

# Our Annual Implementation Plan 2025 - Mathematics

## Student Achievement

**Strategic Intention:** *All students will achieve at or beyond national expectations at their level.*

*Regulation 9(1)(a) NELP Priority 2, 3, 4, 5*

**Annual Aim:** *To consistently improve the **Mathematics** progress of all target students, regardless of their year level or time at school.*

**Target:** *For 80% of those students who were identified as being 'At Risk' or 'Of Concern' in relation to the Curriculum Expectation in November 2024, to make more than one year's progress in relation to the Curriculum Expectation for Mathematics at the end of November 2025.*

*Regulation 9(1)(d)*

<b>What?</b> <b>(Planned Action/examples)</b>  <i>Regulation 9(1)(b)</i>	<b>Who? Indicators of Progress (expected outcomes)</b>  <i>Regulation 9(1)(c)</i>	<b>What have we done/completed?</b> <b>(How are we going?)</b>	<b>Monitoring</b> <b>(Impact? Gaps?</b> <b>Changes needed? Next steps?)</b> <i>Regulation 9(1)(d)</i>
<ul style="list-style-type: none"> <li>Review the 'Parkland way' for <b>Mathematics</b> teaching, learning and assessment, including student support programmes (ALiM) and relevant resources.</li> </ul>	<p><i>Maths Unit Holder – Melissa, alongside and our WST, Local Curriculum Unit Holder and DP</i></p> <ul style="list-style-type: none"> <li>All staff will be familiar with the new Mathematics Curriculum document.</li> <li>All staff will have reviewed current and new resources that will enable them to support target students.</li> </ul>	•	•
<ul style="list-style-type: none"> <li>Parkland School has been accepted for the <b>ALiM (Accelerated Learning in Mathematics)</b> programme in 2025</li> </ul>	<p><i>Team leaders – Anna Ousey (JT), Melissa Young (MT) and Sarah Bond (ST).</i></p> <ul style="list-style-type: none"> <li>The Team Leaders will share their learning with their teams, and support others to accelerate their target students.</li> </ul>	•	•

	<ul style="list-style-type: none"> <li>● Team and Principal will attend Team meetings regularly to stay informed.</li> <li>● Julia Tong will support us to make connections between the ALiM work and our embedded practices.</li> </ul>		
<ul style="list-style-type: none"> <li>● Review and update <b>Assessment</b> practices for <b>Achievement Reporting</b></li> </ul>	<p><i>DP &amp; Principal</i></p> <ul style="list-style-type: none"> <li>● We will have a clear overview of the assessment expectations at each year level for each term.</li> <li>● Teachers will be clear about what relevant information is needed by the Principal for Mid-Year and EOY Achievement Reporting, in order for us to show progress across the school (all levels, ethnicities and genders).</li> </ul>	●	●
<ul style="list-style-type: none"> <li>● Review and update <b>Assessment</b> practices for <b>Reporting to Parents</b> via the Learner Profile</li> </ul>	<p><i>DP &amp; Principal – JT Leader, Maths Leader, TL's and Teams</i></p> <ul style="list-style-type: none"> <li>● We will have a clear overview of the reporting expectations at each year level for each term, and where student progress is recorded and how parents are informed.</li> <li>● We will have refined our New Entrant Assessment that reflects the refreshed curriculum for Mathematics.</li> </ul>	●	●
<ul style="list-style-type: none"> <li>● Become more familiar with the recent changes to the <b>Refreshed Mathematics Curriculum</b>.</li> </ul>	<p><i>Melissa, WST's, ALiM Teachers, Local Curriculum Unit Holder and DP</i></p> <ul style="list-style-type: none"> <li>● We will be comfortable navigating the refreshed Mathematics document, and be able to use it to plan across the school, inform our teaching, and guide assessment.</li> <li>● Teams will have developed a Team TAI (Teaching As Inquiry) document which outlines the actions they have taken, the outcomes of that and identified the next steps.</li> </ul>	●	●

# Our Annual Implementation Plan 2025 *continued...*

## - Social Sciences

### Future Focussed

**Strategic Intention:** *We will support learners to recognise that they have a stake in the future, and a role and responsibility as citizens to take action to help shape that future.*

*Regulation 9(1) (a) NELP Priority 4, 6, 7*

**Annual Aim:** *Within the context of Parkland School, with Rangitane Iwi, all students will engage with the concept of place and the relationship that place holds with people (eg; staff, community, Board).*

**Target:** *Using Parkland 50th learning as a base the school will build its' story through connections with early Rangitane Iwi history.*

*Regulation 9(1)(d)*

<b>What?</b> <b>(Planned Action/examples)</b>  <i>Regulation 9(1)(b)</i>	<b>Who? Indicators of Progress (expected outcomes)</b>  <i>Regulation 9(1)(c)</i>	<b>What have we done/completed?</b> <b>(How are we going?)</b>	<b>Monitoring</b> <b>(Impact? Gaps? Changes needed? Next steps?)</b>  <i>Regulation 9(1)(d)</i>
<ul style="list-style-type: none"> <li>● We will revisit our learning of 'Parkland School – the first 50 Years' and build on that knowledge in order to confirm our chosen <b>block names</b>.</li> </ul>	<p><i>Local Curriculum Unit Holder – alongside our WST's, Principal and DP</i></p> <ul style="list-style-type: none"> <li>● All staff will have been part of the options for the names, and have an understanding of what they each mean.</li> <li>● Teams will have planned a Term 1 Unit that explores My Place and I, looking into the significance of Parkland and its surroundings and history.</li> </ul>		
<ul style="list-style-type: none"> <li>● We will choose the most appropriate names for our blocks, and develop a process for the implementation/unveiling of them.</li> </ul>	<p><i>Local Curriculum Unit Holder – alongside our WST's, Principal and DP</i></p>		

	<ul style="list-style-type: none"> <li>● Staff will have agreed on the preferred set of names, and have an understanding of why they are the most appropriate.</li> <li>● The Local Curriculum Unit holder and DP will develop a 'map' that we will follow in order to introduce the new names to our school and community.</li> </ul>		
<ul style="list-style-type: none"> <li>● Develop a '<b>school history</b>' file that can be accessed by all staff &amp; classes in future years.</li> </ul>	<p><i>Classroom teachers, Principal and DP</i></p> <ul style="list-style-type: none"> <li>● All staff will contribute to the shared resource that can be archived and used annually or as needed, which maintains our school 'story'.</li> <li>● Via the Kahui Ako we will have had our school 'story' written with support from Whare of Taihuki Consult.</li> </ul>		

# Our Annual Implementation Plan 2025 *continued...*



## Kahui Ako

**Strategic Intention:** *The Kahui Ako will strengthen our collective and collaborative practice by prioritising and focussing on clearly identified needs.* Regulation 9(1)(a) NELP Priorities 2, 4, 5

**Annual Aim:** *To improve collective and collaborative practice within the Kahui Ako by strategically addressing prioritized, clearly identified needs.*

Regulation 9(1)(d)

<b>What?</b> <b>(Planned Action/examples)</b> <i>Regulation 9(1)(b)</i>	<b>Who? Indicators of Progress (expected outcomes)</b> <i>Regulation 9(1)(c)</i>	<b>What have we done/completed?</b> <b>(How are we going?)</b>	<b>Monitoring</b> <b>(Impact? Gaps? Changes needed? Next steps?)</b> <i>Regulation 9(1)(d)</i>
<ul style="list-style-type: none"> <li>Appoint two Within School Teachers as part of our Kahui Ako staffing (one in 2026).</li> </ul>	<i>Principal</i> <ul style="list-style-type: none"> <li>Expressions of interest opened Term 4 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Two positions confirmed at the start of 2025.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>WST's to work alongside AST's in the areas of Mathematics, Assessment, and Cultural Competencies.</li> </ul>	<i>WST's - Amanda and Melissa</i> <ul style="list-style-type: none"> <li>Attend all Kahui Ako curriculum PLD days/workshops offered</li> </ul>	<ul style="list-style-type: none"> <li>WST's attended the KA Cultural Meeting in Term 1.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Teaching staff to attend termly Kahui Ako Wananga as PD in lieu of staff meeting.</li> </ul>	<i>All teaching staff invited</i>	<ul style="list-style-type: none"> <li>All staff attended the KA Wananga in T1 Week 8</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Relevant staff attend appropriate PD opportunities offered within the Kahui Ako.</li> </ul>	<i>All teaching staff as appropriate</i> <ul style="list-style-type: none"> <li>Kahui Ako Term Calendar made available to all.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# Our Annual Implementation Plan 2025 *continued...*



## Parkland Key Competencies

**Strategic Intention:** *Students will grow through each of the developmental stages for each of the respective Parkland Key Competencies.* Regulation 9(1)(a)

**Annual Aim:** *To ensure measurable student growth across all developmental stages within each Parkland Key Competency.*

Regulation 9(1)(d)

<b>What?</b> <b>(Planned Action/examples)</b> <i>Regulation 9(1)(b)</i>	<b>Who? Indicators of Progress (expected outcomes)</b> <i>Regulation 9(1)(c)</i>	<b>What have we done/completed?</b> <b>(How are we going?)</b>	<b>Monitoring</b> <b>(Impact? Gaps? Changes needed? Next steps?)</b> <i>Regulation 9(1)(d)</i>
<ul style="list-style-type: none"> <li>Focus on school values and Key Competencies within the refreshed curriculum.</li> </ul>	<i>All teaching staff, led by Local Curriculum Development unit holder alongside DP &amp; Principal.</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>See where links are made to the refreshed curriculum English, Maths and Social Sciences.</li> </ul>	<i>Units Holders - Maths &amp; Literacy alongside Local Curriculum Development unit holder, &amp; DP</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Embed the Values Vouchers across the school and involve prefects (student led)</li> </ul>	<i>Principal &amp; Leadership Team - supported by staff</i>	<ul style="list-style-type: none"> <li>VV's are being used, awarded and recognised at assemblies fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Review the matrix for Parkland Key Competencies.</li> </ul>	<i>Principal &amp; Leadership Team</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Complete the behavior review and include All staff in UBRS (MOE) training to support positive behaviour practices across the school.</li> </ul>	<i>Principal &amp; Staff</i>	<ul style="list-style-type: none"> <li>All staff attended UBRS Training Day 28th January 2025</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>2025 Review of achievement badges; the categories, criteria etc</li> </ul>	<i>Principal &amp; Leadership Team</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# Our Annual Implementation Plan 2025 *continued...*



## Active, healthy, balanced lives

**Strategic Intention:** *Students will have active, healthy and balanced lives.*

*Regulation 9(1)(a) NELP Priorities 1, 3*

**Annual Aim:** *To support students in developing lives of purposeful engagement, where they can prioritise passions and pursuits in a healthy and sustainable manner.*

*Regulation 9(1)(d)*

<b>What?</b> <b>(Planned Action/examples)</b> <i>Regulation 9(1)(b)</i>	<b>Who? Indicators of Progress (expected outcomes)</b> <i>Regulation 9(1)(c)</i>	<b>What have we done/completed?</b> <b>(How are we going?)</b>	<b>Monitoring</b> <b>(Impact? Gaps? Changes needed? Next steps?)</b> <i>Regulation 9(1)(d)</i>
<ul style="list-style-type: none"> <li>Maintain our priorities of increasing student attendance and punctuality</li> </ul>	<i>LSC, DP &amp; Principal</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>Explore options for punctuality and whānau engagement</li> </ul>	<i>LSC, DP &amp; Principal</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>Use the Attendance service &amp; LSC role to support families of concern.</li> </ul>	<i>LSC</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>Explore professional development for students and staff in adaptive sports for our ORS students, to build our inclusive culture.</li> </ul>	<i>LSC &amp; ORS Teacher and TIC Sport</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>Set up a sensory space for our neuro-diverse and ORS students, and resource it for all ages/needs.</li> </ul>	<i>LSC, Principal &amp; ORS Teacher</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

# Our Annual Implementation Plan 2025 *continued...*



## Partnerships

**Strategic Intention:** *Students achievements and wellbeing / Hauora will be enhanced by a range of positive and supportive learning partnerships.* Regulation 9(1)(a) NELP Priorities 2, 3, 5, 6, 7

**Annual Aim:** *To work with our school community bringing well-being and enhancing a range of positive and supportive learning experiences.*

Regulation 9(1)(d)

<b>What?</b> <b>(Planned Action/examples)</b> <i>Regulation 9(1)(b)</i>	<b>Who? Indicators of Progress (expected outcomes)</b> <i>Regulation 9(1)(c)</i>	<b>What have we done/completed?</b> <b>(How are we going?)</b>	<b>Monitoring</b> <b>(Impact? Gaps? Changes needed? Next steps?)</b> <i>Regulation 9(1)(d)</i>
<ul style="list-style-type: none"> <li>Te Tiriti o Waitangi – maintain the consistent use of karakia across the school. Learn the karakia that was gifted to our school in 2023.</li> </ul>	<p><i>All staff, supported by WST's and Kapa Haka lead Teacher</i></p> <ul style="list-style-type: none"> <li>Karakia will be used to open staff, leadership and Board meetings.</li> <li>Karakia will be introduced to classes, and will replace current karakia by 2026.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Introduce and refine school waiata to develop a 'bank' of well-known waiata we use confidently.</li> </ul>	<p><i>Kapa Haka lead Teachers</i></p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Show a commitment to Kapa Haka by continuing to offer it in class time.</li> </ul>	<p><i>Kapa Haka lead Teachers</i></p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Develop school protocols for Mihi Whakatau.</li> </ul>	<p><i>WST's with DP &amp; Principal</i></p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



<ul style="list-style-type: none"> <li>• Complete a 'cultural audit' of the school (including gathering student voice). Identify key focus areas to work on.</li> </ul>	<i>WST's with DP &amp; Principal</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>• Partner with aPlus to provide before and after school care to our student community. Our profit share to be tagged to the hall redevelopment (or similar).</li> </ul>	<i>Principal</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>• Work alongside Virginia and Warren Warbrick to confirm the new block names based on one of the three concepts shared in 2024.</li> </ul>	<i>WST, DP &amp; Local Curriculum Unit Holder</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>• Survey families regularly via the newsletter; Health, Reporting, Assessment etc.</li> </ul>	<i>Principal &amp; Curriculum Leaders as appropriate.</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

***Annual Implementation Plan Updated March 2025***