

INGLEWOOD PRIMARY TE KURA O KŌHANGA MOA

School Vision

To provide a teaching and learning environment where of those involved: demonstrate **respect**, **expect** the best, **achieve** through opportunity, **communicate** actively and feel good and safe within our community (**hauora**).

School Vision

ANNUAL IMPLEMENTATION PLAN 2025

To Think
Ako ki te
whakaaro

To Do
Ako ki
te mahi

To Be
Ako kia ora ai
te mauri

MĀTAIREA - BUILDING

Objective 1

Growing and developing the “Teaching and Learning” capabilities through assessment

- *Achieve potential and excel through schoolwide learning progressions*
- *Refine the use of competencies, practices and inquiry processes within the school setting.*
- *Use evidence-driven decision making to improve student achievement and enhance teaching practice*

	Key Actions	Responsibility, Resources and Timeframe	Key Outcomes and Success
1.1 Professional Growth Cycles & Teacher Inquiry	<ul style="list-style-type: none"> • Create learning teams and partners • Establish learning focussed protocols with key stakeholders 	<ul style="list-style-type: none"> • Set individual learning goals and timeframes in Term 1 • Coaching conversation with learning partner once a term. 	<ul style="list-style-type: none"> • Collegial conversations • Improved Teacher Capabilities • Shared practice
1.2 Whole school pathway and overarching focus for year by year learning and progress	<ul style="list-style-type: none"> • Review current practices • Attend planned PLD • PLD / Kahui Ako Super Staff hui 	<ul style="list-style-type: none"> • Implement real-time reporting to parents - Term 2 • Teacher Only Day - NZCER Term 1 • MOE PLD Curriculum • Bex Langton - Assessment 	<ul style="list-style-type: none"> • IPS Portal, Assessments, HERO aligning to enable accurate OTJ's • Streamlining of the curriculum, progressions, assessment and reporting changes
1.3 Review quality and consistent assessment and aromatawai	<ul style="list-style-type: none"> • Keep abreast of MOE assessment - Identifying changes/new assessments • Review sharing of student achievement and reporting to parents • Review assessment schedule • Participate in learning opportunities for assessment 	<ul style="list-style-type: none"> • Testing Terms 2 and 4, all students • Prepare twice-per-year assessments • Analyse data 	<ul style="list-style-type: none"> • Phonics checks 20 and 40 weeks systems in place • Using data to inform student next steps and teacher practices. • Create benchmark data for future analysis

MĀTAIOHO - WEAVING

Objective 2

Ensuring that all learners have access to a high-quality, culturally responsive education that empowers them to reach their full potential in all eight learning areas

	<i>Key Actions</i>	Responsibility, Resources and Time frame	Key Outcomes and Success
<i>2.1 Provide ongoing professional development for teachers to deepen their understanding of The National Curriculum and its implications for teaching and learning.</i>	<ul style="list-style-type: none"> • Math AliM and Literacy ALL Professional Development • Implement Structured Literacy and Mathematics and Statistics • Curriculum teams meet to ensure consistency and cohesion across the school to support growth in maths and literacy 	<ul style="list-style-type: none"> • Participate in PLD for structured literacy in terms 1&2 • Attend maths PLD - Numicon and Oxford • Curriculum teams meet twice a term. 	<ul style="list-style-type: none"> • Analysing accurate student data, progress and achievement • Teachers having a consistent understanding of the curriculum and delivery
<i>2.2 Use Ministry of Education resources to become familiar with the essential knowledge, skills and competencies required for our learners.</i>	<ul style="list-style-type: none"> • Focus on key concepts, "Understand, Know, Do" in the framework • Continue to review schoolwide approaches to structured literacy and maths from term to term 	<ul style="list-style-type: none"> • Ensure opportunities for extension and accelerated learning through innovative programmes. • Use purchased literacy and math resources 	<ul style="list-style-type: none"> • Students are self directed in finding/knowing their next steps for learning within current resources e.g. Oxford math dashboards, HERO, IPS Portal, Google Classrooms
<i>2.3 Apply the science of learning to improve teaching practices and enhance children's learning outcomes.</i>	<ul style="list-style-type: none"> • Engage students in the learning process. Use strategies and activities such as problem-solving, inquiry-based learning, and collaborative learning 	<ul style="list-style-type: none"> • Team to help develop ways to create choice and challenge for students. • Teachers recognising differences, strengths and needs with whānau teachers as support. 	<ul style="list-style-type: none"> • Gather student voice • Enhanced student learning and achievement through evidence-based teaching practices tailored to individual needs.

MĀTAIHIKA - CONNECTING

Objective 3

Growing relationships with tangata whenua and local community

We want our tamariki to:

- *Consider the world around them*
- *Find opportunities to contribute to the community*
- *Use an inquiry process for project-based learning*
- *Feel happy to come to school and feel a sense of belonging*

	Key Actions	Responsibility, Resources and Time Frame	Key Outcomes and Success
3.1 Ensure schools, families, and communities work together to ensure all students attend school consistently	<ul style="list-style-type: none"> • Create a school attendance management plan concerning the Stepped Attendance Response Plan. • Implement effective systems for monitoring student attendance and identifying patterns • Provide targeted support and interventions • Design and facilitate programmes to engage students at risk 	<ul style="list-style-type: none"> • Shared responsibility between the teachers and SLT to monitor and communicate • Kahui Ako / ASL attendance monitoring • Engage with families and whānau 	<ul style="list-style-type: none"> • Improved student attendance • Improved student engagement and progress
3.2 To foster a thriving, inclusive, and sustainable community that deeply honors and actively celebrates its unique cultural identity, particularly through meaningful engagement with local	<ul style="list-style-type: none"> • Organise events and activities that celebrate the unique cultural identity of our people and community • Engage with local iwi, hapū, and Māori community leaders to collaborate on initiatives • Implement programmes that reflect a connection to the land and environment 	<ul style="list-style-type: none"> • Termly community connection events • Kapa Haka - growing cultural capacity • Puanga Term 2 - connecting with local iwi around Puanga • Te Puna Reo - Online learning 	<ul style="list-style-type: none"> • Increased community engagement with school • Taku Reo Student Survey • Student Voice • Increased staff and student knowledge of Maori Kupu and Reo.
3.3 Implementing our local curriculum, with rich learning tasks and projects based on our students needs and talents	<ul style="list-style-type: none"> • Plan an overarching theme for schoolwide inquiry (STREAM) • Engage with the Healthy Active Team • Identifying gifted and talented • Needs based activities and programmes 	<ul style="list-style-type: none"> • All classes to be involved in sharing their learning term 3 • Garden to Table Programme, Co2 cars, mural making, 	<ul style="list-style-type: none"> • Share the learning around STREAM • Student engagement • Connection with staff and our kura



Giving Effect to: TE TIRITI O WAITANGI AND CULTURAL DIVERSITY

Within our school culture, daily practices and Inglewood localised curriculum, we are committed to:

- *Honouring and giving effect to the principles and values of Te Tiriti o Waitangi*
- *Embedding the whakapapa of Te Mātaiaho (Refreshed New Zealand Curriculum)*
- *Recognising and embracing the increasing cultural diversity of our learners and community*
- *Providing a Inglewood School localised curriculum that focuses on the potential of all learners to thrive without compromising who they are*
- *Focus on integration of Te Puna Reo Online Learning for Teachers, Students and whanau.*

We continue to strengthen our awareness, knowledge, understanding and use of Te Reo Māori, Tikanga Māori and Mātauranga Māori. (Mātaiahika - “Connecting to people and place”) Our Aotearoa New Zealand Histories is interwoven into all aspects of our school context (past, present and future), culture and learning programmes.*

MĀTAIREA BUILDING

Objective 1

Growing and developing Teaching and Learning capabilities

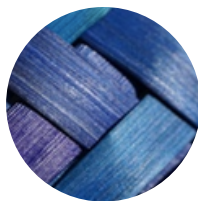


- *Continued PLD focusing on cultural competence and teaching practices aligned with Te Tiriti o Waitangi.*

MĀTAIAHO WEAVING

Objective 2

Growing and developing students' learning dispositions needed to progress and succeed



- *Create inclusive spaces that foster belonging, equity, and empowerment.*

MĀTAIHIKA CONNECTING

Objective 3

Growing and developing the special character of our people and this place



- *Organise events and activities that celebrate the unique cultural identity of our people.*

