TE KURA O TANEATUA

Annual Implementation

Plan

January 2024 - December 2024

www.taneatua.school.nz

Our Vision

“Our tamariki will, with strength and wisdom, walk with pride within our two worlds.”

TE KURA O TANEATUA

Te Kura o Tāneatua Strategic Plan

We all stand tall as leaders. We will stand with mana and ngākau pono in our choices.
We are proud of our community. We contribute to its development and well being. We celebrate our diversity.
Our ancestors were innovative, entrepreneurial, problem solvers and so are we!
Our school is a whānau. We let each member of our whānau know on a daily basis, through words and actions, that they are loved and appreciated.

"Ko te ahurei o te tamaiti arahia ō tātou mahi."

Tāneatua School Strategic Goals

Wellbeing - Hauora

Nurturuing our staff and students by building wellbeing and resilience at Taneatua School.

Curriculum

Nurturing in our learning environment through future-focused teaching and learning.

Community

Nurturing our community bonds through cultural diversity celebration.

Wellbeing - Hauora *Nurturing our staff and students by building wellbeing and resilience at Tāneatua School*			
When	**What**	**Who**	**Indicators of Progress / Success**
Term 2 - Term 4	*Revisit and refresh Te Ara Piki - shared understanding amongst teachers of the intent and implementation of Te Ara Piki.*	*All Staff*	*- consistency of rewards and behaviour management programmes across the school.* *- tamariki are recognised for meeting the aspirations of Te Ara Piki.* *- improved behaviour across the school.* *- teachers are rewarding appropriate effort and behaviour and recording successes in HERO.*
Term 2 - Term 4	*Source and implement student well-being programmes to support mental/physical health and resilience*	*SLT*	*- improved attendance and engagement.* *- fewer playground incidents.* *- improved relationships and collaboration.*
Term 2 - Term 4	*Implement Zones of Regulation, developing a shared understanding and common language across the school with self-regulation strategies that all tamariki can implement.*	*All Staff*	*- all teachers have and are utilising zones of regulation resources with displays in their classrooms.* *- tamariki can identify the zone they are in and, if in a danger zone, what they have to do to move out of that zone.*
Term 3	*Undertake NZCER Wellbeing at school surveys for tauira and kaiako and a plan developed to improve wellbeing across the school.*	*All Staff and Year 5-8 teachers (student survey)*	*- barriers to attendance, engagement and learning are identified and minimised or eliminated.*
Term 2/Term 3	*Staff collaboration to enable learner participation in Rangitaiki Kapa Haka Festival in Term 3. Teachers share the responsibility and contribute their individual strengths to the success of the group.*	*All Staff*	*- Our tamariki experience pride and success at the Festival.* *- Teachers work collaboratively to ensure success for our tamariki.* *- Teachers evaluate the effectiveness of collaboration and set expectations for working together as a team.*
Term 2/Term 4	*Staff begin to engage in professional growth cycles in order to meet the requirements for continued registration*	*All Staff*	*- Teachers have individual or collaborative Professional Growth Cycle plans.* *- Teachers are actively engaged in self-directed professional growth.* *- Classroom observations are undertaken by critical friends.*
Term 3	*Board develops a process for interviewing exiting staff* *- Establish an exit committee.* *- Develop exit interview questions etc*	*Board*	*- There is a clear process for exiting staff to communicate with the board and for the board to receive those communications.* *- Board appointment and employment processes are more robust.* *- Staff have a voice.*

Curriculum *Nurturing in our learning environment through future-focused teaching and learning.*			
When	**What**	**Who**	**Indicators of Progress / Success**
Term 1	*A schoolwide Literacy strategy is developed*	*Literacy Team*	*- robust planning, teaching, learning and assessment in reading and writing.* *- improved achievement outcomes for all learners.*
Term2 - Term 4	*Unpack Te Mātaiaho and the Literacy Curriculum to develop a shared understanding of the requirements for implementation from 2025.*	*All Staff*	*- planning, teaching, learning and assessment begins to reflect new requirements.* *- appropriate resources are being utilised.* *- improved achievement outcomes for all learners.* *- teachers are becoming confident in delivery of the refreshed curriculum.*
Term 2 - Term 4	*Implementation of iDeal structured literacy in years 4-8*	*SLT - Whaea Jane* *Whaea Mere* *Whaea Te Ahuru*	*- improved student achievement in literacy* *- robust assessment* *- effective planning.*
Term 2 - Term 4	*Apply for RFPLD in structured literacy* *- LLLL in Juniors* *- iDeal in Seniors*	*All Staff*	*- all teachers are supported to upskill in structured literacy.* *- all teachers are providing effective teaching and learning using a structured literacy approach.*
Terms 1-4	*Junior teachers (years 1-4) continue to develop play-based learning pedagogy with a focus on integrating literacy and mathematics curricula and are supported in this through ongoing PLD.*	*SLT* *Whaea Witi* *Whaea CarlyK* *Whaea Carly R* *Matua Pop*	*- improved student outcomes in literacy and mathematics for students in years 1-4.* *- improved confidence and skill in delivering a play-based programme.*
Term 2 - Term 4	*Introduction to a range of planning formats - including Design for Deep Learning and Universal Design for Learning.* *Teachers trial a range of planning formats.* *Teachers design a format that is relevant for Taneatua School.* *A long-term overview is developed for the school.*	*All Staff*	*- Consistency in planning across the school.* *- Teachers are taking advantage of opportunities to collaborate across the school.*
All year	*A school-wide assessment schedule is developed and followed by all staff throughout the year..*	*All Staff*	*- Consistency in assessment across the school.* *- Robust assessment and accurate data.* *- Assessment data is uploaded to HERO to inform OTJ's* *- Data is used to inform targeted teaching and learning.*
Term2	*Teachers are upskilled in the use of HERO:* *- Loading data and using goals* *- Evidence-based OTJ's* *- Using communication platforms to share real-time learning.*	*All Staff*	*- improved data collection and storage.* *- better information for whanau.* *- improved learner-focused relationships with whānau.* *- improved engagement from whānau.*

Community *Nurturing our community bonds through cultural diversity celebration*			
When	**What**	**Who**	**Indicators of Progress / Success**
Term 3	*Develop an enrolment pack for both English and Māori medium pathways*	*SLT*	*- maintain or increase roll* *- shared understanding of school expectations, learning programmes, values, and strategic direction.*
Term 3	*Participate in Rangitaiki Kapa Haka Festival*	*All staff*	*- increased tamariki engagement.* *- parent attendance at dress rehearsals*
Each Term	*Learning Showcases celebrating student achievement and progress*	*All staff*	*- improved and increased parent engagement* *- mana-building* *- improved student confidence in sharing learning pathways, successes and challenges.*
Term 3	*Whole school learning theme based on local community and/or environment. Engage with iwi and hapu and whānau members as local "experts".*	*All staff*	*- build learning partnerships with whānau and beyond.* *- learning is relevant and learners can make connections with context and content.* *- learners have agency and involvement in planning the learning context.* *- increased visibility of school as Tuhoe partner and in sustaining Tuhoetanga.*
Term 1 ongoing	*Two Rumaki classes delivering MMI Level 1 and Level 2. Kaiako are supported by fluent te reo speakers.*	*SLT* *Whaea Parehuia*	*- second learning pathway established and improved outcomes for learners.* *- Robust planning, assessment and reporting on learner achievement.* *- positive ERO review.* *- improved and increased engagement through whānau hui.*
Term 3	*Community consultation - What would you like to see more of? What would you like to see less of? What suggestions do you have?*	*SLT*	*- increased participation in consultation process.* *- wide range of data collected to inform ongoing strategic direction.*
Term 3 and Term 4	*Develop attendance strategy including employing a part-time in-house attendance officer.*	*SLT*	*- Improved attendance and increased engagement.*
Term 3	*Develop a school-wide communications strategy - variety of media, division of responsibilities, use of Hero, mechanisms for whānau to feedback to school.*	*Principal and SLT*	*- Improved relationships and increased engagement.*

Reading Target

By the end of 2024, 65% of all learners across the school will be reading within or beyond their expected reading level.

Target Group: Across the whole school but with a particular focus on Year 2s, Year 4's and Year 8s.

Writing Target

By the end of 2024, 50% of all learners across the school will be writing within or beyond their expected writing level.

Mathematics Target

(REVISED)

By the end of 2024, 65% of all learners across the school will be achieving within or beyond their expected mathematics level.