

East Taieri School



Annual Implementation Plan 2025

*"Empower, inspire &
care as we learn
and grow together"*



Strategic Goal
One (9a):

1. To establish an inclusive and culturally responsive curriculum that empowers ākonga, nurtures well-rounded individuals with strong values, and ensures success for all by providing clear learning pathways and maintaining high expectations.

Starting point (9e):

Include details
if what has
been done
previously,
previous years
performance,
unmet targets

Reading:

- BSLA - definitely having a positive impact. All Year 1 children are working sequentially within the BSLA teaching scope and sequence. Tier 2 in-class and targeted intervention is showing that it is having a positive impact and shift in progress. Tier 2 in-class intervention has had success because children have existing relationships with teachers, it is part of the daily programme, parents are involved in the process, it is building on class routines, learning and structure, it is sequential and allows opportunities for children to practice new learning.
- Overall - peaks at Year 4/Year 5
- Crossover of teams - need for caution/moderation
- Year 1 achievement high. Year 2 are lower
- Overall not many children working in NS (Needs Support) band. For a school (data number) of 302, only 9 in reading, 8 in writing and 7 in maths. Pretty amazing! Looked at who the children were. Teachers could talk about them and the interventions they had had.
- Discussion re Working Towards:
- Could we look at this as a band - how many children 'just WT', how many in the middle and how many in the lower end closer to Needing Support.
- Could we make the children who are just WT our target children?
- OTJs for Years 1,4,5 high. (Yr1 92%, Yr4 84%, Yr5 91%) Need to ensure that this is maintained/sustained
- As a school with high and equitable aspirations for the achievement, progress and well-being of all ākonga, the data shows that our Māori students are achieving highly in reading.

Writing:

- Over time achievement levels increasing (not as much as reading, but is moving)
- Percentage of boys who are within and above is increasing
- Awareness of complexities of writing - transcription/fluency/volume/engagement with different genres.
- A student can have the skills and knowledge necessary for completing a piece of writing but may meet the criteria necessary to be a fluent writer
- Boys' writing - will continue to be closely monitored
- Importance of tracking the Year 1 children (BSLA 2024 - all children in NE/0/1) classes remained in the full programme. High percentage are Within and Above. We questioned whether this will be maintained. We have set guidelines for BSLA in Year 0/1/2 in Junior Team about when children should move on to the colour wheel.
- Discussion re ALL.Great results from ALL intervention groups. Are the children who have ALL intervention maintaining their progress/do they go into another ALL group the next year etc. Need to ensure that we are tracking these children.
- BSLA Tier 2 children - Tracking these children longitudinally will show any trends and patterns
- Focus on handwriting across the school with increased automaticity and fluency which supports transcription skills
- Observation made that many students struggle with writing due to speech issues, often writing as they speak. These students frequently have processing challenges, but improved handwriting automaticity is aiding their progress.

Maths

- The data showed evidence that there was a discrepancy in achievement between boys and girls, particularly in Proficient and Well Above. The number of boys achieving Proficient and Well Above is twice that of girls - 43 boys (27%) and 13 girls (13%). Following this we have set a target to increase the achievement of all girls in maths, with a particular focus on the number of girls working within Proficient and Well Above during 2025.
- Boys appear to have a higher status in maths than girls, we want to investigate whether this is having an impact on our achievement results. We will use the expertise of Rob Proffitt-White to help us navigate this
- OTJs for Years 3,4,5.high - Yr 3 86%, Yr4 89%, Yr 5 89%. Excellent PAT EY results. *In Year 3, 50 out of 51 students (98%) were "At" or "Above" Year 4, 36 out of 40 students (90%) achieved "At" or "Above, Year 4 38 out of 42 students (90%) achieved "At" or "Above."*
- As a school with high and equitable aspirations for the achievement, progress and well-being of all ākonga, the data shows that our Māori students are achieving highly in maths.

Longitudinal:

	<ul style="list-style-type: none">- The data shows that the Yr 1 ākonga (in 2024) have high achievement rates. We have noticed that longitudinally this has been increasing with the introduction of BSLA and the structured sequential approach to teaching foundational Literacy skills. As a kura we are aware that this level of achievement may not be maintained at this high percentage, due to the depth and complexity of learning becoming more challenging- Peaks are evident at certain year levels and as a Leadership Team we will continue to monitor this- There are similar numbers of children who are working towards in Maths, as in Reading. We would like to investigate whether reading is a barrier to achievement in Maths- The introduction of our Balanced maths programme, alongside our work with Rob Proffitt-White, continues to yield excellent results for all ākonga, in particular our Māori ākonga who are maintaining high levels of achievement
Targets:	
Writing	<ul style="list-style-type: none">• Following our identification of, and subsequent success in increasing the number of children achieving Proficient or Well Above in Reading, we aim to achieve similar results in writing.• Current data is - In 2024 (EY) we had 77% of all children working Within, Proficient and Well Above in Writing.• 26 children (9%) were achieving Proficient or Well Above in Writing. <p>1. Writing Target: 80% of our students will be achieving within, proficient or well above curriculum expectations, with an additional target of 12% of students in proficient or well above. Intervention programmes will continue supporting those children requiring extra support.</p>
Maths	<ul style="list-style-type: none">• Following our data analysis of the 2024 progress and achievement results, we identified that a greater number of our boys are achieving Proficient and well Above than girls in Maths. We aim to increase the number of girls achieving at Proficient and Well Above in Maths.• Current data - 13% of girls are working in Well Above and Proficient in Maths.• 27% of boys are working in Well Above and Proficient in Maths. <p>2. Maths Target - 80% of our students will be achieving within, proficient or well above curriculum expectations, with an additional target of 20% of girls in proficient or well above. Intervention programmes will continue supporting those children requiring extra support.</p>
Māori Students	<ul style="list-style-type: none">• We want to ensure our culturally responsive teaching practices have a positive impact on the achievement of our Māori students.• End of Year data showed that 69% of our Māori students were achieving within and above curriculum expectations for writing. <p>3. Target for Māori students - 72% of our Māori students will be achieving within, proficient or well above curriculum expectations in writing. Intervention programmes will continue supporting those children requiring extra support.</p>

Annual Targets (9a)... <i>Informed by the strategic actions</i>	
Annual Target	Success
1.1 Implement the English & Maths Curriculum, while continuing to deepen our understanding and knowledge of both	<ul style="list-style-type: none">• Our school curriculum actively reflects Te Mātaiaho and our communities' priorities for their tamariki and local tangata whenua priorities for our school.• Kaiako are clear and confident on the learning that matters within our school curriculum
1.2 We will ensure our school curriculum is culturally responsive and inclusive for all ākonga	
1.3 Accelerate student learning in Reading, Writing & Maths for students whose needs have not yet been met.	
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):	
These targets give effect to Te Tiriti o Waitangi by acknowledging the importance of ongoing development within the curriculum. By including the NZC refresh, we aim to ensure our school curriculum respects and incorporates Māori perspectives, knowledge, and values. These targets directly reflect the principles of the Treaty by emphasising cultural responsiveness and inclusivity. We aim to ensure that our school's curriculum not only acknowledges but actively integrates Te ao Māori culture, language, and values into the teaching and learning environment.	

Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):

The ongoing development of the school curriculum in alignment with the NZC refresh indicates a commitment to enhancing teaching methodologies. By updating the curriculum teachers can adopt effective and relevant instructional strategies. This can benefit students who might have struggled previously by offering new approaches that cater to diverse learning needs. The emphasis on inclusivity in the curriculum extends to ensuring that all ākonga, regardless of their background or needs, feel represented and valued. Ākonga whose needs have not been met previously will find a supportive learning environment where their cultural identities are acknowledged and respected. This inclusivity fosters a sense of belonging, positively impacting their engagement and progress in literacy and numeracy.

Annual Target 1.1	Build and understanding and awareness of the English & maths curriculum refresh through the ongoing development of our school curriculum				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<ul style="list-style-type: none"> Continue working with Rob to develop our maths programme and align it with the new maths curriculum and U,K,D framework 	<ul style="list-style-type: none"> \$8000 PLD allocation from school budget Termly workshops Lead teachers release Team meetings for implementation Release time for the Maths Team to develop planning formats reflecting the Refreshed Curriculum 	<ul style="list-style-type: none"> Maths planning is consistent and coherent across the school Enhanced pedagogical knowledge and approaches for all kaiako U,K,D will be evident in planning and assessment 	T1-4	All staff Rob Proffitt White Lead Kaiako	
<ul style="list-style-type: none"> Review & refine assessment practices in maths 	<ul style="list-style-type: none"> \$8000 PLD allocation from school budget Termly workshops Lead kaiako release 	<ul style="list-style-type: none"> Streamlined approach to assessment in maths 80% of ākonga will be at or above in maths (ET Curriculum Expectations) Stocktake of current practices & next steps planned 	T1-4	All staff Rob Proffitt White Lead Kaiako	
<ul style="list-style-type: none"> Build awareness of Te Mātaiaho with kaiako and our school community 	<ul style="list-style-type: none"> PLD provider MOE curriculum refresh website/webinars Staff/team meetings Parent information evenings 	<ul style="list-style-type: none"> Te Mātaiaho is reflected in planning and communication Increased teacher knowledge and understanding of the whakapapa 	T1-4	All staff Rob Proffitt- White Impact Ed	
<ul style="list-style-type: none"> Introduce our Learner Qualities framework across the school 	<ul style="list-style-type: none"> Learner Qualities framework Team meeting times Staff meeting Unit planners 	<ul style="list-style-type: none"> Learner qualities are reflected in planning and practice Ākonga and kaiako have shared language and expectations around our learner qualities 	T1-4	SLT Team Leads Kaiako	

<ul style="list-style-type: none"> School values reflected and celebrated in all aspects of school life 	<ul style="list-style-type: none"> Certificates at assembly Posters around the school E Day Book 	<ul style="list-style-type: none"> Ākonga know and understand what our school values are Ākonga consistently display our values Kaiako model school values and maintain high expectations for all ākonga 	T1-4	SLT Team Leads Kaiako	
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Annual Target 1.2	We will ensure our school curriculum is culturally responsive and inclusive for all ākonga				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<ul style="list-style-type: none"> Māori whānau will be involved in the development of our school curriculum 	<ul style="list-style-type: none"> Whānau hui Lead teachers of Māori RTM MAC liaison Staff meetings 	<ul style="list-style-type: none"> Our school curriculum will reflect and incorporate Mātauranga Māori, Te Reo Māori, Te Ao Māori & Tikanga 	T1-4	Whānau All kaiako RTM Lead kaiako MAC liaison	
<ul style="list-style-type: none"> All cultures within our school will be celebrated New whānau will be invited to share their cultural celebrations. 	<ul style="list-style-type: none"> E day book Newsletter Digital calendar Junior information gathered on entry to school 	<ul style="list-style-type: none"> Calendar created identifying different celebrations Resources purchased for the school library reflected the cultures represented out our school Parent/student sharing around the school Celebrations included in newsletter events and E day book 	T1-4	Family/whānau SLT	
<ul style="list-style-type: none"> We will acknowledge and better understand our bicultural history and heritage through the SS/ANZH curriculums 	<ul style="list-style-type: none"> Curriculum document Lead teachers Team meetings Inquiry planners RTM 	<ul style="list-style-type: none"> SS/ANZH integrated into all school inquiry planners Māori perspective for each inquiry topic 	T1-4	All kaiako Lead Kaiako – Inquiry	
<ul style="list-style-type: none"> Te Reo and Te Ao Māori will be integrated across the school and kaiako and kaimahi will continue to upskill in this area 	<ul style="list-style-type: none"> Lead kaiako RTM Whānau hui group MAC 	<ul style="list-style-type: none"> Daily karakia and waiata All ākonga, kaiako and kaimahi have a pepeha and are working towards presenting it Weekly mahi tahi sessions across the school An active kapa haka group in 	T1-4	All staff RTM MAC liaison	

		each team across the school <ul style="list-style-type: none"> - Weekly TA sessions developing knowledge of Te Reo Māori 			
<ul style="list-style-type: none"> • Rich programmes embedded to support and extend our diverse learners 	<ul style="list-style-type: none"> - LSC - SENCO - Kiwiana - BOT TA's 	<ul style="list-style-type: none"> - A tracking system is being developed and being used to monitor progress - Evidence of learning recorded - Termly review of programmes 	T1-4	SENCO LSC Kaiako TA's SLT	

Annual Target 1.3	Accelerating student learning in Reading, Writing & Maths for students whose needs have not yet been met.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Senior Leadership Team to familiarise themselves with the School Improvement Framework Guidelines Teachers to complete their class information and progress tracking (identification of target students)	Guidelines for identification of the learners	Use the checklist for Leaders, Planning to Accelerate Progress Review the School Improvement Framework Synthesis sheet Priority & target students identified by Week 4. Evidence of ongoing progress tracking Ākonga tracking shows accelerated progress	Term 1 Ongoing	All Kaiako	
Ākonga who are working well below their expected level to be reported to the Deans, SENCO & LSC and put on the learning support register (LSR)	LS register SENCO / LSC Time	Learning Support Register IEP'S, Individual Action Plans, Goals	By week 4, Term 1	All Kaiako SENCO / LSC / SLT	
Kaiako to meet within teams, share progress tracking.	Time Teachers	Minutes from each meeting Class Description Analyse data in Team Meetings to inform future planning, teaching and support programmes	Ongoing, 2025	All Kaiako Team Leaders	
2025 Targets – School Wide Achievement Targets. Target 1.3a: • Writing Target: 80% of our students will be achieving within, proficient or well above curriculum expectations, with an additional target of 12% of students in proficient or well above. Intervention programmes will continue supporting those children requiring extra support. • Target 1.3b: Maths Target: 80% of our students will be achieving within, proficient or well above curriculum expectations, with an additional target of 20% of girls in proficient or well above. Intervention programmes will continue supporting those children requiring extra support. • Target 1.3c: • 72% of our Māori students will be achieving within, proficient or well above curriculum expectations in writing. Intervention programmes will continue supporting those children requiring extra support.	Individual Teachers Teams SLT	Targets are set and met Consultation with whānau where necessary Accelerated progress made Ākonga feedback Class Info & Progress Tracking Document Ākonga progress	Targets set by week 4	Team leaders Kaiako	
Kaiako to plan an approach to accelerate learning with support from team members – RTLB/Ministry/PLD support where required	Planning approach for target students Budget for PLD	Ākonga progress Class Info & Progress Tracking Team meetings / SLT	Ongoing	Team leaders Kaiako	

Teams to monitor progress of ākonga and report at least once a term.	Data/evidence	Ongoing team and SLT Minutes 2025 Class Info & Progress Tracking Priority learner post on HERO Week 8 – SLT to follow up in Week 9 with LSC Ākonga progress	Week 9	All Kaiako Team Leaders	
SENCO/LSC & SLT – ongoing monitoring of student progress and support for kaiako. Mid year & End of year Achievement Data to BoT, Community & Staff	Time Budget for support resources	School wide data reflects the effectiveness of the planned interventions/programmes for accelerated learning Use Checklist for Leaders Planning to Accelerate Progress to guide	Ongoing	SENCO / LSC SLT	

Strategic Goal Two(9a):	2. Establish a school culture that places the wellbeing of both kaiako and ākonga at the forefront. This culture will be characterised by positive relationships, a profound sense of belonging, a secure and nurturing environment, and a commitment to strong core values.
<div> Starting point (9e): Include details if what has been done previously, previous years performance, unmet targets : </div>	<ul style="list-style-type: none"> Throughout the school there has been a real focus on Learner qualities and Values. At Hui Whānau we were able to gather the voice of our Māori whanau. Worked with RT Māori to align our school values and learner qualities with what our Māori whanau identified as important. In teams we reflected on these and they are now part of our HERO reporting. Specific reference to these is made for our Māori students. Posts have been made 2x during 2024. Following an identified need for counselling for our students we have accessed ‘Be Heard’ Counselling, which takes place weekly at school. We have regular meetings with Marion, our PHN, and have made multiple referrals during 2024. Natalie has regular contact with Marion. Close contact has been maintained with families of children who require ongoing wellbeing support. Denise and Natalie have given targeted support to those students requiring regulation and development of wellbeing strategies. Kaiako will have the opportunity to work 1:1 with Meg Gallagher supporting teacher wellbeing. The E-day book has regular discussion starters and strategies for children. These also include videos and information about our Learner Qualities and Values e.g. Resilience, Kindness.] Transition meetings for children are prioritised and valued, allowing children to feel safe and secure as they look towards new classes etc. This includes a transition morning, parent meetings, visits to new schools and classes, getting to know new adults in spaces. For 2025 there will be a renewed focus on ‘Play is the Way’ with Matua Brent Caldwell, taking weekly Play is the Way sessions with all ākonga

Annual Targets (9a) <i>Informed by the strategic actions</i>	
Annual Target	Success
2.1 Develop and implement a comprehensive wellbeing programme (or initiatives) for both ākonga and kaiako to support social emotional learning, and a sense of belonging.	The implementation of wellbeing initiatives and activities for both ākonga and kaiako.
2.2 Embed our strong core values and learner qualities throughout the curriculum, fostering discussions, tasks, and lessons that emphasise and reinforce these values within the school community.	Integration of values and learner qualities progression in planning and an understanding of how these look in practice.
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):	
By creating a comprehensive wellbeing program for both ākonga and kaiako, we acknowledge the importance of holistic support, which echoes the Treaty principles of partnership and protection. We aim to cater to the social-emotional learning needs of all individuals within the school community, fostering a sense of belonging that aligns with equity and inclusivity.	

Through the integration of our school values and learner qualities we aim to foster discussions and tasks that highlight these values, creating an environment that respects and reinforces common values while acknowledging diverse perspectives, an aspect of the Treaty's commitment to equity and participation.

Describe how the annual targets &/or actions support student progress (*literacy/numeracy/students whose needs have not been met*) (9f):

A robust social-emotional learning program contributes to improved literacy and numeracy by fostering a positive mental state conducive to learning. When ākonga feel emotionally secure and supported, their cognitive abilities, including literacy and numeracy skills, tend to improve. Integrating core values into the curriculum fosters a supportive learning environment where ākonga feel a sense of belonging and connection to the school community. This sense of belonging positively influences engagement, which, in turn, impacts literacy and numeracy progress.

Annual Target 2.1	Develop and implement a comprehensive wellbeing programme (or initiatives) for both ākonga and kaiako to support social emotional learning, and a sense of belonging.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<ul style="list-style-type: none"> Continue wellbeing check in for ākonga termly 	<ul style="list-style-type: none"> Document with faces Template of questions 	<ul style="list-style-type: none"> Collating information in teams, follow up with SLT Open discussion with ākonga and kaiako 	T1- T4	SLT Kaiako	
<ul style="list-style-type: none"> Continue to embed the Play is the Way philosophy across the school 	<ul style="list-style-type: none"> Lisa A Equipment PE & Health Curriculum and Teacher Brent Caldwell as Specialist PITW kaiako 	<ul style="list-style-type: none"> Seeing/Hearing PITW in class and in the playground Decrease in negative behaviour Consistency across the school Building relationships across the school 	T1- T4	Lead Kaiako	
<ul style="list-style-type: none"> Support kaiako with wellbeing options 	<ul style="list-style-type: none"> Kaiako aware of well being options Kaiako check in with Jennifer throughout year 	<ul style="list-style-type: none"> Increased well being 	T1 - T4	SLT	
<ul style="list-style-type: none"> Random acts of kindness days for kaiako & ākonga 	<ul style="list-style-type: none"> Well being morning teas End of term reflection staff meetings Student Council to organise this for the ākonga 	<ul style="list-style-type: none"> Kaiako & ākonga feeling valued and increased sense of belonging 	Termly	SLT Student Council	
<ul style="list-style-type: none"> Student Council Wellbeing day - day of well being activities for the whole school 	<ul style="list-style-type: none"> Parents/Expert support for activities 	<ul style="list-style-type: none"> Sense of belonging, improved child wellbeing Developing relationships across the school Student led wellbeing initiatives Ākonga survey of options and ideas 	T3	Jennifer Student Council	

<ul style="list-style-type: none">CRT option to work from home on extra CRT day	<ul style="list-style-type: none">MOE Funded	<ul style="list-style-type: none">Greater sense of wellbeing.Increased work/life balance.Feeling valued	Termly	Kaiako	
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Annual Target 2.2	Embed our strong core values and learner qualities throughout the curriculum, fostering discussions, tasks, and lessons that emphasise and reinforce these values within the school community.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<ul style="list-style-type: none"> Translating Learner qualities and values into Te Reo Māori 	<ul style="list-style-type: none"> New visuals (posters, certificates etc) RTM (Lauana) Budget TBC 	<ul style="list-style-type: none"> Ākonga and kaiako using te reo translations actively in classrooms Visuals on display in school 	T1 - T4	RTM Kaiako Keryn Amie	
<ul style="list-style-type: none"> Implement our learning progressions across the school (aligning with HERO once confirmed) 	<ul style="list-style-type: none"> Time for teams to work on this 	<ul style="list-style-type: none"> Progression implemented across the school (evident in planning and teaching) 	T1- T4	Senior Leadership Team Kaiako	
<ul style="list-style-type: none"> Further develop the framework for implementing our Learner Qualities across the school 	<ul style="list-style-type: none"> Lead Teacher Inquiry Release time 	<ul style="list-style-type: none"> Ākonga reflecting on Learner Qualities and increased Learner Agency Kaiako, ākonga and whānau setting Learning Quality Goals using the framework 	T1 - T4	Lead Kaiako	
<ul style="list-style-type: none"> 0.1 Teacher Release kaiako to upskill staff & children school wide in Te Reo Māori & Te Ao Maori 	<ul style="list-style-type: none"> Weekly release time Māori Made Easy Resource Book 	<ul style="list-style-type: none"> Increase confidence and use of te reo across the school 	T1-T4	Lead Kaiako	

Strategic Goal Three (9a):	3. Embrace our diverse and inclusive school culture whilst emphasising care, leadership and belonging. Embed Te Ao Maori and uphold the principles of Te Tiriti o Waitangi through continually strengthening relationships among kaiako, ākonga, whānau, and local iwi.
Starting point (9e): <i>Include details if what has been done previously, previous years</i>	<ul style="list-style-type: none"> Tikanga Māori and Te Reo are valued and integrated within our teaching and learning programmes All learners participate in regular Mahi Tahī sessions with an extension group – Te Wairua available for those Māori students keen to increase their knowledge of te reo and tikanga Māori. Kapa Haka has a high profile within the school All learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand – (performances, visits, powhiri, Mihi Whakatau) The school has regular contact with our Resource Teacher of Māori Our school is part of MAC – Māori Achievement Collaborative We hold termly Hui Whanau so that whanau can share ideas of how we might better cater for their tamariki. Our Annual Te Reo and Tikanga Māori Plan which was developed in conjunction with Lauana Thomas – Resource Teacher of Māori, has been followed throughout the year

<i>performance, unmet targets :</i>	<ul style="list-style-type: none"> • Positive Home School partnership through regular Hui Whanau has continued to strengthen • The knowledge and understanding of the Kai Tahu Matamata narrative, te reo Maori and tikanga of Kai Tahu, as well as the Kai Tahu dialect and tikaka (tikanga) has developed • Termly Mihi Whakatau welcoming new students and staff • Within each team, the teacher with strengths in Te Reo will lead the team in Te Reo, sharing skills, knowledge and resources with the team. • Develop a graduate profile for our Māori students • The Principal is participating in MAC – Māori Achievement Collaborative • We have continued to refine our local curriculum to reflect the unique identity of the Taieri
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Annual Targets (9a) <i>Informed by the strategic actions</i>	
Annual Target	Success
3.1 Integrate diverse cultural perspectives, including Te Ao Māori and the principles of Te Tiriti o Waitangi, across our school curriculum and practices. Develop and implement culturally responsive teaching practices and initiatives.	
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):	
The annual target aligns with Te Tiriti o Waitangi by embedding diverse cultural perspectives, particularly Te Ao Māori and Treaty principles, throughout the school curriculum and practices. This integration honours the Treaty’s principles of partnership, participation, and protection by ensuring cultural inclusivity and fostering a deeper understanding of Māori perspectives.	
Describe how the annual targets &/or actions support student progress <i>(literacy/numeracy/students whose needs have not been met)</i> (9f):	
By embracing an inclusive school culture we are nurturing a conducive atmosphere for learning which will positively impact literacy and numeracy progress for all students, especially those whose needs may have previously been overlooked or underserved.	

Annual Target 3.1	Integrate diverse cultural perspectives, including Te Ao Māori and the principles of Te Tiriti o Waitangi, across our school curriculum and practices. Develop and implement culturally responsive teaching practices and initiatives.				
Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<ul style="list-style-type: none"> Te Reo and Te Ao Māori will be integrated across the school and kaiako will continue to upskill in this area 	<ul style="list-style-type: none"> Lead teachers RTM Whānau hui group MAC 	<ul style="list-style-type: none"> Daily karakia and waiata Integration of Te Reo Māori across the day All ākonga, kaiako and kaimahi have a pepeha and are working towards presenting it Weekly mahi tahi sessions across the school An active kapa haka group in each team across the school Termly mihi whakatau welcoming new Kaiako and whānau 	T1 – 4	Kaiako	
<ul style="list-style-type: none"> Strengthen and grow Kapa Haka across the school 	<ul style="list-style-type: none"> Kapa Haka staffing Funding for Polyfest 	<ul style="list-style-type: none"> Whole Team involvement Increased number of ākonga in Kapa Haka Performances to the wider community Taieri Hui Ako 	T1 – T4	Kapa Haka Leaders – Lisa, Lewis, Jess, Rachel, Alison	
<ul style="list-style-type: none"> Investigate and develop opportunities for building relationships with local iwi and mana whenua 	<ul style="list-style-type: none"> Working with school whānau group Networking with other schools MAC 	<ul style="list-style-type: none"> Developed connections and relationships with whānau and local iwi 	T1 – T4	Māori Lead kaiako Principal Whānau SLT	
<ul style="list-style-type: none"> Making stronger connections with our local environment and learning about the stories of the Taieri from a Māori perspective 	<ul style="list-style-type: none"> Taieri local environment Wider Ōtepoti Cluster 	<ul style="list-style-type: none"> Ākonga able to tell stories of the Taieri Makamaka tramp 	T1 – T4	Māori Lead kaiako Principal Whānau SLT	
<ul style="list-style-type: none"> Work alongside Elmgrove School to create a cultural narrative 	<ul style="list-style-type: none"> Wider Ōtepoti Cluster MAC Local iwi connections 	<ul style="list-style-type: none"> Developing a cultural narrative 	T1 – T4	Māori Lead kaiako Principal Whānau SLT	