Annual Implementation Plan- 2025-

Strategic Goal 1: All students are supported through effective pedagogy to become successful agentic learners as evidenced by their engagement, progress and achievement.

Annual Goal 1: By the end of 2025 the diagnostic testing will show a positive shift of a further 30% towards the traditional bell curve representation (shown as 34% or less represented in the lowest range according to the CSI score after one year) NELP - 2,3,4,5 and 6

Baseline Data: The CSI Score (Composition Skills Index Score) is a single number between 0 and 10 to represent the student's writing ability. The CSI Score is produced by a mathematical algorithm taking into account all the writing skills measured. Ideally, the data would show a traditional bell curve, with around ten per cent in the top end and ten per cent in the lower end of the score. This test showed **64% per cent of students were in the lowest range of the CSI score and zero per cent of students were in the upper reaches of the score (7 plus).**

Intended outcomes	Actions required	Who	When	Budget	Indicators of success	Impact and Review
2.1 Provide staff with clear structure, scope and sequence for the teaching of a quality writing program	- Delivery of quality, schoolwide PLD and coaching for all staff planned ar implemented. - Senior Leadership provide clear leadership and direction and support all staff and students to be successful. - Repeat survey in Term 4. - Link Writing PLD to PGC to support staff with development. - Development of schoolwide progressio documentation	- SLT - SLT - SLT - Principal	ongoing	$30,000	- Staff are more confidence reflected through surveys -PLD engaged with positivity and purpose. - Consistency of delivery can be seen - SLT can articulate specific progress and goals school wide -Documentation complete	
2.2 Students are more engaged in the writing process and see themselves as writers.	- Implement the PLD and coaching provided - Revise visible learning sheets for all year levels - Repeat survey in Term 4 and analyse results	- Class Teachers SLT	Term 1 Term 4	n/a	- Visible learning docs completed for each year level - Student survey results show improvement in the following areas: - Positive attitude towards writing - Engagement with the writing process - Knowledge of what good writers do - What they need to do to improve	

2.3 Students in Year 4-8 become more agentic learners aware of their strengths and next steps in writing	- Provide students access and teacher training in the use of the Writer's Toolbox digital tool - Use of digital tool is normalised within the planning and implementation of Writing within the senior school classrooms	- WTB Team - Class Teachers (4-8)	Term 1 Term 4	n/a	- Survey results show improvement - Senior class staff are confident in using the tool to assess and assign tasks - Staff are implementing the Digital tool into weekly planning in meaningful ways - Digital tool is being used weekly by students - Students can articulate strengths and next steps	
2.4 Writing data improves according to the results in the diagnostic testing.	- Staff following the program provided through PLD and coaching. - Addressing the needs arising school wide and individually - Target students and groups identified - Explicit teaching of sentence length at each year level - Explicit teaching of sentence styles - Explicit teaching of paragraphing - Explicit teaching of precision - Weekly discussions at staff meetings -Engaging in the PLD and coaching positively	- All Staff - All staff - All Staff - Class Teachers - All staff	Ongoing Term 1 and Term 3 Term 1 Term 2 Term 3 Ongoing Ongoing	$3,500	- 75% of all students in Yr 4-8 writing within expected average sentence length within 12 months. - Targeted learners are supported to make accelerated progress in Writing Improvement in data is shown in the following areas: - Sentence style capacity is increased school wide - Paragraphing capacity is improved in year 3-6 - Precision capacity is increased in Yr 4-8 - Overall reduction of number of "struggling writers" school wide to an acceptable level (35% or less)	

Strategic Goal 2:. All students are supported to experience success at Papakaio School through engagement with a rich and balanced local expression of the whole NZ Curriculum.

Annual Goal 2: By the end of 2025 80% of students at Papakaio School will be achieving "At" or "Above" curriculum expectations in Reading, according to best fit teacher data triangulated from PAT and ASTTLE standardised assessment along with summative assessment from teachers. (NELPs 1,2,3,5 and 7)

Baseline Data: In Reading 2024 according to our end of year data analysis, 74% of our students were achieving at or above expectation. This percentage is an 6% decline in the last 12 months

Intended outcomes	Actions required	Who	When	Budget	Indicators of success	Impact and Review
2.1 Provide staff with clear structure, scope and sequence for the teaching of a quality Reading program	- Delivery of quality, schoolwide PLD and coaching for all staff planned and implemented. - Senior Leadership provide clear leadership and direction and support all staff and students to be successful. -Purchasing of resources to support programs - Observation and feedback of buddy Classrooms to encourage and support Best practice of MSL.	Kāhui Ako SLT SLT SLT All staff	Ongoing Ongoing Term 1 Term 1 Term 4 Ongoing	$4,000	-PLD engaged with positivity and purpose. - Consistency of delivery can be seen - SLT can articulate specific progress and goals school wide - Resources are being used effectively and consistently -Planning is consistent and reflects the structure implemented schoolwide - Observations inform improvement of practice when delivering MSL	
2.2 Students are more engaged in Reading inside and outside Papakaio School.	- Purchase resources to engage boys and struggling readers. - Purchase of resources to support our Māori students to succeed in reading	SLT Staff Staff	Term 1 Ongoing Term 1		- Reading Bingo cards in all classes - Book week planned and implemented - Resources aimed at "boys" purchased and promoted - Resources involving Māori pūrakau	

	- Incentivise reading across the curriculum - Promotion of reading through initiatives such as "Book Week" - Survey boys and Māori to gain insight into Books of interest for them.	SLT	Term 4		purchased and promoted - All students speak positively around reading - students see themselves as "readers"	
2.3 Students in Year 1-8 show improvement in decoding skills as evidenced by assessment data	- Data collected termly on Tier 2 and 3 students. - Data collected and analysed at mid year and end of year for Tier 1 students - - Deliberate, consistent and targeted response to assessment data	Staff Staff	Term 1 Term 1 Term 3		- Reading data improves for Tier 2 and 3 students upon termly collection and analysis -	
2.4 Targeted students are identified and supported to make accelerated progress in reading (defined as more than 1 years progress in a year)	- Use of 2024 data to inform teachers of target students and groups - Meetings with parent of "priority learners" to strengthen home and school connection - Discussion of actions at staff meetings - Update and improve Targeted learning Register to track and monitor struggling Learners in reading.	SLT/ Staff Staff Staff/ SENCo SLT	Ongoing Term 1 and Term 3 Ongoing Ongoing		- Target students are supported to make accelerated progress in Reading - Overall reduction of number of "struggling readers" school wide to 20% or less	