

A photograph of two children, a boy and a girl, seen from behind. They are wearing maroon polo shirts and dark blue wide-brimmed hats. They are holding hands and standing in a grassy field with trees and a mountain range in the background. The text 'ANCHORAGE PARK SCHOOL' is overlaid in white, bold, sans-serif font across the middle of the image.

ANCHORAGE PARK SCHOOL

2025 Annual
Implementation Plan

2025 Annual Implementation Plan - Anchorage Park School

Strategic goal #1 Quality Practice - a continuous learning culture is fostered for both students and staff that connects learning to each and every learner.

Rationale: So that staff have a positive relationship with literacy, communication and maths to ensure a connection to learning for each and every learner. This in turn, will empower our staff to reach their full potential.

E & T Act (2020) section 27 objectives 1 (a) (b) i, ii, iii (c) (d) i, ii, iii 2 (a) (b) i, ii, iii NELP Obj 1, 2 and 3

Strategic Goal	Actions	Measures What we expect to see. Progress outcome, so that ...	Owner	When
1.1. Continue to build collective capability and practice of staff through relevant professional learning and development	<ul style="list-style-type: none"> - Review the Professional Growth Cycle (PGC) to align with the refreshed NZC (October 2024). - Professional reading sessions built into PLM's throughout the year based on "Teaching to the North-East" by Russell Bishop. - PLM's on the refreshed curriculum will focus on the 5 characteristics of how we learn. 	<ul style="list-style-type: none"> - Strengthened staff pedagogical approaches and practices will be evidenced in individual PGC's for 2025. - The science of learning will inform learning pathways from year to year in phase 1 and 2 will be evident throughout the school in planning, teaching and learning and assessment. - Strengthened understanding of Te Mātaiaho including the five characteristics of how we learn will ensure a comprehensive teaching and learning programme 	(Leads TL/JM/MD)	All year, ongoing
1.2 Quality practice, across the curriculum, provides authentic contexts for literacy and maths learning	<ul style="list-style-type: none"> - Term 1 and 2 (MM and JM) will be trained in Structured Literacy through BSLA and RLit facilitation. - Terms 3 and 4 (MD, TL and RR) will be trained in Structured Literacy through 	<ul style="list-style-type: none"> - Structured Literacy is embedded across the school. - 80% of students are achieving at or above expected curriculum level in reading, writing and maths. 	All	Mid and end point data

	<p>BSLA and RLit facilitation.</p> <ul style="list-style-type: none"> - The Learner First PLD and Teacher Only Day in Term 2 with Sue Pine. - Across school professional development in the use of shared books to improve vocabulary using BSLA shared book pedagogy . 	<ul style="list-style-type: none"> - A shared understanding of the components of effective teaching and learning in mathematics (including the teaching considerations). - Increased vocabulary across the school. 		
1.3 Evidence of language of learning	<ul style="list-style-type: none"> - An in-depth look into, and implementation of the APS norms in reading, writing and maths. - PLM's are used to embed Assessment for Learning principles including the use of "I am teaching you how to...." - PLM;s are used to embed Assessment for Learning principles which ensure every lesson starts with "what is the why?" "why are we learning this?" ' So what?" " Now what?" 	<ul style="list-style-type: none"> - Language of learning is seen and heard in every classroom all day, everyday. - 80% of students are able to articulate the what, how and why of learning. - Language of learning is 'business as usual' subconscious use. e.g. ' just the way we do things around here.' - CPT's (collaborative planning teams) allow for consistency and quality in planning that informs next steps in teaching and learning. "Know, Understand, Do" PLD is used to inspire deep and meaningful engagement in learning. 	TL, JM All	All year, ongoing

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Strategic goal #2 Personalised Learning - all learners have access to high quality personalised learning.

Rationale: So that responsive, explicit and intentional teaching cares for learners and their learning by recognising and addressing learning needs of each individual student to help them progress and achieve.

E & T Act (2020) section 27 objectives 1 (a) (b) i, ii, iii (c) (d) i, ii, iii 2 (a) (b) i, ii, iii NELP Obj 1, 2 and 3

Strategic Goal	Actions	Measures What we expect to see. Progress outcome, so that ...	Owner	When
2.1 Embed a shared understanding of personalised learning which promotes learning partnerships between students, teachers and whānau	<ul style="list-style-type: none"> - Increase the use of digital literacy. - HERO; use HERO to set up groups for target student hui. - HERO; teach staff how to analyse data to inform teaching and next steps. - HERO; enter OTJ data and update goals and progressions. 	<ul style="list-style-type: none"> - The use of Google classroom and new i-pad pod will further enhance personalised learning with digital tools across the school. - Target student hui have a direct impact on student learning and achievement and will be reflected in achievement data. - Students have a strong work ethic, self efficacy and engagement in learning showing an awareness and pride in their progress and achievement in learning. 	All (Leads TL/JM)	
2.2 A culture of continuous learning is promoted throughout the school.	<ul style="list-style-type: none"> - Academic learning time is protected by all staff. - Embed, robust class learning cultures to reflect excellence in learning and high expectations for all. 	<ul style="list-style-type: none"> - A minimum of 1 hour reading, writing and mathematics everyday in every class. - Students know what it means to be a learner in their room, and articulate what it looks like, sounds like, feels like, experience success and high engagement for all. 	All (Leads TL/JM)	
2.3 Strengthen the evaluation and effectiveness of personalised learning through inquiry and collaboration and modification of teacher practice.	<ul style="list-style-type: none"> - Set up of CPT's (collaborative planning teams). - Implement Agility with Sounds for a complete structured literacy approach for older students who have been experiencing difficulty in reading and writing. - Implement Language Enrichment Group to focus on developing vocabulary and comprehension for ELL students. 	<ul style="list-style-type: none"> - Consistent, high quality planning is evident. - Accurate pre and post data assessment will show improvement for these groups of students in intervention programmes. 	All (Leads TL/JM/MM) Learning support	

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Strategic goal #3 Equity and Excellence - inform and engage whānau which contributes to stronger learning for all.

Rationale: So that an actively engaged learning community has rich, reciprocal interactions that are inclusive, respectful and culturally centered.

E & T Act (2020) section 27 objectives 1 (a) (b) i, ii, iii (c) (d) i, ii, iii 2 (a) (b) i, ii, iii NELP Obj 1, 2 and 3

Strategic Goal	Actions	Measures What we expect to see. Progress outcome, so that	Owner	When
3.1 Inform and engage whanāu so there is an understanding of the what, when and how.	<ul style="list-style-type: none"> - Hold the annual "Meet the teacher" event. - Manaaki meetings. - 3 way learning conferences. 	<ul style="list-style-type: none"> - Evidence of 80-90% attendance at all events is recorded. - Parent surveys requesting feedback after each term's events. 	TL/JM	Ongoing
3.2 Partnerships between home and school are strong, reducing barriers where necessary so the link between home and school supports ubiquitous, seamless learning.	<ul style="list-style-type: none"> - Engage with Riverhills and Riverina to undertake more sporting and cultural experiences for our students. - HERO; launch HERO to families using the community feed and real time reporting. - Investigate outside partnerships for APS (larger school with different demographic, Montessori class etc.) 	<ul style="list-style-type: none"> - 90% attendance is achieved throughout the year. - Lateness is reduced by 50% across the school. - Evidence of collaboration between the small schools. - An increase in extra curricular opportunities and event participation. - Surveys will show that parents feel there is strong and positive communication between home and school. 	JJ TL, RR, MD MM	Ongoing
3.3 Whānau and ākonga feel physically and emotionally safe by te reo and tikanga Māori having its rightful place in our kura.	<ul style="list-style-type: none"> - 2025 CRT has Te ao Māori as its primary focus. - Hui to be undertaken for our Māori whanau and parents. - Kapa Haka group to participate in Te Kotuku Festival - School song composition. 	<ul style="list-style-type: none"> - Increased confidence and knowledge in te reo and tikanga in all staff. - Parent voice from hui is acted on. - Our school narrative "The battle of the sun's rays" will be shared with staff, students and the wider school community. 	ALL	Ongoing

2025 Target Areas - Anchorage Park School (Literacy)

2025 Literacy target: In 2025, 70% of the Year 6 cohort are achieving at or above expectation in both reading and writing.

2024 Baseline data: In 2024, 28% of the Year 5 cohort were achieving at or above expectation in reading and 38% were achieving at or above expectation in writing.



Actions	Responsibility	Timeframe
REVIEW AND ANALYSIS		
<ul style="list-style-type: none"> - Analyse current student achievement data - Observation of current practice - Identify key areas of need 	<ul style="list-style-type: none"> - TL & JM - TL & JM - TL & JM 	<ul style="list-style-type: none"> - Term 1 - Term 2 and 3 - Term 1 and 2
PROFESSIONAL LEARNING		
<ul style="list-style-type: none"> - Observation of practice and coaching - Collaborative planning teams - Modelling (to, with and by) - Year 4 - 6 structured Literacy (BSLA) 	<ul style="list-style-type: none"> - TL , JM - MD - TL, SC - TL, MD, RR 	<ul style="list-style-type: none"> - Term 1 and 2 - Whole year - Term 2
TEACHING AND LEARNING PROGRAMMES		
<ul style="list-style-type: none"> - Connect with the key characteristics of how people learn within the English curriculum - Learner agency - The APS reading and writing norms - The learning support RTLB project including AwS and Language Enrichment Groups 	<ul style="list-style-type: none"> - TL - TL & MD - TL & MD - RTLB and LS 	<ul style="list-style-type: none"> - Whole year

2025 Target Areas - Anchorage Park School (Mathematics)

2025 Mathematics target: In 2025, 30% of the Year 1 and 2 cohort are achieving above expectation in mathematics.

2024 Baseline data: Year 0/1 95% (20/21 students) are achieving at or above expectations. Years 0/1 are at expectation however, it needs to be noted that no Year 1's are currently sitting above expectation.



Actions	Responsibility	Timeframe
REVIEW AND ANALYSIS		
<ul style="list-style-type: none"> - Analyse current student achievement data - Observation of current practice of Year 1 and 2's - Identify key areas of need in Year 1 and Year 2's 	<ul style="list-style-type: none"> - TL & JM - TL & JM - TL & JM 	<ul style="list-style-type: none"> - Term 1 - Term 2 and 3 - Term 1 and 2
PROFESSIONAL LEARNING		
<ul style="list-style-type: none"> - Observation of practice and coaching - Collaborative planning teams - Modelling (to, with and by) - The Learner First P.D. 	<ul style="list-style-type: none"> - TL, JM - JM - JM, KB 	<ul style="list-style-type: none"> - Term 1 and 2 - Whole year - Term 2
TEACHING AND LEARNING PROGRAMMES		
<ul style="list-style-type: none"> - Connect with the key characteristics of how people learn within the Mathematics curriculum - Learner agency - The APS mathematics norms - The introduction and use of the new Numicon (MoE) resources 	<ul style="list-style-type: none"> - TL - TL & JM - TL & JM - KB 	<ul style="list-style-type: none"> - Whole year

2025 Target Areas - Anchorage Park School (Attendance)

2025 Attendance target: In 2025, 70% of all students are attending 90% of the time. That is, missing fewer than 5 days across a term (regular attendance) for the time school is open.

2024 Attendance data: Term 1 - 64% regular attendance, Term 2 - 55% regular attendance, Term 3 59% regular attendance, Term 4 57% regular attendance.



Actions	Responsibility	Timeframe
REVIEW AND ANALYSIS		
<ul style="list-style-type: none"> - Analyse current attendance data and previous years data including the 2024 attendance initiative - Drill down into the Everyday Matters attendance reports (MoE) to identify emerging trends and patterns - Regularly review and track attendance data (daily, weekly, termly) and utilise HERO attendance capabilities to do this. 	<ul style="list-style-type: none"> - JM - TL & JM - JM 	<ul style="list-style-type: none"> - Term 1 - Each term - Daily, weekly, termly
COMMUNICATION		
<ul style="list-style-type: none"> - Meet with individual whānau who are at risk of not attending school regularly, to review attendance data and encourage open and honest dialogue e.g. how can we help? (SWiS, PHN) - Strong, consistent messaging on all communication channels 	<ul style="list-style-type: none"> - JM - JM - JM - JM, TL 	<ul style="list-style-type: none"> - Whole year
INITIATIVES		
<ul style="list-style-type: none"> - Kahui Ako ideas to promote attendance - Ideas for engagement with students/whānau to want to come to school everyday 	<ul style="list-style-type: none"> - JM, TL - JM, TL 	<ul style="list-style-type: none"> - Whole year