



Tahuna School

Our School Vision

Tahuna Proud Learner for Life

Our School Mission

To develop dynamic learners who make a positive contribution to our community

Our Rural ICARE Values

Through relationships, learning and culture we show our Rural ICARES Values of

*Integrity Ngakau Pono, Challenge Eke Panuku, Ambition Pai Tawhiti, Respect Manaakitanga, Encourage Awhina*

Our School Charter

Our Strategic Plan 2025-2027 & Annual Plan 2025

Page 1 - 6	Our Introduction: this is our school vision, mission, values, teaching beliefs, description of our school, school roll, our pepeha, our Maungaturoto story, maori dimension, cultural diversity, priority goals, dynamic learner qualities, school priorities, national priorities, inclusive, education achievement, discrimination free, safe place, board undertakings, planning year, school's charter and annual report.
Page 7	Our Strategic Plan 2025-2027. This sets out our aims of our school over a three year period.
Page 8	Our Annual Plan 2025, Specific targets to grow achievement and details of our actions, responsibilities, resourcing and monitoring of our plan (self-review and internal evaluation)

**Tahuna School**  
**Our School Vision**  
**Tahuna Proud Learner for Life**

**Our School Mission**  
**To develop dynamic learners who make a positive contribution to our community.**

**Our Rural ICARES Values**  
**Through relationships, learning and culture we show our ICARES Values of**  
**Integrity - Ngakau Pono , Challenge - Eke Panuku , Ambition - Pae Tawhiti , Respect - Manaakitanga , Encourage - Awhina**

**Teaching Beliefs**

**We believe learning as a shared partnership between school and home.**  
**We believe in our vision Tahuna Proud Learning for Life**  
**We believe all our children can develop into dynamic learners.**  
**We believe all our children live and breath our school values.**  
**We believe in developing positive partnerships with our local and wider community.**  
**We believe in staffing developing further as professionals and actively attending on-going training and support.**  
**We believe in providing a wide range of learning opportunities for our children.**  
**We believe in maintaining and further enhancing quality Literacy and Mathematics programmes.**  
**We believe the use of ICT tools enhances learning outcomes.**

**Description of our school**

**We are proud of our rural setting. Farming is our main employment and livelihoods.**  
**We reside in a local village with 60 + houses.**  
**We have a local golf course and a number of service industry businesses.**

We aim to combine community strengths and facilities with those of the school to promote the school as a place of growth and learning for all.

The BOT, Staff and Friends of School, are committed and dedicated to meeting the needs of all our children at Tahuna School.

All our school learning opportunities (academic, social, cultural and sporting) are well supported by family and whanau - Tahuna Mahi Tahi

Our school facilities are well resourced and maintained. We have 5 classrooms, office/staff room, library, literacy/support room, playcentre, playground, swimming pool, astro turf court and new cover, concrete court, nature play zone, fruit trees and large playing fields. We have a playcentre.

We are striving to continually strengthen home / school learning partnerships.

### **Our Pepeha**

Ko Tainui te waka  
Tainui the canoe

Ko Hapuakohe te maunga  
Hapuakohe the mountain

Ko Mangawara te awa  
Mangawara the river

Ko Ngati Paoa te iwi  
Ngati Paoa the iwi

Ko Waiti te marae  
Waiti the marae

Ko Tahuna te kura  
Tahuna the school

## **Our Maungaturoto Story**

Our classrooms are named after some significant ships - Endeavour, Endurance, Adventure and Discovery. Resolution is our library/learning space. Maungaturoto is our newest classroom and is named after the waka Maungaturoto. It was blessed by uncle Tumanako Haumaha in 2021. This very old waka was excavated off the banks of the Piako River by JW Headley in 1902 and given to the care of the Morrinsville Historical Society in 1968 by Ngati Paoa our local iwi.

The Waka is 17 Metres long and constructed in the 1860's. It was built from a Totara Tree about 800 years old. Originally it was an Ocean going and ceremonial waka. Later it was cut in half and used for transporting goods on the Waihou and Piako Rivers. It was also used to transport Flax to the Mills at Tahuna and Patetonga.

We are proud of our Maungaturoto Room and our waka. Our waka is on display next to the Morrinsville Library.



### **Maori Dimension**

Our school gives effect to Te Tiriti O Waitangi including by: working to ensure our plans, policies and local curriculum reflect local tikanga Maori and Te Ao Maori. Taking all reasonable steps to make instruction available in Tikanga Maori and Te Ao Maori. Achieving equitable outcomes for our Maori children. At Tahuna School we are able to enjoy the tuakana teina relationship in our learning and teaching environment. Parents of our Maori children are welcomed and we participate in discussions about their child's

learning, concerns or matters of interest that will support their child with achieving educational success as Maori. We actively participate in Morrinsville Kahui Ako opportunities to engage with local iwi.

### **Cultural Diversity**

At Tahuna School we are accepting of others' cultures and differences. Reflect the nature of multiculturalism in classroom activities. School involvement through participating in the Piako Cultural Festival, celebrate countries through school events and or learning programmes and recognising where our children come from.

### **Our Priority Goals 2025**

- To grow achievement for our children
- To grow teacher efficacy (capabilities) through targeted PLD - BSLA, PRIME Maths, new Maths curriculum (2 TOD's) and Aotearoa NZ Histories
- Implement and develop our Rural ICARES Pathway (Graduate Profile)
- To develop our understanding of the Aotearoa NZ Histories Curriculum with support from MOE lead.
- To strengthen partnership with our community - Tahuna Mahi Tahī

### **Dynamic Learner Qualities (Student Agency) - Supported and Implemented through our curriculum**

- Team Player
- Creator
- Investigator
- Self-Manager

### **School Priorities - Supported and Implemented through our strategic plans and annual aims. Links to Kahui Ako - four levers of change\***

- Teacher Efficacy (growing capabilities)\*
- Student Agency (dynamic learner qualities)\*

- Family, Whanau and Community Partnerships\*
- Well-Being/Hauora of our people\*
- Our ICARES Pathway - Relationships, Learning and Culture

### **National Priorities**

- Literacy and implementing 1 hour of reading and writing per day
- Numeracy and implementing 1 hour of maths per day
- Structured Literacy Approach - BSLA
- Maori achieving success as Maori
- Localised Curriculum. Aotearoa Histories
- Special needs education
- Information and Communication Technology

### **Inclusive**

- Tahuna School is inclusive of, and caters for, children with differing needs.

### **Education Achievement**

- Every child at our school is able to attain their highest possible level in education achievement.

### **Discrimination Free**

- Takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within our school.

### **Safe Place**

- Tahuna School is a physically and emotionally safe place for all our children and staff; and gives effect to relevant child rights.

### **Board's Undertakings**

- Consultation: The Tahuna School Board consults with our community regularly or when required.

### **Planning Year**

- Tahuna School's planning year is March 1st to March 1st. The implementation of the school's plans is from the beginning of the new school year.

### **School's Charter**

- The Tahuna School Board sends a copy of the School Strategic plan, annual aims and variance report to the Ministry of Education annually by March 1st.

### **Annual Report**

- The Tahuna School Board of Trustees sends copies of the annual report to the Ministry of Education by May 31.

### **The Matuku**

The symbolism of the Matuku signifies determination because we are bound to wade through marshes and ponds through life's journey, but we must never give up.

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## Our Strategic Plan 2025 - 2027

<p><b>Grow achievement for our children.</b></p> <p><u>Annual Aim 1</u> <u>The actions we will take</u></p> <ul style="list-style-type: none"> <li>- Grow achievement for our children in literacy and mathematics, integrated throughout the whole curriculum.</li> <li>- Grow achievement for our priority learners.</li> <li>- To grow staff capabilities.</li> <li>- 1 hr of reading, writing and maths taught daily.</li> </ul>	<p><b>To strengthen partnership with our community.</b></p> <p><u>Annual Aim 2</u> <u>The actions we will take</u></p> <ul style="list-style-type: none"> <li>- To ensure effective communication with our community.</li> <li>- Support the home and school partnership by working closely with our parents and whanau (Tahuna Mahi Tahi)</li> </ul>	<p><b>To develop our Tahuna School localised curriculum.</b></p> <p><u>Annual Aim 3</u> <u>The actions we will take</u></p> <ul style="list-style-type: none"> <li>- To develop a curriculum that is valued by our children, staff, parents and wider community which reflects our people, values, goals and our Rural ICARE Pathway (Graduate Profile)</li> <li>- Student goals - align with new phases</li> <li>- To continue to offer rich curriculum learning experiences.</li> </ul>	<p><b>To implement ways to take care of our well-being.</b></p> <p><u>Annual Aim 4</u> <u>The actions we will take</u></p> <ul style="list-style-type: none"> <li>- To ensure we support our children and staff with their well-being.</li> </ul>
<p><b>To manage our property, finance and ICT.</b></p> <p><u>Annual Aim 5</u> <u>The actions we will take</u></p> <ul style="list-style-type: none"> <li>- To implement our revised 5yr and 10yr plan.</li> <li>- Monitor our expenditure to ensure we meet our goals, targets and children's learning.</li> <li>- Increase our ICT devices/resources to implement an effective online collaborative programme and access to online resources.</li> </ul>	<p><b>To understand and implement our Health and Safety systems.</b></p> <p><u>Annual Aim 6</u> <u>The actions we will take</u></p> <ul style="list-style-type: none"> <li>- To ensure we implement health and safety procedures.</li> <li>- To ensure we review health and safety policies/procedures.</li> <li>- To follow our School Docs.</li> </ul>	<p><b>To Review: Documentation, self-review, evaluating and administration.</b></p> <p><u>Annual Aim 7</u> <u>The actions we will take</u></p> <ul style="list-style-type: none"> <li>- To ensure effective implementation of our strategic plan and annual aims.</li> <li>- To effectively monitor children's achievement.</li> <li>- To implement consistent and accurate reporting to parents.</li> <li>- To follow our School Docs.</li> <li>- To grow leadership capabilities.</li> </ul>	<p><b>National Education and Learning Priorities (NELP)</b></p> <p><b>Objective 1</b> - Learners at the centre. Learners with their whanau are at the centre of education (P1 and P2)</p> <p><b>Objective 2</b> - Barrier free access. Great education opportunities and outcomes are within reach of every learner (P3 and P4)</p> <p><b>Objective 3</b> - Quality teaching and leadership. Quality teaching and leadership make the difference for learners and their whanau (P5 and P6)</p> <p><b>Objective 4</b> - Future of learning and work. Learning that is relevant to the lives of New Zealanders today and throughout their lives (P7) Refer to Annual Aims</p>

### **2025 Reading Targets**

At Tahuna School we aim to grow our children with a view that every child has the opportunity to achieve equity and excellence in their learning. In our school equity means aiming for our groups to be achieving within 10% of each other and excellence is at least 80% of our children reaching and exceeding the Tahuna School curriculum level achievement.

The data will reflect all children who have been at school February of 2025 for one year to end of 2025.

Children	Targets and numbers of children to reach target	Current numbers not at expectation levels
All children	80% at and above the Tahuna Curriculum expectation levels = 55/69	0 - need to grow at least = 0
Maori children	80% at and above the Tahuna Curriculum expectation levels = 4/5	0 - need to grow at least = 0
Pasifika children	100% at and above the Tahuna Curriculum expectation levels = 1/1	0 - need to grow at least = 0

Reading targets by the end of 2024 is 59/74 children to be achieving at or above expectation = 80%

#### **2024 Overall data**

##### **Reading**

Target changes in comparable child numbers = 74

##### **End of Term 2**

Overall 47/74 children are achieving at or above expectation

New target of 59/74 by the end of Term 4

##### **End of Term 4**

Overall 59/74 children are achieving at or above expectation

#### Maori achievement

Target changes in comparable child numbers = 6

Overall 3/6 maori children are achieving at or above expectation

#### Year Level Data

Year 1 - 10/12 at or above

Year 2 - 8/8 at or above

Year 3 - 10/16 at or above

Year 4 - 10/14 at or above

Year 5 - 7/9 at or above

Year 6 - 14/15 at or above

#### Gender

Girls - 30/40 at or above

Boys - 29/34 at or above

Grow achievement for our children in literacy reflected throughout the whole curriculum

#### Annual Aim 1

NELPS Objectives - 1, 2, 3, 4

Action	Responsibility	How	Resourcing	When	How will we know if it is successful	Evaluate Orange = tracking towards Green = achieved
Implementation of Phonics programme -  All phonics programmes are structured literacy where we integrate	Principal Teachers Inform board	Teachers use BSLA as structured literacy programme - yr 0-3. Yr 4-6 where applicable.	Budget Literacy: \$2,000 Internal time External time	Ongoing	All reading actions: Children's achievement is maintained and achieved, with a target of 55/69 at or above by the	

explicit systematic phonics teaching as part of an integrated literacy programme.					end of 2025 and enable all target children to make growth - achieving more than 12 months progress.  Teachers using their phonics programme experience to effectively implement their programme	
Priority children (targeted children register)	Principal Teachers Inform board SENCO	Create a shared priority children's register for all classes.	Internal time External time	Ongoing	Report and review data at the end of each term. To monitor values added to each priority child.	
Learning assistant allocation to work with target children and groups.	Principal Teachers Inform board SENCO	The learning assistant timetables reflect working with target children and or groups.	Internal time External time Board funding Special education funding	Ongoing		

Home school partnership - Tahuna Mahi Tahī  Promoting Reading for enjoyment for children and their families/whanau	Principal Teachers Parents, whanau/families Inform board	Kluwell My Home Reading journals. Through major reading events: Book Sale. Community event. Book Club orders. Continuous positive encouragement of reading in class. Before school starts approach to reading workshop.	Internal time External time Morrinsville Library National Library	Ongoing	Children and family/whanau involvement in their child's learning.	
Early Words programme.	Principal Teachers Inform board SENCO	Learning assistants implement the Early Words programme.	Internal time External time Budget: Literacy	Ongoing		
Steps programme. Study Ladder.	Principal Teachers Inform board	Subscriptions for our junior children up to Yr 3.	Internal time External time Budget: ICT funding	Ongoing		
Review current reading resources.	Principal Teachers Inform board	Principal and teachers to conduct a	Internal time External time Budget: Literacy	Ongoing		

Purchase new resources.		stocktake.				
Student reading goals - align with new phases	Principal Teachers Inform board	Create school-wide rubrics/achievements in reading - use literacy progressions framework, NZ Curriculum	Internal time External time	Ongoing	Implementing consistent school-wide processes that support children to be aware of their achievement & learning in reading.	

Term 'Big Idea'	Principal Teachers Inform board	Teachers and principal plan collaboratively	Call back Staff meeting	Ongoing	Implementing consistent school-wide processes through collaborative planning	
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Reading - 1 hour per day	Principal Teachers Inform board	Principal and teachers collaborate	Internal time External time	Ongoing	Implementing the shared approach to ensuring 1 hr of reading is taught daily.	
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### **2025 Writing Targets**

At Tahuna School we aim to grow our children with a view that every child has the opportunity to achieve equity and excellence in their learning. In our school equity means aiming for our groups to be achieving within 10% of each other and excellence is at least 80% of our children reaching and exceeding the Tahuna School curriculum level achievement.

The data will reflect all children who have been at school February of 2025 for one year to end of 2025.

Children	Targets and numbers of children to reach target	Current numbers not at expectation levels
All children	80% at and above the Tahuna Curriculum expectation levels = 55/69	0 - need to grow at least = 0
Maori children	80% at and above the Tahuna Curriculum expectation levels = 4/5	0 - need to grow at least = 0
Pasifika children	100% at and above the Tahuna Curriculum expectation levels = 1/1	0 - need to grow at least = 0

Writing targets by the end of 2024 is 59/74 children to be achieving at or above expectation = 80%

Target changes in comparable child numbers = 74

End of Term 2

Overall 49/74 children are achieving at or above expectation

New target of 59/74 by the end of Term 4

End of Term 4

Overall 58/74 children are achieving at or above expectation

Maori achievement

Overall 5/6 maori children are achieving at or above expectation

**Year Level Data**

Year 1 - 10/12 at or above

Year 2 - 8/8 at or above

Year 3 - 12/16 at or above

Year 4 - 8/14 at or above

Year 5 - 6/9 at or above

Year 6 - 14/15 at or above

**Gender**

Girls - 34/40 at or above

Boys - 24/34 at or above

Grow achievement for our children in literacy reflected throughout the whole curriculumAnnual Aim 1NELPS Objectives - 1, 2, 3, 4

<b>Action</b>	<b>Responsibility</b>	<b>How</b>	<b>Resourcing</b>	<b>When</b>	<b>How will we know if it is successful</b>	<b>Evaluate</b> Orange = tracking towards Green = achieved
Implementation structured literacy.	Principal Teachers Inform board	Teachers use BSLA as structured literacy programme - yr 0-3. Yr 4-6 where applicable.	Budget Literacy: \$2,000 Internal time External time STEPS Programme	Ongoing	Teachers use the (teacher efficacy - grow staff capabilities) Link to teachers PGC (grow capabilities)  <b>All reading actions:</b> Children's achievement is	

					maintained and achieved, 55/69 at or above by the end of 2025 and enable all target children to make growth - achieving more than 12 months progress.	
Priority children (targeted children register)	Principal Teachers Inform board SENCO	Create a shared priority children's register for all classes.	Internal time External time	Ongoing	Report and review data at the end of each term. To monitor values added to each priority child.	
Writing Moderation. Writing levels.	Principal Teachers Inform board	Create an E-Asttle assessment folder with examples of leveled writing samples. Create a folder of our children's examples of leveled writing samples.	Internal time External time MOE documents	Once per term	To ensure consistency in leveling. Growing staff capabilities.	

Home school partnership - Tahuna Mahi Tahī  Promoting Writing enjoyment through author days for our children and their families/whanau	Principal Teachers Parents, whanau/families Inform board	Through author days promote enjoyment for writing. Before school starts approach to writing workshop.	Internal time External time Morrinsville Library National Library	Ongoing	Children and family/whanau involvement in their child's learning.	
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Student writing goals - align with new phases	Principal Teachers Inform board	Create school-wide rubrics/achievements in reading - use literacy progressions framework, NZ Curriculum	Internal time External time	Ongoing	Implementing consistent school-wide processes that support children to be aware of their achievement & learning in writing.	
Term 'Big Idea'	Principal Teachers Inform board	Teachers and principal plan collaboratively	Call back Staff meeting	Ongoing	Implementing consistent school-wide processes through collaborative planning	

Writing - 1 hr per day	Principal Teachers Inform board	Principal and teachers collaborate	Internal time External time	Ongoing	Implementing the shared approach to ensuring 1 hr of reading is taught daily.	
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### **2025 Mathematics Targets**

At Tahuna School we aim to grow our children with a view that every child has the opportunity to achieve equity and excellence in their learning. In our school equity means aiming for our groups to be achieving within 10% of each other and excellence is at least 80% of our children reaching and exceeding the Tahuna School curriculum level achievement.

The data will reflect all children who have been at school February of 2025 for one year to end of 2025.

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Pasifika children	100% at and above the Tahuna Curriculum expectation levels = 1/1	0 - need to grow at least = 0

Mathematics targets by the end of 2024 is 59/74 children to be achieving at or above expectation = 80%

Target changes in comparable child numbers = 74

End of Term 2

Overall 56/74 children are achieving at or above expectation

New target of 59/74 by the end of Term 4

End of Term 4

Overall 63/74 children are achieving at or above expectation

Maori achievement

Target changes in comparable child numbers = 6

Overall 6/6 maori children are achieving at or above expectation

**Year Level Data**

Year 1 - 12/12 at or above

Year 2 - 8/8 at or above

Year 3 - 14/16 at or above

Year 4 - 12/14 at or above

Year 5 - 4/9 at or above

Year 6 - 13/15 at or above

**Gender**

Girls - 35/40 at or above

Boys - 28/34 at or above

Grow achievement for our children in mathematics reflected throughout the curriculum

Annual Aim 1

NELPS Objectives - 1, 2, 3, 4

Action	Responsibility	How	Resourcing	When	How will we know if it is successful	Evaluate Orange = tracking towards Green = achieved
Implementation of the New Prime Maths programme.	Principal Teachers Inform board	Teachers attending PLD and implementing the Prime Maths programme.	Budget:\$500 Internal time External time Prime PLD	Ongoing	Teachers are effectively implementing the New Prime Maths programme. (teacher efficacy - grow staff capabilities) Link to teachers	

					PGC (grow capabilities) <b>All Maths actions:</b> Children's achievement is maintained and achieved, with a target of 55/69 at or above by the end of 2025 and enable all target children to make growth - achieving more than 12 months progress.	
Priority children (targeted children register)	Principal Teachers Inform board	Create a shared priority children's register for all classes.	Internal time External time	Ongoing	Report and review data at the end of each term. To monitor values added to each priority child.	
Maths online resource - Maths Pro	Principal Teachers Inform board	Research and select a maths online programme that will enhance our maths programme.	Internal time External time Budget: Maths	Ongoing		
Basic Facts.	Principal	Create a	Internal time	Ongoing	Develop	

	Teachers Inform board	schoolwide basic facts assessment.	External time		understanding of adding, subtracting, multiplying and division.	
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Student maths goals - align with new phases	Principal Teachers Inform board	Create school-wide rubrics/achievements in reading - use numeracy progressions framework, NZ Curriculum	Internal time External time	Ongoing	Implementing consistent school-wide processes that support children to be aware of their achievement & learning in maths.	
Home school partnership - Tahuna Mahi Tahī	Principal Teachers Parents, whanau/families Inform board	Through basic facts, and or maths related tasks. Before school starts approach to maths workshop.	Internal time External time	Ongoing	Children and family/whanau involvement in their child's learning.	

Maths - 1 hr per day	Principal Teachers Inform board	Principal and teachers collaborate	Internal time External time	Ongoing	Implementing the shared approach to ensuring 1 hr of reading is taught daily.	
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Grow achievement for our priority learners

Annual Aim 1

NELPS - 1, 2, 3, 4

To grow our Maori children achievement and ensuring our Maori children achieve educational success as Maori (Ka Hikitia) To grow our Pasifika children achievement and ensuring our Pasifika children achieve educational success as Pasifika.

<b>Rationale</b>	At Tahuna School what matters most in supporting and promoting excellence and equity for diverse children, in particular, Maori and Pasifika learners. School and classroom practices that improve outcomes for maori learners and these practices are likely to improve outcomes for all our learners.
<b>Links to school vision &amp; values, strategic plan and targets (reading, mathematics and writing)</b>	Our Values: Integrity - <i>Ngakau pono</i> , Challenge - <i>Eke Panuku</i> , Ambition - <i>Pai Tawhiti</i> , Respect - <i>Manaakitanga</i> and Encourage - <i>Awhina</i>  Strategic Aim 1 - Grow achievement for our children.
	<b>Principals of the Treaty of Waitangi - up held by children, staff, board of trustees, whanau and community</b>
<b>Partnership in decision making</b>	<ul style="list-style-type: none"><li>- Waiti Marae visit</li><li>- Inclusive of all groups</li><li>- Reciprocal relationship in decision making</li><li>- Aotearoa histories</li><li>- Waitangi Day</li></ul>
<b>Protection of maintaining culture and identity</b>	<ul style="list-style-type: none"><li>- Waiti Marae visit</li><li>- New Karakia - staff meetings, start of assembly, start in mornings for classrooms.</li><li>- Local history: our Maungaturoto, our school pepeha, Morrinsville museum</li><li>- Maori culture evident in learning environment: Te reo maori programme framework</li><li>- Waitangi Day</li></ul>

	<ul style="list-style-type: none"> <li>- Aotearoa Histories</li> <li>- Matariki week</li> </ul>
<b>Participation</b>	<ul style="list-style-type: none"> <li>- Waiti Marae visit</li> <li>- Karakia - staff meetings, start of assembly</li> <li>- Consultation with maori families: face to face informal, meet the teacher evening, parent conferences, parent survey</li> <li>- Maori culture evident in learning environment: te reo maori programme framework, Matariki Week</li> <li>- Aotearoa histories</li> </ul>

**Tataiako - Cultural competencies for teachers of Maori learners. Important document for teachers, leaders and board of trustees.**

<p>Whanaungatanga Relationships (students, school-wide, community) with high expectations Tapasa - Turu 1, 2, 3</p>	<p>At our school we;</p> <ul style="list-style-type: none"> <li>- Build and strengthen relationships</li> <li>- Ensure maori learners and whanau are engaged in school</li> <li>- Promote and support tuakana teina (Older akonga supporting younger akonga)</li> <li>- Actively participate in Morrinsville Kahui Ako opportunities to engage with local iwi</li> <li>- Teu le va or va / where engagement is negotiated and agreed with learners and their parents</li> </ul>
<p>Ako Practice in the classroom and beyond Tapasa - Turu 1, 2, 3</p>	<p>At our school we;</p> <ul style="list-style-type: none"> <li>- Learn from each other</li> <li>- Have inclusive learning environments</li> <li>- Use maori achievement data to set targets and deliver an excellence and equity approach</li> <li>- Use pasifika achievement data to set targets and deliver an excellence and equity approach</li> <li>- The akonga learn in differential groups, learning with peers and opportunities to have partnerships</li> <li>- Promote and support tuakana teina</li> <li>- Sing waiata and share assembly items</li> </ul>

Tangata Whenuatanga Place-based, socio-cultural awareness and knowledge Tapasa - Turu 1, 3	At our school we; <ul style="list-style-type: none"> <li>- We acknowledge akonga and families as key stakeholders in our decisions</li> <li>- We provide a culturally responsive learning environment</li> <li>- Promote and support tuakana teina</li> </ul>
Manaakitanga Values - integrity, trust, sincerity, equity Tapasa - Turu 1, 2, 3	At our school we; <ul style="list-style-type: none"> <li>- Greet akonga and parents</li> <li>- We report on maori achievement to BOT</li> <li>- We report on pasifika achievement to BOT</li> <li>- We report achievement data to whanau about their akonga</li> <li>- We consult with whanau and akonga on their learning goals</li> <li>- Promote and support tuakana teina</li> </ul>
Wananga Communication, problem-solving, innovation Tapasa - Turu 1, 2, 3	At our school we; <ul style="list-style-type: none"> <li>- Role model greetings and farewells with akonga and their whanau</li> <li>- Keep whanau informed about their akonga's learning progress</li> <li>- Promote and support tuakana teina</li> </ul>

Action	Responsibility	How	Resourcing	When	How will we know if it is successful	Evaluate Orange = tracking towards Green = achieved
Whanaungatanga Ako Whanga Manaakitanga Tangata Whenuatanga Principals of the Treaty Develop Te whare Tapa wha	Principal Teachers Inform BOT	Consult Families Partnership with children (Tahuna Mahi Tahi) Meet the teacher evening, face to face, parent	Internal time External time Budget Maori: \$500 Tataiako document Kahui Ako	Ongoing	Grow Maori achievement in reading, writing and maths is maintained and 4/5 achieved at or above by the end of 2025 and enable all target children to make	

		conferences Maori resource folder			growth - achieving more than 12 months progress.  Link to teachers PGC (grow capabilities)	
Develop a Pasifika plan to support our Pasifika learners using Tapa Sa	Principal Teachers Inform board	Consult Families Partnership with children (Tahuna Mahi Tahi) Meet the teacher evening, face to face, parent conferences	Internal time External time Tapa Sa document	Ongoing	Grow Pasifika achievement in reading, writing and maths is maintained and achieved with a target 1/1 at or above by the end of 2025	
Priority children (targeted children register)	Principal Teachers Inform board SENCO	Create a shared priority children's register for all classes.	Internal time External time	Ongoing	Report and review data at the end of each term. To monitor values added to each priority child.	

Annual Aim 1

Grow achievement for our priority learners

NELPS - 1, 2, 3, 4

To grow our children with special educational needs.

<b>Action</b>	<b>Responsibility</b>	<b>How</b>	<b>Resourcing</b>	<b>When</b>	<b>How will we know if it is successful</b>	<b>Evaluate</b> Orange = tracking towards Green = achieved
To support and implement IEP's for our children with special learning needs	Teachers SENCO Inform board	Twice a year meet with special education ministry staff, parents, teacher and learning assistants to monitor and review learning programmes	Special education funding - learning support and high health needs Board funding Internal time External time	Ongoing	Report and review at the end of each term. To monitor value added to each child who has an IEP.	
Create an inclusive environment	Principal Teachers Inform board	Create an inclusive environment that will meet our children's needs in and out of the classroom	Internal time External time	Ongoing	Report and review what opportunities our children have had that are meeting their learning needs at the end of each term.	
Relevant	Principal	When required	Internal time	Ongoing	Monitor and	

training for staff	Teachers SENCO Inform board	offer opportunities for staff to get training or attend PLD for specific child learning needs or high health needs	External time Special education funding		review training effectiveness and possible continued training/PLD opportunities.	
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To Strengthen partnership with our community

Annual Aim 2

To ensure effective communication with our community.

Support the home and school partnership by working closely with parents and whanau (Tahuna Mahi Tahi)

NELPS - 1, 2, 3, 4

Action	Responsibility	How	Resourcing	When	How will we know if it is successful	Evaluate Orange = tracking towards Green = achieved
Effective communication with our community	Principal Teachers Inform board	<ul style="list-style-type: none"><li>- School newsletter</li><li>- Assemblies</li><li>- School website</li><li>- Information notices</li><li>- Facebook posts and photos</li><li>- Seesaw</li><li>- Parent conferences</li><li>- Written reports</li><li>- Contacting office and messages from the office</li><li>- Welcoming office atmosphere</li><li>- Articles in newspapers</li></ul>	Internal time External time	Ongoing	Inform our community about what is currently happening at school and what is coming up. Inform community about important public notices. Engage our parents in the children's learning through reporting and feedback on their child's learning. Provide funding for our learning programmes	

		<ul style="list-style-type: none"> <li>- Community newsletter</li> <li>- Encourage sponsorship</li> <li>- Community related notices</li> <li>- Rotary awards</li> <li>- Terrific kids awards</li> <li>- FOS communication</li> <li>- FOS fundraisers</li> <li>- Chicken placements</li> <li>- Thankyou cards to our sponsors and supporters</li> <li>- Acknowledge resource donations</li> <li>- Support awareness days</li> <li>- Lions dinner</li> <li>- New school prospectus</li> <li>- End of year prize giving</li> </ul>			and initiatives.	
Events	Principal Teachers Parents Inform board	<ul style="list-style-type: none"> <li>- Livestock Day</li> <li>- Group Day</li> <li>- Waikato Show</li> <li>- Fun sports days</li> </ul>	Internal time External time	Ongoing	Inform our community and support community involvement.	

		<ul style="list-style-type: none"> <li>- School x-country</li> <li>- Interschool x-country</li> <li>- Athletics day</li> <li>- Interschool athletics</li> <li>- FOS fundraisers: fishing competition, food, community events</li> <li>- Community</li> <li>- School trips</li> <li>- Trip to local businesses or attractions</li> <li>- EPRO 8</li> <li>- NYLD</li> <li>- Tryathlon</li> <li>- Disco (fundraising for senior camp)</li> </ul>			Provide funding for our learning programmes and initiatives.	
School community courts, playgrounds and fields	Principal Teachers Inform board	Our community and visitors have access to our turfed courts, courts, playing fields and playground	Internal time External time	Ongoing	Our community utilising our community resources.	

Playcentre and	Principal	New entrant	Internal time	Ongoing	Build and	
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childcares	Kahui ako Inform board	teacher to work with playcentre. Invite playcentre for visits.	External time		develop close relationships with playcentre. Build relationships with kahui ako childcare centres. Support children with transition to our junior class.	
Supporting our pre enrollments with their transitioning to start school	New Entrant teacher Principal	-New entrant teacher communicates with parents of children who will be starting school soon to organise pre- school visits	Internal time External time	Ongoing	-Children settling into school life -Feel comfortable and happy and engaged in our school.	
Home school partnership - Tahuna Mahi Tahi	Principal Teachers Parents, whanau/families Inform board	Meet the teacher evening. Whanau/families activity. June Bbq	Internal time External time	Ongoing	Children and family/whanau involvement in their child's learning.	

To develop our Tahuna School localised curriculum

Annual Aim 3

To develop a curriculum that is valued by our children, staff, parents and wider community which reflects our people, values, goals, and graduate profile (Our ICARES Pathway)

To continue to offer rich curriculum learning experiences

NELPS - 1, 2, 3, 4

<b>Action</b>	<b>Responsibility</b>	<b>How</b>	<b>Resourcing</b>	<b>When</b>	<b>How will we know if it is successful</b>	<b>Evaluate</b> Orange = tracking towards Green = achieved
Develop a localised curriculum that is valued by our children, staff, parents and wider community which reflects our people, values, goals, expectations and graduate profile (Our ICARES Pathway)	Principal Teachers Community Inform board	- Review our current curriculum and make changes where applicable - Survey	Internal time External time	Ongoing	Create and implement a developing localised curriculum.	
Develop and create a graduate profile (Our ICARES Pathway) for Year 1 to Year 6.	Principal Teachers Inform board	Continue values graduate profile	Internal time External time	Ongoing	Graduate profile is completed and shared with our children, staff and parents.	

Develop dynamic learning qualities (student agency)	Principal Teachers Inform board	- Design and implement opportunities for our children to be confident, connected, actively involved, lifelong learners.	Internal time External time	Ongoing	When we are equipping our children with the skills and tools needed to be positive lifelong learners with the focus on being a team player, creator, investigator and self-manager.	
Professional Growth Cycle/teaching inquiry	Principal Teachers Inform board MOE lead for Aotearoa Histories	- Discuss and design the teaching inquiry model that will support accelerating children's learning and support teachers PGC requirements and principal.	Internal time External time	Ongoing		

To continue to offer rich curriculum learning experiences and child leadership	Principal Teachers Inform board	Technology - EPRO 8 Challenge, regional EPRO 8 Challenge. Tryathlon EOTC - Camp and trips.	Internal time External time External provider	Ongoing	Opportunities to participate and belong. Develop a talent or interest.	
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		<p>The Arts - arts festival, singing, dance, music, practical art, calendar art.</p> <p>Enviro garden group. Sports teams, sports days, interschool sports days.</p> <p>Parent survey.</p> <p>Leadership - student councillors, NLYD, lead assemblies, run school fundraising activities, help run sports events. House leaders and deputies.</p> <p>Livestock Day and Group Day.</p>				
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To implement ways to take care of our well-being

Annual Aim 4

To ensure we support our children and staff with their well-being

NELPS - 1, 2, 3, 4

<b>Action</b>	<b>Responsibility</b>	<b>How</b>	<b>Resourcing</b>	<b>When</b>	<b>How will we know if it is successful</b>	<b>Evaluate</b> Orange = tracking towards Green = achieved
Regular physical activity to promote well-being.	Principal Teachers Inform board	Teachers to implement programmes. Schoolwide events: swimming, biathlon, Fun sports days - School x-country - Interschool x-country - Rural athletics - Interschool athletics - Winter and summer sports - Senior camp	Budget PE/Sport: \$500 Internal time External time	Ongoing	Our children are enjoying and participating in regular physical activity. Our children have the opportunity to participate in events or teams.	
Support well-being that promotes a positive school culture for all through our	Principal Teachers Inform board	Teachers to implement programmes. ICARES values and continue our staff	Internal time External time MOE Resources	Ongoing	Our children and staff are able to use our ICARE Values, mindfulness strategies to	

ICARE Values, mindfulness programmes, new initiatives and a wide range of ways to deliver reading, writing, maths and other curriculum areas to our children. Supporting our new staff to feel welcome and create a great school culture. Supporting all staff through appreciation morning teas, gifts and thank you's. Supporting our community.		manifesto. Student councillors - NYLD ideas. Health curriculum overview - Te Whare tapa wa			support their well-being and new initiatives. Happy and engaged children and staff.	
Health survey to parent community	Principal Teachers Inform board	Surveys sent home and returned to school and results collated.	Internal time External time	Ongoing	To collate findings from the survey to see what we are doing well and any areas for development.	

Support the new MOE	Principal Teachers	Supporting initiatives that	Internal time External time	Ongoing	Use attendance data and focus	
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attendance & engagement strategy	Inform board	will increase engagement. Focus on hauora/well being, social and emotional benefits for attending school. Set an attendance target. Set up a target register for children of concern with attendance - work with families.			on improving attendance - particularly children not attending regularly.	
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To manage our property, finance and ICT

Annual Aim 5

To implement our revised 5yr and 10yr plan.

Monitor our expenditure to ensure we meet our goals, targets and children's learning.

Increase our ICT devices/resources to implement an effective online collaborative programme in our senior room.

NELPS - 1, 2, 3, 4

<b>Action</b>	<b>Responsibility</b>	<b>How</b>	<b>Resourcing</b>	<b>When</b>	<b>How will we know if it is successful</b>	<b>Evaluate</b> Orange = tracking towards Green = achieved
To implement our revised 5yr and 10yr plan.	Principal Board	To ensure maintenance is carried out and any damage or repairs are remedied. Continue school maintenance when required.	Internal time External time	Ongoing	Our learning spaces are safe and comfortable. All our learning spaces support children's achievement in reading, writing, maths and other curriculum areas.	
Monitor our expenditure to ensure we meet our goals, targets and children's learning.	Principal Board	Approve draft budget. Review budget through the year.	Internal time External time	Ongoing	Budget targets are supporting children's achievement in reading, writing maths and other curriculum areas.	

<p>Increase our ICT devices/resources to implement an effective online collaborative programme in classrooms.</p> <p>Promote and support integrated use of ICT across the school.</p>	<p>Principal Teachers Inform the board</p>	<p>Purchase the required amount of devices to support an effective online collaborative programme in classrooms.</p> <p>Have a sufficient amount of devices in all classrooms to allow online learning to be part of the learning programmes.</p>	<p>Budget ICT: \$3,500 Kahui ako Internal time External time</p>	<p>Ongoing</p>	<p>The ICT is available to effectively support children's learning.</p>	
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To understand and implement our Health and Safety systems

Annual Aim 6

To ensure we implement health and safety procedures.

To ensure we review health and safety policies/procedures.

To follow our School Docs.

NELPS - 1, 2, 3, 4

<b>Action</b>	<b>Responsibility</b>	<b>How</b>	<b>Resourcing</b>	<b>When</b>	<b>How will we know if it is successful</b>	<b>Evaluate</b> Orange = tracking towards Green = achieved
To ensure we implement health and safety procedures.	Principal Teachers Board	Follow our School docs policies and procedures documents. Have a worksite staff rep - Principal	Internal time External time Worksite staff rep training	Ongoing	Continue to keep records when required, upgrade health and safety requirements for children and staff.	
To ensure we review health and safety policies/procedures.	Principal Teachers Board	Follow School docs review plan for health and safety related areas	Internal time External time	Ongoing	Keep up to date with School doc updates, legislation changes and following appropriate advice.	

To Review: Documentation, self-review, evaluating and administration.

Annual Aim 7

To ensure effective implementation of our strategic plan and annual aims.

To effectively monitor children's achievement.

To implement consistent and accurate reporting to parents.

To follow our School Docs.

To grow leadership capabilities.

NELPS - 1, 2, 3, 4

<b>Action</b>	<b>Responsibility</b>	<b>How</b>	<b>Resourcing</b>	<b>When</b>	<b>How will we know if it is successful</b>	<b>Evaluate</b> Orange = tracking towards Green = achieved
To implement our strategic plan and annual aims.	Principal Teachers Board	Ensure a robust self-review and evaluation process happens.	Internal time External time	Ongoing	Regular self-review and evaluation is monitored.	
Effectively monitor children's achievement.	Principal Teachers Board	Report on mid year and end of children's achievement data. Monitor and update priority target children register. Teachers have records to monitor children's achievement.	Internal time External time	Ongoing	Regular coverage of where children are at in their learning and know their next learning steps.	

To implement consistent and accurate reporting to parents - align with new phases.	Principal Teachers Inform the board	Ensure consistent and accurate reporting to parents, both written from and using other methods to communicate to parents a real time authentic assessment and next steps for learning.	Internal time External time	Ongoing	All teachers are using our assessment map and curriculum expectations for reporting. Feedback from parents, children and teachers.	
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Tahuna School Charter: school operations, governance and management section 2025 (attached)	Principal Teachers Board	Monitor and follow documents.	Internal time External time	Ongoing		
School Docs review plan (attached)	Principal Teachers Board	Review policies.	School docs: \$1,200	Ongoing		
ERO 2024	Principal Teachers Board	Work through	Internal time External time	Ongoing		

Leadership team	Principal DP Inform Board	Work closely. Meet regularly.	Internal time External time	Ongoing	Growing leadership capabilities. Develop and work closely together. Effective communication. Effectively manage the day to day running of Tahuna school.	
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## Analysis of Variance Reporting

School Name:	Tahuna School	School Number:	1972
Strategic Aim:	<p>Grow achievement for our children.            To strengthen partnership with our community.            To develop our Tahuna School localised curriculum.            To implement ways to take care of our well-being.</p>		
Annual Aim:	<p><b><u>Annual Aims - 2025</u></b>  <b><u>The actions we will take</u></b>  <b>Grow achievement for our children.</b></p> <ul style="list-style-type: none"> <li>- Grow achievement for our children in literacy and mathematics, integrated throughout the whole curriculum.</li> <li>- Grow achievement for our priority learners.</li> <li>- To grow staff capabilities.</li> <li>- 1 hr of reading, writing and maths taught daily.</li> </ul> <p><b>To strengthen partnership with our community.</b></p> <ul style="list-style-type: none"> <li>- To ensure effective communication with our community.</li> <li>- Support the home and school partnership by working closely with our parents and whanau (Tahuna Mahi Tahi)</li> </ul> <p><b>To develop our Tahuna School localised curriculum.</b></p> <ul style="list-style-type: none"> <li>- To develop a curriculum that is valued by our children, staff, parents and wider community which reflects our people, values, goals and our ICARE Pathway (Graduate Profile)</li> <li>- To continue to offer rich curriculum learning experiences.</li> </ul> <p><b>To implement ways to take care of our well-being.</b></p> <ul style="list-style-type: none"> <li>- To ensure we support our children and staff with their well-being.</li> </ul>		
	<p><i>Reading targets by the end of 2025 is 55/69 children to be achieving at or above expectation = 80%</i>  <i>Maori reading targets by the end of 2025 is 4/5 children to be achieving at or above expectation</i>  <i>Writing targets by the end of 2025 is 55/69 children to be achieving at or above expectation = 80%</i>  <i>Maori writing targets by the end of 2025 is 4/5 children to be achieving at or above expectation</i>  <i>Maths targets by the end of 2025 is 55/69 children to be achieving at or above expectation = 80%</i>  <i>Maori maths targets by the end of 2025 is 4/5 children to be achieving at or above expectation</i></p>		

<b>Baseline Data:</b>	<p>Reading targets by the end of 2024 is 63/79 children to be achieving at or above expectation = 80% - 59/74 = 80%</p> <p>Maori reading targets by the end of 2024 is 5/6 children to be achieving at or above expectation. 3/6</p> <p>Writing targets by the end of 2024 is 63/79 children to be achieving at or above expectation = 80% - 58/74 = 79%</p> <p>Maori writing targets by the end of 2024 is 5/6 children to be achieving at or above expectation. 5/6</p> <p>Maths targets by the end of 2024 is 63/79 children to be achieving at or above expectation = 80% - 63/74 = 85%</p> <p>Maori maths targets by the end of 2024 is 5/6 children to be achieving at or above expectation. 6/6</p>
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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>- Student goals need to be specific and clearly understood - developed schoolwide goals in reading, writing and maths - reviewed.</li> <li>- Continue to utilise the Reading programmes currently in use.</li> <li>- Teachers did BSLA training to meet the literacy needs of our target students and all students.</li> <li>- Continue Early Words programme.</li> <li>- Teachers intensifying their focus and planning on reading programmes.</li> <li>- Tahuna Mahi Tahī - Home and school partnership.</li> <li>- Effective implementation on PRIME Maths programme.</li> <li>- Implementing our Rural ICARE Values.</li> <li>- Effective internal evaluation ie using our strategic plan / annuals to track</li> <li>- Well-being is a priority for our children and staff.</li> </ul>	<p>See 2024 data above.</p>	<ul style="list-style-type: none"> <li>- Increased regular attendance.</li> <li>- Effective use of target student register: identifying needs, having target students reflected in teacher planning, teacher PGC focus on target students, allocate learning assistant resource.</li> <li>- Focus on growing achievement for all our children - reflected in our strategic/annual aims and teacher planning, teaching and assessment.</li> <li>- Rural ICARE values reported on each term by teachers and finding reported to bot by principal. Reported to parents twice in the year.</li> <li>- Student goals in reading, writing and maths used in a consistent manner across the school (shared schoolwide processes) - reviewed.</li> </ul>	<p>See planning next year 2025.</p>

Planning for next year: 2025			
<ul style="list-style-type: none"><li>- <i>Maori achieving success as Maori (cultural responsive plan - Strategic Aim 1)</i></li><li>- <i>BSLA PLD - linked to PGC.</i></li><li>- <i>New Prime maths PLD.</i></li><li>- <i>New Math curriculum - 2 TOD's</i></li><li>- <i>1 hour of reading, writing and maths taught daily.</i></li><li>- <i>Reading logs, meet the teacher evening - mahi tahi. Promoting Reading for enjoyment and community awareness.</i></li><li>- <i>Support MOE attendance/engagement strategy and work with engagement officer.</i></li><li>- <i>Strengthen learning goals for reading, writing and maths - align with Phases.</i></li><li>- <i>Positive growth mindset.</i></li><li>- <i>Professional Growth - our ICARE Values pathway (graduate profile)</i></li><li>- <i>Big learning idea planning - integrated.</i></li><li>- <i>Priority children (targeted children register) - update every term.</i></li><li>- <i>Learning assistant allocation to work with target children, groups and individuals.</i></li><li>- <i>Early words programme for junior readers.</i></li><li>- <i>STEPS programme.</i></li><li>- <i>Writing moderation - Focal point for teacher discussions - to support teachers planning: identified the areas to work on 'meeting the needs'</i> <i>Big focus on boys writing.</i></li><li>- <i>Leveled writing folder with samples.</i></li></ul>			

## **2024 Overall data**

### **Reading**

Target changes in comparable child numbers = 74

#### End of Term 2

Overall 47/74 children are achieving at or above expectation

New target of 59/74 by the end of Term 4

#### End of Term 4

Overall 59/74 children are achieving at or above expectation

### Maori achievement

Target changes in comparable child numbers = 6

Overall 4/6 maori children are achieving at or above expectation

### Year Level Data

Year 1 - 10/12 at or above

Year 2 - 8/8 at or above

Year 3 - 10/16 at or above

Year 4 - 10/14 at or above

Year 5 - 7/9 at or above

Year 6 - 14/15 at or above

### Gender

Girls - 30/40 at or above

Boys - 29/34 at or above

## **Writing**

Target changes in comparable child numbers = 74

### End of Term 2

Overall 49/74 children are achieving at or above expectation

New target of 59/74 by the end of Term 4

### End of Term 4

Overall 58/74 children are achieving at or above expectation

### Maori achievement

Target changes in comparable child numbers = 6

Overall 5/6 maori children are achieving at or above expectation

### Year Level Data

Year 1 - 10/12 at or above

Year 2 - 8/8 at or above

Year 3 - 12/16 at or above

Year 4 - 8/14 at or above

Year 5 - 6/9 at or above

Year 6 - 14/15 at or above

### Gender

Girls - 34/40 at or above

Boys - 24/34 at or above

## **Maths**

Target changes in comparable child numbers = 74

### End of Term 2

Overall 56/74 children are achieving at or above expectation

New target of 59/74 by the end of Term 4

### End of Term 4

Overall 63/74 children are achieving at or above expectation

### Maori achievement

Target changes in comparable child numbers = 6

Overall 6/6 maori children are achieving at or above expectation

### Year Level Data

Year 1 - 12/12 at or above

Year 2 - 8/8 at or above

Year 3 - 14/16 at or above

Year 4 - 12/14 at or above

Year 5 - 4/9 at or above

Year 6 - 13/15 at or above

### Gender

Girls - 35/40 at or above

Boys - 28/34 at or above

## Tahuna School Charter: School Operations, Governance and Management Section:2025

<p><b>Curriculum:</b> Key school documents that inform the Tahuna School Charter relating to curriculum include;</p> <ul style="list-style-type: none"> <li>- Localised Curriculum implementation plans: introduction, vision, values, learner qualities, pedagogy, principle and learning areas (school schemes for each of the 'learning areas' covering planning and teaching requirements)</li> <li>- Curriculum expectations</li> <li>- Reporting on children's achievement</li> <li>- Assessment map</li> <li>- Student goals - reading, writing and maths</li> <li>- Tahuna School strategic plan</li> <li>- Tahuna School annual aims</li> </ul>	<p><b>Human Resources:</b> Key school documents that inform the Tahuna School Charter relating to human resources include;</p> <ul style="list-style-type: none"> <li>- Job descriptions</li> <li>- Teacher and principal growth cycle</li> <li>- School prospectus</li> <li>- Staff professional development programme</li> <li>- Roles and responsibilities</li> <li>- Accident &amp; medical register</li> <li>- Health, safety and welfare associated policies - school docs</li> <li>- Associated policies &amp; procedures - school docs</li> <li>- Personnel files</li> <li>- Tahuna School strategic plan</li> <li>- Tahuna School annual aims</li> </ul>
<p><b>Finances:</b> Key school documents that inform the Tahuna School Charter relating to finances include;</p> <ul style="list-style-type: none"> <li>- Annual budget</li> <li>- 10 year property plan</li> <li>- SUE reports</li> <li>- Assets register</li> <li>- Auditors reports</li> <li>- Associated policies &amp; procedures - school docs</li> <li>- Tahuna School strategic plan</li> <li>- Tahuna School annual aims</li> </ul>	<p><b>Property:</b> Key school documents that inform the Tahuna School Charter relating to property include;</p> <ul style="list-style-type: none"> <li>- 10 year property plan</li> <li>- 5 year property schedule</li> <li>- Maintenance schedule</li> <li>- Health, safety and welfare associated policies - school docs</li> <li>- Associated policies &amp; procedures - school docs</li> <li>- Hazards register</li> <li>- Insurance</li> <li>- Tahuna School strategic plan</li> <li>- Tahuna School annual aims</li> </ul>

### **Health and Safety:**

Key school documents that inform the Tahuna School Charter relating to health and safety include;

- Health, safety and welfare associated policies - school docs
- Associated policies & procedures - school docs
- Hazards register
- Maintenance schedule
- Emergency evacuations
- Children needs health plans
- EOTC plans
- Tahuna School strategic plan
- Tahuna School annual aims