

Normandale School

Annual Implementation Plan 2025 (2930)



**Normandale
School**

He ngakau nui ki te ako

Strategic Goals 2024 - 2025

Through consultation, the Board and school community have identified the following 3 strategic goals for 2024 – 2025

Teaching and Learning

Strategic Goal 1

Normandale School is a place where teaching and learning is engaging, child-centric and prepares us beyond the classroom, ready for future possibilities.

Health and Wellbeing

Strategic Goal 2

Collaborate with whānau to foster healthy relationships that ensure the safety and wellbeing of all students and staff.

Inclusion and Culture

Strategic Goal 3

We aspire to continually provide a learning environment that is proactively inclusive and responsive to the diverse requirements of our community.

These strategic aims are consistent with the national focus on improving literacy and numeracy outcomes and with the Board's expectation of improving student achievement and teacher effectiveness.

2025 Annual Plan - our taonga



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Strategic Goal #1	Annual Goal	2025 Action	Staff/Timeline	NELP links - see below	Statement of Variance
<p>Teaching and Learning</p> <p>Normandale School is a place where teaching and learning is engaging, child-centric and prepares us beyond the classroom, ready for future possibilities.</p>	<p>Teachers demonstrate understanding and confidence in preparing/implementing the updated Maths curriculum</p>	<p>Access Maths No Problem resources and integrate into classroom programmes.</p> <p>Grow our understanding and confidence of the updated Maths curriculum through our planning and teaching programmes</p>	<p>All staff, TOD 7/2/25, ongoing</p> <p>All staff, TOD 21/3/25, 28/3/25, ongoing</p>	<p>Obj #4</p> <p>Obj #4</p>	
	<p>Focus on student success in core learning areas (R, W, M).</p>	<p>Achievement data in R, W, M (PATs) analysed and presented to BoT twice a year.</p> <p>Leaders to present R, W, M data and achievement in staff meetings.</p> <p>Continue to regularly analyse data and use it to inform teaching and learning.</p>	<p>MB, T2, T4</p> <p>NM, JH T2, T4</p> <p>All staff, ongoing</p>	<p>Obj #2</p>	

		Embed the Better Start Literacy Approach (BSLA) across Team Pohutukawa (Year 0-2 students). Embed the iDeal Structured Literacy approach across Team Totara (Year 3-6 students).	NM, ongoing JH, ongoing		
	Provide extra support/extension opportunities through curricular and extracurricular activities.	Identify areas of need, develop support programmes (TA support) to target students who need accelerated progress.	NM, MB, TAs, ongoing	Obj #2	
	Joining the Kura Ahurea programme to be the whole school PLD focus in 2025.	Access our Kura Ahurea PLD provider to lead staff in enhancing & integrating culturally responsive practices	MS, KB-T - regular off-site PLD hui. On-site PLD via MS & KB-T - all staff, ongoing	Obj #3	
	Continue to invest in PB4L best practice and development.	Review existing and develop new PB4L lesson plans and practices. Review the usefulness of these evolving tools in teams, staff and BOT.	JH, all staff, ongoing	Obj #1 & #4	
Strategic Goal #2	Annual Goal	2025 Action	Staff/Timeline	NELP links - see below	Statement of Variance
Health and Wellbeing Collaborate with whānau to foster healthy relationships that ensure the safety and wellbeing of all students and staff.	Conduct twice yearly Workplace wellbeing surveys.	Conduct our Student and Teacher Workplace survey. Share with staff, review results, share with staff and discuss ways forward. Share with BOT. Compare with 2024 results, analyse for trends.	MB, NM, JH, T1 & T3 - compare results, class by class & whole school.	Obj #1	
	Ensure the school provides a physically, emotionally and culturally safe environment for students.	All meeting agendas begin with Health & Safety.	All staff, ongoing - Team, Staff & Lead Team meetings	Obj #1	
	Explicitly teach and model school values.	Bilingual values to be visible around the school, inside & outside classes. PB4L	All staff, ongoing	Obj #3 & #4	

		lessons & weekly hui reflect & reinforce our values.			
	Provide opportunities for our whānau to engage with and contribute to school life.	Whānau will be asked to share their taonga for various in-class Passion Projects. Celebrate various on-site events which invite whānau onto the school grounds.	All staff, ongoing	Obj #4	
Strategic Goal #3	Annual Goal	2025 Action	Staff/Timeline	NELP links - see below	Statement of Variance
Inclusion and Culture We aspire to continually provide a learning environment that is proactively inclusive and responsive to the diverse requirements of our community.	Enhance our cultural responsiveness in Teaching and Learning with a focus on te reo and te ao Māori learned from Kura Ahurea.	Implement new learning from the Kura Ahurea programme, Team/Staff meetings.	MS, KB-T, all staff, ongoing	Obj #2	
	Develop and promote a Māori world view of hauora.	Continue to work with our kapa haka kaiako, Te Rehia Matthews. Further develop our mihi whakataau (include kai karanga role).	All staff, ongoing MB, MS, KB-T, T1, ongoing	Obj #3	
	Achieve the Government's regular attendance rates of 80% of students present for more than 90% of the term.	Follow the Stepped Attendance Response (STAR) Termly sharing of attendance data with the BOT. Attendance to be included in Mid Year and	Lead Team, all staff ongoing MB, termly Coded via eTap, T2	Obj #1	

Targets for Raising Student Achievement 2025 - linked to Strategic Goal 1

[Targets for Raising Student Achievement 2025](#)

SOV codes: Term 1 Term 2 Term 3 Term 4 Ongoing

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to the Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
PRIORITIES	1	3	5	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2	4	6		
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission