



Ellerslie School

EST 1877

"To be the best we can be."



Annual Improvement Plan 2025



Summary of the Plan

The below annual improvement plan is the school's second annual improvement plan that draws from the Ellerslie School's 3 year strategic cycle. This plan primarily focuses on new initiatives and strategic areas. It does not include all 'business as usual' actions. The 3 main strategic areas remain:

Our Learners: Support all learners to progress and succeed.

Our Cultures: Empower and celebrate our different ethnicities.

Our Whānau: Strengthen our school and whanau connections.

The 8 initiatives that support the above strategic areas are:

- Enrich our curriculum to be more relevant and engaging.
- Strengthen the teaching and learning of key foundational skills.
- Grow our knowledge, understanding and practise to support our diverse learners.
- Continue to create culturally inclusive environments and opportunities.
- Incorporate culturally responsive practices.
- Improve effectiveness and consistency of communication about learning.
- Develop a stronger learning and wellbeing partnership.
- Grow opportunities for all whanau to engage with the school.



Where we are currently at:

At the end of 2024 the school's roll stood at 833 students from Years 0-8, 30 students more than at the same time in 2023.

As at February 2025, the school roll stands at 744 students, made up of students from over 30 ethnic cultural groups. These are broken down to the following MoE ethnic groups:

NZ Māori	6.4% (48)	Sri Lankan	7% (52)	Latin America	1.1% (8)
Pasifika	4.8% (37)	Filipino	6.2% (46)	Other European	0.8% (6)
NZ European	32.5% (242)	African Origins	3% (22)	Other Groups	1.6% (12)
Indian	14.9% (111)	Japanese	1.5% (11)	Other SouthEast Asian	1.5% (11)
Chinese	10.5% (78)	Middle Eastern	0.9% (7)	Korean	1.1% (8)
Australian / UK / Irish	1% (8)	Vietnamese	0.9% (7)	Other Asian	4.2% (31)

In 2025 the school's key focus areas include:

- Implementing the new Mathematics and Statistic Curriculum
- Implementing the new English Curriculum with a focus on embedding Structured Literacy and The Code approaches throughout the school
- Continuing to improve school attendance in order to reach MoE targets of 80% of students attending school at least 90% of the time
- Continuing to develop culturally responsive understanding, procedures and protocols
- Maintain and strengthen Learner Agency approaches in all areas
- Embedding of the Mitey Mental Health Programme
- Introduction of Inclusive community engagement opportunities throughout the year
- Review the schools teaching and learning 2 yearly overview
- Develop a future assessment and reporting framework across the school

ERO 2025

By the end of 2024 the school and ERO had worked closely together to co-construct an evaluation focus. The rationale for selecting this evaluation is to examine the school's ongoing initiatives which include:

- Analysis of school achievement information identifies Literacy as a teaching and learning priority.
- Literacy is a foundation area that all ākonga need to successfully access the curriculum and for lifelong learning.
- Respond to the needs of all ākonga so they make progress and achieve equitable and excellent outcomes in Literacy.

The school expects to see:

- Consistency of teaching practice and implementation of PLD programmes.
- Increased equity, excellence and achievement in literacy for all learners.
- Higher engagement through students having authentic and meaningful learning opportunities in Literacy.
- Ākonga having agency and being able to share their success with parents.

Strengths as identified by ERO and the School

The school can draw from the following strengths to support it in its goal to evaluate how effectively responsive and collaborative teacher practice and professional learning approaches impact on equitable and excellent outcomes in literacy for all ākonga:

- school board members and leaders enact and resource the school's vision and strategic direction

- well-embedded school values and ‘language of learning’ are actively promoted and celebrated
- facilities and school structures are conducive to collaborative teacher practice
- leaders and teachers are open to new learning and implement successful approaches from professional learning.

Next steps are identified by ERO and the School

Moving forward, the school will prioritise:

- further strengthening effective learning partnerships with parents so that there is a shared understanding of what effective learning looks like at Ellerslie School
- continue to embed schoolwide literacy approaches and collaborative strategies
- continue to build the professional capacity of all staff to ensure equitable and excellent outcomes for all ākonga.

ERO visited the school in February 2025 for a brief update on how things are going. They explained that for Ellerslie School the current process will remain the same however they have been redirected to focus on schools that have not had an ERO visit for 3 or more years. ERO will reconnect with the school in June / July 2025.

End of Year Data 2024

2024 Cohort of Year 0-8 students -achievement as at the end of 2024 (805 students)		
Reading 83% Of students in Years 0-8 End of 2024 achieving within or beyond their expected curriculum level in Reading	Writing 83% Of students in Years 0-8 End of 2024 achieving within or beyond their expected curriculum level in Writing	Mathematics 90% Of students in Years 0-8 End of 2024 achieving within or beyond their expected curriculum level in Mathematics
2025 Cohort of Current Year 3-8 students -achievement as at the end of 2024 (598 students)		
Reading 80% Of students in Years 3-8 at the Beginning of 2025 achieving within or beyond their expected curriculum level in Reading as at the end of 2024.	Writing 81% Of students in Years 3-8 at the Beginning of 2025 achieving within or beyond their expected curriculum level in Writing as at the end of 2024.	Mathematics 89% Of students in Years 3-8 at the Beginning of 2025 achieving within or beyond their expected curriculum level in Mathematics at the end of 2024.

Identified focus areas for 2025:

- At least 85% of students in Years 2-8 achieve within or beyond their required year level in Reading, Writing or Mathematics.
- Accelerated progress of at least 2 sub levels for students who are below expectation in 2024 in Reading, Writing or Mathematics.
- 85% of the student focus group from Years 5-8 responded to the School Survey with ‘Agree or Strongly Agree’ that the school has provided opportunities to celebrate their different ethnicities throughout the year.
- 85% of the Parents/ Caregivers who responded to the end of year survey ‘Agree or Strongly Agree’ that the school has strengthened school and whānau connections.

How will our targets and actions give effect to Te Tiriti o Waitangi

Partnership: Continue to foster meaningful partnerships with the local marae and iwi. (One Tree Hill College and Ruapotaka Marae. Engaging Māori stakeholders in decision-making processes, respecting their rights.

Participation: Ensure Māori students have a voice and actively participate in setting targets and designing actions. This engagement is to ensure that Māori perspectives are integrated into decision-making. Ka Hikitia principles and actions will provide guidance and support.

Protection: Targets and actions go towards protecting the rights, interests, and well-being of Māori students. This involves ensuring equitable access to resources and opportunities, and safeguarding cultural identity and practices.

Equity: Targets should aim for equitable outcomes. Actions should address disparities in areas such as health, education, employment, and justice.

Cultural Responsiveness: Ensure that targets and actions are culturally responsive and respectful of Māori values, customs, and worldviews. This involves incorporating tikanga Māori and Maturanga Māori into policies and practices.

Attendance and Engagement

Target: **80% of students to attend school 90% of the time through the year.**

The school will continue to focus on improving student attendance in 2025. The attendance data at the end of 2024 showed:

	Regular Attendance - Over 90% 2024	Regular Attendance - Over 90% 2023
Term 1	75% attending over 90% of the time	80% attending over 90% of the time
Term 2	70% attending over 90% of the time	64% attending over 90% of the time
Term 3	63% attending over 90% of the time	53% attending over 90% of the time
Term 4	72% attending over 90% of the time	68% attending over 90% of the time

Raising attendance plan

Our school continues to build a culture that fosters attendance every day by having:

- School staff who have strong relationships with students and family - show an interest when students are away
- A school culture that recognises your child and your family for who you are, where you come from
- A school whānau that takes all practical steps to make sure your child is at school and progressing in their learning.
- A school that is safe and welcoming for everyone in our school community.
- Accurate and regular collection of attendance data
- Reporting attendance rates to the Board and community
- Learning Support Coordinator responsible for communicating with students with chronic absence
- Regular reporting in school wide communications
- Active relations with attendance services
- School follows the MoE guidelines and STEPs programme - [here](#)

Holiday absences: Over the last 2 years, on average 20% of those students who have been absent each term have been so due to being overseas. This leave has been approved by the school and has been more related to families returning to visit or support relatives in their country of origin.

Strategic Goal 1: Support all learners to progress and succeed.

- Strengthen the teaching and learning of key foundational skills.
- Grow our knowledge, understanding and practise to support our diverse learners.
- Enrich our curriculum to be more relevant and engaging.

Target Goals- By the end of 2025:

- **At least 85% of students in Years 2-8 are achieving within or beyond their required year group level in Reading, Writing or Mathematics.**
- **Accelerated progress of at least 2 sub levels for students who are below expectation in 2024 in Reading, Writing or Mathematics.**

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

- School targets are achieved by the end of the year
- Structured Literacy PLD completed and the reading approach has been embedded in Year 0-4 and implemented in Years 5-8.
- The teaching of The Code spelling approach is embedded throughout all year levels.
- Beginning to implement the new Mathematics and Statistics curriculum.
- Strengthen the support provided to English Language Learners.
- Learner Agency concepts continue being used throughout learning environments.
- Teachers are more confident at supporting and meeting the needs of neuro diverse learners.
- Assessments and Reporting overview confirmed read for implementation in 2026.

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
Embedding of the teaching of the Structured Literacy approach in Years 0-4 with a focus on lesson delivery and assessment.	Senior Leadership Team Deputy Principal Lead Literacy Leads Within School Leaders Literacy PLG Team Liz Kane Literacy	Structured Literacy PLD - 3 days -provided by Liz Kane funded by the MoE Follow up Zooms sessions	Ongoing throughout 2025 Cohort 2: Feb Yr 1-2 Cohort 3: March Yr 5-6 Cohort 4: May Yr 7-8	All teachers have been SL trained. SL approached being used daily in classrooms. Reading data 85% within or beyond. Writing data 85% within or beyond/
Implementation of the teaching of the Structured Literacy approach in Years 5-8 with a focus on lesson delivery and assessment.	Senior Leadership Team Deputy Principal Lead Literacy Leads Within School Leaders Literacy PLG Team Liz Kane Literacy	Structured Literacy PLD - 3 days -provided by Liz Kane funded by the MoE Follow up Zooms sessions \$4200.00 assessment budget \$10k course fees budget \$25k PD relievers budget	Ongoing throughout 2025 Cohort 2: Feb Yr 1-2 Cohort 3: march Yr 5-6 Cohort 4: May Yr 7-8	All teachers have been SL trained. SL approached being used daily in classrooms. Reading data 85% within or beyond. Writing data 85% within or beyond.
Embedding of the teaching of The Code Spelling	Senior Leadership Team Deputy Principal Lead	Literacy budget for Code resource purchasing	Ongoing throughout 2025	Code is being taught regularly and effectively across the school.

Programme Yr0-8 with a focus on lesson delivery and assessment.	Literacy Leads Within School Leaders Literacy PLG Team Liz Kane Literacy			
Implementation of the new Mathematics and Statistics curriculum through Years 0-8 PD through MoE PD through Learner First	Senior Leadership Team Deputy Principal Lead Numeracy Leads Within School Leaders Mathematics PLG Team Learner First	MoE funding resources \$2000.00 Numeracy budget \$4200.00 assessment budget \$10k course fees budget \$25k PD relievers budget	Ongoing throughout 2025 2 x Staff Only Day - 28/29 April	2 x MoE PD days in 2025 4 x in person workshops (LF) 4 x online workshops (LF)
Maintain a focus of Learner Agency concepts and values throughout the school ensuring the LA elements are embedded in the daily teaching and learning.	Senior Leadership Team Learner Agency Lead Team Leaders	Team budgets PD budget if required	Ongoing throughout 2025 Check ins through teacher's hui and walkthroughs.	Learner agency concepts are observed being used in classrooms. Teacher Hui used it for reminders and PD. Teachers using Bek Galloway examples.
Provide staff professional development and training on how to effectively support the needs of ELL learners.	Senior Leadership Team Deputy Principal Lead Senior Leadership Team Team Leaders Teachers Non Teaching staff	ELL budget Teacher Aide PD budget	Ongoing throughout 2025	Improved staff skills with teaching of ELL learners. Staff feeling more confident with supporting ELL learners. Teacher's Hui / PD sessions. Learning Village being used.
Strengthen the understanding and develop strategies to better cater for neurodivergent students.	Senior Leadership Team Team Leaders Teachers Non Teaching staff	Professional Development budget \$10k course fees budget \$25k PD relievers budget \$1500 teachers aides PD	Ongoing throughout 2025	Staff feel confident Students progressing
Understand and use the principles of Ka Hikitia and Tapasā to support Māori and Pacific learners with greater achievement and progress.	Senior Leadership Team Cultural Lead Cultural PLG Team Leaders	Professional Development budget \$10k course fees budget \$25k PD relievers budget \$1500 teachers aides PD	Ongoing throughout 2025	Principles of Ka Hikitia and Tapasā are shared and enacted throughout classrooms. Shared at leaders meetings and with staff through the bi-cultural curriculum teams.
Develop a Science overview using the new Science Curriculum ready to be implemented in 2026	Senior Leadership Team Science lead	CRT budget	Ongoing throughout 2025	Clear understanding of the requirements of the new Science Curriculum and a completed overview.

Strategic Goal 2: Empower and celebrate our different ethnicities.

- Continue to create culturally inclusive environments and opportunities.
- Incorporate culturally responsive practices.

Target Goal- By the end of 2025:

- 85% of the student focus group from Years 5-8 responded to the School Survey with 'Agree or Strongly Agree' that the school has provided opportunities to celebrate their different ethnicities throughout the year.

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

Establishment of a diverse student focus group

Continue embedding tikanga protocols, te reo practices and expectations throughout the school

Stronger cultural inclusivity and opportunities through teaching, learning and school events

Improved inclusive communication to cater for the needs of a diverse community

Further staff understanding and implementation of cultural awareness and competency initiatives

Involvement and attendance of more ethnicities in school events

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
Continue to develop and embed effective bi cultural practices throughout the school (including improved signage). Focus on continuing to increase te reo and Maturanga Maori practices	Board Senior LeadershipTeam Cultural Lead Staff	\$8000.00 Cultural budget- as well as possible grants for kapa haka uniform.	Ongoing throughout 2025	Mihi Whakatau x 4 (each mid term) Senior Kapa haka Junior Kapa haka Improved Waiata singing Te Reo hui Cultural PLG Signage Document Translations Cultural celebrations
Celebrate different cultures throughout the year: School Cultural Celebrations Matariki Celebration / Te Wiki o Te Reo Maori Diwali / Eid al-Fitr Encourage the acknowledgment of other significant cultural events as required.	Senior LeadershipTeam F&E coordinator Office Staff	\$2500.00 for the parades / food	Ongoing throughout 2025	Successful events that are well attended Cultural celebration Other events acknowledged where possible through learning environments and opportunities such as school / team assemblies.
Continuation of twice termly	Principal	Out of Principal's expenses	2x each term - weeks 4 and 8	Picnics completed for the year,

Principal's picnics with a focus on catering for diversity and encouraging a cultural leadership group.	supported by Office staff	\$1500.00	with a focus on cultural diversity and cultural leadership group	student voice captured, cultural groups set up and providing feedback and have had opportunities to feedback
Create a student focus group which includes students from Years 5-8 from a diverse range of backgrounds that comes up with actions to ensure to ensure the school empowers and celebrates our different ethnicities	Principal	Out of Principal's expenses \$1500.00	Group is to meet 2 x term	Group has been created and has met twice a term. Group has input into cultural celebrations and has helped to create create culturally inclusive environments and opportunities
Provide professional development for staff to enhance their cultural awareness and competency so to be used for teaching and learning	Principal Senior Leadership Team Team Leaders	PD budget to be used \$10k course fees budget \$25k PD relievers budget	Throughout the year in staff hui / other PD opportunities / Leadership and team hui	Staff are implementing strategies around school/ learning environments to demonstrate and enhance their cultural awareness and competency.
Establish partnerships with local organisations / iwi to better understand the cultural needs of students.	Board Senior LeadershipTeam Cultural Lead Staff	PD budget to be used \$10k course fees budget \$25k PD relievers budget Cultural budget	Ongoing throughout 2025	Reconnect with Ruapotaka Marae and One Tree Hill College through the Kahui Ako.
Involve students, parents with planning school activities to create a sense of belonging. This includes events, meet and greets, passion clubs, parent focus groups, volunteers hubs.	Principal Engagement Coordinator Passionclub Coordinator	\$500-\$1000 passionclub	Ongoing throughout 2025	School events are inclusive and well attended by all ethnicities. In school activities cater for diverse needs. Diverse groups are involved in ideas and decision making.
Develop ways to ensure inclusive language and communication - (school website, newsletter, learning environments, assemblies, calendar entries)	Principal SLT Office Staff Staff	\$1000.00 for website changes \$500 per team for team budgets	Ongoing throughout the year Website changes by the end of Term 1 Newsletter - different language sections starting Term 2.	There are more inclusive language and communications options available to the students / parents

Strategic Goal 3: Strengthen our school and whānau connections

- Improve effectiveness and consistency of communication about learning.
- Develop a stronger learning and wellbeing partnership.
- Grow opportunities for all whanau to engage with the school.

Target Goal:

- 85% of the Parents/ Caregivers who responded to the end of year survey “Agree or Strongly Agree’ that the school has strengthened school and whānau connections.

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

- Parents and whanau are well informed about the school’s teaching and learning programme
- Streamlined and consistent communications across all Year levels
- Increased community attendance at school information events
- Increased opportunities provided to cater for more diverse cultures

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
Host 2 x Maori whānau hui at school during the year	Senior Leadership Team Tim C - Cultural Unit Cultural Team	Cultural Budget	Terms 2 and 4	The school has hosted 2 whanau hui events involving students and whānau.
Develop a school wide communication plan /continue and publish annual community engagement overview / implement the Ellerslie School consistent language guidelines / team termly overviews to be published.	Senior Leadership Team Principal Teachers	N/A	Ongoing throughout 2025	Consistent language guidelines published Termly overviews on the website Engagement opportunities shared with community through the school calendar
Communicate well being and health information through the school’s comms channels. Provide health and wellbeing community events to share key messages with parents / community on current trends	Senior Leadership Team F&E coordinator	\$2500.00	Fortnightly - newsletter / Social media when required Aim for at least 2x events for the year	Health Watch checks appear in each newsletter / facebook pages. 2 x community events By the end of the year the community has been given at least 2 opportunities to attend events involving outside experts who can support parents and children.

Launch a new school user friendly website so as to become a 'one stop shop' for information / ensuring access to multiple languages.	Senior Leadership Team Office staff School Website Company	\$600.00 pa	By the beginning of Term 2.	New website is up and running - user friendly
Recognise and/or celebrate significant cultural events Matariki Diwali Cultural Day Whanau Day	Sarah - F&E coordinator SLT / Office/ planning Teachers	\$1000.00	Ongoing throughout 2025	Celebration events have been successfully undertaken and well attended by a representation of the community.
Improve and review school transition processes for new entrants and new students - New beginning school packs - Parent information sessions - Update preschool check info - Visit ECEs and Kindergartens	Senior Leadership Team Team Leaders Office team	\$500.00	Ongoing throughout 2025	All systems have been updated and reviewed to ensure information is accurate for new parents / caregivers. All transition events /dates have been successfully completed. Inductions are happening 3 x per term for new students in Years 2-8
Review and Redesign of the Learning Summary documents to ensure it aligns to the new English and Mathematics curricular ready for 2026	Senior Leadership Team Team leaders Teachers	Etap estimated costs \$500	By the end of the 2025	Review and redesign completed by the end of the year and new learning summary ready to go for 2026.

Annual Improvement Plan approved the Board of Ellerslie School - March 2025.