

Piopio Primary 2025 Annual Implementation Plan



References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the plan

Our goals of grow outstanding tamariki, nurture our love of our place in the world and empower curious learners continue to be our goals for 2025. There have, and there are many, Ministry of Education's changes and priorities that as a kura we must implement in 2025. The goals in our Strategic Plan 2024/2025 continue to be our focus and will support the directives from the Ministry of Education. The goals reflect our communities desire of how and what we want our tamariki to learn in a place of physical and emotional safety, that is inclusive and caters for differing needs, and all tamariki achieve their highest educational standard.

In 2025 we are working on:

- Teacher professional learning that supports tamariki to understand, discuss and set their learning goals.
- Teachers will be confident using new and existing assessment tools to share with tamariki what they have achieved and where to next.
- Tamariki will be able to share their progress and achievement in reading, writing and mathematics.
- Student data will be used to give additional support to learners who require interventions
- The introduction of a new student management system (Hero) that will be used to share student learning, which whānau can access and students will be confident to discuss with them.
- Introduce and develop school events that whānau and the wider Piopio community can participate in.
- Learning focused relationships will be prioritised to gather community voice and where to next for our tamariki.
- Classroom release time will be developed to align with the school collaborative plan (local curriculum). The curriculum key competencies, and integrated curriculum approach will support student inquiry to learn in a range of contexts that link to Enviroschools.

Where we are at currently:

In 2024, all current teachers participated in Assessment for Learning professional learning with an outside facilitator. This learning enabled teachers to support tamariki to have a greater voice in their learning. This was linked to the teacher's Professional Growth Cycle, which included teacher observations with individual feedback. Other professional learning that some teachers participated in the support growing outstanding tamariki were structured literacy & ALiM (accelerating Learning in Mathematics). To give the teachers feedback about students' understanding of what they are learning, a survey was conducted. As a school this gave us data to continue our journey to empower and grow outstanding tamariki. By using data, the school's collaborative plan was updated to reflect the strategic plan and linked directly to the school's vision. This has ensured a school wide focus for teaching and learning which gives tamariki a stronger voice and reflects contexts for learning which we know motivates students to attend regularly, which supports progress and achievement. Our next step is to have tamariki set, measure and evaluate their learning goals.

We continue to implement ways to involve our community to have greater engagement into our kura. In 2024, we had some success which included a stronger relationship being built with our local iwi through representatives facilitating hui about the Piopio area and a direction forward in 2025. Although we didn't give our junior and senior teams names, suggestions were given to continue to develop this consultation. Areas that we thought might be a successful action to have greater community engagement weren't. This included having grandparents support our school gardens. On reflection we have developed other ways the school garden can support our strategic goals in 2025- empower curious learners. The tamariki will develop inquiries using the gardens to support risk taking and reflect a sense of belonging. We believe having greater community engagement will support progress and achievement, as well as motivating regular attendance.

The 2025 Piopio Primary collaborative plan also has strong links to the Kahui Ako graduate profile. The WAKA graduate profile was created with input from all schools in the Maniapoto area and reflects Te Nehenehenui. This addition to our school wide plan was deliberately done as a reflection from 2024. When reviewing our progress to meet our goals we believe teaching and learning needs to have stronger foundations in our values, vision and graduate profile. The 2025 umbrella concept we are working towards achieving is:

2025 Umbrella Concept:

Mā te rongo, ka mōhio
Mā te mōhio, ka mārama
Mā te mārama ka mātau,
Mā te mātau ka ora.



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<p><i>From listening comes knowledge, from knowledge comes understanding, from understanding comes wisdom, from wisdom comes well-being.</i></p> <p><i>This has supported the development of the targets for 2025.</i></p> <p><u>Piopio Primary School 2024 Statement of Variance</u></p> <p><i>Regulation 9(1)(e)</i></p>
<p>How will our targets and actions give effect to Te Tiriti o Waitangi:</p> <p><i>In 2025, our cultural leader will be supporting all staff when planning school events, EOTC (Education Outside the Classroom) to support whānau to be engaged and understand our learning journey. Examples (but not limited to) of this are whole school trips that have cultural importance, Matariki celebration and Maniapoto Festivals.</i></p> <p><i>The kura will continue their learning journey with our iwi advisors, which will support implementing learning programmes that are culturally responsive to the tamariki and whānau and will strengthen the learning-focused relationship. The principal will support the cultural leader by her continued participation in the Māori Achievement Collaborative to have greater understanding in Te Ao Māori. As a Senior Leadership Team, a focus of integrated te reo Māori in all learning will be prioritised.</i></p> <p><i>We believe the continued strengthening of relationships, staff understanding, and implementing our 2025 collaborative plan will give effect to Te Tiriti o Waitangi while meeting our goals of; grow outstanding tamariki, nurture our love of our place in the world, and empower curious learners.</i></p> <p><i>Regulation 9(1)(g)</i></p>
<p>Information on teaching and learning strategies:</p> <p><i>In 2025 all classes will be planning their teaching and learning using data gathered from observations, assessments as per Piopio Primary’s assessment schedule and assessments introduced during 2025 to be used for literacy and mathematics. Assessment for Learning pedagogy will support teachers to action instructional and learning to meet the needs of all learners using group teaching.</i></p> <p><i>In mathematics teachers of year 4 to 6 tamariki will be implementing the Prime mathematics programme and for years 0-3 teachers will be implementing Numicon. This is to support the new mathematics and statistics curriculum. There will be 2 teachers only days held to assist teachers understanding and ability to implement the new curriculum.</i></p> <p><i>In literacy, all classes will be taught using a structured literacy approach. This will be supported by 5 out of 7 teachers being BSLA trained, and the teachers of year 4 to 6 will participate in structured literacy professional learning in 2025. A specialist structured literacy tier 2 teacher will teach tamariki who require additional support in literacy. These students will have been identified using the phonics assessment in weeks 20 and 40. An application for increased structured literacy professional learning will be completed for 5 teachers. This will further cement the progress and achievement for all students in literacy.</i></p> <p><i>A dedicated SENCO (special education needs coordinator) will work with teachers, whānau, and outside agencies to develop individual education plans. Individual students will have specific goals to achieve.</i></p> <p><i>The Piopio Primary collaborative plan is used and developed school wide to meet the learning needs of all tamariki. This includes the classroom release time. Tamariki will be learning using an inquiry model. This model is being developed in 2025. It will integrate all curriculum areas, key competencies, and values while giving tamariki opportunities to apply their instructional learning in real contexts that are meaningful to them. This includes Te Ao Māori.</i></p> <p><i>Regulation 9(1)(f)</i></p>

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Strategic Goal: <i>Objective 1: Every student at Piopio Primary can achieve their highest educational standard & we are a physically safe place to be.</i> Strategic goal 1: Grow outstanding tamariki <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: <i>All tamariki will be setting, measuring, and evaluating their own learning goals in relation to the refreshed NZ Curriculum- Te Mātaiaho in English and mathematics.</i> <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <i>Teachers and students will be able to discuss and share the progress they have made in relation to the updated English and mathematics curriculum</i> <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Teachers will participate in professional learning in structured literacy, mathematics curriculum and mathematics teaching tools.	Principal Facilitator Teachers	Funding- MOE PLD funding Relievers Mathematics equipment Structured literacy resources	All year- 2 WAKA teacher only days for the mathematics curriculum As availability occurs for mathematic resources during the year Structured literacy PLD throughout the year	Teachers will have greater understanding of the refreshed progress and achievement in English and mathematics curriculum. This will be reflected in the mid-year and end of year data.
Students will be grouped for learning needs in reading, writing and mathematics identified from assessments.	Teachers Senior leaders Curriculum leaders	Variety of assessments including e-asttle, Phonics checks, running records, writing samples, GLOSS and JAM (maths assessments) and new MOE assessments as released.	All year following the school assessment schedule.	Teachers will be able to make accurate judgements on students' progress and achievement using standardised & informal assessments including observations. These will be linked to the updated curriculum.
An English team and mathematics team will be created. A leader for each team will be selected. A teacher from each team will support the lead to implement the updated English and mathematics curriculum	Principal Senior leadership team Literacy & mathematics leader	Personal- release time Employ a reliever Job description outlining the role and expectations	These positions are for 2025	All teachers will be supported in their teaching and learning programmes by the curriculum teams -resources will be sourced - PLD will be facilitated Mid and end of year data reports will be presented to the board.

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Tamariki will be supported by staff to set goals in reading, writing and mathematics	Senior leadership team Teachers Tamariki	<ul style="list-style-type: none"> -Templates for students to record goals -Teachers texts for ideas- Clarity in the Classroom - NZ Curriculum- English & mathematics -Piopio Primary School collaborative plan 	All year- changed as required	Students will have goals recorded that meet their individual learning needs and displayed as appropriate for students to assess their progress and achievement.
Tamariki will be able to share with whānau and peers their progress and reflect on how they have received their goals.	Senior leadership team Teachers Tamariki	<ul style="list-style-type: none"> - Display for sharing- this could be a template in individual book or a wall display - Teacher knowledge- this will be developed through 2025 through professional learning - Student understanding- this will be developed during instructional learning, learning conversations 	All year Through learning stories on the Hero App Student led conferences	Students will use vocabulary from the English and mathematics curriculum in relation to the refreshed curriculum, when sharing the progress they have made with their learning goals. This could be written and/or verbal sharing.

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Strategic Goal: <i>Objective 2: Te Tiriti o Waitangi, Piopio Primary is a physically and emotionally safe place to be, we are inclusive of and caters for students with differing needs.</i> Strategic Goal 2: Nurture our love of our place in the world <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: <i>Our community is engaged and understands our learning journey</i> <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <i>Whānau will have greater involvement in student learning and the school-whānau partnership will be strengthened</i> <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
The student management system (SMS) Hero will be used to share learning stories and progress and achievement with the community	Principal Teachers Support staff	-Hero app instructions -Professional learning for staff using Hero resources	All year as per schedule	All parents are accessing their child's progress and achievement using Hero. This will be learning stories posted several times a term, assessment data from standardised assessments, and mid & end of year reports
The whole school will participate in EOTC trips visiting community places of interest and cultural importance	Senior Leadership team Teachers Iwi consultants	Funds to finance transportation Buses Parent helpers	At least twice a year in 2025	As a school we will visit important places in our community and the wider district. The visits will reflect the collaborative plan and graduate profile. Tamariki will be able to share their learning from the EOTC experience using information shared from members of our community.
We will develop a plan to consult with all members of the community to gather their voice for our strategic direction	The board Senior leadership team staff	Survey questions Meetings- a range of meetings will be held reflecting our community, at kura and in the community. Online survey	Term 2 & 3 of 2025	70% of whānau will give feedback to the consultation
Cultural events, for example Matariki, will be developed for all of the community to participate in.	Cultural leader Senior Leadership team Liaison with iwi- Kristen Pari & Muiora Barry	Matariki resources related to Maniapoto Kai Bonfire Waiata Rāpaki & Kākahu for kapa haka roopu Kapa haka tutor	All year as events occur, including Matariki- 20 th June Cultural festival 14 th November	Extended whānau will participate in Matariki celebration- this will include a dawn bonfire and shared breakfast. Members of the wider community will be invited to our celebration. Whānau will actively support in preparing roopu for performances. Learning stories posted in Hero app and Facebook will get a larger reaction than in previous years.

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Strategic Goal: <i>Objective 3: Te Tiriti o Waitangi, Piopio Primary is a physically and emotionally safe place to be, we are inclusive of and caters for students with differing needs.</i> <i>Strategic Goal 2: Empower curious learners</i> <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: <i>A culture of inquiry, risk taking, and resilience inspires learners to know, understand, and do</i> <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <i>Diverse learning activities will be taught that meets the needs of all learners to motivate regular attendance</i> <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Teachers will have regular professional learning to support learners with specific needs	Senior leadership team Teachers SENCO	PLD facilitators for neurodiverse learners Resources purchased- e.g. fidget toys	All year as opportunities occur	All students are positive about their learning environment and teachers are meeting their needs. This will be gathered from a student survey
Teaching and learning during Classroom release time will use contexts that motivate and engage all students	CRT teachers Principal	Garden plants and resources Text and videos for protecting our environment Digital tools, some examples are spike Lego, Beebots, and Sphero PE equipment to meet the needs of developing foundational skills	All year- Tuesday, Wednesday and Thursdays	Attendance data will reflect students attending school on CRT days unless they have a justified reason for their absence- medical or bereavement.
A Piopio Primary inquiry model will be developed for tamariki to lead their learning through inquiry projects	CRT teachers Principal Classroom teachers	Piopio Primary collaborative plan Enviroschools resources Templates to introduce an inquiry model Teacher professional development	All 2025	An inquiry model has been developed aligned to the 2025 Piopio Primary collaborative plan and tamariki are using the model to answer questions they have about the world around them.