



STRATEGIC PLAN

2024-2026





About Us

Tawhiti School was established in 1920 and is located in Taranaki ki te Tonga (South Taranaki) under the watchful eye of Maunga Taranaki. The land on which we are located originally belonged to the Hāpotiki and Hāmua hapu (Ngati Ruanui).

Our name, Tawhiti, is derived from the name of a small nearby stream and means 'just out of reach' or 'over there'. The most significant feature of our local environment is our Maunga - which is situated near but 'just out of reach' of the school.

Our roll ranges from 280-310 children. Approximately 50% of our tamariki are Maori, the majority of whom whakapapa back to Ngati Ruanui, Nga Ruahine, Ngaa rauru and Taranaki iwi.

Everything we do at Tawhiti is underpinned by our values and research based teaching and learning approaches. The learning experiences that we offer across the curriculum enable all ākonga to shine and feel confident in their language, culture and identity. Literacy, numeracy and matauranga Māori are of high priority. These skills are critical for future success and for enhancing the wellbeing of our learners and community. Strong, clear progressions of learning are in place across the school and ākonga are supported to have agency over their learning. Alongside teachers and whānau, they use their progressions to select goals, reflect, monitor their progress and determine their next learning steps.

At Tawhiti, we are particularly proud of the learning experiences we offer in the arts curriculum, the health and fitness opportunities we provide, the camps that we offer as part of our EOTC programmes, and our kapahaka roopu who are the heart of our kura.

Tawhiti is currently 1 of 17 schools in the South Taranaki Kahui Ako. Our current learning priorities are Relationships-Based Learning (RBL), wellbeing and pathways. As a kura we value working closely with this cluster of schools, engaging in professional development and dialogue, learning activities and sporting and cultural events. Whakaraupō i a koutou e te iwi. In the words of Te Whiti, we are stronger when we grow together as one.

Our Tawhiti School BOT is committed to providing the best education we can through the implementation of the National Education Learning Priorities (NELPs). We are also committed to being a good employer, taking into account human resources, health and safety, finances and property.



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



Achievement

Overview of achievement overtime

	2022 <i>(Historic)</i>	2023 <i>(Baseline)</i>	2024 <i>(Progress)</i>
Reading	At or above expected curriculum level: 73% All learners 66% Maori 70% Boys 76% Girls	At or above expected curriculum level: 71% All learners 64% Maori 64% Boys 77% Girls	
Writing	At or above expected curriculum level: 52% All learners 40% Maori 40% Boys 67% Girls	At or above expected curriculum level: 55% All learners 42% Maori 44% Boys 66% Girls	
Maths	At or above expected curriculum level: 61% All learners 53% Maori 61% Boys 61% Girls	At or above expected curriculum level: 65% All learners 54% Maori 61% Boys 70% Girls	
Attendance	Regular attendance at school (90%+) 163/319 - 48.9%	Regular attendance at school (90%+) 160/278 - 57.6%	





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 matakauranga Maori

- 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>Expected Outcomes (End of 2025)</p> <ul style="list-style-type: none"> • 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-Māori 	<p>Expected Outcomes (End of 2025)</p> <ul style="list-style-type: none"> • 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 	<p>Expected Outcomes (End of 2025)</p> <ul style="list-style-type: none"> • Happy, healthy, confident ākonga with a strong sense of cultural identity. • Scores of 4 or greater on all areas of the PIVOT wellbeing survey
<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, & Te Reo Māori progressions that reflect Te Mātāiaho & 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 & 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 kaupapa (MAC) with a focus on Māori educational success.</p>		
<p>Measures of success</p> <ul style="list-style-type: none"> • Student Voice Data • Achievement data (OTJ and CSI data) 	<p>Measures of success</p> <ul style="list-style-type: none"> • Poutama Reo review matrix • Self assessment against school progressions • Maori immersion level 	<p>Measures of success</p> <ul style="list-style-type: none"> • Student voice data • PIVOT wellbeing tool data

Piki tahi, eke tahi ki tihi maunga





ANNUAL PLAN 2024



Annual Plan

Strategic Goal 1: Writing Current Position & Progress

Strategic Goal: Ensure success for All learners through quality, consistent teaching practises



3 year goal (End of 2025)

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

2024 Annual Targets:

- Increase writing achievement of boys and Maori (target 50%+)
- Reduce the number of Y4-6 students in the lowest range of CSI score (2.9) to 35% or below.

Where are we currently at?

- Our writing development journey started in 2023 and we have committed to a 3 year journey. We are working alongside 'Writer's toolbox'.
- As teachers make the biggest difference to student achievement, our major focus for 2023 was to increase teacher capability and confidence, laying the foundation for better student outcomes. This led to an increase in student engagement in writing and small gains in achievement outcomes.
- While we did not have a huge change in OTJ results in 2023, the CSI distribution shows the progress that has been made. We have hugely decreased the number of children in the lowest range and we are getting closer to a bell curve.
- The areas of greatest movement in writing are the areas that we targeted in 2023 through a major focus on sentences. Sentence length, incomplete sentences, and sentence capitalisation have all had large increases. This has resulted in a massive deduction in struggling writers (31% reduction), with Māori showing the biggest improvement in this area.
- Key areas of intervention moving forward are expanding and developing ideas, coherence and precision. These all form part of our PLD plan for 2024.
- As part of our learning journey in 2023, our writing learning progressions were redeveloped.
- Our plan this year is to build on the foundations created in 2023 and ensure consistency of practice across school, leading to further increases in student achievement.

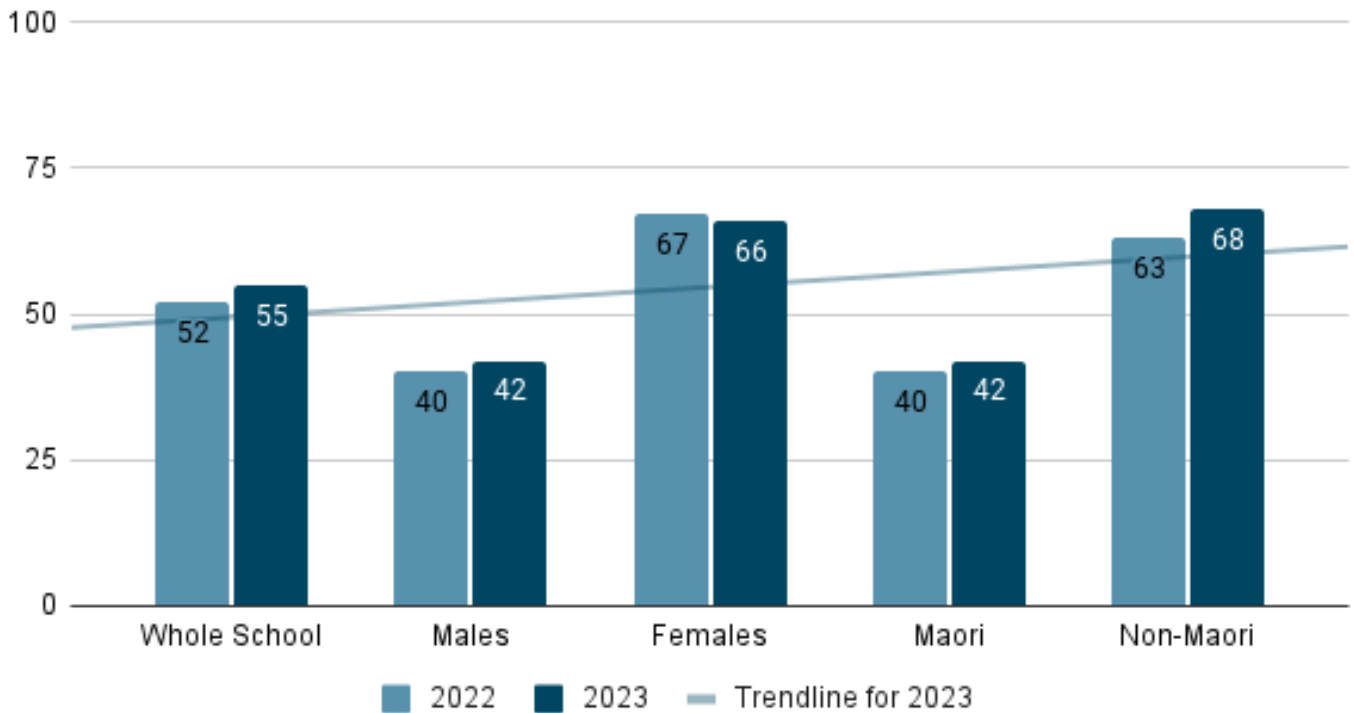
Piki tahi, eke tahi ki tihi maunga



Annual Plan

Strategic Goal 1: Writing Current Position & Progress

% achieving at or above expectation in Writing



What does the data say? Summary of CSI testing

	2022	2023	Shift
Output	10.9% underperforming	12.9% underperforming	-2%
Sentence length	26.1% underperforming	10.9% underperforming <i>Maori saw the biggest improvement with a drop from 23 words to 16</i>	15.2%
Incomplete sentences	32% (11% run on)	14% (2% run on)	18%
Struggling writers <small>(50% or more sentences written are incomplete)</small>	42%	11% <i>Maori dropped from 50% to 9%</i>	31%
Sentence capitalisation	40.3% underperforming	14.9% underperforming	25.4%
Punctuation skills	52.1% underperforming	63.4% underperforming	-11.4%
Spelling	62.2% underperforming	60.4% underperforming	1.8%
Noun capitalisation	8.4% underperforming	4% underperforming	4.4%
Repetition rates	3%	1%	2%
Development of ideas	21% able to expand	20% able to expand	-1%
Coherence	36% coherent writing	43% coherent writing	7%
Precision	85% 1 piece of precision in every 4 sentences	74% 1 piece of precision in every 4 sentences	-11%

CSI overall writing ability

74% were in the **lowest range** (2.9 or less) in 2022. This has been **reduced to 41%**. A **33% shift**.

1% were in the **highest range** (7+) in 2022. This has **increased to 5%**. A **4% shift**.

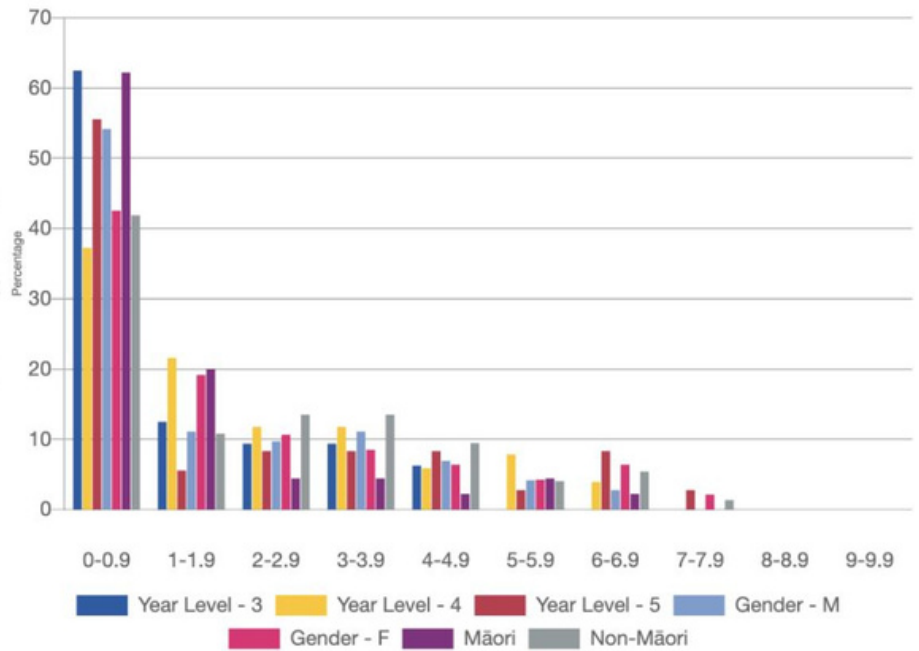


Annual Plan

Strategic Goal 1: Writing Current Position & Progress

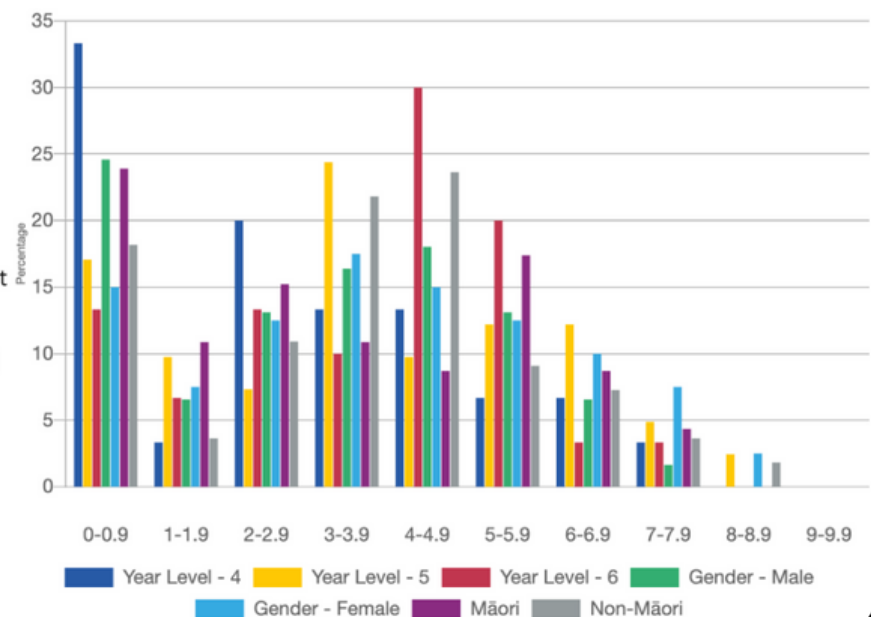
Composition Strength 2022

- ◆ Composition Strength Indicator (CSI) is an amalgam of writing results to give a single descriptor on a range between 0-10, with 7.5 or more as a high score
- ◆ Ideally, traditional bell curve: target 10% in top end, 10% in lower end
- ◆ Average across year levels skewed to left
- ◆ 74% of students in lowest range: 2.9 or less
- ◆ 1% of students in highest range: 7 or higher



Composition Strength 2023

- ◆ Composition Strength Indicator (CSI) is an amalgam of writing results to give a single descriptor on a range between 0-10, with 7 or above as a high score
- ◆ Ideally, traditional bell curve: target 10% in top end, 10% in lower end
- ◆ Average across year levels skewed to left
- ◆ 41% of students in lowest range: 2.9 or less
- ◆ 5% of students in highest range: 7 or higher



Annual Plan

Strategic Goal 1: Writing Improvement Plan

	Term 1 – Improvement + Evaluation Actions	Who	Resources	Measures of success
Beginning of year	Scope and sequence developed Expectations created around use of online writing tool	Sarah Curriculum leads	WTB Scope / Sequence Call back day	Scope and sequence created & implemented as evidenced in teacher planning
	TOD: Staff development on global LI's, identifying issues in children's writing, using these to inform grouping and next teaching steps	Lead: Sarah All kaiako involved	Time @ TOD	Teacher inquiry
	2nd Feb: Leading Schoolwide Improvement Workshop with WTB	WTB and SLT		Our Writing Improvement Journey updated
Ongoing	Teacher inquiry in writing with target learners identified, planned for and tracked (including attendance) EOTO lessons up and running - sentence focussed.	All staff ENCO		Target learners make regular - accelerated progress over the year
Wk 1	5th Feb: Induction of new staff through sentence and expansion workshop	WTB & new kaiako	Release Zoom	Walkthroughs show consistency of practise
	8th Feb: Paragraph workshop	WTB / Yr3-6	Release time	
Wk 3	9th Feb: Writing coaching (expansion)	WTB / NE/Yr2	Release time	Feedback from WTB coaches
	23rd Feb: Paragraph concept coaching	WTB / Yr3-6 kaiako	Release time	
Wk 4	<i>Student voice collection + classroom observations. Followed by 1-1 coaching hui using this data to determine effectiveness of actions / plan next steps</i>	Curriculum leads	Release time	Student voice data shows target students can articulate LI, SC, next steps and why this matters
	LA training, WTB	Kris		LA's are talking same language and can support learners in class
Wk 7	In class support for classrooms where concerns have been identified	Curriculum leads		Improvement on student voice
	20th March: Paragraph concept coaching	WTB / Yr3-6 kaiako	Release time	
	LA training - WTB	Kris		LA's are talking same language and can support learners in class
Wk 8-9	<i>Student voice collection + classroom observations. Followed by 1-1 coaching hui using this data to determine effectiveness of actions / plan next steps</i>	Curriculum leads	Release time	Student voice data shows target students can articulate LI, SC, next steps and why this matters
	<i>Whole school writing moderation and data analysis of progress</i> Revisit issue identification and grouping from start of term.	All staff	Release day with Kris/Sarah	Goals from areas focussed on during Term 1 are ticked off on HERO Goal data tracking
Wk 10	9th / 10th April: Writing coaching (paragraphs)	WTB / Yr3-6 kaiako	Release time	Feedback from WTB coaches
	11th April: Precision, planning and feedback certification day	WTB / Lead team	Release time	Lead team achieves certification

Blue font indicates evaluative actions taken



Annual Plan

Strategic Goal 1: Writing Improvement Plan

	Term 2 – Improvement + Evaluation Actions	Who	Resources	Measures of success
Ongoing	Teacher inquiry in writing with target learners identified, planned for and tracked (including attendance) EOTO lessons up and running - sentence focussed.	All staff ENCO		Target learners make regular - accelerated progress over the year Evidence of a greater range of sentences used in writing
Wk 1	1st May: Paragraph concept coaching (making WTB tasks aligned with paragraphs)	WTB / Yr3-6	Release Zoom	
Wk 2-3	All teachers required to observe in another classroom. Focus on feedback and reflection to spread best practices across the school.	All staff	Time allocated on CRT	Inquiry docs include a slide with feedback and reflection Walkthroughs, pulse checks and feedback from WTB show consistency of practise
Wk 4	21st-22nd: Writing coaching (paragraphing)	WTB / Yr3-6	Release	Feedback from WTB coaches
	23rd: Expansion certification day	WTB / Lead team	Release	Lead team achieves certification
Wk 5-6	Student voice collection + classroom observations	Curriculum leads	Release time	Student voice data shows target students can articulate LI, SC, next steps and why this matters
	Coaching meetings using student voice to determine effectiveness of improvement actions and plan next steps	All staff Curric leads	1-1 coaching meeting	
Wk 7	Formal RBL observations for classrooms where concerns have been identified	Kris / Sarah		Improvement on RBL indicators and student voice
Wk 8-10	Whole school writing moderation meetings Revisit issue identification and grouping from start of term.	All staff	Release day with Kris/Sarah	Mid year writing achievement of Maori and Boys shows progress towards the annual goals set
	Schoolwide data analysis Learning and progress data coaching hui with SLT	SLT/Kaiako		

Blue font indicates evaluative actions taken



Annual Plan

Strategic Goal 1: Writing Improvement Plan

	Term 3 – Improvement + Evaluation Actions	Who	Resources	Measures of success
Ongoing	Teacher inquiry in writing with target learners identified, planned for and tracked (including attendance) EOTO lessons up and running - sentence focussed.	All staff ENCO		Target learners make regular - accelerated progress over the year Evidence of a greater range of sentences used in writing
Wk 2	Formal RBL observations for classrooms where concerns have been identified	Kris / Sarah		Improvement on RBL indicators and student voice
Wk 3	7th Aug: Sentence 2 workshop	WTB / All staff	Release	
	8th Aug: Writing coaching (sentences)	WTB / All staff	Release	Feedback from WTB coaches
Wk 4-5	Student voice collection + classroom observations	Curriculum leads	Release time	Student voice data shows target students can articulate LI, SC, next steps and why this matters
	Coaching meetings using student voice to determine effectiveness of improvement actions and plan next steps	All staff Curric leads	Coaching hui	
Wk 6	All teachers required to observe in another classroom. Focus on feedback and reflection to spread best practices across the school.	All staff	Time allocated on CRT	Inquiry docs include a slide with feedback and reflection Walkthroughs, pulse checks and feedback from WTB show consistency of practise
Wk 7	4th Sept: Paragraph certification day	WTB / Lead team	Release for lead team	
	5th Sept: Leadership implementation alignment day	WTB / Lead team		
Wk 8-9	Student voice collection + classroom observations	Curriculum leads	Release time	Student voice data shows target students can articulate LI, SC, next steps and why this matters
	Coaching meetings using student voice to determine effectiveness of improvement actions and plan next steps	All staff Curric leads	Coaching hui	
	Whole School Writing moderation Revisit issue identification and grouping from start of term.	All staff		Goals from areas focussed on during Term 3 are clicked off on HERO Goal data tracking
	20th Sept: Evaluation and forward planning day	WTB / SLT		Our Writing Improvement Journey updated

Blue font indicates evaluative actions taken



Annual Plan

Strategic Goal 1: Writing Improvement Plan

	Term 4 – Improvement + Evaluation Actions	Who	Resources	Measures of success
Ongoing	Teacher inquiry in writing with target learners identified, planned for and tracked (including attendance) EOTO lessons up and running - sentence focussed.	All staff ENCO		Target learners make regular - accelerated progress over the year Evidence of a greater range of sentences used in writing
	After school workshops run by lead team to supplement WTB work as required.	Lead team		
Wk 2	Formal RBL observations for classrooms where concerns have been identified	Kris / Sarah		Improvement on RBL indicators and student voice
Wk 3	WTB diagnostic testing administered.	Yr4-6 Shane	Ipads	
Wk 4	All teachers required to observe in another classroom. Focus on feedback and reflection to spread best practices across the school.	All staff	Time allocated on CRT	Inquiry docs include a slide with feedback and reflection Walkthroughs, pulse checks and feedback from WTB show consistency of practise
Wk 6	Whole School Writing moderation Final OTJ's made for the year	All staff	Release day with Kris/Sarah	
Wk 8	SLT to analyse data from diagnostic testing as well as OTJ's to update strategic planning for 2025.	SLT		End year writing achievement of Maori and Boys shows progress towards the annual goals set
Wk 9	End of year learning and progress data meetings. Reflecting on practise and setting professional goals for 2025.	SLT with teachers		Classroom data shows increase in writing achievement PCG / inquiry goals for 2025 set

Blue font indicates evaluative actions taken



Annual Plan

Strategic Goal 2: Te Reo Maori current position

Strategic Goal: Develop self-directed akonga in a curriculum rich in literacy, Numeracy and matauranga Maori



3 year goal (End of 2025)

- 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

2024 Annual Targets:

- Develop competence and confidence of kaiako and ākonga in Te Reo Maori
- School practise will reflect the Indicators within He Hikinga of the 'Teaching and Learning' matrix
- Achieve Māori language learning immersion Level 4

Where are we currently at?

- We have established a lead team of kaiako who are passionate about the development of Te Reo Māori within the school. Over the past 2 years, they have undergone personal and professional learning through the Te Ahu o Te Reo programme. All four have currently completed the first 3 levels.
- Staff upskilling has occurred through a combination of 'in-house' professional development as well as through Ahu Reo. We have a total of 16 staff who have completed Te Ahu o te Reo courses. Hapai Oho = 6 staff, Hapai Tu = 6 staff, Hapai Rere = 4 staff
- We have established a time for the explicit teaching of te reo through our common practise model, however, the planning, implementation and quality of these lessons across the school is varied.
- We provide opportunities for all akonga to engage with learning Te Reo through Māori Performing Arts. In 2023, over 80 tamariki participated weekly in our kapa haka roopu led by Matua Lewis.
- Waiata, karakia, basic Māori commands/greetings are already part of the culture at Tawhiti, providing a strong basis for us to build upon.

Piki tahi, eke tahi ki tihi maunga



Annual Plan

Strategic Goal 2: Te Reo Maori current position

Dimensions		Leading			
Levels		He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals		Leaders in governance and management take all the necessary steps to enable a transition into He Hikinga.	Leaders in governance and management operate within existing conditions to protect, promote, and value the use of Māori language. Planning for change is beginning.	Leaders in governance and management actively create new conditions and prioritise support for students and teacher to develop their ability and confidence to learn and use Māori language.	Leaders in governance and management inspire and motivate others. They continue to create and sustain the conditions for Māori language to be used with increasing confidence and competence.
Quality Indicators	PLANNING	T3, 2023 A schoolwide progressive Māori language strategy plan is: yet to be initiated or recently initiated and developed with staff, students, whānau, hapū, and iwi.	A schoolwide progressive Māori language strategy plan has been developed with whānau, hapū, and iwi. The plan has a strong focus on developing the capability of staff and students in te reo Māori.	A schoolwide progressive Māori language strategy plan reflects whānau, hapū, and iwi aspirations and continues to build the capability of staff and students in te reo Māori and considers ways to develop a marau-ā-kura to reflect a te Ao Māori world view.	A schoolwide progressive Māori language strategy plan influences all decision making and drives continuous improvement for all staff, students and their whānau and proactively enables the development of a marau-ā-kura within school and across the community.
	DELIVERING	Leaders and the school board are motivated to develop and deliver a collaborative and progressive Māori language strategy plan. Leaders and the school board are focused on identifying where resources will be targeted to grow te reo Māori schoolwide.	Leaders and the school board support Māori language in the school by gathering relevant information from all dimensions to transform policies, processes and practices and are beginning to distribute targeted resources to grow te reo Māori schoolwide.	Leaders and the school board prioritise Māori language by distributing targeted resources to establish schoolwide systems, upskill staff and implement quality Māori language learning programmes and begin to lead the development of a marau-ā-kura that reflects a te Ao Māori world view and the schoolwide vision for te reo Māori.	All leaders and the school board champion Māori language with the support of whānau, hapū, and iwi. They understand their role and responsibilities to leading a dual curriculum/ marau. Leaders and the school board continue to distribute targeted resources to sustain a schoolwide environment. They enable progressive, innovative, and quality te reo Māori learning programmes that embrace a te Ao Māori world view.
	MONITORING	Leaders and the school board are yet to establish systems to monitor the school's progressive Māori language strategy plan.	Leaders and the school board collaborate with whānau, hapū, and iwi to establish a process for monitoring the effectiveness of the school's progressive Māori language strategy plan.	Leaders and the school board actively monitor the intended outcomes outlined in the progressive Māori language strategy and respond to needs of staff, students and whānau within their te reo Māori pathways through a process of self-review.	Leaders and school board in partnership with staff, students, whānau, hapū, and iwi robustly monitor intended outcomes, to ensure sustainable and innovative learning pathways and effectively use self-review to understand and respond to the needs of staff, students and whānau within their te reo Māori pathways.
	T3, 2023				

Piki tahi, eke tahi ki tihi maunga



Annual Plan

Strategic Goal 2: Te Reo Maori current position




Dimensions		Teaching and Learning			
		He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals	Levels	Teachers are aware of their professional responsibility to support students to value, acquire and use Māori language.	Teachers recognise and carry out their professional responsibility to support students to value, acquire and use Māori language.	Teachers collaborate with whānau, hapū, iwi and colleagues to define Māori language goals which reflect whakapapa and tikanga. They strive to build their own language capability.	Teachers are confident identifying the specific language needs of students, whānau, hapū, and iwi and can respond accordingly. They actively integrate Māori language and tikanga across the wider school curriculum.
	Quality Indicators	Teachers are yet to plan progressive te reo Māori learning programmes that reflect the national curriculum or they are yet to implement these programmes.	Teacher planning of te reo Māori reflects the progression of the national curriculum.	Teacher planning of te reo Māori programmes respond to their students and reflects local context and language (mita) and teachers work with leaders to consider ways to develop a marau-ā-kura that reflects a te Ao Māori world view.	Planning enables a te Ao Māori world view through the marau-ā-kura, and ensures te reo Māori programmes are differentiated to support the diverse language needs of students. Te reo Māori programmes are integrated into wider contexts and curriculum areas.
		T3, 2023			
		PLANNING			
Quality Indicators	Levels	Teachers are yet to implement progressive te reo Māori learning programmes or are in the early stages of implementation.	Teacher delivery of te reo Māori reflects the progression of the national curriculum.	Teacher delivery of te reo Māori programmes respond to their students and reflects local context and language (mita) and they are beginning to contextualise their delivery through a dual/marau lens that reflects a te Ao Māori world view.	Delivery of te reo Māori programmes are clearly differentiated to support the diverse language needs of students. Te reo Māori is integrated into wider contexts and curriculum areas.
	Quality Indicators	Teachers recognise the importance of Māori language in the school and begin their own te reo Māori learning journey.	Teachers demonstrate the importance of Māori language in the school and continue to progress their own confidence and capability in te reo Māori.	Teachers proactively articulate the benefits of Māori language and its contribution to the 'Hononga' goal outlined in Maihi Karauna.	Teachers champion Māori language schoolwide. They are able to contextualise their delivery through a dual curriculum/marau lens that embraces a te Ao Māori world view. Teachers are intentional about their contribution to te reo Māori revitalisation.
		T3, 2023			
		DELIVERING			
Quality Indicators	Levels	Teachers are yet to or are beginning to develop systems and assessments to monitor the effectiveness of their programme, to support students to value, acquire and use Māori language.	Teachers monitor the effectiveness of their programme to support students to value, acquire and use Māori language.	Teachers monitor the effectiveness of their te reo Māori programme through a process of self-review. Together with the students and their whānau, they co-construct a way forward.	Teachers effectively use self-review to monitor and respond to the learning needs and aspirations of students and whānau within their te reo Māori pathways. Together they can identify and implement innovative strategies for improving overall outcomes.
	Quality Indicators				
		T3, 2023			
		MONITORING			

Piki tahi, eke tahi ki tihi maunga



Annual Plan

Strategic Goal 2: Te Reo Maori current position

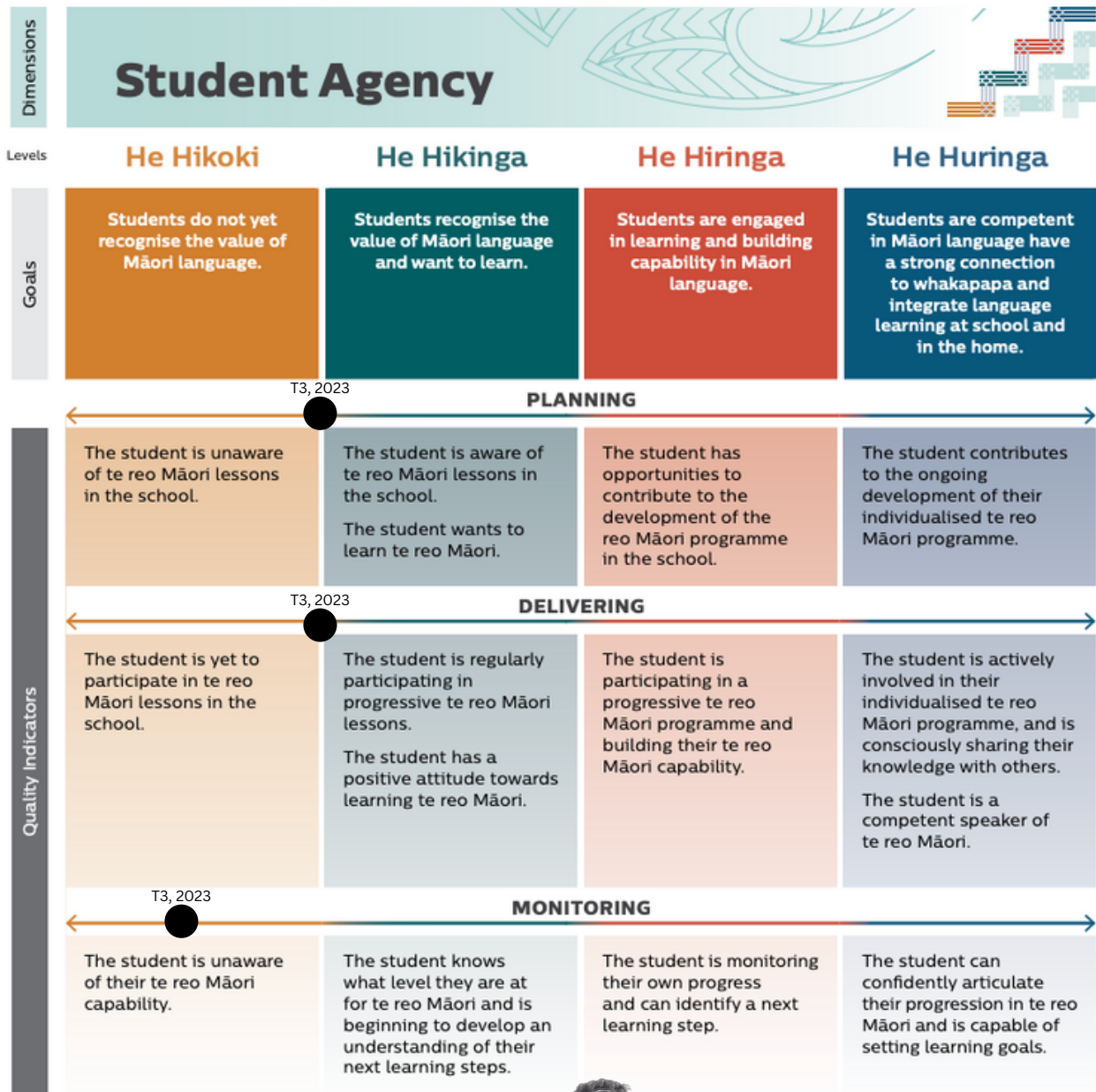
Dimensions		Whānau, Hapū and Iwi			
Levels		He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals		The school and school board understand the role of whānau, hapū, and iwi in supporting students to value, acquire and use Māori language.	The school and school board understands and articulates the role of whānau, hapū, and iwi, in supporting students to value, acquire and use Māori language. The school is committed to increasing engagement with whānau, hapū, and iwi.	Whānau, hapū, and iwi are considered key partners in the learning pathway and are engaged to share their aspirations and knowledge of language and tikanga.	The knowledge and aspirations of whānau, hapū, and iwi enrich the curriculum and provide opportunities for real-life learning. Students are supported to have a strong connection to whakapapa and integration of language learning at school and in the home.
		 PLANNING			
		 DELIVERING			
Quality Indicators		The school is yet to engage with a significant number of local whānau, hapū, and iwi to develop the schoolwide progressive Māori language strategy plan or are currently exploring whānau, hapū, and iwi aspirations for a schoolwide progressive Māori language strategy plan.	Planning for Māori language in the school is at the early stages of including the aspirations of local whānau, hapū, and iwi for Māori language.	Planning of Māori language in the school includes the aspirations of local whānau, hapū, and iwi for Māori language.	Planning for Māori language in the school and at home is driven by the knowledge, views and aspirations of whānau, hapū, and iwi.
		 MONITORING			
		The delivery of the progressive Māori language strategy plan is yet to reflect the aspirations of local whānau, hapū, and iwi for Māori language.	The school is beginning to increase engagement with whānau, hapū, and iwi and aims to incorporate their aspirations into the Māori language strategy plan.	The delivery of the Māori language strategy plan reflects whānau, hapū, and iwi aspirations for the language.	Whānau, hapū, and iwi are key partners in delivering the school's progressive Māori language strategy plan. Transitions between school, home and the wider community are seamless.
		Whānau, hapū, and iwi are yet to be involved in the monitoring of the effectiveness of Māori language programmes.	The school works alongside whānau, hapū, and iwi to develop roles and collectively monitor the use of the progressive Māori language strategy plan.	The school has established roles and responsibilities with whānau, hapū, and iwi and are implementing methods to monitor the effectiveness of the progressive Māori language strategy plan.	Whānau, hapū, and iwi are key partners in the monitoring process, working closely with the school to monitor the effectiveness of Māori language learning programmes. Whānau, hapū, and iwi feel deeply connected to the learning process.

Piki tahi, eke tahi ki tihi maunga



Annual Plan

Strategic Goal 2: Te Reo Maori current position



Annual Plan

Strategic Goal 2: Te Reo Maori Improvement Plan

Improvement + Evaluation Actions	Who	Resources	Measures of success
Regular hui with Damon (MAC facilitator). Ongoing action plans and next steps created at each hui to support goals within this strategic plan. Define Māori achieving success as Māori as a staff.	Sarah Damon		Goals of strategic plan are realised
Te reo to be normalised during school whānau hui on Monday mornings. This will include greetings, instructions, waiata, karakia, weekly wero. Shane and Narnz have unpacked this in their language plan. Strategically adding te reo Māori to communications both internally and externally.	Shane Narnz Sarah Te Kiri	Whanau hui	Kaiako, kaiāwhina and ākonga are empowered to use Māori language in day-to-day communication - this will be seen and heard.
45mins a week set aside in our common practise model for explicit and planned teaching of Māori language. This is on top of the daily immersion through roll, karakia, waiata. Goal for Term 1 and 2 is to get this teaching time consistently happening across the school. Goal for Terms 3-4 is for lessons to be planned and progressive according to schoolwide progressions as per action below.	Lead team All staff	Release for lead teachers to work on this	Classroom walkthroughs
Term 1: Apply for a Toi foundation grant to work alongside Ruakere Hond and his Atarawea team to create a schoolwide Te Reo Maori progression of learning. This will ensure our content is moderated, programmes are coordinated, progressive and reflect localised reo, knowledge and mita. Terms 2-3: Creation of progressions and resources. Kēmu / posters / kahoot / model lessons / waiata will be created, provided and filmed to support teaching and learning and make it fun! This is part of the package and work we will do with Atarawea. Once progressions are created, feedback will be sought from key whānau / hapu / iwi before implementation.	Sarah Lead team Atarawea team	Total project cost \$48,000 Toi Grant School contribution for teacher release and PD	Grant obtained Progressions created Whānau satisfaction Classroom walkthroughs
Narnz to be released during Te Reo time. She will do walkthroughs, model, and tautoko kaiako in the classrooms. Feedback given to leadership team on implementation by teachers.	Narnz		
In the fortnightly learning updates section of our school newsletter I will share the focus of our Māori language learning just as we do with reading, writing and maths. In here kēmu, videos, waiata and resources that whānau can use together at home will be shared.	Sarah		Whānau are aware of learning focus of Te Reo Māori lessons in school.
Staff development session will continue to be held on Mondays. Lead team (myself, Emma, Narnz, and Shane) to facilitate these sessions. This will ensure all staff are familiar with resources, kupu, rerenga, patai, and lessons for the unit. As mentioned above, Narnz to be released Tuesday afternoons during Te Reo time. She will do walkthroughs, model, and tautoko kaiako in the classrooms. Feedback given to leadership team as a result on implementation by teachers. Encouragement of all staff to further their own learning through with Te Ahu o te Reo. Collective staff te reo goals included in team hui / Friday AM Te Reo hui.	Narnz Shane Sarah	Time set aside for Te Reo hui Narnz freed up on timetable during te reo time	Kaiako, kaiāwhina and ākonga are empowered to use Māori language in day-to-day communication - this will be seen and heard.
Continue our school kapa haka packages for 2024. Work with Matua Lewis so these lessons are in line with our scope and sequence and add to the learning our teachers are leading. Kaiako to attend and upskill through Matua Lewis kapa haka sessions - take back waiata / games etc.	Lead team	Funds in budget for Kapa haka - \$1700 per term	Kapa haka group

Blue font indicates evaluative actions taken



Annual Plan

Strategic Goal 3: Hauora current position

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

3 year goal (End of 2025)

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

2024 Annual Targets:

- PIVOT data collected is analysed and used in a timely manner to make a difference
- All three sections of PIVOT wellbeing survey have an average score of 3.75 or higher.



Where are we currently at?

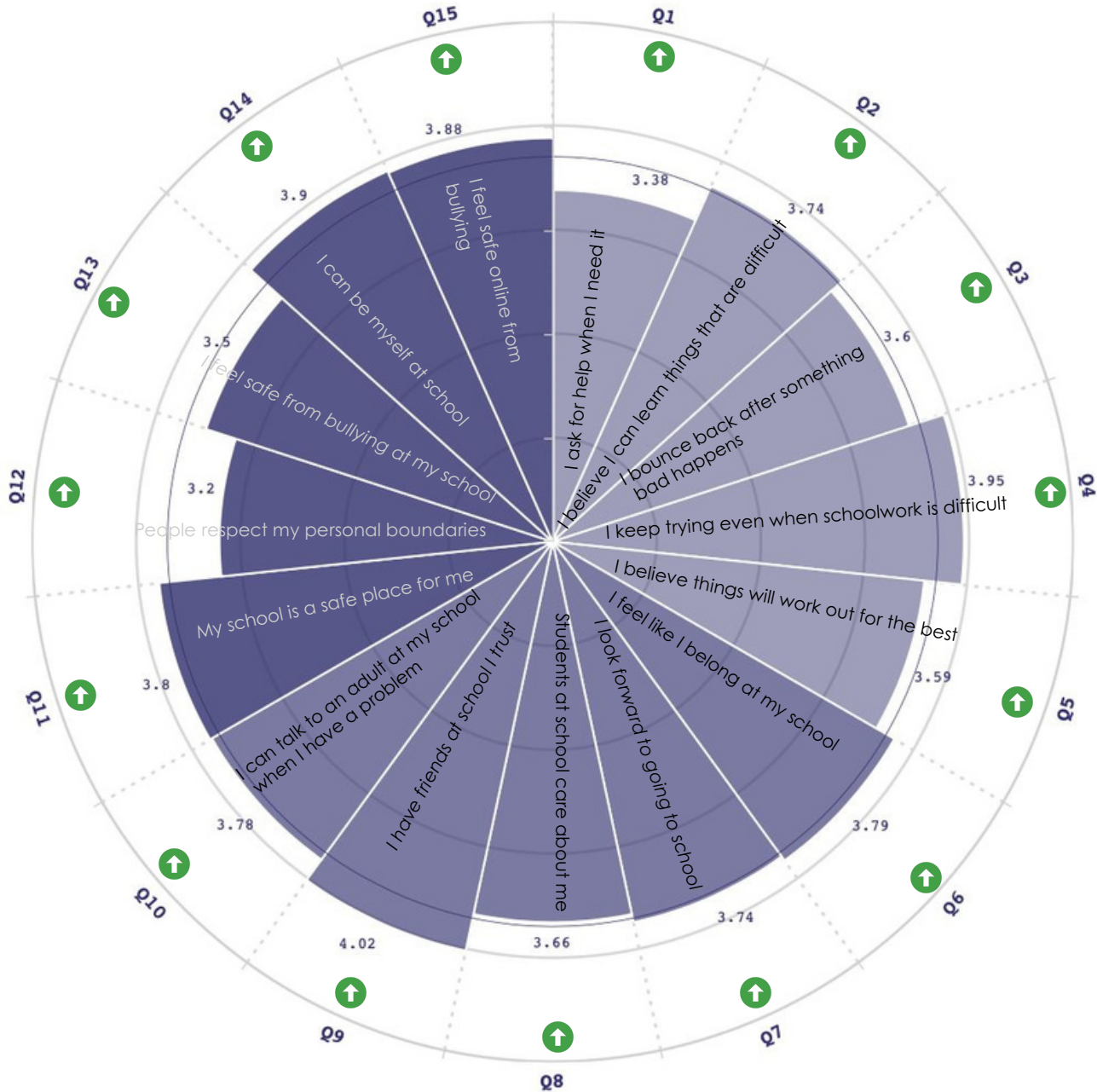
- Positive Behaviour for Learning and restorative practises are embedded with well-established, clear and consistent reinforcement systems and behavioural pathways.
- Wellbeing data has been collected regularly using PIVOT over the past 2 years, giving accurate insights into the wellbeing of our ākonga. We are currently seeing positive wellbeing trends within the school. There is room for improvement in the ongoing use and analysis of this data to ensure it is not just collected but used in real time to improve things for our tamariki.
- A Social & Emotional curriculum is delivered weekly through our common practice model; implementation and quality of these sessions is variable at this stage.
- A dedicated sports co-ordinator was employed in 2023. We noticed a decrease in behaviours and an increase in wellbeing as a result. This is something that the BOT commits to continue in 2024.
- Taha Tinana (Fitness) is a common daily practice school-wide; this is set-up and reviewed by our sports coordinator and led by our senior students to help provide leadership opportunities
- The kura has a strong relationship with our RTLB liaison who meets regularly with the Leadership Team; providing advice and guidance to teachers as needed
- Tier 2 and 3 students are well supported by individual behaviour plans which include the voice of all stakeholders, ensuring coherent pathways and common expectations
- A tuakana/teina system is set-up as part of our school whānau system; this will continue to be an area of focus for 2024

Piki tahi, eke tahi ki tihi maunga



Annual Plan

Strategic Goal 3: Hauora current position



	Beg of 2023 average	Now	Movement
Safety	3.42	3.66	+0.24
Belonging	3.43	3.8	+0.37
Resilience	3.44	3.65	+0.21

- We have seen positive growth overall in safety, belonging and resilience. Friendships and perseverance are strengths. Personal boundaries is an area for further development.
- There were 12 children whose wellbeing emerged as low in the survey (less than 3).
- Based on these 12 children, there is no clear link between low wellbeing and low attendance. 3/12 had low attendance while the other 9 were all attending regularly.
- There was a link between low wellbeing and low achievement. All 12 children (100%) with low wellbeing have achievement concerns.

Piki tahi, eke tahi ki tahi maunga



Annual Plan

Strategic Goal 3: Hauora Improvement Plan

	Term 1 – Improvement + Evaluation Actions	Who	Resources	Measures of success
Ongoing	Hauora lead team established with regular hui. Focus on leading planning, consistency of effective practise in relation to behaviour/SE curriculum and supporting individual kaiako/ākonga in their teams as needed.	Hauora lead team	Before school hui schedule	Consistent and effective social and emotional curriculum in place
BOY	Move sports co-ordinator from a fixed term to a permanent role within the school.	Sarah	Funding \$32000 PA	Wellbeing and behaviour data
	*Unpack/Contextualise Pivot Questions *Book Data Coaching Call - Baseline *Teachers onboarded with Pivot logins *Common Practices communicated to staff	Shane		Slideshow created to support teachers and learners with SC when completing PIVOT survey
Wk 1	Social and emotional lessons start in all classes as per the common practise model	All kaiako		Walkthroughs Teachers planning
	Planning meeting with Kahui Ako colleagues and Iwi attendance services to create a rapid response system for students requiring support. Mentors/social workers employed with a goal of raising attendance & engagement. Tawhiti to be fund holder / employing school.	Sarah Support principals from Kahui	MOE funding - \$42000	Kahui Rapid response system created. Reponses occuring with 24 hours Voice from Principals and whanau indicate satisfaction
Wk 2	Pivot Check in 1 - Cycle 1 1-1 Interviews, individual/schoolwide interventions made as necessary. Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
	Zones of regulation check-ins operating and displayed in all Year 1-3 classes	Junior hauora lead		Classroom walkthroughs
	Programme in place and begins for Youth Mentor (Fridays)	Shane / Logan	Te Ara Pae Youth mentor	Student voice will indicate success
Wk 3	Attendance groups set up and initial data pulled to share with SLT.	Shane		Attendance data
	Lunchtime sport programmes planned and operational	Shane, Ash, Sheri		Lunchtime programmes operating resulting in low behaviour issues
	Classroom and playground behaviour expectations have been unpacked and related to school values. These are visible in classrooms on PB4L walls.	Kaiako Hauora team	Large waka posters	Walkthroughs
Wk 4	Pivot Check in 2 - Cycle 1 1-1 Interviews, individual/schoolwide interventions made as necessary. Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
Wk 5	Review of current attendance policy completed - suggested changes to SLT	Shane		Attendance data
	School whānau and tuakana/teina system re-established. Event calendar mapped out.	Hauora leads		Whānau days and token system operational
Wk 6	Pivot Check in 3 - Cycle 1 1-1 Interviews, individual/schoolwide interventions made as necessary. Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
Wk7	Classroom walkthroughs and feedback	Hauora leads RTLB / Shane	Release	Walkthrough data shows SE curric happening + consistency of practise
Wk 8	Pivot Check in 4 - Cycle 1 1-1 Interviews, individual/schoolwide interventions made as necessary. Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
Wk 9	Attendance data pulled and analysed. Review effectiveness of current systems based on the trends we are seeing. Plan for next steps.	Shane		Attendance data and trends
Wk10	Pivot Check in 5 - Cycle Request for over time report to be sent.	Yr4-6 kaiako Shane		PIVOT wellbeing data

Annual Plan

Strategic Goal 3: Hauora Improvement Plan

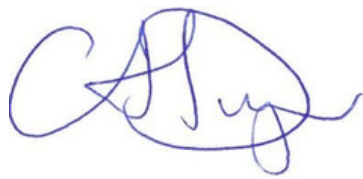
	Term 2/3 – Improvement + Evaluation Actions	Who	Resources	Measures of success
Ongoing	Hauora lead team hui. Focus on planning, consistency of effective practise in relation to behaviour/SE curriculum and supporting individual kaiako/ākonga as needed. Lead team to then facilitate and lead their teams through weekly team hui.	Hauora lead team	Before school hui scheduled	Consistent and effective social and emotional curriculum in place
Wk 2	<i>Pivot Check in 1</i> 1-1 Interviews, individual/schoolwide interventions made as necessary. <i>Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui</i>	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
	Connect with sports co-ordinator and sports lead around lunchtime sport programmes	Shane, Ash, Sheri		Lunchtime programmes operating resulting in low behaviour issues
Wk 3	Attendance data analysed to monitor attendance of learners identified in previous term and identify any new learners of concern. Actions planned and taken as a result of data. Above to be shared with SLT. Work with relevant personnel to lead/action plans	Shane		Attendance data
Wk 4	<i>Pivot Check in 2</i> 1-1 Interviews, individual/schoolwide interventions made as necessary. <i>Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui</i>	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
Wk 6	<i>Pivot Check in 3</i> 1-1 Interviews, referrals / individual plans made as necessary. <i>Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui</i>	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
Wk 7	Classroom walkthroughs and feedback	Hauora leads RTLb / Shane	Release	Walkthrough data shows SE curric happening + consistency of practise
Wk 8	<i>Pivot Check in 4</i> 1-1 Interviews, individual/schoolwide interventions made as necessary. <i>Schoolwide trends identified and shared at Pastoral leads hui & senior planning hui</i>	Yr4-6 kaiako Shane Senior hauora lead	Shane - hauora release day	PIVOT data printed, highlighted & filed Sheet outlining interview details /actions completed Class + schoolwide trends summary
Wk9	Attendance data pulled and analysed. Review effectiveness of current systems based on the trends we are seeing. Plan for next steps.	Shane		Attendance data and trends
Wk10	<i>Pivot Check in 5</i> Request for over time report to be sent and data coaching call with PIVOT team.	Shane		PIVOT wellbeing data
	Term 4 – Improvement + Evaluation Actions	Who	Resources	Measures of success
Ongoing	Hauora lead team hui. Focus on planning, consistency of effective practise in relation to behaviour/SE curriculum and supporting individual kaiako/ākonga as needed. Lead team to then facilitate and lead their teams through weekly team hui.	Hauora lead team	Before school hui scheduled	Consistent and effective social and emotional curriculum in place
Wk 2	Connect with sports co-ordinator and sports lead around lunchtime sport programmes	Shane, Ash, Sheri		Lunchtime programmes operating resulting in low behaviour issues
Wk7	<i>Pivot Check baseline completed</i> (Year 3-5 students in 2025) Book coaching call to analyse 2024 baseline vs over time data. Evaluate effectiveness of actions in 2024 and share with SLT/BOT/kaiako	Yr4-6 kaiako Shane		Analysis of PIVOT baseline 2023 vs 2024 data
Wk 8	Attendance data pulled and analysed. Review effectiveness of systems and interventions by looking at change over time; recommendations for 2025 communicated	Shane		Attendance data and trends

Blue font indicates evaluative actions taken

Understanding

The Board of Trustees of Tawhiti School accepts this strategic plan / charter as its undertaking to the Minister of Education.

Signed - Carley Dwyer(Tawhiti Board of Trustees)



February 2024



Piki tahi, eke tahi ki tihi maunga

