



# Annual Implementation Plan 2025

## Crofton Downs Primary School 2024 - 2025 Strategic Plan (2025 Annual Implementation Plan)

### Cultural Responsiveness

#### Strategic Goal 1 - Cultural Responsiveness

At CDPS we have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver culturally responsive education that responds to their needs, and sustains their identities, languages and cultures. (NELP Priority 2)

We deliberately and meaningfully incorporate te reo Māori and tikanga Māori into everyday life and programmes at CDPS (NELP Priority 5)

#### Regulation 9(1)(a)

##### Annual Targets/Goals:

**(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)**

##### Regulation 9(1)(a)

**Goal 1** - Structures, frameworks, resources and monitoring that support collective student whanaungatanga and a greater visible understanding of Te ao Māori for our students continue to be developed and reviewed.

**Goal 2** - Teachers engage learners through responsive, inclusive practices and continue to develop their own knowledge about the pedagogy that underpins an inclusive approach.

**Goal 3** - We develop our signage, indoor /outdoor displays, school entrance and bush. Environments are enhanced to support student identity, language and culture. Developing our Māori school name is a prerequisite to this process.

**Goal 4** - We develop and adapt reciprocal and collaborative learning centred partnerships with our CDPS whānau.

##### What do we expect to see by the end of the year?

**(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 2-years.)**

##### Regulation 9(1)(d)

Our students have a stronger sense of identity and belonging, underpinned by their increased understanding of Te ao Māori.

Staff build their knowledge and understanding of Te ao Māori; supporting their capacity to deliver effective programmes

Our outdoor spaces and learning environments support and promote student identity, language and cultures

CDPS engages with the parent community to ensure that their voice is reflected in our culturally responsive approach.

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<p>Actions</p> <p><i>Key actions we'll take this year to reach our annual target listed above</i></p>	<p>Who is Responsible?</p>	<p>Resources Required</p>	<p>Timeframe</p>	<p>How will you measure success?</p> <p><i>What we expect to see at the end of the year and detail the measurements we'll use to check on progress.</i></p>
<p><b>Goal 1</b></p> <p>Maintain our strong KA survey scores</p> <p>Tracking of our Māori learners' achievement data. Deliberate target groups tracked</p> <p>Embedding Kura Ahurea Taumata 1 for YO-2 Moving Year 3-6 onto Taumata 2 in 2025</p> <p>Focus on the</p> <ul style="list-style-type: none"> <li>- 'Ihi' - Demonstrating Assertiveness</li> <li>- Huataki - Begin Affirmatively</li> <li>- Kotahitanga - Establish Inclusion stages of the Hikairo Schema</li> </ul> <p>Ensuring responsive, inclusive practices are visible and embedded in our classroom programmes</p> <ul style="list-style-type: none"> <li>- Kura Ahurea (Te reo)</li> <li>- Tuakana Teina</li> <li>- Developing Kapa Haka Student leaders</li> <li>- Visible and Classroom Resources</li> <li>- Aotearoa NZ History Curriculum</li> <li>- Ki O Rahi integrated into our HPE programme</li> <li>- Participation in the St Brigid's Kapa Haka festival.</li> </ul> <p>Planning and implementing 2026 Marae visit</p>	<p>All staff</p> <p>Te ao Māori WSL</p> <p>Kura Ahurea</p> <p>Kapa Haka tutors</p> <p>Kelly Sports</p>	<p>Kura Ahurea Framework</p> <p>NZAHC</p> <p>Hikairo Schema</p> <p>Kathe Tawhiwhirangi (Core Education)</p> <p>Local Marae</p>	<p>Term 3</p> <p>Term 2 &amp; Term 4</p> <p>Term 3</p> <p>Ongoing</p> <p>Ongoing</p>	<p>2025 Kahui Ako Student Survey data</p> <p>Strategic, focused additional information gathered e.g: student &amp; teacher voice, priority learner &amp; whānau voice</p> <p>Tracking our students' progress through Taumata 1&amp;2</p> <p>Review analysed baseline data and information. Focused analysis of MoY and EoY data, identified groups of learners e.g Māori &amp; ELL</p> <p>Examine teaching and learning practices: Ihi refers to the ability to have a structured and consistent approach to culturally responsive teaching practices</p> <p>Planning for 2026 Daytime Marae visit for Y3-4</p> <p>Our shared kaupapa of inclusion, use of te reo Māori and culturally responsive practices to students and their whānau are visible and well communicated.</p> <p>Our leaders and teachers plan responsively to support improved learner outcomes (e.g., strategies used, consistent cultural responsiveness, meeting the needs of all learners, appropriate resourcing)</p>

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<p><b>Goal 2</b> Our staff actively participate in professional development on Te Reo and Tikanga Māori as part of our staff meeting cycle:</p> <ul style="list-style-type: none"> <li>- Te Reo</li> <li>- Tikanga Māori</li> <li>- Kura Ahurea</li> <li>- Aotearoa NZ History Curriculum</li> </ul> <p>Our CDPS Professional Growth Cycle supports teachers to deliberately reflect on the NGĀ PAEREWĀ and Tātaiako cultural competencies</p> <p>Our 2025 Development Plan guides the mahi of our Kapa Haka tutors. Staff prepare students for the St Brigid's Kapa Haka Festival</p> <p>Our staff continue to develop and reflect upon their inclusive practises through Kura Ahurea and the Hikairo Schema for Primary (Culturally responsive teaching and learning - NZCER) self evaluation tool</p>	<p>All staff Te ao Māori WSL Kura Ahurea Kapa Haka tutors</p>	<p>Kura Ahurea</p> <p>NZCER Wellbeing survey</p>	<p>Ongoing</p>	<p>Our Professional Growth Cycles evidence:</p> <ul style="list-style-type: none"> <li>- structured conversations between leaders, teachers and support staff about effective responsive and inclusive teaching practices.</li> <li>- how practice has changed / grown.</li> <li>- the impact on learning</li> <li>- focused observations of inclusive and responsive teacher practices that engage students in learning.</li> </ul> <p>Our CDPS staff are developing their capacity to deliver a more culturally responsive programme with support of the Kura Ahurea.</p> <p>Building our local histories and stories, links to local iwi/ whānau iwi. Developing our Cultural celebrations further.</p> <p>NZCER 2025 Staff survey perspectives increased</p>
<p><b>Goal 3</b> Engaging with our tangata whenua, Kura Ahurea and Te Āti Awa to develop a CDPS Māori name, waiata and haka</p> <p>Developing a new school brand that supports our diverse student identity, language and culture.</p> <p>Our school entrance clearly displays our Cultures, History and Values.</p> <p>Classroom signage mirrors our brand identity and celebrates both Māori and Japanese culture</p>	<p>SLT Board Graphic designer</p>		<p>Term 2</p>	<p>The learning environment is managed and enhanced / developed in ways that support engagement, student identity and belonging and achievement in learning</p>

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<p><b>Goal 4</b></p> <p>Termly engagement with the CDPS whānau group.</p> <p>Student identities, whānau and community knowledge, language and culture are represented in our localised curriculum plans.</p> <p>Parent voice / tangata whenua voice is clearly visible in our localised curriculum design. Tamariki identities, languages and cultures, whānau and community histories are represented in the enacted curriculum.</p> <p>Our curriculum resources, in particular Te reo resources, are shared with the CDPS community. Website links develop further.</p> <p>Parents are invited to our community events - Pōwhiri, Matariki, Kapa Haka festivals. Kura Ahurea present information sessions to parents and staff</p> <p>Parent community is actively engaged in our Matariki celebration.</p> <p>Strong links continue to be established with our ECE partner schools.</p>	<p>Whānau Group</p> <p>Wider community</p> <p>Feeder ECEs</p> <p>Kura Ahurea</p> <p>Shereen Andrews</p> <p>WSL - Kirsty</p>	<p>Kura Ahurea</p> <p>Kahui Ako - SBKHF</p>	<p>Ongoing</p>	<p>Parents and whānau are welcomed, involved and respected as partners in learning.</p> <p>Leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whānau and the community.</p>
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**Crofton Downs Primary School 2024 - 2025 Strategic Plan (2025 Annual Implementation Plan)**

**Wellbeing and Inclusion**

**Strategic Goal 2 - Wellbeing and Inclusion**

We ensure places of learning at CDPS are safe, inclusive and free from racism, discrimination and bullying. (NELP Priority 1)

At CDPS we intentionally reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs (NELP Priority 3)

**Regulation 9(1)(a)**

**Annual Targets/Goals:**

**(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)**

**Regulation 9(1)(a)**

**Goal 1** - Embed a cohesive and sustainable approach to Hauora and Wellbeing across the school, ensuring that our programme's outcomes are understood by all and that there is a shared student language. Zones of Regulation as our major focus and both cybersafety and KiVa maintenance as required.

**Goal 2** - Staff engage in the development of our staff Hauora and Well-being initiative to continue to build a strong culture of Hauora and Well Being.

**Goal 3** - Our wellbeing initiatives are responsive to the needs of our students. They are visible and accessible throughout the school and the SPARK club.

**Goal 4** - We communicate student wellbeing initiatives with the community and celebrate their involvement as part of the school. We will investigate other ways of making Parent Information Workshops accessible.

**What do we expect to see by the end of the year?**

**(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 2-years.)**

**Regulation 9(1)(d)**

Students experience a safe, inclusive learning environment, where learning is accessible for all.

We look after our staff's wellbeing. They are our greatest asset. We build our staff capability to deliver safe, inclusive and culturally responsive pedagogies

Our wellbeing initiatives are responsive to the needs of our students. They are visible and accessible throughout the school.

We communicate student wellbeing initiatives with the community and celebrate their involvement as part of the school. We will investigate equitable ways of making Parent Information Workshops and meetings accessible.

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<p><b>Actions</b></p> <p><i>Key actions we'll take this year to reach our annual target listed above</i></p>	<p><b>Who is Responsible?</b></p>	<p><b>Resources Required</b></p>	<p><b>Timeframe</b></p>	<p><b>How will you measure success?</b></p> <p><i>What we expect to see at the end of the year and detail the measurements we'll use to check on progress.</i></p>
<p><b>Goal 1</b></p> <p>Our Year 0-6 Hauora programme in our Curriculum Implementation Plan is embedded and linked to Te Whare Mauri Ora framework, providing and building continuity across all classrooms at CDPS. This programme will include elements from:</p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> <li>● KiVa</li> <li>● Sparklers</li> <li>● Cyberbullying and Cyber Safety</li> <li>● Life Education</li> </ul> <p>The Tuakana Teina programme for Terms 1-4 are underpinned by the wellbeing principles of Te Whare Tapa Whā;</p> <ul style="list-style-type: none"> <li>● Taha Tinana - Physical</li> <li>● Taha whānau - Social</li> <li>● Taha Hinengaro - Emotional</li> <li>● Taha Wairua - Spiritual</li> </ul> <p>Buddy systems are established and visible.</p> <p>Students follow a well planned sequence of 'Zone of Regulation' across all classrooms. A shared language develops.</p> <p>Our Year 4 students demonstrate greater understanding and knowledge of the KiVa programme and expected outcomes</p>	<p>All teachers</p> <p>Leadership - JMcD (ASL)</p>	<p>Te Whare Mauri Ora framework</p> <p>Zones of Regulation</p> <p>KiVa / KiVa Survey</p> <p>Life Education</p> <p>Te Whare Tapa Whā</p> <p>Common Sense Media - Cyber Safety units</p> <p>Kahui Ako Student wellbeing survey</p>	<p>Ongoing</p> <p>Ongoing / Term 4</p> <p>Term 4</p> <p>Term 3</p>	<p>Our students' learning experiences develop an increased kete of tools to ;</p> <ul style="list-style-type: none"> <li>● strengthen resilience</li> <li>● build positive relationships</li> <li>● feel safe</li> <li>● build whānaungatanga</li> </ul> <p><b>KPIs</b></p> <p><b><i>Kiva Survey Data</i></b></p> <p><i>Our data continues to show a downward trend of bullying behaviour. Our data remains well below the NZ mean Kiva data.</i></p> <p><i>Year 4 student Kiva survey data shows measured improvement</i></p>

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<p>Goal 2</p> <p>Professional development opportunities for staff to effectively run student wellbeing programmes; Zones of Regulation.</p> <p>Offer a greater range of social and team building activities.</p> <p>Revisit (and check ins) our professional code of conduct (often) and professional standards.</p> <p>Create co constructed annual shared norms (CDPS Kawa) Including -</p> <ul style="list-style-type: none"> <li>- Managing conflict</li> <li>- Communication</li> <li>- Appreciation</li> <li>- Shared purpose (Annual Plan)</li> </ul>	<p>All teachers</p> <p>Leadership - JMcD (ASL)</p> <p>RTLb</p> <p>EAP</p> <p>Teachers Council</p>	<p>Termly ZOR Meetings</p> <p>KiVa Team - Booster Training</p>	<p>Ongoing</p>	<p>Continue to develop a strong staff culture of belonging.</p> <p>Assist staff to acknowledge and support their personal wellbeing by building a kete of tools and strategies to assist in this goal.</p>
<p>Goal 3</p> <p>Displays of student-created artwork that reflect and promote their cultures and stories.</p> <p>Signage and artwork created that promote our desired school culture.</p> <p>Promote the friendship bench.</p> <p>Encourage staff and students to express gratitude in ways that are age appropriate.</p> <p>Continued ZoR training to SPARK staff.</p>	<p>All teachers</p> <p>SPARK Club</p>	<p>Zones of Regulation resources</p>	<p>Term 1</p>	<p>Our hauora initiatives are visible in our environment through a range of creative mediums inspired by our school spirits.</p>



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<p>Goal 4</p> <p>Offer Parent Information Events for Zones of Regulation.</p> <p>Invite parents to be involved in Tuakana Teina afternoons.</p> <p>Continue to develop our whānau groups.</p> <p>Invite parents to classroom Learning Expos.</p>	<p>SLT</p> <p>Wellbeing Leadership JMcD</p>	<p>Learning Expos / Parent Information Meetings</p>	<p>Term 1&amp;3</p>	<p>Parents are aware of wellbeing initiatives and are an active part of the school community, both inside (where possible) and outside the classroom.</p>
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**Crofton Downs Primary School 2024 - 2025 Strategic Plan (2025 Annual Implementation Plan)**

**Core Curriculum (Our Foundation subjects)**

**Strategic Goal 3 - Core Curriculum (Our Foundation subjects)**

At CDPS we ensure every learner/ākonga gains solid foundation skills, including language, literacy and numeracy. (NELP Priority 4)

At CDPS we develop staff to strengthen the following capabilities: teaching, leadership and learning support. We do this through a planned and structured PLD approach. (NELP Priority 6)

**Annual Targets/Goals:**

**(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)**

**Regulation 9(1)(a)**

**Goal 1**

- a. A visible curriculum implementation plan is published for use by teachers, students and parents. Our CIP includes full implementation of new Maths (2025) and English (2024) curriculums.
- b. Students make progress in both reading and writing through a structured literacy approach
- c. Students can identify both their strengths and next steps using our literacy and numeracy continuums.

**Goal 2**

- a. Staff professional development will strengthen our use of the CDPS Core curriculum.
- b. Our assessment of literacy and numeracy is strengthened using a balanced range of summative and formative tools; informing students next learning steps and teacher practice.

**Goal 3**

- a. Parents are given multiple workshop opportunities to explore and understand our curriculum.
- b. Parents are invited to be 'Part of the learning' at Expo Sharing events.

**What do we expect to see by the end of the year?**

**(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 2-years.)**

**Regulation 9(1)(d)**

CDPS learners develop sound numeracy and literacy skills and can clearly explain their learning goals.

We support staff to develop and deliver effective numeracy and literacy practice, underpinned by balanced assessment

We work in partnership with the community to build their understanding of our core curriculum practice.



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<p><b>Assessment</b> Professional development increases the staff's understanding and application of both formative and summative assessment.</p> <p>Mid Year and End of Year Assessment data moderation.</p> <p>Teachers confidently use a range of assessment tools in their classroom to make valid judgements (PATs, ARBs, e-astTle).</p> <p>Teachers use the Mathematics and English continuums to support the co-construction of students' next learning steps.</p> <p>HERO milestones are realigned with new Maths and English learning outcomes.</p>	<p>All teachers</p>	<p>e-astTle workshops</p> <p>HERO goals</p>	<p>Term 1</p>	
<p>Goal 3</p> <p>Teachers deliver parent workshops based on our approach to reading, writing and mathematics.</p> <p>Curriculum overviews are shared every term via the website and newsletters</p> <p>Pods invite parents to an expo or school events 3 times a year. All pods invite parents to Science Expo.</p>	<p>Pod leaders All Teachers</p>		<p>Ongoing</p>	<p>Parents develop a greater understanding of the progress that their child is making against curriculum expectations.</p>

## Crofton Downs Primary School 2024 - 2025 Strategic Plan (2025 Annual Implementation Plan)

### Localised Curriculum

#### Strategic Goal 4 - Localised Curriculum

At CDPS we have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver a curriculum that responds to their needs, and sustains their identities, languages and cultures. (NELP Priority 2)

At CDPS we collaborate with our local community and Wellington industries to ensure that our learners/ ākonga have the skills, knowledge and pathways to succeed. We develop authentic contexts for our students to demonstrate their Key Competencies. (NELP Priority 7)

#### Regulation 9(1)(a)

##### Annual Targets/Goals:

**(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)**

##### Regulation 9(1)(a)

**Goal 1** - Our broad localised curriculum incorporates the new elements of the NZ Curriculum Refresh; New Zealand Aotearoa Histories (2023)

**Goal 2** - Teacher professional development supports Structured Literacy, Maths, Play-based approaches & effective use of assessment data.

**Goal 3** - Parents and whānau groups are continually engaged, through our self review processes, to ensure that our localised curriculum is relevant and responsive to our community needs.

##### What do we expect to see by the end of the year?

**(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 2-years.)**

##### Regulation 9(1)(d)

Our broad curriculum is relevant, authentic and engaging for our learners.

Our staff have a strong curriculum and pedagogical knowledge that enables the design of meaningful learning.

Our learning environments support rich learning and developing our children's sense of belonging.

We work in partnership with whānau to design and create a localised curriculum that reflects our community needs

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<p>Actions</p> <p><i>Key actions we'll take this year to reach our annual target listed above</i></p>	<p>Who is Responsible?</p>	<p>Resources Required</p>	<p>Timeframe</p>	<p>How will you measure success?</p> <p><i>What we expect to see at the end of the year and detail the measurements we'll use to check on progress.</i></p>
<p>Goal 1</p> <p>All students will be explicitly supported to develop a stronger understanding of NZAHC through a range of perspectives.</p> <p>Student learning experiences are relevant to our local rohe.</p>	<p>All Teachers</p>	<p>NZAHC</p> <p>Kura Ahurea PLD</p>	<p>Term 1&amp;2</p>	<p>Our students have greater knowledge of their local History</p>
<p>Goal 2</p> <p>Junior Pod completes relevant PLD and embed their shared approach to Play Based Learning.</p> <p>Peer observations and Teacher PD support both the CDPS strategic direction and Personal and Professional goals.</p> <p>Staff continue to identify meaningful ways to incorporate the NZ Aotearoa Histories Curriculum across all learning areas.</p>	<p>Te Rito Pod</p>	<p>Longworth Education PLD</p> <p>Kura Ahurea PLD</p>	<p>Ongoing</p>	<p>Deliberate acts of play and provocations ensure greater links between play and core / localised curriculum outcomes.</p> <p>Networking within the Community - Junior teachers have observed PBL in other school settings - this feeds into the development of their own PBL approach. All staff have participated in peer observations.</p> <p>Teachers have a clear understanding of the revised curriculum outcomes as each subject area is refreshed. These are communicated in our CIP</p>

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<p>Goal 3</p> <p>Parents invited into school to share their experiences and knowledge</p> <p>Maintain regular (termly) meetings with our whānau group</p> <p>Utilise our local environment: our bush, Ōtari Wilton Bush, Trelissick Park and Zealandia</p> <p>Parent participate and support our 2025 EOTC experiences</p>				<p>We use local resources as part of the learning e.g. Zealandia</p> <p>CDPS Parents are engaged as experts in the classroom</p> <p>Engaging with Kura Ahurea to develop our localised links to Te Atiawa.</p>
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## CDPS Targets for 2025

Year Group	Reading	Writing	Maths
Y2	<p>At the End of Year 2024, <b>5 learners (18%)</b> were working towards expectations in Reading.</p> <p><b>Our target is for these students to have made accelerated progress.</b></p> <p><b>Strategies, support, and planned next steps for Terms 1-2:</b></p> <ul style="list-style-type: none"> <li>- Use a structured literacy approach to teach decoding (Little learners scope and sequence, Ministry resources.)</li> <li>- Phonemic awareness lessons to build blending</li> <li>- word building/ word chains/ sound swap</li> <li>- Daily reading with a teacher/teaching assistant</li> <li>- Targeted small group teaching of specific goals based on needs</li> <li>- Send appropriate homework home.</li> <li>- Tracking goals through HERO</li> <li>- Teacher read to class, every day mix of fiction and non-fiction - use these texts to explore vocabulary</li> </ul>	<p>At the End of Year 2024, <b>6 learners (21%)</b> were working towards expectation in Writing</p> <p><b>Our target is for these students to have made accelerated progress.</b></p> <p><b>Strategies, support, and planned next steps for Terms 1-2:</b></p> <p>Writing Specific:</p> <ul style="list-style-type: none"> <li>- Use a structured literacy approach to teach writing including spelling (LLLL, The Code), handwriting (Casey Caterpillar) and grammar (The Syntax Project)</li> <li>- using dictation to get the basics right (capital letters to start, spaces, full stop to end)</li> <li>- oral language to support vocabulary</li> <li>- focus on time on encoding - say the word, break down into its sounds, record it.</li> <li>- Targeted small group teaching of specific goals based on needs</li> </ul>	<p>At the End of Year 2024, <b>1 learner (4%)</b> were working towards expectation in Maths</p>



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<p>Y3</p>	<p>At the End of Year 2024, <b>4 learners (18%)</b> were working towards expectation in Reading.</p> <p>Our target is for 2 of these learners to be meeting expectations by the end of 2025 and for two of these learners to make progress.</p> <p>To do this we will:</p> <ul style="list-style-type: none"> <li>- Use a structured literacy approach to teach decoding (Little learners scope and sequence, The Code, Ministry resources, Decodables for older students.)</li> <li>- Daily reading with a teacher/teaching assistant/independent or buddy.</li> <li>- Send books home.</li> <li>- Using audio books/technology/shared reading resources to expose to more complex ideas and language</li> <li>- Tracking goals through HERO</li> </ul>	<p>At the End of Year 2024, <b>4 learners (18%)</b> were working towards expectation in Writing</p> <p>Our target is for one of these learners to meet expectations by the end of 2025 and for 3 of them to make progress.</p> <p>To do this we will:</p> <ul style="list-style-type: none"> <li>- Use a structured literacy approach to teach writing including spelling, handwriting and grammar</li> <li>- Build oral language through explicit planning and teaching</li> <li>- Utilise technology to allow learners to express ideas</li> <li>- Daily modelling of writing by teachers and daily writing from learners</li> <li>- Explicit goals and daily feedback from teachers</li> <li>- Tracking goals through HERO</li> <li>- Targeted small group teaching of specific goals based on needs</li> <li>- Build engagement and a love of writing through careful planning</li> </ul>	<p>At the End of Year 2024, <b>1 learner (6%)</b> were working towards expectation in Maths</p>
<p>Y4</p>	<p>At the End of Year 2024, <b>5 learners (25%)</b> were working towards expectation in Reading</p> <p>Our goal is for 3 of these learners to meeting expectations by the end of 2025 and for 3 of these learners to make progress.</p> <p>To do this we will:</p> <ul style="list-style-type: none"> <li>- Use a structured literacy approach to teach decoding (Little learners scope and sequence, The Code, Ministry resources, Decodables for older students.)</li> </ul>	<p>At the End of Year 2024, <b>7 learners (33%)</b> were working towards expectation in Writing</p> <p>Our goal is for 4 of these learners to meet expectations and 3 to make progress.</p> <ul style="list-style-type: none"> <li>- Use a structured literacy approach to teach writing including spelling, handwriting and grammar</li> <li>- Build oral language through explicit planning and teaching</li> </ul>	<p>At the End of Year 2024, <b>1 learner (4%)</b> were working towards expectation in Maths</p>

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	<ul style="list-style-type: none"> <li>- Daily reading with a teacher/teaching assistant/independent or buddy.</li> <li>- Send books home.</li> <li>- Using audio books/technology/shared reading resources to expose to more complex ideas and language</li> <li>- Tracking goals through HERO</li> </ul>	<ul style="list-style-type: none"> <li>- Utilise technology to allow learners to express ideas</li> <li>- Daily modelling of writing by teachers and daily writing from learners</li> <li>- Explicit goals and daily feedback from teachers</li> <li>- Tracking goals through HERO</li> <li>- Targeted small group teaching of specific goals based on needs</li> <li>- Build engagement and a love of writing through careful planning</li> </ul>	
Y5	<p>At the End of Year 2024, <b>4 learners (12%)</b> were working towards expectation in Reading</p>	<p>At the End of Year 2024, <b>7 learners (21%)</b> were working towards expectation in Writing</p> <p>Goal to improve 4/7 learners.</p> <ul style="list-style-type: none"> <li>- structured literacy approach to teach spelling using the code, handwriting using the The Write Lesson, the grammar project.</li> <li>- monitor progress and goals on HERO that align to the grammar project for writing.</li> <li>- modelling of the writing structure, using the presentations, collectively and reinforcing it orally and in pairs.</li> <li>- provide feedback that aligns with WALTS and criteria</li> <li>- model expectations of books, layouts, tasks to ensure there is consistency and clear expectations.</li> <li>- small group work for target learners and focussed lessons or specific tasks.</li> <li>- encourage a wider appreciation of literature through the reading programme and incorporate this through</li> </ul>	<p>At the End of Year 2024, <b>3 learners (9%)</b> were working towards expectation in Maths</p>

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		our modelling process, inference, topic specific vocabulary meanings, connections to other things, main idea, and audience perspective, an appreciation and engagement.	
Y6	At the End of Year 2024, <b>4 learners (12%)</b> were working towards expectation in Reading	<p>At the End of Year 2024, <b>13 learners (41%)</b> were working towards expectation in Writing</p> <p>Goal to improve 7 learners.</p> <ul style="list-style-type: none"> <li>- structured literacy approach to teach spelling using the code, handwriting using the The Write Lesson, the grammar project.</li> <li>- monitor progress and goals on HERO that align to the grammar project for writing.</li> <li>- modelling of the writing structure, using the presentations, collectively and reinforcing it orally and in pairs.</li> <li>- provide feedback that aligns with WALTS and criteria</li> <li>- model expectations of books, layouts, tasks to ensure there is consistency and clear expectations.</li> <li>- small group work for target learners and focussed lessons or specific tasks.</li> <li>- encourage a wider appreciation of literature through the reading programme and incorporate this through our modelling process, inference, topic specific vocabulary meanings, connections to other things, main idea, and audience perspective, an appreciation and engagement.</li> </ul>	At the End of Year 2024, <b>1 learner (3%)</b> were working towards expectation in Maths

## Crofton Downs Primary School 2024 - 2025 Strategic Plan (2025 Annual Implementation Plan)

### School Board 2025

Name	Start Date:
Justin Potter (Principal)	27 August 2020
Josh McDonald (Teacher Representative)	26 January 2022
Kelly Bennett	10 October 2020
Lucy Baker	10 October 2022
Adrian Portis (Presiding Member)	10 October 2022
John Lavack	10 October 2022
Migare Kularatne	10 October 2023
Luke Ball	10 October 2023