



TE KŌWHAI SCHOOL

STRATEGIC PLAN

2024 - 2025

'He aha te mea nui o te ao? He tāngata, he tāngata, he tāngata.'
What is the most important thing in the world? 'It is people, it is people, it is people.'
Māori proverb

Our people are the heartbeat of our school. We are guided by our Vision, Values and Learner Qualities which lead our staff, students and wider community on our collective endeavour to empower and grow our learners.

We pride ourselves on being an innovative school with a strong sense of community, supportive parents and enthusiastic staff and students.

Te Kowhai School is a Full Primary School (Year 1 to Year 8), situated in Te Kowhai Village, 7km NW of Hamilton.



SCHOOL VISION:



Connected: *The connections between our tamariki and the world around them.*

Empowered: *Our tamariki are empowered, and equipped with knowledge and skills.*

Contributors: *Our tamariki are contributors and take up opportunities that will not only benefit themselves but help enrich others; whakapuawai.*

SCHOOL VALUES:



The values we live by at Te Kowhai School confirm our school vision and are evident in the way we relate to others. Our values are the important qualities we stand for.

*"Values are part of the everyday curriculum – encouraged, modelled, and explored." (The New Zealand Curriculum ~ **Ministry of Education**)*

Our values are carefully woven into the everyday life of the school; they are actively promoted and expected of all people within our school community.

Our values reflect the "heart" of the school. PRIDE forms the acronym for our values:

Partnership; Respect; Integrity; Drive; Empathy

LEARNER QUALITIES



The New Zealand Curriculum identifies five key competencies. People use these competencies "to live, learn, work and contribute as active members of their communities". (~ The New Zealand Curriculum, Ministry of Education (2007))

The Key Competencies are:

- THINKING
- USING LANGUAGE, SYMBOLS AND TEXTS
- MANAGING SELF
- RELATING TO OTHERS
- PARTICIPATING AND CONTRIBUTING

The Key Competencies are integrated through our Learners Qualities.

The learner qualities were developed after extensive professional learning and consultation. These are a representation of our beliefs about powerful learning and our aspirations and vision for our learners.

He Waka Eke Noa - Kahui Ako Strategic Goals

Te Kowhai School is part of a Community of Learning. Our strategic goals align with the ** goals below:

Strategic Goal One: Sustainable Partnerships - Our collective responsibility in leading Maaori education He Waka Eke Noa will participate, protect and partner with Ngaati Maahanga / Waikato Tainui and other hapuu / iwi.

Strategic Goal Two: Efficacy - to build staff and leader capabilities, through evidence and collaboration.

Strategic Goal Three: Learner Agency - to grow learner agency through culture and identity, partnership, voice and ownership.

Strategic Goal Four: Powerful Relationships/Partnerships - to recognise and strengthen powerful connections and transitions with parents, whaanau, community and other organisations.



DEVELOPMENT OF TE KŌWHIRI STRATEGIC PLAN:

The strategic planning process for 2024/2025 was initiated in March 2023 under the guidance of our school Board and NZSTA facilitator. Their active involvement along with the school leadership team ensured a strong foundation for the subsequent stages of the planning process. The Board designed and implemented a structured strategic planning process which included a comprehensive evaluation and review of all current strategies and their impact to date.

A pivotal aspect of the planning process was stakeholder consultation. Representatives from diverse stakeholder groups were engaged to gather insights, expectations, and perspectives. This inclusive approach ensured that the strategic goals would be aligned with the interests of our whānau, staff and students. Ongoing support from Ngaati Maahanga have also helped shape the direction we are taking. All feedback obtained during the consultation phase was meticulously analysed by members of the Board. This involved identifying recurring themes, concerns, and aspirations expressed by stakeholders.

Concurrently, internal reviews and data analysis were conducted to assess our current capabilities, resources, and outcomes to date. This introspective analysis provided a foundation for understanding the internal landscape and identifying areas for improvement. This included the evaluation and review work we have done with ERO (Education Review Office).

A SOAR analysis (Strengths, Opportunities, Areas for development and Risks) was conducted. This analysis served as a strategic framework for goal-setting and action planning.

Following the collation and analysis of stakeholder feedback, key themes and findings were transparently communicated back to the community. This communication ensured that stakeholders were informed about the insights gathered and therefore highlighted our commitment to an inclusive and transparent planning process.

The culmination of the planning process resulted in the formulation of a detailed and forward-looking annual implementation plan covering the years 2024-2025. This plan encapsulates the refined strategic direction, outlining specific objectives, initiatives, and timelines to achieve the identified priorities.

By following this comprehensive process, we have not only designed a strategic roadmap for the coming years but also ensured that our goals are rooted in a deep understanding of stakeholder needs, informed by robust analyses, and guided by a commitment to transparency and excellence.

Links to Education Requirements:

These links have been listed for each strategic goal area. These include reference to the NELPS and BPO

STATEMENT OF NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP)

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

BOARD PRIMARY OBJECTIVES:

There are four primary objectives to help boards focus on what matters most for learners and their whānau. A board's primary objectives in governing a school are to ensure that:

1. Every student at the school is able to attain their highest possible standard in educational achievement; and
2. The school –
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
3. The school is inclusive of, and caters for, students with differing needs; and
4. The school gives effect to Te Tiriti o Waitangi, including by –
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.



Giving Effect to te Tiriti o Waitangi

Information on what our Board has done can be found via [THIS LINK](#).

Under the Education and Training Act 2020, a primary objective of the board of Te Kowhai School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Te Kowhai School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Other approaches:

- Developing culturally responsive practices, and curriculum, that reflects Aotearoa New Zealand's rich cultural diversity and the unique status of tangata whenua.
- Monitoring the progress and achievement of all Māori learners - ensuring equitable outcomes for Māori learners.
- Providing learning where the wellbeing, identity, language and culture of Māori and non Māori learners are celebrated and affirmed.
- Strengthening our staff knowledge of te reo Māori and tikanga Māori within a Tainui context (specifically Ngaati Maahanga)
- Promoting the regular use of te reo and tikanga in our Learning Communities.
- When a parent of a full-time student requests that their child(ren) be provided with instruction in Te Reo Maori, the Principal, on behalf of the Board, will take all reasonable steps and:
 - Discuss with the parents the ways the school currently involves Te Reo and Tikanga Māori in school life and programmes;
 - Discuss with the parents the possibility of the student having access to Te Reo in the home;
 - Where appropriate, support an application for dual enrolment at Correspondence School for the student/s, and provide staff assistance

STRATEGIC GOALS 2024-2025

CONNECTED - EMPOWERED - CONTRIBUTORS

Strategic Goal	Desired Outcomes (What do we expect to see)	Actions (What will we do- high level)	How will we measure success? (how will we evaluate impact? Sources of evidence)	Alignment to:
Strategic Goal 1: INCREASING CAPABILITY <i>Increase student, staff and leader capabilities</i>	1.1 Students have knowledge and ownership of their learning pathways; they are able to explain what they are learning and why, what they have recently mastered and what their next steps will be	1.1 Grow our students <i>Learning to Learn</i> capabilities	1.1.1 Students are able to understand and explain their learning pathway. (student voice beginning and end)	GOVERNMENT PRIORITIES 1, 2, 3, 4, 5, 6 NELPS: 1, 2, 3, 4, 5, 6 BPO: 1, 2, 3, 4 <i>ERO Profile report</i> <i>The Literacy and Communication and Maths Strategy</i> <i>Wellbeing in Education Strategy</i>
	1.2 Increase progress and achievement in Literacy and Mathematics	1.2 Provide professional learning opportunities and use robust review and evaluation practices to grow teacher capabilities when teaching literacy and numeracy	1.2.1 Analyse achievement data and monitor acceleration	
	1.3 Learners are working in conditions that are appropriate to achieve the desired learning and wellbeing	1.3 Foster positive emotional regulation strategies and relationships to ensure optimum learning conditions and behaviour	1.3 Students report the learning environment supports them in the learning they are doing academically, socially and emotionally. Utilise student voice, observations, surveys and interviews.	
	1.4.1 Staff proactively aspire to leadership responsibility and demonstrate growth and satisfaction in their roles	1.4 Grow leadership capabilities of staff through PLD, coaching, and shared responsibilities.	1.4.1 Staff identify their growth as leaders through the professional growth cycle	
Strategic Goal	Desired Outcomes (What do we expect to see)	Actions (What will we do- high level)	How will we measure success? (how will we evaluate impact? Sources of evidence)	Alignment to:
Strategic Goal 2: RESPONSIVE CURRICULUM <i>Ensure Te Kōwhai's Curriculum is fully responsive to place and partners</i>	2.1 Local historical narratives, key geographical features and local organisations and businesses are represented throughout programmes at all levels	2.1 Develop a Te Kōwhai Curriculum that responds to our vision and the needs of our students, reflects our community priorities utilising a Te Tiriti led approach.	2.1 Cultural celebrations are regular and classrooms reflect students' own cultures and place. Students positively contribute to the school and community.	GOVERNMENT PRIORITIES 1, 2, 3, 5, 6 NELPS: 1, 2, 3, 4, 5, 6, 7 BPO: 1, 2, 3, 4 <i>ERO Profile report</i> <i>Te Mātaiaho</i> <i>Ka Hikitia</i> <i>Tau Mai te Reo</i>
	2.1.1 A cohesive curriculum, based on Te Mātaiaho provides a clear learning pathway		2.1.1 Evidence of new curriculum guidelines within planning	
	2.2 Students are successfully prepared for their transition to primary and secondary school and beyond.	2.2 Implementing consistent modes of monitoring student progress and achievement.	2.2 Students report confidence about their learning goals.	
	2.3 Students engage in targeted learning that meets their needs	2.3 Use evidence-based instruction to guide teaching practices and meet the needs of all ākonga in core areas.	2.3 Analysis of Progress and Achievement data	
	2.3 Our classrooms authentically reflect our bicultural (and multicultural) partnerships	2.3 Te Reo, Tikanga, Te Ao Māori and Mātauranga Māori are woven into Te Kōwhai's local curriculum	2.3 Evidenced in Te Huanui (local curriculum documentation) which is then enacted in the	

			learning spaces.	
Strategic Goal	Desired Outcomes (What do we expect to see)	Actions (What will we do- high level)	How will we measure success? (how will we evaluate impact? Sources of evidence)	Alignment to:
Strategic Goal 3: EMPOWERED PARTNERS <i>Empower whānau and Iwi partners through genuine reciprocal communication and authentic engagement</i>	3.1 Whānau have a good understanding of how their child is progressing and how they can help at home.	3.1 Grow collaboration and clarity with whānau about their child's learning	3.1 Feedback from staff and whānau	<i>GOVERNMENT PRIORITIES</i> <i>7</i> <i>NELPS:</i> <i>1, 2, 3, 4, 5, 6</i> <i>BPO:</i> <i>1, 2, 3, 4</i> <i>ERO Profile report</i> <i>Attendance and Engagement Strategy</i> <i>Ka Hikitia</i> <i>Tau Mai te Reo</i>
	3.1.2 Transparent communication informs whānau what we do, why (values) and how (as relevant)		3.1.2 Whānau are able to articulate the school's values and priorities and how they are implemented	
	3.2 Akonga attend regularly (aiming for 90% attendance for each child)	3.2 Strengthen attendance tracking processes to prioritise student engagement	3.2 Attendance data	
	3.2 Iwi support our teaching and learning programmes and cultural practices	3.3 Develop relationship with Ngāti Māhanga and Waikato Tainui and engage with other iwi represented in the school community	3.2.1 Ngāti Māhanga and Waikato Tainui contribute meaningfully to the 2026 Strategic Plan	
	3.3 The next steps identified in the Poutama Reo Review are prioritised and implemented	3.4 Actively acknowledge and act upon the implications of Te Tiriti o Waitangi	3.2.3 All Next Steps have been implemented or planned for	

ANNUAL IMPLEMENTATION PLAN – 2025

Strategic Goal 1: **Increasing Capability:** Increase student, staff and leader capabilities

Annual Goals & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:
<u>Annual Goal:</u> 1.1 Grow our teachers' understanding of, and students <i>Learning to Learn</i> capabilities	<ul style="list-style-type: none"> Implementing practices that align with the Science of Learning. PLD to support this Students will be encouraged to self-assess their learning and assess their peers' learning regularly and in multiple ways 	Lead team		Term 4
<u>Annual Goal:</u> 1.2 Provide professional learning opportunities and use robust review and evaluation practices to grow teacher capabilities when teaching literacy and numeracy	<ul style="list-style-type: none"> Engage with updated curriculum documents and professional learning to align teaching practices with new standards and expectations. Engage with MOE PLD opportunities (Emma Nahna, Maths PLD, PLD in chosen resource (Maths No Problem)) Research, review and PLD in revised assessment tools and practices Targeted PLD for Learning Assistants to grow their capabilities in the classroom. (WSL allocated 6 months) 	Lead team PLD Providers Cherie	MOE funded WSL	Term 4 Term 4
<u>Annual Goal:</u> 1.3 Foster positive emotional regulation strategies and relationships to ensure optimum learning conditions and behaviour	<ul style="list-style-type: none"> Establishing Peer mediator programme across the school (includes staff and student training/PLD). Life Ed, IYT, Zones of Regulation and Inquiry support this. PRIDE Hui utilised as vehicle to reiterate and embed school values. <ul style="list-style-type: none"> Devise new award system Peer mediator programme alignment Frequency of hui will be responsive to needs Learning Assistants provided with PLD around positive behaviour strategies (IYT) 	Naomi Cherie Lead Team	Unit	Up and running efficiently by end Term 1, then maintained and reviewed
<u>Annual Goal:</u> 1.4 Grow leadership capabilities of staff through PLD, coaching and shared responsibilities.	<ul style="list-style-type: none"> Strategic use of personnel, release and resources to maximise support for staff and learning across the school (unit holders, ASL, WSL, additional release) Lead team undergo PD in effective coaching e.g. 'Transform your Conversations' Inducting new Deputy Principal 	Juliet		All systems in place Term 1

Strategic Goal 2: **Responsive Curriculum:** Ensure Te Kōwhai's Curriculum is fully responsive to place and partners

Annual Goals & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:
<p><u>Annual Goal:</u></p> <p>2.1 Develop a Te Kōwhai Curriculum that responds to our vision and the needs of our students, reflects our community priorities utilising a Te Tiriti led approach.</p>	<ul style="list-style-type: none"> Language and terminology from new curriculum updates embedded and utilised across the school in (planning, assessment, and reporting) Continual updates to Te Huanui document as new curriculum is implemented across the school. Adopting the "I Do, We Do, You Do" Teaching Model: <ul style="list-style-type: none"> I Do: Explicit modelling of mathematical concepts and strategies. We Do: Guided practice with active teacher and peer support. You Do: Independent application of skills and knowledge. 	<p>Lead team</p> <p>Unit holders</p> <p>Lead Team Unit holders</p>	Units	Term 4
<p><u>Annual Goal:</u></p> <p>2.2 Implementing consistent modes of monitoring and evaluating student progress and achievement.</p>	<ul style="list-style-type: none"> Increase teacher capacity to utilise data and evidence to inform decision-making. Review and implement revised assessment practices and schedule these across the school at appropriate phases. Embed mandated assessments (20-week / 40-week phonics testing, PAT, eAsTTle) as appropriate Staff PLD around using HERO effectively to track and report learning (including recording OTJs) Revise moderation practices with the new phases and assessment tools 	Lead Team Unit holders	ASL WSL Units	Term 4
<p><u>Annual Goal:</u></p> <p>2.3 Use evidence-based instruction to guide teaching practices and meet the needs of all ākonga in core areas.</p>	<p>General:</p> <ul style="list-style-type: none"> Equitable teaching that links to the curriculum phases (i.e. blend of large group instruction, small workshops/instruction, individual instruction, peer learning). An 'Everyone gets everything' approach. Targeted Learning Support. Identify and cater to Tier 1, Tier 2, and Tier 3 students effectively, providing support and extension as required Clarity and consistency of assessment practices, moderation, planning and reflection Targeted and effective learning support interventions for students with additional needs. Ensure planning and teaching reflect an hour a day of curriculum coverage in literacy and mathematics Progressions / goal review (refine how these are used in LCs and via HERO) 	Teachers Leadership	ASL WSL Units	All year
	<p>Literacy: (includes 'General' points, plus actions below):</p> <ul style="list-style-type: none"> Structured Literacy Support (funded): Tier 2 targeted teaching groups for up to 8 groups. Embed the use of ThinkSRSD across all levels- writing Introduce a new assessment tool schoolwide for reading- DIBELS Support staff with implementation of the new English Curriculum 	Justine Amy Cherie	MOE funded 2025	All year

	<p>Mathematics: (includes 'General' points, plus actions below):</p> <ul style="list-style-type: none"> - Support staff with new curriculum and TK approach to mathematics - Learning Assistant PLD - Termly mathematics check-in / shared planning <p>Integrating new resources (Maths - No Problem):</p> <ul style="list-style-type: none"> - Exploring and implementing the <i>Maths - No Problem!</i> programme in daily teaching. - Utilising resources to support problem-solving and conceptual understanding. 	Allison (WSL) Cam	WSL DP role	All year
<p>Annual Goal: 2.4 Te Reo, Tikanga, Te Ao Māori and Mātauranga Māori are woven into Te Kōwhiri's local curriculum</p>	<ul style="list-style-type: none"> • Ensure a Te Tiriti-led approach is at the heart of decisions made and is reflected in planning. This will be: <ul style="list-style-type: none"> - Articulated - Visual - Part of inquiry learning (i.e. Matariki) - Regular (3 hours per week) <ul style="list-style-type: none"> ❖ Part of staff daily teaching (Daily slides to support) ❖ Part of CRT ❖ Weekly Te Reo lessons ❖ Kapa Haka • Te Reo leaders will provide professional learning and development (PLD) across the school to: <ul style="list-style-type: none"> - Increase and support the use of Te Reo Māori. - Promote appropriate Tikanga practices, further implementation of a Mihi Whakataua. • Tailor-made instructional videos will be created to: <ul style="list-style-type: none"> - Upskill staff in Te Reo Māori and Tikanga practices. - Provide rewindable learning resources for both staff and students, enabling ongoing access to support and reinforcement. 	Marieke Clare	MMI	All year

Strategic Goal 3: Empowered Partners: Empower whānau and Iwi partners through genuine reciprocal communication and authentic engagement

Annual Goals & Outcomes	Actions:	Who is responsible:	Budget / resourcing :	By when:
Annual Goal: 3.1 Grow collaboration and clarity with whānau about their child's learning	<ul style="list-style-type: none"> • Clear communication with parents in relation to their child's progress • Termly open sessions for parents to strengthen the home / school partnership and learn what learning looks like so they can support their child at home. • Through our inquiry approach, expose students to future opportunities in the workforce <ul style="list-style-type: none"> - Utilise whānau and experts in the community • Utilise key staff for transition support (LSC, DP, LOL) 	Lead Team Unit holders	ASL Unit holders WSL	Term 4 Ongoing
Annual Goal: 3.2 Strengthen attendance tracking processes to prioritise student engagement	<ul style="list-style-type: none"> • Streamline processes for tracking and monitoring attendance in line with Ministry requirements (review Attendance Tracking Processes doc) • Utilise the MOE Stepped Attendance Response (STAR) guidelines and follow up with whānau as appropriate • Devise clear and regular communication processes and updates to Board and whānau 	Juliet Cam Kerry		Ongoing
Annual Goal: 3.3 Develop relationship with Ngāti Māhanga and Waikato Tainui and engage with other iwi represented in the school community	<ul style="list-style-type: none"> • Continue building a positive working relationship with Ngaati Maahanga to guide and support us in Tikanga and Culture events (Te ao Māori) • Call on Ngāti Mahanga to support with blessing of new classroom 	Marieke Clare Juliet Cam		Ongoing
Annual Goal: 3.4 Actively acknowledge and act upon the implications of Te Tiriti o Waitangi	<ul style="list-style-type: none"> • See next steps in Te Kōwhiri School Review Poutama Reo 2024 - Self-Review for Improvement • See Culturally Responsive Plan • Acknowledging the past of local area and of Aotearoa, by ensuring inquiry learning reflects this as applicable • Continue to apply the 'flipped' Māori lens to inquiry learning (map) when planning inquiries 	Marieke Clare Juliet Cam	MMI	Ongoing

ANNUAL TARGETS 2025

Achievement Target 1- Learning - MATHEMATICS 2025

Strategic Goal

Strategic Goal 1: Increasing Capability: Increase student, staff and leader capabilities

Annual Target

To accelerate* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in Mathematics. (Tier 2)

*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress. *End year data measure to be confirmed with new phases.*

Based on whole school 2024 end of year data in Mathematics and those students who still remain at Te Kōwhai, the following will be our target group; Of the 48 students who are not at the expected level (working towards only) we will aim to accelerate all students.

Baseline Data:

The following groups are just below or working towards: (based on end of 2024 OTJs and numbers). A group has been made in Hero (2024) to track these students. NB: new students in 2025 not included in this group.

Boys – 21 / 163 = 13% Girls – 27 / 140 = 19%

Non-Maori – 43 / 262 = 16% Maori – 5 / 41 = 12%

Key Improvement Strategies: What?

When?

Who?

Expected Outcomes

What will we see as a result of this?

Progress made / still a work on

- Implement effective teaching and learning practices that align with the Science of Learning:
 - Equitable teaching practices / methods
 - An hour-a-day for Mathematics reflected in planning
 - Targeted learning support implemented as per student need

Term 1 reminders

All staff

Accelerated learning progress by the end of the year.

There will be clarity and consistency of assessment practices, moderation, planning and reflection
Staff can clearly articulate what they are doing and why.

			Timetables reflect appropriate times given to core areas. Some may be blended.
<ul style="list-style-type: none"> Regular and on-going Professional Learning and Development: <ul style="list-style-type: none"> Support from David Kinane (MOE PLD Provider) Formalised assessment - confirm chosen tools and practices Self and peer assessment Familiarity with new curriculum documentation and supporting resources (incl Maths, No Problem) Use of leadership roles to accelerate progress via regular and ongoing PLD and support (ASL, WSL and unit holder positions) 	Term 1-4	All staff (including LA)	<p>Clear processes embedded across our kura that can be articulated by staff and students..</p> <p>Full engagement in PLD by staff which will be regular and incremental</p>
Mid year Review (What is working / areas to address in T3-4)			
End of Year Review (What worked / areas to address in 2026)			

ANNUAL TARGETS 2025

Achievement Target 1- Learning - Literacy 2025

Strategic Goal

Strategic Goal 1: Increasing Capability: Increase student, staff and leader capabilities

Annual Target

To accelerate* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in Reading and Writing (Tier 2)

*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress. *End year data measure to be confirmed with new phases.*

Based on whole school 2024 end of year data in Reading and Writing and those students who still remain at Te Kōwhai, the following will be our target group;

Reading:

Of the 41 students who are not at the expected level (working towards only) we will aim to accelerate them all. (24 Boys and 17 Girls).

Writing:

Of the 50 students who are not at the expected level (working towards only) we will aim to accelerate them all. (31 Boys and 19 Girls).

Baseline Data - Reading:

The following groups are just below or working towards: (based on end of 2024 OTJs and numbers). A group has been made in Hero (2024) to track these students. NB: new students in 2025 not included in this group.

Boys – 24 / 163 = 15% Girls – 17 / 140 = 12%
Non-Maori – 37 / 262 = 14% Maori – 4 / 41 = 1%

Baseline Data - Writing:

The following groups are just below or working towards: (based on end of 2024 OTJs). NB: new students in 2025 not included in this group.

Boys – 31 / 163 = 2% Girls – 19 / 140 = 14%
Non-Maori – 44 / 262 = 17% Maori – 6 / 41 = 15%

Key Improvement Strategies: What?

When?

Who?

Expected Outcomes

What will we see as a result of this?

Progress made / still a work in progress

- Implement effective teaching and learning practices that align with the Science of Learning:
 - Equitable teaching practices / methods
 - An hour-a-day of Reading and Writing reflected in planning
 - Targeted learning support implemented as per student need

Term 1 reminders

All staff

Accelerated learning progress by the end of the year.

There will be clarity and consistency of assessment practices, moderation, planning and reflection.

Staff can clearly articulate what they are doing and why.

Timetables reflect appropriate times given to core areas. Some may be blended.

<ul style="list-style-type: none"> Regular and on-going Professional Learning and Development: <ul style="list-style-type: none"> Support from Emma Nahna (MOE PLD Provider) Formalised assessment - confirm chosen tools and practices Self and peer assessment Familiarity with new curriculum documentation and supporting resources Use of leadership roles to accelerate progress via regular and ongoing PLD and support (ASL, WSL and unit holder positions) 	Term 1-4	All staff (including LA)	<p>Clear processes embedded across our kura that can be articulated by staff and students..</p> <p>Full engagement in PLD by staff which will be regular and incremental</p>
<ul style="list-style-type: none"> Tier 2 Literacy Support groups running daily to accelerate student progress for Y1-2 students 	Term 1-4	MOE Funded Justine Amy Cherie	Accelerated growth
<u>Mid year Review</u> (What is working / areas to address in T3-4)			
<u>End of Year Review</u> (What worked / areas to address in 2026)			