



*Ko Tapuaenuku te maunga  
 Ko Poumahaka te awa  
 Ko Kai Tahu te iwi o te rohe nei  
 Ko Tapanui Kura tō mātou kura  
 Anei te riu ataahua e ki anei o te kainga Tapanui.*

## Strategic Plan 2024 - 2025

*Amended December 2024 to include work needed on new curriculum*

### **Mission Statement**

*“Me akotahi hei oranga mō te katoa.”  
 “Together we learn and grow.”*

### **Vision**

*That all children at Tapanui School will be  
 confident, connected, actively involved, life long learners*

### **Values**

*Manawanui - Hiranga - Mana Taurite - Whakaute  
 Perseverance - Excellence - Equity - Respect*

Our vision and values have been developed as a result of ongoing consultation with our community. 2023 consultation was in relation to elements of this vision and how this is outworked.

### **Background Information**

Goals are as a result of the following over the 2023 year:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Data collection and analysis about learning/curriculum</li> <li>- Student voice surveys/conversations</li> <li>- Whanau Hui</li> <li>- Whanau general and specific surveys</li> <li>- Whanau voice collation in a variety of ways - informal and informal</li> </ul> | <ul style="list-style-type: none"> <li>- Hui with specific groups - Māori whānau, ECE, Local Runaka, secondary kaiako</li> <li>- Internal review and evaluation processes</li> </ul> |
|---|--|

The two kura goals are based on the key elements of our school mission statement and encompass the breadth of our vision and values.  
 The same processes will be used to measure progress in 2024 and 2025.

### **Strategic Goal Alignment**

#### **Education and Training Act 2020**

|   | Goal 1 | Goal 2 |
|---|--------|--------|
| <b>s127 - Objectives of boards in governing schools</b>   |        |        |
| Every student at the school is able to attain their highest possible standard in education achievement  | ✓      | ✓      |
| The school: <ul style="list-style-type: none"> <li>• is a physically and emotionally safe place for all students and staff</li> <li>• gives effect to relevant student rights</li> <li>• takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</li> </ul>   | ✓      | ✓      |
| The school is inclusive of and caters for students with differing needs   | ✓      | ✓      |
| The school gives effect to Te Tiriti o Waitangi including by: <ul style="list-style-type: none"> <li>• working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>• achieving equitable outcomes for Māori students.</li> </ul> | ✓      | ✓      |

## Strategic Goal Alignment

### National Education Learning Priorities

|          |   | Goal 1 | Goal 2 |
|----------|---|--------|--------|
| <b>1</b> | <b>LEARNERS AT THE CENTRE</b> - Learners with their whānau are at the centre of education   |        |        |
| 1        | Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying   |        | ✓      |
| 2        | Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures | ✓      | ✓      |
| <b>2</b> | <b>BARRIER FREE ACCESS</b> - Great education opportunities and outcomes are within reach for every learner  |        |        |
| 3        | Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs   | ✓      | ✓      |
| 4        | Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy  | ✓      |        |
| <b>3</b> | <b>QUALITY TEACHING AND LEADERSHIP</b> - Quality teaching and leadership make the difference for learners and their whānau  |        |        |
| 5        | Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning   | ✓      | ✓      |
| 6        | Develop staff to strengthen teaching, leadership and learner support capability across the education workforce  | ✓      | ✓      |
| <b>4</b> | <b>FUTURE OF LEARNING AND WORK</b> - Learning that is relevant to the lives of New Zealanders today and throughout their lives  |        |        |
| 7        | Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work   | ✓      | ✓      |

| <b>STRATEGIC GOAL 1:</b>   |   |                             |       |       |
|--|---|-----------------------------|-------|-------|
| To raise expectations and levels of student achievement increasing engagement, confidence and resilience |   | <b>Te Tiriti o Waitangi</b> |       |       |
|  |   | Art 1                       | Art 2 | Art 3 |
| 2024   | Review and refine literacy teaching and learning based on well researched practice and responding to cultural needs   | ✓                           | ✓     | ✓     |
|  | Review, refine and embed problem solving skills and practices in our maths programme  |                             | ✓     | ✓     |
| 2025   | Embed our structured literacy practices across the school, developing our assessment schedule and building knowledge and use of the Te Mataiaho - English Curriculum. |                             | ✓     |       |
|  | Align Te Mataiaho - Mathematics with school systems and processes along with the introduction of Oxford Maths across the school.                                      | ✓                           | ✓     |       |

| <b>STRATEGIC GOAL 2:</b>  |   |                             |       |       |
|---|---|-----------------------------|-------|-------|
| Grow a safe, caring and positive Aotearoa school culture where our tamariki (students), whānau (families) and kaiako (staff) can thrive in, our community can be proud of and our students want to engage in. |   | <b>Te Tiriti o Waitangi</b> |       |       |
|   |   | Art 1                       | Art 2 | Art 3 |
| 2024  | Review, develop and implement the school wide behaviour plan  | ✓                           |       | ✓     |
|   | Develop and strengthen our cultural capabilities, responsive practices and plans with particular focus on te reo Māori                    | ✓                           | ✓     | ✓     |
| 2025  | Develop and strengthen our restorative practice, Life Skills programme and cultural responsiveness to increase attendance and engagement. | ✓                           | ✓     | ✓     |
|   |   | ✓                           |       | ✓     |

**Te Tiriti o Waitangi**

Article 1 Kāwanatanga/Governance - Article 2 Rangatiratanga Agency - Article 3 Ōritetanga/ Equity

# Annual Plan 2025

**STRATEGIC GOAL 1:** To raise levels of student achievement increasing engagement, confidence and resilience

**Strategy** – Embed our structured literacy practices across the school, developing our assessment schedule and building knowledge and use of the Te Mataiaho – English Curriculum.

## Outcomes Expected

| <i>Ākonga will</i>   | <i>Kaiako will</i>  |
|--|---|
| <ul style="list-style-type: none"> <li>Experience school wide routines around structured literacy using iDeaL</li> <li>Embed their knowledge of encoding and decoding strategies</li> <li>Make strong connections between reading and writing</li> <li>Write with improved fluency, skill, understanding and creativity</li> <li>Participate in varied and rich writing tasks</li> </ul> | <ul style="list-style-type: none"> <li>Embed Structured Literacy practices particularly in writing across the school</li> <li>Participate and contribute to school wide PD around the english curriculum and develop plans for it's implementation at Tapanui School.</li> <li>Provide culturally responsive, varied and rich learning tasks in literacy</li> <li>Analyse data patterns at a class/school wide level</li> </ul> |

**Strategy** – Align Te Mataiaho – Mathematics with school systems and processes along with the introduction of Oxford Maths across the school.

## Outcomes Expected

| <i>Ākonga will</i>  | <i>Kaiako will</i>   |
|---|--|
| <ul style="list-style-type: none"> <li>Be familiar with school routines around basic facts and the routines developed around Oxford Maths</li> <li>Increase their maths knowledge and ability to solve a variety of problems giving evidence for their answers</li> <li>Use problem solving tools and strategies</li> <li>Participate in a range of assessments and regular review and practice activities</li> </ul> | <ul style="list-style-type: none"> <li>Implement the Oxford Maths Programme and 2024 Mathematics curriculum for planning, implementation and reporting</li> <li>Engage in peer observation and coaching</li> <li>Plan and implement rich learning tasks including a range of different problems within the mathematics programme</li> <li>Provide differentiated tasks to ensure success for all akonga</li> <li>Analyse data patterns at a class/school wide level</li> </ul> |

Targets are highlighted

## Actions

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Collection and analysis of data</li> <li>School wide consistent planning using Oxford, iDeaL and 2024 curriculum docs</li> <li>Sharing, observation &amp; feedback of practice</li> <li>Participate in Professional development</li> <li>Action Plans developed and implemented</li> </ul> | <ul style="list-style-type: none"> <li>Staff meetings to discuss progress, practice and research</li> <li>Ongoing gathering of (student) voice</li> <li>Moderation of writing assessment</li> <li>Development of reporting format</li> <li>Use of PAT/easTLe twice a year</li> </ul> |
|---|--|

**STRATEGIC GOAL 2:** Grow a safe, caring and positive Aotearoa school culture that our tamariki (students), whānau (families) and kaiako (staff) can thrive in and our community can be proud of and our students want to engage in.

**Strategy** – Develop and strengthen our restorative practice, Life Skills programme and cultural responsiveness to increase attendance and engagement.

## Outcomes Expected

| <i>Ākonga will</i>   | <i>Kaiako will</i>   |
|--|--|
| <ul style="list-style-type: none"> <li>Provide ongoing, confidential feedback on their wellbeing, learning needs and effectiveness of school wide behaviour plan</li> <li>Use skills and strategies learnt to manage themselves well, work together and reflect on their needs/learning</li> <li>Be ready, respectful and safe</li> <li>Grow a greater understanding of Māoritanga and te Tiriti o Waitangi and its importance</li> <li>Increase confidence in using te reo māori</li> <li>Actively see, hear and experience the māori culture daily</li> <li>Attend and engage in school learning activities positively and actively</li> </ul> | <ul style="list-style-type: none"> <li>Embed positive behaviour plan and Life Skills programme school wide</li> <li>Analyse, evaluate and act on behaviour, attendance and engagement data trends.</li> <li>Train senior student leaders in leading restorative conversations and support them as they begin this work.</li> <li>Embed a school wide te reo Māori teaching and learning plan</li> <li>Engage in coaching from Kapa haka kaiako</li> <li>Grow their own knowledge in our students whakapapa and their own use of te reo Māori in conversation and through sharing pūrakau (stories), whakatauki and kemu (games) across the curriculum</li> </ul> |

Targets are highlighted

## Actions

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Student Leadership training in restorative conversations</li> <li>Classroom observations and feedback</li> <li>Data analysis and tracking of progress</li> <li>Timetable regular Māoritanga and Hauora time</li> <li>Connect with parents where attendance and/or engagement are of concern</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing whānau hui and runanga liaison</li> <li>Ākonga (student) voice</li> <li>Use different cultural responsive resources/tools eg Niho Taniwha, Poutama Reo etc for reflection and increased knowledge and capability</li> <li>Staff meetings and review of practice</li> <li>Regular reminders for parents about the importance of attendance at school</li> </ul> |
|---|---|

**Timelines** – all actions will run all year

**Resourcing** – budget, staffing and Management unit allocation prioritised to meet actions above

**Priority** given to learners' whose needs have not yet been met within the actions and resourcing above.

# Annual Targets 2025

|                          |   |
|--------------------------|---|
| <b>Strategic Goal</b>    | <b>STRATEGIC GOAL 1:</b><br>To raise expectations and levels of student achievement increasing engagement, confidence and resilience  |
| <b>Strategy</b>          | Embed our structured literacy practices across the school, developing our assessment schedule and building knowledge and use of the Te Mataiaho - English Curriculum.   |
| <b>Outcomes Expected</b> | <p>Akongong will:</p> <ul style="list-style-type: none"> <li>• Write with improved fluency, skill, understanding and creativity</li> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• Provide culturally responsive, varied, structured and rich learning tasks in literacy</li> <li>• Participate and contribute to an ongoing school wide Inquiry process looking into effective teaching and learning of writing and make purposeful, ongoing changes to their daily writing practice</li> </ul> |

| Baseline Data   | Achievement Target   |
|---|--|
| <p>20% of Year 4-6 children at the start of 2025 are working below the curriculum band for writing.</p> <p>37% of Year 4-6 students at the start of 2025 are working in the lower part of the curriculum band for writing (within but not solidly 'at')</p> <p>This means that 57% of our Year 4-6 students at the start of 2025 are not achieving confidently at the expected level of the curriculum.</p> | <p>That 25% of the Year 4-6 children who are working "within the broader band or below," in Writing, will be working "At" the appropriate level by the end of the year and that 55% would make expected progress for a year (1 years progress)</p> |

|                          |  |
|--------------------------|--|
| <b>Strategic Goal</b>    | <b>STRATEGIC GOAL 2:</b><br>Grow a safe, caring and positive Aotearoa school culture that our tamariki (students), whānau (families) and kaiako (staff) can thrive in and our community can be proud of.   |
| <b>Strategy</b>          | Develop and strengthen our restorative practice, Life Skills programme and cultural responsiveness to increase attendance and engagement.  |
| <b>Outcomes Expected</b> | <p>Ākongong will:</p> <ul style="list-style-type: none"> <li>• Attend and engage in school learning activities positively and actively</li> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• Embed positive behaviour plan and Life Skills programme school wide</li> <li>• Analyse, evaluate and act on behaviour, attendance and engagement data trends and personal practice</li> </ul> |

| Baseline Data   |                       |                         |                          |                            | Achievement Target   |
|---|-----------------------|-------------------------|--------------------------|----------------------------|--|
| Attendance for 2024 as a %  | 0-70% Chronic absence | 71-80% Moderate Absence | 81-90% Irregular Absence | 91-100% Regular Attendance |  |
| % of school Term 1  | 0%                    | 0%                      | 19.7%                    | 80.3%                      | As we work towards the Government's target of 80% of all New Zealand students to be attending more than 90% by 2030, our target for 2025 is for 75% across the year. We particularly want to see an increase in Terms 2 and 3. |
| % of school Term 2  | 4.23%                 | 9.86%                   | 29.58%                   | 56.34%                     |  |
| % of school Term 3  | 1.33%                 | 8%                      | 33.33%                   | 57.33%                     |  |
| % of school Term 4<br><small>(as of 29 Nov)</small>   | 0%                    | 2.63%                   | 10.53%                   | 86.84%                     |  |
| % of school YTD   | 0%                    | 1.32%                   | 32.89%                   | 65.79%                     |  |
| <p>Traditionally a number of our farming and ESOL families take overseas holidays (ESOL to visit family) during term time as this coincides with quieter times on the farm and cheaper flights which is understandable. Our main area to work on is medical and unjustified absences hence the need to work on wellbeing and engagement as part of this goal.</p> |                       |                         |                          |                            |  |