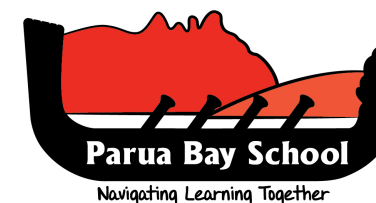


2025 ANNUAL PLAN



SUMMARY OF STRATEGIC PLAN AND LINK TO ANNUAL PLAN

STRATEGIC GOALS	<u>2025</u> Initiatives - see Annual Plan	<u>2026</u> Initiatives	<u>2027</u> Initiatives
Enable progress, achievement and equitable outcomes for all students.	<ul style="list-style-type: none"> ● Embed 'Russell Bishop Profiles 1&2' into daily teaching practice ● Consolidate Structured Literacy ● Embed Mathematical 'best practice' ● Further develop a culturally responsive and localised curriculum. ● Respond to EOY data patterns. 	<ul style="list-style-type: none"> ● Further develop a culturally responsive and localised curriculum, including STEAM. ● Participate in Kahui Ako PLD where relevant to student and staff needs. ● Respond to EOY data patterns. ● Review impacts of reducing disparity. 	<ul style="list-style-type: none"> ● Review and refine culturally responsive and localised curriculum. ● Respond to EOY data
Strengthen Connections with school whānau for the benefit of ākonga (learners).	<ul style="list-style-type: none"> ● Engaging whānau and families in mana enhancing ways, including: growing student population; attendance; hui; events & camps; Learning support; Restorative Practice; PB4L; Hero comms; BASC; Kapa Haka. 	<ul style="list-style-type: none"> ● As identified by whānau hui, parental and staff consultation. ● As identified by student roll and attendance data. 	<ul style="list-style-type: none"> ● As identified by whānau hui, parental and staff consultation. ● As identified by student roll and attendance data.
Develop an inspiring school environment	<ul style="list-style-type: none"> ● Enviroschool practices are shared across school . ● Local culture reflected outside and inside classes. ● Solar Panels, field drainage and class partitions installed; hall revamped. 	<ul style="list-style-type: none"> ● Enviroschool practices being shared across school. ● Outdoor enviro space being further developed. ● Actions and improvements related to the 5 year plan, including pool lining. 	<ul style="list-style-type: none"> ● Outdoor enviro spaces being further developed. ● Actions and improvements related to 5YA taking place.

COMPARATIVE BASELINE DATA LAST 6 YEARS - ALL STUDENTS (% 'At/Above')

Learning Area	2019 - At/Above	2020 - At/Above	2021 - At/Above	2022 - At/Above	2023 - At/Above	2024 - At/Above
Reading	84	78	74	83	81	81
Writing	80	80	81	84	85	81
Mathematics	78	75	68	82	90	90

2025 ANNUAL PLAN

At-a-glance Annual Plan Monitoring (see right column) - Definition for RAG status (red, amber, green) - a 'quick glance' way to track progress of actions	
	Problems have arisen & need resolving. Unplanned time, money or expertise needed to resolve.
	Action has not started, no additional problems are on the 'radar'.
	Actions are underway.
	Completed or 'business as usual'

Goal: Enable progress, achievement and equitable learning outcomes for all students.					
Related ' National Education and Learning Priorities ' (NELPs): 1, 2, 3 (see summary of NELPs below this Annual Plan)					
<u>Initiative #1</u> - Embed 'Russell Bishop Profiles 1&2' into daily teaching practice					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> Further embed the Russell Bishop 'Teaching to the North-East' practice profile. 	Feb-Dec '25	SLT, Team Leaders	8 staff meetings; Team Leader meetings; Use of CRT to include tracking target students.	<ul style="list-style-type: none"> Disparity gap between Māori and non-Māori reduced from 2024 levels. Target student groups established, strategies and outcomes to raise achievement and/or attendance tracked. Teachers film their own teaching 	

				practice, teams evaluate using Russell Bishop profile 1&2. Incorporate with Standards for the Teaching Profession and Professional Growth Cycle.	
Initiative #2 - Consolidate Structured Literacy					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> Targeted coaching groups for students achieving lower than expected outcomes in Reading. Consolidate structured Reading, including BSLA. Implement and embed 'Writer's Toolbox'. Investigate and trial e-asTTle assessment for learning tools. Moderation of testing, within teams and across the school. 	Feb-Dec '25	SLT, Literacy Unit holder, SENCO/APs, Kahui Ako WST, Kahui Ako ASTs, Staff	MOE PLD/ TOD; 10+ staff meetings; team leader meetings; BSLA studies by staff + release; APs target student sessions; purchasing of Writer's Toolbox software for all teachers and Years 5-8. 5 SLT days to investigate new assessment tools; teachers use of CRT.	<ul style="list-style-type: none"> Staff receive structured English PLD. Staff have an effective working knowledge of the refreshed English curriculum. New 'junior staff' to receive BSLA PLD Target students identified and receive additional coaching. Writer's Toolbox used regularly in years 5-8 to support writing. Staff become more familiar with using new assessment tools. Staff moderate e-asTTle testing and data. Reading and Writing outcomes increased from 2024 levels. 	
Initiative #3 - Embed Mathematical 'best practice'					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
Mathematics PLD: <ul style="list-style-type: none"> Collaborative mathematics planning taking place in teaching teams using the refreshed curriculum. 	Feb-Dec '25	SLT, Maths Leaders, Team Leaders, staff, Cognition ALiM	MOE PLD/ TOD; 10+ staff meetings; team leader meetings; termly Maths	<ul style="list-style-type: none"> Staff receive structured Mathematics PLD. Staff have an effective working knowledge of the refreshed Mathematics curriculum. 	

<ul style="list-style-type: none"> ● ALiM (Accelerated Learning in Mathematics) professional development for selected staff. ● ALiM support for targeted groups. ● Consolidate structured Mathematics, including TOD focus. ● Investigate and trial e-asTTle and other assessment for learning tools. ● Moderation of testing, within teams and across the school. ● Explore additional maths resources 		facilitator (Dianne Ogle)	Leader days; ALiM weekly coaching sessions; SLT days to investigate and test new assessment tools; teachers use of CRT.	<ul style="list-style-type: none"> ● Target students identified and receive additional ALiM coaching. ● Staff trial new assessment tools. ● Staff trial/explore MoE resources. ● Staff moderate e-asTTle testing and data. ● Mathematics outcomes increased from 2024 levels. 	
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Initiative #4 - Further develop a culturally responsive and localised curriculum.

Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> ● Further refine the responsive and localised curriculum, to : <ul style="list-style-type: none"> ○ more fully engage ākongā. ○ provide contexts for the refreshed curriculum. 	Feb-Dec '25	SLT, Team Leaders, Enviro Unit holder, Cultural Leadership Unit holder; Restorative Practice facilitator (Moana Emmett); PB4L facilitator	Feature in 8 staff meetings; cost to school of any shortfalls from 80% funding threshold for camps, trips or performers; safety related EOTC PLD and relief cover for relevant staff; 50%+ of Tech fees Years 7&8.	<ul style="list-style-type: none"> ● 2 year curriculum map includes appropriate coverage of and links to Te Mātaiaho. ● Report back to parents and whānau on localised curriculum, e.g. during hui. ● Student voice indicates positive levels of engagement. ● Staff Teams continue to refine localised curriculum experiences and documents. 	

Goal: Enhance Student Wellbeing					
Related ' National Education and Learning Priorities ' (NELPs): 1					
Overall Measures: Students more aware of each other's needs.					
Initiative #5 -					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> Restorative Practice embedded into school processes. 		Moana Emett; SLT; Team Leaders; teachers	Call Back day; 4 staff meetings. SLT planning time with facilitator.	<ul style="list-style-type: none"> Consistency of restorative strategies used by staff with students. Restorative meetings between students result in improved resolution of issues. 	
<ul style="list-style-type: none"> PB4L (Positive Behaviour 4 Learning) explored to enhance school 'culture' and relationships, supporting learning outcomes. 	Beginning Term 3	MOE PB4L facilitator	Staff meetings. SLT planning time with facilitator.	<ul style="list-style-type: none"> Staff begin PB4L PLD. Staff consider best use of PB4L funding. Student discussions and survey indicate improved wellbeing. 	
<ul style="list-style-type: none"> 'Linewize' protective monitoring software utilised to track online use and searches by Years 5-8. 	All year	SLT; class teachers	Annual Linewize hosting fee.	<ul style="list-style-type: none"> Timely responses to Linewize alerts by staff. 	

Goal: Strengthen connections with school whānau for the benefit of ākonga (learners)

Related '[National Education and Learning Priorities](#)' (NELPs): 1, 2, 3

Overall Measures: Regular and constructive engagement takes place between Parents/whānau and the Staff and Senior Leadership Team.

Initiative #6 - Engage whānau and families in mana enhancing ways.

Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> Grow the roll - focus on retaining students into the intermediate (Year 7&8) years + New Entrants (Year 1) NE/Yr1 teacher to regularly visit wide range of pre-schools, meet parents and children. Kindy visits to Parua Bay School. Before and After School Care (BASC) is well established. 	All year with particular focus on Term 2 and 3.	Board; SLT; NE/1 transition to school leader; Intermediate team.	Evening for prospective parents; staff visits to classes; advertise in Onerahi area; release for NE/1 teacher	<ul style="list-style-type: none"> Roll increases from 2024 levels. Staffing entitlement increases. New Entrant staff have effective professional relationships with pre-schools. BASC self funded; holiday programmes provided. 	
<ul style="list-style-type: none"> In-school and out-of-school events for parents & grandparents to attend. 	Feb-Dec '25	SLT, Team Leaders, Kapa Haka leaders, Staff	Class release. Planning discussions in staff meeting. Morning teas. WPSSA fees. Mathex/Lit Quiz/ Debating/ Science Fair registration fees. Hospitality funding as per budget.	<ul style="list-style-type: none"> Parent, grandparent and whānau are invited to contribute to and participate in the following events as appropriate: Swim sports; cross country; athletics; mathex; Epro8; BSLA; Meet the Teacher; IEPs, LSC/Senco Hui with parents; Camps, including payment plans and fundraisers; SLCs; Matariki; Book Character day; Grandparents' Day; Parents as careers guest speakers; whole school assemblies; Kapa Haka events including Te Whanga Festival; Prize Giving; Fun Friday Festival; PTA events, e.g. discos, Santa; Kea Crossing team. 	

<ul style="list-style-type: none"> Attendance monitoring, early contact and support. 	Feb-Dec '25	SLT, Team Leaders, LSC, SENCO, All Teachers	Phone calls, texts, kanohi ki te kanohi discussions	<ul style="list-style-type: none"> Staff and SLT act early to contact families and whānau where a pattern of absences begins to appear. Contact between school and families/whānau is mana enhancing. Attendance Services referrals made if attendance does not improve. Attendance improves. 	
<ul style="list-style-type: none"> School community consultation 	Term1, 2, 3	Board, SLT, Team Leaders, School Administrator	Creating and distributing surveys; kanohi ki te kanohi hui in and out of school.	<ul style="list-style-type: none"> School community consultation, shows an improved level of satisfaction with school performance, based on the Board's Community Survey results, compared to 2024. Kanohi ki te kanohi (face to face) meetings to report back on outcomes for students, localised curriculum and to glean ideas and aspirations. 	

Goal: Develop an inspiring school environment					
Related ' National Education and Learning Priorities ' (NELPs): 1, 2					
Overall Measures: Multiple improvements to the school environment, providing richer and safer settings for students to enjoy.					
Initiative #7 - Maximise resources available to improve grounds & facilities for students and staff					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> Upgrade of Hall 	July to Nov	MOE, Contractors, Frequency as PMs.	5YA funding.	<ul style="list-style-type: none"> Roof, windows, ceiling, wall linings, floor re-surfaced, fire cell below floor. 	

<ul style="list-style-type: none"> ● Drainage of school sports field 	July to Nov	LM Consulting as PMs.	5YA funding	<ul style="list-style-type: none"> ● Operable season of field use extended. 	
<ul style="list-style-type: none"> ● Install Solar Panels 	Oct - Dec	BOT, SLT	Grants, applications, fundraising	<ul style="list-style-type: none"> ● Solar Panel system installed on roof of Te Kupenga o te Matauranga. ● Students able to monitor energy production and use, link to sustainable studies. ● Costs to school power bills reduced. 	
<ul style="list-style-type: none"> ● Enviro practices and spaces developed within school 	March to Nov	SLT, Enviro Lead teacher, students, all classes	Enviro budget + fundraising	<ul style="list-style-type: none"> ● Trees for Survival cultivation and planting restarted. ● Sustainable practices embedded, e.g. conserving power, waste management, managing veggie gardens 	
<ul style="list-style-type: none"> ● Inside and outside of classrooms reflect local cultures. 	March to Nov	Teachers, students	fundraising	<ul style="list-style-type: none"> ● History and cultures of Parua Bay reflected more in both the classrooms and outward appearance of the school. 	

BOARD OF TRUSTEES REPORTING & REVIEW SCHEDULE FOR 2025
[Link to SchoolDocs rolling policy review, see 'Current Review' tab](#)

Meetings	12th Feb T1 / Wk2	26th Feb T1 / Wk4	2nd April T1 / Wk9	21st May T2 / Wk4	25th June T2 / Wk9	6th Aug T3 / Wk4	10th Sept T3 / Wk9	29th Oct T4 / Wk4	3rd Dec T4 / Wk9
Policy Review		See School Docs - click 'Current Review' tab							
Curriculum Review		2024 EOY data (see also SOV & Annual Plan)		EOTC - incl. Risk management	Mathematics (Govt priority)	Reading (Govt priority)	Writing (Govt priority)	Localised Curriculum	
Strategic Focus	Draft 2025 Annual Plan, SOV, Budget, Elect Chair	Annual Plan, SOV, Strategic Plan. 10YPP and 5YA	Annual Financial Report Roll Growth Initiatives	<ul style="list-style-type: none"> Assessment data & analysis shared at mid and EOY Ongoing progress of initiatives in Annual Plan indicated by 'RAG' status and information in each Principal's Report. 					EOY 'headline' data Draft Budget 2026
Health & Safety Reporting				Planning and preparing for Emergencies, Disasters and Crises				Planning and preparing for Emergencies, Disasters and Crises	

PARUA BAY SCHOOL PLANNED INTERNAL EVALUATION (IE) 2025 (Other IEs may be added in response to needs arising during the year)

Terms	Week 3	Week 5	Week 7	Week 9
1		Attendance	Targeting needy students - reading and writing	Camps, events, Whānau engagement
2	Professional Growth Cycle; teaching practice evaluations	Te Reo + NZ Histories		Targeting needy students - mathematics. Review attendance actions
3	Writer's Toolbox	Restorative Practice	Environmental Sustainability	Moderation, Assessment & Target Student Progress
4			Reporting to Whānau & Parents	

Self review/Internal Evaluation is carried out in several contexts, including in Collaborative Teams (syndicates). Self review is shared with the Senior Leadership Team (SLT) who monitor and adjust school actions, if required, to achieve overall strategic and annual goals. Internal Evaluation is shared with the BOT via the Principal’s Report during Board of Trustee meetings.

NATIONAL EDUCATION & LEARNING PRIORITIES (NELPs)

<p>Government has set the following objectives and <i>priorities</i> for the education system of New Zealand in accordance with the Education and Training Act 2020. NELPs have replaced the ‘NEGs’ and ‘NAGs’ from 1st January 2023. NELPs inform the role of Parua Bay School and the Board of Trustees:</p>	
<p>NELP 1 - Learners at the centre -</p> <ul style="list-style-type: none"> ● <i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying;</i> ● <i>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</i> 	
<p>NELP 2 - Barrier free access -</p> <ul style="list-style-type: none"> ● <i>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs;</i> ● <i>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</i> 	
<p>NELP 3 - Quality teaching and leadership -</p> <ul style="list-style-type: none"> ● <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning;</i> ● <i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</i> 	
<p>NELP 4 - Future of learning and work -</p> <ul style="list-style-type: none"> ● <i>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</i> 	

Glossary of Terms and Acronyms

<ul style="list-style-type: none"> ● Te Mātaiaho, Curriculum Refresh 	<p>The New Zealand Curriculum is currently being refreshed, with updated content released in phases through 2024 to 2026.</p>
<ul style="list-style-type: none"> ● ‘Teaching to the North-East’ and practice profiles. 	<p>Teaching approaches where learning focussed relationships are combined with an effective teaching criteria, based on the research of Russell Bishop (ONZM, Professor of Māori Education, University of Waikato.)</p>
<ul style="list-style-type: none"> ● Restorative Practice 	<p>Restorative Practice model focuses on building and maintaining positive, respectful relationships across</p>

	the school community and offers school staff best-practice tools and techniques to maintain and restore relationships.	
● e-asTTle	Electronic assessment Tool for Teaching and learning. e-asTTle is a standardised testing tool intended to be used to inform teachers and students about achievement and progress in reading, pānui, writing, tuhituhi, mathematics and pāngarau.	
● PB4L	Positive Behaviour for Learning - looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence. PB4L is based on the Positive Behavioural Interventions and Supports (PBIS) framework developed at the University of Oregon in the 1990s. PB4L is used in over 1000 schools in New Zealand.	
● Kāhui Ako, WSTs, ASTs	Kāhui Ako, or Communities of Learning, bring together education and training providers with the aim of helping students to achieve their full potential. Each Kāhui Ako sets shared goals, or achievement challenges, based on the needs of its children. Schools within a Kāhui Ako have 1 or more Within School Teacher (WSTs) to support initiatives. Across School Teachers (ASTs) train WSTs from schools across a Kāhui Ako.	
● Writer's Toolbox	Writer's Toolbox is an educational writing programme powered by patented AI. Writer's Toolbox provides exemplars, structured writing frames and feedback to writers.	
● The Code	The Code, created by Liz Kane, is a resource to support teaching Structured Literacy, which includes teaching of phonemic awareness, how sounds (phonemes) are represented and combined to make words, spelling and how parts of words can combine to change meaning (morphology).	
● ALiM	Accelerated Learning in Maths (ALiM) is a short term intervention aimed at accelerating the learning of students who are not reaching expected outcomes in mathematics. ALiM takes place in addition to existing mathematics lessons.	
Other acronyms in this document: BASC - Before and After School Care EOY - End of Year, e.g. 'EOY data'. MOE - Ministry of Education PLD - Professional Learning and Development	TOD - Teacher Only Day SLT - Senior Leadership Team APs - Assistant Principals STEAM - Science, Technology, Engineering, Art, Mathematics	5YA - 5 Year Agreement (building plan agreed between the Ministry of Education and the School) SENCO - Special Educational Needs Coordinator LSC - Learning Support Coordinator CRT - Classroom Release Time