



**Strategic Plan January 2024- December 2025**

**Vision**

*Confident, Creative, Connected,  
Actively Involved, Life Long Learners (NZC)*

**Affirmation**

*Children's right to learn,  
Teacher's right to teach,  
Everyone's right to be safe and to be respected*

**Whakataukī**

*Ehara taku toa, i te toa takitahi  
Engari, he toa takitini  
Success is not the work of one, but the work of many.*

Strategic Goals	Board Primary Objective	Links to Education requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p><b>Te Tiriti o Waitangi</b></p> <p>To uphold and demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand with whānau ,te reo māori and tikanga māori. This will be visible and embedded as core practice in the school community.</p>	<p><b>Education and Training Act Section 127</b> <b>1 (d),I II III</b></p>	<p><b>NELP Objective 2, 3,5</b> <b>Priorities: 2,3,4,5,6</b></p> <p><b>Te Mātaioho</b></p> <p><b>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</b></p> <p><b>Ka Hikitia</b></p> <p><b>Tau mai te reo</b></p>	<p>Our commitment to Te Tiriti o Waitangi is visible across all school settings</p>	<p>The lead teacher for Maori (Pouako) will guide and support teachers to meet this goal, and will provide weekly shared Te reo spiel to focus teaching for the week.</p> <p>Pouako will teach the 2 day a week Maori immersion class (Te Mata o Arero)</p> <p>Kapa Haka will be an integral part of demonstrating tikanga, and will welcome visitors to school with mihi whakatau as required.</p> <p>Teachers will use the Tirimoana Te reo Māori handbook to guide their teaching.</p> <p>Teachers will use pepeha, whakataki, karakia and waiata daily Principal, Senior Leaders and all teachers will actively demonstrate their commitment to the use of te reo māori across all school settings and will continue to upskill themselves.</p>	<p>Te Tiriti o Waitangi is visible across all school settings with teachers and learners increasing their capacity and confidence in te reo and tikanga</p> <p>Students will demonstrate their knowledge and understanding in the Tirimoana School self assessment</p> <p>Teachers will complete a self assessment checklist once a year applying the Niho Taniwha model</p>
Strategic Goals	Board Primary Objective	Links to Education requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p><b>Teaching and Learning</b></p> <p>To improve learning outcomes for all learners, we will put the learner at the centre by developing</p>	<p><b>1(a),(b),(c)</b> <b>2 (a),(b)</b></p>	<p><b>Te Mātaioho</b></p> <p><b>NELP Objective 1, 2, 3,4 ,5 Priorities: 2,3,4,6</b></p>	<p>Students are actively engaged in their own learning process, supported by educators who prioritise meaningful relationships and set rigorous standards for achievement.</p>	<p>The Tirimoana localised curriculum is being used by teachers.</p> <p>Teachers applying high expectations for learner success</p>	<p>SLT will conduct Walkthroughs and monitoring of planning.</p> <p>SLT will monitor student data and learning outcomes</p>

<p>teacher capabilities for high expectations for learner success, applying relational pedagogies and focusing on student engagement. The Tirimoana Student graduate profile will guide teachers and learners.</p>		<p><b>The Literacy and Communication and Maths Strategy</b></p> <p><b>Ka Hikitia</b></p> <p><b>Action Plan for Pacific Education 2020–2030</b></p>	<p>The Tirimoana localised curriculum is being used by teachers.</p> <p>Teachers applying high expectations for learner success</p> <p>Teachers supporting learners for positive engagement in learning</p> <p>Higher levels of student engagement in learning</p> <p>Teachers use Relational pedagogy practices when teaching</p> <p>Teacher planning and student learning reflect outcomes</p> <p>Consistency of practice across the school</p>	<p>Teachers supporting learners for positive engagement in learning</p> <p>Teachers use Relational pedagogy practices when teaching</p> <p>Teacher planning and student learning reflect outcomes</p> <p>SLT will actively promote consistency of practice across the school, in job descriptions , at staff meetings, and Professional Growth cycle requirements.</p>	<p>Measure student engagement via student survey</p>
<b>Strategic Goals</b>	<b>Board Primary Objective</b>	<b>Links to Education requirements</b>	<b>What do we expect to see?</b>	<b>How will we achieve or make progress towards our strategic goals?</b>	<b>How will we measure success?</b>
<p><b>Partnership and community</b></p> <p>To continually strengthen whānau ngatanga by engaging in positive and collaborative relationships with whānau , Kāhui Ako, and wider school agencies who contribute to the learning and well-being of ākonga .</p>	<p><b>2 (d)</b></p>	<p><b>NELP Objective 1, 2, 3</b> <b>Priorities: 2,3</b></p> <p><b>NELP Objective 1, 2, 3</b> <b>Priorities: 1-6</b></p>	<p><b>Family and whānau</b></p> <p>Whānau and the community have confidence in the school. Whānau and community engage in school events and have opportunities for their voice to be heard</p> <p><b>Kāhui Ako</b></p> <p>School will support teachers to take on Kāhui Ako roles such as ASL and WSL</p> <p>School planning includes alignment with Kāhui Ako achievement objectives and work stream areas of focus</p> <p><b>Wider School Agencies</b></p> <p>School will have strong partnership with community agencies that contribute to the learning and wellbeing of ākonga</p>	<p><b>Family and whānau</b></p> <p>School will plan a series of events and opportunities to continue developing and sustaining positive partnerships with whānau and community</p> <p><b>Kāhui Ako</b></p> <p>The school Kāhui Ako team comprising 2 Across School Leads and 5 Within School leads will drive staff and community connection to the Kāhui Ako</p> <p>The Kāhui Ako team will support teaching and learning that aligns with Kāhui Ako objectives</p> <p>The Kāhui Ako team will be a resource for other teachers</p> <p><b>Wider School Agencies</b></p> <p>Key leaders will build strong partnerships with wider agencies.</p> <p>The SENCO will coordinate engagement with relevant agencies to support ākonga and whānau</p>	<p><b>Family and whānau</b></p> <p>Tirimoana School continues to be a school of choice in West Auckland.</p> <p>Survey and feedback reflect community confidence in the school</p> <p>The school roll stays stable between around 680 learners</p> <p><b>Kāhui Ako</b></p> <p>The Kāhui Ako team complete evaluation of their work</p> <p>Kāhui Ako inquiries inform practice across the school</p> <p><b>Wider School Agencies</b></p> <p>The Senior Leader Team will monitor and keep a record of engagement with other agencies and will report this to the Board</p>

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<p><b>ERO</b></p> <p>To focus on each of the 4 ERO goals to further develop and sustain a culture of continuous school improvement.</p> <ul style="list-style-type: none"> <li>● <i>ATTENDANCE</i></li> <li>● <i>EQUITABLE OUTCOMES</i></li> <li>● <i>CURRICULUM</i></li> <li>● <i>IMPROVING PROGRESSIONS</i></li> </ul>	<p><b>1 (a), (b), c d 2a 2b</b></p>	<p><b>NELP Objectives 1,2,3,5 Priorities 1-6</b></p> <p><b>Attendance &amp; Engagement Strategy</b></p>	<p>A plan in place that is monitored regularly alongside ERO review Officer</p>	<p><b>Attendance</b></p> <p>Teachers will take responsibility for closely monitoring attendance and for contacting parents directly when learners are absent.</p> <p>SLT will monitor attendance weekly and will contact the Attendance and Truancy service for intervention when required</p> <p>Each term parents of students who have high rates of absences will be shown their child's attendance data and a plan will be agreed upon.</p> <p>School will report on actual attendance at mid and end of year to parents</p>	<p>Success will be co constructed by SLT and ERO at key points contributing to the completion of the ERO review</p>
		<p><b>Attendance</b></p> <p>Higher rates of regular student attendance. Improving attendance to meet the goal of over 90% regular attendance for all learners so that they can maximise the learning opportunities that the school provides, in partnership with parents and whānau</p>	<p><b>Attendance</b></p> <p>Attendance will be measured weekly by the SLT and each term by MoE through Attendance Matters reports to the Board</p>		
		<p><b>Te Mātaioho</b></p>	<p><b>Equitable Outcomes</b></p> <p>Every student has access to the resources that the school provides in order to best meet their potential. Barriers that restrict learner success are identified and strategies put in place to overcome these.</p>	<p><b>Equitable Outcomes</b></p> <p>Sustaining and further refining practices that contribute to high quality equitable outcomes for all learners, with a particular focus on Māori, Pacific and diverse learners.</p>	<p><b>Equitable Outcomes</b></p> <p>SLT will collate a report that identifies which children access school interventions and will break this down into sub cohorts of learners to ensure equitable access for priority learners</p>
		<p><b>Curriculum</b></p> <p>Tirimoana Localised curriculum in Maths and English is being used by teachers and aligned to the curriculum refresh</p>	<p><b>Curriculum</b></p> <p>Further refining the Tirimoana School curriculum so it embraces the New Zealand Curriculum refresh and remains rich, broad and authentic.</p>	<p><b>Curriculum</b></p> <p>SLT will monitor teach planning to ensure that the localised curriculum are being implemented by teachers</p>	
		<p><b>Improving Progressions</b></p> <p>School assessment practices enable teachers to make reliable and robust judgements about student progress and achievement outcomes</p> <p>Teachers will have deeper understanding of how assessment practices align to the curriculum</p>	<p><b>Improving Progressions</b></p> <p>Building collective understanding and consistent use of Learning Progression table by teachers</p> <p>Teachers will moderate their OTJ/Best Fit before entering data onto edge</p> <p>SLT will develop an assessment overview for teachers</p> <p>SLT will review assessment practices in the middle of the year.</p>	<p><b>Improving Progressions</b></p> <p>SLT will analyse achievement data at mid year and end of year and report to the board and teachers on trends. This data will inform teaching priorities for the following year.</p> <p>Parents will receive reliable reports on student progress and outcomes twice a year, with both student led conferences and written reports.</p> <p>Parent satisfaction with reporting will be surveyed.</p>	