



BULLS SCHOOL ANNUAL IMPLEMENTATION PLAN 2025

OUR STRATEGIC GOALS

RESPONSIVE CONNECTIONS

Whakawhanaungatanga that strengthens learning and belonging

- *Strong relationships between learners, whānau, staff, and the wider community*
- *Whānau voice meaningfully included in learning journeys*
- *Culturally sustaining partnerships with iwi and community*
- *Attendance – 80% of students are present for 90% of the time.*

MAURI ORA

Well-being of our learners

- *Safe and inclusive learning environments that support hauora*
- *Practices that nurture identity, belonging, and emotional regulation*
- *Staff and learners are supported to sustain their wellbeing*

RESPONSIVE CURRICULUM

A curriculum that reflects our learners, our community, and meets national priorities.

- *Implements the refreshed Literacy & Mathematics Curriculum, with a focus on structured, explicit teaching and clear progress outcomes*
- *Uses data, learner voice, and whānau aspirations to shape learning that is relevant and meaningful*
- *Supports teachers with professional learning to confidently plan and teach responsively*
- *Curriculum reflects the aspirations of our school community*

RESPONSIVE CONNECTIONS

Whakawhanaungatanga that strengthens learning and belonging

Annual Goal	Target	Action	Success Indicator	Responsibility
1. Strengthen Whanaungatanga and School—Wh ā nau Partnerships	Wh ā nau feel welcomed, connected, and engaged in their child's learning.	<ul style="list-style-type: none"> - Termly wh ā nau events and celebrations - Develop home—school communication plans (newsletters, Seesaw/Facebook/School App/Phone calls/Emails). 	<ul style="list-style-type: none"> - Improved attendance at school events. - ~80%+ of whānau report feeling valued and connected (survey). - Wh ā nau preferences are reflected in survey results and therefore in our practice. 	Principal / SLT / Kaiako
2. Embed Wh ā nau Voice in Student Progress and Curriculum Design	Wh ā nau actively contributes to learning plans and curriculum priorities.	<ul style="list-style-type: none"> - Co-design learning goals with wh ā nau during student-led Aspiration Conversations. - Annual wh ā nau survey on learning priorities. - Use digital platforms for ongoing sharing of progress, not just reporting. 	<ul style="list-style-type: none"> - Wh ā nau participation in learning conferences >90%. - Student learning goals include wh ā nau input. - Wh ā nau survey data informs school curriculum and planning (visible in reports). 	Principal / SLT / Kaiako
3. Deepen Partnerships with Ng ā ti Apa / Ng ā Wairiki and Wider Community	Iwi and community partners are visibly part of school decision-making and learning experiences.	<ul style="list-style-type: none"> - Embed iwi values, narratives, and local history into the curriculum. - Establish formal partnership agreement with Ng ā ti Apa / Ng ā Wairiki. - Invite iwi/community experts to contribute to teaching, events, and PLD. - Develop tuakana—teina and marae-based learning opportunities. 	<ul style="list-style-type: none"> ~ Purakau, haka and waiata embedded in school practice - At least 3 iwi-led curriculum initiatives implemented in 2025 e.g Attendance to PLD with and through Te R ū <u>nanga o Ng ā ti Apa Ng ā Wairiki</u> - Wh ā nau/community visibility increases in classrooms and school events. ~ Continue / Increase opportunities for Tuakana - Teina 	Principal / SLT / BOT / Kaiako

			~ Attendance to PLD with and through Te Rūnanga o Ngā āti <u>Apa Ngā Wairiki</u>	
4. Improve Student Attendance and Engagement	By the end of 2025, 80% of students attend 90%+ of the time.	<ul style="list-style-type: none"> - Monitor attendance weekly with proactive follow-up for at-risk learners. - Attendance action plans for students below 85%. - Partner with iwi and community agencies to address barriers (transport, hauora, whānau support). - Recognise and celebrate excellent/improved attendance. ~ Appoint An Attendance Officer to oversee Attendance 	<ul style="list-style-type: none"> - Attendance target of 70% of ā konga attending 90% of the time achieved by end of Term 4. - Reduction in chronic absenteeism (<70%) by 20% from 2024 baseline. - Improved engagement data (learning/behaviour). ~ Appoint Attendance officer by Term 2. 	Attendance Lead / SENCO / SLT

MAURI ORA Well-being of our learners				
Annual Goal	Target	Action	Success Indicator	Responsibility
1. Strengthen Identity, Belonging, and Cultural Connections	All students feel a strong sense of belonging and cultural identity at school (measured by voice surveys and engagement data).	<ul style="list-style-type: none"> - Embed Ngā āti Apa / Ngā Wairiki iwi values and tikanga into school practices. - Increase use of te reo Māori and tikanga daily in classrooms. - Regular whānau 	<ul style="list-style-type: none"> - 80%+ of students report feeling that their culture is valued (student voice survey). - Increased whānau participation in school activities (baseline +10%). - Visibility of iwi and cultural values in curriculum/programmes. ~ Complete NZCER Well-Being Survey 	SLT / Kaiako / Team Leaders / Principal

		<p>interaction to strengthen partnerships.</p> <ul style="list-style-type: none"> - Celebrate diverse cultural events. ~ Growth of involvement in Kapa Haka ~ Whatuia Te Wairoa – Weaving Wellbeing (St John). Six week course for all Years 5-8 in Term 4 	~ 30% of Tamariki involved in Kapa Haka	
<i>2 Embed Emotional Regulation and Positive Behaviour Practices</i>	<i>All students learn and use strategies for emotional regulation and resilience.</i>	<ul style="list-style-type: none"> - <i>Implement school-wide wellbeing framework – Mana Potential</i> - <i>Daily check-ins and strategies for regulation in classrooms.</i> - <i>Provide staff PLD on Mana Potential</i> 	<ul style="list-style-type: none"> - Reduction in behaviour incidents (baseline 2024 vs 2025 decrease by 20%). - 85% of students can name/use at least 2 regulation strategies (student voice). - Improved Self regulation reflected in ETaP Guidance data. ~ NZCER Well-Being data re student emotional regulation 	SENCO / Wellbeing Lead / SLT
<i>3. Strengthen Staff Wellbeing and Sustainability</i>	<i>Staff wellbeing supported through proactive strategies; measured by surveys and retention rates.</i>	<ul style="list-style-type: none"> - <i>Establish regular staff wellbeing check-ins and hauora initiatives.</i> - <i>SLT to undertake a Well Being Inquiry</i> - <i>Review workload balance (planning, assessment, admin).</i> - <i>Celebrate and acknowledge</i> 	<ul style="list-style-type: none"> ~ Staff wellbeing survey provides base line data compared to 2024. - Staff retention >90% - Staff report feeling supported in workload and hauora. 	Principal / SLT / BOT

		<i>staff achievements.</i>		
4. Integrated Hauora Curriculum for Learners	<i>Hauora learning explicitly integrated across all year levels.</i>	<ul style="list-style-type: none"> - Develop a localised hauora curriculum (Mental Health Education and Hauora for Primary Schools). - Embed physical activity, mindfulness, and wellbeing practices daily. - Student-led hauora initiatives (peer mentoring, tuakana-teina). 	<ul style="list-style-type: none"> ~ All classes to introduce hauora-focused lessons each week. - 90%+ of students participate in hauora/physical wellbeing initiatives. - Student leadership in hauora visible in school events/programmes. ~ 100% Staff involvement in PLD initiatives in conjunction with Sport Whanganui. 	SLT / Principal / Sport Whanganui

RESPONSIVE CURRICULUM

A curriculum that reflects our learners, our community, and meets national priorities.

Annual Goal	Target	Action	Success Indicators	Responsibility
1. Strengthen Writing Achievement	Reduce “Of concern” + “Working towards” in Writing (Y4–6) by 15% by Term 4, 2025.	<ul style="list-style-type: none"> - Targeted writing interventions. - Strengthen moderation & PLD. - Writing across the curriculum. ~Introduction of Writers Toolbox to years 3 and 4 ~Whole school use of the The Code ~Acceleration groups as identified by data 	<ul style="list-style-type: none"> - % of students “Of concern” in Writing drops from ~25% → 10%. - % of Y4–6 students “Working within/Exceeding” rises from ~65% → 80%. 	Literacy Lead / Team Leaders / Classroom Teachers / Kaiawhina
2 Lift Reading Progress &	Move 20% of “Working within” Y4–7 students into “Exceeding.”	<ul style="list-style-type: none"> - Structured literacy - Extension groups for advanced readers. 	<ul style="list-style-type: none"> - % of Y4–7 students “Exceeding” in Reading grows from ~18% → 35%. 	Literacy Lead / SENCO / Classroom Teachers / Kaiawhina

<i>Engagement</i>		~Fluency Reading across the school ~Dibels ~~Acceleration groups as identified by data	- Student voice surveys show 75%+ report enjoyment in reading.	
3. Accelerate Mathematics Achievement	Reduce “Of concern” in Y4–7 by 10% ; increase “Exceeding” by 10%	-Introduction of Numicon (0–3) and Maths No Problem (4–8) - ALiM–1 Teacher participating in Accelerated Learning in Mathematics ~Acceleration groups as identified by data	- % of Y4–7 students “Of concern” in Maths drops from ~20% → 10% - % of students “Exceeding” rises from ~15% → 25%	Maths Lead / Team Leaders / ALiM Teacher / Classroom Teachers / Kaiawhina

