

## 2025 TE UHO O TE NIKAU PRIMARY SCHOOL ANNUAL IMPLEMENTATION PLAN

### Summary of this plan

Our annual implementation plan includes how the teaching and learning strategies and programmes of Te Uho o te Nikau Primary School supports students to progress and achieve. We have a particular emphasis on literacy and mathematics however we also need to remember that student achievement is also connected to consistent attendance and children feeling safe and secure at school. Our annual implementation plan continues to build upon growing staff capacity, learner agency, a responsive curriculum local to what our community needs, and strengthening educationally powerful partnerships with our whānau.

### Where we are currently at

Much of what is in our 2025 annual implementation plan are actions we did not achieve to the best of our ability in 2023/2024.

With the standardised test data and Overall Teacher Judgements from 2024, we have recommended next steps/actions for Reading, Writing, and Mathematics. This has also informed this 2025 Annual Implementation Plan as the evidence indicates what we know about our tamariki and their learning:

- what are they doing well in
- where the challenges lie
- the strategies we need to target to support these areas of need
- seek answers to some of our long standing questions.

The rate of our roll growth is certainly one of the biggest factors whilst most of the new learners are new learners of English and/or English Language learners.

- How do we build on what these learners already know in their first language/previous schooling so we are adding to/maximising what we have in front of us?
- What do we need to have in our kete to master the "how"?

**Considering our cohort of learners changes each week, we should be encouraged that we have maintained progress and shifted learners within each curriculum expectation area.**

Our end year PAT results showed significant shifts within children who had been with us for the entire year. However we also had several puzzles of practice to consider in 2025 including but not limited to:

- Shifting larger numbers of lower quartile achievement [below curriculum expectation] to the mid quartile [achieving at curriculum expectation]
- What is working for our upper quartile achievement - is what we are doing to extend these children going to work for our mid and lower quartile results?
- How can we shift our reading vocabulary and better incorporate strategies to benefit our English Language Learners?
- Our children are progressing - is that a natural progression that comes with age or are we the ones truly adding the value?

The initiatives in this plan will continue to support our teaching and learning here at Te Uho o te Nikau Primary School for 2025. The recommendations, actions and next steps from our evidence-informed reports in 2024 make up our annual implementation plan, our achievement target connected to Māori and Pasifika learners, and our professional development needs for 2025.

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

The Treaty of Waitangi is a significant document in New Zealand, signed in 1840 between the British Crown and various Māori chiefs. It is considered the founding document of New Zealand and outlines the principles of partnership, participation, and protection. Schools in New Zealand are expected to demonstrate their commitment to the principles of the Treaty of Waitangi.

Te Uho o te Nikau Primary School's annual implementation plan gives effect to Te Tiriti o Waitangi in the following ways:

Incorporate Treaty Principles into Policies

We ensure that school policies and procedures reflect the principles of the Treaty of Waitangi. This includes policies related to governance, curriculum development, and student engagement.

Strategic Planning

We demonstrate our commitment to Te Tiriti o Waitangi throughout our strategic planning. This includes a focus on:

OUR STRATEGIC GOALS 2023 - 2025	NOURISH	GROW	THRIVE
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	Build professional capability and collective capacity which empowers learners and enhances student outcomes	Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn	Build, strengthen and extend educationally powerful connections and relationships
<b>N.E.L.P.</b>	<b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b>	<b>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</b>	<b>Have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities</b>

### **Cultural Competence Training**

We provide ongoing professional development for staff to enhance their cultural competence. This includes workshops on understanding Māori culture, history, and the significance of the Treaty within our local context and nationally. In 2025 after our recent review, we will continue to undertake cultural competency training with our staff to better engage with Māori students and their families.

### **Consultation and Collaboration**

We are growing our processes for more actively involving our whānau Māori in decision-making processes. We aim to seek their input on matters related to curriculum development, school policies, and overall school planning.

### **Inclusive Curriculum - Incorporate Māori perspectives into the curriculum**

We integrate Māori perspectives, histories, and cultural practices across the curriculum. Tikanga Māori, te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori is used across the school for all learners.

### **Specialist Te Reo Teacher**

We have employed a specialist Te Reo Teacher who will work across the school teaching Te Reo. This person will also be a support person for any staff who need support.

### **Matauranga Māori Team**

We have two Management Units given to our Matauranga Māori Lead kaiako. They will lead Te Ao Māori across the

school.

### **Māori Achievement Collaborative**

We have joined MAC. <https://www.mac.ac.nz/>

### **Celebration of Māori Culture**

Celebrate Māori events and festivals within the school community. This can include organising events, performances, or exhibitions that showcase Māori arts, traditions, and contributions.

### **Partnership with Local Iwi Ngāi Tai ki Tāmaki**

Since 2018, we have established and maintained a strong partnership with Ngāi Tai ki Tāmaki. We collaborate on projects, seek their guidance and input on matters that affect the school, and involve iwi representatives in school activities to ensure a strong connection.

### **Evaluating and Monitoring Progress**

We regularly review and assess the school's efforts to be responsive to the Treaty of Waitangi. This involves face-to-face hui, whānau Māori events, and ongoing self-assessment to identify areas for improvement. We continue to focus on our Māori learners as a priority group – looking at ways to support progress and achievement for those who are excelling within the NZ Curriculum and those who may need more help with achieving foundational skills.

### **Representation on Board and Staff**

We commit to Māori representation on our school boards, in our Tumu Whakarae [leadership team] and on our staff. This ensures diverse perspectives are considered in governance and strategic planning.

### **Acknowledgment and Respect**

Following the tikanga of Ngāi Tai ki Tāmaki, we begin each official gathering or assembly with a formal acknowledgment of the Treaty of Waitangi and a show of respect for Māori culture. This is using a school wide karakia – we have a staff karakia and a student karakia. Twice a term, all new learners and their whānau are formally welcomed into our school with Mihi Whakatau.

### **Professional Learning Community**

We began and have fostered a Flat Bush 8 schools professional learning community where kaiako Māori can share best practices, resources, and strategies for integrating the Treaty principles into their teaching.

By actively incorporating these strategies, a school can demonstrate its commitment to being responsive to the Treaty of Waitangi,

fostering a culturally inclusive and respectful learning environment.

**Celebrating Matariki and other cultural events**

We acknowledge and celebrate significant Māori events, such as Matariki and Te Wiki o te Reo Māori, as part of the school calendar. We use these occasions to promote understanding and appreciation of Māori culture among students and staff. We also create connections throughout the year with our other diverse cultural celebrations, by finding the similarities with Māori culture.

**Student Participation and Voice**

Provide opportunities for Māori students to have a voice in decision-making processes within the school and leadership roles within the student body. We support the establishment of cultural groups or clubs that celebrate Māori identity and heritage which includes Kapa Haka.

**Cultural Symbols and Protocols**

We display Māori symbols, artwork, books and resources around the school, demonstrating an inclusive and respectful environment. We also follow appropriate cultural protocols, such as karakia (prayers), waiata, and Mihi Whakatau (welcome ceremonies) during school events.

By actively incorporating these strategies, Te Uho o te Nikau Primary School demonstrates its commitment to giving effect to the Treaty of Waitangi and creating an inclusive and culturally responsive learning environment.

**Strategic Goal 1: School**  
**Build professional capability and collective capacity which empowers learners and enhances student outcomes**

*Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning*

Initiatives	Actions	Who	Resources	Time	Outcomes
1.1. Further actions giving effect to Te Tiriti o Waitangi are evident, impacting positively on learner outcomes and the curriculum.	Create opportunities for professional learning about our local rohe, NZ history and Te Tiriti o Waitangi.	All staff	PLD budget Aotearoa NZ Histories curriculum Shared knowledge Māori Achievement Collaborative (MAC)	End Term 2	All staff are aware of our local rohe history, Te Tiriti o Waitangi and accurate versions of NZ history
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	Work alongside Ngāi Tai ki Tāmaki to consolidate school wide tikanga that reflects our iwi values and beliefs	TW & Māori staff to lead	Time with Ngāi Tai ki Tāmaki FB8 collaboration Strengthen new teacher induction	Year long	Integration of Tikanga Māori (Māori cultural practices) appropriate to Ngāi Tai ki Tāmaki including: karakia, waiata, pūrākau, pakiwaitara, kawa for pōwhiri and whakatau.
1.2. Tikanga Māori, te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori is used across the school for all learners.	•				
	Explicitly planning authentic integration of Mātauranga Māori [Māori knowledge] in all learning content.	Kaiako	Te Reo Māori & Mātauranga Māori resourcing – Justine Tuhaka & Danielle Tanga	Each term	Equitable integration of Mātauranga Māori [Māori knowledge] in all learning content.
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	Using te reo Māori everyday within classroom practices and routines including the appointment of a specialist Te Reo Teacher	All staff	Develop school wide resource Observations for integration in everyday practice	Each term	Staff and learners using te reo Maori authentically and naturally throughout the day; correct pronunciation of Māori words, names and place names.
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1.3. Relational partnerships focused on the learning and wellbeing of each learner are strengthening, along with team accountability.	<p>Review and implement our effective practice rubric for literacy and track our practice progress</p> <p>Ensure the following are taught as part of our effective literacy practise:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Spelling rules</li> <li>• QuickWrite</li> <li>• Writing Exemplars</li> <li>• Modelling books</li> </ul>	TW Kaiako	School wide phonics programme established and in use [Joy Allcock] QuickWrite PLD and modelling - for consistency across school Purchase of exemplar models and modelling books	Year long	<p>Learners develop their reading comprehension and decode new words as they read.</p> <p>Better understanding overall of meaning of words while learners are reading.</p> <p>Helps both learners and kaiako find their voices and develop their writing confidence and mileage.</p> <p>Learners have the writing information, skills, tools and understanding in a very clear context to support their learning.</p>
	Participate in the MOE Structured Literacy PLD	TW Kaiako	Resources provided through PLD	Term 2 - 4	Kaiako can confidently implement the outcomes presented throughout the PLD

	Implement the Oxford Maths Resources into everyday teaching.	TW Kaiako	Oxford Maths Resources Teacher Only Day Purchase of Materials	Year Long	Oxford Maths is implemented across the school Kaiako are confident linking Oxford Maths to the NZC
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1.4. Useful assessment is informing students' learning.	Include the moderation of Reading and Maths assessments across the school to ensure validity and consistency.	TW Kaiako	Staff meeting time Review data analysis practices	Year long	Focused and timely gathering, analysis, interpretation and use of information that can provide evidence of learner progress.
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	Develop TUotN Literacy Progressions alongside Curriculum Refresh	Focus group	Meeting time	Year long	Develop learner agency and provide real time information for teachers, students and whānau.
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	Further develop our TUotN early literacy approach to support both reading and writing.	TW Year 0-3 kaiako	Meeting time ELL strategies PLD	Year long	Consistency school wide in early literacy practice.
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	Explore other mathematics assessments.	TW Kaiako	Resourcing Oxford Maths MOE Initiatives	Year long	Gather richer information on Math strands other than Number.



1.5. Learners are becoming well supported to make choices and decisions about their learning.	Share writing, reading and maths assessment information with learners as goals are developed.	Kaiako	HERO log-in for learners Build this into teaching time / tumbles / rotations	Year long	Develop learner agency with setting and evaluating literacy goals.
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<b>Strategic Goal 2: Learners</b> <b>Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn</b>					
<i>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i>					
<b>Initiatives</b>	<b>Actions</b>	<b>Who</b>	<b>Resources</b>	<b>Time</b>	<b>Outcomes</b>
2.1. Learner progress and achievement outcomes are becoming more equitable and excellent for all learners.	Extend our reading resources, e.g. bilingual readers, big books, poem cards, etc.	TW Kaiako	Teaching and Learning budget. Library budget.	Year long	Equitable reading opportunities for all children and their needs.
	Introduce Number Talk across all year groups.	DP's Kaiako	PLD facilitation. Modelling and observations	Check end of Term 2	Learners who can visualise problem solving, perform calculations quickly, and are flexible in their mathematical strategy.

2.2. The school is strengthening planning and implementation to improve learner outcomes and refine our strengths-based approach.	Identify learners who are not making sufficient progress in key foundation skills.	TW Kaiako	HERO Kainga meetings Wharau meetings	Year long	Ensure we follow up on meeting time for kaiako to identify students and adopt them as target students.
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	Monitor identified learners and know their next steps.	TW Kaiako	School personalised planning template on iUgo	Year long	Target students will be the focus to put data and practice under the microscope and develop action plans.
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	Grow the effective use of both Oxford Maths to support teaching and learning across all kainga.	Kaiako	Resourcing for PLD Daily planning Maths Lead Teachers	Year long	Learners are motivated to improve their maths knowledge and skills as the platforms meet their learning needs.
2.3. The progress and achievement of Maori and Pacific learners are quickly responded to.	Identify our Māori and Pacific learners who are at risk of not reaching curriculum expectations and identify their specific needs and gaps	TW Kaiako	HERO Identify staff who need support with cultural responsiveness DP role in support of this School personalised planning template on iUgo	Year long	Māori and Pacific learners are supported to reach curriculum expectations.

	Identify our Māori and Pacific learners who are exceeding curriculum expectations and write action plans for them.	TW Kaiako	HERO Identify staff who need support with cultural responsiveness DP role in support of this School personalised planning template on iUgo	Year long	Māori and Pacific learners are supported in their success and challenged further.
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	Review Tataiako and Ka Hikitia: The Māori Education Strategy with the whole staff.	Principal	MAC	Term 3	Kaiako understand and value what is important when taking a Māori world view in relation to teaching Māori learners.
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2.4.Foundation learning areas of the curriculum, including oral language, reading, writing, mathematics and science are being strengthened.	Continue the implementation and consolidation of our oral language strategies.	All staff	Oral Literacy practice including continuation of Reo-a-Waha	Year long	Our tamariki grow as confident, articulate speakers. Improved reading and writing acquisition.
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	Use, reflect upon and strengthen our TUotN literacy expectation for effective practice.	Kaiako	Tracking of our practice progress Align common practices with Te Mataiaho	Year long	Learning is enhanced across the curriculum, improving recall and comprehension, and literacy fluency.

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2.5. Teachers are increasing the use of relevant, challenging and meaningful learning activities.	Assessment for Learning to develop the capabilities of our staff. Continue to grow internal PLD practices Strengthen new teacher induction [local curriculum, common practices]	TW	PLD budget We have an action plan written for this purpose.	Check end Term 3	Staff design and use assessment for its core purpose - to support further learning.
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**Strategic Goal 3: Community**  
**Build, strengthen and extend educationally powerful connections and relationships**

*Have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities*

Initiatives	Actions	Who	Resources	Time	Outcomes
3.1. Learning outcomes are becoming well promoted through Maori whanau, hapu and iwi partnerships.	Grow learning partnerships with our Māori whānau and recognise and provide for Māori interests. Cultural responsiveness and understanding of whānau contexts	Principal and Māori staff to lead	Identifying who needs support with this cultural responsiveness Hui with Maori whānau and iwi with specific foci: Strategic plan feedback Matariki Te Wiki o te reo Māori	Term 1, 2, 3	Our Māori learners and their whānau see their culture as vālued and are empowered to be successful as Māori.

3.2. The school is strengthening meaningful educational connections, communication and relationships with our whānau and community.	Extend and enrich our community collaboration and partnership in learning and what this looks like through: Whānau Learning evenings Celebrations of Learning	TW	Timetabling Focused events, e.g. Understanding of the Online World, etc.	Year long	Increased understanding and value of holistic learning for children
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3.3 School systems and processes for consultation are improving to develop greater reciprocity and collaboration.	Continue Puka Bear Club to support children with reading challenges.	TW	Library budget DP leadership Targeting our grandparents and parents not working Te Whānau Titi involvement	Term 2	Identified children are motivated to read.
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	Personalising our learning progressions on HERO for our school and our community through a development timeline.	Focus groups	Align our common practices with Te Mataiaho	Year long	Parents have a better understanding of the progression of learning for their child.
3.4 Community collaboration is strengthening to enrich opportunities for students to become	Revisit how we use HERO to see how children are living our Graduate Profile	Te Uho Beat team	HERO Analytics of which Graduate Profile indicators are being reached	Year long	Reporting to the board and community on social, emotional, physical and academic progress.

confident, connected, actively involved learners.			Year 4-6 learners self-evaluating		
3.5 Teaching, characterised by respect, inclusion, empathy, collaboration and safety, is continuing to strengthen the kainga learning culture.	Continued development of Te Uho Beat in our school, focused on need.	Te Uho Beat team	Te Uho Beat budget Tier 2 school process	Year long	Increased Te Uho Beat and values data and evidence.
	<ul style="list-style-type: none"> <li></li> </ul>				