



Te Awa School – 2691

Charter and Strategic Plan 2024-2025

Our Motto: “Truth without Fear”

Our Vision: Happy, caring Ākonga with an enthusiasm for learning and a passion for life

Our Mission: (under construction)

Our Values: K.E.E.N.

K- Knowledgeable. Ākonga will understand what they're learning, why it matters, and what comes next. They'll be actively engaged and excited to learn, reaching their full potential. We aim to help them become lifelong learners who are happy, confident, and connected.

E-Enthusiastic. Ākonga will feel a sense of belong at Te Awa School, strong relationships built through shared experiences and working together. Ākonga will show intense and eager enjoyment in academic, sporting, and cultural learning experiences.

E-Empathetic. Ākonga will be able to understand and share their feelings with others and learn in an environment of love and care.

N-Nurturing. Ākonga will learn the importance of respecting themselves, others, and the whenua. They will understand and celebrate the differences that make people unique, embracing diversity and fairness. They will always strive to do their best and uphold high standards for themselves.

Strategic Goal 1 NELP ref: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau.	Strategic Goal 2 NELP ref: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.	Strategic Goal 3 NELP ref: BARRIER FREE ACCESS Great education opportunities within reach for every learner
To increase Te Reo Māori me ona tikanga within our localised curriculum.	Taiao - To develop a caring environment where Kaitiakitanga is treasured.	To implement Literacy and numeracy through a tikanga lens.
Strategic Initiatives 2024 <ul style="list-style-type: none"> ➤ Build whanaungatanga and Manaakitanga – Te Mataiaho ➤ Ako – begin to develop a learner profile. 2025 <ul style="list-style-type: none"> ➤ Implement Te Mataiaho (NZC) as per the revised curriculum (2024) through a tikanga lens. 	Strategic Initiatives 2024 <ul style="list-style-type: none"> ➤ Explore our Māra Hūpara and integrate into classroom programmes. ➤ Investigate our story and local Pūrākau. 2025 <ul style="list-style-type: none"> ➤ Investigate and integrate Maramataka. (everything under the influence of the moon) 	Strategic Initiatives 2024 <ul style="list-style-type: none"> ➤ Math and literacy programmes will use Kaupapa of Te Kura Tapa Whā. ➤ Develop a more culturally responsive teaching and learning approach using the MAC Kaupapa. 2025 <ul style="list-style-type: none"> ➤ Implement a more culturally responsive teaching and learning approach using the MAC Kaupapa.

Annual Action Plan

Strategic Goal 1	To increase Te Reo me o tikanga within our localised curriculum		
Strategic Initiative for 2024	<ul style="list-style-type: none"> ➤ Build whakawhaungatanga and manaakitanga – Te Mataiaho ➤ Ako – begin to develop learner profile. 		
Intended Outcome for 2024	Te Mataiaho will be evident in kaiako planning and teaching approach. Collect and review a range of learner profiles from schools similar to Te Awa’s Kaupapa (Te Whare tapu o te ngākau māori)		
Key Actions	Who is Responsible?	When Will This Happen?	What Actually Happened?
Weekly Waanga: Conduct regular workshops for kaiako focused on integrating Te Reo and tikanga into their daily practice.	Sasha and Michael	Every Tuesday 8am-8.45	
Ako: Integrate key readings into all Kaiako professional growth cycles, discussion of these will be discussed in meetings	Greta will select and involve other kaimahi ideas and suggestions	Fortnightly 12/01 26/02 11/03 25/03	
Promoting Tikanga and Kawa: Take all year 4 to 6 ākonga to Pukemokimoki marae for a Noho in term 1	Michael to organise initially - Year 4 -6 kaiako to collaboratively plan the visit	Term 1 TBC week 8/9	
Iwi Engagement: hold a whānau celebration day for Matariki Termly celebration breakfast with whānau	All kaimahi will share the responsibility holding this event	week 8/9 term 2 tbc confirm with Sasha PM last day of every term	
Hauora: Complete a Boxall profile assessment on every new entrant into the school.	New entrant kaiako and Sasha	4-6 weeks after starting school then after 6mths	

Annual Action Plan			
Strategic Goal 2	Taiao (environment) to develop a caring environment where kaitiakitanga is fostered		
Strategic Initiative for 2024	<ul style="list-style-type: none"> ➤ Explore our Māra Hūpara and integrate into classroom programmes. ➤ Investigate our story and local Pūrākau 		
Intended Outcome for 2024	Kaiako will show an understanding through their planning of pūrākau and our Māra Hūpara		
Key Actions	Who is Responsible?	When Will This Happen?	What Actually Happened?
All Kaiako and tamariki will visit the MTG and learn local pūrākau	Michael to book and organise the bus asap and RAMS	Term 1 week 7 whole school over two days	
Integrated plans to reflect a focus on local pūrākau and tamariki can retell local pūrākau	Kaiako will collaboratively plan and will then refine details that are relevant to their individual classes.	Term 2-4 at first planning meeting	
Ākonga-Led Initiatives: Empower ākonga to take the lead in re-telling pūrākau in the Māra Hūpara and recording these on QR codes.	Matt and KEEN leaders	Term2-4	

Annual Action Plan			
Strategic Goal 3	Implement Literacy and numeracy through a tikanga lens		
Strategic Initiative for 2024	<ul style="list-style-type: none"> ➤ Math and lit programmes will reflect the Kaupapa of Te Kura Tapa Whā. ➤ Develop a more culturally responsive teaching and learning approach using the MAC Kaupapa. 		
Intended Outcome for 2024	To teach tamariki the way they learn		
Key Actions	Who is Responsible?	When Will This Happen?	What Actually Happened?
whānau Whanaunatanga hui 3 days of individual interviews of half an hour each	All kaiako	31 st , 1 st and 2 nd Feb 2024	

Constantly reflect on what Kaiako have learnt from whānau hui about their ākongā and how is this impacting your teaching of individuals.	Kaiako in PODs	Fortnightly even weeks throughout the year.	
PLD on differentiated learning	Kaiako in PODs	Fortnightly even weeks throughout the year.	
PLD on Te Kura Tapa Whā.	Kaiako in staff meetings		
Implement MAC tasks	Greta, Mac team, all kaimahi		
Monitor student progress on structured literacy yr 0-3	Teachers will collect data Lucy to collate and report to board.	Terms 1 and 3	
Investigate the revised learning progression (new National name) in lit and num.	All kaiako	Term 3 and 4	

Analysis of Variance Reporting

Te Awa School 2023



School Name:	Te Awa School	School Number:	2691
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Strategic Aim	All students are provided with opportunities to succeed.
Annual Aim:	Te Awa School has a curriculum that focuses on ensuring that students have fundamental knowledge that allows them to access the curriculum to their full ability.
Target:	To ensure students at Te Awa School feel connected to their whenua and culture
Baseline Data:	Using the Wellbeing@School survey, 28% of student in Years 4 to 6 feel that their culture and whakapapa are not important within a schooling environment.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Our first action was to include the Board of Trustees in recognising the need to continue to develop the school environment that promotes inclusiveness and recognises the cultures within Te Awa School.</p> <p>Kaiako completed a review of their practice and identified areas to develop while being supported by tumuaki and BOT.</p> <p>Term 1 topic ko au</p> <p>Engagement with akonga, whanau and kaiako</p> <p>Whanau breakfast every term</p> <p>Tumuaki at the gate 8-9 daily</p> <p>Open door policy</p>	<p>Over all, along with the Board and kaiako, a collaborative plan was developed to identify areas for improvement. Whanau voice was gathered to support the need for change.</p> <p>Wellbeing at school survey has identified 19% of akonga in years 4-6 feel their culture and whakapapa are not important within a schooling environment.</p> <p>This was made up of 33% of year 6, 10% of year 5 and 9% of year 4 akonga</p>	<p>Although a marginal gain was achieved, stronger relationships have been developed between whanau and kaiako.</p> <p>We encourage kaiako to reach out to whanau and this has significantly reduced the barrier of parental involvement.</p> <p>akonga ensured we started the year with 'ko au' sharing and learning</p> <p>Connecting with tamariki each morning and again after each break</p> <p>Te Reo Māori is been spoken more and staff correctly pronounce names, place names and have a greater understanding of tikanga.</p> <p>A new Maori hupara was developed with consultation with whanau and allow akonga, whanau and Kaiako to connect with the whenua.</p>	<p>We have made a significant improvement in years 4 and 5 and will continue to work on making connections. We have been accepted onto MAC.</p> <p>Continue building relationships with our local marae</p> <p>Whanau days have helped break down relationship barriers and will continue each term</p> <p>Continue to develop classroom routines that are culturally responsive (whiri whiri Korero)</p>
Planning for next year:			
<p>We will start the year with a wananga at Pukemokimoki Marae for all Kaiako and kaiawhina, this will be about whanaungatanga, getting to know each other and building relationships. We will design our whanaungatanga interviews for whanau for beginning of school, noho marae at the beginning of the year for all years 4-6 tamariki. Continue connecting with whanau, marae, iwi and hapori. All staff will sit with experts and start to compose their own Pepeha, not using a generic template but using their whakapapa to inform it, we will then dig deeper into our own whakapapa to continually grown it. This will be shared with tamariki and whanau.</p> <p>Continue with tumuaki at the gate each morning, participate in professional development in Te Reo maori at school with our in-house experts.</p> <p>Volunteer at the marae and be more active.</p>			

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Strategic Aim:	All students are provided with opportunities to succeed.
Annual Aim:	Te Awa School has a curriculum that focuses on ensuring that students have fundamental knowledge that allows them to access the curriculum to their full ability.
Target:	By the end of 2023 50% of akonga in year 5 will gain mastery in phonological awareness.
Baseline Data:	0% of our year 4 2022 cohort have mastered their phonological sounds, 69% are gaining mastery and 35% need attention.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Participate in professional development with experts on structured literacy, Kate and Alana. (RTLIT)	<p>Kaiako gained a new understanding of structured literacy, and were able to put this into practice.</p> <p>Kaiako were able to watch the experts teach a lesson, ask questions to gain a</p>	Intense and individualised support as well as year/age range PLG withing in school and KA	<p>Structured Literacy will continue throughout the yrs 0-3</p> <p>Intense acceleration groups will be introduced in yrs 4-6 to support the tamariki who are needing attention to achieve at expected levels.</p>

<p>Engaged in observations, modeling, professional conversations and individualised meetings with RTLiT or improve our individual pedagogy and practice.</p> <p>Monitored target tamariki from each class to ensure goals and targets were SMART.</p>	<p>better understanding of structured literacy. They were then observed and given feedback on their lessons to help improve pedagogy and practice. This enhanced their practice and pedagogy and this was observed and feedback to SLT by experts. This was also a place extra support for individuals was discussed and actioned.</p> <p>Kaiako monitor 3-4 target tamariki to help inform their All tamariki made accelerated progress due to intensive individualised teaching.</p> <p>Results moved from our baseline data through to 55% mastering, 39% gaining mastery and only 6% needing attention.</p>	<p>Commitment of Kaiako to making a difference, putting in the time to understand the learner and the code.</p> <p>Support from SLT where required that sat alongside the RTLiT support for individuals still being challenged by the change in approach.</p> <p>Intense schoolwide support from RTLiT and SLT to making a difference.</p> <p>Going back and teaching the whole school within level 1 of the literacy curriculum, taking all tamariki through the whole programme.</p>	<p>This intensive group will sit alongside a spelling programme that fits within the structured literacy model as well as a providing a balanced programme.</p>
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Planning for next year:

RTLiT to continue to support the Kaiako and kaimahi to provide a structured literacy approach across the years 0-3 and acceleration groups in years 4-6.