



**Te Kura o Kirikiri Tatangi
Seatoun School**

Annual Implementation Plan 2024 - 2025

Our Vision: To Be the Best We Can Be

Whakatauki: Kia kirikiri tatangi ke te ao - the
children who will make their mark on the world

This document is to be read in conjunction with the Seatoun School Strategic Plan, 2024-2025

Strategic Priority 1: School Culture To provide a vibrant school culture that instils pride, ensures physical and emotional safety, celebrates diversity, and nurtures whanaungatanga so that everyone can thrive.	
Outcomes for 2025	Key initiatives
Ensure our Vision is prominent and a living part of our school culture	Promote and display our
Maintain the prominence of school values through targeted communication and incorporation into school and classroom programmes	Finalise the design to go with our new values and publish and display through the school Continue to seek ways to recognise and celebrate cultural diversity in programmes and the fabric of the school
To develop a Seatoun School localised curriculum framework in alignment with Te Mātaiaho and community aspirations	Update and embed Seatoun School's localised curriculum, pedagogy and practices, to ensure alignment and delivery with the updated Te Matāiaho curriculum and Te Tiriti o Waitangi. A school-wide, sequential Hauora/well-being Toolkit and curriculum is documented and embedded to equip our learners for life actively. Across the school, teachers, children and parents/whānau will use the language of the Seatoun School Hauora/Wellbeing Toolkit' in everyday life. The toolkit will include: Te Whare Tapa Wha, Zones of Regulation, KiVa, Mindfulness and Learner Qualities. Biannual wellbeing surveys will be carried out with learners, leaders and teachers. Results will be analysed and used to design and/or refine learning and school initiatives. Create regular and ongoing opportunities for our whānau/community to contribute to the curriculum and share in ākonga's learning Appropriate recognition of Maori cultural values Maori learners, and their whanau, are engaged in school. Learners fully participate in all aspects of school life, achieving, making progress and enjoying success
Fully support the Friends of Seatoun School (FoSS)	Encourage staff to support FoSS events Provide school resource to support FoSS
Celebrate and communicate the achievements of individuals, groups and the school	Ensure our Newsletters, Team Hui's and School Hui's have a focus on celebration and recognition of achievement. Ensure there is a balance between sports, arts and academics. Encourage and promote academic rigour.

Being an employer of choice for our staff	<p>Holistically support our staff to ensure we maintain our staff willingness to stay and attract quality new staff. Strategies include (above award weekly release, high-quality PD, Learning Assistant support, an attitude of care and support to staff, high-quality physical working environment, support with behaviour management etc)</p> <p>Ensure all buildings and grounds are maintained and kept at a high standard.</p>
Be an inclusive school – supporting learners with special education needs and recognising and celebrating the diverse cultures represented in our school.	<p>Learners with special education needs will be supported (in conjunction with the MoE, other agencies & parents & caregivers)</p> <p>Diversity is recognised, celebrated & reflected in our school culture</p> <p>Undertake our community survey in 2025</p> <p>Undertake our staff survey in 2025</p>
School values	<p>Manaakitanga</p> <p>Perseverance</p> <p>Responsibility</p> <p>Akoranga</p>
Legislative Information and Key Links	<p>Seatoun School policies: School Docs.</p> <p>National Education Learning Priorities (NELP) 1-4.</p> <p>Education and Training Act: Section 5.</p> <p>Te Tiriti o Waitangi - Education and Training Act 2020: Section 9.</p> <p>Privacy Act 2020</p>

Strategic Priority 2: Teaching and Learning

To deliver dynamic programmes where all ākonga experience success and thrive as caring, engaged, participants in their lifelong journey of learning..

Outcomes for 2025	Key initiatives
Ensuring our approaches to teaching and learning are consistent with the requirements and intent of Te Mātaiaho (Refreshed New Zealand Curriculum)	<ul style="list-style-type: none"> • <u>Implementation</u> - staff complete Structured Literacy training and implement as appropriate. Understand revised curriculums and implement changes as required. • <u>Rationalisation</u> – establishing the learning priorities for our students in a 'balanced curriculum & being clear about what are we choosing to teach and why. Ensure, on average, one hour of reading, writing and math occurs in all classes • <u>Localisation</u> – effectively interpreting and tailoring the NZC to suit our students and school • <u>Community engagement</u> – effectively communicating the NZC to parents and encouraging/supporting parents & whanau to engage with their children's learning (also refer to Steeple Rock Challenge) • <u>Effective Pedagogy</u> – all teaching staff are employing an Inquiry model to review and evaluate their teaching practice. Key Questions: <ul style="list-style-type: none"> • <i>What impact does my teaching have on student learning? What do I need to know in order to become more effective? How will I know that my strategies/interventions are making a difference?</i>

	<p>Using teacher Inquiry to improve teacher effectiveness and student achievement is the key school-wide PLD initiative in 2024 (writing).</p> <p>Achieve the agreed goals identified in all curriculum plans and reports i.e.</p> <ul style="list-style-type: none"> English, e-Learning /IT, Mathematics, Library & Information Literacy, Integrated Learning (including Technology, Enrichment, Home Learning & Health), Māori, Physical Education (including EOTC & Developmental), Green Footprint, The Arts Support Programmes <p>Plan and deliver quality EOTC programmes for our learners</p> <p>Offer a wide variety of sporting opportunities to our learners</p> <p>Facilitate the delivery of before and after school educational programmes for our learners</p> <p>Offer bands, orchestra, dance</p>
Work with whānau to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	Hold our annual whānau meeting and listen to their views.
Reduce barriers to education for all, and ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school / kura, their needs are supported, and that learning support programmes are robust	<p>Maintain an inclusive culture that provides quality learning programmes tailored to suit individual student needs.</p> <p>Maximise available resources (including other agencies) to provide focused support to improve the learning outcomes for identified students</p> <p>Communicate & clarify to parents how our support programmes work and the emphasis placed on home/school partnership</p> <p>Deliver support programmes to support student needs including SL support for Year 4-8 learners</p> <p>Apply for year 7&8 math support initiative</p>
Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<p>Individual student achievement uses a variety of tools</p> <p>Norm referenced, NZ assessment tools are used where possible and results are shared with parents</p> <p>Student achievement targets are effectively monitored & reported</p>
Develop staff to strengthen teaching, leadership and learner support capability	<p>Staff appraisal and PGC align with school goals.</p> <p>Appraisal process followed.</p>
Utilise Teacher Inquiry to improve teacher effectiveness and student achievement	Staff complete the performance agreement action plan and quality practice at Seatoun School document.

Maintain an inclusive culture that provides quality learning programmes tailored to suit individual student needs	Continue to focus on this and consider this in all our decisions.
Maximise available resources (including other agencies) to provide focused support to improve the learning outcomes for identified students	
Ensure we have a strong home/school partnership where we communicate & clarify to parents how our programmes work	Regularly run sessions for parents to learn about how we teach Provide intentional ways parents can be part of their child's learning (i.e. Junior School Maths Mahi and Reading Eggs, Senior School, parents sharing expertise at beginning of inquiry and sharing learning at the end of the inquiry.
Build on current practice to effectively use e-Learning/ to enhance the quality of teaching & student learning	Communicate clearly our expectations and intentions Include in parent survey questions around eLearning Run parenting sessions on digital safety and social media Support families with strategies to manage student use of devices and access to the internet/social media
Effectively monitor & report student achievement targets	Create targets for each year group Report twice yearly to the Board on targets and progress Analyse data and discuss Analysis of Variance Run sessions for staff on analysing student assessment data to ensure moderation and levelling is accurate - consider new curriculum levels (to be announced by the Government in 2025)
Utilise Kāhui Ako achievement challenges and goals to accelerate Strategic Goal 2	Work with KA, and AST's to develop schools' knowledge
School values	Manaakitanga Akoranga Responsibility Perseverance
Legislative Information and Key Links	Seatoun School policies: School Docs. National Education Learning Priorities (NELP) 1-4. Education and Training Act: Section 5. Te Tiriti o Waitangi - Education and Training Act 2020: Section 9. Privacy Act 2020

Strategic Priority 3: To give effect to Te Tiriti o Waitangi.

For our students to understand the importance of honouring Te tiriti o Waitangi, and to embrace the cultural heritage of Aotearoa through the protection, promotion, and participation of te reo and mātaurangi Maori.

Outcomes for 2024	Key initiatives
Continue to develop and seek ways to incorporate Tikanga Māori into programmes and the fabric of the school community	Consider this in our planning Consult with whānau on how to achieve this
Continued focus on meeting the intent and objectives of Ka Hikitia, Māori achieving education success as Māori and extending Tikanga, te ao Maori and Te reo knowledge of all students and staff	Review māori achievement and
Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Staff to
Practice whanaungatanga in our daily lives	
Support staff to further their professional development	
Listen to Kaumatua and whānau.	Invite kaumatua into our school to share his knowledge

SEATOUN SCHOOL REVIEW CYCLE 2009 - 2025

Year	2009	2010	2011	2012	2013	2014	2015
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Significant Factors	T3 Arts Celebration Major 'social' fundraiser e.g. Ball Change of class level for many staff World financial crisis Extension of Navigator Room into junior classroom & alterations in Falkirk Room	School Fair Father's Day celebration BOT Election Requirement to introduce National Standards Major remedial maintenance programme begins	T3 Arts Celebration Social fundraiser e.g. Ball ERO Review of Strategic Plan National Election Remedial maintenance programme continues New SMS	School Fair Father's Day celebration Decade in new school MOE 5 Year property allocation Remedial property work completed	T3 Arts Celebration BOT Election	School Fair Review of Strategic Plan Community/staff surveys National Election	T3 Arts Celebration Implementation of any new policies resulting from outcome of national election ERO – 2015
Annual Review	Health & Sexuality; Achievement Targets; Resource Allocation						
Special Focus	Virtual Records Broadening staff responsibilities Managing workload & expectation Green footprint Emphasis on senior school Y5-8	Distributed leadership	ERO National Focus Areas [Focus on student achievement; and to build on the school's current processes of self review] Distributed leadership continued	e-Learning / IT <ul style="list-style-type: none"> MoE contract: Blended e-Learning To enhance teaching & learning. SMS – student profiles & achievement data (individual/school-wide) SMS – school administration Building leadership capability			Teacher inquiry to improve effectiveness and student achievement
Curriculum	Consolidation (teachers at new levels) New Curriculum ICT English review	Consolidation NZC National Standards & 'Plain English' Reporting ICT	Spelling/Reading – phonics programme Introduce digital whiteboards x5 classes. Staff development Syndicate teams set, monitor & report own achievement targets	Writing – moderation/OTJ's; use of AsTTle Spelling/phonics ICT as a tool to enhance learning	Writing – moderation/OTJ's; use of AsTTle e-Learning / IT as a tool to enhance learning	e-Learning / IT as a tool to enhance learning Writing	
BOT NAG	Roll growth/maintenance Building project – new teaching spaces Implementation of new strategic plan Grounds Development Plan [with PTA]	Board election & induction of new trustees Review Finance Principal sabbatical T3	Review Property & Health & Safety Develop 5 Year Property Plan (possibly on hold due to remedial works programme)	Review Personnel Review Property & Health & Safety (carried over from 2011) Develop 5 Year Property Plan & annual school maintenance programme NAG changes gazetted re National Standards data & Charter requirements	Review Finance Board election & induction of new trustees Mandate electronic upload of NS data & NAG2A requirements	Review Property & Health & Safety Develop 2015-2017 Strategic Plan PaCT Tool roll-out as a prototype ?	Review Personnel 1 st Year planning cycle
Identified Achievement Targets	English Mathematics Self Responsibility	National Standards – reading, writing, mathematics TRUMP evaluation	Reading, writing, mathematics targets reflecting 2010 baseline data	Reading, writing, mathematics targets reflecting 2011 summative data enhanced by 2012 baseline information	Reading, writing, mathematics targets reflecting 2012 summative data enhanced by 2013 baseline information	Reading, writing, mathematics targets reflecting 2013 summative data enhanced by 2014 baseline information	Reading, writing, mathematics targets reflecting 2014 summative data enhanced by 2015 baseline information

	2016	2017	2018	2019	2020	2021	2022
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Significant Factors	School Fair Father's Day celebration BOT Election Review of Strategic Plan Community survey	T3 School Production Review of Strategic Plan Staff surveys National Election	School Fair Father's Day celebration Kāhui Ako	T1 Kaitiakitanga (land and water) T3 Arts Celebration (dance) BOT Election ERO this year or early 2020	School Family Fun Day Review of Strategic Plan Community/staff surveys National Election Probable ERO Review Introduction of after school care programme	School Centenary Celebration New AP appointed World wide pandemic ERO Principal Sabbatical	Pandemic has major impact on school ERO continues Introduction of new CRT programme
Annual Review	Health & Sexuality; Achievement Targets; Resource Allocation						
Special Focus	Teacher inquiry to improve effectiveness and student achievement through the lens of mathematics Ako tanga programme introduced to school	Introduction of new Student Management System Develop teacher Te Reo capability	50 Year Anniversary of Wahine Disaster Term 1 Begin planning and communication re Centenary Develop teacher Te Reo capability	Kāhui Ako Teacher Inquiry into the teaching of the technology curriculum, including digital technology. Local Curriculum Kahui Ako WST focus areas: 1. Learner Agency 2. Learner Wellbeing	Teacher Inquiry into developing learner wellbeing Local Curriculum Kahui Ako WST focus areas: 3. Cultural Competency 4. Learner Wellbeing	Teacher Inquiry into developing knowledge of Te Reo Māori Kahui Ako WST focus: Cultural competency	How effectively are our interventions and programmes enhancing and contributing to learner's hauora and learning for continuous, sustained improvement and high achievement?
Curriculum	Introduction of BYOD programme for Year 7&8 Teacher inquiry into teaching of mathematics	Towards Transformation Project Reporting to parents changes implemented	Environmental Focus Reporting to parents changes implemented - Year 2 Towards Transformation programme	Parent Survey and Curriculum review		History Curriculum Staff Survey Health Curriculum Survey	
BOT NAG	Board election & induction of new trustees Review Finance 2 nd Year planning cycle	Review Property & Health & Safety Final year planning cycle Develop 2018-2020 Strategic Plan	Review Personnel 1 st year planning cycle	Board election & induction of new trustees Review Finance 2 nd Year planning cycle	Review Property & Health & Safety Number of property projects Final year planning cycle Develop 2020-2022 Strategic Plan	Follow School docs processes and review cycle	Follow School docs processes and review cycle Last year with current Charter model Property-classroom modernisation

Identified Achievement Targets	Reading, writing, mathematics targets reflecting 2015 summative data enhanced by 2016 baseline information	Reading, writing, mathematics targets reflecting 2016 summative data enhanced by 2017 baseline information	Reading, writing, mathematics targets reflecting 2017 summative data enhanced by 2018 baseline information	Reading, writing, mathematics targets reflecting 2018 summative data enhanced by 2019 baseline information	Reading, writing, mathematics targets reflecting 2019 summative data enhanced by 2020 baseline information	Reading, writing, mathematics targets reflecting 2020 summative data enhanced by 2021 baseline information	Reading, writing, mathematics targets reflecting 2021 summative data enhanced by 2022 baseline information

	2023	2024	2025	
Significant Factors	COVID restrictions removed for school Family Fun Day & Family Fun Run/Walk School production ERO continues PE CRT for Year ¾ CRT STEM continues	School production	Government-mandated changes and new curriculum areas	
Annual Review				
Special Focus	How effectively are our interventions and programmes enhancing and contributing to learner's hauora and learning for continuous, sustained improvement and high achievement?	Enhancing the ability of our learners to write	Implementing new curriculum and assessment expectations	
Curriculum	NZ Histories Curriculum refresh		Significant work in this area for the staff <ul style="list-style-type: none"> - MATH Curriculum - English curriculum - Health and sexuality education - Structured Literacy 	
BOT NAG	School docs processes and review cycle Last year with the current Charter model Property Room 14-17 classroom modernisation School fenced Start of next 5YA projects	School docs processes and review cycle Last year with the current Charter model <u>Property</u> Complete heating and ventilation projects Start of next 5YA projects <ul style="list-style-type: none"> - Start AMS work (autex and music room) - Roof repairs 	School docs processes and review cycle Last year with the current Charter model Property Complete AMS projects	
Identified Achievement Targets	Reading, writing, mathematics targets reflecting 2022 summative	Reading, writing, mathematics targets reflecting 2023 summative data informed by 2024 baseline information	Reading, writing, mathematics targets reflecting 2024 summative data informed by 2025 baseline information	

	data informed by 2023 baseline information			
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School Assessment Timetable

Measures	Class Level								When Term				What	Why & Expectation	Where
LITERACY	1	2	3	4	5	6	7	8	1	2	3	4			
School Entry Survey	*								On entry (first month)				School	Entry information & formative assessment	Hero Year 1,2, database
Reading & Writing	*	*							At age 6				Six Year Observation Survey	Formative & summative data to inform Teacher Judgements	Hero Year 1,2, database
Reading Judgement mid yr/end of yr	*	*	*	*	*	*	*	*		Wk 6		Wk 5	Teacher judgement against national curriculum expectations for all children at school 20 weeks +	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	Hero
PAT Read Comp PAT Vocab PAT Punct/Gram				*	*	*	*	*	Wk 5				PAT	Formative & summative data to inform Teacher Judgements	Hero
Reading comprehension & vocab	On-going as required												Running record/Probe/ observation of reading behaviour & attitude Y5/6 1 Probe per year/as needed Y7/8 Probe as required Ex Reading Recovery Students-Running Record, Burt and Word test- end or year	Inform teaching & summative judgements	Teacher Records Hero Hero
PAT Listening			*	*	*	*	*	*	Wk 5				PAT	Formative & summative to inform Teacher Judgements	Hero

Writing- Judgements Mid yr/end of yr		*	*	*	*	*	*	*		Wk 4		Wk 5	Moderation of writing samples	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	LincEd(upload?) eAsTTle website	
Phonics	On-going as required												Stages 1-7 (as appropriate)	Formative assessment	Teacher records	
Spelling Phonics	*	*	*	*	*	*	*	*	Wks 1-3 (all)	Wks 1-3	Wks 1-3 (all)	NZCER Spell-Write Essential Lists Years 1-4 Blackwells (Y5-8) On-going as required	Assess dependent on class level Inform teaching and to show progress Summative data	Student Hero 2x a year(Yr1-4) Goal Folder		
Inquiry PAT Science	*	*	*	*	*	*	*	*	*	*	*	Team moderation and evaluation PAT	To inform consistency of Teacher Judgements To assess curriculum specific knowledge and progress. To assess learning across curriculum and competencies.	Teacher planning Student self evaluations in X-file		
ICAS Australasian Assessments - Digital Tech Science, Maths, Spelling, Writing, English				*	*	*	*	*	*	*				Enrichment opportunity. Students selected by teacher or by parent request.	Teacher records High/Distinction onHero-awards	
Individual Education Plans (I.E.P)	*	*	*	*	*	*	*	*	*		*	* Transition	Teacher/parent/agency review of identified 'high need student' 'progress & develop next steps	Formative assessment & review	Hero (Support programmes) Copy on Drive	

Measures	Class Level								When Term				What	Why & Expectation	Where
MATHEMATICS	1	2	3	4	5	6	7	8	1	2	3	4			
Strategy Level Observations	*	*	*	*	*	*	*	*					JAM, NumPa or GLOSS diagnostic Interview, as appropriate Teacher observation during guided maths lessons	Inform teaching and summative judgements	Hero final end of year
PAT Mathematics				*	*	*	*	*	Wk 5				PAT	Formative & summative information	Hero
Maths TJ mid yr/end of yr	*	*	*	*	*	*	*	*		Wk 6		Wk 5	Teacher judgement against national curriculum expectations for all children at school 6+ months	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	Hero
Mathematics			*	*									NEMP Task Addition and Multiplication-Year 3/4	To inform teaching and for student reflection	X – files Teacher records
Number Knowledge			*	*	*	*	*	*	*	*	*	*	Basic Facts Ladders IKAN	To inform teaching and for student reflection	X – files Hero Teacher records
Mathematics Problem Solving						*	*	*	*	*	*		Otago Problem Solving Competition	Application of knowledge and strategies. Enrichment opportunity	Otago Problem Solving Website Teacher Records Hero awards(special)
Formal Meeting/reporting to parents	*	*	*	*	*	*	*	*	0	10		8	Prior to start of T1 'Meet the Teacher' End of Term 1 Goal setting meeting T2 Mid-Year student/parent/teacher conferences	Opportunity to meet & parent to share information Opportunity to discuss the	Student cumulative file Hero

														Ongoing reporting as per Reporting Timetable (link to 2023 After 1 month & 1 year at school	child's progress, achievement and future learning needs Plain language information outlining the child's progress & achievement for the year Opportunity to discuss the child's progress, achievement and future learning needs	
Student Self-evaluation	*	*	*	*	*	*	*	*	*	*	*	*	*	On-going self-monitoring process X-file/digital portfolios	Opportunity for student to self evaluate & goal set Opportunity to share with parents and whanau	X-File Digital self-reflections
Equity Gender/Ethnic Achievement Balance across school									When assessments are done				Analysis data, consider possible causes & actions		All students are achieving to their potential	Analysis of Variance

SEATOUN SCHOOL
2025 BOARD OF TRUSTEES MEETINGS
(7 + Planning Afternoon + Whānau Consultation sessions)
CORE AGENDA ITEMS

Date	Curriculum	Other
Term 1 27 February		<ul style="list-style-type: none"> • Actions from the last 2024 Board Meeting • Update Property projects • Elect Chair • Strategic Plan • Ratify 2024 budget • 2025 School Dates
10 April		<ul style="list-style-type: none"> • General business • 2024 Annual Report – Variance & Financial Statements • Principal performance appraisal & process • Annual Implementation Plan confirmed • Report back on KiVa survey results • Enrolment Scheme – annual review of the appropriateness
Term 2 29 May	Curriculum Reports PE/Sport Integration/Health Green Footprint Library e-Learning /ICT (BYOD)	<ul style="list-style-type: none"> • Confirm date and time for Whanau Consultation Meeting • Confirmation of content for community Survey
31 July	Curriculum Reports Enrichment Programmes Food & Fabric Technology Second language Learning Māori Arts	<ul style="list-style-type: none"> • General business
Term 3 4 September	Learning Outcomes <ul style="list-style-type: none"> • Analysis of T1 baseline data/mid-year OTJs - English & Mathematics • Progress against team achievement targets • Within School Teacher Reports • 	Review Annual Plan, includes: <ul style="list-style-type: none"> • Planning Day (planning day options) • Confirmation of content for staff survey
Term 4 23 October	Staff/Community/BoT Planning Session 4.30-7.30	NEED to change this date
27 November	Review outcomes from the planning session	General business Draft Budget for 2025 Planning Day Output Material 2026 Annual Plan & Budget Board of Trustees Calendar for 2026 Ratify 2026 school organisation