

# Blockhouse Bay Primary - Annual Implementation Plan 2025

Key: NELP: National Education Learning Priorities [National Education Learning Priorities](#)



*WE SEEK* knowledge, understanding and success  
*WE STRIVE* to be creative, resilient and respectful  
*WE SOAR* confidently into the world, strong in our unique identity  
*Ka tae mai he manu pī, Ka puta he manu rere*  
*Arrive a fledgling, Leave soaring*

**How did we create this plan?** This plan was developed as a result of Community Consultation which took place in 2023. Ākonga, Whānau and Kaiako were consulted and the information synthesised. The 2020 - 2023 plan was reviewed and this provided further direction along with End of Year Curriculum expectation data results. At the end of 2024 we reviewed this plan to inform our 2025 plan.



Key: Has been updated with the final ERO goals.

Kahui ako Goal 1. Growing teaching and learning (KG1)

Kahui ako Goal 2. Cultivating environments that honour culture and identity and engage ākonga and whānau (KG2)



**Goal 1: Growing teaching and learning**  
(NELP Obj 2&3)

**Goal 2: Strengthening wellbeing for all**  
(NELP Obj 1)

**Goal 3: Cultivating environments that honour culture and identity and engage ākonga and whānau**  
(NELP Obj 1&2)



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## Strategic Goal 1 & Kahui Ako Goal 1. Growing teaching and learning (NELP Obj 1,2,3, 4 & 5)

### Progress for all learners

At the end of 2024 school-wide 65% of learners were within or above expectation in Writing. By the end of 2025 **70% of all students** will be within or beyond expectation in Writing.

What will we see at Blockhouse Bay Primary School? Strategic Initiatives	How will we make progress towards this goal? Supporting Actions	Who is responsible?	Resources Required	Time-frame	Measures of success
1.1 Increase learner progress and achievement particularly for Māori and Pasifika learners NELP Obj 2/3, 2/4	1.1.1 Achievement data will be shared, discussed and analysed at team and leadership level, including using Pasifika and Māori priority learner reports to closely monitor progress, identify reasons for any disparity and plan accordingly.	DP (Lead), Leadership team, Team leaders and Teachers		1-4	Accelerated learning for students including Māori and Pasifika learners.
	1.1.2 <b>ERO review outcome: accelerate learning progress for Pacific learners and boys in literacy, and for Māori learners in mathematics</b>  <a href="#">See ERO Outcome Plan</a>	DP (Lead), Leadership team, Team leaders and Teachers	Release  Budget for Hui and Fono		<b>Expected Outcome: Accelerated progress and positive achievement for Pacific and Māori learners, and for boys in writing</b>
1.2 Increase progress and achievement for English Language Learners (ELLs)	1.2.1 <b>ERO review outcome: implement clear expectations that define how a school culture of 'speaking and listening' can be further enhanced to meet the needs of diverse learners in culturally appropriate ways</b> <b>Goal 1.2. <a href="#">See ERO Outcome Plan</a></b>	DP, ESOL team and ESOL Lead Teacher	ESOL budget		<b>Expected Outcome: a cohesive speaking and listening culture visible across the school. Teachers and ELLAs will</b>

NELP Obj 1/1, 2/4, 3/6					<i>routinely use effective, research based ESOL strategies to support children.</i>
	1.2.2 Use the English Language Learning Progressions (ELLPs) to inform teaching for ELLs <ul style="list-style-type: none"> <li>- teachers make use of the English Language Learning Pathways (ELLP) to support planning and teaching.</li> </ul>				<i>CLDLs progressing through ELLPs within a level in bi-annual reviews</i>
	1.2.3 Use Team Approach to Language Learners (TALL) resources / strategies to support professional development. <ul style="list-style-type: none"> <li>- Lead Teacher ESOL to run PLD sessions for the ESOL Team in the use of TALL strategies.</li> <li>- Lead Teacher ESOL to work alongside teachers to implement TALL strategies in classroom planning/teaching.</li> </ul>				<i>Ongoing targeted PLD to ensure consistency of targeted teaching practice (Implementation Fidelity)</i>
1.3 Strengthened pedagogical practices for all kaiako  NELP Obj 1/2, 3/6	1.3.1 <b>ERO review outcome: “Procedures outlining effective collaborative practice will continue to be implemented to enhance positive outcomes for learners.” Actions identified below are working towards this goal.</b> <a href="#">See ERO Outcome Plan</a>	AP, Leadership Team and Team leaders	Allocation of TOD/Staff Meetings	T1-4	<b>Expected Outcome: effective collaborative teaching practice (and high attendance rates) embedded schoolwide</b> Kaiako planning and teaching in collaborative teams across the school in class pairs, in teams and school wide
	1.3.2 Strengthen pedagogical practice in both English & Mathematics. Refer Goal 1.5 (English) and 1.6 (Mathematics)	AP, English and Maths Curriculum Teams	Leadership release Time (2 days per term per leader) Teacher Meeting allocation, Team Meeting allocation	T1-4	See 1.5 & 1.6 English and Mathematics best practice is implemented consistently and effectively schoolwide.

<p>1.4 Implement the new Curriculum and deepen Curriculum Design</p> <p>NELP Obj 4/7</p>	<p>1.4.1 Continue development of schools 3 year Teaching and Learning Overview aligned with Te Mātaiaho</p> <ul style="list-style-type: none"> <li>- Continue with implementation of Social Science / Aotearoa New Zealand Histories (ANZH) Implementation</li> </ul>	<p>AP, English, Maths and Inquiry Curriculum Teams</p>	<p>Leadership release Time (2 days per term per leader) Teacher Meeting allocation, Team Meeting allocation</p>	<p>T1-4</p>	<p>Te Mātaiaho (New Zealand Refreshed Curriculum) implemented as it becomes available. Design is responsive to our school community and provides rich authentic learning opportunities. Digital Technology will be used authentically across curriculum areas.</p> <p>English and Maths links identified in Inquiry Plans.</p> <p>English and Maths Overviews developed for each Team</p> <p>Health and PE Curriculum to be delivered in Teaching programmes, covering priorities identified from the Health and PE Survey</p>
	<p>1.4.2 Continue implementation across school of English Curriculum. Review pathways to align with revised English Curriculum. Include Oral Language.</p> <p><b>ERO review outcome: implement clear expectations that define how a school culture of ‘speaking and listening’ can be further enhanced to meet the needs of diverse learners in culturally appropriate ways</b></p> <p><b>Goal 1.2. <a href="#">See ERO Outcome Plan</a></b></p>	<p>AP, DP &amp; English Curriculum Teams</p>	<p>Leadership release Time (2 days per term per leader) Teacher Meeting allocation, Team Meeting allocation</p>	<p>T1-4</p>	<p>Structures in place to support English Curriculum delivery. Teachers using curriculum. Pathways rewritten to align implemented. Hero updated</p>
	<p>1.4.3 Continue implementation across school of Maths Curriculum including Maths pathways review and rewrite</p> <ul style="list-style-type: none"> <li>- AP and Maths Lead teachers continue to monitor MOE policy and practice in Curriculum development. Respond when there is clarity</li> </ul>	<p>AP, DP &amp; Maths Curriculum Teams</p>	<p>Leadership release Time (2 days per term per leader) Teacher</p>	<p>T1-4</p>	<p>Structures in place to support Maths Curriculum delivery. Teachers using curriculum. Pathways rewritten to align implemented. Hero updated</p>

			<i>Meeting allocation, Team Meeting allocation</i>		
	<p><i>1.4.4 Strengthen Digital Technology (DT) incorporation across the curriculum</i>  <i>Replace with</i>  <i>Develop effective use of Artificial Intelligence (AI) to enhance Teaching and Learning</i></p> <p><i>NELP Obj 3/6</i></p> <ul style="list-style-type: none"> <li>- <i>Identify expertise in each Teaching Team to support teachers in AI</i></li> <li>- <i>Research, write and implement a policy for AI</i></li> <li>- <i>Consider use of AI for staff and students</i></li> <li>- <i>Embed use of AI in appropriate ways in teaching and learning</i></li> </ul>	<i>Lead Teacher Digital Technology and Inquiry Curriculum Team</i>	<i>Leadership release Time (2 days per term per leader) Teacher Meeting allocation, Team Meeting allocation</i>	<i>T1-4</i>	<i>Artificial Intelligence used effectively by Teachers to support teaching and learning</i>
	<p><i>1.4.5 Strengthen Health and Physical Education Curriculum delivery</i></p> <ul style="list-style-type: none"> <li>- <i>Review Health Survey (Kaiako, Tamariki and Parents and Whānau)</i></li> <li>- <i>Review Curriculum Overview for coverage</i></li> <li>- <i>Implement in Learning Design</i></li> </ul>	<i>DP &amp; Team Leaders</i>	<i>Leadership release Time (2 days per term per leader) Teacher Meeting allocation, Team Meeting allocation</i>	<i>T1-4</i>	<i>Curriculum Overview includes coverage of items identified by the community survey regarding the Health and Physical Education Curriculum delivery</i>
<p><i>1.5 Continue exploring structured literacy approaches, using BSLA strategies school wide</i></p> <p><i>NELP 2/3, 2/4, 5/8</i></p>	<p><i>1.5.1 Continue the implementation of the Better Start Literacy Approach in Years 1- 3</i></p> <ul style="list-style-type: none"> <li>- <i>Untrained teachers will be trained in Cohort 9 at the start of 2025- 2 new teachers training</i></li> </ul>	<i>DP</i>	<i>BSLA resources</i>	<i>T1/2</i>	<i>All Yr 0-2 teachers and Learning Assistants will be trained in BSLA and will deliver structured literacy effectively daily. Assessment will be used effectively to inform next steps including interventions.</i>

	<p><i>1.5.2 Extend BSLA into Years 4-6</i></p> <ul style="list-style-type: none"> <li>- <i>Train more facilitators in Structured Literacy</i></li> <li>- <i>Train Year 4-6 teachers with BSLA PLD</i></li> </ul>	<i>DP &amp; Y4-6 English Leader</i>	<i>BSLA resources</i>	<i>T1- 4</i>	<i>BSLA in place in Years 4-6</i>
<i>1.6 Continue exploration and implementation of proven best practice in Mathematics teaching</i>	<p><i>Grow knowledge of the Mathematics Curriculum in particular Measurement, Space, Statistics and Probability.</i></p> <ul style="list-style-type: none"> <li>- <i>AP and Maths Lead teacher continue to monitor MOE policy and practice in Curriculum development</i></li> <li>- <i>Grow knowledge of Contexts through developing rich learning tasks (see 1.6.2)</i></li> </ul>	<i>AP, Maths Curriculum Teams, Maths CIT</i>	<p><i>Leadership release Time (2 days per term per leader)</i></p> <p><i>Teacher Meeting allocation, Team Meeting allocation</i></p>		<i>Teachers collaborate to design authentic, engaging, culturally appropriate learning tasks, based on student voice, across the Mathematical contexts including Measurement, Space, (Geometry) Statistics and Probability.</i>
<i>1.7 Increase effectiveness of Hero</i>	<p><i>1.7.1 Review Pathways to streamline goal setting and student agency</i></p> <ul style="list-style-type: none"> <li>- <i>Review current pathways after new direction of Curriculum refresh is clear</i></li> </ul>	<i>AP, DP &amp; English and Maths Curriculum Teams</i>	<p><i>Leadership release Time (2 days per term per leader)</i></p> <p><i>Teacher Meeting allocation, Team Meeting allocation</i></p>	<i>T1-2</i>	<i>New pathways will be in place on Hero</i>



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## Strategic Goal 2: Strengthening wellbeing for all NELP 1, 2, 3 & 5

Kahui Ako Goal Goal 1. Growing teaching and learning (KG1) & 2 Cultivating environments that honour culture and identity and engage ākonga and whānau (NELP Obj 1, 2 & 3)

What will we see at Blockhouse Bay Primary School? Strategic Initiatives	How will we make progress towards this goal? Supporting Actions	Who is responsible?	Resources required	Timeframe	Measures of success
<p>2.1 Increase the use of pro-social skills to become a culture of our school to improve student wellbeing NELP Obj 1/1</p>	<p><b>2.1.1 An outcome from our ERO review was we continue to develop and embed practices and procedures focused on building learners' social skills and the wellbeing of learners</b></p> <p><a href="#">See ERO Outcomes Plan</a> 1.3.1 Implement and continue initiatives to enhance wellbeing for students</p> <ul style="list-style-type: none"> <li>- Zones of Regulation used across the school</li> <li>- Pink Shirt Day</li> <li>- Peer mediators</li> </ul>	<p>AP, DP, Team Leaders, Teachers</p>	<p>MoE Mental Health and Wellbeing Guidelines</p>	<p>Terms 1-4</p>	<p><b>Expected Outcome:</b> improved social skills taught from when a learner begins at school</p> <p>Students are happy, confident, resilient and upstanders who are respectful of others</p>
<p>2.2 Support staff wellbeing NELP Obj 1/1</p>	<p>2.2.1 Plan and implement initiatives to support resilience and wellbeing for all staff</p> <ul style="list-style-type: none"> <li>- Support through new collaborative learning pairs, teams, team leaders, SLT</li> <li>- Resources and communication from Leadership Team- Team Leaders-Staff to support staff workload</li> </ul>	<p>G4</p>	<p>Staff meeting time for PLD</p>	<p>TDDerm 1-2</p>	<p>Staff are actively involved in review, planning, and implementation of wellbeing initiatives. Improvement in Kaiako workload is evident</p>



	<p><b>2.2.1 An outcome from our ERO review was that further determine and embed collaborative teacher practices that improve positive outcomes for learners.</b></p> <p>Strengthen collaborative practice between all teams to support teacher wellbeing</p>	AP, DP, Team Leaders, Teachers	Resources as needed to support Staff PLD e.g. TALL project materials, Hero guidelines, assessment guidelines, etc.		Expected Outcome: (effective collaborative teaching practice) and high attendance rates embedded schoolwide.
2.3 Increase attendance to 75% attending school regularly and reduce lateness	<p>2.3.1 Develop school-wide incentive to encourage attendance effective</p> <p>2.3.2 Develop regular whānau communication to highlight attendance and lateness and focus on improvement.</p>	Lead Teacher Pastoral Care, Leadership Team & Teachers	None	Term 1 & 2	<p>-Communication with whānau takes place fortnightly</p> <p>-Numbers regularly attending improves to 70%.</p> <p>-Chronic and moderate attendance improves</p>
	<p><b>2.3.3</b></p> <p><b>An outcome from our ERO review was that we further determine and embed high levels of attendance that improve positive outcomes for learners.</b></p> <p>Continue addressing chronic and moderate attendance through building relationships, removing barriers and responding appropriately</p>	Lead Teacher Pastoral Care, Leadership Team & Teachers			
2.4 Ensure a safe and healthy learning environment for all students, staff, and visitors by implementing comprehensive health and safety measures in accordance with	<ol style="list-style-type: none"> <li>1. Develop and implement a new Education Outside the Classroom (EOTC) Safety Management Plan</li> <li>2. All staff trained in, and engaged with, new EOTC Safety Management Plan (including EOTC processes)</li> </ol>	Principal, AP- EOTC, PE/Health Lead Teachers and Teachers	Time allocated for development. Teacher meeting Time	Term 2 & 3	<p>New EOTC Safety Management Plan completed by end Term2</p> <p>b. EOTC Safety Management Plan Professional Learning for all staff during Term 3</p>



New Zealand regulations and good practice.					c. All new staff are inducted into the new system within 4 weeks of starting (or before their first EOTC involvement).
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## Strategic Goal 3 & Kahui ako Goal 3: Cultivating environments that honour culture and identity and engage ākonga and whānau (NELP Obj 1, 2 & 3)

Please note this is also explored in goals 1.3.4 and 2.2 and 2.3 and 2.5

What will we see at Blockhouse Bay Primary School? Strategic Initiatives	How will we make progress towards this goal? Supporting Actions	Who is responsible?	Resources required	Timeframe	Measures of success
3.1 Ākonga and Kaiako learn in collaborative, attractive learning spaces (inside and outside) which reflect our bi-cultural heritage and our cultural diversity NELP Obj 1/1, 2/3, 3/6	3.1.1 Explore Learning space design through teacher PLD. Ensure it is reflective of the cultural needs of our ākonga	Associate Principal , (AP) DP, Team Leaders, Teachers		Term 1	All learning spaces (inside and outside) designed with flexibility and purpose and used by kaiako and ākonga appropriately.
3.2. New attractive and inviting outdoor spaces which utilise the old Kōwhai land (unstable land) and other areas of the school  NELP Obj 1/1	3.2.1 After the Ministry of Education (MOE) investigation and stabilisation of land, research possibilities and develop new use of the land. Partner with the Fundraisers At Blockhouse Bay (FAB) for funding if needed.	MOE, AP, FAB	Unknown	Time dependant on MOE investigation	Progress made towards establishing these outdoor spaces
	3.2.2 Future goals beyond the timeframe of this Strategic Plan are to resurface Court surface and install canopy				
	3.2.3 Future goals beyond the timeframe of this Strategic Plan is to install an Outdoor stage and 'Campfire' gathering spaces to facilitate				

	<i>opportunity to learn in an outdoor setting</i>				
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