	RM SLT JS		T3-4	We are aware of what is required to develop a programme and the necessary supports for the type of international student we would like to host.
Understand what changes would be needed to be made to our website to advertise to and support international applications	RM JS		T3-4	We know what changes/costs we'd need to make to our website so it is informative and attractive to international families and they are able to complete enrolment through it.