



Wellsford School Annual Implementation Plan 2025 **Summary**

STRATEGIC GOAL 1: Growing Ako

Develop teaching and learning practices that support improved learner outcomes, particularly for Māori and other priority learners.

STRATEGIC GOAL 2: Growing Waiora

Ensure Wellsford School is a place where every student experiences a profound sense of belonging, connection, and pride in their school, with our core values of Respect, Resilience, and Kindness integrated into every aspect of school life.

STRATEGIC GOAL 3: Growing Whanaungatanga

Ensure Wellsford School is a place where learning and collaboration thrive, and where whānau and the community are **actively** involved.

By **integrating these goals, we aim to create a cohesive school curriculum, which is** set for full implementation in 2027. Our commitment is to cultivate an **E Tū Tāngata** mindset, ensuring that the aspirations of our community for our tamariki are at the heart of all we do. To continue on this journey, our main focus for the 2025 year includes:

- Raising the learning progress and achievement of all Wellsford School students in Literacy and Maths by strengthening our Kaiako's capabilities in the science of learning through a structured approach. This includes deepening our understanding of the revised curriculum and improving content knowledge.
- Developing and embedding consistent schoolwide strategies and approaches that align with our 'Te Maunga' aspirations.
- Growing **whanaungatanga** by fostering a genuine, reciprocal relationship with our community, strengthening connections between the school, whānau, iwi, and the land. This will help build a supportive network that reflects our shared values and aspirations, deepening our sense of belonging and collective responsibility.

Where We Are Currently

During 2023 & 2024, Wellsford **School** experienced significant changes in its senior leadership team, including the appointment of a beginner Principal and two new Deputy Principals. The school has an LSM appointed to work with the board to address some of the major concerns, including employment, policies and procedures, and in an advisory role related to finance. Wellsford School is in the process of selecting 2 new BOT members and co-opting a new presiding member.

To ensure **the equitable provision of support, our procedure for working with students with additional needs has been updated to include a child of concern procedure. This procedure is designed to support teachers and teams in analyzing the barriers to learning and identifying possible ways to reduce** them.

Continuing from 2024, we are working with our **staff** and community on the Te Maunga **values-based** curriculum to consolidate our shared understanding of our Values and how they shape our Behaviour Policy and Procedures

We are working with Laurayne Tafa to embed Relational-Based Learning (RBL) pedagogy, using evidence-based tools and research to enhance teaching practices and improve outcomes for learners. Through deep inquiry discourse, self-awareness, and practice analysis, we are growing our coaching capabilities to sustain meaningful and impactful change

We have recently moved to School Docs, a review system that allows board members, **staff**, and parents to comment on policies and procedures online, ensuring each policy review is collaborative, rigorous, and transparent.

Te Tiriti O Waitangi

The school gives **effect** to Te Tiriti o Waitangi, by –

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

- Tikanga embedded across the school – Mihi Whakatau, Powhiri, etc
- Foundation of NZC – Te Mātaiaho – Local **Curriculum**, which was fully reviewed and **implemented** in 2023
- Kapa Haka opportunities
- Opportunity for hui and whānau engagement – Whānau feel connected **to** the school through authentic opportunities to connect and provide feedback that is acted upon
- Consultation with Māori/iwi
- Strategic selection of Board members while working towards co-governance
- Māori lens – TToW view in policy review
- Events – Matariki, te reo language week
- Access to staff PLD – Hikairo Schema
- Curriculum design reflects Mātauranga Māori
- Strategic Plans – Specific goals based on TToW

(ii) taking all reasonable steps to make **instructions** available in tikanga Māori and te reo Māori;

- PLD and learning opportunities – Hikairo Schema/ RBL coaching & mentoring
- Kupu / Kawa
- Professional Growth Cycle and links to Professional Standards
- Weekly planning
- Leadership development – Leading to the **North-East**, Niho Taniwha – Poutama Reo. Digital platforms to support the teaching of te reo Māori
- Teacher upskilling – opportunities
- Te Reo Progressions

(iii) achieving equitable outcomes for Māori students.

- Te Reo specialist/use of strength on staff/community – Cultural Leadership role assigned via MOE
- analysis of data – report on Māori Achievement
- Ka Hikitia to accelerate learning **for** Māori Students – Māori learners will continue to be prioritised and supported through curriculum progress and achievement
- Track and monitoring
- **Relationship-Based** Learning – partnerships with ākonga and whānau

<https://tereomaori.tki.org.nz/Curriculum-guidelines>

Wellsford School Annual Implementation Plan 2025

Annual Implementation Plan 2024

STRATEGIC GOAL 1: Growing Ako

-Develop teaching and learning practices that support improving learner outcomes, particularly for Maori and other priority learners.

Annual Target/Goal: All students will progress at the expected rate in Reading for the year, and target Students in Years 0-2 will achieve accelerated progress in Reading through targeted BSLA intervention.

1a: . Teachers are familiar with the Reading Progressions & revised English Curriculum

Actions: Who is responsible? How will we measure success?

- Continue professional development for teachers in BSLA & IDEAL SL platform
- Supporting teachers in developing a strong understanding of the revised curriculum, deepening their content knowledge of reading progressions, and effectively using Hero to set and track student goals.
 - Provide opportunities for teachers to share quality planning & **practice**
- SLT
- Pou arahi/Pou whirinaki • Pou whirinaki
- Teachers will have aended AfL/ SLit training in sta meetings
- Teachers are using the Reading Progressions when describing where students are in their learning and what the next steps are in planning and Team Meetings
- Teachers are using their understanding of the Reading Progressions when tracing where the students are on Hero
- Evidence in teachers' planning
- Evidenced in conversations with students and teachers

1b: Teachers are using valid and reliable reading assessments to ensure that data is accurate and to target students who are 'just below' Actions:

Who is responsible? How will we measure success?

- Review and refine assessment requirements to align with structured

literacy and the Ministry of Education requirements.

- Upskill teachers in the use and interpretation of assessments, including PATs, to inform teaching and learning.
- Use regular moderation within and across teams to make accurate OTJs
- Upskilling teachers to use Reading data to inform planning
- Teachers will be growing their capabilities around highlighting who

1c: Students are attending school regularly 90% of the time

steps

- Improved assessment accuracy: Reduced discrepancies in marking

between teachers, therefore leading to more reliable student

achievement data.

- Improved understanding as a direct result of Professional development: We will have provided opportunities for teachers to reflect on their assessment practices and learn from colleagues.
- We will collect reliable and valid data

3

- Pou whirinaki
- Pou arahi/Pou whirinaki • teaching sta
- Students who are just below will be making accelerated progress • The needs of individual students and groups will be evident in planning and next

Actions: Who is responsible? How will we measure success?

- teachers noticing absences and contacting families
- recording concerns on pastoral care
- The school sends out letters to families with attendance that is concerning
- working with our attendance officer to support families
- Removing barriers to attendance by providing families in need with food, stationery, and clothing
- supporting families to use the App to report absences
- getting students' and whanau's voices about what stops students from coming to school
- getting students and whanau's voices about what makes students come to school
- investigating ways to celebrate attendance
- Regularly update and share our attendance policy with our community
- [Use the school attendance reference guide](#)
- Familiarise whanau & BOT with the [increasing school attendance guide](#)
- Shaz, Bronwyn Linda S
- teaching sta
- Linda S
- Pou whirinaki
- Sarah L via Kidscan and Kickstart
- Loaves and Fishes
- BOT
- Weekly meetings with the attendance office
- Monthly specialist meetings with the Attendance Officer, PHN, and DP
- Whānau approaching the school for support
- Number of students coming to the breakfast club
- The number of absence reports coming in via Hero

STRATEGIC GOAL 2: Growing our Waiora

Ensure Wellsford School is a place where students enjoy a sense of belonging and connection to their school, and our values are visible and integrated into our everyday life **Annual Target/Goal: Students can talk about our values in a meaningful way and identify them in everyday school life**

4a: . Collaboratively develop a safe and caring culture and climate

Actions: Who is responsible? How will we measure success?

- Developing our Te Maunga curriculum with a culturally responsive approach and engaging PLD, Laurayne Tafa
- Delivering PLD - Teaching & Leading to the North East - Russel Bishop to ensure the fidelity of relationship-based learning
- Implement impact coaching
- Complete a Well-being Survey for staff and students, ensuring their voices shape future initiatives and support systems.
- Strengthening cultural leadership by making connections with local iwi to enhance identity, belonging, and authentic learning experiences.
- Developing trauma-informed practices schoolwide to **better** support student well-being and engagement.

Actions: Who is responsible? How will we measure success?

Annual Implementation Plan 2024

- Every classroom will have success criteria
- Every classroom will have the school vision and values displayed, and show them in
- Murals
- Regular assembly/Hui to celebrate success within our values
- Reporting on students' ability to live by our values
 - Whole staff
 - Visual evidence in the classroom & around school
 - Decrease in behaviour incidents reported on HERO

action

Annual Target/Goal: A stronger sense of partnership

To deepen a sense of partnership with our whanau, through communicating in a transparent, supportive, and timely manner

Actions: Who is responsible? How will we measure success?

- | | | |
|---|--|---|
| <ul style="list-style-type: none">● Open days/evenings, inviting the whole school community to celebrate learning in the classroom● To foster visits from in the community ie; pre-schools, rest homes, marae/iwi● Encouraging a parent group to help plan the school 150 year centenary● SLT being visible & building relationships with community- being at the gate in the morning and afternoons● Set up new PTA, encourage parent community to engage with our school● parent teacher conferences | <ul style="list-style-type: none">● invite parents to support school-wide initiatives ie. parent help in● Launching ‘Garden to Table’ initiatives, including the development of school gardens for growing vegetables.● invite families to onsite events eg. picnics, cultural activities, community consultation, school assemblies● home visits | <ul style="list-style-type: none">● Foster relationships with families via regular communication and provide inclusive collaboration when addressing students’/families’ needs● Connecting families with outside agencies● Opening our new Learning Centre and Community Drop-in Centre to support students, families, and whānau. waiora/aendance/engagement● Pou arahi/Pou whirinaki● Sta● Pou whirinaki● Principal● All teaching sta● SENCo/Pou whirinaki● More parents engaging with school/teachers through the HERO App● Greater parent involvement in school events and celebrations● Parents engaging in the school survey● Wide selection of families supporting the PTA meetings and events |
|---|--|---|

Actions: Who is responsible? How will we measure success?

- Realtime reporting using HERO
- Teach team leaders how to use the engagement feature on HERO to monitor parent engagement with notifications
- Oice receptionist to keep contact records up-to-date
- Parents invited to breakfast drop in sessions on how to use App
- Aendance Oicer trained in how to use the app and promoting its use with families when doing home visits
- Strategic roll out of App features to sta and families
- All teaching sta
- School Receptionist ● Shaz Glen

- The number of parents accessing information via Hero will increase ●
- Anecdotal feedback from staff and parents