

## 2025 ANNUAL IMPLEMENTATION PLAN

<b>Strategic Goal 1</b>	<b>Our students will be provided with a relevant, engaging local school curriculum, based on Te Mātaiaho (NZ Curriculum refresh) for full implementation by 2027</b>
<b>Annual Target</b>	<p>1. <b>A.</b> To ensure that 80% of the students are present for more than 90% of the term. To ensure this happens the SLT must follow up with the parents of students who were below 80% for attendance for 2024. To be actioned in term 1, 2025 by SLT.</p> <p style="text-align: center;"><b>2024 attendance data: Overall 82.81%</b></p> <p><b>B:</b> Ensure that 85% of the students are at the required level in reading, writing and mathematics.</p> <p>2. Each teacher to work with their HOD/TL to have a deeper understanding of the requirement of the literacy and numeracy curriculum.</p> <p>3. To have teachers of years 0 to 3 implement the practices of BSLA in their learning and teaching, and years 4 to 8 teachers to start working with their facilitators.</p> <p>4. To ensure all teachers are aware of the principles of assessment of learning and each teacher targets a strategy for implementation in their current practice.</p> <p><b>Student Achievement Targets for 2025:</b></p> <p><b>Years 1 to 8 Target for 2025:</b></p> <ol style="list-style-type: none"> <li>1. To have 85% of students at or above in Reading and Writing and Mathematics.</li> <li>2. (BSLA): To have 85% of students at and above in Literacy in Year 2, 2025.</li> </ol> <p><b><u>Term 4 2024 Baseline Data for 2025 target</u></b></p> <p><b><u>Year 1 -2:</u></b></p> <p><b>Reading:</b> 85% of the students are at or above the expected level.  <b>Writing:</b> 83% of the students are at or above the expected level.  <b>Math:</b> 95% of the students are at or above the expected level.</p> <p><b><u>Year 3-4:</u></b></p> <p><b>Reading:</b> 81% of the students are at or above the expected level.  <b>Writing:</b> 71% of the students are at or above the expected level.  <b>Math:</b> 83% of the students are at or above the expected level.</p> <p><b><u>Year 5-6:</u></b></p> <p><b>Reading:</b> 67% of the students are at or above the expected level.</p>

**Writing:** 66% of the students are at or above the expected level.  
**Math:** 62% of the students are at or above the expected level.

**Year 7-8:**

**Reading:** 52% of the students are at or above the expected level.  
**Writing:** 50% of the students are at or above the expected level.  
**Math:** 45% of the students are at or above the expected level.

**Years 9 & 10 Targets for 2025:**

1. To have 85 % of students at or above in Numeracy and Literacy.

**Baseline Data for Years 9 & 10**

**For year 9:**

**Numeracy:** 73% of the students are At or Above the expected level  
**Literacy - Reading:** 91% of the students are At or Above the expected level.  
**Literacy - Writing:** 69% of the students are At or Above the expected NZC level.

**For year 10:**

**Numeracy:** 69% of the students are At or Above the expected level  
**Literacy - Reading:** 57% of the students are At or Above the expected level.  
**Literacy - Writing:** 37% of the students are At or Above the expected NZC level.

**Years 11-13 Targets for 2025:**

To have 85 % of students achieve NCEA co-requisite in literacy and numeracy.

**Baseline Data for Years 11-13:**

**Year 11:** 71.4% students who are on track in getting enough credits for the qualification.  
**Year 12:** 96.8% students who are on track in getting enough credits for the qualification.  
**Year 13:** 100% students who are on track in getting enough credits for the qualification.

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

The local curriculum will be understood and will be implemented in all classes

<b>Actions</b>	<b>Who is Responsible</b>	<b>What do you expect to see</b>	<b>Timeframe</b>	<b>How will success be measured</b>
(1) <b>A.</b> To ensure that 80% of the students are present for more than 90% of the term.	Principal, LSC, DP, AP, Tls, Deans, Class and Homeroom Teachers	1. Ongoing tracking of data of students who have previously flagged for attendance. Continuous reminder	1. Term 1(if needed then the following terms as	1. LSC and teachers will collect evidence that the intervention has improved attendance.

		<p>to parents through the school newsletters</p> <ol style="list-style-type: none"> <li>2. At the end of week 2, all parents of students who have been late for 3 or more days will be contacted (to understand the reason behind lateness).</li> <li>3. Implement a system where parents are notified of all lateness and missed attendance at the end of the week.</li> <li>4. Use the MOE's Stepped Attendance Response (STAR) to respond to all the absences.</li> </ol>	<p>well)</p> <ol style="list-style-type: none"> <li>2. End of Week 2 Term 1</li> <li>3. Beginning of Term 2</li> <li>4. Term 1</li> </ol>	<ol style="list-style-type: none"> <li>2. Collect evidence that the intervention increases punctuality.</li> <li>3. Collect parent feedback on the effectiveness of the system.</li> <li>4. Collect evidence if the STAR response increases punctuality.</li> </ol>
<p><b>B:</b> Ensure that 85% of the students are at the required level in reading, writing and mathematics.</p>	<p>LSC, DP, AP, Tls, HODs and Class Teachers</p>	<ol style="list-style-type: none"> <li>1. Use of the previous year's analysis of data to create new targets for 2025.</li> <li>2. Termly meetings with parents.</li> <li>3. Include the achievement targets as part of the agenda in all meetings.</li> <li>4. Regular conversations and reflections (parent, child, teacher).</li> <li>5. Development and improvement in teacher practice.</li> <li>6. Commitment in developing school leaders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Early Term 1</li> <li>2. Every Term</li> <li>3. Ongoing</li> <li>4. Every Term</li> <li>5. Every Term</li> <li>6. As required</li> </ol>	<ol style="list-style-type: none"> <li>1. Analysis of reports presented by leaders.</li> <li>2. Collect feedback from parents on the effectiveness of the meetings</li> <li>3. Collect evidence on the depth and consistency of the conversation.</li> <li>4. Staff to keep a record of the meetings and report on student learning behavioural changes.</li> <li>5. Staff to keep evidence on strategies that demonstrate a positive impact on teaching and learning (Interlead).</li> </ol>

				6. Senior Leaders to track the effectiveness of staff PLD opportunities.
<b>(2)</b> To have teachers of years 0 to 3 implement the practices of BSLA in their learning and teaching, and years 4 to 8 teachers to start working with their facilitators.	Principal, DP, AP Primary, BSLA facilitator, English HOD, Tls, LSC	<ol style="list-style-type: none"> <li>1. All Year 1-8 teachers to be enrolled in the BSLA PLD (MOE Provided).</li> <li>2. BSLA facilitator to oversee the BSLA practice in years 0-3.</li> <li>3. BSLA facilitator to support the teachers with the PLD</li> </ol>	<ol style="list-style-type: none"> <li>1. Term 1</li> <li>2. Ongoing</li> <li>3. As needed</li> </ol>	<ol style="list-style-type: none"> <li>1. Collect evidence of the effectiveness of the BSLA PLD</li> <li>2. Termly reports.</li> <li>3. BSLA facilitator to record evidence of the support provided</li> </ol>
<b>(3)</b> Continue enhancing school-wide assessment practices based on the principles of assessment for learning. In doing so, develop the confidence in each staff that every student can improve.	SLT	<ol style="list-style-type: none"> <li>1. Review the current assessment practice.</li> <li>2. PLD opportunities for SLT to strengthen the understanding of the Principles of Assessment for Learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. End of Term 2</li> <li>2. Teacher-only-Days</li> </ol>	<ol style="list-style-type: none"> <li>1. Leaders across school collating evidence of current assessment practice</li> <li>2. SLT leading PLD on Principles of Assessment for Learning.</li> </ol>

<b>Strategic Goal 2</b>	<b>Our learning environment will promote learning, practicing, and preaching (Dawat and Tabligh) in line with the special character of the school.</b>
<b>Annual Target</b>	<p>Leaders, Teachers Students and Whānau will understand and practice the Islamic knowledge through the Darul Uloom and standard religious studies classes in the context of the school's special character.</p> <ol style="list-style-type: none"> <li>Promote Islamic practices by encouraging staff, students and community members in participating in Jamaats, Sabe-e-guzari, ijtima and Jord.</li> <li>Ensure the six qualities of the work of Dawah and Tabligh is regularly taught and implemented in the lives of staff and students. Staff and students are encouraged to participate in Jamaat work locally, nationally and globally.</li> <li>Ensure that Darul Uloom staff and students are representing at the Sabe-e-guzari and possibly, if not all, at most of the Islamic competitions within New Zealand and possibly overseas.</li> <li>Encourage secondary girls and the female staff to take part in the weekly ladies taleem at different venues.</li> </ol>

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

**Darul Uloom curriculum and regular religious studies curriculum will be in place and implemented in the context of the special character of the school. In doing so every child will be able to learn and doing the best to practice the 6 Qualities as part of the effort of Dawat & Tabligh in their daily lives.**

<b>Actions</b>	<b>Who is Responsible</b>	<b>What do you expect to see</b>	<b>Timeframe</b>	<b>How will success be measured</b>
Improve and strengthen Islamic practices by teaching knowledge including 6 Qualities of Dawat and Tabligh through Darul Uloom and regular classroom teaching.	HOD RED/Pastoral Care Leadership Team	Support from AP/LSC by way of Designing strategies to support students' punctuality that improve attendance and engagement of our students	Term 1- Term 4	<ul style="list-style-type: none"> <li>PLD from Islamic Department will continue to meet guidelines and 2025 timeline.</li> </ul>

<b>Strategic Goal 3</b>	<b>Our school will be able to provide a diverse career path by being able to provide a wide range of subjects to students in the upper secondary school</b>
<b>Annual Target</b>	Ensure all students achieves the University Entrance (UE) requirements.

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

That all year 13 students have gained enough credits to achieve UE

<b>Actions</b>	<b>Who is Responsible</b>	<b>What do you expect to see</b>	<b>Timeframe</b>	<b>How will success be measured</b>
To monitor all students closely to ensure they succeed.	DP, APs, HODs	<ol style="list-style-type: none"> <li>That parents and students are kept informed of the progress made by students.</li> </ol>	Term 1- 4	<ol style="list-style-type: none"> <li>Evidence of students monitoring and discussion with parents.</li> <li>Discussion through AUSAD</li> <li>Evidence of students achieving relevant credits towards UE</li> </ol>

		2. All students are followed up with any concerns		
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