



AHURORA SCHOOL  
HONGAREI TĒKURU AHURORA TĒKURUANGA  
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# Ahuroa School Annual Plan 2025



**Passionate** **Authentic** **Resilient** **Explorers**

Passionate

Authentic

Resilient

Explorers

# Strategic Plan 2022 - 2025

## Goal 1: Curriculum & Pedagogy

- 1.1 Teaching and learning programmes will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (instructional capability)
- 1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary (evaluative capability)
- 1.3 Annual targets will be developed based on carefully analysed data, to effect and sustain improvement for all learners (evaluative capability)
- 1.4 Resources (including human) and technologies that appropriately support all students, particularly those with differentiated learning needs will be sourced and used strategically (strategic capability)
- 1.5 By sharing expertise and best practice through collaboration within, and beyond our own school setting, including personalised and/or whole school professional development (strategic capability)
  - extending and enriching teaching and learning (adaptive capability)
  - increasing success for Maori and Pasifika learners and those learners with identified needs
- 1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (adaptive capability)
- 1.7 Learners will be supported in their transitions from the early childhood setting through to Intermediate & college (adaptive capability)
- 1.8 Students will develop an understanding of computer science principles that underlie all digital technologies. The learning of programming concepts will empower learners to move beyond the use of technologies towards creators of digital technology, (Computational Thinking for Digital Technologies). Technology use is ubiquitous, virtual, accessible and equitable, enhancing authentic, co-constructed learning within and beyond the school community and our school.

## Goal 2: Providing a safe, supportive and enjoyable environment

- 2.1 To provide a physically safe and aesthetically pleasing sustainable environment for students, staff & community that encourages learning and achievement
- 2.2 To provide an emotionally safe environment for students, staff and community that encourages learning and achievement and maintains health & safety procedures
- 2.3 Give priority to regular quality physical activity that develops movement skills
- 2.4 Provide programmes that encourage sustainability, healthy eating, nutrition and living

## Goal 3: Developing meaningful and effective relationships with our community

- 3.1 Provide a wide range of opportunities for parents/whānau to support student learning and be actively involved in the life of the school
- 3.2 Develop meaningful and personal relationships with Maori learners and their whanau
- 3.3 Parents will be kept well informed about their child's progress
- 3.4 Community voice will be gathered and included within consultation of relevant matters
- 3.5 Develop learning focused relationships with parents & whānau with a focus on shared aspirations and high expectations for all

# 2025 Annual Implementation Plan

Goal 1: Curriculum & Pedagogy. Enabling each student to achieve their full potential by providing learning programmes that allow for the development of the whole child;		
<ul style="list-style-type: none"> <li>Provide a broad range of programmes using the New Zealand Curriculum that allows for the development of the whole child including gifted, talented and children with special needs</li> <li>Monitor and improve performance of all students in literacy and numeracy with a specific focus on Māori and Pasifika student achievement and gender equity</li> </ul>		
Strategic Intentions	2025 Actions	Actual Outcomes / Future Actions
1.1 Teaching and learning programmes will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (instructional capability)	<ul style="list-style-type: none"> <li>Maintain PD in the area of Assessment for Learning</li> <li>Ensure that the curriculum overviews are prepared and used as part of business as usual</li> </ul>	
1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary (evaluative capability)	<ul style="list-style-type: none"> <li>AFoL practices are used throughout the school</li> <li>It would be good to continue to set an exemplar classroom up each year to provide a shared understanding and embed consistency.</li> <li>Recordings to continue. Senior students to support younger students. A video recording of reading to be shared with the next teacher as well as their assessment data.</li> <li>Add grammar and punctuation PAT 2025.</li> </ul>	
1.3 Annual targets will be developed based on carefully analysed data, to effect and sustain improvement for all learners (evaluative capability)	<ul style="list-style-type: none"> <li>Revisit the 3 following reviews during the preparation days:               <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Maths reading comprehension</li> </ul> </li> <li>Complete PAT assessments and use evidence to plan next steps.</li> </ul>	
1.4 Resources (including human) and technologies that appropriately support all students, particularly those with differentiated learning needs will be sourced and used strategically (strategic capability)	<ul style="list-style-type: none"> <li>Purchase maths text books</li> <li>Establish consistent schoolwide &amp; classroom routines</li> <li>TA hours</li> <li>Math Provider will be decided on in 2025.</li> <li>Structured Literacy to go through the whole school.</li> <li>Revisit routines and behaviour expectations at the beginning of the year.</li> </ul>	
1.5 Share expertise and best practice through collaboration within, and beyond our own school setting, including personalised and/or whole school professional development (strategic capability)  • extending and enriching teaching and learning (adaptive capability)	<ul style="list-style-type: none"> <li>Assessment for learning practices are being implemented throughout the learning programme.</li> <li>Use assessment data to increase success for Maori and Pacifica learners.</li> </ul>	

• increasing success for Maori and Pasifika learners and those learners with identified needs (equity & excellence)		
1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (adaptive capability)	<ul style="list-style-type: none"> <li>Practice analysis conversations - with teachers to support student voice.</li> <li>Design a more formal way of gathering student feedback</li> </ul>	
1.7 Learners will be supported in their transitions from the early childhood setting through to Intermediate & college (adaptive capability)	<ul style="list-style-type: none"> <li>Maintain dialogue with senior leaders at the College</li> <li>Set the year 6 programme to be academically robust</li> <li>Design a transition programme for pre-schoolers</li> </ul>	
<p>1.8 Students will develop an understanding of computer science principles that underlie all digital technologies. The learning of programming concepts will empower learners to move beyond the use of technologies, towards creators of digital technology, (Computational Thinking for Digital Technologies).</p> <p>Technology use is ubiquitous, virtual, accessible and equitable, enhancing authentic, co-constructed learning within and beyond the school community and our school</p>	<ul style="list-style-type: none"> <li>Repeat ICT class protocols</li> <li>Confirm screen time protocols at school</li> <li>Purchase additional devices</li> <li>Revisit protocols at the start of the year</li> </ul>	

<b>Goal 2: Providing a safe, supportive and enjoyable environment;</b> 3a. Provide and maintain environments that encourage learning and development for all children 3b. Promote and actively encourage physical activity		
<b>Strategic Intentions</b>	<b>Actions</b>	<b>Actual Outcomes</b>
2.1 To provide a physically safe and aesthetically pleasing sustainable environment for students, staff & community that encourages learning and achievement and maintains health & safety procedures	<b>Future actions:</b> <ul style="list-style-type: none"> <li>5YA completion</li> <li>Pool toilets connected</li> <li>Outdoor classroom to room 2</li> <li>Mud kitchen</li> <li>Roof over the sandpit</li> <li>Roof on garden shed changed to convert a section of the shed into a glass house effect</li> <li>Shelving and sections organised in the garden shed to allow easy child access and maintenance</li> </ul>	

	<ul style="list-style-type: none"> <li>• PE shed shelving and sections organised to allow easy child access and maintenance</li> <li>• Additional outdoor spaces: <ul style="list-style-type: none"> <li>○ Garden preparation area</li> <li>○ Hard surface area by garden shed</li> <li>○ Tech room modifications</li> <li>○ Increased planting areas</li> <li>○ Top up bark</li> </ul> </li> <li>• Vision map permanently sited</li> <li>• Revolving images of childrens' learning displayed on a screen through the library</li> <li>• Kitchen/laundry area completed in Tech Room - outdoor clothes line</li> </ul>	
2.2 To provide an emotionally safe environment for students, staff and community that encourages learning and achievement	<p><b>Future actions:</b></p> <ul style="list-style-type: none"> <li>• Consult on regularity of information</li> <li>• Large images of children in different learning experiences, mounted around the school (outdoor)</li> <li>• After school clubs/programme - art/craft and robotics (user pay) courses and open to wider community</li> <li>• Inviting other schools to come to Ahuroa to participate in the Robotics programme (school becomes a hub or learning centre for other schools)</li> <li>• Concrete markings for 4 square, hopscotch, shoe print pathway for counting in 2s up to 50, shoe prints outside R2 to help children line up shoes before entering classroom</li> <li>• Labelled flora along pathways through regenerating bush.</li> </ul>	
2.3 Give priority to regular quality physical activity that develops movement skills	<p><b>Future actions:</b></p> <ul style="list-style-type: none"> <li>• Permanent promotion of local clubs in our newsletter</li> <li>• Visits by clubs to the school prior to registration time</li> <li>• Participate in the following Inter School events: <ul style="list-style-type: none"> <li>○ Swimming</li> <li>○ Football</li> <li>○ Hockey</li> <li>○ Netball</li> <li>○ Cross country</li> <li>○ Athletics</li> <li>○ Basketball hoops</li> </ul> </li> <li>• Upgrade playground space</li> </ul>	

<p>2.4 Provide programmes that encourage sustainability, healthy eating, nutrition and living</p>	<ul style="list-style-type: none"> <li>● Garden to table maintained <ul style="list-style-type: none"> <li>○ Access parent help</li> <li>○ Inviting retired gardeners from local rest homes to come out for the morning and work with children sharing their knowledge and expertise on a regular basis (PTFA may run in to collect this team, provide morning tea and return them to their homes at lunchtime - building the school profile) This team of people could also help build reading fluency by spending some of the time listening to children read. A great time to share books and build up a love for reading and being read to</li> <li>○ Turning local produce into saleable product eg. apple cider vinegar, jams)</li> </ul> </li> <li>● Trees for Survival maintained</li> <li>● Pause, Breathe, Smile maintained</li> <li>● School cafe maintained</li> <li>● Local areas accessed to connect with our farming neighbours (eg. participating in Lothorian Orchard)</li> <li>● Christmas Market - <ul style="list-style-type: none"> <li>○ using materials locally sourced for creating child made items for sale</li> <li>○ Community end of year celebration</li> <li>○ Activities for children/ local sellers attending and donating % of sales to the school</li> </ul> </li> </ul>	
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Goal 3: Developing meaningful and effective relationships with our community;		
3c. Provide opportunities for families/whanau to be engaged with the school and involved in the learning of their child		
Strategic Intentions	Actions	Actual Outcomes
3.1 Provide a wide range of opportunities for parents/whanau to support student learning and be actively involved in the life of the school	<b>Future actions:</b> <ul style="list-style-type: none"> <li>● Online resources included as a link to website</li> <li>● Homework for senior students</li> </ul>	
3.2 Parents will be kept well informed about their child's progress	<b>Future actions:</b> <ul style="list-style-type: none"> <li>● Develop maths exemplars</li> <li>● Maintain reading videos with our own students</li> </ul>	
	<b>Future actions:</b> <ul style="list-style-type: none"> <li>● Curriculum evenings-particularly with respect to the refresh</li> </ul>	

	<ul style="list-style-type: none"> <li>• Online surveys prior to Term 1 end</li> </ul>	
	<b>Future actions:</b> <ul style="list-style-type: none"> <li>• Support page on website</li> </ul>	

## 2025 STUDENT ACHIEVEMENT TARGET 1 - Mathematics

### Planning for 2025 Target Students:

Summary from the SoY 2025 data of students not meeting curriculum expectations 65% of students in Year 5-8 are not meeting curriculum expectations.

- 66% of these students are just below. With extra support and a focus on filling gaps in their learning **we would expect them to be at the expected level by the end of the year.**

- The remainder 33% - 3 students will be given focused daily support to fill gaps and accelerate their knowledge in mathematics.

**We expect to have 1.5 - 2 years accelerated progress within the year for these students.**

## 2025 STUDENT ACHIEVEMENT TARGET 2 – Reading

### Planning for 2025 Target Students:

Summary from the SoY 2025 data of students not meeting curriculum expectations 35% of students in Year 5-8 are not meeting curriculum expectations.

- 17% of these students (1 Student) are just below. With extra support and a focus on filling gaps in their learning **we would expect them to be at the expected level by the end of the year.**

- The remainder 83% - 5 students will be given focused daily support to fill gaps and accelerate their knowledge in mathematics.

**We expect to have 1.5 - 2 years accelerated progress within the year for these students.**