

AWANUI SCHOOL 2025 ANNUAL REPORT



THROUGH HIGH ENDEAVOUR ACHIEVE *Na te whaingā teitei ka taea*

This Annual Plan is based on our 2024-2025 Strategic Plan made in consultation with staff, students, Board of Trustees, whānau and the wider Awanui community. By consulting with our community we show our commitment to Te Tiriti o Waitangi. We also show this through the goals set from feedback received. Awanui School will work toward achieving these goals over the next two years in conjunction with our wider school community. Awanui School collaborates with the local Māori community to develop a strategic plan that upholds tikanga Māori and te ao Māori. They actively protect and incorporate mātauranga Māori, te reo Māori, and tikanga Māori into their daily life. They support teachers in building their capability and practice of culturally responsive teaching. Awanui School encourages student and whānau participation in all aspects of school life, ensuring Māori students experience educational success as Māori. (Regulation 9(1)(g))

This Annual Plan not only reflects our strategic goals but also the Government priorities of having a better approach to literacy and numeracy, smarter assessment and reporting and an attendance action plan. Currently, Awanui School has made steady progress toward achieving the Strategic Goals but still have mahi to do in order to meet our targets and address gaps as shared in our statement of variance (can be accessed via school website). Our Statement of Variance highlights that all achievement across reading, writing and mathematics is a priority as well as the impact of attendance on student achievement. We will be focusing on Mathematics this year and the continued implementation of a structured approach as well as establishing attendance initiatives and growing te reo me ona tikanga Māori. (Regulation 9(1)(e))

A range of teaching and learning strategies are implemented throughout the school to support students progress and achievement. The Better Start Literacy (BSLA) structured literacy approach is being implemented school wide with small group teaching (tier 2) provided to students whose needs have not been met. PR1ME Maths is implemented school wide as a structured math approach. We currently have 56% of students achieving at or above the expected level in mathematics and aim to reach 70% by the end of the 2025 school year (2025 Curriculum Focus). (Regulation 9(1)(f))

Goal 1


All children are encouraged and supported to achieve to the best of their ability.

Objective 1 Nelp 2, Objective 2 Nelp 3 & 4, Objective 3 Nelp 5 & 6

1.1 Staff will continue personal growth in Te Reo me ona Tikanga Maori.

1.2 All Students will have access to quality programmes and any support that is needed.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
<i>Evidence of increased use of Te Reo by staff and students.</i>	<i>All Staff</i>	<ul style="list-style-type: none"> - <i>Te Puna Reo Programme</i> - <i>Reo Maori resources</i> - 	<ul style="list-style-type: none"> - <i>Use of Te Puna Reo assessment tools.</i> - <i>Reo Maori is embedded in all areas of teaching and planning.</i> - <i>Reo Maori is seen and heard throughout the school environment.</i> - <i>Observation</i>
<i>Staff and students will have a clear understanding of Marae tikanga.</i>	<i>All Staff</i>	<ul style="list-style-type: none"> - <i>Local Marae; kuia and kaumatua to share knowledge.</i> - <i>Te Runanga o Ngai Takoto to support kura & kaiako where needed.</i> - <i>Whanau to share and input ideas/ knowledge.</i> 	<ul style="list-style-type: none"> - <i>Visit to local Marae</i> - <i>School culture reflects tikanga practices.</i> - <i>Students are able to share karakia and waiata.</i>
<i>Use of Te Puna Reo programme across the school, utilising staff pld supplied through provider to grow knowledge.</i>	<i>All Staff Principal to Lead</i>	<ul style="list-style-type: none"> - <i>Te Puna Reo Website</i> - <i>Maori language resources</i> 	<ul style="list-style-type: none"> - <i>Staff participate in PLD to grow own knowledge.</i> - <i>Lessons are being used in classes.</i> - <i>Daily tikanga practices are used in classrooms.</i>
<i>Students with learning difficulties are identified and programmes are adapted; classroom support in place + consultation with whanau.</i>	<i>All Staff with support from RTLB, Te Manawatahi Hub, Toi Oho, Tuhiata Mahiora etc.</i>	<ul style="list-style-type: none"> - <i>Students support resources.</i> - <i>Teacher Aide support in each classroom.</i> - <i>Support needed from RTLB</i> - <i>Awhi to care for students</i> 	<ul style="list-style-type: none"> - <i>Target students are identified.</i> - <i>Target students have IEP hui to discuss learning and next steps termly.</i>

		<p><i>whole hauora (counseling services etc)</i></p>	<ul style="list-style-type: none"> - <i>IEP is updated regularly & reflected upon.</i> - <i>Teachers reflect on teaching practice and learning.</i> - <i>Whanau are well informed of their tamariki and their progress.</i>
<p><i>Implementation of Structured Literacy and Mathematics.</i></p>	<p><i>All Staff</i></p>	<ul style="list-style-type: none"> - <i>Structured Literacy professional development.</i> - <i>Structured literacy resources.</i> - <i>Structured literacy texts.</i> - <i>Structured math books/resources.</i> - <i>Progression across phase 1 & 2.</i> - <i>Development of school Curriculum and Achievement Plans for both Mathematics and English.</i> 	<ul style="list-style-type: none"> - <i>Observations of structured maths and literacy lessons.</i> - <i>Structured maths and literacy shown in planning.</i> - <i>Tracking student achievement using Te Mataiaho progressions.</i> - <i>Analysing achievement and progress using CaAP in both Mathematics and English.</i>
<p><i>Participation in Mathematics PLD unpacking the new curriculum and progressions across phases 1-2.</i></p>	<p><i>All Staff + Kahui Ako Region 3.</i></p>	<ul style="list-style-type: none"> - <i>Structured Math PLD Facilitator.</i> - <i>Resources.</i> -  	<ul style="list-style-type: none"> - <i>Kaiako have an understanding of the Mathematics curriculum and learning progressions.</i> - <i>Kaiako are able to plan using new curriculum documents.</i>

Goal 2

*To ensure the hauora of everyone is cared for so they feel safe and have a sense of belonging.
Objective 1: Nelp 1, Objective 2 Nelp 3, Objective 3 Nelp 5&6*

2.7 Student attendance is monitored. Targets are set in relation to student achievement goals.


Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
<i>Links between student achievement and regular attendance will be evident as well as links between hauora/ student wellbeing and student achievement.</i>	<i>All Staff Board of Trustees</i>	<ul style="list-style-type: none"> - <i>Student achievement data.</i> - <i>Student attendance data.</i> - <i>Te Whare Tapa Wha implemented across school.</i> 	<ul style="list-style-type: none"> - <i>Student achievement data collected each day.</i>
<i>Initiatives put in place to encourage high attendance.</i>	<i>All Staff Principal</i>	<ul style="list-style-type: none"> - <i>Initiatives for students.</i> - <i>High communication with whanau.</i> 	<ul style="list-style-type: none"> - <i>Track each student's attendance.</i> - <i>Acknowledge those who have perfect attendance during assemblies.</i> - <i>Communication regarding attendance is seen in the newsletter/ shared on the school Facebook page regularly.</i>
<i>Regular and clear communication with whanau in regards to attendance and Attendance Action Plan.</i>	<i>Principal</i>	<ul style="list-style-type: none"> - <i>STAR resources from MOE</i> - <i>Newsletters</i> - <i>Facebook</i> 	<ul style="list-style-type: none"> - <i>Resources to support attendance are shared with whanau regularly through newsletter/ facebook.</i>

Goal 3

Create a school environment that reflects our tamariki and their community where tamariki are engaged in their learning and school is a place they want to be.

Objective 1 Nelp 1, 3 & 5

3.5 Participation in whole school/ inter school events (academics, arts, sporting etc) & a wide range of learning experiences.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	How will we measure success? <i>Regulation 9(1)(d)</i>
<p>Co-collaboration across the school to develop school wide termly focus with a wider world and community link.</p>	<p>All Staff Principal</p>	<ul style="list-style-type: none"> - Te Mataiaho Curriculum Documents - Student tracking sheets - Termly Overviews 	<ul style="list-style-type: none"> - All students will participate in learning related to the set theme for the term. E.g. Term 1: Hauora - Students will be able to link their learning beyond themselves. Learning is connected to self- learning connected to the wider world.
<p>Encourage tamariki to take part in community/ inter school events; e.g. cross country, athletics, swimming sports, Matariki Festival, Kapa Haka etc.</p>	<p>All Staff Principal</p>	<ul style="list-style-type: none"> - Access to sports calendar (Sport Northland) - Access to transport - Whanau support with supervision 	<ul style="list-style-type: none"> - Students will be willing to participate in community/ inter school events. - Awanui School will be involved in community events. - Community will support the school.
<p>Utilise the Kahui Ako to build relationships between other schools in the region.</p>	<p>Principal (WSL) Across School Leader Kahui Ako Lead Principal</p>	<ul style="list-style-type: none"> - Kahui Ako hui dates - Support from across school leader and lead principal. -  Te Kāhui Tai Kura o T... 	<ul style="list-style-type: none"> - Kahui Ako goal of Tu Tangata Kaha (what makes me stronger) is woven throughout the school and reflected on regularly.
<p>Principal 'Tohe PLG' to network with other kura in the rohe.</p>	<p>Principal</p>	<ul style="list-style-type: none"> - PLG Dates - Access to readings etc - Access to minutes etc 	<ul style="list-style-type: none"> - Principal participates in PLG hui - Principal is able to share back new learnings with staff.