



School Number: 2894

Annual Implementation Plan

2025

Mission: Within a safe and supportive environment we enable all students and staff to achieve their best, by being active participants in their learning
Creative, considerate, confident, critical thinkers

Current Context - where we are currently at:

- We have a new Principal and two of our five teachers are new to Mākara Model School in 2025.
- We are in the last year of a three year strategic plan
- PB4L and Zones of regulation have been introduced in the past but these are being refreshed in 2025. Part of this will be relooking at the school values.
- We are implementing the new mathematics and English curriculum. We are well along the structured literacy journey, now into our fourth year of using the iDeal platform. We have just started implementing structured mathematics using the Maths no Problem resource.
- Targeted Learning support and extension is in place. We employ a support teacher .5 and a Teachers Aide 18 hours a week to run this support.
- An updated assessment schedule has been established to align with expected government requirements.
- A recent parent survey was carried out to gain an understanding of the communities views on a range of matters relating to the school and community. A number of aspects of the school have been tweaked as a result of this feedback.
- Student progress and achievement will continue to be tracked and reported to the Board twice a year.
- School attendance will continue to be tracked and, if necessary, attendance plans and support will be put in place.

How will our targets and actions give effect to Te Tiriti o Waitangi:

- At Mākara Model School we honour Te Tiriti o Waitangi and acknowledge and value Aotearoa/New Zealand's cultural diversity. We also acknowledge the unique position of Māori as tangata whenua and Te Atiawa as mana whenua of our school.
- Mākara Model School maintains a positive relationship with Te Atiawa, implementing their pūrākau across the school and engaging with them to develop practices such as karakia and mihi whakatau.
- One of our teachers leads our Culturally Sustaining practice and we have two teachers that attend termly hui with Te Ātiawa to learn new pūrākau.
- Our Kapa Haka group practices weekly with an experienced tutor. They perform in a yearly Kapa Haka festival and other events.

Strategic Goal 1: Strengthen Culturally Sustainable Practices*At Mākara Model; School we provide a safe and supportive environment for all of our students, community and staff, ensuring Culturally Sustaining Practices and inclusivity.***KA Goal:** We affirm the cultural distinctiveness of all.**Strategic Initiatives**

- Deepen our understanding of akonga identity, language and tikanga - including the use and practice of reo.
- Continue to deepen kaiako understanding of the Aotearoa histories curriculum, and our local stories through Kura Ahurea
- Develop and implement leadership opportunities for our tamariki, especially our year 7 and 8 tamariki (tuakana-teina) ensuring the values drive our culture.

Initiative	Who is Responsible	How we will implement these actions	Timeframe	How will we measure success?
Kura Ahurea	<p>Jasmine, Hanna to lead.</p> <p>All Staff to implement</p>	<p>The 'Teachers Onsite Assisting' (TOA) will spend four days over the year, receiving professional development from the Kura Ahurea team. The TOA will then run a staff meeting and share the new knowledge.</p> <p>Our TOA are responsible for ensuring that teachers feel confident and capable of delivering this programme.</p>	End of Year	<p>Teachers and students can confidently retell four purākau by the end of 2024.</p> <p>Evidence of purākau can be seen around the school.</p> <p>We seek feedback and the next steps from Kura Ahurea</p>
<p>Introduce practices that enhance Māori achievement and success.</p> <p>Celebrate all cultures in our kura</p>	All Staff	<p>Introduce regular hui with our Māori whanau.</p> <p>Mihi Whakatau are held at least twice a year to welcome new students, staff, and whānau.</p> <p>Kapa Haka is led by Whaea T. They perform at events over the year, creating a sense of success for children and staff.</p> <p>Pedagogies such as Ako learning and destreaming are further explored.</p> <p>Hold a Community Cultural event to celebrate all cultures in the community.</p> <p>Incorporate te reo and tikanga Māori into everyday activities</p>	End of year	<p>Whānau hui will be established and well attended</p> <p>Kapa Haka continues to be well-attended by the children.</p> <p>Kura Ahurea provides feedback on the school's progress. Culturally Sustaining Framework (Kāhui Ako) shows progress over time. The school can point to tangible actions, events or programmes that have made a difference to Māori learners.</p> <p>Students report that they feel their culture is celebrated and respected.</p>

Strategic Goal 2: Every student achieves their best in all areas of the curriculum

At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice.

KA Goal: We are agents of our own learning

Strategic Initiatives

- Create more opportunities for ākonga to be supported and extended as needed including deepening kaiako understanding of progressions and assessment in maths.
- Deepen kaiako understanding and improve opportunities for greater ākonga agency, student engagement and growth in structured literacy.
- Aim for 85% of students achieving or exceeding expectations and 90% of students making expected or accelerated progress

Annual Target:

Reading, Writing and Maths - 85% of our students will be at or exceeding expectation

Reading, Writing and Maths - 90% of our students will be making expected or accelerated progress

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Initiative	Who is Responsible	How we will implement these actions	Timeframe	How will we measure success?
Increase knowledge of the Refreshed curriculum	Andy and James to lead All teachers to implement	Continue to unpack the new English and Mathematics curriculum as a staff during Staff meetings. Access professional development if necessary.	Ongoing	Teachers will gain confidence in teaching to the new curriculum. Student achievement will remain at a high level.
Support and Extension groups	Chlynése and Max to implement. Teachers to guide and plan	Teachers will plan support and extension programmes for groups of students in their class. Chlynése and Max will work with students regularly and report back to teachers	Ongoing	Baseline data improves. Children report being more confident in their learning.
Maths No Problem and Oxford Maths resources	Andy to lead. All teachers to implement James to support	Opportunities for professional development investigated. Staff meeting time will be used to investigate the new resources. Support sought from other schools in the Kahui Ako	End of 2025	Baseline data improves. Teachers report feeling confident implementing the approach. Maths No Problem is practiced and evident throughout all classrooms. Children's mathematics improves, evident through OTJ's and standardised testing. Children also report feeling more confident reading and writing.
Structured Literacy	Andy to lead. All teachers to implement James to support	Professional development will be completed by new staff. Andy will provide support and guidance to all teachers Baseline data will be collected, tracked and monitored as the year progresses. Further professional development and resourcing investigated.	End of 2025	Baseline data from structured literacy assessment improves. Teachers report feeling confident implementing the approach. Structured literacy is practiced and evident throughout all classrooms. Children's reading and writing improves, evident through OTJ's and standardised testing. Children also report feeling more confident reading and writing.

Strategic Goal 3: Growing connections, values and wellbeing
With wellbeing at the core, we grow interconnected relationships as we embody Te ara o Mākara.

KA Goal: We support the wellbeing of all ākonga

Strategic Initiatives

- Continue to work with the PB4L programme, seasons for growth and implement LEGO therapy and wellbeing groups
- Continue to deepen community connections, whānau involvement and student engagement.
- Establish the Values progressions within goal setting, providing specific support to achieve these goals.

Initiative	Who is Responsible	How we will implement these actions	Timeframe	How will we measure success?
Zones of Regulation (A simple approach to developing self-regulation)	Aaron to Lead All teachers to implement	Professional development will be provided by Resources Teachers for Learning and Behaviour (RTLb). All teachers complete the planned lessons in the agreed timeframes.	End of 2026	Students will report improved levels of wellbeing in an end of year survey. Teachers will report an improvement in students' ability to self-regulate
Positive Behaviour for Learning (PB4L) Refresh - School Values - School logo	Aaron to Lead All teachers to implement James to support	Re-engage with the Ministry with the PB4L programme and access professional development and funding Establish a simple school-wide acknowledgement system. Establish a matrix for expected behaviours Survey the students, staff and community on the school values and school logo.	Start late 2025 for implementation in 2026	The school culture and environment will improved - measured through parent, staff and student surveys. Student behaviour will improve Teachers' ability and confidence in handling student behaviour will improve. The school values will be understood and lived by the students, staff and community.