

# HOKOWHITU SCHOOL ANNUAL IMPLEMENTATION PLAN 2025

## Summary of the Plan:

Our annual implementation plan consists of four targets linked to each of our strategic goals. Breaking down our strategic goals into smaller achievable chunks helps us to make consistent progress towards our strategic plan goals. Each target that is set has key actions that we see will make the difference. They outline who is responsible for making sure the action is actioned. We have identified important resourcing and funding that may be needed to make sure the action can be successfully carried out. Along with each action we have identified how we will measure the effectiveness of each action. The targets have been created through a) rigorous analysis of data and discussion within leadership around what is important and what will have the biggest impact on progress towards the strategic goals and b) 2025 has seen the introduction of two refreshed core curriculum areas, so this has also been a major factor in the setting of our targets. Throughout the year we will monitor how we are going with these targets, consistently analysing and reflecting. We will continue to adjust them as needed to make sure we are meeting the needs of our ākonga and making progress toward our strategic plan.

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

Our targets and actions put the learner at the centre. All our targets and actions support us in delivering a curriculum that is inclusive and gives opportunities for learners to reach their full potential. Our targets and actions are underpinned by the three principles of Te Tiriti o Waitangi, Partnership, Protection and Participation.

*Partnership* - Within target one there are ākonga who identify as Māori. We have engaged with whānau around how we plan to support these ākonga to achieve their full potential. Through our actions we have built trusting relationships and work together to support ākonga. This will be done by keeping whānau up to date with progress and constructing strategies together to support ākonga learning and development. Targets 2- 4 have had huge whānau input through community consultation, Rongohia te Hau process and whānau hui. These targets have a lot of whānau voice adding to the school and whānau power sharing partnership.

*Protection* - Target 2 is directly linked to giving effect to Te Tiriti o Waitangi through the treaty principle of protection. We want to normalise te reo at our school. Not just on the walls of the classroom but through all aspects of school life, in staff meetings, the staff room, on duty, at assemblies and for the reo to be heard around the school. Through target 2 teachers are increasing their understanding of Mātauranga Maori by engaging in PD around local knowledge and learning te reo, aiming to normalise te reo Māori at Hokowhitu School.

*Participation* - Each of our targets support equity for Māori. When making decisions around our targets and actions we have looked through a Māori lens to ensure the targets are uplifting for Māori. We recognise the biculturalism of Aotearoa and this is reflected in our strategic plan and through into our annual targets, by aiming to create an environment that puts Māori at the centre and also recognising and valuing other cultures that make up our community. Through our targets and actions we aim to be inclusive and supportive of all. Target 3 particularly focuses on working to strengthen home-school relationships.

## Target 1a

### Strategic Goal # 1 NUMERACY

Ensuring all ākonga gain confidence and experience success in literacy and numeracy.

**Annual Target/Goal:** To become confident teachers of the refreshed NZ mathematics curriculum

#### **Where we are currently with our targets:**

We have received the refreshed NZ maths curriculum and completed some internal staff development. We are researching all MOE approved maths resource providers. Kaiako are currently planning maths using the refreshed NZ maths curriculum.

#### **What do we expect to see by the end of the year?**

1. Teachers are confidently implementing the new refreshed maths curriculum.
2. Teachers making use of the MOE approved maths resource.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Advertise and appoint a maths WST (within school teacher - Kahui Ako).	Tumuaki	Kahui Ako allocation	Term 1	Signed job description
Develop a maths leadership team with a focus on leading implementation of the refreshed curriculum.	WST, Phase 1 and Phase 2 leaders.	The new maths curriculum Management release time	Ongoing	A revised maths section of our learning and teaching handbook
Select and order the most appropriate MOE approved maths resource/workbooks.	Maths leadership team WST.	Management release time. Dedicated staff meeting time.	By the end of term one.	Each teacher to be using the approved maths resource/workbooks
Participate in PLD days with the Kahui Ako - around the new curriculum	All kāiako	2 x teacher only days (as permitted by MOE) 30 May and 25 July	Terms 2 + 3	Increased staff confidence in implementing the new curriculum
To carefully monitor the ākonga progress against the refreshed curriculum.	All kāiako and senior leadership. LSC	Current assessment tools and any new approved MOE assessment tools. Resource books and workbooks. Dedicated within school and across Kahui Ako moderation meetings	Terms 1-4	Use of both standardised and informal assessment tools

## Target 1b

### Strategic Goal # 1

Ensuring all ākonga gain confidence and experience success in literacy and numeracy

### Annual Target/Goal: Literacy

To better meet the learning needs of ākonga across the kura who are meeting expectation in reading, however their achievement in writing is lower

### Where we are currently with our targets:

2024 end of year assessment data showed 78% of our ākonga meeting with success in reading. 83% of our Māori students are at or above in reading. Girls and boys are achieving at similar rates in reading. 82% of year 6s ākonga are meeting with success in reading and 97% of year 5. In year 4 69%, year 3 75%, year 2 76%, year 1 74%.

However 2024 writing data showed we have 68% of our students achieving at or above expectation. Girls are having more success at writing than boys. Māori are achieving similarly to NZ European. Success with writing strengthens as they move through the school. Year 6 72%, Yr 5 74% at or above. In year 4 63%, year 3 58%, year 2 70%, year 1 72%.

### What do we expect to see by the end of the year?

1. An increase in the number of ākonga succeeding in writing.
2. Literacy will be taught throughout phases 1 and 2 in a systematic and cohesive way, using the refreshed New Zealand Curriculum.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Each kete to identify focus students. These students are below expectation in writing however succeeding in reading	Classroom kaiako	2024 data and writing samples Term 1 2025 literacy assessment	Term 1	Each kaiako identifies their target group
Identified students will be closely monitored to establish next step learning required.	Classroom kaiako, leadership and LSC.	Assessment tools, refreshed English Curriculum, eTAP	Terms 1-4	Data, using the Writing Curriculum based measurement x2 termly - tool
Structured literacy PLD for Year 4 - 6 teachers	DP - to register staff for Term 2 2025	Relief staff (3 days). MOE approved PLD provider - Liz Kane.	Term 2	7 Teachers completed the phase 2 MOE structured literacy PLD.
Develop a literacy leadership team with a focus of ensuring that literacy is taught across the phases in a systematic and cohesive way.	WST, phase 1 leader and phase 2 leader. Kete leaders and senior leadership.	Use of release and management time. AST - Kahui Ako. Literacy materials/Literacy budget.	Terms 1-4	Revised literacy section of our learning and teaching handbook.
Writing focussed Professional Learning Groups (PLG) established.	Tumuaki Tuarua Classroom kaiako	Dedicated Staff meeting time. Readings.	Terms 1-4	Professional growth cycle documented. Sharing goals and next steps

## Target 2

### Strategic Goal # 2

Increasing ākonga and kaiako knowledge of and engagement with te ao Māori.

### Annual Target/Goal:

Embedding Rangitāne tikanga in our everyday practice and seeing an increase in teachers' practice in the integrating band of our Hokowhitu Culturally Responsive Pedagogy Matrix.

### Where we are currently with our target

Basic evidence of cultural relationships for responsive pedagogy	Little evidence of cultural relationships for responsive pedagogy	Some evidence of cultural relationships for responsive pedagogy	Lots evidence of cultural relationships for responsive pedagogy	Full evidence of cultural relationships for responsive pedagogy
	1	8	4	1
Basic	Developing		Integrating	
	9		5	

Through our 2023 work with Rongohia te Hau we identified that most teacher's practice was in the developing band of our Culturally Responsive Matrix. Throughout 2024 we focused on developing teacher and student knowledge around Te Reo where we saw good improvements. We will continue to maintain this momentum throughout 2025 alongside developing our relationship with Rangitāne. We currently connect with Rangitāne mostly through our Kahui Ako. We are at the beginning stages of embedding Rangitāne tikanga into our practice.

### What do we expect to see by the end of the year?

1. Continued increase confidence in ākonga and kaiako speaking te reo.
2. Most teachers' practice to be identified in the integrating band of our Culturally Responsive Matrix.
3. Rangitāne tikanga to be strongly embedded throughout all we do at Hokowhitu School.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Reappoint a cultural competency leader (CCLSP) and a Within School Teacher (WST) with a focus on cultural competency.	Principal		Early Term 1	Meetings with senior leadership to discuss progress and future planning
Meeting Rangitāne experts to build our school story (5hrs). Sharing new learning with staff.	WST, Cultural competency leader and DP	Staff meeting time. Rangitāne experts	Term 1	School story published and shared with ākonga
Developing a clear programme annual/ biannual where we connect with Rangitāne outside of the school e.g marae visits & special sites around Palm North.	WST, Cultural competency leader	Teaching and learning handbook	Terms 1-4	There will be a clear plan in our teaching and learning handbook outline timeframes.
Attendance at Kahui Ako Cultural team meetings and wānanga.	Cultural competency leader and WST	Release time	Terms 1 -3	
Continue explicit teaching of te reo through the use of the school te reo matrix.	Teachers WST, CCLSP	Hokowhitu School Te Reo Matrix <a href="#">Te Reo Māori lessons</a> Culturally Responsive Matrix	Terms 1-4	Rongohia te Hau walkthrough observations. Te Reo yr4-6 PAT term 3
PLD around Culturally Responsive Pedagogy.	WST / DP	Culturally Responsive Matrix Staff meeting	Terms 2 - 4	Rongohia te Hau walkthrough observations.

## Target 3

### Strategic Goal # 3

Recognising, supporting and celebrating the diversity of our ākonga.

### Annual Target/Goal:

To improve the outcomes for our ESOL learners.

### Where we are currently with this target:

We have an increasing number of ākonga with English as their second language. We have a fully registered, part time ESOL teacher. Akonga outcomes are measured using ELLP's and regular assessment tools (e.g. standardised and informal).

### What do we expect to see by the end of the year?

1. Better alignment between the ESOL programmes and classroom programmes
2. Our ESOL ākonga meeting with success in the NZ curriculum

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
ESOL groups established and regularly reviewed.	ESOL kaiako Kete kaiako LSC and Assistant Tumuaki	ESOL kaiako ESOL funding (Te Mahau)	Terms 1-4	Groups established
Apply for a bilingual teacher aid.	LSC	Grant sourced by Manawatu Multicultural Society	Terms 1- 4	Observations of increased student involvement.
Classroom kaiako and ESOL kaiako to share planning for better alignment.	Kete leaders ESOL kaiako LSC, AP	Planning documentation	Terms 1- 4	
For ESOL kaiako to attend team meetings on rotation at least once a term. To discuss progress and next steps for ESOL ākonga	ESOL kaiako	Dedicated team meeting time	Terms 1- 4	Attendance and minutes of each team.
Developing a flexible ESOL timetable so ESOL ākonga don't miss out on the same learning each week.	Kete kaiako ESOL kaiako Leadership	Discussion and coordination surrounding the flexible timetable	Terms 1 - 4	Less absences of ESOL students during key learning areas.
Monitor ESOL students progress over the year against the both ELLP and the NZ curriculum.	ESOL kaiako Tumuaki Tuarua Kete kaiako	eTAP group, ELLP's, assessment tools	Terms 1 - 4	ID's (informed decisions) Assessment data

## Target 4

**Strategic Goal # 4** Enhancing ākongā wellbeing by encouraging participation in physical activity and performance arts

**Annual Target/Goal:** Maintain the number of students involved in extracurricular activities

**Where we are currently with this target:**

We always encourage physical activity and participation in performance arts. Some ākongā are not able to participate in out of school sports teams or extra curricular activities (due to parental commitments etc), so as a kura we want to ensure as much exposure to these activities as possible. In 2024 we had a total of 48 teams entered in external codes (compared with 28 in 2023). There was a kapa haka group, a choir and jump jam teams.

**What do we expect to see by the end of the year?**

1. To have 100% of our ākongā participate in a range of physical activities and the performance arts during school time over 2025.
2. To maintain the increased number of 'out of school' sports teams registered over 2025
3. To have an increasing number of tamariki participate in Kapa Haka, Choir, Dance/jump jam teams

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Prepare application for teacher/s to apply to act as a) the Sports Coordinator and b) Within school PE Sport responsibility	Tumuaki Tumuaki Tuarua	1 fixed term salary unit from the 2025 allocation	February	Appointment made Job descriptions signed
Invite teachers to take responsibility for Jump jam team/s, Kapa Haka and Choir groups	Tumuaki Tumuaki Tuarua		February	Responsibilities allocated
Source external sports providers (1 per term) to support teachers across the school by providing high quality instruction in physical activity	PE/ Sport leader	KiwiSport allocation MOE pupil activity funding	Terms 1 - 4	Programmes timetabled and delivered across the school
Source audiences to showcase the skills of the Performing Arts offered at our kura	Teacher in charge of each performing arts activity	MOE pupil activity funding	Terms 1 - 4	List of performance opportunities
Increased shady areas, improved access to drinking water	Board Property portfolio holder	Possible charity grants or board funds	Terms 1 - 4	More shade and better access to drinking water