



# 2025 Annual Implementation Plan

## CONNECT

**Strategic Goal 1: A school culture where ākonga have a strong sense of identity and a respectful connection to The Catlins community and environment**

### Annual Target Goal:

- An improvement in communication with whānau and hāpori by the kura from the beginning to the end of the year as measured by the beginning and end of year surveys.
- An improvement in board and kura confidence to communicate
- An increase in the collection of stakeholder feedback and its use as a driver of change.
- An improvement in kura understanding of culturally responsive practice.

### What is expected by the end of the year:

- Improved communication between the school and its stakeholders.
- The community will be connected and positively engaged with the school
- The kura will show growth in their use of culturally responsive practices.

Actions	Responsibility	Resources Required	Timeframe	Measures
Upskill the school board and kura with communication skills.	Principal	HAIL subscription	12 months	Feedback and analysis of whānau, hāpori and kura survey/reviews.



## The Catlins Area School

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Create and Implement a communication plan focussed on the school's vision, strategic plans, and localised curriculum to improve the community's perception of the school.	Principal Communications admin	Communication administrator time	12 months	Monitor and report on engagement with communications channels.  Attendance at kura events.
Create a schedule of key events that connect the school with whānau and the wider Catlins community.	Principal Deputy Principals	Communication administrator time Food & beverage budget	3 months	
Create, review, and implement a review schedule on key areas of the school for whānau, kaiako, ākonga and the community.	Principal Deputy Principals		6 months	
Create and implement a school-wide plan to give effect to Te Tiriti o Waitangi.	Principal Cultural Leader	Kapa haka tutor funding	3 months	
Continue to improve and embed kaiako understanding of culturally responsive practice.	Principal Cultural Leader	Kapa haka tutor funding	12 months	
Continue to improve kaiako and kura capability in the use of te reo Māori.	Principal Cultural Leader		12 months	



# LEARN

**Strategic Goal 2: A local curriculum and teaching practices that place high expectations on all ākonga and empower them to progress and achieve their future goals through authentic programmes of learning**

## **Annual Target Goal:**

- 60% of ākonga in year 8 will achieve at or above in reading, writing, and mathematics against the refreshed curriculum at the end of 2025.
- Ākonga engaged with learning interventions will show accelerated achievement in reading, writing and mathematics.
- Ākonga completing NCEA will achieve merit and excellence at a percentage equal to or better than kura with similar demographics.
- Kaiako will show progress in their understanding and implementation of the localised curriculum.
- All year 11 ākonga will achieve literacy and numeracy at the end of year 11.

## **What is expected by the end of the year:**

- Ākonga in years 1 to 10 will show improved progress and achievement in reading, writing, and mathematics.
- Kaiako will be confident that they are meeting the needs of all ākonga.
- Kaiako will be designing visible and accessible programmes of learning that provide high-quality learning opportunities for ākonga.
- Kaiako will be confident in moderation processes and making accurate OTJ for reading, writing, and mathematics.
- There will be accelerated achievement in ākonga who have participated in interventions.
- NCEA ākonga are engaged in programmes of learning that connect with future educational and career pathways.
- NCEA ākonga will achieve at the merit and excellence level equal to or better than kura with similar demographics.
- Kaiako will be involved in a meaningful PGC to improve their practice.
- Kaiako will be confident in using the local curriculum to design programmes of learning.



Actions	Responsibility	Resources Required	Timeframe	Measures
Consistent implementation of the 3-tier structure for identifying ākonga with learning needs.	Principal Deputy Principals Learning Support (LSC)	LSC Time	12 months	Achievement data - reading, writing, and mathematics.
Classroom profiles include ākonga on the 3-tier structure and are regularly discussed at hui.	Principal Deputy Principals Primary Leader Learning Support (LSC) Teachers	Hui time	12 months	Acceleration achievement data.  NCEA achievement data.  Feedback and analysis of whānau, hāpori and kura survey/reviews.
To develop capability in kaiako to differentiate programmes of learning while maintaining high expectations for all.	Learning Support (LSC) Deputy Principal - T&L Teachers	PLD - Min. Ed.	12 months	Feedback and analysis of ākonga responses to essential questions.
Deliberate use of assessment information to inform learning plans, class-wide and individual to meet the needs of all ākonga.	Principal Deputy Principals Primary Leader Learning Support (LSC) Teachers	Hui time	12 months	Kaiako curriculum reviews.  Achievement data in targetted learning areas.
Use of moderation processes (1-13) individual and collaborative to improve understanding of assessments and the curriculum to inform teacher judgements.	Deputy Principal-T&L Primary Leader Teachers	Hui time PLD - Min. Ed.	12 months	



Kaiako to disseminate assessment information to ākonga to improve their assessment literacy and the link to their next steps for learning.	Deputy Principal-T&L Primary Leader Teachers		12 months	
Create and implement Individual Learning Plans (ILP) for identified ākonga to accelerate their achievement, especially for ākonga who are English Language Learners (ELL) and/or neurodiverse.	Principal Deputy principals Learning Support (LSC) Teachers	LSC time	12 months	
Continued development of a concept-based, responsive, inclusive, connected, localised school curriculum focussed on transparent planning (years 1-10) within the context of The Catlins.	Deputy Principal-T&L Primary Leader Teachers	PLD provider - Meg Gallagher	12 months	
Kaiako are designing transfer tasks that measure ākonga, knowledge, skill and understanding through authentic contexts that reflect NZC and the localised curriculum.	Deputy Principal-T&L Primary Leader Teachers	PLD provider - Meg Gallagher	12 months	
Embedding of a curriculum review process across learning areas and use of this to inform future curriculum development.	Principal Deputy Principal-T&L Primary Leader	PLD provider - Meg Gallagher	12 months	
A continued focus on literacy across the curriculum and specifically the iteration of the teaching and assessment approach for structured literacy for spelling, reading, and writing in years 1 -10.	Deputy Principal-T&L Primary Leader Teachers	Hui time PLD - Min. Ed.	12 months	
Iteration of the teaching and assessment approach for structured mathematics (TLF) in years 1 -10 to include the refreshed curriculum.	Kāhui Ako - WSL Primary Leader Teachers	Teacher time to attend TLF PLD	12 months	



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Career guidance is individualised to the interests of ākonga.	Careers Advisor Teachers	Careers website Min. Ed initiative	12 months	
Year 9 and 10 programmes of learning will deliberately include numeracy and literacy components to provide practice for the Common Assessment Activity (CAA).	Deputy Principal-T&L Teachers	Hui time PLD - Min. Ed.	12 months	
Connect, design and deliver meaningful programmes of learning for NCEA ākonga.	Deputy Principal-T&L Teachers	Hui time PLD - Min. Ed.	12 months	



# GROW

## Strategic Goal 3: A school where hauora grows ākonga confidence so they make positive choices for themselves and others

### Annual Target Goal:

- There will be a consistency in the accurate recording of relevant pastoral data.
- School-wide attendance will make progress toward Ministry of Education attendance targets.
- There will be an increase in attendance for students identified as requiring an intervention to improve attendance.
- There will be an improvement in kaiako confidence in SW-PB4L (restorative practices, zones of regulation, TCAS Way, behaviour, support and attendance systems).

### What is expected by the end of the year:

- The SW-PB4L systems will be responsive to the needs of ākonga
- Kaiako will be confident in their knowledge, understanding and use of SW-PB4L systems.
- The behaviour, support, and TCAS Way data will be used to drive changes to school-wide approaches to ākonga wellbeing.
- Kaiako will be involved in a meaningful professional growth cycle (PGC) to improve their practice.

Actions	Responsibility	Resources Required	Timeframe	Measures
Continue to develop and have kaiako engage with a meaningful Professional Growth Cycle (PGC) that embeds reflection.	Principal	PGC booklet	12 months	Feedback and analysis of whānau, hapori and kura survey/reviews.
Provide opportunities for kaiako to attend PLD that reflect their PGC focus.	Principal	PLD budget	12 months	All kaiako have completed their PGC. Restorative practices surveys.



Develop and implement graduate profiles that link with reflective goal-setting for all ākonga.	Principal Deputy Principals Primary Leader Teachers	Graduate profiles Clear system Hui time	12 months	NZCER Wellbeing survey. Attendance data.
Continue to build leadership capability in kaiako and ākonga.	Principal Deputy Principals	PLD - Leading adult learners	12 months	
Increase kaiako and ākonga clarity and capability in using SW-PB4L systems and practices.	Deputy Principal - WB	PLD - PB4L & RP - Min.Ed.	12 months	
Continue to use tuakana teina initiatives such as peer support, peer mediation, and vertical forms to improve the school culture and environment.	Deputy Principals - WB		12 months	
The PB4L Team will identify and develop a system that allows kaiako to explicitly teach positive and expected behaviours across the kura.	Deputy Principal - WB PB4L Team Teachers	PLD - PB4L & RP - Min. Ed.	12 months	
Continue to implement systems for monitoring and reporting on attendance, and improve communication between the kura and whānau	Deputy Principal - WB		12 months	