

Macandrew Bay School 3762 Annual Implementation Plan 2025

Ko te Tamaiti te Pūtake o te Kaupapa: The child is at the heart of the matter

At Macandrew Bay School we place our learners at the centre and our Mission Statement is: Simply the Best for our Tamariki!

Our vision is:

- High Expectations
- To create an environment that actively supports the health and wellbeing of our tamariki
- To be the best we can be
- Students succeeding
- To be a strong and flourishing school into the future

Summary of the plan

In 2025 we want to continue strengthening teaching, learning and assessment practices in writing to improve achievement levels for all learners in implementing a framework of expectations and success indicators for progress in writing to better reflect on and inform next teaching and learning steps. We have identified with our ERO evaluation partner that we need to develop ways to gather and respond to our writing achievement data in order to ensure the progress and acceleration of our target learners. We also have a goal to extend teachers' evaluation practices and understanding to ensure consistency across the school that it is fair and equitable for all our learners. We have developed 10 effective writing norms with our staff so we think by continuing to work on these in 2025 that this will have an impact on our writing programmes and help to support our target learners further.

We also want to investigate designing a sustainable model for ongoing support for identified groups of learners not yet making expected progress as well as streamlining our data collection which includes ensuring we can capture the progress of our target writers. We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of all learners, specifically in the areas of Maths and Structured Literacy.

We will continue to develop embed our new design thinking model of Tūhura/Discover which we believe is an exciting and innovative approach which focuses on developing students' creative confidence. Design thinking connects real world problem-solving with classroom environments. We are proud of our rich broad curriculum and the opportunities for our tamariki to shine and develop their passions. We want to see our tamariki become empowered learners who know their strengths and next learning steps as well as understand the process they need to follow to achieve success and progress.

We want to create an environment that actively supports the health and wellbeing of our tamariki through building strong caring relationships with one another and effective community partnerships.

Where we are at currently:

Our school's assessment data shows a need to continue focusing on quality teaching, learning and assessment in Writing and Mathematics. As we begin to implement the new Maths and English curriculum in 2025, consideration will be given to establishing a baseline for how students are progressing and achieving against the new Maths and English Curriculum expectations. We are mindful that our end of year 2025 data may look different to previous years.

Overall writing achievement in the school:

2024 Writing data is up by 6% with **77%** of our tamariki writing above or at the expected level compared with 71% in 2023, 72% in 2022 and 78% in 2021. 23% were well below or below the expected level in 2024, compared with 29% in 2023 and 27% 2022. Most of this latter group of tamariki were below the expected level-18% rather than being well below- 5% in 2024. Although this continues to be the curriculum area that is hardest to lift, we are thrilled with the overall shift and increase of 6% compared with 2023. We continued to work extremely hard in this area in 2024, building on from the mahi in 2023 with class teachers doing their best to cater and support our increasing list of target writers in the classroom setting. We were able to have Tier 2 intervention groups running this year following a Structured Literacy approach in our Senior school. This has made a huge difference to our target tamariki and their confidence to write. A number of our target writers have shifted from either below to at the expected level or well below to below the expected level.

Overall maths achievement in the school:

Our strong Maths achievement levels have been maintained again in 2024 with extremely high achievement when looking at the school as a whole. This strong achievement has been a consistent pattern over the past 8 years. Maths achievement data remains our strongest curriculum area again in 2024 with **90%** of students doing very well in Maths and being at or above the expected level.

58% of our tamariki are at the expected level and 32% are above the expected level in 2024. (57% above and 27% at in 2023).

Of the 10% who are below or well below the expected level most of these tamariki are below-9%, with only 2/148 children in the school or 1% well below the expected level.

Statement of Variance- PDF as attached

Annual Target/Goal: Engaged learners experiencing success and making progress in Literacy and Mathematics.

- **Student achievement in Writing and Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased.**
- **Empowered Learners experiencing a rich broad curriculum.**
- **Strong community partnerships for our tamariki centered around belonging and wellbeing.**

Regulation 9(1)(e)

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

- Staff knowing who all our Māori tamariki are and their whānau, including knowing their whakapapa and stories.
- The introduction of Mihi whakatau each term at kura to welcome new whānau and tamariki.
- Monitoring all our Māori ākoka achievement and progress, including ensuring Māori achieve success as Māori.
- Monitoring all our Māori ākoka achievement and progress, ensuring there is support in place to help those Māori learners that are not making the expected progress in mana enhancing ways. Tier 2 and 3 interventions if appropriate.
- All tamariki involved with Kapa Haka. A third Kapa Haka group established for the Māori tamariki- An idea of a Māori enrichment programme designed for with whānau support for Māori.
- Providing lots of opportunities through our broad, rich curriculum for our Māori tamariki to lead and innovate in Kapa Haka, The Arts, Design Thinking, Sports, Enviroschools, Library, Matariki and our Junior enrichment programme (Ka Hikitia) and Senior enrichment programme (Whakarangatira).

Macandrew Bay School 3762 Annual Implementation Plan 2025

- Our mid and end of the year reporting to whānau report template includes strengths and celebrations of our tamariki and pepeha before reporting on Maths, Reading and Writing achievement. We have student voice reflected in most parts of our report format.

Regulation 9(1)(g)

Information on teaching and learning strategies:

We will continue to work on building phonological and phonemic knowledge in all our students, particularly supporting our children who struggle with this aspect of literacy through a Structured Literacy approach. We teach Liz Kane's The Code Spelling approach throughout the school, monitoring progress and achievement through regular assessment. We are curious to monitor how our tamariki embed this knowledge in their overall writing in 2025. (Schonell spelling assessment in Term 1 and 4 for our Year 3-6 tamariki to determine this, writing samples from Term 1 and 4 as well as close monitoring for our Junior tamariki)

We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners, especially those of our target tamariki in Mathematics and Structured Literacy. We will hold a parent/whānau information hui on Structured Literacy and Maths and provide regular support/information for our parents/whānau of our tamariki that will have Tier 2 Structured Literacy Intervention.

Māori learners- We will continue to closely monitor the achievement and progress of our Māori learners. In Maths, we have 3 tamariki across our kura that will need close monitoring and extra support to help them to accelerate their progress in 2025. In Writing, we have a cohort of Māori students who are in Year 3 and Year 4. We will be working hard to support these students who have been identified as below or well below to make shifts in their writing achievement in 2025. We have accessed support from the Resource Teacher of Literacy for 2 of our Māori students that are well below and these 2 students also received Tier 2 Intervention support in 2023 so we are reviewing what the best plan will be- ensuring we look after the wellbeing of these tamariki is paramount. Three Māori students have been identified from our 2024 data as being **below** or **well below the expected level** in Reading. We are continuing to work with the Resource Teacher of Literacy to develop and fine tune a programme that will help our Māori students in 2025. All of these tamariki were identified as target learners last year and they received some form of intervention or targeted reading teaching, so we know we need to continue trying different approaches and strategies.

Boys in Writing- 17% of girls are either below or well below the expected level (compared with 23% in 2023), **in writing compared to 30 % of the boys** (35% in 2023)

This year we want to continue our efforts to address this gap in achievement between the boys and the girls.

The boys had 13% **above** the expected level this year (12% in 2023 and 2022, 19% in 2021, 16% in 2020) and a percentage of 58% **at** the expected level this year. (49% in 2023, 55% in 2022, 52% at the level in 2021, 54% in 2020, 46% at in 2019, 42% at the level in 2018)

So therefore 70% of the boys were **at or above** the expected level in 2024 compared with 61% of the boys at or above in 2023, 67.6% of in 2022, 71% in 2021, 70% in 2020, 65% at or above in 2019, and 69% at or above in 2018.

We have 21/71, 30% of boys across the school who are either well below (7 boys – 10% well below) or below the expected level (14 boys- 20%) so in total 30% of boys in 2024 are either below or well below the expected level, compared with 35% in 2023, 32% in 2022, 29% in 2021, 30% in 2020, 34% of boys in 2019, and 31% in 2018).

Thus 17% of girls are either below or well below the expected level (compared with 23% in 2023 and 2022) **in writing compared to 30 % of the boys.**

In 2025, we want to continue our efforts to address this gap in achievement between the boys and the girls. The boys have improved in 2024 which means that the initiatives and strategies we have been trying are working. We think improving the way boys feel about writing is the key to making a shift in this area. Building the boys' confidence and spelling ability through a structured literacy approach will hopefully remove a barrier for them so that they feel more confident in their writing ability combined with the necessary skills. Planning through the use of a graphic organizer has been successful for our boys this year as has providing STEAM and Science contexts for writing. Poetry has also been a really successful genre for engaging our boys. We have also found free choice writing and writing mileage impactful for boys and their writing. We know that the 10 effective writing norms and assessment for learning mahi we have developed as a school have had an impact on raising our boy's writing achievement. These include: Purpose- What is this for? What is to be learnt? Relevant to the purpose, Audience- Who is it for? Success Criteria, Explicit Teaching, Modelling, Relevant, engaging and a variety of writing opportunities, Sharing examples of good writing- Examine good writing, Feedback and Assessment- for all, Daily Writing, Planning and the understanding the writing process.

Girls in Maths- 2024 data showed the boys are again achieving more successfully at a **higher** level in Maths than the girls with **45% of the boys above** the expected level compared to **21% of the girls.**

In 2024 there are 71% of girls at the expected level compared with 39% of boys in 2024. In 2023 there were 62% of girls at the expected level compared with 51% of boys. In 2022 the percentages of boys and girls at the expected level were very similar- 52% of the boys and 54.3% compared with in 2021- 54% of the boys and 53% of the girls.

So, in 2024 87% of boys were at or above the level expected in Maths compared with 85% in 2023, 86.7% in 2022 and 89% in 2021. 92% of girls were at or above the expected level this year compared with 81% in 2023 and 2022 and 79% of the girls in 2021. It is really pleasing to see that both the boys' and girls' achievement is extremely high. Although not as many girls are achieving above the expected level, there are more achieving at in 2024. In 2025, supporting girls that are at the expected level to move to above through exposure to higher order Maths problems and boosting skills is an area we want to focus on.

Less girls (8%) are below or well below the expected level in 2024 compared to the boys (13%) this is the opposite trend to 2023.(12% of boys in 2023 compared with 15% of girls. 13% of boys in 2022 compared with 18% of girls, 11% of boys in 2021 compared to 21% of the girls.

Regulation 9(1)(f)

Macandrew Bay School 3762 Annual Implementation Plan 2025

| <p>Strategic Goal: Curriculum Rakatirataka Ākoka will be supported to set goals and as self-regulated learners, take action to achieve success and progress. <i>Regulation 9(1)(a)</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|--|--|---------------------|--------------------|--|--|---------------------------|---------------------------|---------------------------|--|---------------------------|---|--|---|------|---|--|---|---|------|--|
| <p>Annual Target/Goal: Engaged learners experiencing success and making progress in Literacy and Mathematics. <i>Student achievement in Writing and Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased.</i> <i>Regulation 9(1)(a)</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>What do we expect to see by the end of the year?</p> <ol style="list-style-type: none"> Teachers knowledge of Assessment for Learning practices will increase. Ākoka are engaged and progressing in writing. Students achieving at or above their expected level 80% or higher in writing across the school in all year levels. We will have a framework of consistent expectations and progressions for writing that teachers will have implemented for Year 1-6. This learning will be visible for our tamariki and they will be able to clearly identify and articulate their next learning steps. Our tamariki will feel empowered to know, understand and articulate their next learning steps in Writing. We will review our curriculum delivery plan so that it is aligned with the refreshed NZ mathematics curriculum and common practice model. This will ensure high quality, consistent mathematics practice is evident across the school. We will begin to implement the NZC Maths and Statistics progress outcomes and teaching sequence of consistent expectations and progressions in Maths for Year 1-6. This learning will be visible for our tamariki and they will begin to clearly identify and articulate their next learning steps. We have identified that supporting our target children with their Maths in the home should be an area we target in 2025. We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners in Maths and also Structured Literacy. <p><i>Regulation 9(1)(d)</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th style="background-color: #0070C0; color: white;">Actions <small>[Detail the key actions you'll take this year to reach your annual target listed above.]</small></th> <th style="background-color: #0070C0; color: white;">Who is Responsible?</th> <th style="background-color: #0070C0; color: white;">Resources Required</th> <th style="background-color: #0070C0; color: white;">Timeframe <small>[This is optional but is useful to help with your planning.]</small></th> <th style="background-color: #0070C0; color: white;">How will you measure success? <small>[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.]</small></th> </tr> <tr> <td style="background-color: #0070C0; color: white;"><i>Regulation 9(1)(b)</i></td> <td style="background-color: #0070C0; color: white;"><i>Regulation 9(1)(c)</i></td> <td style="background-color: #0070C0; color: white;"><i>Regulation 9(1)(c)</i></td> <td></td> <td style="background-color: #0070C0; color: white;"><i>Regulation 9(1)(d)</i></td> </tr> </thead> <tbody> <tr> <td> <p>Increase teacher knowledge of effective pedagogy and assessment for learning practices. *Review what Effective Pedagogy at Macandrew Bay School is at the start of each year.</p> <p>*Continue to make more use of exemplars, self and peer assessment in the classroom.</p> <p>*Continue exploring <i>Clarity in the Classroom</i> as a staff.</p> </td> <td> -Principal -Deputy Principals Literacy/Numeracy Lead Teachers -Class Teachers </td> <td> Staff P.D. and discussions about Assessment For Learning and <i>Clarity in the Classroom</i> by Michael Absolum. Purchase resources for areas of need for Literacy and Numeracy. Release for teacher observations and coaching. </td> <td>T1-4</td> <td> Our kaiako will be teaching and assessing consistently across the school. Their knowledge of the essential pedagogies and assessment for learning practices will have increased. Staff Survey in Term 4. </td> </tr> <tr> <td> *Align our curriculum delivery plan with the refreshed NZ English curriculum this will ensure high quality, consistent Literacy practice is evident across the school. </td> <td> Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers </td> <td> NZ English Curriculum (printed, cost to the school) Staff time/meetings throughout the year. Purchase resources for areas of need for Literacy. </td> <td>T1-4</td> <td> We will have a curriculum delivery plan that reflects the revised NZ English Curriculum. Confident teachers delivering high quality, consistent practice across the school. </td> </tr> </tbody> </table> | | | | | Actions <small>[Detail the key actions you'll take this year to reach your annual target listed above.]</small> | Who is Responsible? | Resources Required | Timeframe <small>[This is optional but is useful to help with your planning.]</small> | How will you measure success? <small>[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.]</small> | <i>Regulation 9(1)(b)</i> | <i>Regulation 9(1)(c)</i> | <i>Regulation 9(1)(c)</i> | | <i>Regulation 9(1)(d)</i> | <p>Increase teacher knowledge of effective pedagogy and assessment for learning practices. *Review what Effective Pedagogy at Macandrew Bay School is at the start of each year.</p> <p>*Continue to make more use of exemplars, self and peer assessment in the classroom.</p> <p>*Continue exploring <i>Clarity in the Classroom</i> as a staff.</p> | -Principal -Deputy Principals Literacy/Numeracy Lead Teachers -Class Teachers | Staff P.D. and discussions about Assessment For Learning and <i>Clarity in the Classroom</i> by Michael Absolum. Purchase resources for areas of need for Literacy and Numeracy. Release for teacher observations and coaching. | T1-4 | Our kaiako will be teaching and assessing consistently across the school. Their knowledge of the essential pedagogies and assessment for learning practices will have increased. Staff Survey in Term 4. | *Align our curriculum delivery plan with the refreshed NZ English curriculum this will ensure high quality, consistent Literacy practice is evident across the school. | Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers | NZ English Curriculum (printed, cost to the school) Staff time/meetings throughout the year. Purchase resources for areas of need for Literacy. | T1-4 | We will have a curriculum delivery plan that reflects the revised NZ English Curriculum. Confident teachers delivering high quality, consistent practice across the school. |
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Macandrew Bay School 3762 Annual Implementation Plan 2025

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| <p><i>Develop a framework of expectations and success indicators for progress in writing for Year 1-6 to better reflect on and inform next teaching and learning steps for our ākoka</i></p> <p>* Fine tuning and implementation of our new Writing Progressions as well as completing Handwriting and Layout writing progressions.</p> <p>*Building teachers confidence in using our Writing progressions and making these more visible in the classroom.</p> | <p>Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p> | <p>Staff P.D. and sessions at Staff hui.</p> <p>Release for teacher observations and coaching.</p> | <p>T1-4</p> | <p>We will have all our school writing progressions completed and we will be implementing these successfully across the school.</p> <p>Our tamariki will feel empowered to know, understand and articulate their next learning steps in Writing.</p> <p>Our Writing achievement will have increased to be as good as our Reading and Maths achievement.</p> |
| <p><i>Raise our students' abilities, particularly our struggling writers to write with confidence and enjoyment, and to improve spelling, punctuation and grammar throughout the school.</i></p> <p>* Monitoring the progress of a small group of target tamariki and implementing an action plan to support their needs in writing.</p> | <p>Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p> | <p>Writing/Structured Literacy P.D. courses as available.</p> <p>Purchase resources for areas of need for Literacy including: Murray Gadd resources: <i>Under achievement is not Inevitable: Working Effectively with Struggling Writers, Building Young Writers: Engaging and Motivating Year 4-8 Students in Writing, Grammar Project.</i></p> <p>Interventions for identified target cohorts.</p> <p>Resources and support for monitoring target writers.</p> <p>Research ways of reducing cognitive load and the teaching of heart words.</p> | <p>T1-4</p> | <p>Intervention Report to the Board.</p> <p>Target Writers report to the Board/Whānau.</p> <p>Reflections from teachers on the effectiveness of monitoring target writers and targeted actions.</p> <p>End of Year Student Achievement Reporting- Writing will show the effectiveness and impact of our writing curriculum.</p> |
| <p><i>Strengthen teaching, learning and assessment practices in Maths to improve achievement levels for all learners.</i></p> <p>*Continue working with The Learner First (TLF) and Rob Proffitt-White to help to raise the confidence of our teachers in the teaching of Mathematics and their content knowledge of Mathematics, Curriculum delivery as well as assessment practices.</p> <p>*Align our curriculum delivery plan with the refreshed NZ Mathematics curriculum this will ensure high quality, consistent mathematics practice is evident across the school. This will also better inform next teaching and learning steps in Mathematics.</p> <p>Parent Education information evening/sharing of how we teach Maths.</p> | <p>-Principal -Numeracy Lead Teachers -Class Teachers</p> | <p>Professional Development for all class teachers with the MOE and The Learner First/Rob Proffitt-White.</p> <p>NZ Maths Curriculum</p> <p>Staff only days to work on the revised Maths curriculum (unpacking the phases and explicit teaching steps), delivery plan and parent/whānau information session.</p> <p>Staff time/meetings throughout the year.</p> <p>Lead Numeracy Teachers supporting staff with this mahi.</p> <p>Hold a Parent education information evening on the revised Maths curriculum and how we teach maths at Macandrew Bay School in Term 3.</p> | <p>T1-4</p> | <p>We will have a curriculum delivery plan that reflects the revised NZ Maths Curriculum.</p> <p>Confident teachers delivering high quality, consistent Maths practice across the school.</p> <p>Teachers developing confidence with the Maths phases and explicit teaching steps which will be visible for our tamariki and they will be able to begin to identify and articulate their next learning steps.</p> <p>Review of Assessment in Maths at Macandrew Bay School.</p> <p>Feedback from our Parent Information hui held in Term 3.</p> |

Macandrew Bay School 3762 Annual Implementation Plan 2025

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| <p>Raise our students' abilities and confidence in Mathematics, particularly supporting our target Maths tamariki with accelerating their Maths achievement and supporting our tamariki that require extension.</p> | <p>Principal -Numeracy Lead -Class Teachers</p> | <p>The Learner First Resources- (Rich routines that activate the Knows and Do's of the curriculum. Challenging tasks that spark deep thought and curiosity.</p> <p>Mid-term assessment- develop resources on how to support our target tamariki at home. (simple games and explanations of concepts)</p> <p>Research ways in which we can support girls that are at the expected level for Mathematics to move them to above the expected level.</p> | <p>T1-4</p> | <p>Our tamariki will be able to clearly identify their strengths and with support identify the areas they need to work on to ensure they make progress and achieve.</p> <p>Our struggling maths tamariki will have made accelerated progress and increased their knowledge of the foundational maths skills including basic facts, patterning and place value.</p> <p>End of Year Maths Student Achievement Reporting and data showing cohorts improving.</p> |
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Macandrew Bay School 3762 Annual Implementation Plan 2025

| Strategic Goal: Curriculum Rakatirataka Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|--|---------|---------------------|--------------------|-----------|-------------------------------|--|---------------------------|---------------------------|---|--|---|-------------------------------|--|------|--|---|--|---|-------|---|---|---|---|-------|--|
| Annual Target/Goal: Empowered Learners experiencing a rich broad curriculum. <i>Regulation 9(1)(a)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do we expect to see by the end of the year? <ol style="list-style-type: none"> Our tamariki will set the direction of learning through their wonderings, use of driving questions and the Tūhura Design Thinking framework. The Tūhura Design Thinking framework will become embedded across the school and our tamariki will be developing confidence in articulating each step of the process. Ākoka will continue to become proficient users of digital tools, through the implementation of our Digital Fluency Skills map. Using these tools will open up new and exciting possibilities and opportunities across the curriculum. Our tamariki will continue to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers. They will be empowered learners who will know their strengths and be able to identify their next learning steps. They will have developed their understanding of the process they need to follow to achieve success and progress. Tamariki will be engaged in cognitively challenging and purposeful learning opportunities in each of the learning areas of The New Zealand Curriculum in our kura. Empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum. 90% attendance for all ākoka- engaged learners who feel good about their learning success and progress. <i>Regulation 9(1)(d)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Macandrew Bay School 3762 Annual Implementation Plan 2025

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| <p>Explore and foster critical thinking skills through a variety of approaches and purposeful contexts such as Edward de Bono's Six Thinking Hats.</p> <p>Continue ensuring our students develop their understanding of the process they need to follow to achieve success and progress.</p> | | <p>Ensuring there are enough devices for purposeful learning within the MOE guidelines.</p> | | |
| <p><i>Our students will experience a diverse and wide-ranging Arts programme.</i></p> <p>Develop our school wide Arts plan to ensure we have good coverage and a wide range of all The Arts each year.</p> | <p>-Principal -Lead Teachers -Class Teachers</p> | <p>Art Auction Funds. \$6,000 per annum from Whānau and School Fundraising.</p> <p>Lead Teachers to develop a School Wide Visual Arts plan to ensure coverage of a wide range of Art media. (with input from staff, ākoka and whānau)</p> | <p>T1- 4</p> | <p>Curriculum Review of The Arts and completed school wide Arts plan to ensure we have good coverage of all The Arts.</p> <p>Student Voice about the Visual Arts as reflected on by ākoka in their end of year report.</p> |
| <p><i>Strong LEOTC Programmes will enhance a broad range of learning.</i></p> <p>Look for more opportunities to make the most of the expertise in our community and Education Outside the Classroom in our own backyard. (Stream- adopt a drain programme)</p> <p>Develop a school wide P.E. plan to ensure we have good coverage of P.E. topics and opportunities.</p> <p>Introduce a Year 4 Camp.</p> | <p>-Principal -Lead Teachers -Class Teachers</p> | <p>Working with Janice Huang, ORC-Catchment Advisor and the Adopt a Drain project.</p> <p>Lead Teachers to develop a School Wide P.E. plan to ensure coverage of a wide range of P.E. activities.</p> <p>Activity Voluntary Contributions- \$20 per term per student to help contribute to LEOTC activities from our families who wish to contribute.</p> <p>A grant application will be made to Pub Charity Ltd for Year 6 School Camp costs and parents will also be asked to contribute a donation towards it. In cases of hardship we can apply for additional financial support for our camps.</p> <p>Whānau and School, DCC, Parents/whānau contribute money towards swimming lessons with JC Swim School in term 1.</p> | <p>T1- 4</p> | <p>Our tamariki continuing to have high participation levels in Sport and many opportunities to be involved with Education Outside the Classroom.</p> <p>Year 4 camp introduced.</p> <p>Children share their favourite memories of Camps in their school reports, Seesaw and school newsletter.</p> <p>Completed school wide P.E. plan to ensure we have good coverage of P.E. topics.</p> |
| <p>Our Senior ākoka will play a Leadership role within the school and support the learning of others.</p> | <p>-Principal -DP's -Class Teachers -Librarian -Enviro Schools lead Teacher -Tamariki</p> | <p>Funding for Enviroschools, Health Team, PALS, EPRo8, Whakarangatira and Garden to Table projects.</p> <p>Buddy classes. (At tuakana/teina approach to foster relationships) Library training for our librarians provided by Gill.</p> | <p>T1- 4</p> | <p>Empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum.</p> <p>Student reflections in their end of year reports about all the leadership opportunities they have had.</p> |

Macandrew Bay School 3762 Annual Implementation Plan 2025

| Strategic Goal: Community Whānaukataka We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Annual Target/Goal: Strong community partnerships for our tamariki centered around belonging and wellbeing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do we expect to see by the end of the year? <ol style="list-style-type: none"> Our school values will be embedded and evident in everything that happens at school. Our tamariki will have strong, caring relationships with one another. All staff and ākoka will learn and progress their knowledge of Te Reo and Tikaka/Tikanga. All our tamariki and their whānau will feel included and connected to our kura - they will see themselves and their culture being valued and celebrated. Our community will feel a strong connection to our kura. We will have strong community partnerships centered around learning and wellbeing for our tamariki. There will be a high model of trust and mutual respect between whānau and school. Our kura will be a well maintained and healthy environment and we will continue to ensure we have excellent and up to date amenities which will be enjoyed by the tamariki, staff and our community. 90% attendance for all ākoka- engaged learners who feel good about their learning success and progress. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Macandrew Bay School 3762 Annual Implementation Plan 2025

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| Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we are celebrating our cultural diversity. | -Principal -Lead Teachers -Class Teachers -Support Staff | All staff supporting this kaupapa. Matariki celebration 2025- Cultural food from around the world planned. | T1-4 | Conversations with whānau/students. |
| Our school environment ensures the physical, psychological and emotional wellbeing and safety of students, staff and others whom we engage. | -Principal -Class Teachers -Support Staff -Board | Health and Safety team. Principal and BOT Attendance monitoring and reports. Well-being resources and programmes such as Weaving Wellbeing- Year 5-6, Mindfulness, Yoga, Movement and fitness, Te Whare Tapa whā resources, PALS, Health Team, Peer Mediators, Enviroschools group, Peace club. Fostering positive classroom practices and regular discussions/sessions, School values programme, Buddy classes (Tuakana-teina approach) Emotional Safety Survey | T1-4 | Attendance rates- 90% and above. Conversations with whānau/students. Results of Emotional Safety Survey. |
| Continue to Use MOE and Capital Works funding to provide a safe, stimulating innovative learning environment that is also easily accessible and meets the needs of all our students. | -Principal and Board | 5YA Capital Works Funds- 3 year Review is currently in progress. Funding will be based on our July 1st roll return. (\$143,159 + GST) 10YPP - Planning process with consultant and Board February 2025. Review and refine the school's general maintenance plan, Hazards register as well as cyclical maintenance and painting plan. | T1-4 | Hazard Register and Playground Checks General Maintenance Plan Completed 10YPP |