



Aidanfield

Christian School

Annual Plan 2025

Our overall guiding principle for 2025 is
**Motivated by love (for God and others), seen through the eyes of faith, sowing in hope
 so that we may see justice, peace and joy**

<p>Contribution to Special Character</p> <p>Staff devotional theme</p> <p>Term 1 and 2, 2025 - "the prophetic voice".</p>	<p>Each staff member is invited to reflect on God's intended purpose in any aspect and area of what we do as a call and encouragement to each of us to work towards His intend plan.</p>
<p>Strategic Goal 1: Quality Education based on a Biblical Christian world view (Biblical / Transformative: Academically Able)</p> <p>As a school with pupils from year 1 to 10 our priority is strong foundations in literacy and numeracy. Quality education means all pupils in years 1 to 10 will achieve to at least their expected level against the National Curriculum by the end of the year in reading, writing and mathematics and its associated competencies and attend school fully.</p>	<p>In line with both our internal discussions and MOE suggestions we intend to use 2025 to set a baseline of achievement against the new curriculum documents in Reading, Writing and Mathematics. The targets reflect this process for 2025.</p> <p>Testing and data analysis based on the ACS assessment schedule 2025</p>
<p>Confirmed Reading:</p> <ol style="list-style-type: none"> 1. Develop our knowledge of the new curriculum and use it to gather assessment information that <u>forms a baseline</u> for new curriculum target setting and analysis moving forwards. 	<p>Maintain an average of 1 hour of Reading per day in varying contexts in each class.</p> <p>Term 1 - 2:</p> <p>English Curriculum document familiarisation and ACS English scheme drafted.</p> <p>Unit planning and assessment adapted to reflect new curriculum expectations and progressions year 1 to 6 then Year 7 to 10 when available.</p> <p>New unit planning formats trialled to end of 2025.</p> <p>Cohort 4 MOE funded PD in Structured literacy for year 4 to 6 teachers.</p> <p>Embedding BSLA year 1 - 3 and new testing tools as they become available</p> <p>Term 1: start of year testing, class description analysis and AA list updates. LC reviews throughout the year.</p> <p>Term 4: data review and analysis</p>



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<ol style="list-style-type: none"> Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels. Reduce the percentage of children working in the Below category for reading level (running record) at their 6 Year Net to 10%. Maintain the number of students in the Above category for the Year 3 STAR test from start of year to end of year 	<p>Throughout the year: LC reviews and class teacher review of CD's and testing data with HOS - adapted programmes and interventions in response to identified issues</p> <p>As above</p> <p>As Above</p>
<p>Confirmed Writing:</p> <ol style="list-style-type: none"> Develop our knowledge of the new curriculum and use it to gather assessment information that <u>forms a baseline</u> for new curriculum target setting and analysis moving forwards. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels 	<p>Maintain an average of 1 hour of writing per day in varying contexts</p> <p>English Curriculum document familiarisation and ACS English scheme drafted - writing implications</p> <p>Unit planning and assessment adapted to reflect new curriculum expectations and progressions year 1 to 6 then Year 7 to 10 when available.</p> <p>New unit planning formats trialled to end of 2025.</p> <p>Term 1: start of year testing, class description analysis and AA list updates. LC reviews throughout the year</p> <p>Term 4: data review and analysis</p> <p>Throughout the year: LC reviews and class teacher review of CD's and testing data with HOS - adapted programmes and interventions in response to identified issues</p>
<p>Confirmed Maths:</p> <ol style="list-style-type: none"> Develop our knowledge of the new curriculum and use it to gather assessment information that <u>forms a baseline</u> for new curriculum target setting and analysis moving forwards. 	<p>Maintain an average of 1 hour of mathematics per day in varying contexts</p> <p>Terms 3 and 4</p> <p>Maths Curriculum document familiarisation and ACS Mathematics scheme drafted</p> <p>Unit planning and assessment adapted to reflect new curriculum expectations and progressions year 1 to 10 when available.</p> <p>New unit planning formats trialled to end of 2025.</p>



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<p>3. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels</p>	<p>Term 1: start of year testing, class description analysis and AA list updates. LC reviews throughout the year</p> <p>Term 4: data review and analysis</p> <p>Throughout the year: LC reviews and class teacher review of CD's and testing data with HOS - adapted programmes and interventions in response to identified issues</p>
<p>Attendance across the school</p> <p>Raise and maintain overall school attendance from 88% in 2018 to 94% across all year levels by the end of 2025.</p>	<p>Term 1 and 2 - adapt current procedures or develop STAR policy and procedure to meet MOE guidelines.</p> <p>All year: Pastoral team continue review of absences and respond to patterns as appropriate.</p>
<p>Strategic Goal 2: Provide a programme of academic excellence characterised by innovative approaches to curriculum and staffing so as to meet the individual and collective needs of our ākonga and staff (Biblically focused)</p> <p>Authentic in Christian expression and learning through faithful implementation of the refreshed NZC</p> <ul style="list-style-type: none"> Our curriculum will be Biblically faith-based action orientated <p>Responsive through the curriculum refresh means we will look for new and innovative ways to bring our curriculum alive and continue to raise achievement for all being forward-focused by</p>	<p>Special focus 2024-2025 - draft schemes for English (2025) and Mathematics (2025) completed by December 2025</p> <p>Investigating becoming an IB school Summary of possibilities to Board by July 2025</p> <p>Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki Ongoing conversation dependant on stakeholder engagement.</p> <p>Effective international education providers Continue to develop a global citizenship education model and opportunities.</p>
<p>Strategic Goal 3: Kaitiakitanga/guardianship, stewardship focusing on the environment leading to service based in a biblical understanding of our call to steward the earth</p>	<p>Special focus 2024-2025 on understanding and action</p> <p>Term 1 - 2: Intentional focus on service – what it means, why we do it, how we serve</p>



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<p>(Transformative focus – relationship with the earth – whenua)</p>	<p>Practical application of theoretical learning through serving: local/national(Yr 1-6) and international (yr 7-10)</p> <p>Confirm staffing and planning for international, national and local service opportunities.</p>
<p>Strategic Goal 4:</p> <p>Manaakitanga/hospitality, kindness, generosity and support leading to enhanced opportunities for all age levels to lead and serve the individuals and the community</p> <p>(Relational – relationship with others – tangata)</p>	<p>Special focus 2024-2025 on practical outworking of our curriculum</p> <p>focus on our site, our surrounds/neighbourhood through intentional connections local and international, camps, mihi whakatau, service opportunities)</p>
<p>Staff Professional Development focus areas – 2025</p> <p>To support our strategic goals the following PD streams will be available to staff in 2025 as well as approval of individual focus areas where there is a general alignment with the direction we are travelling.</p>	<ul style="list-style-type: none"> • Treaty/Bicultural – continuing on the journey of weaving the threads authentically and scripturally Kahui Ako Link • NZ Curriculum refresh – as per the MOE timelines with a focus on English and Mathematics - Kahui Ako link • Teaching Christianly through and in everything we do – linking with MGS and Laidlaw