



GOAL 1	LEARNING Creating the best possible learning opportunities. NELPS OBJECTIVES: 2. Barrier Free Access 3. Quality Teaching & Leadership	INITIATIVES: • Provide an authentic, innovative, localised curriculum that engages and excites all learners. • Use data to inform practice. • Differentiate learning to meet diverse learning needs.	ACTIONS: • 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 exploit teaching.	OUTCOMES: • 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	CULTURE Fostering and celebrating diversity NELPS OBJECTIVES: 1. Learners at the centre 2. Barrier Free Access	• 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.	• 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.	• 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	COMMUNITY Collaborating positively together NELPS OBJECTIVES: 1. Learners at the centre 2. Barrier Free Access	• 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.	• 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.	• 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.

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

2026

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)
1. Implementing evidence based instruction in literacy and maths.	(a)	Implement consistent modes of monitoring student progress and achievement.	Year 3-6 teachers and curriculum leads to participate in and action professional learning using the SMART tool.	SLT
	(b)	Using high performing data and evidence to inform practice.	Year 2 teachers to participate in and action professional learning using the expected numeracy screening tool in term 4.	SLT
	(c)	Using pedagogical coaching to strengthen the use of evidence informed practice to deliver a knowledge rich curriculum.	All staff to use the IDEAL assessment tools to closely monitor progress and achievement.	All staff
	(d)	Differentiate learning to meet diverse needs.	All teachers to identify and track target students (Tier 2/Tier 3) using data to inform practice, monitored by whānau leaders and curriculum leaders.	All staff
			Assessment schedule to align with the Ministry windows for reporting to parents, as information becomes available.	SLT
			Observations and coaching conversations are used by teachers to elevate classroom practice, improving achievement outcomes for learners.	SLT/WL/CL
2. To provide intervention in numeracy (Years 4-6) and literacy (Years 1-3)	(a)	To appoint literacy and numeracy intervention teachers to deliver Ministry funded intervention programmes.	Clear channels of communication from the intervention teacher and classroom teachers to inform practice.	SENCO/Intervention teacher
	(b)	To use data to identify Tier 3 learners early term 1.	Class timetables to remain flexible, enabling students to receive intervention in addition to classroom teaching.	All staff
			SENCO and intervention teachers will clearly communicate with whānau around intervention-partnership and progress.	SENCO/Intervention teacher
	(c)	Using high performing data and evidence to inform practice.	SENCO to closely monitor attendance for all Tier 3 intervention students, working in partnership to remove all barriers.	SENCO

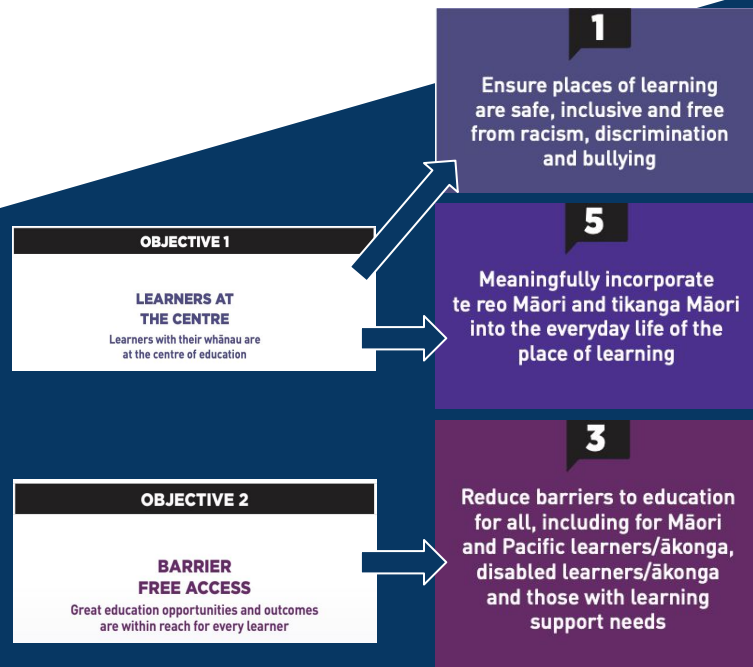
GOAL 2

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.



2026

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)
3. Celebrate and embrace diversity at Tahatai Coast School	(a) Strengthen relationships between school and mana whenua.	Consultation with mana whenua, whānau and key people to inform and guide decision making.	SLT and BoT
	(b) Monitor and reflect on how Māori akonga are engaging and achieving in a structured learning environment.	Through observations, data analysis and collection of voice we will reflect on how Māori are engaged and achieving under the structured teaching and learning practices in literacy and numeracy.	SLT
	(c) Provide a specialist Te Ao Māori programme for identified akonga that enriches and embraces the culture.	We will see improved engagement across every aspect of life at school, including attendance, sense of belonging, and improved achievement outcomes.	All Staff
	(d) All cultures are acknowledged and celebrated within all learning environments.	Cultural events will be celebrated and taught across all year levels.	All Staff
	(e) Creating awareness for all akonga with an increasingly diverse school community	Learning programmes include the teaching and understanding of different cultures, people and places.	All Staff
4. Strengthen school wide behaviour management strategies and practices.	(a) Review behaviour management policy and procedures.	Review the behaviour management policy and procedures with staff and student voice.	All staff
	(b) Provide professional learning opportunities to build confidence, consistency and capability when managing student behaviours (both inside and outside the classroom).	Develop a clear plan that guides and improves clarity and capability for students, staff and whānau.	SLT
		Staff are proactive, relational and consistently using the behaviour procedures and Tahatai expectations.	All staff
		Behavioural data is analysed and reported on, identifying areas of concern and improvements.	SLT

GOAL 3

OUR COMMUNITY

Our community collaborates positively together.

‘Kia manuwanui’

(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

2026

COMMUNITY - Collaborating positively together.

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

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Link to Curriculum Progress Report

Strategic Initiative	Actions	Measures/ outcomes	Who (Responsible)
5. Foster important partnerships with whānau and the community.	(a) Plan opportunities for whānau to engage with the school and have a voice.	Consult with the community via an online survey, gathering voice to guide future decision making.	BOT
	(b) Support whānau understanding of the revised curriculum year level expectations and progress indicators.	Hosting parent events for parents to learn more about current practice/changes to the curriculum and ways to support learning at home, e.g. numeracy and understanding general curriculum changes.	SLT and CLs
	(c) Create an Attendance Management Plan and update policy.	Host whole school events: - Creative arts exhibition for whānau to attend and celebrate the visual arts. - Cultural celebration - performances, kai, community participation.	All Staff
		Learning conferences are used to enhance understanding and home and school partnerships. Unpacking the learning progressions and new curriculum expectations.	All Staff
	(d) Maintain a positive working partnership with our Parent-teacher Association.	Implement the Attendance Management Plan with a specific focus on respectful working relationships.	All Staff
		SLT to work closely alongside PTA committee to build membership and provide clarity around roles and resourcing.	SLT
6. Review all communication tools and methods.	(a) Review all current forms of communications within school.	Gather stakeholder voice on current communications and their effectiveness. Our whānau are active participants in all aspects of school life.	SLT
	(b) Create a school culture where we celebrate and share within Tahatai Coast School.	Review and streamline communications to enable clarity and accessibility of messaging.	SLT/WLs
	(c) Create an environment that is fun for all students.	Utilise communications to celebrate and lift the positive promotion of the achievements and learning across all aspects of life at Tahatai. Students continue to have positive experiences at school.	SLT/WLs