

A large, light gray watermark of the Coatesville School logo is centered on the page. It features the school's name "COATESVILLE SCHOOL" at the top and the motto "AIM STRIVE ACHIEVE" at the bottom, both in a circular arrangement. In the center of the watermark is a stylized tree with green and blue leaves and a gray trunk, positioned above a blue and yellow wave-like base.

# **Annual Implementation Plan 2025**

# Goal 1: Clarity and consistency of TEACHING & LEARNING practices across the school

Actions	Responsibility	How will we measure success?	Timeframe	Resources
<p><u>New NZ Curriculum: Knowledge</u> Teaching staff describe:</p> <ul style="list-style-type: none"> <li>- Key learning components of new English and Mathematics curricula (strands, sub-strands, focus areas, statements)</li> <li>- Learning programmes needed to support implementation of new English and Mathematics curricula</li> <li>- Key teaching approaches and resources needed to support implementation of new English and Mathematics curricula</li> </ul>	<p>Principal English leaders Mathematics leaders</p>	<p>Feedback from:</p> <ul style="list-style-type: none"> <li>- Teaching staff</li> <li>- Leaders</li> </ul> <p>regarding the level of staff knowledge of:</p> <ul style="list-style-type: none"> <li>- New English curriculum</li> <li>- New Mathematics curriculum</li> </ul>	<p>Terms 1-2 - Wks 5 &amp; 10</p>	<p>English Curriculum Mathematics Curriculum</p>
<p><u>New NZ Curriculum: Planning Learning Programmes</u> Teaching teams:</p> <ul style="list-style-type: none"> <li>- Collaborate on learning plans - openly clarifying best practice, strategies and activities</li> <li>- Identify and describe student learning needs across the team</li> <li>- Apply NZ curriculum understanding to learning plans</li> <li>- Apply effective formative &amp; summative assessment strategies</li> <li>- Apply school planning process expectations</li> </ul>	<p>Principal Team Leaders</p>	<p>Feedback from:</p> <ul style="list-style-type: none"> <li>- Teaching staff</li> <li>- Leaders</li> </ul> <p>regarding the effectiveness of learning programme plans</p>	<p>Terms 1-4 - Wk 1-2</p>	<p>Collaborative planning tools NZ Curriculum Planning expectations</p>
<p><u>Review of Learning Programmes: Teams</u> Teaching teams collaboratively review programmes, analysing:</p> <ul style="list-style-type: none"> <li>- Impact on student progress - predicted and actual</li> <li>- Responsiveness to student needs</li> <li>- The 'Science of Learning' principles</li> <li>- Student engagement levels</li> <li>- Staff confidence and clarity with programmes</li> <li>- Adherence to collaborative learning plans</li> <li>- Predicted and actual student learning outcomes</li> </ul>	<p>Team Leaders</p>	<p>Feedback from:</p> <ul style="list-style-type: none"> <li>- Teaching staff</li> <li>- Leaders</li> <li>- Students</li> <li>- Whānau</li> </ul> <p>regarding the effectiveness of collaborative learning programme implementation</p>	<p>Terms 1-4 Fortnightly (staff)  Termly (students &amp; whānau)</p>	<p>Collaborative implementation review tools</p>
<p><u>Review of Learning Programmes: Individuals</u> Individual staff review own teaching practice, analysing:</p> <ul style="list-style-type: none"> <li>- Impact on student progress - predicted and actual</li> <li>- Responsiveness to student needs</li> <li>- The 'Science of Learning' principles</li> <li>- Student engagement levels</li> <li>- Staff confidence and clarity with programmes</li> <li>- Adherence to collaborative learning plans</li> <li>- Predicted and actual student learning outcomes</li> </ul>	<p>Coaches for staff</p>	<p>Feedback from:</p> <ul style="list-style-type: none"> <li>- Individual staff</li> </ul> <p>regarding the effectiveness of their own learning programme implementation</p>	<p>Terms 1-4 Twice per term</p>	<p>1-1 Coaching programme tools Classroom observation tools Student voice collection tools</p>

## Goal 2: Clarity and consistency of REPORTING STUDENT PROGRESS & ACHIEVEMENT

Actions	Responsibility	How will we measure success?	Timeframe	Resources
<p><u>New NZ Curriculum: Communication</u>            Communication with whānau regarding:</p> <ul style="list-style-type: none"> <li>- New curriculum changes</li> <li>- Learning programmes</li> <li>- Science of Learning principles</li> <li>- Assessment expectations</li> <li>- Reporting expectations</li> <li>- Home learning</li> </ul> <p>Communication with students regarding:</p> <ul style="list-style-type: none"> <li>- Learning programmes</li> <li>- Science of Learning principles</li> <li>- Assessment expectations &amp; their involvement</li> <li>- Reporting expectations</li> <li>- Home learning</li> </ul>	Principal English leaders Mathematics leaders	Feedback from: <ul style="list-style-type: none"> <li>- Teaching staff</li> <li>- Whānau</li> <li>- Students</li> </ul> regarding the effectiveness of NZ Curriculum communication from leaders	Term 1 Wk 8	NZ Curriculum Tahurangi (MOE resources)
<p><u>Schoolwide Progress &amp; Achievement Information</u>            Analysis of student progress &amp; achievement information</p> <ul style="list-style-type: none"> <li>- Student 'year level' cohort information</li> <li>- Student 'gender' cohort information</li> <li>- Maori student information</li> </ul> <p>Communication of analysis of student progress &amp; achievement information with:</p> <ul style="list-style-type: none"> <li>- Staff</li> <li>- Whānau</li> </ul>	BOT	Feedback from: <ul style="list-style-type: none"> <li>- Staff</li> <li>- Whānau</li> </ul> regarding the clarity of progress & achievement information analysis and effectiveness of communication methods	Term 3 Wk 5	'Reporting student progress and achievement' policies & procedures
<p><u>Individual Progress &amp; Achievement Information</u>            Teaching staff share clear, concise and accurate student progress and achievement information regularly, in a variety of ways            Staff support students to understand their progress with learning            Students share their progress with learning with whānau</p> <p>Whānau engage with formal opportunities to understand progress/achievement for their child/children            Whānau support open communication with staff</p>	Senior Leadership Team	Feedback from: <ul style="list-style-type: none"> <li>- Staff</li> <li>- Students</li> <li>- Whānau</li> </ul> regarding the clarity of progress & achievement information and whānau engagement with the opportunities available to understand progress	Term 3 Wk 5	Reporting expectations for individual students  HERO SMS

## Goal 3: Giving greater effect to TE TIRITI O WAITANGI across our school community

Actions	Responsibility	How will we measure success?	Timeframe	Resources
<p><u>Schoolwide development</u> Promote opportunities for staff and students to engage with te reo Māori and tikanga Māori</p> <p>Promote Māori whānau to engage with the school to share their voice to support the development of our plans, policies &amp; curriculum</p>	BOT	Feedback from: <ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Māori whānau</li> </ul> regarding the opportunities provided for students and staff and the engagement of Māori whānau	Term 2 - Wk 5-6	Te Puna Reo Māori PLD  Resource personnel  Hui opportunities
<p><u>Resource management &amp; development</u> Staff utilise available resource personnel and other resources to support student, staff, BOT and whānau use of te reo Māori &amp; understanding of tikanga Māori</p>	Māori leadership team	Feedback from: <ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- BOT</li> <li>- Whānau</li> </ul> regarding the effectiveness of resources & personnel	Term 3 - Wk 8-9	'OUR SCHOOL': Our Tikanga Māori resource
<p><u>Staff Professional Development</u> Staff engage with a long term PLD commitment to strengthen the implementation of te reo Māori and tikanga Māori Staff develop their own competence and confidence with the use of te reo Māori and understanding of tikanga Māori Staff use te reo Māori and implement tikanga Māori directly with students and increasingly with other staff and whānau</p>	Māori leadership team	Feedback from individual staff regarding their own implementation of te reo Māori and tikanga Māori with: <ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Whānau</li> </ul>	Term 3 - Wk 8-9	Te Puna Reo Māori PLD
<p><u>Student development</u> Students develop their competence and confidence with the use of te reo Māori and understanding of tikanga Māori</p>	Māori leadership team	Feedback from: <ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> </ul> regarding student implementation of te reo Māori and tikanga Māori	Term 3 - Wk 8-9	Te Puna Reo Maori

## Goal 4: Promoting and maintaining high levels of STAFF WELLBEING

Actions	Responsibility	How will we measure success?	Timeframe	Resources
<p><u>Schoolwide development</u> Proactively support staff wellbeing and identified needs, including through policy review Empower staff to resolve any questions or concerns with school leadership, other staff members, students or whānau</p>	BOT	Feedback from staff regarding engagement with: <ul style="list-style-type: none"> <li>- School policies</li> <li>- Other governance support</li> </ul>	Term 1	SchoolDocs
<p><u>Team development</u> Staff supported to work closely in highly effective collaborative teams, promoting kotahitanga, to maximise their own progress, achievement and wellbeing Empowerment of staff to support their own wellbeing Empowerment of staff to support the wellbeing of other staff members</p>	Senior Leadership Team	Feedback from staff regarding staff wellbeing: <ul style="list-style-type: none"> <li>- Factors supporting the staff</li> <li>- Factors impacting the staff</li> <li>- BOT support for staff</li> <li>- Senior Leadership support for staff</li> <li>- Staff support for staff</li> <li>- Student support for staff</li> <li>- Whānau support for staff</li> </ul>	Terms 1-4 Week 10	Existing processes Jelly Buddy resources
<p><u>Individual development</u> Staff engage in opportunities to promote their own wellbeing Staff engage in opportunities to promote the wellbeing of others Staff learn new skills, strategies and knowledge</p>	Senior Leadership Team ('Wellbeing coach')	Feedback from staff regarding own wellbeing: <ul style="list-style-type: none"> <li>- Factors supporting self</li> <li>- Factors impacting self</li> <li>- Self supporting other staff</li> <li>- Senior Leadership support for self</li> <li>- Other staff support self</li> </ul>	Terms 1-4 - Wks 1-2	Existing processes 'Jelly Buddy' resources
<p><u>School resource</u> BOT, SLT, staff, students and whānau contribute to a staff wellbeing resource</p>	Senior Leadership Team	Feedback from staff regarding the effectiveness of the resource	Term 4	