



GOAL 1	<h2>LEARNING</h2> <p>Creating the best possible learning opportunities.</p> <p>NELPS OBJECTIVES: 2. Barrier Free Access 3. Quality Teaching & Leadership</p>	<p>INITIATIVES:</p> <ul style="list-style-type: none"> • Provide an authentic, innovative, localised curriculum that engages and excites all learners. • Use data to inform practice. • Differentiate learning to meet diverse learning needs. 	<p>ACTIONS:</p> <ul style="list-style-type: none"> • Plan opportunities for children to see their culture reflected in all curriculum areas. • Implement daily Structured Literacy, utilising the iDeaL platform and resourcing. • Improve outcomes in writing through daily writing, consistent practices and explicit teaching. 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Children will see their culture represented in their learning experiences. • Literacy confidence and results will improve. • Writing progress will be tracked, monitored and analysed.
GOAL 2	<h2>CULTURE</h2> <p>Fostering and celebrating diversity</p> <p>NELPS OBJECTIVES: 1. Learners at the centre 2. Barrier Free Access</p>	<ul style="list-style-type: none"> • Develop culturally sustainable practices to enhance education outcomes. • Celebrate and embrace the Te Ao Māori at Tahatai Coast School. • Develop leadership capabilities to enhance the effectiveness and delivery of quality teaching and learning. 	<ul style="list-style-type: none"> • Continue to develop culturally sustaining practices that engage and empower ākonga. • Ākonga and Kaiako to engage in opportunities that further enhance their Te Reo Māori. • Provide PLD opportunities that develop leadership, creating a sense of excitement and value and growing capabilities. 	<ul style="list-style-type: none"> • Kaiako implement new learning, resulting in improved outcomes for all learners and improved attendance. • Tamariki have a strong sense of identity and feel empowered. • Curriculum and Whānau teams are high-functioning. • Through PLD, all school Leaders are reflective and feel well supported.
GOAL 3	<h2>COMMUNITY</h2> <p>Collaborating positively together</p> <p>NELPS OBJECTIVES: 1. Learners at the centre 2. Barrier Free Access</p>	<ul style="list-style-type: none"> • Foster authentic learning partnerships with whānau and the wider community. • Create an environment that is fun for all students. • Create a school culture where we celebrate and share within Tahatai Coast School. 	<ul style="list-style-type: none"> • Provide regular opportunity that fosters whānau engagement and voice. • Maintain positive partnerships with our Hāpu, Iwi and the Kahui Ako to develop cultural connections. • Explore and provide continued opportunity that promotes and enhances hauora. • Celebrate and share learning achievements with our children and their whānau. 	<ul style="list-style-type: none"> • Our whānau are active participants in all aspects of school life. • Cultural histories have been taught. • Utilise whānau expertise to provide opportunities that enrich learning experiences. • Students continue to have positive experiences at school, and celebrations are part of everyday life.

TOGETHER WE INSPIRE EACH OTHER TO CARE,
CREATE AND BE THE BEST THAT WE CAN BE



GOAL 1

OUR LEARNING

Creating the best possible opportunities so that students leave as confident, connected explorers.

- Lifting aspirations for every learner.
- Highly effective support provides equity which enables quality learning for all ākonga.
- Prioritising the development of quality curriculum progressions, teaching and assessment strategies.



OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

4

Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

2025

LEARNING - creating the best possible learning opportunities.**Progress will be indicated on this plan using the following colour coding system:****Not Started****In Progress****Under Review****Achieved**

Link to Curriculum Progress Report

Strategic Initiative	Actions	Measures/ outcomes	Who (Responsible/Accountable)
1. Use Data to inform sound pedagogical practice.	<p>(a) Teams to track and discuss learning needs as part of their professional growth cycle and team discussions.</p> <p>(b) Teams implement a range of initiatives and evaluate their success to improve achievement.</p>	<p>Identification of Tier 2 and 3 targeted learners. Moderated by curriculum leaders.</p> <p>Regular and ongoing tracking of Tier 2 and 3 target learners.</p> <p>Whānau meetings to reflect discussion across core curriculum. Identifying current initiatives at classroom level and evaluating their success (inquiry cycle).</p> <p>Review of the assessment schedule to align with the revised curriculum.</p> <p>Implementation of the new assessment tools - Dibels and revised PATs.</p>	<p>All</p> <p>All</p> <p>WL</p> <p>SLT and CL</p> <p>All</p>
2. Differentiate learning to meet diverse needs.	<p>(a) Formative assessment is used in all core subjects to ensure teachers are targeting the diverse needs of their akōnga</p> <p>(b) Create an environment where tamariki are connected to their culture and feel confident in their identity.</p> <p>(c) Plan, implement and assess the effectiveness of a variety of interventions to support learning in Literacy and Numeracy.</p>	<p>Writing moderation following assessments.</p> <p>Planning reflects the needs identified from assessment and learning progressions.</p> <p>Classroom environments to reflect the cultures within the class, particularly that of Māori.</p> <p>Whānau meetings to reflect discussion across core curriculum. Identifying current initiatives at classroom level, and evaluating their success (inquiry cycle).</p> <p>Interventions identified to target the priority needs of the school (Year 3, Year 5, Māori).</p> <p>Continue to increase the number of staff in the Ideal Structured Literacy approach including release and key support staff.</p>	<p>All</p> <p>All (WL and CL)</p> <p>All</p> <p>WL</p> <p>SLT</p>

GOAL 2

OUR CULTURE

Our tangata are valued and have a strong sense of turangawaewae.



- Strengthening connections to learners language, culture and identity by practicing responsive pedagogies.
- Our people feel connected - to themselves, this place and their place in it.
- Create learning that connects all local iwi. Work alongside iwi to learn about Te Ao Māori and how we can be approaching teaching and learning with a Māori lens.

OBJECTIVE 1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

2025

CULTURE - Fostering and celebrating diversity.

Progress will be indicated on this plan using the following colour coding system:

Not Started

In Progress

Under Review

Achieved

Link to Curriculum Progress Report

Strategic Initiative	Actions	Measures/ outcomes	Who (Responsible/Accountable)
3. Celebrate and embrace Te Ao Māori at Tahatai Coast School	<p>(a) Continue to develop culturally sustaining practices that support our Tamariki Māori and all children.</p> <p>(b) Ākonga and Kaiako engage in the Kapa Haka specialist programme to further enhance their Te Reo Māori and confidence for singing waiata.</p> <p>(c) Deliver the Whakamana Māori Programme for Tamariki Māori to immerse themselves in Te Ao Māori.</p>	<p>Karakia used in classrooms and hui to acknowledge and celebrate Te Ao Māori.</p> <p>Continue to welcome new students, staff and community with pōwhiri at the beginning of the year and mihi whakatau termly.</p> <p>Staff to utilise resourcing provided by key Māori specialist roles. Tamariki to benefit through the integrated use of te reo Māori in the classroom.</p> <p>Junior kapa haka is an opportunity for Year 0-3 tamariki to participate and perform waiata. I.e. tamariki day, Matariki and XOTF.</p> <p>Senior kapa haka is an opportunity for year 4-6 tamariki to participate and perform waiata i.e. Rā Whakangāhau, Matariki and XOTF.</p> <p>Full engagement of all classes and classroom teachers to enhance their Te Reo Māori and confidence for singing waiata.</p> <p>The impact of the whakamana Māori programme is evaluated through student and staff voice.</p>	<p>All</p> <p>All</p> <p>All</p> <p>Y0-3 staff</p> <p>Y4-6 staff</p> <p>All</p> <p>Y4-6</p>
4. Develop leadership capabilities to enhance the effectiveness and delivery of quality teaching and learning.	<p>(a) Provide PLD on Pedagogical Coaching for curriculum leads to further develop their leadership capability and effectiveness.</p> <p>(b) SLT to provide regular coaching for Whānau Leaders.</p> <p>(c) Create professional development opportunities where possible for school leaders that create a sense of excitement, value and grow their leadership capabilities.</p>	<p>Reviewing and designing systems to ensure that staff have clarity and to build capability to deliver sound classroom practice.</p> <p>Leadership to actively participate in the co-construction of a pedagogical coaching and development of pedagogical framework.</p> <p>Develop a common code of of pedagogy, including lesson sequences and a common language across curriculum.</p> <p>Train leadership in observations, evidence collection, and coaching conversations.</p> <p>SLT meet regularly with their whānau leaders to discuss assessment data and practices.</p>	<p>All leaders</p> <p>All leaders</p> <p>All leaders</p> <p>All leaders</p> <p>SLT</p>

GOAL 3

OUR COMMUNITY

Our community collaborates positively together.

'Kia manuwani'

(to be) steadfast, resolute, dedicated, committed and unwavering for our Tamariki.



- Forming positive working partnerships with tamariki at the forefront of our decision making.
- Working together with a growth mindset, being open to new learning and making improvements.
- Being a community - proud, connected and determined.

OBJECTIVE 1

LEARNERS AT THE CENTRE

Learners with their whānau are
at the centre of education

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

OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes
are within reach for every learner

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

2025

COMMUNITY - Collaborating positively together.

Progress will be indicated on this plan using the following colour coding system:

Not Started

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Link to Curriculum Progress Report

Strategic Initiative	Actions	Measures/ outcomes	Who (Responsible/Accountable)
5. Foster important partnerships with whānau and the community.	(a) Plan opportunities for whānau to engage with the school and have a voice.	Hosting a Literacy evening for parents to learn more about current practice/changes to the curriculum and ways to support learning at home.	SLT and CL
	(b) Maintain and enhance existing partnerships (relationships) with Ngā Pōtiki and Ngai Te Rangī.	Hosting a Numeracy evening for parents to learn more about current practice/changes to the curriculum and ways to support learning at home.	SLT and CL
	(c) Maintain positive partnerships with our Kahui Ako, to develop cultural connections, curriculum delivery and learning support.	Review the timing of learning conferences to reflect the needs of the community, e.g. out of school hours, more than one week.	SLT
	(d) Maintain a positive working partnership with our Parent-teacher Association.	Review the structure of learning conferences to include data driven conversations about learning, using the new curriculum.	SLT and CL
		Ensure that there is an induction process for our cultural leader and plan opportunities for connections with both Ngā Pōtiki and Ngai te Rangī.	SLT
		Reassign staff to WST positions and encourage flexibility around who attends specific hui, ensuring the right people are at the table.	SLT
		SLT to work closely alongside PTA committee to build membership and provide clarity around roles and resourcing.	SLT
6. Create a school culture where we celebrate and share within Tahatai Coast School.	(a) Actively look at ways that we can celebrate and share learning achievements with our children and their whānau.	Elevate the use of the current communication tools to share and celebrate learning and achievements. E.g., academic achievements, leadership roles, sporting achievements, cultural and performing achievements.	All
	(b) Review reporting to parents to ensure it is timely, fit for purpose, up to date, and meets requirements.	Scheduled assemblies include an focus on positively reinforcing the Explorer Expectations (Values). Create written reporting that meets the 2025 curriculum refresh and MOE requirements.	SLT SLT