


Ahititi School Annual Implementation Plan 2025	
 <p><i>Ahako he iti he pounamu</i></p> <p>Although it is small It is a treasure</p>	<p>Mission: To challenge children to meet their potential</p> <p>Vision: To ensure our children have a strong foundation for their future</p> <p>Our community values:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy. • Respect for self, others and the environment as an integral part of our school culture. • Teaching our children to take responsibility for themselves, their actions and their learning. • Relationships based on openness, respect and honesty at the centre of learning. • A stimulating, attractive and safe learning environment which supports children's creativity and confidence.
<p>Our learners</p>	<p>Positive relationships are essential to student wellbeing and success. Our learners are supportive of each other, respectful and helpful. They enjoy all the benefits of attending a small rural school – knowing each other well, knowing staff well and being supported in a very familiar environment. They have a strong sense of belonging and there is a whanau feel in our school. While we continued to focus on student progress and achievement in 2024, as assessment data indicates that not all students are achieving at or above the appropriate level in literacy learning and maths as they progress through the school.</p>
Regulation 9(1)(e)	

<p>Giving effect to Treaty of Waitangi</p> <ul style="list-style-type: none"> • Partnership • Protection • Participation <p>Regulation 9(1)(g)</p>	<p>We acknowledge that student and whanau, identity, culture and language, cannot be separated.</p> <p>We:</p> <ul style="list-style-type: none"> • Aim to provide culturally sustaining learning and authentic learning experiences that reflect NZ cultural diversity and traditions • Will teach Aotearoa / New Zealand's histories in social sciences • Will provide students with opportunities to acquire knowledge of te reo Maori • Will, with whanau support, develop students knowledge of tikanga 			
<p>Teaching and Learning strategies that are supporting student progress in 2025</p> <p>Regulation 9(1)(f)</p>	<p><i>Recognising the fundamental importance of literacy as an enabler of all other learning</i></p> <p>Explicit teaching in structured literacy - Research based pedagogy, science of learning</p> <p>Programme differentiation for multi level teaching</p> <p>Give effect to NELP</p> <ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality teaching & leadership • Future of learning and work 			
<p>2025 Strategic Goals</p>	<p>Curriculum</p> <p>Implement and embed revised English and Maths curricula.</p> <p>Continue to enable all students to access the curriculum with a focus on raising student achievement.</p> <p>NELP objectives 2&3</p>	<p>Whanaungatanga</p> <p>Continue to build educationally powerful connections that support students learning, social and emotional needs</p> <p>NELP objectives 1&2</p>	<p>Teaching & Learning</p> <p>Use assessment data to deliberately support learners' progress.</p> <p>Continue to develop teacher capabilities to provide quality, responsive learning experiences across all areas of the curriculum.</p> <p>NELP objective 3</p>	<p>Leading & Managing</p> <p>Continue to develop effective leadership that sustains and enables ongoing learning, collaborative activity and collective decision making through organisational structures, processes and practices.</p> <p>Develop attendance plan</p> <p>NELP objective 3</p>
<p>Evaluation of targets</p>	1.	2.	3.	4.

2025 Annual Implementation Actions: Strategic Goals

Strategic Goal 1 Curriculum Continue to enable all students to access the curriculum with a focus on raising student achievement, particularly in literacy and numeracy	Literacy Target: All students in Years 1& 2 (4/12) will master encoding and decoding vc, cvc and cvcc words.		
2025 Initiatives and Outcomes Regulation9(1)(a)	Key Actions Regulation 9(1)(b) Strengthen delivery of Structured Literacy programme through PLD Focus on noticing and responding to variability in student achievement through formative and standardised assessment practices	Responsibility, Resources and Timeframes Regulation 9(1)(c) Teaching staff shared planning and responsibility TA support where appropriate ALL PLD (IDEAL Platform) and resources to support as required	Key Outcomes and Success Regulation 9(1)(d) Positive learning outcomes for students All students will have made progress decoding and encoding confidently and competently at or above the expected level .
Minimise barriers to learning	Whanau engagement		
Research based pedagogy to improve reading comprehension	Practice and repetition Activating prior knowledge Develop vocabulary knowledge Develop fluency and accuracy Minimise cognitive overload		
Monitoring and Evaluation of Initiatives	As per assessment cycle	-	

2025 Annual Implementation Actions: Strategic Goals

Strategic Goal 1 Curriculum Continue to enable all students to access the curriculum with a focus on raising student achievement, particularly in literacy and numeracy	Literacy Target <ul style="list-style-type: none"> Spelling (Writing) Students in years 3-7 (9/12) will have made progress towards spelling competently when writing for different purposes relative to their ages, assessed using iDeal spelling assessment data.		
2025 Initiatives and Outcomes Regulation9(1)(a)	Key Actions Regulation 9(1)(b)	Responsibility, Resources and Timeframes Regulation 9(1)(c)	Key Outcomes and Success Regulation 9(1)(d)
Minimise barriers to learning	Focus on noticing and responding to variability in student achievement through varied assessment practices	Ongoing	Positive learning outcomes for students
Explicit systematic teaching – essential for some, beneficial for all	Teaching: Spelling & punctuation rules The structures of writing for different purposes Printing / Handwriting	Teaching staff and TAs	All students will have progressed towards developing writing skills needed for a variety of purposes relative to their age and ability.
Research based pedagogy –	Alphabetic code Vocabulary development Sentence construction	ALL PLD (iDEAL Platform) and resources to support as required	This will include improved: <ul style="list-style-type: none"> mastery of spelling patterns and rules speed and legibility of printing vocabulary
Monitoring and Evaluation of Initiatives	As per assessment cycle / PLD requirements		

Strategic Goal 2

Whanaungatanga

To build educationally powerful connections that support students learning: academic, social and emotional needs and good attendance patterns. Whanau regularly present in the school in a variety of situations— positive interactions.

2024 Initiatives and Outcomes Regulation9(1)(a)	Key Actions	Responsibility, Resources and Timeframes Regulation 9(1)(c)	Key Outcomes and Success Regulation 9(1)(d)
Continue to maintain regular communication with whanau –	Weekly newsletters – paper, email and online (Facebook page)	Ongoing	Positive learning outcomes for students.
Regular learning focussed conversations - particularly in relation to attendance	T1&3 Parent /teacher interviews, Shared language around learning and goal setting. Develop Attendance plan	Principal & Teaching staff Catering costs Travel costs as required	Strengthened learning partnerships with Whanau Improved attendance patterns
Identify whanau who are not engaging with staff and school	Monitor /record contact with whanau		
Encourage whanau presence at school	New entrant transition visits Cluster events & sports days School events & visits		
Community involvement & engagement	Community newsletters & invitations – events, concert Use of school facilities		
Monitoring and Evaluation of Initiatives	Regular reporting to BOT		

Strategic Goal 3

Teaching and Learning

Continue to develop teacher capabilities to provide quality, responsive learning experiences across the curriculum with a focus on Literacy and Numeracy

2025 Initiatives and Outcomes Regulation9(1)(a)	Key Actions Regulation 9(1)(b)	Responsibility, Resources and Timeframes Regulation 9(1)(c)	Key Outcomes and Success Regulation 9(1)(d)
Strengthen delivery of Structured Literacy	ALL PLD to support targets and strategic goals in Literacy	Ongoing Principal & teaching staff	Positive learning outcomes for students
Professional reading	Maths PLD	iDeal Facilitator MOE PLD facilitator (maths) Travel / accommodation costs if required	Improved pedagogy and delivery of English
Implementing new English and Maths Curricula and adjusting teaching and learning programmes and assessments as required.		Reliever costs	Improved pedagogy and delivery of Maths
Monitoring and Evaluation of Initiatives	Regular reporting to BOT		

Strategic Goal 4 Leading & Managing To have effective leadership that sustains and enables ongoing learning, collaborative activity and collective decision making through organisational structures, processes and practices.			
2024 Initiatives and Outcomes	Key Actions	Responsibility, Resources and Timeframes	Key Outcomes and Success
Regulation9(1)(a)	Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(d)
Professional growth & PLD	Use of leadership capabilities matrix for active reflection	Principal	Positive learning outcomes for students
	Active participation in PLG & PGC processes	Cluster colleagues	
	Attend conference?	MOE Facilitator	
		Ongoing	
	Engage with MOE advisors	Wellbeing fund	
	ALL and Maths PLD	\$6000 (2023) \$6000 (2024)	
	ERO evaluation (Term 1)	Reliever costs as required	
Monitoring and Evaluation of Initiatives	Regular reporting to BOT		