

Northcote Primary School Annual Implementation Plan 2025

Summary of the plan

Our 2024 year was a challenging year in many respects. There was a high incidence of sickness throughout the year that affected students and staff, and distraction with new Government directives for education. This did add to the pressure during the school year. Our end of year data was very good compared to national norms, but the aim for 2025 is for this to be better. It will be interesting to see whether there are any shifts or trends with the changes to the refreshed curriculum. Due to the scale of change in 2025 this may not be seen until 2026.

2025 brings new challenges for us to embrace with both Structured Literacy and Structural Mathematics having to be implemented. Professional Learning and Development (PLD) will be ongoing for year 4-6 teachers and those who were unable to attend in 2024. We will focus on both literacy and maths. We will continue to focus on individualised programmes and interventions to support children who are not making expected progress in aspects of the curriculum. We will be aiming to use a range of anecdotal and standardised assessment data to better inform interventions required where children are at risk of not meeting NZC expectations at the end of the school year. We are meeting the 'hour a day' requirement for teaching literacy and maths, through both direct subject teaching and then integration into other curriculum areas. End of year achievement data analysis will require significant attention with the move from NZC curriculum year levels to the new phases.

We will continue to build on our previous years using the Mitey well-being programme across the school. We will build on the work done to date to embed the integration of Mitey into everyday planning rather than it being a stand-alone unit of work. Children will be expected to be able to discuss their own capacity as a learner, and with suitable levels of support for their ages, set and work on areas of improving how they learn. This programme builds vital capacity in our children to be successful learners and members of the community, as they move through and beyond our school.

Professional development for staff will be focused on Structured Literacy (Reading and Writing) and Structural Approach to Mathematics.

Schools are required to develop an Attendance Management Plan by 2026, and we will focus on this during the 2025 school year to ensure this is in place for 2026.

Regulation 9(1)(e)

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

This year our school has been accepted into the Māori Achievement Collaborative (MAC). We join all our Kāhui Ako schools who are now a part of MAC. This will enable us to identify areas of interaction with local iwi and hapu. This coupled with two new leaders for raising our cultural awareness and inclusion for Māori, Pasifika and the increasing diversity in our cultural makeup at school.

Regulation 9(1)(g)

Information on teaching and learning strategies:

- Structured Literacy PLD and implementation – utilising Yolanda Soryl Phonics and Liz Kane The Code resources 2025.
- Structural Mathematics PLD and implementation - utilising Maths No Problem resources 2025.
- Utilising Literacy and Mathematics assessment tools including Progressive Achievement Tests (PAT), e-asTTle writing assessment and 5-year-old 20 and 40 week phonics assessment.
- Monitoring and attending to attendance data in preparation for Attendance Management Plan (AMP) in 2026.

Regulation 9(1)(f)

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<p>Strategic Goal 1: Our People Students and staff are engaged, happy, feel valued and are aware of their own wellbeing and needs.</p> <p>Regulation 9(1)(a)</p>				
<p>Annual Target/Goal:</p> <ul style="list-style-type: none"> Increase student agency through creativity, curiosity and self-awareness. Strengthen collaborative teaching & learning practices across the school. Embed the MITEY programme to enhance mental health, wellbeing and inclusiveness for all. Monitor school attendance rates to identify where support or intervention is required. <p>Regulation 9(1)(a)</p>				
<p>What do we expect to see by the end of the year?</p> <p>Regulation 9(1)(d)</p>				
<p>Regulation 9(1)(d)</p>				
<p>Actions [Detail the key actions you'll take this year to reach your annual target listed above.]</p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible?</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe [This is optional but is useful to help with your planning.]</p>	<p>How will you measure success at the end of the year? [Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</p> <p>Regulation 9(1)(d)</p>
<ul style="list-style-type: none"> Continue developing and embed understanding of the NPS curiosity cycle enabling students to be more aware of their own learning. 	SLT LT Teachers	Teachers PLD - staff meetings Teams	Ongoing	<ul style="list-style-type: none"> Children will be able to explain their understanding of the NPS curiosity Cycle. Children will be more aware of their own learning and able to articulate what helps them succeed and where they are at with their own learning.
<ul style="list-style-type: none"> Embed Collaborative Teaching Practice across all teams. Strengthen efficient planning and resourcing for teaching & learning. 	SLT LT Teachers	Internal staff PLD Coaching & support	Ongoing	<ul style="list-style-type: none"> Collaborative teaching practice will be evident across teams and reflected upon using the Effective Collaborative Practice Framework (ECPF) developed for NPS. Team Leaders will be able to provide evidence of collaborative practices in their teams planning and against their teams ECPF.
<ul style="list-style-type: none"> Continue embedding Mitey teaching and learning in all classrooms and Team planning. Provide PLD and support for MITEY programme to all teachers. 	Mitey Leaders	MITEY and Wellbeing leaders Team planning PLD	Term 1 – Term 4	<ul style="list-style-type: none"> Children will better understand how to utilise strategies learnt through Mitey to support their own wellbeing and mental health. Mitey teaching and learning will be evident in all classrooms and Team planning. MITEY lead teacher will have provided support and led PLD for all teachers.
<ul style="list-style-type: none"> Monitoring of attendance data for all students. Provide Intervention and support for students/family/whānau not regularly meeting these targets throughout the year. 	AB Admin Staff Teachers	Hero MOE SLT Admin Staff Teachers	Term 1 – Term 4	<ul style="list-style-type: none"> Regular monitoring of attendance data for students will highlight students who are not attending in line with Government attendance targets of 80% of students attending 90% of the time. Intervention will be in place for students not meeting these targets and needing support.

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<p>Strategic Goal 2: Our Curriculum Provide a learner focussed curriculum that supports all learners and staff.</p> <p>Regulation 9(1)(a)</p> <p>Annual Target/Goal:</p> <ul style="list-style-type: none"> Implement a Structured Literacy approach across the school. – (P1, P2, P4) Strengthen the use of valid assessment data to support all ākonga. – (P3, P6) Implement a Structural approach to Mathematics across the school. – (P1,P2, P4) Accelerate the progress of all learners needing extra support, in particular Māori and Pasifika - (P3, P5, P6) <p>Regulation 9(1)(a)</p> <p>What do we expect to see by the end of the year?</p> <p>Regulation 9(1)(d)</p>				
Actions [Detail the key actions you'll take this year to reach your annual target listed above.]	Who is Responsible?	Resources Required	Timeframe [This is optional but is useful to help with your planning.]	How will you measure success at the end of the year? [Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
<ul style="list-style-type: none"> All teachers to complete MOE PLD for Structured Literacy. Implement Structured Literacy across the school. 	<p>JH LT Teachers</p>	<p>Teaching teams LT PLD Staff meetings</p>	<p>Term 1 onwards</p>	<ul style="list-style-type: none"> All teachers will have completed MOE PLD for Structured Literacy. Structured Literacy will be in place by the end of the year. Teachers' confidence in implementing Structured Literacy will have increased. 80% of students will be at or above NZC expectations in Reading and Writing by the end of the year.
<ul style="list-style-type: none"> Year 3-6 children will be assessed using PATs and/or e-asTTle twice a year to better analyse and identify areas of need in Reading, Writing and Mathematics. Year 2 children will be assessed using e-asTTle writing. Strengthen the use of assessment data to inform teaching practice. Implement assessment for 5-year-old children's ability to link sounds and letters after 20 and 40 weeks at school. 	<p>AB LT Teachers</p>	<p>Teachers LT PLD Budget</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Year 3-6 children will have complete PATs/e-asTTle assessments twice. Year 2 children will have completed e-asTTle assessments for Writing. Staff will use data to inform their teaching practice. Five year old children will have completed assessments at 20 and 40 weeks.
<ul style="list-style-type: none"> Six teachers to complete MOE PLD for Structural Approach to Mathematics. Provide PLD in Structural mathematics to all teachers. Structural Approach to Mathematics will be implemented across the school following PLD. Maths No Problem resources will be introduced to teachers and students following PLD for teachers. 	<p>HB LT Teachers</p>	<p>Teaching teams LT PLD Staff meetings</p>	<p>Term 1/2 onwards</p>	<ul style="list-style-type: none"> All teachers will have completed MOE PLD for Structural Maths. Structural Maths will be in place by the end of the year. Maths No Problem resources will be used across the school by the end of 2025. Teachers' confidence in implementing Structural Literacy will develop throughout the year. 80% of students will be at or above NZC expectations in Mathematics by the end of the year.
<ul style="list-style-type: none"> Use evidence and data to identify children at risk of not achieving NZC expectations to enable support to be put in place. 	<p>Teachers SLT/TL ESOL LSC</p>	<p>Data Meeting time Internal PLD Parents & whānau contact</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Children at risk of not achieving NZC expectations will have received extra support. There should be raised levels of achievement against NZC expectations. A variety of data will have been utilised to assist those needing extra support. Team Leaders can summarise students identified and supports put in place.

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<p>Strategic Goal 3: Our Place Maintain an inclusive and culturally responsive school environment that provides indoor and outdoor learning opportunities for all. Regulation 9(1)(a)</p>				
<p>Annual Target/Goal:</p> <ul style="list-style-type: none"> Strengthen cultural awareness, understanding and inclusiveness across the school. Develop outdoor learning environments that enhance opportunities for education outside the classroom. Plan and consult with school community for a new strategic plan for 2026-2028. <p>Regulation 9(1)(a)</p>				
<p>What do we expect to see by the end of the year? Regulation 9(1)(d)</p>				
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Actions [Detail the key actions you'll take this year to reach your annual target listed above.] Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe [This is optional but is useful to help with your planning.]	How will you measure success at the end of the year? [Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.] Regulation 9(1)(d)
<ul style="list-style-type: none"> Secure lead teachers for developing cultural awareness and inclusivity in our school. PLD to be provided to all staff to help them be more aware and responsive to cultural and inclusive needs at our school. 	Cultural Team	PLD for staff Signage PLD budget	Ongoing	<ul style="list-style-type: none"> Lead teachers for developing better cultural awareness in our school will be in place. Staff will be more aware and responsive to cultural and inclusive needs at our school. Culturally inclusive signage will have been developed for the school.
<ul style="list-style-type: none"> School/Board/FONS will work together with the school community investigating options for fundraising for the development of the 'forest' area between Kauri and Totara classrooms. Communication and consultation for ideas will be sought throughout the year. The Board/School will develop a plan and fundraising strategy to support this initiative. Consult with the school community to help develop a new school strategic plan for 2026-2028 to match the triennial board election process. 	Board School FONS Community	Board, Staff, Children & School Community Budget Meetings Communication tools Outside experts MOE	Ongoing	<ul style="list-style-type: none"> School/Board/FONS will work together with the school community investigating options for fundraising for the development of the 'forest' area between Kauri and Totara classrooms. Communication and consultation for ideas will be sought throughout the year. The Board/School will have developed a plan and fundraising strategy to support this initiative. Following planning and consultation the board and school will have developed a new strategic plan for the 2026-2028 school years.