



Te Awa School – 2691

Strategic Plan 2024-2026

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 2025 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.

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 Te Awa 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? | ✓ | |

Evaluation and Analysis of Student Progress and Achievement – 2025

Overview

Te Awa School regularly reviews student progress to understand how well our local curriculum supports learning across the New Zealand Curriculum. This evaluation draws on a range of evidence including:

- PAT Mathematics assessments (Years 3–6)
- e-asTTle Writing assessments (Years 3–6)
- classroom observations and teacher judgements
- student engagement and participation information.

Student Achievement and Progress

Mathematics

PAT Mathematics results show that most students in Years 3–6 made expected or better progress between Term 1 and Term 3. Many students moved up one or more stanines, particularly within the middle achievement range.

Several students achieved higher stanines by Term 3, indicating strong mathematical understanding and problem-solving skills. These results suggest that the school's mathematics teaching approaches and regular monitoring of progress are supporting learning well.

Writing

e-asTTle writing results show steady development across the year levels. Most students are working within Level 1 and Level 2 of the New Zealand Curriculum, which is appropriate for their stage of schooling.

Students in Years 4–6 showed noticeable progress within and across curriculum levels. Many students moved from early Level 1 writing towards Level 2 and beyond. A number of older students achieved higher curriculum levels, demonstrating growing confidence with writing structure, ideas, and vocabulary.

Achievement of Groups of Learners

Māori students make up a large proportion of the school roll. The data shows positive progress for many Māori learners, particularly in mathematics and writing development across the year.

Students from other ethnic groups, including NZ European/Pākehā and Pacific learners, generally showed steady progress across both mathematics and writing assessments.

Because some groups have small numbers of students, the school interprets trends carefully and continues to monitor progress closely.

Students Whose Needs Are Not Yet Fully Met

A small group of students are not yet achieving at the expected curriculum levels, particularly in writing. These learners are mainly working within early Level 1 writing and require continued support to strengthen sentence structure, vocabulary, and organisation of ideas.

The school is addressing these needs through:

- targeted teaching programmes
- additional classroom support
- regular monitoring of progress and achievement.

Overall Evaluation

Overall, the evidence shows that most Te Awa School students are making expected progress across the curriculum, particularly in mathematics and writing. The school's local curriculum, which emphasises strong literacy and numeracy teaching, is supporting student learning.

The school will continue to use assessment information to strengthen teaching practice and ensure all learners are supported to make ongoing progress.

Annual Implementation Plan 2026

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| <p>Strategic Goal 1</p> <p>Stronger Learning Support</p> | <p>Strategic Goal 2</p> <p>NELP ref: LEARNERS AT THE CENTRE</p> <p>Taiao - To develop a caring environment where Kaitiakitanga is treasured.</p> | <p>Strategic Goal 3</p> <p>Clearer Curriculum and Smarter assessment and reporting</p> |
| <p>Annual Goal:</p> <p>Provide targeted, effective learning support interventions for students with additional needs, ensuring that they can achieve their full potential.</p> | <p>Annual Goal:</p> <p>Explore and integrate Maramataka authentically into our school's learning and cultural practices, enhancing understanding of Māori perspectives and promoting holistic student wellbeing.</p> | <p>Annual Goal:</p> <p>Build a strong foundation in learning science and implement consistent progress monitoring to support data-driven decisions and track student growth effectively.</p> |
| <p>Strategic Initiative for 2026:</p> <p>Develop individualised learning support plans for students with additional needs, informed by collaborative team strategies and ongoing assessment data.</p> <p>Intended Outcome for 2026:</p> <p>Students requiring additional learning support will show measurable progress, particularly in literacy, numeracy, and social-emotional development.</p> | <p>Strategic Initiative for 2026:</p> <p>Engage staff, students, and community in authentic learning opportunities about Maramataka, deepening collective cultural awareness and competence.</p> <p>Meaningfully weave Maramataka knowledge and principles into curriculum areas, routines, decision-making, and school-wide planning.</p> <p>Intended Outcome for 2026:</p> <p>Staff and students demonstrate increased understanding and appreciation of Maramataka and its significance to Māori culture.</p> <p>Students and staff experience improved emotional, social, and environmental wellbeing aligned with Maramataka practices.</p> | <p>Strategic Initiatives for 2026:</p> <p>Build a strong, research-based foundation by offering professional development and ongoing learning opportunities focused on the science of learning.</p> <p>Develop and integrate robust systems for tracking student progress, ensuring consistency in data collection and analysis.</p> <p>Intended Outcome for 2026:</p> <p>Staff are well-versed in learning science, enabling them to adopt and adapt evidence-based practices that enhance instructional quality.</p> <p>Consistent, reliable progress monitoring leads to more informed decisions that address student needs and drive growth.</p> <p>An effective tracking system that clearly shows progress, helping educators, students, and parents understand learning trajectories and areas for improvement.</p> |

Annual Action Plan

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| Strategic Goal 1 | | | | Provide targeted, effective learning support interventions for students with additional needs, ensuring that they can achieve their full potential. |
| Strategic Initiative for 2026: | | | | Develop individualized learning support plans for students with additional needs, informed by collaborative team strategies and ongoing assessment data. |
| Intended Outcome for 2026: | | | | Students requiring additional learning support will show measurable progress, particularly in literacy, numeracy, and social-emotional development. |
| Giving Effect to Te Tiriti O Waitangi: | | | | <p>This goal supports Te Tiriti o Waitangi by putting into practice its core principles—partnership, protection, and participation—in a tangible way within the school setting. Here’s how:</p> <ul style="list-style-type: none"> • Partnership: The goal calls for collaborative, individualized learning support plans developed through teamwork between learning support coordinators, classroom teachers, and external services. This collaboration mirrors the Treaty’s call for genuine partnership, ensuring that families and communities, especially those of Māori students, are involved in decision-making. • Protection: By regularly reviewing and updating learning support plans and tracking interventions, the approach safeguards the cultural and educational rights of students with additional needs. It helps ensure that these students, including Māori, receive culturally responsive support that respects and protects their identity and heritage. • Participation: The focus on targeted professional learning for teachers ensures that educators are equipped to deliver support that is inclusive and responsive to all learners. This not only enhances academic outcomes in literacy, numeracy, and social-emotional development but also ensures that every student can fully participate in their learning journey. <p>In essence, the goal makes the principles of Te Tiriti o Waitangi a living part of the educational strategy, ensuring equitable and culturally sensitive support for all students.</p> |
| Key Actions | Who is Responsible? | When Will This Happen? | What Actually Happened? | |
| Review and update learning support plans for identified students, incorporating RTLB and other external support services as needed. | SMT, SENCO, team leaders and Classroom Teachers | Twice per year officially with whole team and fortnightly communication between specialist teacher and classroom teacher | | |
| Implement targeted PLD for teachers focused on meeting the needs of students with additional learning challenges. | SMT, SENCO, team leaders and Classroom Teachers | As required throughout the year | | |
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Annual Action Plan

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| Strategic Goal 2 | Explore and integrate Maramataka authentically into our school's learning and cultural practices, enhancing understanding of Māori perspectives and promoting holistic student wellbeing. | | |
| Strategic Initiative for 2026: | Engage staff, students, and community in authentic learning opportunities about Maramataka, deepening collective cultural awareness and competence. Meaningfully weave Maramataka knowledge and principles into curriculum areas, routines, decision-making, and school-wide planning. | | |
| Intended Outcome for 2026: | Staff and students demonstrate increased understanding and appreciation of Maramataka and its significance to Māori culture. Students and staff experience improved emotional, social, and environmental wellbeing aligned with Maramataka practices. | | |
| | <p>This goal supports Te Tiriti o Waitangi by putting into practice its core principles—partnership, protection, and participation—in a tangible way within the school setting. Here’s how:</p> <ul style="list-style-type: none"> • Partnership: By exploring and integrating Maramataka (the Māori lunar calendar) in the school's learning and cultural practices, we're actively partnering with Māori to bring <i>mātauranga Māori</i> (Māori knowledge) into the daily life of the school. This aligns with the principle of working together and valuing Māori voices and perspectives. • Protection: We're protecting taonga Māori, such as traditional knowledge and practices, by not only acknowledging Maramataka but embedding it into teaching and learning. This helps ensure Māori cultural practices are preserved, respected, and passed on to the next generation. • Participation: When students, staff, and whānau are involved in learning through Maramataka, we’re creating inclusive spaces where Māori can see themselves and their knowledge systems reflected and valued in school life. It also invites all learners to understand and engage with a Māori worldview. | | |
| Key Actions | Who is Responsible? | When Will This Happen? | What Actually Happened? |
| Facilitate professional development for staff with local experts on Maramataka. | Kelsea and SLT | Throughout the year | |

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| Incorporate Maramataka into school assemblies, newsletters, classrooms, and communications to build ongoing awareness. | Kelsea and SLT | Throughout the year | |
| Plan school activities, gardening, environmental projects, and wellness initiatives around Maramataka cycles. | Whole staff | Throughout the year | |
| Invite whānau and community members into the school to share their knowledge, experiences, and stories related to Maramataka. | Kelsea | Throughout the year | |
| Regularly review and evaluate Maramataka integration through staff and student reflections. | Whole staff | Throughout the year | |

Annual Action Plan

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| Strategic Goal 3 | Clearer Curriculum and Smarter assessment and reporting |
| Strategic Initiative for 2026: | <p>Build a strong, research-based foundation by offering professional development and ongoing learning opportunities focused on the science of learning.</p> <p>Develop and integrate robust systems for tracking student progress, ensuring consistency in data collection and analysis.</p> |
| Intended Outcome for 2026: | <p>Staff are well-versed in learning science, enabling them to adopt and adapt evidence-based practices that enhance instructional quality.</p> <p>Consistent, reliable progress monitoring leads to more informed decisions that address student needs and drive growth.</p> <p>An effective tracking system that clearly shows progress, helping educators, students, and parents understand learning trajectories and areas for improvement.</p> |
| | <p>This goal supports Te Tiriti o Waitangi by putting into practice its core principles—partnership, protection, and participation—in a tangible way within the school setting. Here’s how:</p> <ul style="list-style-type: none"> • Partnership: By building a research-based foundation and investing in professional development, we’re ensuring that all teachers are equipped to teach effectively — including teaching Māori ākonga in ways that work best for them. If this |

| | <p>learning includes culturally responsive pedagogies, it reflects a commitment to working in partnership with Māori whānau and communities to support student success.</p> <ul style="list-style-type: none"> • Participation: Robust systems for tracking student progress can be a powerful tool for ensuring equitable learning opportunities, especially when they're used to identify and respond to the specific needs of Māori learners. We're creating pathways for Māori students to participate fully and succeed in the school system. • Protection: Consistent data collection and analysis can highlight disparities or patterns in achievement, enabling targeted support for Māori learners. This protects their right to high-quality, equitable education, and helps ensure that Te Tiriti promises are upheld through action, not just intention. | | |
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| Key Actions | Who is Responsible? | When Will This Happen? | What Actually Happened? |
| Organise workshops and seminars on learning science fundamentals. Structured literacy with Del Colstelo and Pr1me maths with Anna-Beth | SLT - Matt and Greta | Throughout the year | |
| Create collaborative learning communities for sharing best practices. Establishment of teams. | Davina and Mike | Beginning term 1 | |
| Establish a routine schedule for data collection, review, and reflection sessions. | SLT - Matt and Greta | Throughout the year | |
| Regularly review student data to refine teaching approaches and interventions. | Davina and Mike Whole staff | Throughout the year | |

Statement of Variance Reporting

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| Strategic Goal 1 | Provide targeted, effective learning support interventions for students with additional needs, ensuring that they can achieve their full potential. | | |
| Strategic Initiative for 2026: | Develop individualized learning support plans for students with additional needs, informed by collaborative team strategies and ongoing assessment data. | | |
| Intended Outcome for 2026: | Students requiring additional learning support will show measurable progress, particularly in literacy, numeracy, and social-emotional development. | | |
| Giving Effect to Te Tiriti O Waitangi: | <p>This goal supports Te Tiriti o Waitangi by putting into practice its core principles—partnership, protection, and participation—in a tangible way within the school setting. Here’s how:</p> <ul style="list-style-type: none"> • Partnership: The goal calls for collaborative, individualized learning support plans developed through teamwork between learning support coordinators, classroom teachers, and external services. This collaboration mirrors the Treaty’s call for genuine partnership, ensuring that families and communities, especially those of Māori students, are involved in decision-making. • Protection: By regularly reviewing and updating learning support plans and tracking interventions, the approach safeguards the cultural and educational rights of students with additional needs. It helps ensure that these students, including Māori, receive culturally responsive support that respects and protects their identity and heritage. • Participation: The focus on targeted professional learning for teachers ensures that educators are equipped to deliver support that is inclusive and responsive to all learners. This not only enhances academic outcomes in literacy, numeracy, and social-emotional development but also ensures that every student can fully participate in their learning journey. <p>In essence, the goal makes the principles of Te Tiriti o Waitangi a living part of the educational strategy, ensuring equitable and culturally sensitive support for all students.</p> | | |
| Key Actions | Who is Responsible? | When Will This Happen? | What Actually Happened? |
| Review and update learning support plans for identified students, incorporating RTLB and other external support services as needed. | SMT, SENCO, Learning Support Coordinators and Classroom Teachers | Twice per year officially with whole team and fortnightly communication between specialist teacher and classroom teacher | Throughout the year we undertook a comprehensive review of all Learning Support Plans for identified ākonga. These were updated in partnership with whānau, classroom teachers, and our Learning Support Coordinator to ensure plans were current, strengths-based, and responsive. We strengthened collaboration with Resource Teachers: Learning and Behaviour (RTLB) , Ministry specialists, and external agencies where appropriate. |

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| | | | <p>Regular meetings were scheduled to track progress, refine goals, and ensure classroom strategies were practical and consistent.</p> <p>Clear targets were set, interventions were monitored, and adjustments were made based on student data and teacher observations. This ensured that support was proactive rather than reactive, with each child's wellbeing and learning at the centre.</p> |
| <p>Implement targeted PLD for teachers focused on meeting the needs of students with additional learning challenges.</p> | <p>SMT, SENCO, Learning Support Coordinators and Classroom Teachers</p> | <p>As required throughout the year</p> | <p>Professional learning was prioritised to build staff capability and confidence in supporting diverse learners. PLD was delivered through staff meetings, syndicate workshops, and coaching conversations, with a strong focus on:</p> <ul style="list-style-type: none"> ~Trauma-informed practice aligned with the Berry Street Education Model (BSEM) ~Differentiated teaching strategies in literacy and numeracy ~Practical classroom adaptations to support regulation, engagement, and executive functioning ~Use of assessment data to identify specific learning needs and track growth <p>Team leaders supported implementation through learning walk-throughs and reflective discussions, ensuring strategies moved from theory into consistent classroom practice.</p> <p>This approach strengthened teacher capability, improved early identification of needs, and ensured our support systems remained inclusive, responsive, and aligned with our commitment to nurturing every learner at Te Awa.</p> |
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Annual Action Plan

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| Key Actions | Who is Responsible? | When Will This Happen? | What Actually Happened? |
| Facilitate professional development for staff with local experts on Maramataka. | Bili and Kyra | Throughout the year | While we remain strongly committed to embedding Maramataka within our localised curriculum, progress in this area was more limited than intended due to |

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| <p>Incorporate Maramataka into school assemblies, newsletters, classrooms, and communications to build ongoing awareness.</p> | <p>SLT</p> | <p>Throughout the year</p> | <p>the significant time and energy invested in our Centenary celebrations and associated projects.</p> |
| <p>Plan school activities, gardening, environmental projects, and wellness initiatives around Maramataka cycles.</p> | <p>Bili</p> | <p>Throughout the year</p> | <p>Professional Development: We had initial conversations about engaging local experts and explored possible connections, however formal PLD with Maramataka specialists was not fully facilitated. Some informal staff discussions occurred, and individual teachers began building their own understanding.</p> |
| <p>Invite whānau and community members into the school to share their knowledge, experiences, and stories related to Maramataka.</p> | <p>Bili and Kyra</p> | <p>Throughout the year</p> | <p>Schoolwide Integration: Maramataka references were included periodically in classrooms and some planning discussions, but it was not consistently embedded into assemblies, newsletters, or wider communications as originally planned.</p> |
| <p>Regularly review and evaluate Maramataka integration through staff and student reflections.</p> | <p>Bili</p> | <p>Throughout the year</p> | <p>Curriculum & Environmental Projects: Although our orchard, Mara Hupara space, and environmental learning areas continue to grow, these were not systematically planned around Maramataka cycles. Connections were made in pockets rather than as a coordinated schoolwide approach.</p> <p>Whānau & Community Engagement: Invitations to whānau and community members to share Maramataka knowledge were discussed but not formally actioned during the year.</p> <p>Review & Evaluation: Structured reflection on Maramataka integration did not occur. Informal conversations highlighted strong staff interest, but a deliberate evaluation process was not implemented.</p> <p>This remains an important area of growth for us. The foundations have been laid through staff interest, our commitment to place-based learning, and our existing environmental initiatives. Moving forward,</p> |

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| | | | we will prioritise a clearer implementation plan with dedicated time, leadership, and community partnership to ensure Maramataka becomes meaningfully embedded across Te Awa. |
| Annual Action Plan | | | |
| Strategic Goal 3 | Clearer Curriculum and Smarter assessment and reporting | | |
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| | Develop and integrate robust systems for tracking student progress, ensuring consistency in data collection and analysis. | | |
| Intended Outcome for 2026: | Staff are well-versed in learning science, enabling them to adopt and adapt evidence-based practices that enhance instructional quality. | | |
| | Consistent, reliable progress monitoring leads to more informed decisions that address student needs and drive growth. | | |
| | An effective tracking system that clearly shows progress, helping educators, students, and parents understand learning trajectories and areas for improvement. | | |
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| Key Actions | Who is Responsible? | When Will This Happen? | What Actually Happened? |
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| Organise workshops and seminars on learning science fundamentals. | SLT - Matt and Greta | Throughout the year | <p>Workshops and seminars on learning science fundamentals: We strengthened our understanding of learning science through ongoing work alongside Del Colstelo, whose guidance supported us to sharpen our approach to explicit teaching, structured literacy, and evidence-informed practice. Rather than one-off seminars, this learning was embedded into staff meetings and teacher-only days, ensuring theory translated directly into classroom application.</p> <p>Collaborative learning communities: Team meetings were intentionally structured to share effective strategies, unpack planning, and reflect on impact. Syndicate leaders facilitated professional conversations grounded in learning science principles, and classroom walk-throughs reinforced consistent expectations across the school.</p> <p>Routine schedule for data collection and review: A clear assessment schedule was implemented, with agreed checkpoints for literacy, writing, and mathematics data. Data conversations were built into staff meetings and leadership reviews to ensure momentum and collective accountability.</p> <p>Regular review of student data to refine teaching and interventions: Student achievement data was reviewed each term at team and senior leadership level. This enabled targeted interventions, responsive grouping, and refinement of teaching strategies aligned to science of learning practices. Teachers were supported to use data as a live tool for improving outcomes, not simply as a reporting requirement.</p> <p>This work has strengthened clarity and consistency across classrooms and continues to build staff capability in evidence-based teaching.</p> |
| Create collaborative learning communities for sharing best practices. | Matt - AST | Beginning term 1 | |
| Establish a routine schedule for data collection, review, and reflection sessions. | SLT - Matt and Greta | Throughout the year | |
| Regularly review student data to refine teaching approaches and interventions. | SLT - Matt and Greta Whole staff | Throughout the year | |