



FRANKLEY  
SCHOOL

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## Annual Implementation Plan 2025 - Frankley School - 2168

Principal's endorsement: Sarah Horton-Morris

Frankley School Board endorsement: David Fox

Submission Date to Ministry of Education: March 1 2025

### TARGET ONE FOR RAISING STUDENT ACHIEVEMENT - 2025

<b>Goal</b>	<b>To increase the engagement/attendance of tamariki and whānau at Frankley School</b>
<b>Tū ako:</b> <i>Growing capability through purposeful learning programmes</i>	
<b>Strategic Initiative:</b>	Develop and embed Hauora Capability Understand and celebrate our community's cultures

**Our Success:**

**Ensuring ownership of learning**  
**Connecting as a Community**

**Success Indicators**  
 We will know when we have achieved this when:

1. Our tamariki enjoy coming to school, connecting with their kaiako, puna ako and learning
2. Relationships are strong between our kaiako and all of our whānau
3. Our tamariki and whānau can voice their barriers to coming to school and this information is proactively used by Frankley School to support them
4. Whānau understand the importance of regular attendance at school
5. Frankley school attendance rate is at 90% regular attendance for all students  
 -improve the attendance of 40 ākongā in our target cohort

**Current Situation**

Target group - 40 ākongā

Boys	Girls	Māori	ESOL
14	26	11	6

[2024 Attendance data](#)  
[Baseline data](#)

<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Complete by</b>	<b>Monitoring</b>
Termly data collated - identify any trends. Potentially use data in Investigation with tamariki	Tumuaki	Tumuaki	eTAP Everyday Counts	End of term 1, 2, 3 and 4	<b>June:</b> <b>November</b>
Engage Zeal mentor for	Tumuaki	Tumuaki	Board funded	Week 1 Term 1	<b>June:</b>

girls friendship group coaching					<b>November:</b>
Use new codes for attendance	Tumuaki	Administration	Printed code sheets	Week 1 Term 1	<b>June:</b>  <b>November:</b>
Apply for Grants to support skateboarding hours	Tumuaki	Tumuaki	Sport Taranaki	February 14	<b>June:</b>  <b>November:</b>
Attend Leadership Incredible Years Programme	Tumuaki	Tumuaki	MOE Incredible Years	TBC	<b>June:</b>  <b>November:</b>
Review data with teaching staff- identify who and when contact is made based on relationships and percentage of absenteeism. Ensure codes are being used correctly	Tumuaki tuarua	Tumuaki tuarua	eTAP Termly report	End of Week 1 of each term	<b>June:</b>  <b>November:</b>
Talk to parents about 'why' their child is absent. Record information on etap. Education for parents around justified and unjustified absences	Tumuaki tuarua	Puna ako kaiako	eTAP Whānau hui	Ongoing	<b>June:</b>  <b>November:</b>
Talk to tamariki about their time away from school using the key indicators from ERO report as a guideline	Tumuaki tuarua	Puna ako kaiako	<a href="#">ERO summary research report</a>	Beginning of each term Ongoing as needed	<b>June:</b>  <b>November:</b>

Share data with Frankey School Board. Identify any resourcing that may need support	Tumuaki tuarua	Tumuaki tuarua	eTAP Every Day Matters reports	Termly	<b>June:</b> <b>November:</b>
Highlight concerns with administration staff- they are to speak directly to Leadership no communication from whānau or for reasons given for absences	Tumuaki	Tumuaki	Etap List of targets	Week 1 term 2 Week 1 term 3 Week 1 term 4	<b>June:</b> <b>November:</b>
Apply for RRF or IRF to support any engagement programmes or to reduce barriers immediately	Tumuaki	Tumuaki	MOE	Ongoing	<b>June:</b> <b>November:</b>
Connect with Attendance Service if needed for support	Tumuaki	Tumuaki	Attendance Service	Ongoing	<b>June:</b> <b>November:</b>
Review attendance weekly - Friday - make phone calls as required. Email snapshot of attendance off etap. Formal letters to be sent if required.	Tumuaki tuarua	Tumuaki Tumuaki tuarua Puna ako kaiako Team Leaders	eTAP	Weekly	<b>June:</b> <b>November:</b>
Share the importance of regular attendance with the school community via newsletter and seesaw. Include the main points from ERO	Tumuaki	Tumuaki	Smore Seesaw <a href="#">ERO report</a>	Week 5 Term 1 Week 5 term 2 Week 1 term 3 Week 5 term 3 Week 1 term 4 Week 5 term 4	<b>June:</b> <b>November:</b>

report on Attendance.					
Hub teachers to share any concerns at whānau hui - identify barriers and share with Leadership. Hand our pie printouts from eTap	Team Leaders	Puna ako kaiako	eTAP Termly attendance report	Week 5 and 6	<b>June:</b> <b>November:</b>
Wellbeing survey	Tumuaki	Tumuaki	Survey	Week 5 Term 2	<b>June:</b> <b>November:</b>
Review STAR attendance plan and align/include any additional practices with this plan	Tumuaki	Tumuaki	STAR action plan MOE	Week 10 Term 1	<b>June:</b> <b>November:</b>
Write an attendance management plan for implementation in 2026 as MOE requirement	Tumuaki	Tumuaki	MOE PLD	TBC	<b>June:</b> <b>November:</b>

Outcomes/What happened	Reasons for Variance(why did it happen?)	Evaluation(where to next?)
Plans for 2026		

## TARGET TWO FOR RAISING STUDENT ACHIEVEMENT - 2025

**Goal**  
  
**Tū ako:**  
*Growing capability through purposeful learning programmes*

*To achieve equity and excellence in Mathematics by accelerating progress for all learners, with a focus on 2\* learners in Years 1 to 6 (including \* Māori)*

**Strategic Initiative:**

**Develop and embed Investigation Capability**

**Our Success:**

**Ensuring ownership of learning**  
**Success Indicators**  
 We will know when we have achieved this when we:

1. Increase the total number of students learning within or **beyond** their appropriate curriculum level for Mathematics, extending tamariki that are working above curriculum expectation
2. Increase target students number knowledge
3. To have balanced Mathematics programmes across all year levels that reflect the Frankley School Investigation Capability and new Mathematics Curriculum
4. Students meet expected shift in scale score PAT as reflected by year level
5. Ensure all students make progress in learning for Mathematics by the end of 2025
6. Track, monitor and *accelerate* the progress of the priority group as identified in the 2024 end-of-year Maths data: These learners will be Year 1 to 6 in 2025

**Current Situation**

Target group - 37 ākonga

Boys	Girls	Māori/Pasifika	ESOL
13	24	8	4

Baseline data

Well Below	Below	At	Above	Total
		100% (5)		5
	6% (2)	66% (21)	28% (9)	32
	7% (3)	84% (38)	9% (4)	45
2% (1)	19% (8)	60% (25)	19% (8)	42
2% (1)	18% (9)	71% (36)	10% (5)	51
5% (3)	26% (16)	56% (35)	13% (8)	62
				0
2.1% 5	16% 38	67.5% 160	14.3% 34	237

(521282) Mathematics Level 2024 Admin Whole School  
Uses Ethnic 1 Only

		Well Below	Below	At	Above	
NZ Maori	Male	1	4	14	3	22
	Female	4	13	1	18	
Other	Male	2	9	57	22	90
	Female	2	21	76	8	107
Pasifika	Male					0
	Female					0
Total		5	38	160	34	237

Key Actions	Accountable	Responsible	Resources	Complete by	Monitoring
Realign reporting timeline and expectations to meet MOE reporting requirements. Reformat reporting to whānau based on MOE expectations	Tumuaki	Unit holders	MOE expectations Bek Galloway eTap	Week 3 Term 1	<b>June:</b> <b>November</b>
MOE PLD on new Mathematics curriculum	Tumuaki	Investigation team	MOE Maths curriculum West End Te Kura o Morere- kura clustering for face to face PLD	TBC with MOE providers 2 days on 2025  March 7 confirmed	<b>June:</b> <b>November</b>

Staff hui on explicit teaching time expectations	Tumuaki	Tumuaki	Hub Wataka Mahi Tahī	Week 3 Term 1	<b>June:</b> <b>November</b>
Set up Investigation Shared Drive	Tumuaki tuarua	Investigation team	MOE resources	February 2024	<b>June:</b> <b>November</b>
Update Investigation Shared Drive	Tumuaki tuarua	Investigation team	Bek Galloway visuals & Investigation Resources	Ongoing	<b>June:</b> <b>November</b>
Conduct Lucid Cognitive Screening Tool Assessment for Neurodiverse Learners	Tumuaki tuarua	SENCO Brendon Anderson	Annual Subscription Staffing Release	Termly as needed	<b>June:</b> <b>November</b>
PAT Maths assessment for Year 3 - 6	Investigation team	Hub teachers	NZCER subscription Devices	Term 1 Week 3 Term 3 Week 3 TBC	<b>June:</b> <b>November</b>
Teaching staff PLD on Maths Progressive Achievement tests with Cognition	Tumuaki	Investigation team	PAT NZCER subscription Fiona Smale PLD budget	February 25	<b>June:</b> <b>November</b>
Attend PLD with Cognition	Tumuaki	Investigation team	PLD budget, cost to be confirmed 4 days	Terms 1-4 4 sessions dates to be confirmed	<b>June:</b> <b>November</b>
Purchasing of Resources, including MOE resources	Tumuaki	Investigation team	Maths Junior and Senior Budget \$1000 each MOE provided resources	Ongoing	<b>June:</b> <b>November</b>
Allocation and storing of resources	Tumuaki tuarua	Investigation team	School space	Week 10 Term 1	<b>June:</b> <b>November</b>
Share Investigation Continuum Visual and rubric	Tumuaki	Investigation team	Frankley School Curriculum Math Curriculum	Week 9 Term 4	<b>June:</b> <b>November</b>
Investigate Numicon for in	Tumuaki	Investigation team	Numicon	Week 10 Term 2	<b>June:</b>



class support			Cognition		<b>November</b>
Whānau Learning sessions	Investigation team	Hub Teachers	Games Material	Term 2 Week 5 TBC	<b>June:</b> <b>November</b>
<b>In-Hub</b> Investigation Target Groups	Tumuaki	Hub Teachers Investigation team	CRT/Unit Holders Release 2024 data PVAT, PAT data	Term 1-4	<b>June:</b> <b>November</b>
Hub analysis adapted to identify <b>In-Hub</b> Investigation Targets & tracking check points	Tumuaki	Tumuaki	CRT/Leadership/Unit Holders Release	Week 1 Term 1	<b>June:</b> <b>November</b>
PVAT testing for Target students	Investigation team	Hub teachers	PVAT ( 2 tests) Pre PVAT(Year 0- 2)	Week 6 Term 1 Week 6 Term 2 Week 6 Term 3 Week 6 Term 4	<b>June:</b> <b>November</b>
Year 0 - 2 assessment Math Snapshot	Investigation team	Hub teachers	Math Snapshot(Year 0- 2) CRT	Week 3 Term 1	<b>June:</b> <b>November</b>
<b>In-Hub</b> Investigation Target checkpoint hui - data sharing sessions	Tumuaki	Team Leaders Investigation team Hub Teachers	Mahi Tahi or team Meetings	Termly	<b>June:</b> <b>November</b>
Model Investigation Lessons	Tumuaki	Investigation team Hub Teachers	Unit Holders Release CRT release	Term 1-4	<b>June:</b> <b>November</b>
Observations & Feedback of implementation of Investigation Capability and Agentic Learning Design	Tumuaki Tumuaki tuarua	Hub Teachers Investigation team	Unit Holders release	Term 1-4	<b>June:</b> <b>November</b>
PLD focus on Investigation - Effective Pedagogy	Tumuaki	Tumuaki tuarua Investigation team	Unit Holders release	Week 3 and 6 Term 1 - 4	<b>June:</b>

- Developing Investigation Programmes - Culturally Responsive Practice - Whānau Involvement - Use of Digital Technology	Tumuaki tuarua				<b>November</b>
Identify how to extend tamariki working above expectation	Investigation team	Puna Ako teacher	PVAT 5 - stage 5 decimal assessment PAT	Week 7 Term 1	<b>June:</b> <b>November</b>
Moderation of Overall Curriculum Expectations, including cross checking	Tumuaki tuarua	Investigation team Team Leaders	Maths Curriculum Cognition	Term 1 and Term 3 TBC	<b>June:</b> <b>November</b>

Outcomes/What happened	Reasons for Variance(why did it happen?)	Evaluation(where to next?)
Plans for 2026		

## Core Practices Supporting Strategy - Our Business as Usual

Practices	Process	Our Mahi
Collaborative teaching and learning. Learners at the centre	Personalised collaborative learning	<ul style="list-style-type: none"> <li>● Frankley Vision is integrated and connected to learning design</li> <li>● Understand and cater for neurodiverse learning needs</li> <li>● Priority ākonga identified and planned for using Puna ako analysis review</li> <li>● Multisensory approach to teaching Literacy and Numeracy skills</li> <li>● Whānau and ākonga information and aspirations are gathered and woven into the learning design-kanohi ki te kanohi</li> <li>● Student led Whānau hui</li> <li>● Seesaw enables learner to share successes with whānau and gain feedback</li> </ul>

		<ul style="list-style-type: none"> <li>• Akoranga Extension group</li> <li>• Within Puna ako target learners identified</li> <li>• Annual target learner group additional support</li> <li>• IEP and IWS Whānau hui</li> <li>• Science of Learning: Scope and Sequence used for Literacy and Mathematics, including retrieval and spaced practice</li> <li>• Markers developed for English Curriculum across Phase 1 and 2</li> </ul>
	Akoranga Learning Design	<ul style="list-style-type: none"> <li>• Hands on and collaborative project based learning</li> <li>• Focus on community experts supporting the learning programmes</li> <li>• Local community resources EOTC experiences</li> <li>• Agency Bees to support learning success</li> <li>• Localised capabilities curriculum with supporting visuals to support learners to understand key skills</li> </ul>
	Whanaungatanga	<ul style="list-style-type: none"> <li>• Whānau hui (Transition)</li> <li>• Team hui focus on learners before other business</li> <li>• Termly Whakataua</li> <li>• Strong relationships with our whānau and ongoing communication</li> <li>• SENCO Register and information sharing to support transition</li> <li>• Circle Time and social emotional coaching</li> <li>• Tamariki are supported by everyone</li> </ul>
Collaborative Leadership	Wellbeing	<ul style="list-style-type: none"> <li>• Professional relationships</li> <li>• Check ins and connection before content</li> <li>• Collaborative Agreements</li> <li>• Code of Collaboration</li> <li>• Frankley School Tikanga</li> <li>• Social events</li> <li>• Kai at mahi tahi and PLD events</li> <li>• Accountability Buddies</li> </ul>
	Distributed Leadership	<ul style="list-style-type: none"> <li>• Collaborative approach for unit holders and responsibilities</li> <li>• Shared approach to presentations and hosting PLD sessions</li> <li>• Planned release for planning and implementation of unit responsibilities</li> </ul>
	Health & Safety	<ul style="list-style-type: none"> <li>• EOTC procedures reviewed yearly and part of induction</li> <li>• RAS forms completed for all events- Information in Admin handbook</li> <li>• Health and Safety Register updated</li> <li>• Emergency Drills completed termly</li> <li>• Health and Safety Audit carried out yearly</li> </ul>
Effective Partnerships	Whānau	<ul style="list-style-type: none"> <li>• Te Tiriti o Waitangi Team coordinate events</li> <li>• Cultural Celebrations and use of Te Reo Māori me ōna tikanga</li> <li>• MAC collaboration</li> </ul>

		<ul style="list-style-type: none"><li>● Iwi and Hapu connections</li><li>● Seesaw, Facebook, Etap communications &amp; Newsletters</li><li>● Whānau hui and open door policy for relationships</li></ul>
Progress and Achievement for all	Achievement Targets	<ul style="list-style-type: none"><li>● Developed collaboratively with staff based of data and shared knowledge</li><li>● Team hui - tracking and monitoring progress for target ākonga</li><li>● School wide data analysis shared with Board and Kaiako</li><li>● Twice yearly testing through school wide assessment schedule</li><li>● Moderation of Mathematics and Literacy Curriculum Achievement</li></ul>