

Annual Plan 2025



		<p>Whanau: to support connectedness and respect in our community <i>"He Waka Eke Noa" = We are all in this together</i></p> <p>NELP: Objective 2: have high aspirations for every akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Objective 3: reduce barriers to all, including for Maori and Pacific akonga, disabled akonga and those with learning support needs</p>		
	Goal	Responsibility	Timetable	Outcome
Introduce	Unit Action Plans: unit holders to each develop an action plan for their unit, one aspect to be connect with community	<u>Unit Holders</u>	Develop action plans Term 1 Ongoing throughout the year	
	Takana-Teina: Buddy reading to programmes	<u>Year 3-4 & Year 1-2 Teachers</u> <u>Principal</u>	Set up Term 1 Ongoing	
	Whanau Hui: establish regular consult with whanau and learning workshops	<u>Community Co-ord Unit Holder</u> <u>Principal</u>	Consult Hui Term 1 Learning Workshop Term 2 Consult Hui Term 3	
Embed	Board: increase visibility and engagement in school events	<u>Board</u>	Ongoing through out year	
	Enrolment Process: include interview & Mana Circle for each enrolment	<u>Principal</u>	Have process clear and in place at the beginning of the year, ensure office are aware	
Review	Communications: feedback re HERO, school website, digital v. paper comms	<u>Principal</u>	Ensure we have a system that works best for whanau, aims to increase engagement	



Haurora: to enable each other to develop genuine wellbeing
“Mauri tu, mauri ora” = An active soul is a healthy soul
NELP: Objective 3: reduce barriers to all, including for Maori and Pacific akonga, disabled akonga and those with learning support needs

	Goal	Responsibility	Timetable	Outcome
Introduce	Te Ara Unit: introduce a unit for teacher to lead development of consistent behaviour approach - combining PB4L, Te Ara Whakaman and Restorative Practice with our school values	<u>Te Ara Lead</u>	Establish in Term 1, ongoing through out the year	
	Peer Mediators: Intro Peer mediators programme	<u>Te Ara Lead</u>	Establish in Term 1, ongoing through out the year	
	PE & Fitness: establish clear routines and expectations re PE and fitness programmes look to develop whanau connections	<u>Sports Lead</u>	Ongoing throughout the year Clear procedures established by Term 4	
Embed	Sensory Space: develop a quiet space for staff and or students	<u>Principal</u>	Ongoing	
	Mana Team: review systems and processes around AMAA counsellor and Mana team use of data	<u>PB4L Unit Holder</u> <u>SENCO</u> <u>Principal</u> <u>Teachers</u>	Ongoing throughout the year Clear procedures established by Term 4	
Review				

Wellbeing Supports: review pastoral care processes, roles and responsibilities Engagement with Attendance Service	SENCO & Principal Teachers	Ongoing throughout the year Clear procedures established by Term 4	
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Cannons Creek School Attendance Target and Planned Action 2025

Strategic Goal for Improving Student Attendance:

- An increasing number of students attending 90% or more

Expected Levels	All Students Attendance of 90% or greater
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Assessment Tools

- HERO – electronic register

2025 Target: To improve our whole school regular attendance rates from 51% (2024) to 70% or more. (THAT IS THE PERCENTAGE OF STUDENTS WHO ATTEND AT RATES OF 90% OR HIGHER) While also decreasing the percentage of students with chronic attendance to less than 10%

2022 Data: Regular 19% Chronic 26%

2023 Data: Regular 50% Chronic 14%

2024 Data: Regular 51% Chronic 19%

Analysis: 2022 data was hugely impacted by COVID however the general trend has been regular attendance around 50% and chronic attendance of 15-20%


Actions to Achieve Targets	Who	Expected Outcome
Review attendance data every 5 weeks.	SENCO Principal	Target to improve school attendance to 90%+ Do five weekly checks of attendance and follow up on those with 85% or less Maintain the system of involving whanau in addressing attendance or lateness issues

Be the place our students want to be	All staff	Use the PHN to follow up on poor attendees who may have medical issues or use the SWIS worker to follow up on poor attendees. Engage with attendance service process if the poor attendance continues.
Working with parents, family and whānau around ways to support student attendance	Parents, SWIS, SENCO	Ensure programmes, environment and atmosphere are welcoming and engaging for all students. Parents are better informed and more confident about supporting their child's attendance



<p>Action: to empower each other to be proactive and enact change</p> <p>“Whaia te iti kahurangi, kit e tuohu koe me maunga teitei” = Aim high despite all difficulties</p> <p>NELP: Objective 1: ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>Objective 2: have high aspirations for every akonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>Objective 4: ensure every akonga gains sound foundational skills, including language, literacy and numeracy.</p>				
Goal	Responsibility	Timetable	Outcome	
Introduce	<p>Reinstate our school library: re-establish our school library, update our collection, introduce systems</p> <p>Waharoa: design a new school school waharoa that reflects our community</p>	<p>Library Unit Holder Classroom Teachers</p> <p>Te Ao Māori Lead Teacher Class room Teachers</p>	<p>mid Term 1 with access to refurbished rooms Open for classes mid Term 2</p> <p>Have class inquire and design in Term 1 & 2. Construct Term 3, Open Term 4</p>	
Embed	<p>Transport to School: encourage, walking, biking and scootering to school, develop safe travel plans, walking school bus</p>	<p>Sports Unit Holders Principal Teachers</p>	<p>Ongoing throughout the year</p>	

	Te Mataiahio: updated English curriculum and begin Introduction of Maths	<u>Principal Teachers</u>	Regular staff meetings	
Review	Service: ensure our plans are including ways for students to serve our community. Hapori learning days, Community mentors	<u>Principal Teachers</u>	Completed by beginning of Term 4	
	Board: review Board roles, effectiveness and ensure training and support for new trustees	<u>Board</u>	Ongoing throughout the year	

	Identity: to support each other to know who we are, be who we are and show who we are. <i>“E koekoe te tui, e ketekete te kaka, e kuku te kereru” = It takes all kinds</i>			
	NELP: Objective 1: ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Objective 4: ensure every akonga gains sound foundational skills, including language, literacy and numeracy. Objective 5: meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.			

	Goal	Responsibility	Timetable	Outcome
Introduce	Waharoa: design a new school school waharoa that reflects our community	<u>Te Ao Māori Lead Teacher</u> Principal Teachers	Have class inquire and design in Term 1 & 2. Construct Term 3, Open Term 4	
	Languages: introduce new languages programme	<u>Cultural Leaders</u> Principal Teachers	In place for week 2 Term 1	

Embed	Iwi & Hapori Connections: further develop school connections with our mana whenua and local organisations	Te Ao Māori Lead Principal Teachers	Ongoing throughout the year	
	Language Weeks: recognize languages and cultures not included in Pasifika language weeks	Cultural Leaders Principal Teachers	Ongoing throughout the year	
Review	Kapa Haka & Poly Club: review current set up, ensure pasifika is represented. Initiate participation in Te Kiwa Nui festival	Cultural Leaders	Ongoing throughout the year	
	Playground signage: review our signage does it reflect and inform	Cultural Co-ordinator Principal Teachers	Reviewed and plans in place by Term 3	



	<p>Ako: to develop a local curriculum that reflects and responds to our community</p> <p>“Whaowhia te kete matauranga” = Fill the basket of knowledge</p> <p>NELP: Objective 2: have high aspirations for every akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Objective 4: ensure every akonga gains sound foundational skills, including language, literacy and numeracy. Objective 6: develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>			
	Goal	Responsibility	Timetable	Outcome
Introduce	Maths No Problem: introduce texts, workbooks and general programme as an addition to our existing approach	Principal Teachers	Ongoing throughout the year, well established by Term 4	

	Reflective Journal: Introduce a Journal for students to reflect on their learning 2-3 times a week	<u>Principal</u> Year 3-6 teachers	Ongoing throughout the year, well established by Term 4	
Embed	Te Matalaho: updated English curriculum and begin introduction of Maths	<u>Literacy Lead</u> Principal Teachers	Ongoing throughout the year	
	BSLA: embed BSLA approach across all levels of the school. Year 4-6 teachers engage with trial.	<u>Literacy Lead</u> Principal Teachers	Ongoing throughout the year, well established by Term 4	
Review	Local Curriculum: ensure documents re our school curriculum now all align with values, pepeha and graduate profile	<u>Principal</u> Teachers	Ongoing throughout the year, well established by Term 4	
	Board: establish induction package and engage in training for new members. Introduce 'portfolio' of one of the strategic goals	<u>Presiding Member</u> Board		

For 2022 we have made the decision to target all those students who were assessed as "At Risk" in 2021. We want teachers in all classes across all levels to have responsibility and engagement in raising achievement for our students.

Cannons Creek School Reading Target and Planned Action 2025

Strategic Reading Goal for Improving Student Achievement:

- An increasing number of students working at or above expected levels for Reading*

Expected Curriculum Levels	Year 1	Year 2	Year 3	End Year 4	End Year 5	End Year 6
	<i>Phase 1 Intro</i>	<i>Phase 1 Early</i>	<i>Phase 1 At</i>	<i>Phase 2 Intro</i>	<i>Phase 2 Early</i>	<i>Phase 2 At</i>

Assessment Tools

- *BSLA assessments*
- *PAT reading test*
- *PACT Tool: reading*
- *Teacher Judgements*

2025 Target: To accelerate the learning of the 18 students identified as "At Risk" in 2024 to "At" by the end of 2025.

2024 Data: All Students: 26 students at risk (5 were Year 6 so for 2025 21 students).

- Year 2 = 7 students
- Year 3 = 5 students
- Year 4 = 4 students
- Year 5 = 5 students

Target Groups

Each class is running an "Accelerated Literacy" group with 5-6 students who were assessed as "At Risk" in 2024. These target groups are planned to occur daily and to be in addition to the classes regular literacy programme.
Any students assessed as "Critical" in 2024 will have an individual plan which identifies their strengths, challenges and specific programmes in place to support their learning.

Actions to Achieve Targets	Who	Expected Outcome
Review assessment data with staff and determine the particular learning needs for target students on a regular basis throughout the year	Principal, Teachers	Good robust data to inform next steps for teaching
Twice termly meetings to discuss the progress of all target students. One syndicate and one staff meeting for presentations and discussion	All teachers	Regular monitoring of progress and collective responsibility for student achievement.
Maori students are highlighted in the baseline data so teachers are aware of who they are and can provide support and programmes for those who are below expected levels	Principal, Teachers	Reducing the number of Maori students who are below expectation

Working with parents, family and whanau around ways to support student learning.	Parents, All staff	Parents are better informed and more confident about being involved in their child's learning
Use of teacher aides/ support programmes to support identified students	Teachers/Aides	Children will be supported in a variety of ways
Continuing professional development in BSLA (Bridget Gerondis to facilitate)	Teachers	Highly skilled confident teachers delivering the reading lessons
Analysis of assessment data gathered throughout the year to measure progress over time across all year groups	Principal Teachers	Consistent teaching practice and a school wide approach to teaching reading, and reflection to improve practice
Student voice considered in reading topics and materials along with authentic contexts	Teachers	More consistent data that shows shifts over time and in depth focus on students individual achievement
Moderation of student data by teachers to ensure consistency across the school.	Teachers	Students who are more confident and more involved in their own learning
		Consistency across the school and teachers who support each other.

Cannons Creek School Writing Target and Planned Action 2025

Strategic Writing Goal for Improving Student Achievement:

- An increasing number of students working at or above expected levels for Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Levels	Phase 1 Intro	Phase 1 Early	Phase 1 At	Phase 2 Intro	Phase 2 Early	Phase 2 At

Assessment Tools

- BSLA assessments
- Essential Spelling Lists
- PACT Tool: Writing
- Teacher Judgement

2025 Target:

To accelerate the learning of the 27 students identified as "At Risk" in writing in 2024 to "At" by the end of 2025.

2024 Data: All students: 33 at risk (6 were Year 6 so for 2025 27 students).

- Year 2 = 7 students
- Year 3 = 9 students
- Year 4 = 5 students
- Year 5 = 6 students

Actions to Achieve Targets	Who	Expected Outcome
Review assessment data with staff and determine the particular learning needs for target students on a regular basis throughout the year	Principal, Teachers	Good robust data to inform next steps for teaching
Twice termly meetings to discuss the progress of all target students. One syndicate and one staff meeting for presentations and discussion	All teachers	Regular monitoring of progress and collective responsibility for student achievement
Maori students are highlighted in the baseline data so teachers are aware of who they are and can provide support and programmes for those who are below expected levels	Principal, Teachers	Reducing the number of Maori students who are below expectation
Working with parents, family and whanau around ways to support student learning.	Parents, All staff	Parents are better informed and more confident about being involved in their child's learning
Use of teacher aides/ support programmes to support identified students	Teachers/Aides	Children will be supported in a variety of ways
Professional development in the writing process and BSLA (Bridget Gerondis to facilitate)	Teachers	Highly skilled confident teachers delivering the writing lessons designed to engage and accelerate learners.

Analysis of assessment data gathered throughout the year to measure progress over time across all year groups.	Principal Teachers	Consistent teaching practice and a school wide approach to teaching writing, and reflection to improve practice. More consistent data that shows shifts over time and in depth focus on students individual achievement.
Student voice considered in topics and materials along with authentic contexts	Teachers	Students who are more confident and more involved in their own learning
Moderation of student data by teachers to ensure consistency across the school.	Teachers	Consistency across the school and teachers who support each other

Cannons Creek School Mathematics Target and planned actions 2022

Strategic Mathematics Goal for Improving Student Achievement:
 • An increasing number of students working at or above the expected level for Mathematics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Curriculum Levels	Phase 1 Intro	Phase 1 Early	Phase 1 At	Phase 2 Intro	Phase 2 Early	Phase 2 At

- Assessment Tools**
- Basic Facts testing termly
 - PAT mathematics
 - JAM/GLOSS
 - Strand samples

2025 Target: To accelerate the learning of the 18 students identified as "At Risk" in maths in 2024 to "At" by the end of 2025.

2024 Data: All Students: 23 students at risk (5 were Year 6 so for 2025 18 students).

Year 2 = 5 students
 Year 3 = 5 students
 Year 4 = 5 students
 Year 5 = 3 students

2022 Actions:

To strengthen number knowledge and basic facts and ensure these are a daily part of maths planning at all levels.
 Any students assessed as “Critical” in 2020 will have an individual plan which identifies their strengths, challenges and specific programmes in place to support their learning.

Actions to Achieve Targets	Who	Expected Outcome
Review assessment data with staff and determine the particular learning needs for target students regularly throughout the year	Principal, Teachers	Good robust data to inform next steps for teaching. An increased awareness of Maori and Pasifika Priority students.
Twice termly meetings to discuss the progress of all target students. One syndicate and one staff meeting for presentations and discussion	All teachers	Regular monitoring of progress and collective responsibility for student achievement
Consistent school wide planning of the delivery of maths introducing Maths No Problem	Principal, Teachers	Consistent teaching practice and a school wide approach to teaching maths, and reflection to improve practice
Working with parents, family and whanau around ways to support student learning	Parents, All staff	Parents are better informed and more confident about being involved in their child's learning
Use of teacher aides/ support programmes to support target children	Teachers/Aides	Children will be supported in a variety of ways
Analysis of assessment data gathered throughout the year will be used to measure progress overtime across all year groups.	Principal Teachers	More consistent data that shows shifts over time and in depth focus on students individual achievement
Work with students to identify what they are struggling with in maths and how it can be addressed	Teachers	Students who are more confident and more involved in their own learning and who have authentic contexts for learning
Moderation of student data by teachers.	Teachers	Consistency across the school and teachers who support each other.



<p>Voice: to support each other to form and voice our own views</p> <p><i>“Haere taku mua, taka muri, kaha e whai” = Be a leader not a follower</i></p> <p>NELP: Objective 1: ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Objective 2: have high aspirations for every akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>				
	Goal	Responsibility	Timetable	Outcome
Introduce	Student Voice: newsletter page, input in text selection for library	<u>Principal Teachers</u>	Ongoing throughout the year	
	Student Council: introduce a student council to gather and act upon student voice	<u>Principal Teachers</u>	Ongoing throughout the year	
	Speech Comp: multi language speeches, opportunity for students to demonstrate rather than compete	<u>Cultural Leads Principal Teachers</u>	Term 3	
Embed	Enviro Schools: further engagement with enviroschools	<u>Enviro Lead</u>	Ongoing throughout the year	
	Survey: review survey questions and use of survey to gather feedback/input	<u>Principal Board</u>	Term 3	
Review	Community Voice: review our engagement with our community	<u>Presiding Member Principal Teachers</u>	Reviewed and plans in place by Term 3	

In developing this plan we have factored in the aspirations of our students and their whanau, the goals of our own school and wider community (including our Kahui Ako), the expectations of Ka Hikitia and Pacific Education Action Plan as well as the objectives of each of the NELPs.