



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.

2024 Annual Implementation Plan

Strategic Goal 1: Te Tiriti o Waitangi

Annual Target/Goal:

To uphold and demonstrate commitment to tangata whenuatanga and te tiriti o Waitangi in partnership with whānau . To embed use of te reo Māori and Tikanga Māori in school culture and practice.

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

We expect to see that our commitment to Te Tiriti o Waitangi visible across all school settings; that teachers continue to upskill in their use of te reo Māori; that te reo Māori is used in school meetings, hui and assemblies; that whānau voice is heard, understood, and where practicable is implemented in actions across the school; that Māori whānau and ākonga feel respected in their rights to be engaged and successful at school as Māori .

Actions	Board Primary Objective	Links to Education requirements	What will we see and how will we measure success?
Teachers use the Tirimoana Te Reo Māori resource	Education and Training Act Section 127 1 (d), I II III	NELP Objective 2, 3,5 Priorities: 2,3,4,5,6 Te Mātaioho NZSTA's guidance for giving effect to Te Tiriti o Waitangi Ka Hikitia Tau mai te reo	<ul style="list-style-type: none"> Teachers have an increased knowledge and confidence in using and teaching te reo Improved te reo test scores Self assessment checklist by teachers once a year. Applying the Niho Taniwha model
Lead Teacher/ Pouako supports other teachers in teaching te reo Teachers will also read and take references from Wiki weekly - Reo Spiel			<ul style="list-style-type: none"> End of year survey of teachers Evident in teacher planning
Pouako provides 2 day bi-lingual class			<ul style="list-style-type: none"> 18 ākonga in Te Mata Māori language assessment End of year survey of Te Mata students
Each class will teach pepeha, karakia and waiata regularly			<ul style="list-style-type: none"> Walkthroughs will be used to measure the use of te reo and evidence of te reo on classroom walls Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice Evidence on the classroom walls as the 3rd teacher
Kapa Haka group			<ul style="list-style-type: none"> Kapa Haka supports Mihi Whakatau as and when required for visitors over the year. Kapa Haka participates in the Kahui Ako matariki festival Kapa Haka participates in Te Kahu o te Rehia at Rutherford Primary in November
Whānau Hui			<ul style="list-style-type: none"> Data on numbers attending and key feedback and thoughts from whānau

Strategic Goal 2: Teaching and Learning - The Learner at the Centre

Annual Target/Goal:

To improve learning outcomes for all learners, we will put the Learner at the Centre in all school areas of focus for resourcing and development. Teachers' capabilities in teaching will be further developed with a focus on High Expectations for Learner Success; on actions to develop positive student engagement in learning; and on relational pedagogies. The 2024 Tirimoana Graduate Profile will guide teachers and students.

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

Teachers will create a family like context for learning; Teachers will care for and nurture a culture and identity of learners; Teachers expectations and criteria for success will be more explicit to support student agency and student self regulation in learning - this will be evident in learning outcomes, positive engagement in the classroom and in student surveys of attitudes about learning.

Actions	Board Primary Objective	Links to Education requirements	What will we see and how will we measure success?
1 hour of Mathematics, Reading and Writing instruction each day	1(a),(b), (c) 2 (a),(b)	Te Mātaioho NELP Objective 1, 2, 3,4 ,5 Priorities: 2,3,4,6 The Literacy and Communication and Maths Strategy Ka Hikitia Action Plan for Pacific Education 2020–2030	<ul style="list-style-type: none"> Teacher timetables reflect required 1 hour teaching, this will be triangulated 3 times across the year with student books and classroom environment Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice Student achievement shows accelerated progress (2 or more sublevel improvement each calendar year). Tracking and analysing of student achievement data Tracking measurement in place for teachers to self assess if they are meeting the requirement Board policies updated
Tirimoana Localised Mathematics curriculum will be used across the school promoting consistent Pedagogical approaches			<ul style="list-style-type: none"> Tirimoana Localised Curriculum is used to inform teacher planning. Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice Monitoring planning across the school: looking for consistency of practice Student achievement shows accelerated progress (2 or more sublevel improvement each calendar year). Tracking and analysing data Achievement target MST Year 6
English (Writing) Tirimoana Localised Writing curriculum will be embedded used across the school promoting consistent Pedagogical approaches			<ul style="list-style-type: none"> Tirimoana Localised Curriculum is used to inform teacher planning. Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice Student achievement shows accelerated progress (2 or more sublevel improvement each calendar year) Tracking and analysing data - teachers use Tiri Writing Progressions twice over the year and in the senior school teachers also use E-Asttle Writing twice over the year. Writers toolbox - review in Term 4 Writing achievement target for Y3 and Year 4 learners
English (Reading) Design and implement the Tirimoana Localised curriculum (English: Reading) <ul style="list-style-type: none"> Staff meetings BSLA 			<ul style="list-style-type: none"> Tirimoana Localised Curriculum is used to inform teacher planning. Team Leaders and Kaiarahi to monitor teacher planning looking for consistency of practice Tracking and analysing data Student achievement shows accelerated progress (2 or more sublevel improvement each calendar year) Embed BSLA across Years 1-3 Teachers in Years 5&6 upskilled in use of Running Records Teachers will co-construct the Localised Reading Curriculum and will use it in planning. Teachers will develop their understanding and use of Running Records for learners still on the Colour Wheel, and will plan for effective intervention to support targeted low readers in their classes. Teachers will ensure their planning includes approaches to further develop comprehension skills for learners with explicit instruction and practice in comprehension activities.
2024 Localised Strategic Goals			
High Expectations: For learner potential and Learner success <ul style="list-style-type: none"> Teaching to the North East Learning focused class culture Use Time Effectively with Impact Every moment counts! 			<ul style="list-style-type: none"> Measured by monitoring planning and walk through observations Teachers will be guided to focus on developing and then shifting expectations for learner success across the school year. Teachers will be expected and supported to continually shift expectations for progress and pace of learning. Teachers will use Learning Intentions and Success Criteria, along with explicit teaching, to promote improved student progress.

<ul style="list-style-type: none"> Rejecting deficit thinking and instead focus on developing learners' beliefs in their own capabilities for learning success 			<ul style="list-style-type: none"> A focus on Opportunities for Learning will guide teachers to reduce low learning activities and to focus on deeper learning activities with minimal waste of learning time. Teachers will have in place set learning activities for action immediately after returning from breaks - teachers given guidance on what to put in place and why. Teacher feedback from staff meeting unpacking High Expectations
<p>Engagement Being Involved in learning and applying effort</p> <ul style="list-style-type: none"> Being well planned Explicit teaching Learning Intentions & Success Criteria for learners Setting rich tasks Asking high level questions Seeking learner explanations and reasons Conveying confidence in learners Offering choices in learning 			<ul style="list-style-type: none"> Teachers planning will be monitored 3x over the year Senior leaders will conduct 3x 'walk throughs' to observe teaching and learning in action All teachers will participate in a whole school 'walk through' of learning spaces to focus on consistency of practice and on understanding collective teacher efficacy. School regularly shares with students and with parents what being a successful learner looks like.- explicit focus Teachers and students will use the Tirimoana Graduate Profile as a guide for developing learner characteristics. The Graduate Profile will be visible throughout the school as a core part of the school PB4L approach. Teacher feedback from staff meeting unpacking Engagement
<p>Relational Pedagogy Knowing the Learner and Building Trust</p> <ul style="list-style-type: none"> Create a family like context for learning Reject deficit explanations for learners learning Care for and nurture the learner, their language and culture Understand learners' knowledges and sense making processes (bringing prior experience and how they learn) Voice and demonstrate high expectations (Saying and doing) Ensure learners can learn in a well-managed environment that promotes learning (behaviour management and routines) Know what learners need to learn and draw on learners prior learning Use formative assessment for feedback and feed forward Scaffold learners to set goals and to articulate how they prefer to learn (level appropriate) 			<ul style="list-style-type: none"> Teachers will create a family like context for learning Teachers will care for and nurture the culture and identity of learners Class descriptions will identify and inquire into the diversity of learners in the class Teachers will create a Learning Map of their class to better understand and support learner success. Teachers will sustain and update their class descriptions and strategies to support learner success, and will review learning expectations for success each term in order to promote pace and growth in learning progress. Teacher feedback from staff meeting unpacking Relational Pedagogy
<p>UDL Teachers will cater for all learners through using a Universal Design for Learning approach</p>			<ul style="list-style-type: none"> UDL is a key part of the NZ Curriculum Refresh and will guide pedagogical approaches for teachers. Evidence of task variation and target learners identified in planning.
<p>PB4L PB4L Values elevated by including in end of year Prizegiving Update PB4L team to reflect staff changes PB4L values are taught explicitly and are embedded as a part of the culture of school.in all contexts Refresh Tirimoana Behaviour Flowchart Embed the use of the 'Thinking Seat' and 'Lunch Time Class' for students to reflect on the PB4L values</p>			<ul style="list-style-type: none"> PB4L Values are reflected by staff and learners consistently across the school in all settings Consistent use of PB4L values is reflected in end of year staff and student surveys Class PB4L matrices are co-constructed and displayed in classes Students acknowledge the positive behaviour of others through end of year student feedback surveys Use of the Thinking Seat and Lunchtime Class to support students meeting behavioural expectations. Mid Year - collecting student voice - by self assessment of PB4L CARE values
<p>Graduate profile Create and introduce a Tirimoana Graduate Profile Develop plan to embed and elevate the Tirimoana Graduate Profile</p>			<ul style="list-style-type: none"> Graduate profile displayed in all classes/Teachers refer to profile Students beginning to articulate attributes or characteristics Shared with school community Year 4-6 self and teacher evaluation against Graduate profile
<p>Attendance Aim to continue to have 95% of learners present at school at least 90% of the time. Accurate use of attendance Codes</p>			<ul style="list-style-type: none"> Measured weekly by class teachers Ongoing monitoring by SLT Data analysed by MoE and shared back in Everyday Matters reports for each term

Notes added to Edge for Learners' absences included teacher contact with learners' whānau

Strategic Goal 3: Community/Communities

Annual Target/Goal:
To continually strengthen whānaukatanga by engaging in positive and collaborative partnerships with whānau , across the Kahui Ako and with community agencies that contribute to the learning and wellbeing of ākonga .

What do we expect to see by the end of the year
We expect to see positive support and confidence in the school by whānau and key partners in the Kahui Ako and the community.

Actions	Board Primary Objective	Links to Education requirements	What will we see and how will we measure success?						
<p>Events and opportunities to continue developing and sustaining positive partnerships</p> <table border="1" data-bbox="62 638 807 1226"> <tr> <td data-bbox="62 638 353 726">PTA: Monthly meetings</td> <td data-bbox="353 638 807 726">Board: Monthly Meetings</td> </tr> <tr> <td data-bbox="62 726 353 915">Term 1: Open morning Diversity Parade Athletics mornings Information evening</td> <td data-bbox="353 726 807 915">Term 2: Mothers morning School 'Athon Student Led conferences</td> </tr> <tr> <td data-bbox="62 915 353 1226">Term 3 Art EXPO Fathers morning</td> <td data-bbox="353 915 807 1226">Term 4 Cultural Evening Grandparents morning' Year 6 Camp Year 5 visit to Marae Te Kahu o te Rehia Consultation survey End of Year Learning Celebration End of year Prize giving</td> </tr> </table>	PTA: Monthly meetings	Board: Monthly Meetings	Term 1: Open morning Diversity Parade Athletics mornings Information evening	Term 2: Mothers morning School 'Athon Student Led conferences	Term 3 Art EXPO Fathers morning	Term 4 Cultural Evening Grandparents morning' Year 6 Camp Year 5 visit to Marae Te Kahu o te Rehia Consultation survey End of Year Learning Celebration End of year Prize giving	<p>2 (d)</p>	<p>NELP Objective 1, 2, 3 Priorities: 2,3</p>	<ul style="list-style-type: none"> ● Gathering feedback at events ● Taking opportunities when they arise during the year ● Annual Survey of Parents and whānau in Term 4 ● PTA AGM in March:Chairperson elected ● Presiding Member elected in February 2024 ● Plan of work for the board in place for the year ● Plans in place for 2025 board elections ● Whānau partnership with school evident in participation in school community events ● EOY Parent survey ● End of year staff and student surveys are completed and tracked to gather longitudinal data
PTA: Monthly meetings	Board: Monthly Meetings								
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<p>Engaging whānau to support early literacy at home through holding Early Reading Together workshops and Reading Together workshops</p> <p>Term 1 Early Reading Together Workshop for Parents Information evening</p> <p>Term 2: Reading Together Workshop for Parents</p>	<ul style="list-style-type: none"> ● Gathering feedback ● Submitting required data and feedback to Reading Together ● Gathering feedback ● Submitting required data and feedback to Reading Together 								
<p>Engaging whānau to support the implementation of BSLA across years 1-3</p>	<ul style="list-style-type: none"> ● Parent information evening 								
<p>Continue partnership with Local ECE</p>	<ul style="list-style-type: none"> ● Record of visits kept 								
<p>Kahui Ako School will support teachers to take on Kahui Ako roles such as ASL and WSL School will support Kahu Ako initiatives:</p> <ul style="list-style-type: none"> ● Mathematics ● Writing ● Learning Support ● Transitions <p>School will support teachers to take on Kahui AKo roles such as ASL and WSL</p>	<p>NELP Objective 1, 2, 3 Priorities: 1-6</p>	<ul style="list-style-type: none"> ● Record of attendance at meetings and PLD ● Kahui ako has evaluation at end of year to meet Kahui Ako achievement goals ● School provides achievement data to the Kahui Ako management team ● School provides Mathematics data to support the Kahui Ako Achievement Challenge in Mathematics. ● WSLs appointed; self review of progress, sharing of inquiries 							

Sharing attendance data with whānau			<ul style="list-style-type: none"> Evidence in newsletters Data attached to mid and end of year reports
Edge App			<ul style="list-style-type: none"> Sharing download information with staff and community Regularly advertise app in newsletters PD for all staff
SchoolDocs to replace locally developed board policies			<ul style="list-style-type: none"> More efficient management of policies Aligning with other schools Policies up to date and current
To improve and maintain the school facilities and property on behalf of the community			<p>Complete planned projects -</p> <ul style="list-style-type: none"> interior paint of the hall; upgrade to senior school student toilets, replacement of spouting and gutters, installation of heat pumps, upgrade to electrical infrastructure, replacement of heating pipes. Complete restoration of the sports field. <p>Plan for property modification to support a diverse student with physical disabilities. To complete plans for upgrade of the school wireless internet with N4L.</p>

Strategic Goal 4: ERO

Annual Target/Goal:
To achieve progress in meeting the four Strategic Goals for School Improvement as agreed with ERO

What do we expect to see by the end of the year?
We expect to see evaluation against the 4 goals at key points in the year; that school sustains a journey of continual self improvement; that ERO has confidence in the school and that ERO completes its engagement in 2024 with the school to sign off the review in June 2024

Actions	Board Primary Objective	Links to Education requirements	What will we see and how will we measure success?
<p>Attendance <i>Improving attendance to sustain 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 .</i></p>	<p>1 (a), (b), (c) (d) 2(a) (b)</p>	<p>NELP Objectives 1,2,3,5 Priorities 1-6</p> <p>Attendance & Engagement Strategy</p>	<ul style="list-style-type: none"> Attendance rates for students improve and are sustained Expectations set with staff Expectations shared parents Monitoring attendance
<p>Learning progressions <i>Building collective understanding and consistent use of learning progressions for assessment, planning, evaluating and reporting to parents and whānau on learner progress, reflecting a shift away from achievement benchmarks.</i></p>			<ul style="list-style-type: none"> Students make expected achievement progress and this is reported to parents Teachers analyse data to adapt teaching plans to enable all learners to make progress.
<p>Equitable Outcomes <i>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.</i></p>			<ul style="list-style-type: none"> All learners including those with diverse needs have equitable access to learning opportunities to make their expected achievement progress Internal data to track equitable participation of sub groups of learners within the school population to ensure that the needs of priority learners are met.
<p>Curriculum - Localised curriculum <i>Further refining the Tirimoana School curriculum so it embraces the New Zealand Curriculum refresh and remains rich, broad and authentic.</i></p>			<p>Te Mātaioho</p>

To resource and implement any new requirements from legislation, orders in council and collective employment agreements -
 In 2024 this will include:

<ul style="list-style-type: none"> No Cell phones in school policy 			<ul style="list-style-type: none"> Consultation with community Policy will be reviewed annually Reported to ERO, Board assurance statement and Annual report
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<ul style="list-style-type: none"> • 1 hour daily of Maths, Reading and Writing 			<ul style="list-style-type: none"> • Teacher timetables reflect required 1 hour teaching, this will be triangulated 3 times across the year with student books and classroom environment • Reported to ERO, Board assurance statement and Annual report
<ul style="list-style-type: none"> • Adhering to the collective agreement to progressively increase CRT to teachers 			<ul style="list-style-type: none"> • Developing a timetable for CRT and employing sufficient staff to deliver CRT • Survey teachers to confirm that CRT was delivered as expected.
<ul style="list-style-type: none"> • Requirement for standardised testing as directed by the MoE 			<ul style="list-style-type: none"> • School will respond to the requirement once it has been released and will upskill teachers accordingly • Assessment data will be uploaded to SMS, Reported to parents • Reported to ERO, Board assurance statement and Annual report