

2025 Annual Implementation Plan

Strategic Goal 1:

To raise the school's performance profile in Reading, Writing, and Mathematics.

Regulation 9(1)(a)

Annual Goal:

To raise the school's performance profile in Mathematics and Writing.

Regulation 9(1)(a)

Initiative <i>Regulation 9(1)(b)</i>	Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	How will we know it is successful? <i>Regulation 9(1)(d)</i>
To successfully implement school wide structured mathematics approaches (PRIME and Oxford Mathematics) and curriculum	<ul style="list-style-type: none"> - Review assessment data and determine the particular learning needs of target students. Student learning targets will be established from 2024 data. - Staff will review data and through syndicate teams establish learning programmes to support identified students. Ongoing review of progress will be tracked. - Audit the quality and quantity of mathematical resources that will support the development of concrete and pictorial mathematical understandings in our akomanga. Use this information to make appropriate purchases. - Establish termly review sessions into the implementation of PRIME Mathematics and Oxford Mathematics and make required changes or adjustments. - Engage in meaningful Professional Learning and Development, through internal and external sources. 	Teachers Syndicate Leaders, Curriculum leaders Deputy Principals and Principal.	<p>Complete a comprehensive review of the two programmes. This will include student voice, teacher voice and will consider the impacts of school wide mathematical achievement.</p> <p>Student achievement information Mid-year and end of year achievement profiles will outline the overall achievement of children in Mathematics. They will also provide an analysis of target students.</p>
Assessment capability and practice in Mathematics	<ul style="list-style-type: none"> - Implement a consistent Basic Facts programme and assessment model across the Year 3 to 8 cohorts. - Develop a clear and uncomplicated long-term scope and sequence for PRIME Maths and Oxford Mathematics. - Reviewing assessment practices in Mathematics and develop appropriate tools to aid teachers in forming overall professional judgements for progress and achievement against year level expectations. - Review and strengthen moderation process to ensure judgements are consistent across syndicates. - Participate in the ALiM programme (Accelerated Learning in Mathematics). - Develop progress indicators/levels for OTJ that reflect new learning phases. 	Curriculum leaders Deputy Principals and Principal.	<p>Curriculum coverage and indicators use will be tracked in syndicate level meetings. Ongoing monitoring of their use will be completed.</p> <p>Tracking documents and minutes will be kept of monitoring meetings.</p> <p>School assessment documentation.</p>

<p>To increase teacher confidence and skill in the teaching of Mathematics</p>	<ul style="list-style-type: none"> - To use the School PLC Framework to improve teacher collaboration centered around student achievement. Specifically discussing different approaches and their impact on engagement, and progress and achievement. - Engage in professional learning and development that focuses on the develop and use of the Concrete, Pictorial and abstract construct inherent in PRIME Maths and Oxford Maths. - Engage in professional learning and development that focused on the refreshed New Zealand Mathematics curriculum. - Participate in the ALiM programme (accelerated learning in mathematics). - Run extension Mathematics programmes. - Maintain a focus on problem solving, rich tasks as part of the full Mathematics programme. 		<p>Evaluation of PLC framework The PLC framework will be reviewed, through collecting teacher voice, at the end of the year to determine the effectiveness of the framework.</p> <p>Professional growth cycle process (observations and discussions). General trends, strengths and areas for development will be gauged as part of the teaching observation processes.</p> <p>Planning documentation</p>
<p>Parent education and connection</p>	<ul style="list-style-type: none"> - To run a parent information evening based on Structured Mathematics, either in person or via Zoom. - To run a series of parent information sessions for parents of new entrant children and parents 4-year-old children on early literacy and numeracy. - To use the HERO SMS system to share highlights of learning throughout the school year. - Develop stronger connections and relationships with local early learning and kindergarten centers. 	<p>Syndicate leaders, Curriculum leaders, Deputy Principals and Principal.</p>	<p>The number of parent participants will be recorded.</p>
<p>Embed Literacy practices across the school.</p>	<ul style="list-style-type: none"> - To track and monitor writing performance of children. - Further develop consistent practice, through the school 'Literacy at KWNS' website platform. - Engage in professional learning and development. - Syndicate and school wide discussions and reviews of writing practice. - To monitor and ensure classrooms environments reflect best practice and enhance literacy learning. - Implement the phonics screen assessment at 20 weeks and 40 weeks at school. 	<p>Syndicate leaders, Curriculum leaders and Deputy Principals</p>	<p>Student achievement will be tracked.</p> <p>Teacher's feedback will be sought on the use of the code, to inform next steps. An evaluation of the Code will be completed at the end of the year.</p>
<p>Further develop the sharing of learning through the HERO SMS system</p>	<ul style="list-style-type: none"> - Develop a shared, syndicate and school wide statement outlining posts expectations for each term. - Develop teacher and school competency in the use of the HERO student management system. - Increase student agency for our older ākonga in the posting of learning materials to HERO. 	<p>Teachers, Syndicate leaders, Deputy Principals, Principals</p>	<p>Tracking the number of posts that are put on the HERO SMS system.</p> <p>Development and implementation of a coherent school policy on learning posts.</p>

Karori West Normal School Achievement Target 2025

Annual Aim:

To increase the number of ākonga achieving at or above the year-level curriculum expectations for Mathematics

The large majority (85%) of target students **in Year 2 to Year 8** who did not meet the curriculum achievement expectations for **Mathematics** in 2024 will make **at least** one year's progress in Mathematics in 2025. Of the ākonga who make at least one year's progress, **at least** a quarter will have made more than a year's progress (accelerated progress).

Baseline data

Analysis of the school-wide Mathematics achievement data for 2024 showed:

- The majority of Karori West Normal School children have met or exceeded year-level curriculum expectations in Mathematics (79%).
- A higher proportion of Māori and Pasifika children are working towards year-level expectations in Mathematics.
- A higher proportion of Year 4, Year 7 and 8 children are working towards year-level expectations in Mathematics.

Strategic Goal 2:

To work towards providing students with well-rounded learning experiences across the breadth of the curriculum.

Regulation 9(1)(a)

Annual Goal:

To improve Health and Physical Education and inquiry learning for KWNS students, and to develop a coherent School curriculum plan.

Regulation 9(1)(a)

Initiative <i>Regulation 9(1)(b)</i>	Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	How will we know it is successful? <i>Regulation 9(1)(d)</i>
Improve school planning and overviews	<ul style="list-style-type: none"> - Further refine and develop school wide inquiry planning coverage model. - Investigate and potential implement a scope and sequence plan for the Arts. - Develop assessment tools and processes for topic and inquiry learning. - Review and develop student self-assessment for mid-year and end of year reports. - Continue and further develop termly inquiry planning meetings, that focus on meaningful curriculum integration. 	Syndicate leaders Deputy Principals Principal	Report to the Board of Trustees on the development and implementation of planning documentation.
Development and implementation of the KWNS school curriculum plan	<ul style="list-style-type: none"> - Implement our curriculum plan for the school that outlines: <i>Curriculum principles</i> <i>Key competencies</i> <i>Quality teaching</i> <i>Review schedule</i> <i>Learning areas</i> 	Principal w. Deputy Principals	Evaluation of work will be presented in ongoing strategic planning updates.

Curriculum refresh Mahi	<ul style="list-style-type: none"> - To implement the changes required in the New Zealand curriculum refresh. - Staff engage in two days of professional learning and development. One day in partnership with the Kahui Ako network. - Undertake a professional learning opportunities connected with the Ministry of Education that enable staff to implement Te Mātaiaho - The Refreshed New Zealand Curriculum (RNZC). This will include the English, Social Science and Mathematics and Statistics Curriculum. 		
School based EOTC	<ul style="list-style-type: none"> - Run a Year 7/8 camp in Term 1 and a Year 5/6 camp in Term 4 at El Rancho on the Kāpiti Coast. - Strengthen EOTC experiences as part inquiry and topic learning programmes. - Further review and refine EOTC processes to ensure we are following best practice, and our teachers are confident and informed. 	Curriculum leader Syndicate leader Deputy Principals	Report to the Board of Trustees on the development and implementation of documentation, and experiences.
Health and PE Curriculum development	<ul style="list-style-type: none"> - Review the use, particularly the scope and sequence, of the Navigating the Journey Resource unit. - Complete a health curriculum consultation, which includes student, parents and staff voice. - Audit school physical education equipment, and make appropriate purchases as required. - Strengthen health curriculum through involvement of the 'Life Education Trust' and further development of Cyber Safety programmes and initiatives. 	Curriculum leaders	Report to the Board of Trustees on the development and implementation of planning documentation.
Professional learning in the Arts and Science	<ul style="list-style-type: none"> - Music lessons for Kahikatea and Matai students using the recorder as the instrument. - Review and develop learning resources to support the effective teaching of science. - Review and develop learning resources to support the effective teaching of the Arts and Science. 	Curriculum leaders	Curriculum teams will evaluate progress against goals.

Strategic Goal:

To further develop the school's physical and social environment in ways that benefit teaching and learning.

Regulation 9(1)(a)

Annual Goal:

To determine and prioritise improvements to the school's physical environment and to implement restorative practice.

Regulation 9(1)(a)

Initiative <i>Regulation 9(1)(b)</i>	Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	How will we know it is successful? <i>Regulation 9(1)(d)</i>
Develop and implement PB4L Restorative Practice	<ul style="list-style-type: none"> - Continue with Professional Learning and Development with Waikato University and the Ministry of Education, through facilitator Catherine Forster, in PB4L Restorative Practice. - Implement a school wide approach to Restorative Practice, including a school-wide script. - Implement and embed social circles into regular classroom programmes. - Attend regional cluster and online hui with RP facilitators to develop effective practice and develop ideas for in school PLD. - Teaching staff continue to attend PLD to grow their knowledge and understanding of RP and model expertise in the RP process. 	PB4L team Deputy Principal Principal	Success will be measured through comparative data sets based on: <ul style="list-style-type: none"> - Student voice (via questionnaire) - Teacher voice (via questionnaire) - School leadership (via questionnaire)
To improve our PB4L systems and processes	<ul style="list-style-type: none"> - Review current PB4L systems and processes. - To complete TFI evaluations, with the support of the PB4L team. - To progress towards Level 2. - Improve the collection of data using the HERO student management system. - Make school wide practices visible and easily understood with children, whānau and parents. 	Curriculum leader PB4L team Deputy Principal	The PB4L review tool 'SET' will be used to evaluate school processes and systems.
School consultation of outdoor facilities	<ul style="list-style-type: none"> - Consult with the school community regarding their priorities for school outdoor property improvements. - Develop an action plan, with costings, for school grounds improvement. 	Principal BOT	A report to the BOT will be presented outlining the feedback from the school community.
Enviro initiatives	<ul style="list-style-type: none"> - Explore different Environmental education initiatives as a means into enhance engagement, relevance and future focus in learning. - Investigate programmes such as Enviro-schools or enviro-clubs. - Technology unit to include sustainability foci in their unit planning 	Teachers Syndicate leader Principal	Regular property reporting to the Board of Trustees.
School wide health and safety	<ul style="list-style-type: none"> - As part of good practice, complete a full review of health and safety processes and structures. - Review of school policy documentation, as per review schedule. 	Health and safety committee Principal BOT	Review of policy documents. Regular updates provided to the BOT.

Strategic Goal 4:

To advance school practices that reflect the dual partnership of the Treaty and our obligation to support all Māori tamariki become successful learners.

Regulation 9(1)(a)

Annual Goal:

To increase community engagement and culturally responsive practice at Karori West Normal School.

Regulation 9(1)(a)

Initiative <i>Regulation 9(1)(b)</i>	Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	How will we know it is successful? <i>Regulation 9(1)(d)</i>
Consultation with Māori – advisory group or a selected parent to board.	<ul style="list-style-type: none"> - Host a consultation evening with Māori whānau. - Māori whānau rōpū that meets regularly, and that the school can consult with in regarding school direction and policy. 	School BOT Principal	Consultation meeting is well attended.
Continue to grow connection with Te Atiawa (mana whenua).	<ul style="list-style-type: none"> - School leadership strategic planning, through the Kāhui Ako, in partnership with Te Atiawa. - Continued involvement in the Kura Ahurea Kaupapa (programme). This will see three leaders serve as TOA. - Integration of Te Atiawa Pūrākau into school literacy and inquiry planning. 	Curriculum leader Deputy Principal Principal	A report to the BOT will provide details of Māori student achievement and effectiveness of PLD.
Cultural day celebrated	<ul style="list-style-type: none"> - Māori language week acknowledged and celebrated. - Other culture language weeks or cultural celebrations are recognized/celebrated. - Matariki to be celebrated in the school with the school community. 	Curriculum leader, with support of syndicate leaders	Evaluation of events will be presented in ongoing strategic planning updates.
Kapa Haka	<ul style="list-style-type: none"> - Review Kapa Haka programme, including performance rōpū - Investigate and purchase new Kapa Haka uniforms, seek charitable support. 	Curriculum leader, with support of syndicate leaders	Evaluation of work will be presented in ongoing strategic planning updates.
House system – to promote Tuakana/Tiena	<ul style="list-style-type: none"> - Form Year 8 leadership roles, through House Leaders, Cultural leaders and Arts Leaders. - Continue to explore the house system as a vehicle for promoting sports and cultural celebrations. 	Deputy Principal WIST	Evaluation of work will be presented in ongoing strategic planning updates.
Honour our commitment to Te Tiriti o Waitangi through increased understanding of Te Reo and Tikanga.	<ul style="list-style-type: none"> - Teachers set individual goals as part of their Professional Growth and Quality Practice (Te Tiriti o Waitangi Professional Standard) - Staff will be encouraged to undertake Te Ahu o te Reo Māori PLD offered by MoE. - Staff will be supported by the TiC of Māori in Te Reo and Tikanga in the classroom. - Investigate and implement programmes that will support the teaching and learning of Te Reo Māori. 	Principal Deputy Principal Curriculum leader	Growth cycle documentation Visibility and use of Te Reo Māori in school.