



Windsor North School
Invercargill

Annual Implementation Plan 2025

*Learning for Living - Ako Oranga
Be our best - Kia pai rawa atu au*

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Principal/ Tumuaki
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2025 Priority Focuses

Learning for Living - Ako Oranga/ Be our best - Kia pai rawa atu au

Structured Literacy/ Structured Mathematics

Implementation of programme design through Literacy:

- The Code
- Liz Kanes Literacy Learners
- The Writing Revolution
- Intervention
- Oral Language Development



Mathematics:

- Maths No Problem
- Problem Solving



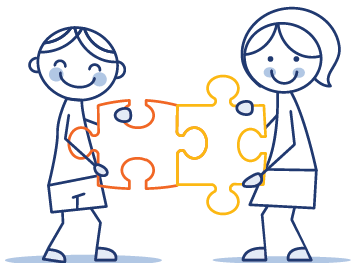
Mitey/ STRIVE and PB4L

- Embedding processes and positive culture
- Applying skills developed within Specialist Subject sessions (CRT) and school wide settings - applying Oral Language metacognitive skills
- Growing Student Leadership



Cultural Connections / Engagement

- Developing and beginning to embed processes and rich cultural rituals
- Development of Cultural time on a Friday to support Te Reo, Tikanga Maori and our cultural communities across the school.



Assessment

- Building Assessment Capable teachers and learners
- Using HERO to share and show progress of learning
- Curriculum Refresh and Curriculum development
- AsTTle introduction



Inquiry Through Rich Based Learning and Key Competencies

Embedding deeper learning and application of key competencies through rich learning in:

- Tahi Time - Yr 0-1
- ICE Time - Yr 2-3
- Project Based Learning - Yr 4-6

(Connect & Take Action Learning Time) - Specialist Subject Development/ CRT - students learning and applying skills in authentic contexts.



WNS 'Leaderful Learning' Goal 1 - Annual Initiatives 2025

Initiative 1a Embedding STRIVE (PB4L) Values, and Mitey.

Kaiako/teachers sharing high expectations and evidence of growth with each other, embedding STRIVE (PB4L), Mitey and Skill Based Learning Design.

We will be successful when: Our learners are confident in using STRIVE and Mitey principles in their learning and social settings to build positive relationships and a collaborative and supportive environment

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
Development and refinement of Mitey Yr 0-6/ STRIVE	<ul style="list-style-type: none"> Continued promotion of explicit understanding and teaching / learning of Mitey (Mental Health and Wellbeing) / STRIVE skills Mitey and STRIVE development pathways reviewed to ensure cohesion across the teams and school Promotion of Behaviour Management Plan / PB4L Introduce Mitey Certificates focus on dispositions 	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	First half of the year Term 1 ongoing	Consistency in Language of values and in the use of school/ team systems. PB4L and Mitey data points/ student survey Know when things get hard they use appropriate strategies to support them - learning pit/ growth mindset
Visibility of Mitey traits being applied and used - Mitey Playground our Mitey Learning spaces	<ul style="list-style-type: none"> Identify and development of restorative processes to be used with focus in the playground Mitey and Strive made more visible within the playground/ wider space settings 	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	Term 1-2 Term 3-4	Values / Mitey seen in wider learning spaces Focus areas are shared within Community information, assemblies, staff nuts and bolts Restorative practice staff and students is visible within the playground settings
Development of a progression system to support Mitey skills	<ul style="list-style-type: none"> Refining of tracking and skills of STRIVE/ Mitey - within HERO. Setting up learning posts 	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	First half of the year - ongoing	Increased opportunity to celebrate skills and attributes learnt Greater willingness for risk taking - shared understanding of managing and practising positive behaviour in learning and in play.
Growing Student Leadership	<ul style="list-style-type: none"> Host at least 1 student house event per term with focus on promotion of STRIVE/ Mitey skills Raise visibility of PALS and House Leaders Look at Buddy Class development Linking school events within the community. 	Accountability: Principal Responsible: MM, MD and Principal Support: Teachers Consult: Kowhai and Kauri Teams Inform: Community BOT	Termly Ongoing Term 2-3	Student leaders are more visible within the school Year 6 students modelling STRIVE and Mitey and successful in their leadership responsibilities

Initiative 1b Build Frameworks For Student Agency

We will be successful when: Students being able to talk about their learning and understand why they are working on the skills. What they need to do and how they do it - plus their next steps - student monitoring and providing feedback through professional growth cycle

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<p>Students along with their teachers will be able to talk and assess learning at a deeper level to form next learning progress steps</p>	<ul style="list-style-type: none"> Support students and teachers to trust and use effective assessment practices to guide their learning and make positive learning shifts. Build teacher and students capability to engage in practice conversations that critically reflect on the learning and teaching in order for Students and teachers to share what they are learning and why it is important. They understand and know what good looks like Use student friendly descriptors / exemplars from NZ Curriculum refresh (Writing/ Oral Language and Maths) Co construct key criteria in learning processes using Oral Language framework as a key English strand that runs across all areas Increase student capabilities to self review against expectations Increase peer assessment 	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Ongoing Term 1</p>	<p>Students will articulate their learning focus and use tools and exemplars to show where they are at and what are the next learning steps</p> <p>Developing key expectations and rubrics using Oral Language criteria as an integrated matrix across all curriculum areas.</p>
<p>Identify the skills practices that learners need to demonstrate to show progress and success</p>	<ul style="list-style-type: none"> Identify what actions learners need to do and form a school wide disposition development model on how to be successful as a learner - 'the learning pit' Connecting practice - I do, we do, you do Understand the importance of high expectations and need to continue to stretch learning to see shift 	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Term 2-4</p>	<p>Students will articulate their strategies they are using and next steps that they are working on</p>

WNS 'Continuous Improvement' Goal 2 - Annual Initiatives 2025

Initiative 2a Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) with focus on Structured Literacy and Mathematics

We will be successful when: Development of Structured Literacy and Structured Mathematics Programme to ensure coherence in both practice and assessment alignment.- including asTTile and phonics/ capturing student learning within the HERO platform

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
Development of Structured Literacy Programme to ensure coherence in both practice and implementation	<ul style="list-style-type: none"> Structured Literacy Lead to drive and develop this initiative, with focus in forming school wide ownership and understanding of the new programme. Update WNS English Documents to reflect Structured Literacy Expectations- that support building knowledge Yr 0-1 Yr 2-3, Yr 4-6 Add to the resources - readers, support material Develop consistency of delivery and practice across the school using decodables and authentic text- Update WNS documentation over the year Coaching and observation support plan for all WNS teaching staff Implementation of structured spelling Implement the assessment tracking using HERO tools Identify students that require a lift to work with Literacy Support 	Accountability: Principal Responsible: ET / Principal Support: Leadership team/ Teachers Consult: Staff/ Students Inform: Community BOT	Ongoing all year <u>Proposed implementation timeline</u> Structured Lit spelling T1 ongoing Handwriting T1 ongoing Writing Rope T1 the sentence then build structure Assessment Midterm 1 Decodables Authentic Texts development over Term 1 Development Term 2	PLD plan undertaken, consistency of practice across teams and school is forming Updated documentation Additional resources purchased to support the programme implementation
Development of Structured Mathematics Programme to ensure coherence in both practice and implementation	<ul style="list-style-type: none"> Structured Mathematic Lead to drive and develop this initiative, with focus in forming school wide ownership and understanding of the new programme. Phase 1: Developing a greater understanding of the new mathematics and statistics curriculum refresh Phase 2: Develop understanding of the workings and programme design of Maths No Problem to form a consistent delivery plan across the school Update WNS Mathematics Documents to reflect Structured Mathematics Expectations Coaching and observation support plan for all WNS teaching staff Implement the assessment tracking using HERO tools 	Accountability: Principal Responsible: MM / Principal Support: Leadership team/ Teachers Consult: Staff/ Students Inform: Community BOT	Familiarity with NZ Maths Curriculum- using NZ math long term overview to plan T1 Starting Term 2 focus mid year <u>Proposed implementation timeline</u> Maths No Problem resource arrival T2 familiarisation and Term 2-3 start implementation of programme	PLD plan undertaken, consistency of practice across teams and school is forming Updated documentation Additional resources purchased to support the programme implementation

<p>Assessment alignment.- including asTTle and phonics/ capturing student learning within the HERO platform</p>	<ul style="list-style-type: none"> Summative Assessment - AsTTle development - Training Leadership and Yr 3-6 staff in the set up and design of using AsTTle (twice a year) <ul style="list-style-type: none"> Phase 1: term 1 developing Mathematics and Statistics AsTTle assessment for form foundation data of the new curriculum and support implementation of Maths No Problem Phase 2 - English development of testing and setting out of foundation data Term 2 Using AsTTle data and analytics to drill down (2 parts programme design and student needs) and look at strengths/ areas of development and next steps/ accelerated programme Formative Assessment - linking to student agency / observation, discussion and tracking using HERO curriculum- scope and sequence tracking Review assessment frameworks to align with new Curriculum Refresh / MOE obligations - Phonics check - review over Term 1-2 as information comes forward Review HERO student reporting framework Development of sharing real time learning - Quick Posts - need to work as a teaching team on what this looks like and how it is shaped to support agentic student learning (students posting or sharing as well) but also consistent development across the school - Term 2 	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Ongoing Training hoped for March/ May - Evaluative Associates</p> <p>Developing training and application of using the data and linking to processes of what we are looking for and how we drill down - ongoing but focus Term 2-4</p> <p>Term 1 - ongoing</p> <p>Term 1-2</p> <p>Term 1-2</p> <p>Term 2- ongoing</p>	<p>AsTTle assessments conducted x2 a year</p> <p>Presenting data as a team to Board x2 a year</p> <p>Reporting x2 year and sharing quick posts and set targets of Curriculum scope and sequence at least once a term</p> <p>HERO systems use being more consistent across the teams and school</p>
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Initiative 2b Providing rich, integrated and meaningful learning opportunities

We will be successful when: we see students engaging in rich, integrated and meaningful learning opportunities, and applying their English, Mathematical and key competency skills.

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<p>Providing rich, integrated and meaningful learning opportunities for students that align with Windsor North School Inquiry</p>	<ul style="list-style-type: none"> Include students as partners in the learning design process focusing on strengths, needs, and interests Seek authentic and real life learning opportunities Weave Oral Language as one of the key assessment integration fields in student learning development talking about their learning and developing agentic student led assessment Share Quick Post (HERO) - in sharing learning skills and progress 	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Ongoing</p>	<p>Evidence of student voice and direction in planning and implementation of inquiry</p> <p>Students participate in a range of authentic learning experiences</p>

<p>Overview- linking in the development of key competencies - Tahī/ Ice Time (Yr 0-3) and Project Based deep learning (Yr 4-6)</p>	<ul style="list-style-type: none"> ● Use strategies which build students prior knowledge and experiences, anticipated needs and contextual or task demands to support learning growth ● Build an increased skills based plan/ tracking system with coherence and coordination that explicitly outlines focus teaching and tracking of shifts 	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Ongoing</p>	<p>Regular allocation of team meeting time to discuss direction of teaching and the development of key competencies and learning skills in Tahī/ ICE and Project Based learning</p> <p>Develop and use a tracking document to build knowledge of students skills and experiences</p>
<p>Connect & Take Action Learning Time - CRT Specialist Blocks</p>	<ul style="list-style-type: none"> ● Plan for and coordinate specialist programme to develop content knowledge and key competency skills within specialist areas <ul style="list-style-type: none"> ○ Semester 1 Science / PE ○ Semester 2 The Arts- Visual/ Technology ● Use Oral Language as one of the key assessment integration fields (Track on HERO+ Quick Class group posts sharing learning)- in student learning development in talking about their learning and developing agentic student led assessment 	<p>Accountability: Principal Responsible: MM Support: CRT Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Beginning of each term coordinate programme linking Oral Language and school/ team focuses</p>	<p>Students participate in a range of authentic learning experiences</p> <p>Tracking noted skills in students sharing learning using effective oral language skills</p> <p>At least 2 posts per term sharing class learning in CRT time.</p>

WNS 'Collaborative Connections' Goal 3 - Annual Initiatives 2025

Initiative 3a - Honour Te Tiriti O Waitangi Through Culturally Responsive Practices

We will be successful when:

Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi
Development and implementation of a local curriculum linking values, local stories, history and Te Reo and Tikanga Maori.

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
Developing and beginning to embed processes and rich cultural rituals	<ul style="list-style-type: none"> Kapa Haka attend Polyfest Welcome Whakatauki in assemblies for new students commencing and key visitors Development of school Karakia, Waiata and Haka 	Accountability: Principal Responsible: Lead Cultural Leader NM/ Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	Ongoing Over Terms 2-4	WNS Kapa Haka attends events planned and performing within the school at least once a term Opening and closing with Karakia School Haka developed and learnt
Development of Cultural time on a Friday to support Te Reo, Tikanga Maori and our cultural communities across the school.	<ul style="list-style-type: none"> Working in the development of Te Pōhā over the next 3 years with Mātauraka o Murihiku in the development of local curriculum and stories and strengthening knowledge Review our NZ Histories Plan inline with Te Pōhā Making progress with the level of te reo Maori used in the classroom programmes and practices Visibility of the different cultures in our school is raised and celebrated 	Accountability: Principal Responsible: Leadership Team/ Cultural Leader NM Support: Teachers Consult: Staff/ Students Inform: Community BOT	Development concept over Term 1 Review and Refine Ongoing	Visibility of Te Reo has increased Visibility of different cultures has increased

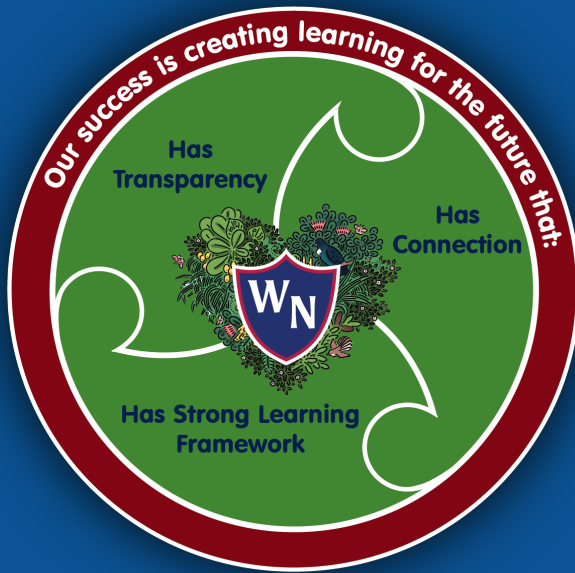
Initiative 3b - Enhance Engagement

We will be successful when: Enhance engagement through ongoing development communication and working partnership strategies

- Monitoring attendance

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
Whanau Engagement	<ul style="list-style-type: none"> Students with ESOL actively supported/ Family group created Whanau Hui at least twice a year - with focus on sharing and developing growth Sharing learning and classroom practice and development of Structured Literacy and Mathematics Continue to refine and streamline communications using 	Accountability: Principal Responsible: ST Lit and ST Maths Leads Support: Teachers Consult: Staff/ Students Inform: Community BOT	Ongoing During Terms 2-3	Engagement plan formed Key parent information sessions with whanau WNS increases visibility and Whanau included in learning

	<p>HERO/ Newsletter and Facebook/ Website</p> <ul style="list-style-type: none"> Community survey to look at how we continue to connect and bring engagement 			
Participate in the Maori Achievement Collective	<ul style="list-style-type: none"> Attended regional planned hui Attend annual conference Review expectations for WNS for te reo and Tikanga Moaro Whanau Hui and involvement in support of Kapa Haka 	<p>Accountability: BoT Responsible: Principal Support: Teachers Consult: teachers Inform: Community</p>	Ongoing	Ideas from the hui shared / reviewed and focus ideas agreed on and implemented to support growing development
Monitoring attendance	<ul style="list-style-type: none"> The board will work together to create a WNS attendance plan. Focus on education with the community on holidays absences during term time. The board will collectively develop information for the community around the expectations of the school and the government, what has changed, what the impacts of those changes are, how we report on this information and how the government reports on it. There could be ongoing reminders at community gatherings, or termly board communications. 	<p>Accountability: BoT Responsible: Principal Support: Teachers Consult: teachers Inform: Community</p>	Ongoing	<p>Attendance plan formed Key parent information sessions with whanau</p> <p>WNS increases visibility around attendance and positive shift in increased attendance</p>



Lens of Evaluation and Reflection to Support Shift and Next Steps of our Growth Pathway

Adapted from Springboard Trust the framework is a strategic measurement tool for schools.

It supports our schools success focusing on being:

- **Transparent in our practices and approaches**
- **Connected with all stakeholders**
- **Future focused on forming strong learning frameworks to support the needs of students now so they can be their best!**

This comprises of four prescribed perspectives that over time, will indicate overall school performance and support the successful implementation plan of our strategic and annual plan

The perspectives are:

- **People, Tools and Resources**
- **Teaching and Leadership**
- **School Culture and Community**
- **Academic Learning**

A balanced approach focuses on measuring the organisational performance

<p>1</p> <p>Our people are equipped to do the best job</p> <p>People, Tools and Resources</p>	<p>2</p> <p>Our teaching and leadership is responsive</p> <p>Teaching and Leadership</p>
<p>3</p> <p>Everyone wants to come to school</p> <p>School Culture and Community</p>	<p>4</p> <p>Achieving to the best of our ability</p> <p>Academic Learning</p>

