

Tawhai School Annual Implementation Plan 2024



Where we are currently at:

Link to 2023 Analysis of Variance and schoolwide data. [AOV 2023](#) Regulation 9(1)(e)

- [End of year data](#)

How will our goals and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

In giving effect to Te Tiriti O Waitangi we are recognizing, respecting, and implementing the principles of partnership, participation, and protection outlined in the treaty.

Tawhai School is committed to honouring Te Tiriti O Waitangi through our words, actions and our attitudes. We expect all tamariki have the opportunity to learn about the people and places that form the history of our location. We value the role of mana whenua and recognise the unique place of Māori as the indigenous people of Aotearoa, New Zealand. We respect and nurture our relationship with our local marae, Koraunui Marae, and whānau, seeking their input and actively involving them in decision making.

Caring for our ākonga, acknowledging their tuakiritanga (identity) and having high expectations for them is key to ākonga achieving success as ākonga.

Culturally responsive teachers and support staff welcome and build relationships with tamariki and their whānau, constantly seeking to increase their understanding and knowledge of Te Reo Māori and Tikanga Māori.

We will meet regularly and actively maintain strong lines of communication with whānau, and together celebrate the success of our ākonga.



Strategic Goal 1:

Regulation 9(1)(a)

Our Teaching and Learning

Deliver quality, consistent teaching practices aligned to Te Mātaiaho

Annual Target/Goal:

Regulation 9(1)(a)

Plan and implement teaching programmes and assessment practices that will reflect the new legislation.

What do we expect to see by the end of the year?

Regulation 9(1)(d)

Teaching programmes will be aligned to the new curriculum and reflect the rich diversity of our community.
 Ākonga will make at least one year's progress in reading, writing and maths.

| Initiatives | Actions: Regulation 9(1)(b) | Who Regulation 9(1)(c) | Resources Regulation 9(1)(c) | Time | Monitoring and measuring success Regulation 9(1)(d) |
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| <ul style="list-style-type: none"> Implementation of NZC/ Te Mātaiaho (new curriculum) and align assessment tools to give practical effect to Te Tiriti o Waitangi. | <ul style="list-style-type: none"> Prioritise reading, writing and maths. Each hub will create a weekly timetable that ensures teachers are effectively allocating one hour per day to these curriculum areas. Weekly planning in reading, writing and maths will reflect differentiation for individuals/groups, specific instructional learning and independent tasks. Planning will be regularly discussed and shared at hub hui. Inquiry plan will be developed collaboratively in hubs. Hub leaders will monitor planning and implementation of the timetable. Principal and Deputy Principal will regularly walk through the classrooms and record points of interest from teacher practice and student interactions. | P/DP/Hub leaders Kaiako Kaiako HL | New curriculum documentation Templates | Term 1-4 Term 1-4 Term 1-4 | School wide data on ākonga progress - Year 0-2 running records, JAM, eastTtle Year 3 - 6 running records and STAR, GLOSS, JAM, PAT and eastTtle. Teacher practice - observations formal (based on PGC) and informal (walk throughs). |

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| | <ul style="list-style-type: none"> Professional development will be provided when the new curriculum is confirmed and assessment practices will be informed by MOE. Professional development in writing will be undertaken across the school. Year 0-2 kaiako will become familiar with the expanded level 1 curriculum. Literacy and maths implementation plans will be updated to ensure they clearly articulate a set of guidelines for how we teach. | P/DP/AP Kaiako | MOE support | Term 1-4 | An increase in childrens draft writing evidenced by a termly writing audit. Planning is consistent across hubs and reflects guidelines. |
| | <ul style="list-style-type: none"> Teachers will be supported to develop a shared understanding of what a year's progress should look like and strategies to ensure ākongā progress. Reporting to parents will be reviewed and aligned to new requirements. | P/DP/AP P/DP/AP | Verity Short - Biblio Pub LSC Edge | Term 1-4 Term ½ Term 1 Term 2/4 | |
| <ul style="list-style-type: none"> Implementation of Te Reo Tuatahi. | <ul style="list-style-type: none"> Kaiako will familiarise themselves with the Te Puna Reo resource online. TOD - hubs will schedule te reo lessons and plan termly inquiry integrated with Te Puna Reo themes. Staff workshops will be facilitated weekly to front lead and support kaiako. Walk throughs to monitor implementation. Explore Poutama Reo and select rubric to measure teacher progress. Use Poutama Reo rubrics to support next steps and areas for development. | Kaiako P/Hub leaders P/Lead Teacher P/Lead teacher P/DP/LT | Te Puna Reo site Poutama Reo | Pre Term 1 TOD Term 1 -4 Term 1 | Teacher self assessment - Poutama Reo rubric, shift across the rubric to measure progress and support next steps in our Te Ao Māori journey. |
| <ul style="list-style-type: none"> Promote the use of our local environment to enhance our curriculum. | <ul style="list-style-type: none"> Hub leaders will support kaiako to plan and implement activities that utilise the local environment and community facilities. | Hub leaders | | Term 4 | |

Strategic Goal 2:

Regulation 9(1)(a)

Our Safe Place

Enhance/promote a safe, nurturing, inclusive learning space for all.

Annual Target/Goal:

Regulation 9(1)(a)

Implement bullying prevention and digital safety programmes to support a safe environment.

What do we expect to see by the end of the year?

Regulation 9(1)(d)

Teachers will have implemented the KIVA bully prevention programme and ākonga will be using strategies that support them to feel safe.

| | Actions: Regulation 9(1)(b) | Who Regulation 9(1)(c) | Resources Regulation 9(1)(c) | Time | Monitoring and measuring success Regulation 9(1)(d) |
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| To develop strategies to support bullying prevention and online safety. | <ul style="list-style-type: none"> Professional development for teachers and KIVA team (SLT). Implementation of the KIVA programme. | P/SLT SLT/ Kaiako | KIVA facilitator Programme resources | Term 1 Term 1-4 | KIVA survey data Ongoing data collection of screened incidents |
| | <ul style="list-style-type: none"> Education evening for parents and kaiako with keynote speaker Rob Cope (Our Kids onLine). Plan and implement a digital safety programme. Explore the use of devices in classrooms. | P | Rob Cope ICT lead/SLT Kaiako | Term 1 April 3 Term 2/3 | |
| Explore programmes that meet the needs of our diverse ethnicities and special needs. | <ul style="list-style-type: none"> LSC/SLT will reflect on current programmes and analyse effectiveness. Teachers will be supported with the knowledge and strategies to deliver a rich, engaging curriculum in an adaptive and personalised way. Teachers will be supported to implement | LSC/SENCO Teachers | Ka Hikitia TKI Inclusive website New curriculum | Term 3-4 | Learning Support Register School data Student/whānau feedback |

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| | culturally responsive strategies to meet the needs of ākonga Māori who require additional support. | | | | |
| To provide quiet workspaces for students and staff to access. | <ul style="list-style-type: none"> Define work spaces in shared areas for teachers on release. Explore how we can cater for children who prefer a quiet working environment. Walk throughs to ensure classroom environments are catering for individuals. Room 16 to be set up to provide suitable working spaces for TA's working with small groups, teacher release, and teaching spaces. Regularly monitor use of Room 16 to ensure effective use of space. | Teachers P/DP LSC/SENCO P/DP | Suitable classroom furniture Space dividers | Term 1 Term 1-4 Term 1 Term 1-4 | Observations of teacher support for diverse needs. Ongoing student/teacher feedback |

Strategic Goal 3:

Our Connections

Strengthen connections with our whānau

Regulation 9(1)(a)

Annual Target/Goal:

To support whānau to be active partners in their children's learning journey.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

- Reporting to parent MOE guidelines will be fulfilled
- Multiple opportunities will have been offered for whānau to
 - engage in learning (both their own and their child's)
 - participate in a range of cultural, art, sport and learning celebrations.

Regulation 9(1)(d)

| Initiatives | Actions: | Regulation 9(1)(b) | Who Regulation 9(1)(c) | Resources Regulation 9(1)(c) | Time | Monitoring and measuring success Regulation 9(1)(d) |
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| <p>Review our school management system Edge's capacity to fulfil reporting to parent requirements.</p> | <ul style="list-style-type: none"> ● Explore options for sharing information with whānau. ● Decide what is the best option that can be trialled. ● Support kaiako with expectations and timeframes. ● Communicate with whānau. ● Invite feedback from kaiako and whānau. | <p>P/DP/AP</p> | <p>Edge Other school examples</p> <p>Website/ facebook/Edge Survey</p> | <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 4</p> | <p>Numbers of attending learning conferences Kaiako report to whānau according to agreed timeframe.</p> <p>Feedback from whānau (survey)</p> |
| <p>Provide opportunities to nurture whānau relationships.</p> | <ul style="list-style-type: none"> ● Information evening to educate parents on Digital Safety. ● Opportunities for whānau to develop an awareness of our KIVA practices. ● Whānau events - picnic, celebrations of learning. ● Whānau learning conversations ● Whānau ropu hui ● Pasifica ropu hui ● Entry interview to gather authentic information about ākonga and their whānau. | <p>P</p> <p>P</p> <p>SLT/kaiako</p> <p>SLT/kaiako T/L T/L</p> <p>P</p> | <p>Rob Cope</p> <p>KIVA resources</p> <p>Interview form</p> | <p>April - Term 1 Term 1</p> <p>Termly</p> <p>Term 1 & 3 Termly Termly</p> <p>Term 1-4</p> | <p>Feedback from whānau</p> <p>Attendance at LC-sustaining Term 1 numbers or increase from Term 1 to 3. Increase in attendance at whānau hui.</p> |