



2025 Meremere School Annual Plan

Strategic Goals:

1 Ensure a high level of student learning and achievement

2 Ensure a quality learning environment

3 Ensure a well-managed and effectively governed school



Annual School Improvement Plan - Summary

Domain	Strategic Goal	Target	Short Report
Learning and Achievement	Ensure a high level of student learning and achievement across the whole school	80% of the school achieving AT or ABOVE in Reading, 80% in Writing and 80% in Maths in relation to Curriculum expectations	Data will be collected twice a term and recorded to inform next steps
Learning Environment	Ensure a quality learning environment for the whole school	School, whanau, and community	A range of strategies will be introduced, and opportunities provided
Organisation and Structure	Ensure a well-managed and effectively governed school	School, whanau, and community	On-going accumulative reports to ensure these areas are monitored



Annual School Improvement Plan

Learning and Achievement

Strategic Goal: Reading

- 1 Ensure a high level of student learning and achievement across the whole school
- 1.1 Ensure all learners access the new New Zealand Literacy Curriculum as evidenced by achievement in relation to curriculum expectations in Reading

Annual Goal:

- 1 To lift reading levels across the whole school

Annual Targets: What do we expect to see at the end of 2025?

4 of the children who are BELOW will be AT Curriculum Expectations in Reading by the end of the year.
3 children who are WELL BELOW will move to BELOW Curriculum Expectations in Reading by the end of the year.

Baseline Data:

Reading

	Well Below	Below	At	Above	Well Above
Year 8	1				
Year 7					
Year 6					
Year 5	1				2
Year 4		1			
Year 3		1		1	
Year 2	1	2			
Year 1			4		
Whole school	3	4	4	1	2

Key Improvement Actions:

What:

- 1.1.1 Teachers will provide targeted support for WELL BELOW and BELOW learners delivering differentiated instruction.
- 1.1.2 Teachers will run individualised reading programmes for three days attending to curriculum requirements and Structured Literacy groups one day.
- 1.1.3 All learners will be monitored, and data collected every five weeks by the principal. This includes current levels and where they sit against Curriculum expectations.
- 1.1.4 This information will be recorded on classroom monitoring boards and in the principal's office and will be current.
- 1.1.5 Reading resources will continue to be culled, new readers purchased, and a typed compilation of these resources continually updated.
- 1.1.6 Information technology will be used to provide purposeful and relevant resources including Fast Phonics for the Juniors and Reading Eggs for the Seniors.
- 1.1.7 RTLB will work in the school supporting teachers in class.
- 1.1.8 Parents will be informed of where their children are at in Reading with immediate shift slips, 3 Way Conferences, and half yearly reports which display progress and through informal conversations as these occur.

1.1.9 Teachers will provide differentiated planning using PHONICS checks, running records, PROBES and other relevant assessment data to inform deliberate acts of teaching with all learners. 1.1.10 The school will continue to make use of the local community library, the school library, access the National Library, and develop library skills. 1.1.11 A new School Reading Curriculum will need to be considered and implemented with the introduction of the new English Curriculum and the requirement to teach Structured Literacy. 1.1.12 Year 3, 4, 5, 6, 7 & 8 learners will be PROBE tested mid and end of year, and new entrants and 5 & 6 year old children will be tested with the new phonics assessment test. 1.1.13 Learners reading up to Gold will be taught basic sight words. 1.1.14 Teachers will support learners so they can discuss and monitor their learning against their next steps. 1.1.15 Teachers will target learners until they are AT curriculum expectations. 1.1.16 The principal will work with teachers to establish and maintain strong Literacy programmes. 1.1.17 Teachers will develop questioning techniques to support learners with comprehension difficulties. 1.1.18 The school will attend the Puna Reo fortnightly to read picture books and personal writing to pre-schoolers. 1.1.19 The school will attend the local library fortnightly to borrow books. 1.1.20 Teachers will implement Structured Literacy into their programmes. 1.1.21 The school will implement the new Reading Curriculum at the beginning of 2025. 1.1.22 The new Reading Curriculum next steps will be found in a Reading Goals book for each child.	
When:	These strategies will be established and monitored across the year.
Who:	Principal, children, teachers, Literacy leader, RTLB, Teacher Aides, Board, Whanau, Puna Reo, Local librarians
Indicators of Progress:	As data is gathered there will be evidence of shifts. 4 of the children who are BELOW will be AT Curriculum Expectations in Reading by the end of the year. 3 child who is WELL BELOW will move to BELOW Curriculum Expectations in Reading by the end of the year. 1 child who is ABOVE will move to WELL ABOVE. 2 children who are WELL ABOVE will maintain this progress.

Monitoring:

Data will be gathered twice a term.

Immediate progress slips will be presented to whanau as this happens.

Progress shifts will be recorded on the monitoring board in the classroom as it happens.

Data will be presented formally to whanau twice a year at 3 Way Conferences.

Data will be written and reported to parents twice a year.

Data will be presented to the Board at meetings during the year.

Data will be recorded and reported on the school website.

Data will be forwarded to the MOE in the Strategic and Annual plan and Analysis of Variance.

Progress and Achievement will be recorded on the school's website.

What next:

Formal assessments will be conducted in June and November.

Resourcing:

Funding will be available for reading resources.

Reading Eggs will be budgeted for.

Professional Learning Development will be provided through

- Liz Kane PLD follow-up zooms to PLD held on Structured Literacy in 2024
- Resource Teachers of Learning and Behaviour
- Texts
- Kohia Resource Centre
- Collaboration between staff and the RTLB

Strategic Goal: Writing

1 Ensure a high level of student learning and achievement across the whole school
 1.1 Ensure all learners access the new New Zealand Literacy Curriculum as evidenced by achievement in relation to Curriculum Expectations in Writing

Annual Goal:

To lift writing levels across the whole school

Annual Target: What do we expect to see at the end of 2025?

2 of the children who are BELOW will be AT Curriculum Expectations in Writing by the end of the year.
 6 of the children who are WELL BELOW will be BELOW Curriculum Expectations in Writing by the end of the year.

Baseline Data: Writing

	Well Below	Below	At	Above	Well Above
Year 8	1				
Year 7					
Year 6					
Year 5	3				
Year 4	1				
Year 3	2				
Year 2	1	2			
Year 1			4		
Whole School	8	2	4		

Key Improvement Actions:

What:

1.1.1 Teachers will provide targeted support for WELL BELOW and BELOW learners delivering differentiated instruction. 1.1.2 The progress of all learners will be monitored, and data collected every 5 weeks. 1.1.3 Learners current levels will be reflected on classroom monitoring boards and in the principal's office. 1.1.4 An individualised spelling programme will be utilised. 1.1.5 Parents will be informed of where their children are at in Writing through immediate shift slips, 3 Way Conferences and half yearly reports which display progress. 1.1.6 Teachers will target 6 learners. 1.1.7 The new Writing curriculum will be taught beginning February 2025. 1.1.8 Children's next steps in relation to the new Writing Curriculum will be found in their writing books. 1.1.9 Resources to support the writing programme will be purchased as required. 1.1.10 The principal and teachers will look for trends in writing to inform the next deliberate acts of teaching. 1.1.11 An individual programme for all learners will occur based on their next steps. 1.1.12 Teachers will support learners so they can discuss and monitor their learning against their next steps. 1.1.13 Teachers will attend Teachers Only days, staff meetings and PLD to increase their understanding of the writing process and effectively assess children's progress. 1.1.14 Teachers will continue to develop and improve writing strategies implemented in 2023 to ensure expected writing outcomes. 1.1.15 Structured Literacy implemented in Reading will have reciprocal benefit for writing. 1.1.16 The new Spelling Curriculum next steps will be found in the children's spelling books. 1.1.17 The new Handwriting Curriculum next steps will be found in the children's handwriting books.	
When:	
These strategies will be developed and monitored across the year.	
Who:	
Principal, children, teachers, Literacy leader, Teacher Aides, Board, RTLB, Whanau	
Indicators of Progress:	
2 children who are BELOW will be AT Curriculum Expectations at the end of 2025.	
6 of the children who are WELL BELOW will be BELOW at the end of the 2025.	
3 children will maintain their AT levels	

As data is gathered there will be evidence of shifts.
Next steps progress sheets will show shifts.

Monitoring:

Data will be gathered twice a term.
Data will be presented to whanau twice at 3 Way Conferences.
Data will be written and reported to parents twice a year.
Data will be presented to the Board during the year.
Data will be forwarded to the MOE in the Strategic and Annual plan.
Progress and Achievement will be recorded on the school's website.

What next:

Children will show evidence of progressing through the new Spelling Curriculum.
Children will show evidence of progressing through the new Handwriting Curriculum.

Resourcing:

Funding will be available for writing materials and resources as required.
Professional Learning Development will be provided through the

- Resource Teachers of Learning and Behaviour
- Texts
- Collaboration between staff
- PLD

Strategic Goal: Mathematics

- 1 Ensure a high level of student learning and achievement across the whole school.
- 2.2 Ensure all learners access the new New Zealand Mathematics and Statistics Curriculum as evidenced by achievement in relation to Curriculum expectations in Mathematics.

Annual Goal:					
To lift maths levels across the whole school.					
Annual Target: What do we expect to see at the end of 2025?					
2 children who are BELOW will be AT Curriculum Expectations in Maths. 6 children who are WELL BELOW will be BELOW Curriculum Expectations in Maths.					
Baseline Data:					
Maths					
Year 8	Well Below	Below	At	Above	Well Above
Year 7	1				
Year 6					
Year 5	3				
Year 4	1				
Year 3	2				
Year 2	1	2			
Year 1			4		
Whole School	8	2	4		
Key Improvement Strategies:					
What:					
1.2.1 Teachers will attend a Mathematics day, and PLD for the new Maths Curriculum and Maths, No Problem.					
1.2.2 Maths kits will continue to be developed for the strands and domains and housed in Room 3.					
1.2.3 Children will be involved in problem solving as part of their on-going maths programmes and during Mathematics.					

- 1.2.4 The new New Zealand Mathematics and Statistics Curriculum will be implemented February 2025.**
- 1.2.5 Resources will continue to be purchased when needed.
 - 1.2.6 Teachers will use a monitoring board for Maths, and this will be kept current and up to date.
 - 1.2.7 Equipment will be provided and used at all levels especially when a new concept is introduced.
 - 1.2.9 Assessment tools will be utilised.
 - 1.2.10 Teachers will maintain children's records for both the domains and strands.
 - 1.2.11 Teachers will target children and use individual conference booklets to record daily goals and conceptual development.
 - 1.2.12 Teachers will provide individual support for children BELOW and WELL BELOW expectations.
 - 1.2.13 Teachers will support learners so they can discuss and monitor their learning against their next steps.
 - 1.2.14 Maths resources in the Resource room and Room 3 will continue to be sorted, culled, and catalogued.
 - 1.2.15 Classroom resources will continue to be sorted, culled, and labelled.
 - 1.2.16 Deliberate acts of teaching will be recorded in children's individual conference books.
 - 1.2.17 Student voice will be considered when planning next steps.
 - 1.2.18 Teachers will attend Teacher Only Days and PLD for Structured Mathematics.
 - 1.2.19 A Mathematics Overview will show children's progress through the domains and where they are currently at.
 - 1.2.20 Children's maths books will show next steps for the new Mathematics curriculum.

When:

These strategies will be established and monitored across the year.

Who:

Principal, children, teachers, Maths leader, Board, RTLB

Indicators of Progress:

2 children who are BELOW will be AT Curriculum Expectations at the end of 2025.

8 children who are WELL BELOW will be BELOW at the end of the 2025.

As data is gathered there will be evidence of shifts.

The Mathematics Overview will show evidence of shifts.

The next steps sheets in Maths books will show evidence of shifts.

Monitoring:

Data will be gathered twice a term.

Data will be presented to whanau at 3 Way Conferences in March and August.

Data will be written and reported to parents twice a year.

Data will be presented to the Board during the year.

Data will be forwarded to the MOE in the Strategic and Annual plan.

Progress and Achievement will be recorded on the school's website.

What next:

Formal assessment will be conducted in June and November.

Resourcing:

Funding will be provided for resources that are needed.

Funding will be provided for the ongoing use of Mathematics.

Resources will be provided for the strands and domains as required.



Annual School Improvement Plan

Learning Environment

Strategic Goal: Professional Development

2 Ensure a quality learning environment

2.1 Engage in Professional Learning Development which supports teaching and learning for all students with a focus on Literacy and Mathematics and Cultural Responsiveness.

Annual Goal:

Key Improvement Strategies:

2.1.1 Principal and teachers will engage with MAC [Waikato Māori Achievement Collaboration] to ensure that Māori are learning as Māori.

2.1.2 MAC PLD will continue to provide support for Cultural Responsiveness.

2.1.3 Establish hui with hapu representatives to discuss iwi/hapu expectations for Māori children and to develop an action plan in collaboration with MAC.

2.1.4 Teachers will attend necessary PLD sessions in Literacy, Numeracy, and Cultural Responsiveness including Teacher Only Days, hui, staff meetings, PLD courses, conferences, symposiums. 2.1.5 Outside support for Health and PE will be provided by Franklin Cricket, Waikato Volleyball, NZ Skipping, Life Education, and the Public Health Nurse. 2.1.6 Principal PLD will continue with attendance to Principal network days, Principal Conferences, NZSTA Conference and School Administrators Conference, SWIS Governance meetings, PGC and PLG. 2.1.7 Appropriate training will be utilised by Board members at NZSTA workshops. 2.1.8 Opportunities will be provided for whanau engagement through Sports days, hui, workshops, Open days, and 3 Way Conferences. 2.1.9 Teachers continue to learn Level 1 & 2 Te Reo. 2.1.10 School Administrator to attend School Administrators Conference.	
When:	This will occur during the year.
Who:	Principal, teachers, Teacher Aides, School Administrator, Board, whanau, RTLB, MOE, MAC, NZSTA
Indicators of Progress:	Principal reports to Board
Resourcing:	Board

Strategic Goal: School Curriculum	
2 Ensure a quality learning environment	

2.2 Develop the Local School Curriculum	
Annual Goal:	
Key Improvement Strategies:	
2.2.1 Refine the School Curriculum considering Tataiako, Ka Hikitia, Te Whariki and the Local Curriculum.	
2.2.2 Engage with whanau and iwi and reflect their aims and aspirations and local contexts for learning through the Local School Curriculum.	
2.2.3 Ensure the School Curriculum includes agreed school-wide expectations for teaching and learning, planning and assessment.	
2.2.4 All planning and assessment documents will include Phase 4 for capable students.	
2.2.5 Principal to support staff with planning and oversee planning requirements.	
2.2.6 Teacher Only Days will provide the opportunity for staff to attend PLD.	
2.2.7 All support staff will be appraised during the year.	
2.2.8 Phase 4 will be added to all individual records in Mathematics, for both the Domains and Strands.	
When:	
This will occur during the year.	
Who:	
Principal, staff	
Indicators of Progress:	
Board reports	
Resourcing:	
Board	

Strategic Goal: Quality Resources

2 Ensure a quality learning environment 2.3 Provide quality resources to support effective teaching and learning for the whole school	
Annual Goal:	
Key Improvement Strategies:	
2.3.1 Purchase the necessary equipment, and resources to provide the best teaching and learning experiences for learners. 2.3.2 Develop displays relevant to cultural and learning experiences. 2.3.3 Sort, cull, and catalogue resources in the Resource room. 2.3.4 Develop and compile an inventory of all resources. 2.3.5 Review PE shed and update resources. 2.3.6 Maintain a safe playground.	
When:	
This will be done during the year.	
Who:	
Principal, teachers, Teacher Aides, Office Administrator, BOT, Grounds person	
Indicators of Progress:	
Principal's Report	
Resourcing:	
Board	
Strategic Goal: Engaging Whanau	
2 Ensure a quality learning environment. 2.4 Engage whanau and community to strengthen home, school, community partnerships.	

Annual Goal:

Key Improvement Strategies:

2.4.1 Provide opportunities for whanau to attend events that support and recognise learning and achievement across the whole school including two open days, one to include tupuna.

2.4.2 Consult with whanau regards desired outcomes for the school and learners. Report back and incorporate into the Strategic and Annual plan.

2.4.3 Promote healthy eating through services provided to the school eg MOE lunch programme, Fruit in Schools.

2.4.4 Provide a transparent and informative newsletter fortnightly.

2.4.5 Upgrade the school website.

2.4.6 Foster the use of pepeha, Level 1 & 2 Te Reo, Kapahaka and tikanga Maori through classroom programmes and day-to-day interactions.

2.4.7 Work closely with Te Kauwhata and Huntly based police, Eagle alarms and Securi-Com Pukekohe to keep the school monitored and safe.

2.4.8 Inform whanau of the progress and achievement of learners at Three Way Conferences held in Term 1 and Term 3 and through formal reports at the end of Term 2 and Term 4.

2.4.9 Consult with Māori Kaumatua, iwi, hapu and whanau regards the Local School Curriculum.

2.4.10 Provide breakfast, fruit, Kidscan snacks and Libelle lunches.

2.4.11 Whanau to attend Sports events.

2.4.12 Engage with whanau to ensure the well-being of learners through the provision of Hearing and Vision services, SWIS programmes, MOE Counselling in Schools, RTLB liaison, PHN, and Life Education.

2.4.13 Visit the Puna Reo once a fortnight to read and interact with the staff and pre-schoolers.

2.4.14 Visit the local Meremere library fortnightly.

Who:

Principal, Teachers, Teacher Aides, Administrator, Board, Whanau, Local Hapu and Iwi, Meremere Community, MAC, Pre-School, Te Nuinga Trust, Libelle Lunches, MOE, Counsellors, SWIS, PHN, Life Education, RTLit, Hearing and Vision

When:

Throughout the year

Resourcing

Board, Kidscan, Duffy books, MOE, Te Nuinga Trust



Annual School Improvement Plan

Organisation and Structure

Strategic Goal: Ensure a well-managed and effectively governed school

Annual Goals:

3.1 Student achievement

3.1.1. Principal will report to Board during the year regards progress and achievement of Literacy and Numeracy.

3.2 Self-Review/Reporting

- 3.2.1. Discuss and implement changes to policies and procedures which inform the Annual plan.
- 3.2.2 Consult the school community regards relevant policies to be reviewed.
- 3.2.3 Continue the on-going cycle of self-review at Board level.
- 3.2.4 Maintain an on-going cycle of self- review at school level.
- 3.2.5 Report to parents twice a year in writing in July and December and during two Three Way Conferences held in Term 1 and Term 3 for children across the whole school.
- 3.2.6 Continue to encourage the use of School Docs so that staff, Board, and school whanau have ready access to school policies.

3.3 Personnel

- 3.3.1 Review and complete contracts, hours, and job descriptions for staff.
- 3.3.2 Principal to hold discussions with staff regards job descriptions, hours, and goal setting.
- 3.3.3 Police vetting to be done for all support staff and kept current.
- 3.3.4 Teacher registrations to be kept current.
- 3.3.5 Attestations for all staff to be kept current.
- 3.3.6 Board to continue its role as a good employer.
- 3.3.7 Employ Teacher Aides when required to meet the requirements of High Health, learning and behavioural needs of identified learners.
- 3.3.8 Employ an Office Administrator.
- 3.3.9 Employ a Caretaker/gardener.
- 3.3.10 Employ a cleaner.

3.4 Finance/Property

Finance

- 3.4.1 Review and adopt the school budget aligning this to the Annual plan.
- 3.4.2 Monitor the support staff percentage of the Operations Grant.

- 3.4.3 Financial records will be maintained in an accurate and timely fashion.
- 3.4.4 Financial comparisons of spending against the budget to be presented to the Board each month.
- 3.4.5 Board to continue their governance role with finances, while the principal manages day to day finances.
- 3.4.6 Adopt all recommendations by the auditors, to streamline and provide a secure banking system including segregation of duties.
- 3.4.7 Manage banked staffing.

Property

- 3.4.8 The Caretaker will provide a safe and well-maintained environment.
- 3.4.9 Major and minor capital works to be completed as identified on 5/10 year property plans.
- 3.4.10 Install signage for the school.
- 3.4.11 Maintain new gardens.
- 3.4.12 Maintain lawn mower service.
- 3.4.13 Purchase a water blaster.
- 3.4.14 Purchase a trimmer.
- 3.4.15 Re-bark playground.
- 3.4.16 Find a solution for the old water bottle cleaning area.
- 3.4.17 Apply to Creatives in Schools to establish a school mural.
- 3.4.18 Tighten perimeter fence.
- 3.4.19 Concrete front edge of entrance garden.
- 3.4.20 Establish current legal status of Pre-school.
- 3.4.21 Paint parking lines.
- 3.4.22 Establish painting plan for outside of school.
- 3.4.23 Establish painting plan for inside of school.
- 3.4.24 Work with arborist across the school.
- 3.4.25 Place a locked gate in top fence.
- 3.4.26 Fix drainage under Tiger Turf.
- 3.4.27 Water blast playground
- 3.4.28 Water blast outside of school.
- 3.4.29 Paint playground surround.
- 3.4.30 Improve the school driveway.

3.4.31 Topsoil the top field in depressed areas.
3.5 Health and Safety
3.5.1. Staff to use safety ladder when doing displays for high work. 3.5.2 Parents to text school if children are absent. 3.5.3 Promote healthy food and nutrition awareness. 3.5.4 Practise fire safety drills each term. 3.5.5 Ring the fire bridge and formally report twice a year. 3.5.10 Practice Earthquake drills in Term 1. 3.5.11 Practice Lockdown drill in Term 2. 3.5.12 Electrical testing and compliance check to be completed in Term 1. 3.5.13 RAMs to be completed prior to school trips. 3.5.14 Communicate with Puna Reo regards emergency practices and bus hire. 3.5.15 Promote school attendance with positive incentives for children.
3.6 General legislation
3.6.1 School to ensure all compliance requirements are adhered to. 3.6.2 Continue with previous Presiding member as it is a Board election year. 3.6.3 Hold school elections 3.6.4 Appoint a Returning Officer
3.7 School Strategic plan
3.7.1 Board to complete Strategic plan by 1 March 2025. 3.7.2 Board to submit Strategic plan to MOE by 1 March 2025. 3.7.3 Board to submit Annual plan by 31 March 2025.
3.8 Analysis of Variance

3.8.1 Principal to complete Analysis of Variance.
3.8.2 School to submit this to MOE by 31 May 2025.
When:
This will occur in first part of 2025.
Who:
Principal, staff, Board, Property Advisor MOE, Property Manager, MOE, Te Nuinga Trust, Accountants, Groundsman, Caretaker, Whanau, Returning Officer, Creatives NZ
Indicators of Progress:
Principal's Report, Liaison with Property Manager, Liaison with MOE
Resourcing:
Board, MOE, Te Nuinga Trust