

# Tawai School Annual Implementation Plan 2025



Where we are currently at:

Link to 2024 Analysis of Variance and schoolwide data. [Regulation 9\(1\)\(e\)](#)

- **Refer to 2024 Annual Report**

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

**Regulation 9(1)(g)**

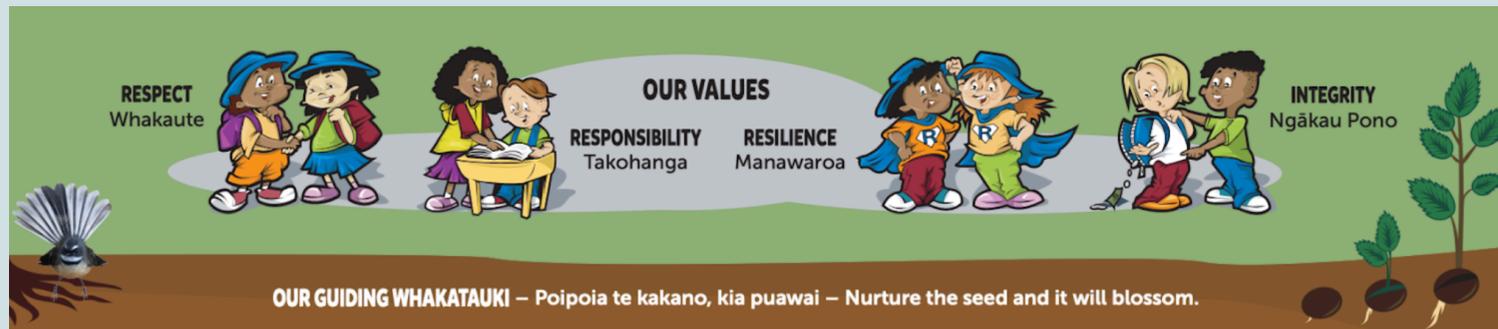
In giving effect to Te Tiriti O Waitangi we are recognizing, respecting, and implementing the principles of partnership, participation, and protection outlined in the treaty.

Tawai 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 for and implement the new English and Mathematics curricula.

**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.

Administration of directed assessments will reflect ākonga progress.

Ākonga will make expected progress based on BSLA and Maths No Problem benchmarks.

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)
<ul style="list-style-type: none"> <li>Teachers will engage in professional development in English and Mathematics to support the implementation of <i>Te Mātaiaho</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Map the professional development in BSLA and Maths No Problem               <ul style="list-style-type: none"> <li>Create a calendar with key professional learning dates.</li> </ul> </li> <li>Create opportunities to discuss planning, co-teaching and collaborative problem solving.</li> <li>Teacher inquiries are designed to complement and integrate professional learning. This will include               <ul style="list-style-type: none"> <li>Scheduling regular classroom observations to provide constructive, actionable feedback to teachers.</li> <li>Implementing a coaching programme to support professional growth and the effective application of new learning.</li> <li>Supporting senior leadership team (SLT) members in facilitating and embedding the coaching programme across the school.</li> </ul> </li> </ul>	P/DP/AP  Hub leaders  P/DP	BSLA templates	Term 1  On-going  Term 1 set goal  Term 2  Term 3	School wide data on ākonga progress - analyse formative and summative assessment data for improvements in Reading/writing and Maths. Achievement of BSLA microcredential (Year 2/3) or evidence of fulfilling BSLA course requirements for Year 4-6. Inquiry and coaching documentation. Feedback survey with teachers and coaches.

	<ul style="list-style-type: none"> <li>● Provide appropriate resources to support implementation of BSLA and Maths No Problem programmes.</li> <li>● Integrate culturally responsive practices into English and Mathematics teaching.</li> </ul>	P/DP/AP	BSLA resources Maths No Problem	Term 1  Ongoing	
	<ul style="list-style-type: none"> <li>● Assessment timeframe will be reviewed and aligned with MOE requirements. <ul style="list-style-type: none"> <li>○ Timeframes to be adjusted</li> <li>○ Tools to be reviewed</li> </ul> </li> </ul>	P/DP/AP	MOE Assessment tools	Term 1	Assessment MOE requirements will be fulfilled.
<ul style="list-style-type: none"> <li>● Te Puna Reo programme underpins inquiry</li> </ul>	<ul style="list-style-type: none"> <li>● Yearly overview will be developed - this will reflect a language progression on previous years.</li> <li>● Non-negotiables will be shared with staff.</li> </ul>	SLT	Term 1-4	Term 1-4	Student voice survey Teacher self assessment -
<ul style="list-style-type: none"> <li>● To make learning more relevant, engaging and hands-on for students as reflected in the local curriculum and Te Mataiaho</li> </ul>	<ul style="list-style-type: none"> <li>● Where possible we will engage with community partners and use local resources to enhance learning experiences.</li> </ul>	Hub leaders	Local Areas Local experts	Term 3, 4	Inquiry Plan Evaluations Student voice

## 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)

Improve emotional wellbeing among students by fostering a positive, supportive school environment, with a focus on reducing instances of cyberbullying, loneliness, and bullying toward peers. This will be achieved through targeted interventions, peer support systems, and digital citizenship education.

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

Regulation 9(1)(d)

- A reduction in bullying behaviors, an increase in positive peer relationships, and an increased awareness and understanding of cyberbullying and bullying.

	<b>Actions:</b> Regulation 9(1)(b)	<b>Who</b> Regulation 9(1)(c)	<b>Resources</b> Regulation 9(1)(c)	<b>Time</b>	<b>Monitoring and measuring success</b> Regulation 9(1)(d)
Reduce bullying behaviours through targeted interventions, peer support systems, and digital citizenship education.	<ul style="list-style-type: none"> <li>• Increase awareness and understanding of bullying behaviours in students, through the implementation of the KiVa programme, self regulation and school values.</li> <li>• Foster a sense of belonging through intentional use of circle time and inclusive practices.</li> <li>• Provide activities/equipment for break times that promote inclusiveness.</li> <li>• Encourage open communication channels for students to report cyberbullying in a safe and confidential manner.</li> </ul>	<p>P/SLT</p> <p>SLT/ Kaiako</p> <p>Sports/PE lead teacher</p>	<p>KiVa facilitator</p> <p>Programme resources</p>	<p>Term 1</p> <p>Term 1-4</p>	<p>Attendance data</p> <p>KiVa survey data</p> <p>Ongoing data collection of screened incidents</p>
To ensure a seamless and positive transition for children and whānau entering school, fostering an environment where children feel supported, parents feel informed, and teachers are equipped to address the diverse needs of incoming students.	<ul style="list-style-type: none"> <li>• Review school visits e.g. times, programmes, walkarounds and document process</li> <li>• Communicate with individual whānau - organise one to one conversations to discuss               <ul style="list-style-type: none"> <li>○ Times for visits</li> <li>○ Child's needs and interests</li> <li>○ Parent Concerns</li> <li>○ What parents can expect to see on visits</li> </ul> </li> <li>• Facilitate regular communication and collaboration with ECE's including transition planning.</li> </ul>	NE Team Leader		Term 1	<p>Parent feedback</p> <p>Number of visitors who choose to enrol</p>

<p>Implement programmes that meet the needs of our diverse ethnicities and special needs.</p>	<ul style="list-style-type: none"> <li>● Review current ESOL programmes <ul style="list-style-type: none"> <li>○ Evaluate current ESOL programmes to identify strengths, gaps, and areas for improvement.</li> <li>○ Explore strategies for effectively supporting the increasing number of ESOL students.</li> </ul> </li> <li>● Establish a clear documentation process for students with additional needs <ul style="list-style-type: none"> <li>○ Develop a process for creating and maintaining documentation, such as individual education plans (IEPs) or behavior plans.</li> <li>○ Ensure processes are accessible, consistent, and meet legal and educational requirements.</li> </ul> </li> <li>● Develop a referral and screening process <ul style="list-style-type: none"> <li>○ Design and implement a streamlined system for identifying and referring students with additional learning or support needs.</li> <li>○ Include clear criteria, timelines, and communication protocols to ensure early and effective interventions.</li> </ul> </li> </ul>	SENCO/LSC		Term 1-4	
<p>Relocate the library and continue to provide an increasing number of quiet spaces for staff and Akonga.</p>	<ul style="list-style-type: none"> <li>● Set up the library in the hall - repurpose the space as a 'library hub'.</li> <li>● Establish class expectations for visiting the library and protocols around the use of the space.</li> <li>● Develop a sanctuary space to support children to self regulate.</li> </ul>	TL	Funding - budget has been set aside for some refurbishments and capital items.	Term 1/2	<p>Student voice Attendance in library space</p>
		LSC/P/DP		Term 1	<p>A documentation plan is in place and understood by all - feedback from whānau, teachers.</p>

**Strategic Goal 3:**

Our Connections

Strengthen connections with our whānau

Regulation 9(1)(a)

Annual Target/Goal:

Regulation 9(1)(a)

Foster a strong, inclusive, and ongoing partnership between the School and whānau.

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

1. Reporting to parent MOE guidelines will be fulfilled
2. 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)
Promote a two-way exchange for parents to receive information and provide feedback.	<ul style="list-style-type: none"> <li>• Edge - News feed - classroom programme updates fortnightly? Window to the classroom rather than individual stories.</li> <li>• Report twice a year with a written report and 2 face to face.</li> </ul>	AP/P/D/MOE	MOE guidance	Term 1 -4	Number of interactions with Newsfeed Attendance at reporting times
Provide opportunities for different ethnicities to meet as a group	<ul style="list-style-type: none"> <li>• Develop a schedule for Māori, Pacifica, Asian ( 2 groups) to meet and share what's important for their whānau.</li> </ul>	TL/P SLT		Term 1-4	Consistent attendance at hui
Explore ideas for our Waharoa	<ul style="list-style-type: none"> <li>• Consult with Korauui Marae to design and plan the project.</li> <li>• Register community interest to gather people who would like to be involved.</li> <li>• A forecasted budget will be available for the project in 2026.</li> </ul>	TL/P		Term 1-4	Design and budget for 2026