



*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

### **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:

- |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                      |
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| <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> |
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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 practices and responding to cultural needs	✓	✓	✓
	Review, refine and embed problem solving skills and practices in our maths programme		✓	✓
2025	Embed structured literacy and writing practices into daily literacy teaching and learning programmes		✓	
	Align Te Mataiaho with school systems and processes particularly in literacy and mathematics	✓	✓	

<b>STRATEGIC GOAL 2:</b>				
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>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	Embed the school wide behaviour plan developed and develop senior tamariki to lead restorative conversations	✓	✓	✓
	Build greater understanding of te Tiriti o Waitangi amongst staff, students, whānau and community	✓		✓

**Te Tiriti o Waitangi**

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

# Annual Plan 2024

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

**Strategy** – Review and refine literacy teaching and learning based on well researched practices and responding to cultural needs

## 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>Increase their knowledge of encoding and decoding strategies</li> <li>Make connections between reading and writing</li> <li>Write with improved fluency, 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 across the school i.e. iDeaL</li> <li>Participate and contribute to a school wide Inquiry process looking into effective teaching and learning of writing and make purposeful, ongoing changes to their practice</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** – Review, refine and embed problem solving skills and practices in our maths programme

## Outcomes Expected

<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>Be familiar with school wide routines including mad math minute and, rapid routines</li> <li>Give evidence for their answers in maths and be able to talk about their processing</li> <li>Use problem solving tools and strategies based on a solid knowledge foundation to solve increasingly difficult and open problems</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the use and integration of rapid routines in mathematics programmes</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</li> <li>Identification of best practice</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 progress indicators for students and whanau to monitor progress</li> </ul>
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**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.

**Strategy** – Review, develop and implement a school wide, culturally responsive behaviour plan

## 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> </ul>	<ul style="list-style-type: none"> <li>research , discuss and observe positive behaviour strategies and restorative practices</li> <li>design , implement and review a positive behaviour plan school wide</li> <li>Analyse, evaluate and act on behaviour data trends and personal practice</li> <li>Utilise common language, plans, practices and sentence stems to communicate positive, constructive and restorative messages</li> </ul>

**Strategy** – Develop and strengthen our cultural capabilities, responsive practices and plans

## Outcomes Expected

<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>Develop a school wide te reo Māori teaching and learning plan</li> <li>Engage in coaching from Kapa haka kaiako</li> <li>Commit to growing their own knowledge and use of te reo Māori in conversation and through sharing pūrakau (stories), whakatauki and kemu (games) across the curriculum</li> <li>Communicate aspects of te Tiriti o Waitangi throughout the year</li> </ul>

Targets are highlighted

## Actions

<ul style="list-style-type: none"> <li>PLD reflecting on Paul Dix books</li> <li>Classroom observations and feedback</li> <li>Data analysis and tracking of progress</li> <li>Timetable regular Māoritanga and Hauora time</li> <li>School wide plan developed, shared and actioned</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing whānau hui and runanga liaison</li> <li>Akonga (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> </ul>
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**Timelines** – all actions will run all year

**Resourcing** – budget, staffing and M 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 2024

<b>Strategic Goal</b>	<b>STRATEGIC GOAL 1:</b> To raise expectations and levels of student achievement increasing engagement, confidence and resilience
<b>Strategy</b>	Review and refine literacy teaching and learning based on well researched practices and responding to cultural needs.
<b>Outcomes Expected</b>	<p>Akongga will:</p> <ul style="list-style-type: none"> <li>• Write with improved fluency, understanding and creativity</li> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• Provide culturally responsive, varied and rich learning tasks in literacy</li> <li>• Participate and contribute to a school wide Inquiry process looking into effective teaching and learning of writing and make purposeful, ongoing changes to their daily writing practice</li> </ul>

<b>Strategic Goal</b>	<b>STRATEGIC GOAL 2:</b> 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>	Review, develop and implement a school wide behaviour plan
<b>Outcomes Expected</b>	<p>Ākongga will:</p> <ul style="list-style-type: none"> <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> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• design , implement and review a positive, culturally responsive behaviour plan using common language and practice school wide</li> <li>• Analyse, evaluate and act on behaviour data trends and personal practice</li> </ul>

Baseline Data	Achievement Target
<p>18% of Year 3-6 children at the start of 2024 are working below the curriculum band for writing.</p> <p>45% of Year 3-6 students at the start of 2024 are working in the lower part of the curriculum band for writing (within but not solidly 'at')</p> <p>This means that 63% of our Year 3-6 students at the start of 2024 are not achieving confidently at the appropriate level of the curriculum.</p>	<p>That 80% of Year 3-6 children who are working "within or below," in Writing, will be working "At" the appropriate level by the end of the year.</p>

Baseline Data	Achievement Target
<p>Children and staff don't currently practice/have a common language for restorative conversations or a clear written plan for behaviour management.</p> <p>34% of this year's boys have had regular records of negative and antisocial behaviour or varying degrees in 2023. This forms our target group.</p> <p>53% of the target group children have an individual behaviour management plan and 73% access behaviour, mental health or medical services.</p> <p>80% of our current students demonstrate excellent self management skills and are supportive of others with emotional/behaviour needs.</p>	<p>To decrease the number of behaviour entries for each individual in the target group over the year, creating an increasingly positive learning culture within the school and increased engagement.</p>