



# Strategic Annual Plan 2025

Moira Blair

Principal's endorsement:

Anna Fuiava

Board of Trustees' endorsement:

# Introduction

As the oldest school in Auckland still on its original site, first opened in 1878 as Mt Roskill District School, Three Kings School has been serving the local community for over 145 years. Today our heritage classrooms sit alongside modern facilities and provide a learning environment that mixes the best of old and new.

We have grown from a single room serving a rural population, to being one of New Zealand's most diverse primary schools with a wide range of nationalities and cultures represented in our community. In addition to our own diversity, Three Kings School acknowledges New Zealand's cultural diversity and the unique position of Māori as tangata whenua.

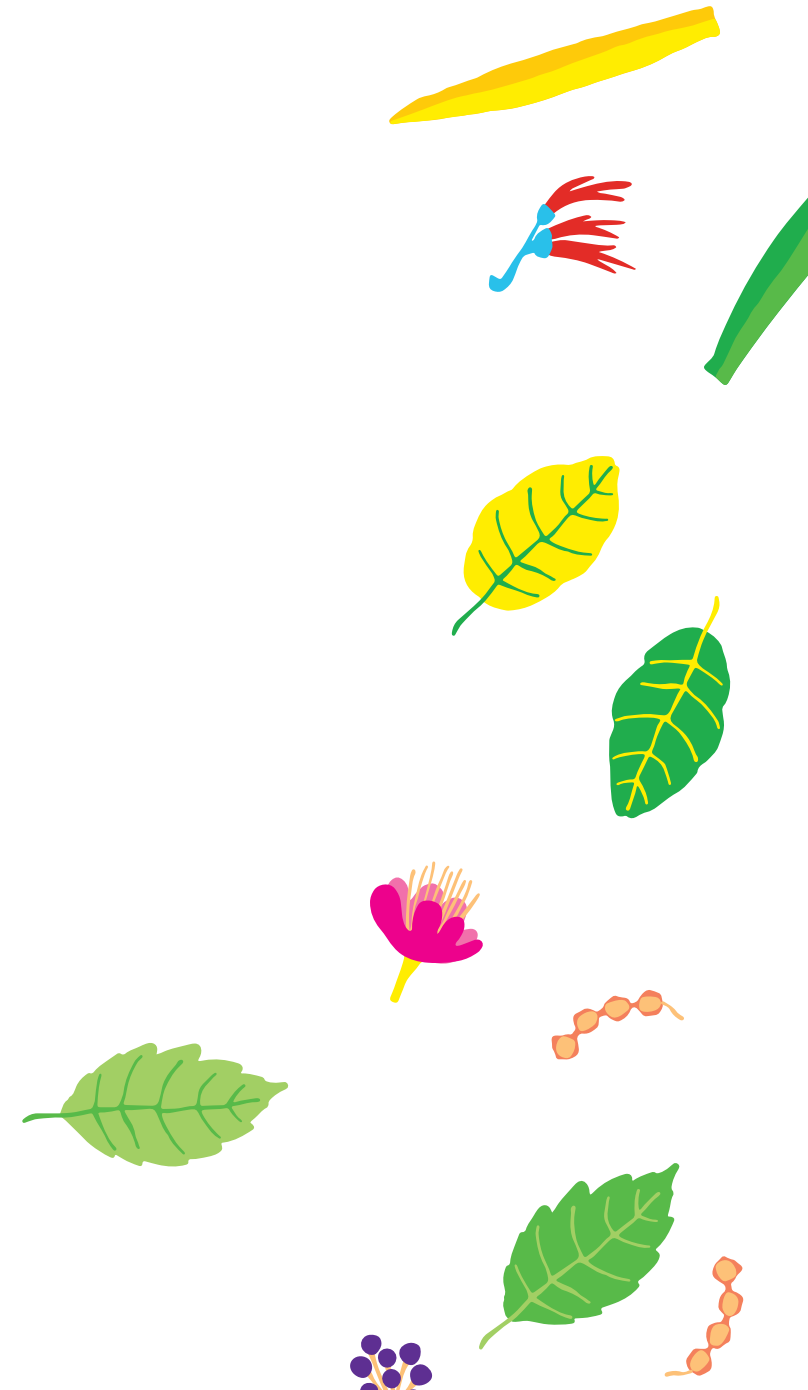
Three Kings School is incredibly proud of both its heritage and its strong, diverse community. We aspire to learn from and embrace these unique attributes, whilst creating a learning environment that delivers our young students the best possible start to their education journey.

This strategic plan sets the direction for the school over the next two years and has been informed by the views of our community, staff and students.

Within the plan we have three key goals:

- To ensure we provide equitable education to all students (Mana Taurite)
- To develop and deliver a broad, future-focused curriculum that engages and inspires students (Te Marautanga)
- To continue to create strong connections with our local community and use these to underpin our localised curriculum (Hapori)

Our school dispositions of Collaborative, Creative, Respectful and Resilient continue to underpin and guide all aspects of school life, ensuring our students grow both academically and socially.





VISION



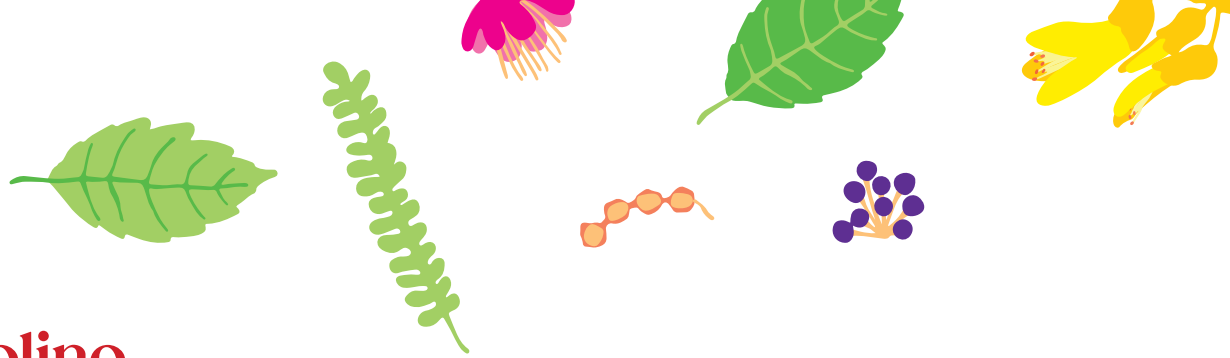
**Embracing our differences.  
Learning from our past.  
Creating our futures.**



# Goals, Initiatives and Success

GOAL	INITIATIVES	SUCCESS	EDUCATION REQUIREMENTS
<p><b>(A) Equity / Mana Taurite</b></p> <p>To ensure equity of outcomes for all students.</p>	<ol style="list-style-type: none"> <li>1. Mitigating identified barriers to students achieving their potential.</li> <li>2. Strengthening inclusive learning programmes catering to neurodiverse and gifted &amp; talented learners.</li> </ol>	<p>All Three Kings school students have opportunities to achieve success equitably in ways that embrace their culture, identity, and strengths.</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6, 7. The Literacy and Communication and Maths Strategy. Objectives of Boards 127 (1a, b, c, d) and (2a, b).</p>
<p><b>(B) Curriculum / Te Marautanga</b></p> <p>To develop and deliver a broad future-focused curriculum that engages and inspires students.</p>	<ol style="list-style-type: none"> <li>1. Navigate and develop deep understanding of the refreshed national curriculum (Te Mātaiaho) and the understand &gt; know &gt; do structure of teaching and learning.</li> <li>2. Deliver the refreshed curriculum in a localised, authentic and meaningful way (Mātaiaho).</li> <li>3. Embed a new, distinct learning model / way of learning for Three Kings School (replacing L2L).</li> <li>4. Ensure effective communication of the curriculum refresh to our community (whānau).</li> </ol>	<p>Three Kings school students have opportunities to develop skills and understandings across the breadth and depth of the New Zealand curriculum.</p>	<p>NELP Priorities 4, 5, 6, 7. The Literacy and Communication and Maths Strategy. Te Mātaiaho and the Common Practice Model. Objectives of Boards 127 (1a, b, c, d) and (2a, b).</p>
<p><b>(C) Community / Hapori</b></p> <p>To create strong connections with our local community and use these to underpin our localised curriculum.</p>	<ol style="list-style-type: none"> <li>1. Support our school family of English Speakers of Other Languages.</li> <li>2. Connect to our history in relation to Māori school name and Māori history of area.</li> <li>3. Work with a range of groups in the community.</li> </ol>	<p>Our school curriculum will reflect the current make-up of the school. We will recognise, plan for, and celebrate the cultures of our students through authentic and meaningful curriculum content.</p>	<p>NELP Priorities 2, 3, 5. Ka Hikitia. The Action Plan for Pacific Education 2020-2030. Attendance and Engagement Strategy Objectives of Boards 127 (1a, b, c, d).</p>

# Strategic Plan Timeline



GOAL	2024	2025			
	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4
<b>(A) Equity / Mana Taurite</b>		Embed an equity lens in the introduction and implementation of programs			
<b>(B) Curriculum / Te Marautanga</b>		Develop deep understanding of the curriculum and students' achievements			
		Teachers deepen understanding of framework			
<b>(C) Community / Hapori</b>		Support ESOL community, continue build connections and improve communications			

2025 Annual Plan

GOAL

**A** Equity / Mana Taurite

**INITIATIVE:**

To embed an equity lens in the introduction and implementation of programs.

**OUTCOMES:**

All programmes are intentionally designed and adapted to ensure success for all learners - (apply culturally sustaining pedagogy to program design).

**MEASURES:**

Evidence of equity considerations in meeting minutes, program planning Feedback from students Programmes show positive shifts in achievement, engagement, and well-being across all groups.

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Analyse summative assessment data with a lens on minority groups	SLT & WL/YL	Leadership days	End of Term 1 2025	Clear understanding of achievement by year level, by gender and by ethnicity
Teachers identify underperforming students across class and team to utilise when analysing a program's effectiveness and impact	Teachers and YL – feeding up to whanau & SLT	Team meetings	End of Term 1 2025 (termly review)	Teachers understand the impact of new programs on diverse groups of students in the class, particularly those at risk of underperforming.
Teachers adapt program in response to program evaluation and using our culturally responsive practice pedagogy	Teachers, YL Teams	CRT	Term 2 2025	New programs align with current school pedagogy around culturally responsive practice
How can support programs (LA's, Steph) be improved with this knowledge	Teams, LA's, Nina & Steph	SENCo / SLT	Term 2 2025 onwards	Learning support programs would reflect the knowledge gained from the reviews around how the programs support our underperforming students.
Use information from barriers to learning to inform teacher understanding of impact	Teachers	Student voice	Term 1 2025	Student voice gathered on their interpretation of the program.

## 2025 Annual Plan

## GOAL

B

Curriculum /  
Te Marautanga

English

## INITIATIVE:

Develop a deeper understanding of the English curriculum and students' achievements towards it.

## OUTCOMES:

Teachers have confidence in using the English curriculum to inform planning and expectations of student learning and are building capacity in assessment aligned to it.

## MEASURES:

- Teacher voice (confidence)
- Planning
- Assessment for learning practices using walk through tool

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Work with other teachers to unpack the curriculum, to understand changes for their year level / area of the school	Teachers in teams	Planning days, team meeting time	Term 1 – ongoing	Discussion about curriculum change, understanding of pressure points in the curriculum
Link AfL strategies to new curriculum expectations	Teams	AfL rubric Team Meetings Planning Days	Term 2 2025	Teachers using a range of AfL strategies to understand student achievement against new expectations
Examine how assessment tools align with new curriculum	SLT/WL & Curriculum leader	Leadership days	Term 1 2025	Explore assessment expectations against current school practices for alignment
Teachers utilise their understanding of the phases of Te Matiaho to drive the mandated hour a day of reading, writing and maths.	SLT – teachers & BoT	Team Meetings, timetable.	Term 1 2025	Reporting to parents follows government guidelines and is student centred

## 2025 Annual Plan

## GOAL

B

Curriculum /  
Te MarautangaMathematics  
& Statistics

## INITIATIVE:

Develop a deeper understanding of the Mathematics and statistics curriculum and students achievements towards it.

## OUTCOMES:

Teachers have confidence in using the Mathematics and statistics curriculum to inform planning and expectations of student learning, and are building capacity in assessment aligned to it.

## MEASURES:

- Teacher voice (confidence)
- Planning
- Assessment for learning practices using walk through tool

## ACTION

TOD - Unpack the new support program linking it to the Mathematics and statistics curriculum

Numicon – teachers begin to plan using the numicon resources to support understanding of new scope and sequence

Work with other teachers to unpack the curriculum, to understand changes for their year level / area of the school.

Link AfL strategies to new curriculum expectations

Examine how assessment tools align with new curriculum

Align reporting to parents with new curriculum

TOD Term 3 – 22nd August  
Whole school recap understanding new curriculum, how we know what the students know, begin to look at how tools such as Numicon can be used to close gaps / extend learning.

## RESPONSIBLE

Numicon personnel & SLT

Everyone

Teachers in PLG teams

SLT

SLT – teachers

Everyone

## RESOURCE

TOD Term 1 – 10th March 2025  
Time / paid PLD

Time / team support  
Numicon resources

PLG

PLG  
AfL rubric

???

Time / team support  
Numicon resources

TOD

## START

March 2025

Term 1 2025

Term 1 2025  
– ongoing

Term 2 2025

???

Term 1 2025

Term 3 2025  
– onwards

## MEASURE SUCCESS

Teacher confidence in utilising numicon in classroom program  
Ability to begin linking it to new expectations

Change to planning Classroom program reflects resources

Discussion about curriculum change, understanding of pressure points in the curriculum

Teachers using a range of AfL strategies to understand student achievement against new expectations

Explore assessment expectations against current school practices for alignment

Reporting to parents follows government guidelines & is student centred.

Teachers are able to make a judgement of where students are at, begin to match it against the new curriculum expectations and work with students on next learning steps.



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GOAL

**B** Curriculum / Te Marautanga

Concept

**INITIATIVE:**

Teachers develop a deeper understanding of the concept framework, and students' progress and achievements in those subject areas.

**OUTCOMES:**

Teachers have confidence in using the concept framework to inform planning and expectations of student learning, and are building capacity in assessment aligned to it.

**MEASURES:**

- Teacher voice (confidence)
- Planning
- Assessment for learning practices using walk through tool

**ACTION**

Plan with clear curriculum links for Science, Social science and Technology

Plan deliberate assessment opportunities through the course of a term

Clear learning intentions and success criteria support teacher and student understanding of progress and achievement

**RESPONSIBLE**

Teachers

Teachers

Teachers & students

**RESOURCE**

Planning days, staff meetings

Planning days, staff meetings

Planning, AfL rubric

**START**

Term 1 – Term 4 2023.

Term 2, Week 1 2024.

In line with events Terms 1 – 4 2024.

**MEASURE SUCCESS**

Concept planning shows links to the curriculum

Concept planning shows a range of formative and summative assessment tasks

Deeper dive into Te Mātiaho for parents during school events.

Parents feel more informed.

2025 Annual Plan

GOAL

© Community / Hapori

ESOL

INITIATIVE:

To support our ESOL community by continuing to build connections and improve communication.

OUTCOMES:

- Parents will be active partners in students ESOL learning feeling connected and informed of all school happenings.
- Communication will be accessible.

MEASURES:

- Hui to gather ESOL parent voice with particular focus on improved communication around reporting
- Number of bookings for ESOL slots
- Track use of interpreter to assess need
- Access the metrics of WeChat group

ACTION	RESPONSIBLE	RESOURCE	START	MEASURE SUCCESS
Continue to build the use of WeChat group	Nicola, Marisa & Francis	WeChat Group Time	Term 1 2025 – Ongoing	User engagement and response
Translate reporting information	Nicola, John & Rayna	Time Translators Information	Term 2 2025	Reporting information will be accessible to Chinese Speakers and over time a growing number of ESOL speakers
Offer translation for PPM with classroom teachers	SLT, Abby, Rayna & Other translators	PPMs Translators	Term 2, 2025	The number of bookings
Introduce 1 sentence into the EOY report to reflect ESOL learning	SLT & Abby	Time Communication Expectations List of learners ESOL afternoon	Term 2, 2025 Term 4, 2025	Parent voice gathered as part of ESOL afternoon
Introduce bookable PPM slots for ESOL learners with ESOL staff	SLT, Abby, Rayna & Other translators	PPMs	Term 2, 2025 Term 3, 2025	The number of bookings
Explore ways to share ESOL group learning with families <ul style="list-style-type: none"> <li>• Dedicated ESOL newsletter each term</li> <li>• Rework initial letter for ESOL intake</li> </ul>	Nicola, Abby, Nicola & Office	Letter ESOL afternoon	Term 1, 2025 Term 4, 2025	Parents will have greater clarity over what happens in an ESOL lesson – gather voice at ESOL afternoon
Gather Parent Voice at ESOL afternoon	SLT, Marisa & Abby	Time	Term 4, 2025	Parents will be able to reflect on changes and communication and make recommendations for the future



944 Mt Eden Road,  
Three Kings,  
Auckland 1024,  
New Zealand.

[admin@threekings.school.nz](mailto:admin@threekings.school.nz)  
[threekings.school.nz](http://threekings.school.nz)

