



Annual Implementation Plan 2024

Goal 1: Learner Success, Health and Wellbeing					
Annual Target: The number of students who need intensive (Tier 3) support is reduced to 10%. 90% of students will be at or above expected curriculum levels in reading and writing; equitable outcomes for boys / girls and Māori / non Māori					
Expectations: A school wide reading and writing approach is evident; all students receive one hour per day teaching in reading, writing and mathematics A curriculum map for Health and Physical Education is developed. Teachers are confident in teaching the HPE curriculum.					
Priorities	Priority Actions	Who is responsible	Resources	Timeframe	Success indicators
Literacy: embed a consistent focus on supporting all learners to gain sound foundation skills in reading and writing	<ul style="list-style-type: none"> Review current approaches to reading, maths and writing continue the development of a school-wide approach in structured literacy Provide PLD opportunities in literacy Provide time for teachers to collaborate and moderate student work Monitor student progress regularly Plan programmes that ensures each learner is engaging in one hour a day of reading and writing Provide coaching for teachers and support those students needing intensive support Key staff continue to access relevant professional learning 12 key staff members to visit Melbourne in the school holidays (explicit teaching) 	SLT Team Leaders Teachers	Liz Kane Kahui Ako School literacy coaches In school Literacy literacy leaders	Ongoing End of 2024 October 7-11	<ul style="list-style-type: none"> Teacher coaching and professional learning shows consistent practices in teaching of reading and writing Teacher planning indicates explicit and differentiated teaching approaches in reading and writing Teachers express confidence in teaching reading and writing Our writing instruction approach aligns with evidence based practice. Our teaching of reading, spelling and handwriting shows increasing fidelity Connections with Nathaniel Swain, Liz Kane Literacy