

Annual Implementation Plan 2025

Our Why: Vision: Stand Tall, fly High, together *Kia tū kaha, kia māia, kia rere ki te ao* **Standing tall** Having confidence, being proud of who we are and what we can achieve. **Flying high** Doing your absolute best and having high expectations and outcomes for all our tamariki. **Together** Collaboration, being inclusive and accepting, backing each other and working together. **Our CHEER Values:** We nurture and grow these values: Confidence, Honesty, Enthusiasm, Excellence and Respect

Summary of plan

1. Increasing student agency
2. Careful tracking of Māori student achievement
3. Growing collective understanding of and beginning to implement Te Mātaiaho/ Curriculum Refresh
4. Refine the use of the Structured Literacy Approach
5. Support teachers to upskill their Te Reo practice and knowledge of Te Ao Māori.
6. Together with whānau, set strategy, and identify initiatives related to the incorporation of Te Ao Māori
7. Provide a safe forum for the school to ask questions and seek feedback on Te Ao Māori
8. Enhance whānau engagement.
9. Refine processes and data gathering and sharing for students with high behavioural and well-being needs.
10. Ensure learning support is delivered using inclusive approaches to provide access to curriculum and community.
11. Support students, parents and whānau to understand the implications of absence from school, and lateness to school in order to lift attendance and reduce absenteeism

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

- Māori learners are achieving excellent and equitable education outcomes.
- Staff are being upskilled to engage with Māori Learners and Whānau.
- Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners.
- The identity, language and culture of Māori Learners and their whānau is supported and so this strengthens belonging, engagement and achievement as Māori, so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.
- Ākonga belong and know they have positive, valued contributions to make. Their gifts, strengths and cultural backgrounds are acknowledged, valued and built upon. Ākonga are supported to be strong and secure in their cultural identity and are enabled to have agency to succeed (rangatiratanga)

Strategic Goal #1:

Ensure that teaching and learning is student focused and future focused.

Actions	Who is Responsible	Resources Required	Timeframe	What will success look like?
Increasing student agency - the capacity to set a goal, reflect and act responsibly to effect change.				
- Assessment for learning Professional Development schoolwide in 2025. - Use new maths curriculum/programme as focus for Practice Analysis Conversations and observations	Mix of Margaret Hesketh Evaluation Associates and Leadership team + Gaylene Nankivell leading.	\$\$ Release time for teachers- partial use of CRT	Commencing early Term 1 2025 and continuing throughout 2025	Teachers will have a deep understanding of capabilities of effective learning and they will collaboratively develop a consistent Boulcott approach to teaching Mathematics, including student achievement benchmarks aligning to Te Mataiaho.
Actions	Who is Responsible	Resources Required	Timeframe	What will success look like?
Careful tracking of Māori student achievement - school wide / team wide and at individual class level.				
- Use ERO recommendations regarding analysis of student achievement data comparing ethnicity to give a clearer picture. - Continue to track Maori students carefully using existing methods and best practice model of comparing Māori achievement to that of NZE achievement	Jo Lock and SLT All staff	Time Awareness	From end of 2024 Achievement data Throughout 2025 and beyond	Best evaluation of student achievement practice. Decreasing levels of inequity between Māori student achievement and their NZE counterpart's achievement. First we notice , then we act to fill gaps in knowledge and skill

Actions	Who is Responsible	Resources Required	Timeframe	What will success look like
Growing collective understanding of and beginning to implement Te Mātaiaho- The Refreshed Curriculum in planning and teaching, following the progressions model.				
- Full implementation of the refreshed English and Maths Curriculums in 2025 - Use of structured maths programme/s school wide. - Staff MoE Maths PD (2 days in 2025 and 2 in 2026)	All staff, Leadership Leadership	Time, \$\$ for PLD and extra resources Increased staff hui in specific PLD	Throughout 2025	The curriculum will be successfully embedded into our practice and students well-being and achievement will continue to flourish. Teachers will plan and teach using the refreshed NZC as guidance.
Actions	Who is Responsible	Resources Required	Timeframe	What will success look like?
Refine the use of the Structured Literacy Approach in Years 1-4 and roll out into Years 5-6, focusing on students with diverse learning needs.				
- New kaiako in Year 1-4 and all kaiako in Year 5-6 to participate in 3 day MoE funded SL PD in 2025. - Purchase more high interest decodable texts aimed at older readers. - Employ a 0.8 Learning support teacher for student support at Tier 2 and 3 level in Literacy and Mathematics	New kaiako themselves & SLT for support and organisation of cover etc Jo and Melissa SLT	Time, relief teacher availability and support Money for the resources. \$\$ and the right personnel	Terms 1 and 2 Term 1 Throughout 2025	All full time staff will have had structured literacy PLD and will understand how this has worked for their students in the past and what they need to do moving forward to ensure learning in literacy is optimised. Students and teachers are supported in Literacy, Maths and ESOL learning by a specialist teacher.

Actions	Who is Responsible	Resources Required	Timeframe	What will success look like?
Support teachers to upskill their Te Reo practice and knowledge of Te Ao Māori.				
• Tap into our whānau rōpu and extended Māori community for support with Te Reo PD as needed. • Continue to include waiata, karakia and mihi in staff hui.	Leadership Whānau Rōpū Other skilled whānau, Te Ao Māori leader	Time and Willingness	ASAP- to suit whoever is prepared /able to support us	Increased confidence and skill shown by teachers in their Te Reo practice and knowledge of Te Ao Māori. A happy partnership between staff and whānau!!

Strategic Goal #2:

Partner with whānau to design and deliver learning programmes that are responsive to need and sustains everyone's identities, languages and cultures.

Actions	Who is responsible?	Resources Required	Timeframe	What will success look like?
Together with whānau, set strategy, and identify initiatives related to the incorporation of Te Ao Māori at Boulcott School to support Māori learners and their whānau to achieve excellent and equitable outcomes.				
Further develop our relationship with Te Ati Awa / Mana Whenua for Boulcott School - initially through and with the support of the local principals' cluster.	Rachael - initially and then wider staff Brigit and Molly attending a day with te Ati Awa to learn about Wellington's History , mana whenua etc. They will also be our Toa and attend Kura Ahurea and feed this back to staff.	Time \$\$ for relievers x 2 \$\$ for Kura Ahurea and relievers \$\$ for grant applications and personnel time to investigate / apply for grants	Term 4 2024 and throughout 2025 During 2025	The beginnings of a genuine relationship and eventual partnership with our mana whenua Students and Kaiako know our local stories/ purakau.
Investigate options and funding for noho marae and new parts to our kapa haka uniform (piupiu).	Molly, Brigit and Rachael Bridgit Scahill our new grants applicator And Whānau rōpū.	Koha/ cost for noho marae		An overnight marae experience becoming a feature of learning in Te Ao Māori for all students at some stage during their time at Boulcott .

Strategic Goal #3:

Ensure we have a supportive and inclusive culture at our kura where everyone can experience success.

Actions	Who is responsible?	Resources Required	Timeframe	What will success look like?
Strengthen Tier 2 systems, processes and data gathering and sharing to inform practice and cater for students with high behavioural and well-being needs.				
Embed Zones of Regulation School-wide to ensure consistency	Jodi and PB4L (Karen Henry)	Time. Zones resources	Term 1 2025	Zones of Regulation is used in every classroom school wide. Zone visuals are evident and referred to in every classroom. Children use the language of 'Zones' to describe feelings and take action to self-regulate. Teachers feel confident using Zones throughout their class programme
Induction of new staff in PB4L and Restorative Practice	Jodi	Restorative practice and PB4L induction booklets PB4L '101' hui for new staff	January and February 2025	All staff are able familiar with PB4L systems and practices and confidently run a restorative programme in their classes (and playground)
Update Tier 2 and 3 document to track outcomes of interventions	Jodi and Karen H	Updated Google doc Develop clear guidelines for	Term 1/2 2025	Decrease in behavioural incidents at break times. Ensure supports and interventions are in place for our students requiring Tier 2 and Tier 3 support. Track progress of

		Tier 2 group (Leadership team)	Term 1 2025	interventions. Teams clear on roles and responsibilities as well as processes and pathways to support out tamariki and whānau
Actions	Who is responsible?	Resources Required	Timeframe	What will success look like?
Ensure learning support is delivered using inclusive approaches to provide access to curriculum and community.				
Meeting the needs of our students with ASD Further PLD needed for Learning Support Staff and class kaiako on: - Autistic Spectrum Disorder SENCo Inquiry into best practice for screening and	Jodi organising internal and external PLD providers RTLB sessions for kaiako and Teacher Aides https://www.education.govt.nz/stepped-attendance-response-star Tilting the Seesaw course Pursue TTS for other families SENCo	Time and \$\$ for LSS to undertake necessary PLD One staff hui TOD: TAs Time (Jodi out 2 days) Reliever costs (subsidised)	Throughout year	LSS and Kaiako are empowered to work successfully with students with a ASD diagnosis (or who present with ASD traits even if undiagnosed) Teachers work in partnership with the support of evidence-based professional development Students with Dyslexia diagnosis or who present with dyslexia-type learning challenges will access the support they need to access curriculum and experience success as learners.

supporting students with Dyslexia				
Actions	Who is responsible?	Resources Required	Timeframe	What will success look like?
Support students, parents and whānau to understand the implications of absence from school, and lateness to school in order to lift attendance and reduce absenteeism				
- Take all possible steps to support the habit of regular attendance, including acting early when attendance issues arise. - Find and act on learning needs quickly, so that students remain engaged. Address bullying and social isolation, so that students are safe and connected.	All staff Office team Teachers Learning support Senior Leadership team	STAR approach (MoE)	Throughout year	Attendance will have improved and absenteeism reduced. This includes regular lateness of arrival to school.

● Increase understanding of the importance of attendance, providing focused messages for parents and whānau of students most at risk of chronic absence.				
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