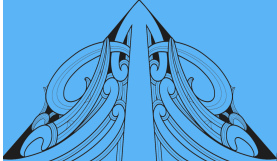


Tikorangi School Strategic and Annual Plan 2024-2025

<p>School tohu</p> 	<p>Our Vision: Think, Act, Impact</p> <p>Empowered Curious, Thinkers who live our school values and thrive</p> <p>Our Values: Respect Responsibility Resilience Rangimarie</p>		
<p>Community Consultation: This strategic plan has been crafted in consultation with the school community. The Board has prioritised its strategic goals that align with the National Education and Learning Priorities</p>			
<p>Goals</p>	<p>Responsive Curriculum Students learn through a responsive, rich, local curriculum that meets their needs</p>	<p>Hauora Develop, grow and enhance the Hauora (wellbeing) of our ākonga to navigate their world</p>	<p>Working Together Strengthen our community partnerships by offering diversity of opportunities to connect with whanau</p>
<p>Whakatauki that resonate</p>	<p>Whakatauki: Mā te huruhuru ka rere te manu Adorn the bird with feathers and it will fly</p>		
<p>Rationale</p>	<p>Students are highly engaged, independent, curious, active thinkers with an increase in ownership of their learning(student agency). Staff have a high calibre of expertise and expectation to enhance learning programmes</p>	<p>Staff and students thrive in a learning environment where their identity, language and culture is fostered to support their wellbeing to effectively learn and thrive both academically and socially</p>	<p>Staff, tamariki and whanau feel a strong connection and sense of belonging through increased opportunities to work together</p>

<p>Initiatives Strategies for achieving and making progress towards goals</p>	<p>1.1 Implementation of our Tikorangi Whakaaro Curriculum linked to the National refresh 1.2 Increase knowledge of te reo ona tikanga Maori 1.3. Consistently monitor student progress</p>	<p>2.1 Design and implement Tikorangi PB4L linked to our school values 2.2 Equip staff with strategies to support and promote wellbeing</p>	<p>3.1 Co-design and implement a Community engagement plan 3.2 Implement an effective transition to school plan with whanau voice about aspirations</p>
<p>Measures</p>	<p>All Students show progress in reading, writing and maths using Hero</p>	<p>Termly well being surveys for students. Actions and next steps taken from each one PB4L plan monitored and action taken</p>	<p>Actively measure attendance of two school events linked to whanau engagement and attendance</p>
<p>High Level Success Outcomes</p>	<p>Our learners are independent, curious, active thinkers who are connected to their community and culture. Students have high levels of literacy and mathematics</p>	<p>Staff and students thrive in a learning environment where their identity, language and culture is fostered to support their well being and effectively learn</p>	<p>Principles of Te Tiriti Waitangi are upheld and we have high levels of whanau, iwi and community engagement to make a difference in the lives of our tamariki</p>
<p>Practices/Plans</p>	<p>Specific Documents being referred too eg Niho Taniwha Common Practice Model Ka Hikitia, Learning Support Delivery Model in Action/Guide to Universal Design for Learning</p>		

Tikorangi School Road Map

	<u>2024</u>				<u>2025</u>				<u>2026</u>			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Learn through a responsive rich curriculum	Teach Local Histories curriculum	Develop further our culturally relevant Tikorangi Whakaaro curriculum using rich natural and cultural resources that link strongly to our Enviro status and CAT			Embed our curriculum	Embed our curriculum	Embed our curriculum	Embed our curriculum				
		Develop a rubric students can use for their thinking skills and actions	Start using rubric with students			Students taught how to self assess using thinking rubric			Embed use of rubric			
	PLD for teachers for identifying gaps in PaCt data students	Monitor progress of students using PaCT	PLD for teachers for identifying gaps in PaCt data	Assess progress and achievement of students using PaCT	Refresh PLD for teachers for identifying gaps in Hero data students	Monitor progress of students using Hero		Assess progress and achievement of students using Hero				

	PLD for teachers using Bek Galloway for teaching Thinking Skills				PLD for teachers in Maori students achieving success as Maori				PLD for teachers in Te Reo			
	<u>2024</u>				<u>2025</u>				<u>2026</u>			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Hauora Develop, grow and enhance the Hauora (wellbeing) of our akonga to navigate their world		Redo our PB4L Plan			Implement our new PB4L Plan				Embed our PB4L Plan			
	Student wellbeing survey	Staff wellbeing survey	Student wellbeing survey	Student wellbeing survey	Trial new daily wellbeing student platform			Assess daily wellbeing student platform	Start online student wellbeing platform			
Working Together			Co design a Community engagement plan		Implement Community engagement plan			Reflect on Community engagement plan and modify if needed	Implement Community engagement plan			

					Co-design an effective transition to school		Trial new transition to school		Embed new transition to school			
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Tikorangi School Annual Implementation Plan 2025

Annual Plan Goal 1	Initiative 1			
	<ul style="list-style-type: none"> ● <u>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</u> 			
	Responsive Curriculum- Students Learn Through a Responsive Rich Local Curriculum			
Outcome:	Measures:			
<ul style="list-style-type: none"> ● Our learners are independent, curious, active thinkers who are connected to their community and culture. ● Students have high levels of literacy and mathematics 	<ul style="list-style-type: none"> - Students show progress against our school rubric for student agency - All students show progress in reading, writing and maths against the new curriculum levels - 80% of our Year 6 students are at or above for reading, writing and maths 			
Key Actions	Accountable	Responsible	Resources	Complete by
Unpack the new mathematics curriculum	Kerry	Victor Rachel	New Curriculum	Over the year
Teachers start using the Independent Curious Active Thinking skills rubric with the students	Kerry	Team Leaders to lead and model	Teachers to video their practice to share	Beg Term 2 2025

Teachers to start using the goals on Hero and share where the students are at with students and whanau	Kerry	Leadership team		Start Term 3
Professional development with Bek Galloway around developing thinking skills for students and questioning skills for teachers whilst developing our localised curriculum		Team Leaders	Budget allocation for relievers to release teachers	End Term 4 2025
Consistent monitoring by teachers of students progress and achievement in reading, writing and maths.	Kerry	Rachel Victor Teachers	Ongoing PLD in staff meetings around planning, using assessment data	End of every term
Consistent monitoring of target students	Kerry	Rachel Victor Tame Leaders Teachers		End of every term

Annual Plan Goal 2	Initiative 2 <ul style="list-style-type: none"> <u>Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.</u> 			
Outcome: Evidence based instruction is happening in reading, writing and mathematics	Measures:			
Key Actions	Accountable	Responsible	Resources	Complete by
Go over expectations for the teaching of structured literacy across the school linked also to independent activities and Home Learning so there is strong consistency and coherence	Kerry	Rachel		Week 1 Term1 End Term 1 2025 End Term 2 2025 End Term 3 2025
Provide ongoing development for 2 new teachers in structured literacy and writing over the year	Kerry	Rach Victor Team Leaders		
Go over expectations for the teaching of writing	Kerry	Victor		Week 1 Term1 End Term 1 2025 End Term 2 2025

				End Term 3 2025
Regular staff meetings around the implementation of the new maths curriculum	Kerry	Victor		Every 4 weeks have a session in staff meeting
Observe teacher practice and independent activities for structured literacy	Kerry	Rach	Staff planning meetings	End of each term
Observe teacher practice for writing twice a year	Kerry	Victor Team Leaders	Fortnightly staff Meetings led by Leadership team so all teachers have ownership	End Term 4 2024
Team Leaders and DP/AP to model good writing, maths and reading practice for teachers to observe	Kerry	Holly Liss	Kerry to release	Termly

Annual Plan Goal 3 Working Together	Initiative 3 <ul style="list-style-type: none"> • <u>Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.</u> 			
<u>Outcome:</u> Assessment is used to identify student need and trends in data so as to better inform teaching practice	<u>Measures:</u> Progress against Hero goals linked to NZ Curriculum PAT or Easttle data			
<u>Key Actions</u>	<u>Accountable</u>	<u>Responsible</u>	<u>Resources</u>	<u>Complete by</u>
Hero goals	Kerry	Senior Leadership team		
Hero reports	Kerry			
Use of easttle and/or PAT- provide expectations for the administering of easttle tests and PAT	Kerry	Kerry Victor	PAT Easttle	Testing twice a year- dates and times to be determined once we have direction from MOE

<p>Annual Plan Goal 4</p>	<p>Initiative 4</p> <ul style="list-style-type: none"> • <u>Stronger learning support: Targeting effective learning support interventions for students with additional needs.</u> 			
<p><u>Outcome:</u></p> <p>Every student who is below curriculum level for reading, writing and maths has identified, targeted extra support where possible</p> <p>Every student who is above curriculum level is identified and has challenging learning programmes</p>	<p><u>Measures:</u></p> <p>-Tier 2 and 3 student register which outlines each student who is below and where they are at and what actions are being taken to provide support.</p> <p>-Progress is shown termly and collaborative discussions held termly to celebrate successes and brainstorm for students who are not moving as fast.</p> <p>-Students who are above their curriculum level are also put on our register to discuss and monitor</p>			

Key actions	Accountable	Responsible	Resources	Complete by
Teacher aides at literacy time are used to 'double dip' all below students for reading. This means every below student gets seen twice daily.	Teachers	Teachers	Teacher aides in all classes at reading time to support below students	Ongoing
Students who are above curriculum level are identified and provided with challenging learning	Teachers	Teachers		Ongoing
Teachers start using our 3 star system which provides students with extension	Team Leaders DP/AP	Teachers	Team Meetings Share planning	Ongoingbb

Annual Plan Goal 5	Initiative 5 <ul style="list-style-type: none"> <u>Greater use of data: Using data and evidence to drive consistent improvement in achievement.</u>
	Outcome: Data and evidence is used to drive consistent improvement in attendance and achievement

Measures:

Data analysis of PAT and/or e asttle data

Key Actions	<u>Accountable</u>	<u>Responsible</u>	<u>Complete by</u>
PAT and Easttle completed at two key points during the year- data analysed and shared with teachers and BOT.	Kerry	Year 3-6 teachers	End Term 1 End Term 3
Data is used to inform teacher practice- this data comes from Hero			Hero Goals input and analysis End of term 1 End of term 2 End of term 3 End of term 4

Annual Plan Goal 6

Initiative 6

- Improved teacher training: Developing the workforce of the future, including leadership development pathways.

Outcome:

Teachers are lifelong learners provided with ongoing Professional Development to enhance their teacher practice to in turn enhance student learning outcomes

New teachers are supported and inducted into our structured literacy, writing and maths approaches over time

Consistency of teacher practice across the school

Measures:

Checkpoints and documented clear expectations around teaching and learning

<u>Key Actions</u>	<u>Responsible</u>	<u>Completed by</u>
Teacher Only Day at beginning of year to go over teaching and learning expectations	Kerry Rach Victor	30th January 2025
Leadership team ensure new teachers are inducted into Tikorangi school way of teaching using Structured Literacy, Writers Toolbox, Whakaaro	Leadership team	
Regular team and staff meetings to share new knowledge and upskill teachers to ensure shared understandings	Leadership team	
Leadership team is provided with professional development from Mike	Kerry	4 meetings within the year

Dowd to help support their leadership skills		
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Other 2025 Key Improvement Strategies to Achieve Strategic Vision			
Property	Enviro	Community Consultation/Engagement	
<i>5YA Plans completed</i>	<i>Gain community help to support us with enviro projects eg gardens and bush area</i>	<i>Continue to offer a variety of external activities that engage our whanau</i>	<i>C</i>
Personnel	SMS - Hero		Curriculum Refresh
<i>Ensure all staff are supported to do the best job possible</i>	<i>Continue to upskill in using HERO and regularly participate in webinars.</i>		Continue to work with teachers on new Curriculum refresh