



Te Awa School – 2691

Annual Plan

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.

How we have given effect to Te Tiriti o Waitangi

Te Awa School is giving effect to the Te Tiriti o Waitangi through several initiatives in our teaching programs:

- **Te Tiriti Integration:** By investigating the Te Tiriti o Waitangi within the curriculum, the school is fostering student understanding of this foundational document in New Zealand history.
- **Biculturalism:** The encouragement of staff to increase their knowledge and use of te reo Māori creates a more inclusive learning environment that reflects the Te Tiriti principles of partnership.
- **Te Tiriti Knowledge for Educators:** Providing professional development (PLD) on Te Tiriti and local tikanga equips teachers to effectively address these topics in their classrooms.
- **Culturally Responsive Practices:** Adapting school systems and routines to incorporate Whakatauki (proverbs) and Karakia (ritual chants) demonstrates respect for Māori language and traditions.

Overall, Te Awa School's approach seems to be aligned with Te Tiriti principles of partnership and protection of Māori culture. This can contribute to a richer learning experience for all students.

Kiwisport funding

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2023 the school received total Kiwisport funding of \$2,988 (excluding GST). The funding was spent on sports fees and equipment. The number of students participating in organised sport continues to be at excellent levels.

Progress and achievement

- **Stronger foundations in both mathematics and reading have been established through the implementation of structured literacy and Prime Maths programmes.** These evidence-based approaches have significantly contributed to improved student progress across all year levels. At the end of 2023 we had 72% of year 6 tamariki achieving at or above the expected level in reading and 70% in math. In year 5 69% were achieving at or above the expected level in math and 68% in reading. Writing has been identified as an area of focus for 2024 as rates of achievement are lower than reading and math, this was identified as an outcome of the structured literacy approach as Kaiako entered into the new approach which focused on phonological awareness before moving onto a more whole language approach.
- **A comprehensive whole-school professional learning and development (PLD) initiative in partnership with RTLit has equipped teachers with the necessary skills to effectively deliver structured literacy instruction to students from Years 1 to 6.** This targeted focus has resulted in enhanced literacy outcomes for all learners.
- **The adoption of Prime Maths has ensured consistent and thorough coverage of the entire mathematics curriculum.** By providing a structured and progressive framework, this programme has enabled students to develop a deep understanding of mathematical concepts.

Curriculum Integration

- **Our term-based thematic approach, encompassing Ko au, Ahuriri, Aotearoa, and Te Au, has facilitated seamless integration of the New Zealand Histories curriculum and Te Reo Māori into the overall learning programme.** This thematic structure has created meaningful connections between subjects and enriched students' learning experiences.
- **The strategic plan clearly reflects the aspirations of our students and their families for increased opportunities to learn and use Te Reo Māori.** In response to this demand, we are committed to providing ongoing professional learning and development for staff to enhance their language proficiency and teaching capabilities.

Cultural Integration and Student Achievement

- **Our school has actively collaborated with Sport Hawke's Bay to enhance our understanding and implementation of traditional Māori games.** This partnership has enriched our physical education curriculum and provided opportunities for students to connect with their cultural heritage through physical activity.
- **Māori students comprise a significant majority of our school population, representing 73% of our enrolment.** It is encouraging to note that these students are achieving academic outcomes on par or above with their non-Māori peers, indicating a strong commitment to equity and excellence for all learners.

Student Wellbeing and Support

- **The Koru Club, our dedicated nurture group, has demonstrated exceptional effectiveness in supporting students who exhibit dysregulated behaviours.** By providing a nurturing environment and targeted interventions, we have successfully improved these students' self-regulation and social skills.
- **To ensure early identification and support for students, we will be implementing the Boxall Profile assessment for all new entrants.** This proactive approach will enable us to monitor students' development closely and provide appropriate interventions when needed.

Statement of compliance with employment policy

The Te Awa School Board:

- Developed, implemented, and reviewed personnel policies, within our policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment while at Iqra School.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identifies best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to the skills, qualifications, and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

| Reporting on the principles of being a Good Employer | |
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| How have you met your obligations to provide good and safe working conditions? | We work extremely hard to ensure we as a school support and enact practices to support our staff, so they feel safe within their working environment. |
| What is in your equal employment opportunities programme? How have you been fulfilling this programme? | Promote EEO opportunities through our advertising and appointment processes. We ensure staff have a voice and safe place to share their thoughts and opinions about opportunities within the school. Our practice is fair, transparent, and inclusive. |
| How do you practise impartial selection of suitably qualified persons for appointment? | Follow process, transparency throughout at all levels. Appointment personnel are inducted and briefed before all appointment meetings |
| How are you recognising. <ul style="list-style-type: none"> - The aims and aspirations of Māori - The employment requirements of Māori and - Great involvement of Māori in the Education Service | We work towards meeting our obligations as Te Tiriti partners within our education setting. Aim and aspirations as Te Tiriti partners are an integral part of our school practices and culture. Tikanga and kawa of Māori leadership are interwoven within our school structure |
| How have you enhanced the abilities of individual employees? | Through focussed professional learning and development. Coaching model that is agentic, focussed and mana-enhancing for all employees. The ongoing development of our school culture strongly focusses on the well-being of staff, students, and our community. |
| How are you recognising the employment requirements of women? | Personnel appointments and practices are non-bias. Opportunities for advancement and leadership is open, transparent and available to all. |

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| How are you recognising the employment requirements of persons with disabilities? | <p>Through staff well-being and support initiatives.</p> <p>Providing tailored and timely support and requirements so employees can perform to the best of their abilities.</p> |
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies.

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | Yes | No |
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| Do you operate an EEO programme/policy? | ✓ | |
| Has this policy or programme been made available to staff? | ✓ | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | ✓ | |
| Does your EEO programme/policy appointed someone to coordinate compliance with its requirements? | ✓ | |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | ✓ | |
| Does your EEO programme/policy set priorities and objectives? | ✓ | |

Charter and Strategic Plan 2024-2025

| 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 |
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| 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

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| 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 ākongā 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 | | | |
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| 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 | |
| | Matt and KEEN leaders | Term2-4 | |

| Annual Action Plan | | | |
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| 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 | |

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| 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



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| 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> |
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| <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> | | | |

Volunteer at the marae and be more active.

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| 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: | 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> |
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| Participate in professional development with experts on | Kaiako gained a new understanding of structured literacy, and were able to put this into practice. | Intense and individualised support as well as year/age range PLG withing in school and KA | Structured Literacy will continue throughout the yrs 0-3 |

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| <p>structured literacy, Kate and Alana. (RTLIT)</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>Kaiako were able to watch the experts teach a lesson, ask questions to gain a 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>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>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. Intensive PLD for new teachers, individual referral for new entrant teacher with new RTLIT.