

2025 Annual Implementation Plan



CAMPBELLS BAY SCHOOL

Vision	'Grow active learners who strive to be the best they can be'
Values	<p>Manaakitanga - Respect, Kindness & integrity</p> <p>Manawanui- Resilience</p> <p>Mahi Tahi - Collaboration</p> <p>Manawa reka - Curiosity</p>
Principles	Campbells Bay School fully subscribes to the Principles of the New Zealand Curriculum. This document refers to the Education (School Planning and Reporting) Regulations 2023 .
<p>Maori Dimensions and Cultural Diversity</p> <p>Regulation 9(1)(g)</p>	<p><u>New Zealand's cultural diversity</u> -</p> <p>Encourage students to share cultural heritage elements to celebrate New Zealand's cultural diversity.</p> <p>All staff will treat students as individuals with unique differences, talents, cultural values, and perspectives that will be respected.</p> <p>Students' different cultural backgrounds are viewed as adding to the tapestry of our school.</p> <ul style="list-style-type: none"> • <u>The unique position of the Māori culture</u> - <p>Campbells Bay School will encourage the use of Te Reo Māori and Tikanga Māori in class programmes appropriate to the knowledge level of staff and seek assistance from MAC and Te Kawerau ā Maki.</p> <p>The school will foster the continuation of the kapa haka group.</p> <p>What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum?</p> <ul style="list-style-type: none"> • The Bi-Cultural committee will assist in keeping all staff aware of significant dates, events and celebrations, e.g. Matariki, Te Wiki o Te Reo Māori, Te Tiriti o Waitangi. • PLD with MAC and the Mana Kura project will focus on te reo Māori and Tikanga Māori. • Whakangāhau, where children will learn kawa and Tikanga around the process that welcomes new staff and whānau to our kura • Ongoing PLD to develop teacher capability to meet level 4B criteria for delivering Te Reo Māori in class.

Current
Position

Regulation
9(1)(e)

Literacy: Reading						
Expectation	Year 0/1		Year 2		Year 3	
	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024
At/Above	54 (48%)	122 (73%)	80 (82%)	80 (78%)	95 (75%)	87 (66%)
Towards	58 (52%)	44 (27%)	18 (18%)	23 (22%)	31 (25%)	45 (34%)
Total Students	112	166	98	103	126	132

Literacy: Writing						
Expectation	Year 0/1		Year 2		Year 3	
	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024
At/Above	83 (74%)	154 (93%)	88 (90%)	59 (57%)	100 (79%)	84 (64%)
Towards	29 (26%)	12 (7%)	10 (10%)	44 (43%)	26 (21%)	48 (36%)
Total Students	112	166	98	103	126	132

Literacy: Reading						
Expectation	Year 4		Year 5		Year 6	
	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024
At/Above	107 (76%)	112 (78%)	102 (77%)	99 (73%)	129 (74%)	135 (78%)
Towards	33 (24%)	32 (22%)	31 (23%)	36 (27%)	45 (26%)	37 (22%)
Total Students	140	144	133	135	174	172

Literacy: Writing						
Expectation	Year 4		Year 5		Year 6	
	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024	Mid-Year 2024	End of Year 2024
At/Above	67 (48%)	38 (26%)	63 (47%)	81 (60%)	110 (63%)	108 (63%)
Towards	73 (52%)	106 (74%)	70 (53%)	54 (40%)	64 (37%)	64 (37%)
Total Students	140	144	133	135	174	172

Target Regulation 9(1)(f)

Year	2025 Annual Targets
1	85% of students will be at or above the expectation in reading
2	90% of students will be at or above the expectation in reading
3	80% of students will be at or above the expectation in writing

Year	2025 Annual Target
4	80% of students will be at or above the expectation in reading
5	70% of students will be at or above the expectation in writing
6	85% of students will be at or above the expectation in writing

Principal's endorsement: Bevan Verryt

Board of Trustees endorsement: Approved, Board meeting, 25 February 2025

Submission date to MOE:



CURRICULUM

Deliver a responsive local curriculum that embraces our diverse community of learners



Provide a wide range of educational and holistic opportunities to challenge and inspire our community.

Through Te Ao Māori, in conjunction with Te Kawerau ā Maki (iwi), embed a cultural and Te Reo framework.

Rigorously track each student's progress allowing early interventions to encourage exceptional student progress.

Demonstrate continuous improvement in teaching with a commitment to best practice and implementing Te Mātaiaho (NZ Curriculum).

Equity for all to ensure every learner engages in the curriculum.

STUDENT FOCUSSED

Co-create a shared language placing learners at the centre



Develop a clear and consistent way for teachers, students and whānau to discuss learning, progress, achievements and next steps.

Embrace our vision and values across the school community, identifying ways to recognise achievement school-wide.

Develop a graduate profile describing the skills, knowledge and attributes our learners will have by graduation.

Focus on effective support programmes for students with individual needs.

WELLBEING

Promote the wellbeing of our learning community



Continue to engage and retain high calibre staff, and to recognise staff wellbeing as central to learner wellbeing.

Ensure our behaviour plan meets the needs of all learners.

Consistent and continual evaluation of children's wellbeing to ensure fully inclusive learning, promoting success for all.

Provide coaching and mentoring to support staff career development.

Equal opportunities for learners to find their passions and develop as well-rounded individuals.

COMMUNITY

Strengthen our communication to grow community collaboration



Develop responsive assessment and reporting processes for more inter-active caregiver/school partnerships.

Streamline our information channels for more effective communications.

Foster our partnership with Te Kawerau ā Maki.

Recognise, value and celebrate the cultures that make up our community.

OUR VALUES

Manaakitanga
Respect, Kindness & Integrity

Manawanui
Resilience



Mahi tahi
Collaboration

Manawa reka
Curiosity

Strategic Goal 1 (Regulation 9(1)(a)) NELP 1, 2, 3, 4, 5

Deliver a responsive local curriculum that embraces our diverse community of learners.

Annual Target/Goal:

- 1.1 Provide a wide range of educational and holistic opportunities to challenge and inspire our community.
- 1.2 Through Te Ao Māori, in conjunction with Te Kawerau ā Maki (iwi), embed a cultural and Te Reo framework.
- 1.3 Rigorously track each student's progress allowing early interventions to encourage exceptional student progress.
- 1.4 Demonstrate continuous improvement in teaching with a commitment to best practice and implementing Te Mataiaho (NZ Curriculum).
- 1.5 Equity for all to ensure every learner engages in the curriculum.

Strategic Initiatives	Actions	Who is Responsible	Resources Required	How will you measure success?	Review and progress
1.1 Provide a wide range of educational and holistic opportunities to challenge and inspire our community.	Designing and delivering a localised curriculum that develops all students' cultural identities builds a sense of identity and belonging.	SLT Learning Leaders	MoE curriculum refresh, Mana Kura and Te Kawerau ā Maki	2024 curriculum overview developed with SLT and professional learning is given to all staff to support the implementation. Tracking and monitoring of planning and delivery.	
	We will continue to provide rich learning opportunities, e.g. sports, music, the arts, digital tech, aquatics, EOTC, and camp.	Sports coordinator ,SG, SK, JL, LL's	Sports coordinator and unit for PE & Health, The Arts specialist	Increase in sports participation. More resilience Increased orchestra participation and children's art on display	
	Support teachers in thinking in creative and innovative ways and trying new ideas and approaches.	SLT	PGC model that meets the needs of our strategic goals and teacher growth	Teacher feedback. Student feedback.	

1.2 Through Te Ao Māori, in conjunction with Te Kawerau ā Maki (mana whenua), embed a cultural and Te Reo Māori framework.	Continue to foster our genuine and reciprocal partnership with Te Kawerau ā Maki through the Mana Kura programme.	MG	Mana Kura project	<p>Mana whenua stories are embedded into our teaching and learning programmes.</p> <p>Students are supporting the goals of mana whenua.</p> <p>School pepeha and karakia developed in partnership.</p>	
	<p>Continue the revitalisation of te reo Māori and tikanga through authentic experiences for all staff, akonga and whānau.</p> <p>Continue to advocate and lift the mana of te ao Māori in our kura.</p>	<p>MG</p> <p>Bi-cultural Committee</p> <p>Kapa Haka Leaders</p>	Mana Kura project, Cultural leader allowance	Assessment of te reo Māori against curriculum and progressions.	
	Work collaboratively with MAC to further develop and strengthen teacher capability and leadership in this space, including members of the bi-cultural committee.	SH	MAC facilitator	<p>Increasing numbers of teachers at level 4b via roll return in March (6 teachers) and July. Currently at 7FTE.</p> <p>Embedded practices (pae pae and mihi whakataū)</p> <p>Leaders continue to learn and grow their knowledge and expertise.</p>	
	Embed te ao Māori Mondays and look for further opportunities to strengthen teachers' content knowledge.	MG	Mana Kura project and bicultural committee.	<p>The Maturanga Māori website created and is being used by teachers in Y4-6 with the view to across the school in 2025.</p> <p>Teacher capability and</p>	

				confidence increases - teacher feedback sought.	
	Support the Kapa Haka Leaders' growth by applying for a cultural leader allowance.	SLT	Bicultural Committee Leader.	Kapa Haka continues to grow in numbers. Successful performances. Our Māori students are leading in this area. Successful in applying for the cultural leader allowance. Māori kaiako experiencing success as Māori.	
1.3 Rigorously track each student's progress, allowing early interventions to encourage exceptional student progress.	Use the functionality of Hero to track and monitor progress and achievement school-wide	CB	Hero membership	Analytics of posts to show engagement. The agreed expectation of assessment standards.	
	Consistent implementation and moderation of formative and summative assessment processes that ensure teaching is targeted to the needs of our students.	SLT	AFL PD with Education Group	Annual tracking and analysis of student progress and achievement.	
1.4 Demonstrate continuous improvement in teaching with a commitment to best practice and implementing Te Mataiaho (NZ Curriculum).	Through our PGC, we grow teacher capability through evidence based pedagogies that improve student outcomes.	MG PLG Leaders	Education Group Growth coaching	Increased engagement Reflective PCG reports.	
	Provide excellent professional learning opportunities to staff in AFL and structured literacy.	SLT and BOT	Education Group, Learning matters, Cognition	Strategic PD plan implemented.	
	Continue to develop the CBS localised curriculum overview based on our students' needs.	SLT and input from all teachers	Kahui Ako	Assessment of student local history knowledge through presentation or learning and formative assessment.	

	Implement in a sequenced and logical manner the refreshed maths curriculum	SLT and input from all teachers	Te Mahau curriculum and Kahui Ako		
	Ensure responsive and creative teaching and learning of the ANZ Histories Curriculum	SLT and ISL - ANZH PLD	Kahui Ako and Mana Kura		
	We will continue to stay up to date with MoE/government changes concerning Te Mataiaho and ensure we are following new policy initiatives where applicable.	SLT	MoE curriculum delivery team	Implementation of curriculum and learning progressions.	
1.5 Equity for all to ensure every learner engages in the curriculum.	Differentiated curriculum to ensure success for all learners.	SLT and LL	SEnCo	Targeted teaching groups to show progress.	
	Continue our journey to maximise the collaborative teaching and learning practices and pedagogy in our ILEs to personalise and meet the needs of all our students.	Year 4-6 teachers LL's	Education Group and Cognition	Regular monitoring of planning and delivery with effective feedback and feedforward. Improved student progress and achievement will be seen in the data. Teacher and student feedback.	

Strategic Goal 2- (Regulation 9(1)(a)) NELP 1, 2, 3

Co-create a shared language placing learners at the centre

Annual Target/Goal:

- 2.1 Develop a clear and consistent way for teachers, students and whanau to discuss learning, progress, achievements and next steps.
- 2.2 Embrace our vision and values across the school community, identifying ways to recognise achievement school-wide.
- 2.3 Develop a graduate profile describing the skills, knowledge and attributes our learners will have by graduation.
- 2.4 Focus on effective support programmes for students with individual needs.

Strategic Initiatives	Actions	Who is Responsible	Resources Required	How will you measure success?	Review and progress
<p>2.1 Develop a clear and consistent way for teachers, students and whanau to discuss learning, progress, achievements and next steps.</p>	<p>Continue to develop our teacher capacity in assessment for learning</p>	<p>Learning Leaders MG</p>	<p>Hero, MoE guidelines and Cognition</p>	<p>Dedicated time for ASL in team meetings and support from learning leaders. Highlighted as one of our school-wide PLG areas of focus.</p>	
	<p>Self-directed and independent opportunities for students to assess and evaluate their learning.</p>	<p>SLT Within School Leaders</p>	<p>Cognition</p>	<p>The development of clear progressions of learning in child speech, age, and stage is appropriate.</p>	
	<p>Deliver equitable outcomes through prioritised and planned actions with high expectations - e.g. tracking and monitoring systems, intervention and acceleration programmes, and additional support from external agencies.</p>	<p>Learning Leaders</p>	<p>LL release time CRT specialist</p>	<p>Models of collaborative practices and AFL are in place to support regular tracking, monitoring, and assessment of students. Time is allocated for teachers to work alongside their learning leaders and collaborative teams through strategic use of CRT.</p>	
	<p>Continued work alongside our Kahui Ako is developing school-wide progressions of learning in literacy and mathematics.</p>	<p>Within School Leaders</p>	<p>Kahui Ako collaboration budget</p>	<p>Newly established within school leadership roles focussing on maths, literacy and ANZH curriculum Regular attendance to Kahui Ako Steering groups.</p>	

2.2 Embrace our vision and values across the school community, identifying ways to recognise achievement school-wide.	Explicit use of the school values and vision to celebrate achievements (school certificates, etc.).	All	Additional printing budget	The language has been heard, seen and demonstrated through interactions.	
	Embed a shared language of values and vision in daily use and values on display - classroom, around the school and on the website.	SLT	Signage budget Design budget	Creation of shared resources both within the classroom but also around the school. e.g. Posters, signage, classroom resources. Explicit teaching of values and expected behaviour, supporting strong classroom routines. Consistent use of language modelled by staff.	
	Unpack the school values and meaning through social inquiry and a range of learning experiences.	Learning Leaders	Release time and LL units	Curriculum planning reflects the school values.	
	Consistent PB4L practices implemented and a shared understanding of expectations for teaching and learning centred around our school values	PB4L Leaders	PB4L Leaders unit	Assigned PB4L leaders in each team who support the implementation of PB4L processes and explicit teaching opportunities. Regular tracking of student behaviour and support for areas identified.	

2.3 Develop a graduate profile describing the skills, knowledge and attributes our learners will have by graduation.	Create a shared understanding of the attributes of a learner who strives to be the best they can be.	SLT	MAC and Cognition	Student learner dispositions. Students who are able to self-assess their attitude and progression against these.	
	Continue to gather voice from students, whanau and teachers.	SLT	MAC and Cognition	A graduate profile that encompasses a wide range of attributes, including learning, behavioural and cultural lenses.	
	Review our reporting to parents with a goal of reporting against these standards.	SLT	MoE guidelines, MAC and Cognition	Parents understanding learning progressions. Children can discuss these with parents. Timely reporting.	
2.4 Focus on effective support programmes for students with individual needs.	Implement the iDeAL programme across our Year 3 and 4 teams. Explore the iDeAL programme across our Year 5-6 teams.	CB JM Learning Leaders	Full	The collection of baseline data is followed by annual tracking and analysis of student progress and achievement.	
	TAI programmes to support students requiring individual needs.	Learning Leaders	SEG plus Board TA funding	Termly tracking and analysis of student progress and achievement. Regular check ins and updates from Teacher Aides and Learning Leaders: is the data reflecting the progress?	

	ESOL programmes to support bilingual and multilingual students.	CM	ESOL units and release	ELLP progression. Teacher capacity of inclusive programmes. Increased vocabulary.	
	Continued support for students and teachers through the school's SENCo process.	PM	SEG plus Board TA funding	Review of tier 1, 2, 3 behaviour records. Reduction of stand-downs.	
	Early intervention and resources available to students who need support.	PM	SEG plus Board TA funding	Attendance. Class participation .	

Strategic Goal 3 (Regulation 9(1)(a)) NELP 1, 2, 4, 5, 6

Promote the wellbeing of our learning community

Annual Target/Goal:

3.1 Continue to engage and retain high calibre staff, and to recognise staff wellbeing as central to learner wellbeing.

3.2 Ensure our behaviour plan meets the needs of all learners.

3.3 Consistent and continual evaluation of children's wellbeing to ensure fully inclusive learning, promoting success for all.

3.4 Provide coaching and mentoring to support staff career development.

3.5 Equal opportunities for learners to find their passions and develop as well-rounded individuals.

Strategic Initiatives	Actions	Who is Responsible	Resources Required	How will you measure success?	Review and progress
3.1 Continue to engage and retain high calibre staff, and to recognise staff wellbeing as central to learner wellbeing.	Support and nurture teachers to take up leadership roles in line with a distributive leadership model.	BV, PM, CB, MG	Purposeful and targeted professional development.	Leadership opportunities are resourced from within the staff.	

	A professional culture of connection, sharing, and development is nurtured by all staff members.	BV, PM, CB, MG, CH	Wellbeing budget	The NZCER Staff Wellbeing Survey - Term 3. Establishment of kaupapa and collaborative norms.	
	Build stronger connections between our senior leaders and middle leadership.	BV, PM, CB, MG	Professional Growth Coaching	Clarity and cohesion with communication. Establishment of kaupapa and collaborative norms.	
3.2 Ensure our behaviour plan meets the needs of all learners.	CBS Behaviour plan is reviewed and modified to support the changing needs of ākonga.	PM, MG, CB	PB4L analysis	Analysis of PB4L behaviour data. Anecdotal student and community interactions.	
	All staff are familiar with and follow the CBS Behaviour Plan.	CB, MG, PM	CBS Behaviour Plan in the shared PB4L drive. Induction Booklet	Ministry of Education PB4L annual SET survey. Daily interactions. Analysis of PB4L data.	
	Align the wellness plan and other curriculum and assessment documents with school values.	BV, PM, MG, CB	CBS Wellness Plan	Annual review of CBS Wellness plan.	

3.3 Consistent and continual evaluation of children's wellbeing to ensure fully inclusive learning, promoting success for all.	Engage outside agency's support to work alongside students, staff, and whānau.	PM	MoE, specialist agencies and teachers	Accelerated student academic achievement and progress. Development of individual education and behaviour plans to support specific needs. NZCER Student wellbeing survey. Post support/intervention review and feedback.	
	Continue to encourage student leadership through programmes such as School Council, attending Young Leaders Day, Enviro Group, PE shed monitors, and bush play area.	PM, SS, RP		Surveys will be used to gather student voice.	
3.4 Provide coaching and mentoring to support staff career development.	Investment in growth coaching for senior, middle leaders and teachers	BV	PLD for leaders from the Education Group	Leaders who identify the talents within their teams and grow them.	
	PGC that engages staff to grow in an identified area that are linked to our strategic goals.	SLT	SLT	Reflective reports that show a change in practice.	

<p>3.5 Equal opportunities for learners to find their passions and develop as well-rounded individuals.</p>	<p>Differentiated curriculum to ensure success for all learners</p>	<p>PM</p>	<p>Fully released SENCo</p> <p>School Board funded Teacher Aides to support students' individual behaviour and learning needs</p> <p>School Board employed Educational Psychologist</p>	<p>Development of individual education and behaviour plans to support specific needs.</p> <p>Implement Tier 2 interventions to support behaviour modification and provide opportunities for passions to flourish.</p> <p>Explicit small group instruction to accelerate student academic, social and emotional learning.</p>	
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Strategic Goal 4 (Regulation 9(1)(a)) NELP 1, 2, 3, 5
 Strengthen our communication to grow community collaboration

- Annual Target/Goal:**
- 4.1 Develop responsive assessment and reporting processes for more interactive caregiver/school partnerships.
 - 4.2 Streamline our information channels for more effective communications.
 - 4.3 Foster our partnership with Te Kawerau ā Maki.
 - 4.4 Recognise, value and celebrate the cultures that make up our community.

Strategic Initiatives	Actions	Who is Responsible	Resources Required	How will you measure success?	Review and progress
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4.1 Develop responsive assessment and reporting processes for more interactive caregiver/school partnerships.	Clear and concise communication and online learning opportunities are provided.	SLT	Hero and communication plan	Through the development of student learning progressions. Parent reporting timeline, including self-reporting by students.	
	Continue to strategically plan the reporting functionality within Hero (Student Management System) so that reporting to parents is more streamlined and cohesive with the new curriculum expectations.	CB	Hero and MoE curriculum refresh	Timeline shows how this can be achieved with a scaffolded approach to ensure consistency.	
	Develop a shared theme/concept to encourage student collaboration and community participation about our people.	MG and LL	Mana Kura and Te Kawerau ā Maki	Analysing teacher planning and demonstrating of learning.	
4.2 Streamline our information channels for more effective communications.	We will create ongoing opportunities for our whānau and the wider community to connect with the school and for the school to connect with our local community.	SLT	Hospitality budget	Open-door policy to encourage community involvement.	
	Ensuring all school and class communication is through the Hero app.	SLT	Hero membership	Leaders will check the analytics of posts.	
4.3 Foster our partnership with Te Kawerau ā Maki.	Student ownership and use of Te Reo through modelling.	Classroom teachers and LL	Mana Kura	Observation of Pae pae and classroom practice.	

	Provide opportunities to visit local Marae and other culturally significant places.	SLT	Mana Kura	Attendance.	
	Provide everyday opportunities for the use of te reo Māori.	All	Mana Kura	Through teacher self-evaluation against the level 4B funding sheets.	
4.4 Recognise, value and celebrate the cultures that make up our community.	Working closely with Midbays Kahui Ako to achieve better outcomes for learners	PM: Community Engagement		Annual tracking and analysis of student progress and achievement.	
	Celebrate past students and the school whakapapa through our school centenary.	PM: Community Engagement	Board and self-funding events.	Well-attended centenary and open school events.	
	Celebrate cultural events that are significant to members of our community. Engage in language weeks and delve further into a better understanding of significant events.	Bicultural committee ESOL leader SLT		Identify the cultures in our community and engage in important events. Teacher understanding of other cultural norms. Engage with Rangitoto College to have cultural exchange.	