



Walton School



2025 ANNUAL PLAN

SCHOOL NUMBER 2074

NGĀ RUATAKI STRATEGIC PRIORITY

ĀKONGA - THE LEARNER

Goal Ākonga to have a strong sense of belonging, identity, and hauora which allows them to thrive emotionally, physically, academically, and socially at Walton School.

What success will look like

- Every child attends school regularly
- Every child feels successful in their own way and motivated to learn.
- Tamariki visibly happy to participate in classroom learning.
- At break times, tamariki are happy and having fun with friends, or respectfully participating in organised games.
- Kaiako are able to teach free of any anti-social or disruptive behaviour from any child.
- Our school culture is fun, vibrant and 'alive' with excitement.

How we will know we've achieved it

- Walton ākonga having positive relationships with their peers and kaiako (reflected in ākonga surveys & community survey).
- School wide OTJ data increasing from 2024 end of year results (termly).
- Priority Learners making accelerated progress over the duration of the year.
- High regular attendance by all tamariki.
- Minimal break time problems resulting in children on the 'blue seat'.
- Staff and tamariki feel safe to be themselves, and have a sense of belonging.

Tools of measuring success

- Ākonga survey (years 4-6)
- Termly OTJ data
- Term Two Community Survey
- Termly attendance results
- Classroom observations

Aligned with

NELP One, Two, Three, Four, Five, & Six

Board Primary Objectives One, Two, Three, & Four



ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 1

ĀKONGA - THE LEARNER

Target Goal Ākonga will use opportunities to share their 'voice', make academic progress and achievement, and feel proud of themselves and their identity.

Actions	Who is responsible	Timeframe	Means of measuring success
Continue gathering student voice through the regular surveys conducted with our Y4-6 tamariki, the Akonga Hauora Survey. This translates the 'intangible' into data, especially on information on maori inclusiveness from our maori tamariki.	Principal Kaiako BoT ERO	Terms 2-4	Principal to analyse feedback data and report to the BoT twice a year. Reports also shared with ERO Evaluative Partner.
Promote regular school attendance and implement STAR attendance measures when needed.	Principal Kaiako BoT	Terms 1-4	Etap attendance coding and termly attendance reports.
Data of students with high and complex needs will be monitored and will provide information for next steps. Five BoT funded Teacher Aides within classes to support Kaiako to implement core learning programmes that raise student achievement & progress.	Principal Leadership Team Kaiako BoT Teacher Aides	Terms 1-4	Termly OTJ data.
Teachers will value diversity and provide opportunities for expressing and celebrating differences.	Principal Kaiako BoT Kaahui Ako Special Ed	Terms 1-4	Termly OTJ data. Annual reports Akonga Surveys
Kapa Haka uniforms for mana-enhancing and pride.	Whaea Lena Principal Kaiako Kaahui Ako	Term 4	Walton Kapa Haka uniform in action by EOY
When and where possible, teachers utilise student's prior knowledge and cultural experiences in their programmes.	Principal Kaiako	Terms 1-4	Akonga Survey Community Survey
Students will clearly understand their next steps in their learning progressions for reading, writing and maths through the development and on-going implementation of the new curriculums.	Principal Leadership Team Kaiako BoT	Terms 1-4	Classroom observations. SLCs Term 2 & 4

Specific Targets

Baseline data for Writing:

EOY 2024 data showed 36% of all akonga were below expectations for their age. (64% At or Above)
EOY 2024 data showed 51% of Male akonga were below expectations for their age. (49% At or Above)

Specific Writing Targets:

80% or more of all akonga will be At/Above by the EOY 2025
75% or more of Male akonga will be At/Above by the EOY 2025

- AsTTle writing rubric will be used term one for two moderation checkpoints (Information Reports), which will guide teaching and learning next steps for T1.
- Specific writing areas for direct targeted teaching, such as sentence structure, spelling, etc, will be derived from the first eAsTTle testing point (wk1 T2).
- PLD with Janet McCarroll (Education Associations) focussing on growing teacher capability and knowledge of the new curriculum and its implementation.

Baseline data for Reading:

EOY 2024 data showed 29% of all akonga were below expectations for their age. (71% At or Above)
EOY 2024 data showed 37% of Male akonga were below expectations for their age. (63% At or Above)

Specific Reading Targets:

80% or more of all akonga will be At/Above by the EOY 2025
75% or more of Male akonga will be At/Above by the EOY 2025

- Structured Literacy approach of BSLA will be strengthened across the school by ur Year 5&6 teachers undertaking the training this year too. Along with this, the Rm3 & Rm5 teachers will have refresher training due to swapping class levels this year. By the end of the year, all classrooms will be implementing BSLA.
- SLT will conduct regular formal observations/Pop ins to ensure all kaiako are following the pre-scribed structured literacy learning and adhering to the correct process for BSLA.

Baseline data for Maths:

EOY 2024 data showed 24% of all akonga were below expectations for their age. (76% At or Above)
EOY 2024 data showed 32% of Male akonga were below expectations for their age. (68% At or Above)
Entering into the 2025 school year, we didn't have an accurate account of where our akonga knowledge was for Basic Facts.

Specific Maths Targets:

85% or more of all akonga will be At/Above by the EOY 2025
75% or more of Male akonga will be At/Above by the EOY 2025
90% of akonga are at or above their expected level for basic facts knowledge (related to the new Mathematics & Statistics curriculum)

- School develops a standardised basic facts test for our school. All tamariki complete the test mid and end of each term.
- Term one mid test will provide initial data on our current school wide basic facts knowledge, as well as providing information of areas of strength and improvement.
- Parents can focus on BF knowledge as a part of their homework.

Fun

&

Whānau



NGĀ RUATAKI

STRATEGIC PRIORITY

AKORANGA - THE LEARNING

Goal	To develop an exciting and engaging curriculum for all ākonga that reflects Te Ao Māori, removes barriers to learning, attains high expectations for tamariki, and incorporates the aspirations of our community & whānau.
What success will look like	<ul style="list-style-type: none">- We have equitable learning outcomes across our diverse learner population.- Staff and tamariki learn and practice tikanga and use Te Reo increasingly during the school day.- Māori whānau are engaged and contributing to our school's direction & success.- Tamariki are engaged in a board, holistic school-based curriculum that aligns with the Ministry's curriculum refresh.- Coherence & consistency of teaching practices across the school.
How we will know we've achieved it	<ul style="list-style-type: none">- Maintain level 4b of Te Reo Māori Learning and associated operational funding.- Begin implementing the new curriculum areas for English and Maths with support from PLD and MinEd.- Kaiako moderations of writing samples and OTJs revealing a consistency in judgement across the school.- A revised Walton School curriculum that incorporates new policies and approaches ('The Walton Way')
Tools of measuring success	<ul style="list-style-type: none">- Ākonga survey (years 4-6)- Termly OTJ data- Term Two community survey- Professional Growth Cycle (classroom observations and follow-up discussion/ goals)
Aligned with	NELP One, Two, Three, Four, Five, & Six Board Primary Objectives One, Two, Three, & Four

ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 2

AKORANGA - THE LEARNING

Target Goal To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.

Actions	Who is responsible	Timeframe	Means of measuring success
Review and revise our Walton School Teacher Expectations to ensure we, as a teaching team, are aligned on what is expected of all teachers, and introduce what practices are non-negotiables (planning, assessment folders, modelling book templates).	Principal Leadership Team Kaiako	Term 1	Updated Expectations document. Classroom observations.
Continue to implement the school-wide weekly timetable that incorporates the government policy of one hour per day for R,W,M.	Principal Leadership Team Kaiako BoT	Terms 1-4	Kaiako Planning. Classroom observations.
A variety of resources will be used to implement a te reo programme aligned with levels 1 and 2 of Te Aho Arataki Marau mo te Ako I te Reo Maori – Kura Auraki, Curriculum Guidelines for Teaching and Learning te reo Maori in English – medium School.	Principal Leadership Team Kaiako Whaea Lena	Terms 1-4	Walton School progressions (draft) by the EOY
Navigate and develop a deep understanding of the NZ Curriculum Refresh (Te Mataiaho) and the understand-know-do structure of teaching and learning. This will be assisted through the use of two Teacher Only Days (dates) where we'll unpack Mathematics and Statistics and English curriculum areas.	Principal Leadership Team Kaiako BoT	Terms 1-4	Walton School Curriculum
Monitoring student attendance (termly) and identifying any tamariki with poor, irregular attendance. Contact made with whanau/parents and discussions held around how we can support the child's attendance.	Principal Kaiako BoT	Terms 1-4	Termly attendance reports from Ministry of Education

Actions	Who is responsible	Timeframe	Means of measuring success
Professional Growth Cycle: Leadership Team conducting observations with follow-up discussions throughout the year to grow teacher capability. Peer observations used to support individual teacher next steps.	Principal Leadership Team. Kaiako	Terms 1-4	Classroom observations. Professional discussions at follow up meetings. Staff meetings.
Teachers are provided PLD to engage and become familiar with the curriculum refresh in English and maths.	Principal Kaiako	Terms 1-4	Staff meetings.
Seedlings Programme for transitioning our 4-year old enrolments into school & Rm7 ECE promotion visits.	Principal Richelle Cossill (Rm7 & WsT)	Terms 1-4	Rm7 enrollment numbers.
Structured Literacy (BSLA) continued within rooms 3,4, 5 & 7, and also awaiting the opportunity to have BSLA training for Year 5 & 6 kaiako.	Principal Richelle Cossill Kaiako	Terms 1-4	BSLA data analysis.
Student Led Conferences and written reports in Terms 2 & 4 to inform the community of progress and achievement against our Walton School Benchmarks.	Principal Kaiako BoT	Terms 2 & 4	Community Survey.
Writing samples completed twice per term, with teachers moderating 2-4 examples using Astle markers to continue to remain consistent across the school on our writing levelling.	Principal Kaiako	Terms 1-4	Writing moderation data.
Moderations at staff meetings by having kaiako taking turns to share where they believe a selected child is based on the evidence they have accumulated through formative and summative assessments. This is to ensure we, as a staff, are consistent in our OTJ levelling across the school.	Principal Kaiako	Terms 1-4	Termly OTJ data. Classroom observations.
Teachers to identify PLs within their class. Discussion at staff meetings of programmes being implemented and sharing of ideas on ways kaiako could improve their practice to address further identified PL needs.	Principal Kaiako	Terms 2-4	Staff Meetings. Classroom observations.
Detailed analysis of akonga working below and well below (Priority Learners) in Reading, Writing, and Maths and progress against sub-levels tracked through termly OTJs	Principal Kaiako	Terms 2-4	Termly OTJ data. Staff Meetings. Classroom observations.



Whanaungatanga

A SENSE OF KINSHIP & FAMILY CONNECTION



NGĀ RUATAKI STRATEGIC PRIORITY

3

ĀHUATANGA ŌKIKO - THE PLACE

Goal To continue enhancing the functionality and appearance of our school's physical environment, so that we feel proud of our place, inspired to learn, and motivated to show our school SPIRIT.

What success will look like

- Welcoming environment that caters to the needs of our diverse community.
- Physical properties that are enjoyed and respected by tamariki, staff and community.
- Well maintained, clean, functional buildings that are fit for purpose.
- Visual signs of our school's vision and values to inspire positive learning.

How we will know we've achieved it

- Use of 5YA funding to target identified areas for improvement.
- Collaboration between the Board and PTA to fund additional areas or improvements that increase tamariki engagement, and/or increase sun safety.
- Children are immersed in play at break times by using our grounds and playing structures to full effect, which in turn continues to keep inappropriate behaviours and interactions to a minimum.

Tools of measuring success

- 5YA
- PTA meetings
- Ākonga survey (years 4-6)
- Community survey

Aligned with

NELP One, Three, & Five

Board Primary Objectives Two & Three



ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 3

ĀHUATANGA ŌKIKO - THE PLACE

Target Goal To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.

Actions	Who is responsible	Timeframe	Means of measuring success
The school values and resilience will be taught through daily learning opportunities, and supported by Life Education. As well as looking into more new exterior signage to promote values and vision, with an emphasis on signage having a bi-cultural lens.	Principal BoT	Terms 1-4	Numer of student behaviour incidents. Community Survey Akonga survey
Establish an environment that supports and promotes quality play, sport and physical activity.	Principal Kaiako BoT	Terms 1-4	Akonga survey Community survey
Ensure the school is functional, safe and tidy through: -Purchasing and running of new school bus -Exterior painting plan begun -Developing sunshade areas - working as a collective (BoT, PTA, and seeking grants) - Continuing with 5YA projects (roofing)	Principal BoT PTA Ministry of Education	Terms 1-4	Functioning, tidy, safe school.
Active promotion of school sporting and cultural events that bring our school community together in large numbers to further engage our whanau, parents, and friends. EG, inaugural Grandparents Day for 2025	Principal BoT PTA	Terms 1-4	Community attendance at events. Community survey.
Kaahui Ako challenges (transition and writing) And also the Kapa Haka Festival, along with the Y5&6 Ki o Rahi tournament. Forming two WsTs for Walton (Richelle & Carma)	Principal Richelle Cossill and Carma Maisey (WsTs)	Terms 1-4	Kaahui Ako achievement challenges.
At the Term Two SLC, the Board of Trustees will have the 2025 Annual Community Survey for whanau, parents, and community members to complete. This will provide feedback on our progress, as well as giving direction for 2026 annual plan.	Principal BoT	Term 2	Community feedback.



Signed: _____

A handwritten signature in black ink, appearing to read 'Stu Muckle'.

20th Feb 2025

Stu Muckle

Walton School Presiding Member

Signed: _____

A handwritten signature in black ink, appearing to read 'Jeremy Kurth'.

20th Feb 2025

Jeremy Kurth

Walton School Principal