



# STRATEGIC PLAN

## 2024-2026



# Our Kaupapa

The Tawhiti Way



## Our Whakatauki

*Piki tahi, eke tahi ki tihi maunga*

Climb as one, ascend as one to the tip of the mountain.  
Our whakatauki is place based and encompasses our school values; through working together, we learn, we overcome obstacles, and we succeed in whatever we put our minds to.

## Our Logo

The most significant and important geographic landmark in the area is Mount Taranaki. The maunga is turangawaewae - it stands proud as our foundation, our place in the world, our home - hence it forming the shape of our logo.

The name 'Tawhiti' is derived from our local awa "the Tawhiti stream" and this can be seen running through the centre of our logo. The pattern that can be seen in the awa (hikuaua) is a design that represents the region of Taranaki as well as prosperity - being successful and thriving.

The river within our logo shows where we are from as well as representing the learning journey and progress of ākongā through their time at Tawhiti; a series of many small steps towards their goals and thriving as a result of their environment.

The green and blue parts of the logo represent the importance that Tawhiti places on wellbeing (hauora) and learning (ako). Hauora (green) and ako (blue) fit either side of the river or learning journey as they are interconnected and essential building blocks to success. The use of blue and green also represents the land on which we live and the waters that surround our rohe.

The koru design within the hauora section of our logo signifies the importance of relationships at Tawhiti. The smaller of the three koru represents the learner. The learner is encompassed by the school and their whānau, working as partners to nurture, protect and grow them. The hammerhead design (mangopare) within the ako section of our logo represents determination and leadership, essential for learning.



# Our Kaupapa

## The Tawhiti Way

Below are our school values and educational aspirations that underpin our strategic plan and local curriculum - The Tawhiti Way. A thorough consultation process was undertaken at the end of 2022 to ensure the needs and aspirations of our community drive the direction of education at Tawhiti.



### Ako

#### We learn and we lead

At Tawhiti, we aim to develop learners who have the **knowledge, skills, and competencies** to thrive in all aspects of life. We are committed to nurturing **self directed ākonga** who strive to be the best they can be, within a curriculum that is rich in **literacy, numeracy and matauranga Māori**. Our kaiako recognise and respond to **individual learning needs**, whilst maintaining a sense of urgency and an unwavering commitment to the **progress** and **success** of all learners.



### Whanaungatanga

#### We work together as one

**Relationships** are at the heart of everything we do. We're a whānau, working together with **high expectations** and **genuine care** for our tamariki, whanau, and community.

**We are committed to building and maintaining relationships to enhance belonging, wellbeing and achievement.**



### Hauora

#### We are happy, healthy & resilient We are confident in who we are

We aim to create **happy** and **confident ākonga**, with a **strong sense of cultural identity**. Hauora covers many areas, including our relationship to the whenua, as well as our social, mental, physical, and spiritual health. **A strong focus on hauora/wellbeing supports learners to overcome difficulties and achieve success.**



### Manaakitanga

#### We show care and respect

We strive for a kura and community that shows **respect, kindness** and **consideration** to others and to our whenua (environment). We are **inclusive** and **value the differences** that each of us bring. The way we treat one another ensures that we have **safe, culturally responsive learning environments.**



These values and aspirations are operationalised schoolwide through our local curriculum - 'The Tawhiti Way', restorative practises, relationships based pedagogy (RBL), and a common practise model. Internal evaluation is integral, enabling us to continually reflect and refine practise.

Piki tahi, eke tahi ki tihi maunga





# Strategic Goals

# 1

Ensure progress and success for ALL ākonga through quality, consistent teaching practises

- Increase writing achievement of boys and Māori (target 65%+ achieving)
- Boys to be achieving equitable results with girls
- Māori to be achieving equitable results with Non-Maori

*Board Primary Objective 1, 3 and 4 NELP priority: 2, 3, 4, 6, and 7*

• Develop self-directed ākonga in a curriculum rich in literacy, Numeracy and mātāuranga Māori

- Create conditions for Te Reo Māori to be valued, learned, seen, read, heard and spoken.
- To be operating firmly within 'He Hikinga' and transitioning into 'He Hiringa' according to the Poutama Reo review matrix

*Board Primary Objective 1 and 4 NELP priority: 2, 5, and 6*

# 2

# 3

Prioritise the hauora/wellbeing of all ākonga, setting them up to successfully engage in learning

- Happy, healthy, confident ākonga with a strong sense of cultural identity
- Scores of 4 or greater on all areas of the PIVOT wellbeing survey

*Board Primary Objective 2 and 3 NELP priority: 1 and 3*

# Strategic Goals

## Our Priorities for Improvement



<p>Ensure <u>progress</u> and <u>success</u> for <u>All ākonga</u> through quality, consistent teaching practises</p>	<p>Develop self directed ākonga in a curriculum rich in Literacy, Numeracy and mātāuranga Māori</p>	<p>Prioritise the <u>hauora/wellbeing</u> of all ākonga, setting them up to successfully engage in learning</p>
<p><b>Expected Outcomes (End of 2025)</b></p> <ul style="list-style-type: none"> <li>• Increase writing achievement of boys and Māori (target 65%+ achieving)</li> <li>• Boys to be achieving equitable results with girls</li> <li>• Māori to be achieving equitable results with Non-Māori</li> </ul>	<p><b>Expected Outcomes (End of 2025)</b></p> <ul style="list-style-type: none"> <li>• Create conditions for Te Reo Māori to be valued, learned, seen, read, heard and spoken.</li> <li>• To be operating firmly within 'He Hikinga' and transitioning into 'He Hiringa' according to the Poutama Reo review matrix</li> </ul>	<p><b>Expected Outcomes (End of 2025)</b></p> <ul style="list-style-type: none"> <li>• Happy, healthy, confident ākonga with a strong sense of cultural identity.</li> <li>• Scores of 4 or greater on all areas of the PIVOT wellbeing survey</li> </ul>
<p>Improve educational outcomes and teacher capability in writing (particularly for our boys and Māori) through 3 year premium PLD from 'Writers Toolbox'.</p>	<p>Undertake professional learning to develop the capability and confidence of kaiako in Te Reo and tikanga Māori. Provide opportunities to practise without judgement.</p>	<p>Employ sports co-ordinator and mentor to help promote positive wellbeing, attendance, engagement, and physical/mental health for all ākonga.</p>
<p>Literacy, Numeracy, &amp; Te Reo Māori progressions that reflect Te Mātāiaho &amp; our local iwi implemented as part of our local curriculum.</p>		<p>Seek learner voice on wellbeing (including racism and discrimination) through PIVOT.</p>
<p>Continue to develop the data capability of teachers and leaders in order to identify learners not making sufficient progress, and use this data to adjust teaching and learning programmes.</p>	<p>Ākonga regularly participate in planned, progressive Te Reo Māori lessons.</p>	<p>Develop the data capability of teachers and leaders (using PIVOT) in order to identify learners with wellbeing concerns as well as trends across the school, and use this data to adjust teaching and learning programmes.</p>
<p>Enhance schoolwide consistency through the development of middle leaders, common practise model, creation of non-negotiables, walkthroughs, and peer observations</p>		
<p>Ensure learning support programmes are robust and effective. <i>(These to include extra on top of lessons to accelerate progress for identified target learners.)</i></p>	<p>Develop systems and practises to increase student agency and goal setting. Integrate this into schoolwide reporting / HERO.</p>	<p>Sarah to work with other tumuaki across our Kahui Ako as well as iwi attendance officers to re-establish our successful guidance counsellor system from 2021. This will support attendance wellbeing &amp; engagement.</p>
<p>Undertake a review of maths, post DMIC PLD. Adjust approaches and reintegrate some of the effective practises we had in place pre DMIC.</p>	<p>Strengthen understanding of local reo and stories by maintaining meaningful relationships with whānau, hapu and mārae</p>	<p>Ongoing staff development and reflection around practises that promote a safe and inclusive culture at PB4L hui.</p>
<p>Partner with whānau to identify and realise aspirations.</p>		
<p>Involvement in the Māori Achievement Collaborative kauapa (MAC) with a focus on Māori educational success.</p>		
<p><b>Measures of success</b></p> <ul style="list-style-type: none"> <li>• Student Voice Data</li> <li>• Achievement data (OTJ and CSI data)</li> </ul>	<p><b>Measures of success</b></p> <ul style="list-style-type: none"> <li>• Poutama Reo review matrix</li> <li>• Self assessment against school progressions</li> </ul>	<p><b>Measures of success</b></p> <ul style="list-style-type: none"> <li>• Student voice data</li> <li>• PIVOT wellbeing tool data</li> </ul>

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