



## 2025 Annual Implementation Plan

Strategic Goal 1  
 School Culture  
 To further instill our vision and values with a focus on well-being and sustainable practices.

Annual Goal  
 To engage our students in learning across the curriculum using our local environment.

Annual Target  
 To raise students' regular attendance to 90%.

Based on 2024 Every Day Matters data  
 Regular attendance at school  
 Term 1 - 54%  
 Term 2 - 40%  
 Term 3 - 46%  
 Term 4 - 82%

What do we expect to see by the end of the year?

Teachers using the local environment for learning opportunities.  
 An improvement in regular attendance.

Actions	Who Is Responsible?	Resources Required	Timeframe	How will we measure success?
Develop a school attendance action plan.	Principal	N/A	Term 1	An attendance action plan reflecting new legal requirements for school attendance.
Develop a transition programme.	Principal / Junior Room teachers	N/A	Beginning Term 1	Strong relationships with whanau to support students transitioning to school.
Use the health consultation to develop a long term Health and PE curriculum plan to support the teaching of emotional wellbeing.	Principal / teachers	N/A	Term 2	A Long Term Health and Physical Education Programme that incorporates the teaching of emotional wellbeing.
Develop a values programme.	Principal / teachers	N/A	Term 2	A values programme that promotes the Glenorchy School values.
Use local environments, people and resources to strengthen the enviroschool programme.	Teachers		Ongoing	An Enviro school programme that makes use of the local environment, people and resources.



# Glenorechy School



Strategic Goal 2  
Student Learning and Achievement

Annual Goal  
All students make the expected progress in English and Mathematics.

Annual Target  
Identified 'priority learners' to make accelerated progress in Reading, Writing and Mathematics.

*Priority learners are not yet meeting the expected curriculum level for their age. They will be supported to achieve accelerated progress through tier 2 (small group) and tier 3 (individualised) interventions. Accelerated progress, for the purpose of these targets, is identified as more than a year's progress during the 2025 school year. Due to the individual needs of each of these learners, the measure of accelerated progress may be different for each student.*

Based on End of Year 2024 data:

#### Reading

14% (4/28) of identified students will make accelerated progress in Reading.  
86% (24/28) of identified students will make expected progress in Reading.

#### Writing

18% (5/28) of identified students will make accelerated progress in Writing.  
82% (23/28) of identified students will make expected progress in Writing.

Maths

14% (4/28) of identified students will make accelerated progress in Mathematics.  
86% (24/28) of identified students will make expected progress in Mathematics.

What do we expect to see by the end of the year?

Students will make expected progress in English and Mathematics.  
Identified students will have made accelerated progress in English and Mathematics.  
Improvement of English and Mathematics data.

Actions	Who Is Responsible?	Resources Required	Timeframe	How will we measure success?
Develop a schedule focused on professional learning (staff meetings).	Principal	N/A	Term 1	A record of professional learning will be kept.
Review and strengthen the Learning Support Register.	Principal	N/A	Term 1	Glenorchy School will have an updated learning support register.
Develop Tier 2 and Tier 3 support programmes.	Principal	Staffing \$28,000	Term 1	Tier 2 and Tier 3 interventions will be planned, delivered, assessed and monitored.
Review the Professional Growth Cycle procedure for teaching staff.	Principal and teachers	N/A	Term 2	All staff will have completed a professional growth cycle.
Coaching and mentoring carried out to improve practices.	Principal and teachers	N/A	Term 2	All staff will have participated in coaching and mentoring conversations, goal setting and planning of next steps.
Unpack the teaching standards and shared expectations at Glenorchy School.	Principal and teachers	Teaching standards	Term 2	A shared understanding of the teaching standards and expectations for Glenorchy School are developed.

Review the Glenorchy School assessment schedule and align with the new curriculum.	Principal and teachers	N/A	Term 2	A Glenorchy School assessment schedule is developed that aligns with the new English and Mathematics curriculum.
Carry out school visits to observe effective practices in English and Mathematics.	Principal and teachers	Staff release (x3) = \$1200	Term 3	Teacher observations are carried out.
Unpack expected progress and what it looks like at Glenorchy School.	Principal and teachers	N/A	Term 3	Staff are able to track students' progress.
School wide expectations of where students are at for each year level.	Principal and teachers	N/A	Term 3	A Glenorchy School assessment schedule is developed to include expected progress for each year group.
Explore the use of the Student Management System (SMS) for tracking and analysing student progress.	Principal	Edge	Term 3	Staff upload the data to the school Student Management System.
Unpack the new English and Mathematics curriculum.	Principal and teachers	Teacher Only Day Ministry of Education Curriculum Assessment	Term 4	Staff gain a deeper understanding of the New Zealand English and Mathematics curriculum with the support of the Ministry of Education curriculum advisor.