

Johnsonville School



Our vision:
Learning and Growing Together
Akoranga Whakatipuranga Ngātahi

Strategic Goals

Identity and Belonging

Kia whakatōmuri te haere whakamua - I walk backwards into the future with my eyes fixed on my past.

Equity

Mā te huruhuru ka rere te manu - Adorn the bird with feathers so it may soar

Hauora and Wellbeing

He oranga ngākau, he pikinga waiora - Positive feelings in your heart will raise your sense of self-worth.

Strategic Initiatives

- Enhance language, culture and identity
- Foster and strengthen partnerships with the community

- Initiate authentic opportunities for Korowai students
- Grow teacher capability and capacity

- Create positive and inclusive connections for ākonga and Kaiako
- Systems are designed for purpose and ease

Success Statements

- Johnsonville School is a place where each ākonga (learner) and their whānau (families) feel valued, respected and celebrated for who they are.

- Our school provides a place where all learners can reach their full potential; academically, emotionally, physically and socially.

- Our school offers an environment where ākonga, whānau and Kaiako feel able to learn and grow together.

Ka whānau me te pēpi, ka takaia ki te harakeke. Ka noho te harakeke, hei kākahu, hei rongoā, hei mea tākaro, hei oranga mōna a mate noa ia.
When a child is born, they will be wrapped in the muka cloth made of flax. The flax shall provide clothing, medicine, toys for play and leisure and shall provide the means for living and survival, health and wellbeing, throughout life's journey.

Annual Plan and Resources 2025

Goal 1: Identity and Belonging		Initiative 1: Enhance language, culture and identity				
Outcome: Student and whānau engagement in learning increases through an increased presence of culture, language and identity in classroom programmes.		Measures: Language and cultural identity will be explicit in planning classroom programmes and purposeful choice of resources. Cultural identity of students will be celebrated through the physical environment.				
Key actions	Accountable	Responsible	Resources	Start by	Complete by	Status
Identification of the individual cultures attending our school (school/class level)	Deputy Principals	Senior Leaders Classroom teachers	Admin staff: producing data Time: Syndicate meeting 2 hours, Staff meetings to discuss 2 hours	Term One	Week 5, term one	
Needs analysis of data: what cultures do we have that are not visible – e.g. need to add to our greeting wall	Deputy Principals Team Leaders	Admin staff	Time: Admin staff: 1 day updating wall Time: Leadership meeting 2 hours	Term One	Week 7, term one	
Theme team to create resources for classroom teachers where we have gaps for cultural celebrations	Principal Theme Team Deputy Principal	Theme Team	Time: Meetings to discuss: 10 hours over term two, resource finding and making to share Budget: 4 teacher release days @\$410 reliever	Term Two	End of term 3	

Annual Plan and Resources 2025

Purchase bi-lingual signs for the school	Principal	Cultural Responsive Theme Team	Budget: Purchase of items – bi-lingual signs \$5000	Term Three	End of term four	
Review the effectiveness/need/interest to provide Hindi classes and/or other languages.	Principal	Principal	Budget: Teacher Aide to support languages \$10,000	Term Two	Term Four	
Utilise the expertise of the staff in Te Reo Māori during classroom release time. Classroom observations of each other and the integration of Te Reo Māori in classroom programmes.	Team leaders Classroom teachers	Classroom Teachers	CRT allocated to classroom observations with specific te reo Māori focus.	Term One	Term Four	

Annual Plan and Resources 2025

Goal 2: Equity		Initiative : Initiate authentic opportunities for Korowai				
Outcome: Integration into the mainstream where possible and vice versa		Measures: Korowai students presence in the mainstream increases				
Key actions	Accountable	Responsible	Resources	Start by	Complete by	Status
Identify opportunities for Korowai students to participate in mainstream activities	Deputy Principal	Deputy Principal	Release Time – already in DP release	Term 1	Mid term 1	
Identify students in Korowai who can participate in particular activities	Deputy Principal	Deputy Principal	Release Time - already in DP release	Term 1	Mid term 1	
Identify Korowai students who can spend time in mainstream classrooms	Deputy Principal	Deputy Principal	Release Time - already in DP release	Term 1	Mid term 1	
Identify teachers who can cater for Korowai students in mainstream classes	Both Deputy Principals	Both Deputy Principals	Release Time - already in DP release	Term 1	Mid term 1	
Communicate the vision of integration to teachers	Deputy Principal	Deputy Principal	Staff Meeting – two hours	Term 1	Mid term 1	
Korowai students with teacher aide support participate in school activities and classroom programmes where appropriate	Deputy principal	Deputy Principal Classroom teachers Teacher Aides	Teacher Aide attached to student	Mid term 1	End of term 4	
Review opportunities for integration, school activities and classroom programmes	Deputy Principal	Classroom teachers Teacher Aides	Staff Meeting – two hours Team Meeting – two hours	Term 3	End term 3	

Annual Plan and Resources 2025

Goal 2: Equity		Initiative 2: Grow teacher capability and capacity				
Outcome: Teacher knowledge and practice aligns with new curriculum: mathematics, English and catering for complexity in diversity grows		Measures: Classroom observations, Professional Growth cycles, Student progress and achievement data				
Key actions	Accountable	Responsible	Resources	Start by	Complete by	Status
Review English Curriculum documentation Planning, Teaching and assessment to English refresh	Principal Literacy Theme Team	Classroom teachers	English Curriculum	Beginning term 1	End of term 4	
Unpack with staff the changes that need to happen in our learning programmes and expectations	Senior leaders Principal	Classroom teachers	Curriculum Day	Beginning of term 1	End of term 1	
Classroom observations for baseline data. Analyse and identify professional development requirements	Team Leaders Deputy Principal Principal	Team leaders Deputy Principals	Release time – 4 days	Beginning of term 1	End of term 1	
Professional development undertaken for teachers (Y4-6)	Classroom teachers	Classroom teachers	Appropriate professional development providers, release time – CRT + extra	Term 2	Ongoing into 2026	
Classroom observations of teachers implementing professional development	Classroom teachers	Deputy Principals Team Leaders	Release time 4 days	Term 3	Term 4	
Review Mathematics Curriculum documentation Align mathematics planning, teaching and assessment to Mathematics refresh	Deputy Principal Mathematics theme team	Classroom teachers	Staff Meeting – 3 x 2 hours Curriculum Day	Beginning of term 1	End of term 4	

Annual Plan and Resources 2025

Unpack with staff the changes that need to happen in our learning programmes and expectations	Principal Senior Leaders	Classroom teachers	Curriculum Day	Beginning of term 1	End of term 1	
Classroom observations for baseline data in mathematics. Analyse and identify professional development requirements	Principal	Deputy Principals	Release time 4 days	Beginning of term 2	End of term 2	
Source professional development opportunities	Principal	Deputy Principals	Release time: 2 days	Term 3	End of term 4	

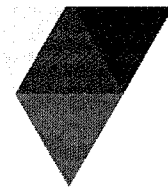
Annual Plan and Resources 2025

Goal 3: Hauora/Wellbeing		Initiative 1: Create positive and inclusive connections for ākonga and Kaiako across the school				
Outcome: Opportunities for teachers and students to learn and grow together, relationships strengthen between akonga and kaiako		Measures: Student surveys				
Key actions	Accountable	Responsible	Resources	Start by	Complete by	Status
Students complete online survey.	Deputy Principal	Classroom teachers	Time in classroom programmes Time for Deputy Principal: construct	Week 5, term 1	End of term 1	
Analyse data from survey and identify next steps	Deputy Principal	Deputy principal	Time	Beginning of term 2	Mid term 2	
Implement next steps into classroom programmes	Classroom teachers	Deputy principal		End of term 2	End of term 4	

Annual Plan and Resources 2025

Goal 3: Hauora/Wellbeing		Initiative 3: Ensure school management systems are fit for purpose and ease				
Outcome: SMS e-tap: Manage day to day operations and support assessment for learning by using rich data to inform improvements in teaching and learning.		Measures: Teacher Wellbeing improved through clear systems of data entry and ease of analysis of data for the purpose of teaching and learning.				
Key actions	Accountable	Responsible	Resources	Start by	Complete by	Status
Needs analysis of current situation, changing assessment landscape Assessment review	Deputy Principals Principal	Senior Leaders Team Leaders Classroom teachers	Time: to review status quo, other systems, understand needs of teachers, admin etc – what assessment is necessary? 4 x days to release, Staff meeting 2 hours	Beginning of term one	End of term Two	
Design of mark books for learning areas across the school and links connected so data only needs one entry point.	Senior Leaders External provider	Literacy/Numeracy theme teams, Classroom teachers	Time: Deputy Principal to meet with external provider Budget: \$2000	Term Two	End of 2025	
Professional development for particular groups using e-tap begins	External provider Senior Leaders	Classroom teachers	Time: Meetings to deliver professional development Budget: \$5000 – release time for PLD	Term Three	On-going into 2026	
Begin development of documentation on what we use/why – new staff induction	Senior Leaders	Senior Leaders	Time: Leadership release to document	Term Three	On-going into 2026	

Statement of Variance Reporting



School Name:	Johnsonville School	School Number:	2866
Strategic Aim:	Our school community maintains a learning environment where children are challenged, engaged and achieving in all areas of the Johnsonville School Curriculum.		
Annual Aim:	<p>Annual Aim 1 To increase the number of students achieving at or above the year-level curriculum expectations for writing.</p> <p>Annual Aim 2 To increase the number of students achieving at or above the year-level curriculum expectations for mathematics.</p>		
Target:	<p>Annual Aim 1</p> <p>Part 1 Eighty percent of boys in years 2 to 6 who did not meet the curriculum achievement expectations for writing in 2023 will make at least one year's progress in writing in 2024. Of the boys who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).</p> <p>Part 2 Eighty percent of Year 6 students who did not meet the curriculum achievement expectations of writing in 2023 will make at least one year's progress in writing in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).</p> <p>Annual Aim 2</p> <p>Part 1 Eighty percent of Māori and Pasifika students' years 2 to 6 who did not meet the curriculum achievement expectations for mathematics in 2023 will make at least one year's progress in mathematics in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).</p>		
Baseline Data:	<p>Baseline data (End of 2023):</p> <p>Analysis of the school-wide writing achievement data for EOY 2023 showed:</p> <ul style="list-style-type: none"> Of the Y2 – 6 students 65.5% met or exceeded the year-level curriculum expectations for writing. A lower proportion of boys (57.2%) met or exceeded the year-level curriculum expectations for writing. 		

- Of the Year 6 students (75%) met or exceeded the year-level curriculum expectations for writing.

Analysis of the school-wide mathematics achievement data for EOY 2023 showed:

- Of the 56 Māori and Pasifika Y2 – 6 students 64.3% met or exceeded the year-level curriculum expectations for mathematics.

		Reasons for the variance (Why did it happen?)	Evaluation (What worked?)
<p>Annual Aim 1 Reviewed assessment data and determined the learning needs of target students.</p> <p>Additional targeted needs-based writing instruction within the classroom programme in-line with the principles and learnings gained from the school's and individual teacher's previous PD.</p> <p>Continued implementation of a structured literacy approach for students in YO – 2 (BSLA).</p> <p>Whole staff spelling PLD from Liz Kane on 'The Code'. Implementation of this program from Term 2 onwards across the school.</p> <p>Regular monitoring meetings where professional learning conversations are held using the schools PLC framework. These meetings focus on monitoring the progress of target students, and any other students 'at risk' of not progressing. In addition, they support the review of effectiveness of classroom intervention programmes.</p>	<p>Annual Aim 1 26% of the 46 target students (boys) made accelerated progress. Of those students, 26% met year-level curriculum expectations.</p> <p>41.2% of target children made at least one year's progress in writing.</p> <p>Of the twenty six Year 6 students in the target group 73% made one year or more progress. 42.3% of these students are now achieving at the expected curriculum level.</p> <p>Annual Aim 2 Of the 7 target students in this group 50% made at least one year's progress. All students made one or more sublevel increase.</p>	<p>Annual Aim 1</p> <p>Teachers embraced the writing focus and worked hard to improve their skills in teaching writing.</p> <p>Student progress was monitored and tracked through a shared school-wide data base.</p> <p>Regular monitoring meetings were held, and documented, to record students at risk. These meetings included analysis, and use, of writing assessment information (particularly eastTtle).</p> <p>Moderation meetings facilitated rigorous professional discussion concerning student progress and achievement, and potential next teaching steps.</p> <p>Factors influencing the percentage of children making less than a years progress are often individualised, dependent on attendance and identified/unidentified barriers to learning.</p> <p>Annual Aim 2</p>	<p>Annual Aim 1 & 2</p> <ul style="list-style-type: none"> • The provision of additional support and instruction for children that are achieving below the curriculum aspiration for their age and stage. Targeted support across teams. Effective use of Teacher Assistants with targeted learning. Communication and engagement with whānau. • Year 0 – 2 teachers to continue to take part in a BSLA (Better Start Literacy Approach through Canterbury University/MOE) • Year 3 – 6 teachers to continue implementation of a structured literacy program 'The Code' to begin using a structured literacy approach to literacy. • Three teachers to trial BSLA structured Literacy for Year 4 – 6 students through Canterbury University. • To continue to clearly articulating for students the purpose for their writing –

e-asTTle assessment processes and overall professional judgements (OPJ) are moderated to ensure consistency and reliability across classes.

Students identified for intervention programmes appropriate to need. Teachers work collaboratively with Teacher Aides to deliver targeted intervention programmes.

Professional Learning and development through school-based PLD programme, collaboration with colleagues within the Kāhui ako, external courses, utilising the strengths of staff within the school, peer and leader observations and feedback.

Focus on:

- Accelerating the learning of our priority learners.
- Developing student agency and efficacy
- Enhanced collaboration between teachers within the school and across schools.
- Enhanced teacher mentoring and coaching by leaders.

Culturally responsive and sustaining pedagogy professional development that supports teaching practices and learning of our Māori and Pasifika learners.

A continued systematic approach to mathematics in Years 2 – 6 provided stability in this curriculum area and a systematic approach and coverage to mathematics.

Factors influencing the percentage of children making less than a years progress are often individualised, dependent on attendance and identified/unidentified barriers to learning.

for it to be authentic and relevant to them and their whānau in order to increase engagement and motivation.

- Syndicate Professional Learning Conversations to be regularly shared with Leadership group and discussed in Leadership Team meetings.
- Identify and utilise opportunities of writing and mathematics for authentic purposes – in planned learning areas, in current events, and in the students' responses to what they are learning.
- Leaders and teachers to focus on improving and valuing handwriting and bookwork. Syndicate Teams to identify expectations for bookwork.
- To continue holding regular syndicate-level and school-level student achievement meetings with a focus on teaching as inquiry. Classroom teachers to diagnose difficulties that are unique to individual students, or common to many students and implement classroom-

Assessment data analysed and used to inform

Annual Aim 2

Review assessment data and determine the particular learning needs of target students.

Continued use of PRIME Maths as a structured mathematics program across the school.

Basic Facts taught explicitly across the school.

based initiatives to meet these needs.

- PRIME Maths will continue to be implemented across the Year 2 – Year 6 classrooms.
- Numicon will continue to be implemented in Year 0 – 1.
- Continued professional development will be provided to ensure the PRIME programmes effective implementation and their ongoing use.
- Continued reflection of maths programme in classrooms that reflects a balance of approaches based on student needs.

Our school's focus for 2025 will be three strategic goals (Identity and Belonging, Equity and Hauora & Wellbeing) and to implement the newly mandated New Zealand Curriculum in Literacy and Numeracy.

Collaborative planning and analysis of data between teachers is focused and deliberate.

Strengthen eTAP, e-asTTle PATs and school tools to accurately track students' progress and achievement and use this data for teaching and learning.

Focus on deliberate teaching and ensuring students are receiving an hour of reading, writing and mathematics per day.

Kāhui Ako Within School Leads to focus primarily on Literacy and Numeracy. To begin a review of School programmes, planning, teaching and assessment.

Tuakana/Teina opportunities continue to be implemented across the school. Development of this to be worked on throughout the year.