TAMAHERE MODEL COUNTRY SCHOOL

Charter and Strategic Plans 2025

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TAMAHERE
MODEL COUNTRY SCHOOL

Nurturing Our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

OUR VISION

Kia Manaaki
Honour Be Your Guide

Kaitiaki
Someone who cares for others
Ehara taku toa i te toa takitahi, engari kee he toa takitini
My success is not mine alone, but it is the strength of many

Kia Maia
Confident Can-Do

Karawhiua
'Go for it - give it heaps!'
Mauri mahi, mauri ora
Through work, we prosper

Kia Kotahi
Together As One

Mahi Tahi
Working together as one
He waka eke noa
We're all in this together

Kia atawhai aa mua – Kia tipu ngaatahi
Nurturing our Future – Growing Together

TAMAHERE
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Kia Manaaki
Honour Be Your Guide

I am culturally respectful

I value others and the environment

I make good choices

Kia Maia
Confident Can-Do

I am enthusiastic, curious and ask questions

I try my best even when things are hard

I am a responsible risk-taker

Kia Kotahi
Together As One

I am kind and inclusive

I am reliable and trustworthy

I listen, share and contribute

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School Description

Tamahere Model Country School is situated almost equal distance between Hamilton and Cambridge in a semi-rural environment, close to State Highway 1 and Hamilton International Airport.

Established in 1884 our school exists within mature grounds and enjoys spacious playing fields.

We are a school with a supportive community and parents who have high expectations for their children's education.

An enrolment scheme has operated since 2005 and, with this, our roll is steady and this year our peak will be around 430. We cater for Year 0 – 6.

The children are encouraged to achieve high academic standards. Our daily teaching of Maths and English embracing the Government's one hour a day is important to us. A wide variety of opportunities are offered across all curriculum areas from the Arts and Culture, with Kapa haka, choir and productions through to Physical Education and Sports, including Outdoor Education and Weekend Sporting teams.

School and community events are valued for their contribution to our children's development. Agricultural Day and Pumpkin Night help maintain our rural atmosphere and community spirit.

As a Model Country School, School of Education students are a regular and positive feature of our school environment.

We strive for all of our students to reach their potential.

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Community Goals

At Tamahere Model Country School we value our **Children**.
We strive for:

- Children who are enthusiastic learners, academically challenged and physically fit.
- Children who are able to communicate effectively and are equipped with the skills and values necessary to succeed now and in the future.
- Children who show respect for themselves and others.

At Tamahere Model Country School we value our **Environment**.
We strive for:

- An emotionally and physically safe, open and inclusive environment that values diversity and challenges our children.
- Strong community and whanau links preserving our rural identity.
- As an Enviro School, we strive for children who respect, protect, appreciate and enhance our local and global environment.

At Tamahere Model Country School we value our **Parents/Caregivers/Whanau**.
We strive for a:

- United approach to learning, with strong home and school links, together fostering a love for learning.

At Tamahere Model Country School we value our **Staff.**
We strive for:

- A skilled teaching staff dedicated to innovative, dynamic and forward-thinking.
- Who are focused on creating opportunities for every child to succeed.

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Tamahere Model Country School –
A learning community where everyone is honest, respectful and attains their individual best.

Tititi o Waitangi

In our kura, we are committed to incorporating the Tiriti o Waitangi principles alongside the guiding principles outlined in Ka Hikitia, ensuring that our curriculum reflects the values and aspirations of Aotearoa New Zealand. Our approach is anchored in acknowledging the Tiriti o Waitangi principles, honouring our nation's bicultural foundations, and fostering an environment where aakonga can embrace te reo Maaori and tikanga Maaori.

We are dedicated to achieving excellent outcomes for Maaori learners and their whaanau, by recognising and building upon their strengths. As we grow a sense of belonging and connection in our school community, we aim to create an inclusive and supportive environment where all learners thrive.

We strive to provide instruction in Tikaanga Maaori and Te Reo Maaori for all of our students, and provide extension with te reo and Kapa Haka opportunities. Our Maaori Achievement Plan (MAP) as attached shows the strategies we use to lift and support our Maaori tamariki. Tamahere Model Country School's curriculum recognises the unique position of Maaori within Aotearoa New Zealand society.

Ngaati Hauaa Iwi are an important part of our community and a taonga that help to guide us.

Cultural Diversity

Tamahere Model Country School values the multi-cultural nature of the Aotearoa - New Zealand society and through our Vision strives to support and honour every child in our kura.

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Kia atawhai aa mua - Kia tipu ngatahi

Model Status

Tamahere School is a Model Country School. This means we have a special relationship with the University of Waikato - Division of Education and ongoing placements and support for student teachers, from tutorials through to weekly integration on our staff. We are part of the Normal & Model Schools Association which works hard to be a voice for quality Initial Teacher Education in Aotearoa.

Hillcrest Kahui Ako

We are part of a Community of Learners (COL) that was established in 2016. Schools in our Kahui Ako are Hillcrest High School, Berkley Normal Middle School, Peachgrove Intermediate, Hillcrest Normal School, Silverdale Normal School, Hamilton East School, Tauwhare School, Newstead Model Country School, Matangi School and ourselves. Working together as a community our aim is to collectively raise student achievement even further.

Consultation:

The Tamahere School Board consults regularly with our community. Processes for consultation include; School Newsletters, Parent Teacher Association and Board Meetings, Waanau Hui, Ngaati Hauaa, Tamahere Community Centre and committee, on site activities and events e.g. Grandparents Day, student-centred learning Conferences, Whakatau for new aakonga and Whaanau, parent involvement in camps, 'Dad's Army', surveys and information evenings.

Six Education Priorities:

Our Charter and Strategic Goals embrace the Government's six education priorities as listed below. The National Education Learning Priorities NELPS are also integrated throughout our overall goals.

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.

Nurturing Our Future - Growing Together

Kia Atawhai Aa Mua - Kia Tipu Ngaatahi - 2025-2026

TAMAHERE MODEL COUNTRY SCHOOL
Nurturing Our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngaatahi

NELP&Education Priorities

Strategic Goals	Initiatives 2025 - 2026	Output	Measures of Success
To collaboratively build staff capability in Maths and English teaching, through living our vision and sustainable TMCS practices. *Kia atawhai aa mua kia tipu ngaatahi.*	1. TMCS Being the best we can be! To have a strong base using the framework Whakapapa o Te Maataiaho "*Doing the basics brilliantly!* 2. To start implementing the new Mathematics Curriculum 3. To start implementing the new English Curriculum.	1. Our Vision evident in all areas using PB4L 2. Staff value & use our rocks & pedagogies. 3. Common language across the school. 4. Planning & Assessment guidelines devpt. 5. Science of Learning understandings devpt. 6. Practices aligned to NZ Maths & Statistics and English Curriculum. 7. Learning progressions align with NZC 8. Improved teacher confidence in NZC. 9. Updated resources available. 0. Annual Maths & English Coverage plans developed.	1. Living our Vision 2. PB4L practices, TMCS Rocks, pedagogies, and Science of Learning are consistently used. 3. The new curriculum is evident in planning and teaching. 4. Improved student engagement & achievement in both Maths & English 5. Increased teacher confidence in implementing the new NZC Maths & English with effective use of resources, 6. Coverage plans for Maths and English in use.
To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Maths and English *Kia maia, kia manaaki, kia kotahi*	1. TMCS - Being the best we can be! *Kia Maia, Kia Manaaki, Kia Kotahi* *Kia atawhai aa mua - kia tipu ngaatahi.* 2. To raise achievement in Mathematics. 3. To raise achievement in English.	1.Vision strengthened through PB4L & signage. 2.Aakonga assessment capable. 3.Aakonga demonstrate self-regulation, increased Tiriti o Waitangi awareness in a safe, inclusive environment. 4.Aakonga increased confidence and skills in Maths and English supported by child-friendly progressions, updated resources, and small group support.	1. Reduction in behaviour incidents 2. Increased motivation, engagement, and use of vision language 3. Accelerated progress in Maths, particularly for girls & Maaori ākonga, 4. Accelerated progress in English, especially for boys & Maaori ākonga, 5. Classroom environments are supported by PB4L practices, student feedback, other survey results.
To provide a safe and inclusive physical environment that enhances, learning and teaching. *Kia Manaaki -I value others and the environment.*	1. To have a safe and healthy learning and recreational campus for all to enjoy. 2. (a). To Progress our 5YA projects 2(b) To Progress non 5YA funded projects if possible. 3. Progress possible Wish List ideas for future years.	1. 10YPP & 5YA operating effectively 2. All P1 & P2 works achieved in a timely manner. 3. Unisex toilets in N1/K2 area with breakout space behind developed. 4. Ongoing upgrade of classroom environments. 5.Kowhai 4 is removed and beautified space created at centre of school	1. A high quality physical environment that is healthy and safe for all. 2. Gender- Neutral toilet facilities available for all. 2. Beautified space created at centre of school which is enjoyed by school community

STAFF GOAL: 2025

Strategic goal: To collaboratively build staff capability in Maths and English teaching, through living our vision, and sustainable TMCS practices. *Kia atawhai aa mua kia tipu ngatahi.*

We embrace the Government's Six Education Priorities 2024 within this strategic goal.

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 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

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Initiatives NELP:- Obj.1, 2 & 3	Actions How will we achieve or make progress towards our strategic goal/initiative?	Outputs What do we expect to see at the end?	How will we measure success?	RAG Status

1. TMCS - Being the best we can be! **To have a strong base using the framework Whakapapa o Te Maataiaho** *"Doing the basics brilliantly!"*	a) **Living our Vision** - Curricula, Prof. Growth Cycle. (PGC) PB4L initiatives. High expectations. ➢ Signage to enhance our Vision b) **Embedding our Rocks** ➢ TOD - initiating everyone. ➢ Ensure all staff know the TMCS rocks / common language used c) **Planning/Formative Assessment** ➢ Provide PLD on effective planning and assessment/aromatawai. ➢ Introduce planning check-ins in Weeks 3 and 8. d) **Science of Learning** ➢ Ongoing PLD to develop knowledge ➢ Gather resources	• Using our Vision through continued PB4L across all areas • All staff understand, value and use our rocks & pedagogies • Common language is used across the school • Planning and Assessment guidelines developed • Science of Learning language and understanding developed	• PGC and student feedback. PB4L SET • Signage up around school & in classes • Consistent use of TMCS Rocks & Pedagogies • PGC, TMCS Curriculum & Implementation Plans all align • Planning and Assessment guidelines being used • Science of Learning a new base rock - used in planning, teaching and discussions	
2. To start implementing the new Mathematics Curriculum	a) Continue to unpack the curriculum in more detail ➢ Review our current practices with the new Mathematics and Statistics Curriculum ➢ To bring progressions in line with the new NZC descriptors ➢ Put descriptors into child-speak ➢ Modelled lessons and observation opportunities for teachers as part of PGC ➢ Review and update resources ➢ Develop a mathematics annual coverage plan b) Become familiar with Prime	• Current practices are aligned with new NZ Maths & Statistics Curriculum • Updated current learning progressions in line with new NZC • Child-friendly descriptors/learning progressions are displayed and used in classrooms, books etc. • Improved teacher confidence in using the new M&S NZC • Updated resources available for use • Annual maths coverage plan developed	• New curriculum is evident in planning & teaching • Teachers and students using new learning progressions and descriptors • Improved engagement and agency in maths • Improved confidence and effective use of new M&S NZC by teachers - PGC • Teachers utilise resources to enhance learning & teaching • PGC - Classroom observations	

	Maths resources ➢ Organise professional development c) Review and update our maths implementation plan - 2026	• Improved teacher confidence in using Prime Maths resources • Start to revise our maths implementation plan.	• A completed and used Annual Maths coverage plan • Draft maths Implementation Plan evolving in line with new NZC	
3. To start implementing the new English Curriculum	a) Continue to unpack the curriculum in more detail ➢ Review and align our current practices with the new English Curriculum ➢ To bring progressions in line with the new NZC descriptors ➢ Put descriptors into child-speak ➢ Modelled lessons and observation opportunities for teachers as part of PGC ➢ Review and update resources ➢ Develop an English annual coverage plan b) Become familiar with Structured Literacy resources ➢ Organise professional development c) Review and update our English implementation plan - 2026	• Current practices are aligned with new NZ English Curriculum • Updated current learning progressions in line with new NZC • Child-friendly descriptors/learning progressions are displayed and used in classrooms, books etc. • Improved teacher confidence in using the new English NZC • Updated resources available for use • Annual English coverage plan developed • Improved teacher confidence in using Structured Literacy resources • Start to revise our English implementation plan	• New curriculum is evident in planning & teaching • Teachers and students using new learning progressions and descriptors • Improved engagement and agency in literacy • Improved confidence and effective use of new English NZC by teachers - PGC • Teachers utilise resources to enhance learning & teaching • PGC - Classroom observations • A completed and used Annual English coverage plan • Draft English Implementation Plan evolving in line with new NZC	
FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders, PGC = Professional Growth Cycle, NZC = New Zealand Curriculum, M&S = Mathematics and Statistics Not on track (likely to fail) At risk On track Completed				

STUDENT GOAL: 2025

Strategic goal: To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Maths and English.

We embrace the Government's Six Education Priorities 2024 within this strategic Goal.

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy**: Implementing evidence-based instruction in early literacy and mathematics.
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Priority 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

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Initiatives	Actions How will we achieve or make progress towards our strategic goal/initiative?	Outputs What do we expect to see at the end?	How will we measure success?	
NELP:- Obj.1, 2 & 3	a) **Living our Vision** - ➢ High and consistent expectations in learning and behaviour	• Learning and behavioural choices reflect our Vision • Restorative practices being used	• Reduction in playground and classroom behaviour incidents - data	**RAG Status**

1. TMCS - Being the best we can be! **Kia Maia** **Kia Manaaki** **Kia Kotahi** **Kia atawhai aa mua - kia tipu ngatahi**	➢ Actively continue PB4L strategies ➢ Extend Vision & PB4L initiatives into community - trips, sporting & ASC ➢ Signage to reinforce our Vision ➢ Encouraging intrinsic motivation	to resolve conflict • Students showing empathy, kindness and thoughtfulness • Using our Vision through continued PB4L initiatives across all areas • Peer mediators operating effectively • Aakonga recognise new illustrations and new signage reminds them of positive Vision behaviours	• Student feedback. PB4L SET • Signage up around school & in classes • Students seek out Peer Mediators as appropriate • Vision language is being used across all areas of the school	
	b) **Science of Learning** ➢ Aakonga develop understanding around the Science of Learning	• Science of Learning language and understanding developed • Students taking more ownership of their learning • Agency - aakonga are more assessment-capable • Students achieving better results	• Science of Learning new base rock - used class discussions • Higher levels of motivation and engagement • Students able to articulate next steps • Improved achievement data	
	c) **Student well-being** ➢ Mindfulness practices developed to support students ➢ Continue to develop culturally responsive practices ➢ Tiriti of Waitangi celebrated and incorporated in class treaties ➢ Classroom environments and routines enhance student learning and wellbeing	• Students using mindfulness practices to help with self-regulation • Routines are well-known and used in classes. • Aakonga show culturally respectful behaviours when interacting • Aakonga more aware of the Tiriti o Waitangi • Neurodiverse students feel safe	• Observations • Classrooms run efficiently when relievers are in place • Class Treaties being actioned across the school • Possible wellbeing survey • Reduction in ND heightened activities • Student independent use of calm spaces and strategies	

		and supported		
2. To raise achievement in Mathematics **Doing the basics brilliantly!**	a) **Increase the confidence, knowledge and skills** of aakonga in Mathematics b) **Active participation in an hour a day of maths** c) **The sequence of teaching is structured and systematic** in line with NZC d) **Self-efficacy** ➢ Students are taught and build assessment capability (self/peer assess, give and receive feedback) ➢ Living our Vision e) **Interventions and acceleration for at-risk aakonga** ➢ Learning in achievable manageable chunks ➢ Aakonga have more time and increased opportunities for support e.g. ALIM f) **Become familiar with Prime Maths resources**	• Students are more confident and knowledgeable in Maths with increased skills. • Girls and Maaori aakonga show greater engagement • Child-friendly descriptors/learning progressions aligned with NZC are displayed and used in classrooms, books etc. • Aakonga believe in themselves as successful learners • Students feel supported by teachers and peers. • Increased confidence and risk-taking in learning • Science of Learning - same language understood by all • Groups of at-risk students being catered for in small group setting (Tier 2 & 3) • Updated resources available for use • Improved student confidence in using Prime Maths resource	• Accelerated progress of students in Maths • Girls and Maaori aakonga showing improved results • Improved confidence and skill in maths • Students using new learning progressions and descriptors • Improved engagement and agency in maths • Observations and class testing used • Ministry approved testing in use	

3. To raise achievement in English **Doing the basics brilliantly!**	a) **Increase the confidence, knowledge and skills** of aakonga in Reading and Writing and oral Language **b) Active participation in an hour a day of Reading and Writing** c) **The sequence of teaching is structured and systematic** in line with NZC d) **Self-efficacy** ➢ Students are taught and build assessment capability (self/peer assess, give and receive feedback) ➢ Living our Vision e) **Interventions and acceleration for at-risk aakonga** ➢ Learning in achievable manageable chunks ➢ Aakonga have more time and increased opportunities for support e.g. ALL f) **Become familiar with Structured Literacy resources**	• Students are more confident and knowledgeable in English with increased skills. • Boys and Maaori aakonga show greater engagement • Child-friendly descriptors/learning progressions aligned with NZC are displayed and used in classrooms, books etc. • Aakonga believe in themselves as successful learners • Students feel supported by teachers and peers. • Increased confidence and risk-taking in learning • Science of Learning - same language understood by all • Groups of at-risk students being catered for in small group setting (Tier 2 & 3) • Updated resources available for use • Improved student confidence in using decodable readers and other Structured Literacy resource	• Accelerated progress of students in English • Boys and Maaori aakonga showing improved results • Improved confidence and skill in English • Students using new learning progressions and descriptors • Improved engagement and agency in English • Observations and class testing used • Ministry-approved testing in use	

Property Strategic goal 2025: **- To provide a safe, sustainable and inclusive physical environment that enhances learning and teaching.** *I value others and the environment.*

We embrace the Government's Six Education Priorities 2024 within our strategic goals.

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- Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.
- Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.
- Improved teacher training: Developing the workforce of the future, including leadership development pathways.
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- Greater use of data: Using data and evidence to drive consistent improvement in achievement.
-

Links shown between our goals and the NELPs:-

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Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

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Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

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Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Initiatives *Kia Kotahi!*	**Actions** **How will we achieve or make progress towards our strategic goal?**	**Outputs** **What do we expect to see?**	**How will we measure success?**	**RAG Status**

1. To have a safe and healthy learning and recreational campus for all to enjoy.	**A - Kowhai 4** • Safe demolition and removal of Kowhai 4 • Clearing of contaminants and building materials • Creating another beautiful entrance way through our kura. • Create shaded pathways, seating and play areas celebrating our magnificent trees. • Ask P.T.A for funding to support this project.	• Communications and progress with MOE for safe removal. • Dad's army working bees to develop the site …. • Shaded pathways, seating and play areas created for all to enjoy • Enviro team and School Council involved in project.	• Kowhai 4 will be completely removed • The K4 site will seamlessly fit into our school campus • Beautiful learning and play environment under mature trees enjoyed by all.	
	B - General • Sewerage - Contact all parties and coordinate a meeting to finalise the installation, linking & agreements for servicing our sewerage system. • Continue to upgrade furniture across the school using MoE Furniture allocation.	• Sewerage agreements for servicing in place • Furniture upgraded across the school	• Sewage system working effectively with ongoing servicing and maintenance agreements in place and working effectively • New furniture evident in classrooms to improve physical environment	
2(a). To Progress our 5YA projects	• Organise OCTA to take over our Property management for our 5YA, with Matt Whitmarch as our architect. • Comply with all P1 & 2 areas in 5YA • Progress N1/K2 Gender-neutral toilets and Withdrawl space. • Update Heat pumps as needed.	• 5YA property manager appointed • P1 and 2 areas in 5YA are complied with • Process for completing gender-neutral toilets and withdrawal space underway • Heat pumps updated as needed	• Projects as part of 5YA are in progress • Evidence to show we comply with P1 and 2 areas in the 5YA • To be opened in February 2026 • Heat pumps provide reliable source of both heat and cooling	

2(b) Progress non-5YA funded projects if possible.	• Autex improvements across many classes. R7,T6, T19, M11, N1, K2, T10. • M11 Ceiling and wall panels fixed. • Update library sash windows • • Ponga Iti re-roof • ASC roof tidy-up	• Autex improvements across many classes • Ceiling and wall panels fixed • Roofing improvements in ASC, Ponga Iti and the Leadership meeting room.	• Quality wall coverings in classrooms improve physical environment • Ceiling and wall panels in classes are tidy & well-maintained. • All rooves in good condition and weather tight.	
3. Progress possible Wish List ideas for future years.	**A- Resources** • To develop an effective, centralised resource space, or spaces • To have a drum room located where it does not disturb learning **B- Astro Turf** • Hamish Lala to progress the initial scoping of a Futsal astroturf ground South of the Vela Pools.	• Centralised space created to store resources • Work space created for teachers/teacher aides • Drum room available for students to use that does not disturb the learning of others • Scoping completed and all information provided to the BOT and PTA • Viability of continuing with the project considered	• resource space organised and utilised by staff. • Students are able to learn drums without disturbing others. • BOT and PTA have all information required to make an informed decision about the next step with astroturf.	
KEY:	FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders Not on track (likely to fail) At risk On track Completed			

Strategic goal: 2025 Maaori Achievement Plan

To build student & staff capability and sustainability. Lift; achievement, resilience and cultural connectedness through living our vision, embedding collaboration and consistency.

Kia atawhai aa mua kia tipu ngatahi. Kia maia, kia manaaki, kia kotahi.

We embrace the Government's Six Education Priorities 2024 within this strategic goal.

- Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.
- Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.
- Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.
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Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 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

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Initiatives	Actions How will we achieve or make progress towards our strategic goal?	Outputs What do we expect to see?	Measure of success	RAG Status

1. To embrace Te Ao Maaori practice and tikanga. **To strengthen and increase success of our Maaori Aakonga academically, and achieving as Maaori**	• To celebrate and welcome every child and their whaanau who enrol at our school with a Tamahere Model Country School Whakatau • Consultation with our whaanau and aakonga to better understand and respond to the needs of our learners. • Keep learning with MAC developing our strengths. • Support Hillcrest Kaahui Ako Cultural Diversity initiatives and involvement. • Achievement expectations and targets are set each year and regularly monitored to ensure learners are making progress. • School-wide focus on Agency - with students having more voice. Elements to be inquired into include:- Motivation & engagement, Learners as leaders, Learner driven learning. • Emphasising Positive Behaviour for Learning (PB4L) schoolwide which is part of our school culture. Sharing and building on our Vision virtues of Kia	Our whaanau feel welcomed to our school and have an opportunity to meet other new families. Increase achievement and success of our Maaori students PB4L data is used to plan actions for teaching and learning - we are responsive to the story the data is telling us. Student achievement is regularly discussed and acted upon at a class, syndicate and school-wide level. Greater motivation and engagement due to exciting learning motivated by agentic learning. Our school vision is demonstrated in the day-to-day behaviour of our students. Talking the common language through our vision of what positive actions look like in a range of settings across the school and community.	Gather feedback from whaanau about their experiences We will survey whaanau to ensure we are meeting the needs of our learners Analysis of progress and acceleration data We will survey students to gain student voice. Survey through kanohi-te-kanohi conversations and other methods of effective engagement, our whaanau with Maaori and Pasifika tamariki to gain their feedback on a range of areas including academic, cultural, etc.	

	Manaaki, Kia Kotahi and Kia Maia under our umbrella - with Kia atawhai aa mua Kia tipu ngatahi. • Embed Maaori histories, narratives, and values into all learning areas, ensuring the *Aotearoa New Zealand Histories* curriculum is authentically delivered. • Connecting with our Maaori students to know and understand their whakapapa. • Identify and build greater opportunities for student leadership, developing and recognising role models. Including Kapa Haka. • Identify and reduce any barriers for Maaori Aakonga to achieve success	We provide support to whaanau with financial challenges. We subsidise camps, after-school care, uniforms and devices, stationery, food, etc. We follow up on whaanau who have students with attendance issues. Maori traditional stories, and tikanga,are authentically incorporated into classroom learning, aligned with the Aotearoa New Zealand Histories curriculum. Whaanau and aakonga meetings to support aakonga's learning and possibly identify and address barriers to Maaori learner success. Professional development opportunities through MAC initiatives) to support teachers' understanding of Te Ao Maaori and culturally responsive practices. Regular School-wide Whakatau to celebrate and welcome whaanau and students.	Evidence of Maaori traditional stories incorporated in teacher planning and student work. Maaori learners and their whaanau report feeling valued and supported (measured via surveys and hui feedback). Staff share an increased confidence in culturally responsive teaching strategies.	

2. **To raise achievement of our Maaori Aakonga in maths and writing.**	Teachers are able to differentiate their teaching for a wide range of learning needs from those who have special needs to those who are gifted learners. Literacy and numeracy are areas we spend most of our learning time to build competence and confidence in all learners. Target learners are identified and tracked on the target doc. across the year. Strategies to accelerate learning are discussed and shared at syndicate, and whole school level. Te reo Maaori is taught in all classes for a minimum of 30 minutes a week. Each term a plan is set in place to ensure there is a systematic approach for teaching te reo Maaori. Teachers to implement the plan that the staff have co-constructed for the planning and teaching of te reo Maaori. Te Reo Maaori Plan	Actively reaching out to our Māori whaanau through pepeha and conversations. Special needs supports are in place to support learners who have extra needs. We celebrate a range of gifts and talents at our school including The Arts and cultural competencies to build mana. Teachers are supported and set up for success to be able to teach literacy and numeracy in a highly competent manner. Increased number of classes operating at 4B All classes to start the Aotearoa way operating at level 4 B. Teachers and students value te reo Maaori by showing their respect and passion for the language in a range of settings. Structured literacy and numeracy resources (e.g., decodable texts, Prime Maths) and approaches are used across all classrooms. Regular small-group interventions support identified for Maaori learners.	Gather student voices to inform what is working well and guide the next learning steps. Achievement data shows progress for Māaori learners in writing and maths (tracked via consistent formative and summative assessments). Students in Tier 2 and Tier 3 interventions show accelerated	

	Learning from Maaori Achievement Cluster initiatives Weekly te reo Maaori upskilling at Staff meetings	Child-friendly literacy and numeracy progressions, aligned with the NZC, are displayed and actively used in classrooms. Syndicate and whole-school meetings focus on discussing and sharing strategies for target learners to ensure consistent approaches, monitoring and acceleration.	progress in targeted learning areas. Increased confidence and engagement in literacy and numeracy reported by students, teachers, and whaanau. Teachers consistently use progressions and assessment data to inform planning and adapt teaching practices.	
3. **Build staff capability in Culturally Responsive Teaching**	Kapa haka - all students attend this programme. Weekly Te reo Maaori extension classes offered to aakonga. Specialist CRT weekly slots for te reo Maaori classes. Teacher PLD to continue to build capacity in te reo Maaori capabilities. Students and staff learn and share karakia together each morning. Weekly Kapa haka general and performance roopu offered to aakonga. School communications and rewards use Maaori language	Teachers and students demonstrate their respect and passion for tikanga Maaori through their positive actions and attitudes. Our students know and value our local stories and can relate them to the environment they live in. All students attend kapa haka lessons in their hapu groups. Senior and middle students can perform in our kura's Kapa haka roopuu to compete at Kapa haka festivals. Our students know aspects of the history of our country Aotearoa and are able to share this with their whaanau. Local histories resources created and used.	Teacher planning and classroom observations. Timetabled each week. Roll is kept and photos and videos of performances are evidenced. Teacher planning and classroom observations.	

	to encourage the use of Maaori on a day-to-day basis. Marae visits on a biannual basis to Ngaati Hauaa-Te Iti o Hauaa. We are continuing to build strong and positive relationships with Ngaati Hauaa. Building a bank of the local stories (history) for all students to draw from in the years ahead. Resources are available for the whole school to use to plan for and teach te reo Maaori, local histories and tikanga Maaori.	Unit plans developed in alignment with the refreshed Social Studies curriculum. Aotearoa Histories curriculum increasingly being integrated throughout our learning areas. School signage that uses Maaori phrases and wording to encourage the use of Maaori on a day-to-day basis. Positive relationship with Ngaati Hauaa established School communications consistently incorporate te reo Maaori in newsletters, signage, and vision awards.	Ongoing collaboration and marai visits every two years. Examples of newsletters and school communications using te reo Maaori. School signage displaying te reo Maaori alongside English. Certificates and awards.	
KEY:	FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders Not on track (likely to fail) At risk On track Completed			

ATTENDANCE GOAL: 2025

Strategic goal: To lift attendance and have systems in place to support our at risk students getting to school on time and every day. *Kia atawhai aa mua kia tipu ngatahi.*

We embrace the Government's Six Education Priorities 2024 within this strategic goal.

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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Objective 3: Quality Teaching and Leadership

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Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Initiatives	Actions How will we achieve or make progress towards our strategic goal?	Outputs What do we expect to see?	How will we measure success?	RAG Status
1. To create an effective system for monitoring and	a) Heather(office) to inform WP & SLT about daily absences in a timely manner.	• Increased attendance of our High Risk students	• Data shows increased attendance	

analysing attendance	b) At risk students followed up in the first 30 minutes. c) Develop a clear system to follow. Text, phone, no answer → emails → extended whaanau contacted. d). Attendance tracked using Edge. Link attendance data to PB4L information that is weekly sent to Syndicates for discussion and follow up. e) Individual teachers building extra relationships with at-risk students and their families. f). Senior Leadership Team (SLT) building connections with at-risk students and their whaanau. g) Linking our attendance data and achievement to see trends and extra support needed. Our School Vision & PB4L practices used to encourage students to attend and ensure a safe and happy place to be.	• High risk families - feeling we really want their children here and they understand that full attendance is important • School works in partnership with whaanau to improve attendance of at risk students • Extended whaanau are also aware of concerns we have, and helping to support attendance. • Attendance data and achievement data linked to see trends and extra support needed. • Whaanau are kept aware of the attendance rates of their children and how attendance impacts on learning • Partnership developed between home and school to improve attendance	• High risk students have increased attendance • System for following up absences working effectively • Improvement in attendance • Positive relationships with whaanau in relation to school attendance • PB4l and school vision practices working effectively to encourage attendance • Increased attendance results in increase in achievement data	
2. To identify trends with attendance across Kahui Ako - Truancy Service	A. At-risk students linked in with our Kahui Ako truancy initiatives and coordinator. B. Attendance champion to attend Kahui Ako meetings to discuss trends and strategies for improving	• Families across Kahui Ako schools all linked and trends and support can wrap around the whole whaanau. • Regular meetings to monitor students and	• Improved attendance both in school and across the Kahui Ako. • Systems put in place to monitor students and	

and develop strategies to address needs	attendance	design appropriate support systems.	appropriate support systems are working effectively to reduce truancy and improve attendance rates	
3. To remove barriers to school attendance	A. Trying to ensure attendance through organising travel arrangements - Teacher Aides / 2 per car. Picking up students where needed. All our staff to be involved, aware and building on the relationships with At Risk students. Developing an understanding of what prevents students from attending so that we can put supports in place	• Having all healthy students at school each day • Barriers are removed that stop students from attending school	• More regular attendance of at-risk students • Systems put in place to remove barriers to school attendance	
4. To regularly inform parents of attendance rates for students	a). To analyse school wide attendance data at syndicate and SLT level b). Attendance to be communicated formally with whaanau 2x a term if below 90% c). Explain at risk attendance clearly on Mid and end of year reports.	• All staff know about at-risk students and try to provide extra support if possible • Letters will go out to all families with less than 90% attendance in weeks 5 & 10 • Whaanau are well-informed of the attendance rates of their children. • Reports will clearly show at risk students	• Attendance rates improve • Extra support put in place for at-risk students if needed • Parents have a better understanding of the impact when their children are away from school from letters and school reports • We have a clear system for communicating attendance rates to whaanau	
	FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders 			

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Achievement Target – 2025 Curriculum Area:
READING data is from end of year reports.

Māori Target

There are 14 students we are targeting who are Māori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One	2
Year Two	4
Year Three	1
Year Four	1
Year Five	5
Year Six	1

Target for improving student achievement

Our overarching target is for 60% of target students to achieve expected or accelerated progress by the end of the year.
Year 1- 12 students in this cohort are Below or Well Below.
Year 2- 8 students in this cohort are Below or Well Below.
Year 3- 3 students in this cohort are Below or Well Below.
Year 4 - 6 students in this cohort are Below or Well Below.
Year 5 – 3 students in this cohort are Below or Well Below.
Year 6- 6 students in this cohort are Below or Well Below.
In total, including 14 Māori students, there are 38 target students, in READING.

Link to Strategic Planning

Strategic goal: To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Mathematics & Statistics and English.

Professional Development

Junior, middle and senior school Structured literacy PLD
Intensive work as teams and linked to growth cycle
Staff sharing and professional discussions around best practice in syndicate meetings.
Staff sharing of identified children and their progress during syndicate meetings.
Professional readings as appropriate.
Analysis of data and professional discussions in staff meetings.
Reminders in the use of the N.Z.C.E.R. tool.

Teaching and Learning Programme development and focus

This year we will continue to align our finalise implementation plan, assessments and teacher practice raise student achievement. Teams will use the progressions, assessment data, moderation, and deliberate acts of teaching to raise and measure student achievement. Teachers are trialling SOL and Structured literacy approaches in their teacher practice.

Baseline Information (Historical)

O.T.J.s and a range of data from the end of the 2024 indicated our areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

Ongoing Assessment

Individual formative assessment evident.
Self and peer assessments.
Syndicate moderation and discussions.
Summative assessments.
PATS-Reading Comprehension, Reading Vocabulary, formal writing samples, Probe, PM Running Records, MOE phonics screening tool.
N.Z.C.E.R. marking and analysis of tests.

Review

In Term Two and Four using curriculum standards data and test results, review progress made.
Have we met our target? Have children made progress? What percentage are still below where we want them to be? Others at risk?
Analyse results and identify areas for future development.

Community Involvement

Celebrating success in school newsletter across a range of areas.
Examples of student work shown on SEESAW and at parent interviews.
Homework activities & online homework tasks.
Open feedback/dialogue with parents.

Reporting

To Community: Via Reports, See Saw, Interviews and student centred learning conversations.
To Learners: through specific learning objectives, success criteria and feedback, goal setting.
To BOT: Via data at end of the year and Target Analysis.

Resourcing

Funding support available through appropriate channels within the school.
BSL - Better Start Literacy Structured Literacy intervention.
ALL - Literacy Support

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Māori Target
There are 16 students we are targeting who are Māori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One	2
Year Two	3
Year Three	2
Year Four	2
Year Five	6
Year Six	1

Teaching and Learning Programme development and focus
This year we will continue to align our finalise implementation plan, assessments and teacher practice raise student achievement. Teams will use the progressions, assessment data, moderation, and deliberate acts of teaching to raise and measure student achievement.

Baseline Information (Historical)
O.T.J.s and a range data from the end of the 2024 indicated our areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

Achievement Target – 2025 Writing: data is from end of year reports.

Target for improving student achievement
Our overarching target is for 60% of target learners to achieve expected or accelerated progress.
Year 1 - 12 students in this cohort are Below or Well Below.
Year 2 - 6 students in this cohort are Below or Well Below.
Year 3 - 4 students in this cohort are Below or Well Below.
Year 4 –22 students in this cohort are Below or Well Below.
Year 5 –18 students in this cohort are Below or Well Below.
Year 6 - 33 students in this cohort are Below or Well Below.
In total, including 16 Māori students, there are 95 target students in WRITING.

Link to Strategic Planning
Strategic goal: To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Mathematics and English.

Ongoing Assessment
Individual formative assessment evident.
Self and peer assessments.
Syndicate moderation and discussions.
Summative assessment -Schonell spelling testing
Moderated writing samples

Agency Support

Teacher Aide support
Advisors/Experts.
On-going ext and int PD

Review
In Term Two and Four using curriculum standards data and test results, review progress made.
Have we met our target? Have children made progress? What percentage are still below where we want them to be? Others at risk?
Analyse results and identify areas for future development.

Community Involvement
Celebrating success in school newsletter across a range of areas
Examples of student work shown on SEESAW at student centred conferences, parent interviews, and class work.
Homework activities & online homework tasks.
Open feedback/dialogue with parents.

Professional Development

Junior, middle and senior school Structured literacy PLD
Intensive work as teams and linked to growth cycle
Staff sharing and professional discussions around best practice in syndicate meetings.
Staff sharing of identified children and their progress during syndicate meetings.
Professional readings as appropriate.
Analysis of data and professional discussions in staff meetings.
Reminders in the use of the N.Z.C.E.R. tool.

Reporting
To Community: Via Reports, See Saw, Class Work and Student Centred Learning Conversations.
To Learners: through specific learning objectives, success criteria and feedback, goal setting.
To BOT: Via data at end of the year and Target Analysis.

Resourcing

Funding support available through appropriate channels within the school.

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Achievement Target– 2025 Curriculum Area: MATHS data is from end of year reports.

Maaori Target
There are 23 students we are targeting who are Māori. The target for these students is the same as the target for all students. These students are included in the main totals.
Year One - 2
Year Two - 7
Year Three - 3
Year Four - 1
Year Five - 8
Year Six - 2

Target for improving student achievement
Our overarching target is for 60% of target learners to achieve expected or accelerated progress. Year 1 - 12 students in this cohort are Below or Well Below.
Year 2 - 26 students in this cohort are Below or Well Below.
Year 3 - 16 students in this cohort are Below or Well Below.
Year 4 –10 students in this cohort are Below or Well Below.
Year 5 –18 students in this cohort are Below or Well Below.
Year 6 - 14 students in this cohort are Below or Well Below.
In total, including 23 Maaori students, there are 96 target students in Math.

Professional Development
Structured Maths, new Mathematics and Statistics Curriculum & Prime Maths PLD for all teachers. Staff share best practices, identify student progress, and data analysis in syndicate/staff meetings.

Teaching and Learning Programme development and focus
This year we will continue to align our implementation plan, assessments and teacher practice to raise student achievement. Teams will use the progressions, assessment data, moderation and deliberate acts of teaching to raise and measure student achievement.

Link to Strategic Planning
Strategic goal: ***To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Mathematics & Statistics and English.***

Ongoing Assessment
Individual formative assessment evident.
Self and peer assessments.
Syndicate moderation and discussions.
Summative assessments. PRIME placement and review tests, Pre and post-tests, PAT.
N.Z.C.E.R. marking and analysis of tests.

Review
In Term Two and Four using curriculum standards data and test results, review progress made.
Have we met our target? Have children made progress? What percentage are still below where we want them to be? Others at risk?
Analyse results and identify areas for future development.

Reporting
To Community: Via Reports, See Saw, Class Work and Student Centred Learning Conversations.
To Learners: through specific learning intentions, success criteria and feedback, goal setting.
To BOT: Via data at end of the year and Target Analysis.

Baseline Information (Historical)
O.T.J.s and a range data from the end of the 2024 indicated our areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

Community Involvement
Celebrating success in school newsletter across a range of areas
Examples of student work shown on SEESAW and at parent interviews.
Homework activities & online homework tasks.
Open feedback/dialogue with parents.

Resourcing
Funding support available through appropriate channels within the school.
TA to work with a groups in Maungatautari and Pirongia Syndicate
DP working with students across the school.
Using PRIME Maths texts

Agency Support
Teacher Aide support
Advisors/Experts.
On-going Math PD

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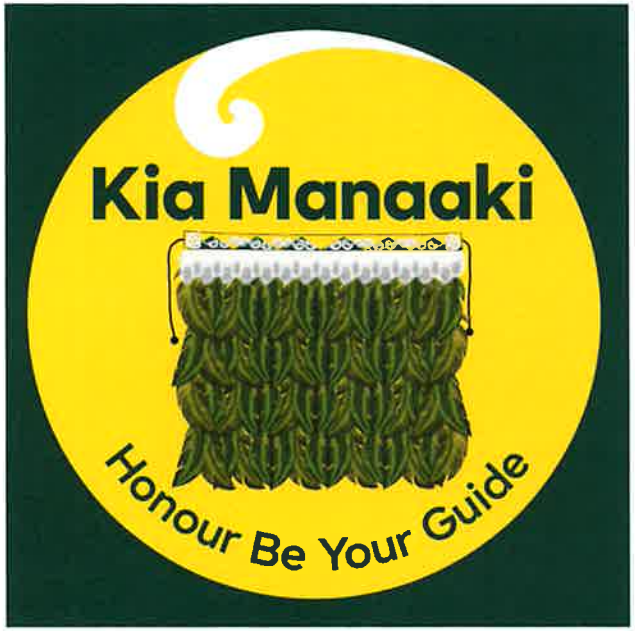
Nurturing Our Future - Growing Together
Kia atawhai aa rnua - Kia tipu ngatahi

BUSINESS AS USUAL



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Nurturing Our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

Annual Plan Overview 2025 - Business as Usual Operation

Teaching and Learning Programme Development

Hold TOD to introduce and reinforce TMCS Rocks and common language.
Provide PLD on **planning and assessment;** planning check-ins in weeks 3 and 8
Align **Maths and English progressions** with NZC descriptors in student-friendly language.
In-school leaders provide support in teacher practice by modelling and observing - link to PGC.
PLD for staff in **Prime Mathematics**, Structured literacy and structured Mathematics.
Junior teachers to train in BSLA.
Multi Tiered Intervention Model used for students at risk in Maths and English.
Senior leadership to train as a facilitator for **BSLA.**
Review and update Maths and English implementation plans for 2026.
Develop and implement **annual coverage plans** for Maths and English.
-Continue to embed and sustain the 7 Tier One foundation principles and follow the direction of the **PB4L** Implementation Plan.
-Continue to use Restorative Practices
-Begin implementing foundational principles of restorative practice
-Senior Leadership to continue to Train in **Tier 2** and put support measures in place.
-Signage developed and displayed across the school to build our Vision culture on.

Finance

-To have a well resourced school with financial stability.
-To embed sound financial policies and procedures that are clear, robust and transparent.
-To achieve long term development goals.
-To develop efficient systems and procedures in Office Administration area
-To generate funds (Sponsorship) to continue our development plans.
-To continue to improve financial reporting & systems.

Property

- P1 & P2 areas in 2025.
- To Enlist OCTA to Manage our 5YA Programme with Matt W supporting.
- To ensure all P1 & P2 areas are sorted
- Oversee safe demolition & removal of K4
- Develop site under K4 to link our site together in vibrant safe,shaded area.
- Start the K1&2 unsex toilets and withdrawal space project by the end of yr.
- Where money allows, continue to progress updating our learning environments as needed.
- Bringing our campus together with unity integrating our Enviro values.
- Complete and erect PB4L signage to reflect teaching/learning and the school vision around the school.

Priority Areas for Improving Student Achievement

To raise overall achievement in **Literacy & Mathematics** and **all learning areas** at Tamahere Model Country School.
To collaboratively build staff capability in Maths and English teaching, through living our vision, and sustainable TMCS practices. *Kia atawhai aa mua kia tipu ngatahi.*
To build student capability, confidence & agency through living our vision, & increasing knowledge to accelerate achievement in Maths & English.

Health and Safety

-To provide safe physical teaching & learning environments for all.
-Implementing practices in line with the H&S Act for; contractors, staff & volunteers
- A **culture of safety** with the focus on constant improvement of identification, elimination, isolation and minimization of hazards. **Communication and shared responsibility.**

Self Review / Reporting

-A **culture of constant self-review** to be the best we can be in all areas.
- Reviewing our Charter, Strat Plan, & docs. in line with MoE P & R req.
- **Use School Docs review process for policies &** continue with procedure rev.
Ongoing review of curric. & assessment
-Meet all legislative requirements.
- Continue cycle of consultation.

Human Resources / Personnel

-Support and **induct new staff** in the pedagogies and culture of our school (local curriculum).
- Support and collaborate with teachers in our **appraisal process** aligned with the guidelines, our school Vision & Our Code.
- **Professional Learning** continue our PB4L journey with Tier 1 & 2 and restorative practices.
Mathematics and Statistics Curriculum TOD and development
English Curriculum support & develop.
- **Continue to** embed our **local curriculum** to align with our vision & school culture, teaching & learning.
-**Te reo Maori** -Build and support new staff. Also celebrating & normalizing things Maori. Weekly PLD sessions.
- **BT Programme** ensure support & PLD
-**Leadership** PLD opportunities. As a group and individuals.
-**Staff Meetings** focus on curriculum and staff development. Also shared readings.
-Support further **professional learning** for individuals arising through growth Cycle discussions.
-**CRT and Unit Allocation** – managed effectively for & with staff input..
-**Social team bonding** – events
-**Teacher Aides** continue to support student and teacher needs.
-Support **NZEI** paid in work time meetings
- All staff to have **up to date 1st Aid Certs.**

Partnership with the Community

Keeping our school community involved through:- weekly emails, updated seesaw, website & School App. Forms and newsletters on the web/app. Board information shared with the community, an active Parent Teacher Association involving as many parents as possible, Dad's Army, Parent/Teacher meetings, consultation & information evenings, surveys and information sharing, notice boards, class whiteboards, & information signs. Maori consultation hui, learning meetings, students-centred Parent/Tchr conferences. Open & friendly school environment. Support for parents where needed.

From Goal to Strategies:- School Organisation & Structure

Goal ♦ ***Self-Review Old Nag 2 – To monitor systems and achievements to ensure students reach their potential.***				
Objectives	**Strategies / Actions**	**Time / Requirements**	**Responsibility / Costs**	**Evaluation**
1. **To have a robust self review system**	☐ To continue to develop our Self Review System and follow the School Docs review of policies.	2025	LT / BOT	
	❑ To continually review and update our practises across all old N.A.G. / NELP areas in line with our overview and as needs arise.	2025 & ongoing	Board / Leadership Team / Staff / Principal	
	❑ To use our self-review processes effectively to raise student achievement and standards across the school.	ongoing		
	❑ To review and consult with our School's Maaori Community about their student achievement and strategies to help support and improve achievement.	Ongoing 1-2 times annually	Board / Leadership Team / Staff / Principal	
	❑ To continue to review and update our implementation plans and reporting to parents' systems in line with the revised New Zealand Curriculum.	Ongoing		
	❑ To regularly report back to the Board areas of self-review. Each Board meeting to check that policy reviews have been kept up to date in line with the School Docs schedule.	Ongoing		
	❑ To keep on top of any current relevant legislation.	Ongoing		

❑ From Goal to Strategies:- Business as Usual

Goal ♦ **Personnel NAG Old 3** – To ensure that our Staff are positively supported in a fair and open environment in order to achieve the best possible learning and teaching opportunities.					
Objectives	**Strategies / Actions**	**Time / Requirements**	**Responsibility / Costs**	**Evaluation**	**RAG Status**
1. To have a quality, happy, loyal, and positive staff, who feel well supported and valued.	❑ Attract, appoint and retain quality staff - aiming to be the employer/school of choice for staff by developing a culture and teaching environment that both attracts and retains the very best teachers in the region. ❑ Celebrate successes and achievements openly. e.g. Friday awhi time with bakery vouchers. ❑ Look at issues on a case by case, fair and equitable basis - responding to life's crises. ❑ Have positive role models in our Principal, Leadership Team and Board of Trustees. ❑ Foster and enjoy a positive supportive parent / teacher climate through regular communication strategies, community events and open door policies. ❑ Have planned staff and staff/ board social events ❑ Have celebration morning teas, etc. with the Board thanking staff for efforts. ❑ Celebrate the work achieved by staff that are leaving for new opportunities with gifts, speeches and functions and Board presence. ❑ Consult with staff over Growth Cycle process and unit distribution in a fair and open manner.	2025 → Ongoing 2025 →	Budget flexible enough to cover bases. Principal, Board, Staff, Leadership team / staff.		

	❑ To have a school-wide Growth Cycle / appraisal system where we reflect against the standards required, our Vision & Our Code. ❑ To continue to practice coaching and mentoring across all areas of the school. ❑ To raise awareness and encourage Wellbeing by using Mindfulness as a technique to support staff and ultimately our students. ❑ To have all staff, and board implementing restorative practices. ❑ Follow Support Staff contracts and implement wage increases. ❑ To have open communication at all levels in the school. ❑ Ensure E.E.O. principles are integrated throughout general practice. ❑ To achieve letters in a timely manner and keep paper trail up to date. ❑ To hold staff exit interview process (face-to-face where possible)	2025 → 2025 2025 →	Lisa L / WP WP / SLT		

2. To have sound personnel policies and procedures that are fair, open and transparent.	❑ To continue to regularly review policies in line with School Docs. ❑ Continue to implement Vulnerable Children Act procedures. - Overview sheet for appointments - Relievers Systems ❑ To continue to develop robust appointment procedures and packs including VCA legislation. ❑ To regularly review our procedures as appropriate. ❑ To consult with other schools and advisors to solve any issues and to achieve quality robust documents.	2025 → 2025 → Ongoing	Personnel Committee & BOT Personnel & H&S com. WP SLT /WP P Com TWKK o Aotearoa - NZ Sch Bd Ass. / NZEI / NZPF & other Principals		

3. To provide leadership and career opportunities for all staff through the provision and support of professional development programmes	❑ All Staff and Board members are encouraged to be life-long learners. ❑ Staff may apply for professional development based upon identified needs, leadership roles, career paths, and personal interest within our budget. ❑ Staff will be consulted on school-wide curriculum contracts and staff development opportunities. ❑ Through our Growth Cycle/Appraisal process staff can identify areas for further development. ❑ To provide a robust and fair Growth Cycle/Appraisal system that provides a focus on continuous improvement and promotes professional excellence. ❑ To provide a meaningful and beneficial Annual Principal Growth Cycle/Appraisal Process. ❑ To be constantly in pursuit of excellence - underpinned by our assessment of individual and school-wide performance. ❑ Encourage and support staff with tertiary or ongoing study. B.O.T. to set guidelines for financial support and time allowance ❑ Provide opportunities for self-reflection and sharing and observation with others on staff. ❑ Encourage and support Kahui Ako In School and Across School Roles and involvement	Ongoing 2025→ 2025→ 2025 → 2025 → Term 1, 2025 → 2025 →	Board & Staff Priority area in the budget		

From Goal to Strategies:- Business as Usual

Goal ♦ ***Finance Old 4 –*** *To ensure financial resources and systems are in place to effectively support our school goals.*					
Objectives	**Strategies / Actions**	**Time / Requirements**	**Responsibility / Costs**	**Evaluation**	**RAG Status**
1. To have a well resourced school with financial stability.	❑ Manage and allocate funding to support quality learning programmes, whilst maintaining adequate reserves & continued capital purchase programmes. ❑ Budget consulted with stakeholders. Draft achieved by November. Ratified at our December Board meeting of each year. ❑ Aim for a break-even Budget. ❑ Regular reporting to B.O.T. ensuring that the Budget reflects strategic goals, charter aims, and operational plans. ❑ Regular Finance Meetings to review reporting against the budget, record variations and make adjustments if necessary. ❑ Annual accounts are prepared and submitted by M.O.E. deadlines. Currently to auditors by 31st March and to M.O.E. by 31st May. ❑ Accumulate and manage adequate reserves to achieve major projects. ❑ Maintain a contingent reserve of $50,000.	Annually NAG 4 Annually Annually 7-10 times annually 2 – 4 times annually	Staff, Board, Principal Budget flexible enough to cover bases. Principal, Board, Staff,		

2. To develop sound financial policies and procedures that are clear, robust and transparent.	❑ To further develop our Finance Folder & efolder for easy access of information. ❑ Regular review and update of policies. Using School Docs ❑ Regular review and update of appropriate procedures. ❑ Consult with other schools and advisors to achieve quality robust documents. ❑ Ensure accurate, prudent and well-organised financial systems are in place.	Ongoing Ongoing	Finance Committee & BOT + Admin Staff.		
3. To achieve long term development goals.	❑ Effectively manage the 5-Year Property Agreement monies. ❑ Maintain & manage appropriate painting / cyclic maintenance fund reserve. ❑ Review and manage funds effectively to allow ongoing progress, sustainability & development of site & facilities in accordance with planned capital commitments & priorities. - Professional Development - Board owned facilities - Central Resource Area - Classrooms	Ongoing 2025 → 2025 → 2025 → 2025 →	Finance Committee & Board Board – Property team		

4. To develop efficient systems and procedures in Office Administration area	❑ Review Administration Officer's jobs and procedures ❑ Continue to develop robust systems for checking and efficiency. ❑ Continue to review and develop clear and specific job descriptions and procedures for managing day to day and longer term finances. ❑ Appraisal of staff against job descriptions. ❑ Provide professional development for up-skilling of staff where necessary. ❑ Review service suppliers and contractors for performance and cost effectiveness (i.e., banks, insurers, software, etc).	Annually Ongoing / Annual Review Ongoing / Annual Review Annually As needed Ongoing			

From Goal to Strategies:- Business as Usual 2025-2027

Goal

- **Property - Old NAG 4 - To provide a safe and inclusive physical environment that enhances collaborative learning and teaching.** *I value others and the environment.*

Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To effectively and efficiently operate within our 10YP and 5YA agreements	• See Main Property Strategic Goal • To achieve our P1 & P2 areas. • Effectively continue to use 5YA, 10YPP and Cyclical Maintenance funds according to our school needs	2025 2025 2025	Board - Fraser & Buddy. WP/ DP		
2. Progressing high-quality, learning environments & updating areas as needed.	• Upgrade furniture and blinds in classes and maintain as needed • Continue to commit finances towards the ongoing upkeep of the Kahikatea Library, Koromiko Suite, Ponga Iti, Pool & Shed. • Ongoing maintenance and enhancement of our buildings. • Apply for a heritage assistance fund for assistance were needed.	2025 2025 2025 2025	Allan/John, Board - Fraser & Buddy. WP/ DP Allan/John, Board - Fraser & Buddy. WP/ DP Allan/John, Board - Fraser & Buddy. WP/ DP Allan/John, Board - Fraser & Buddy. WP/ DP		

3. To continue to maintain infrastructure to facilitate an effective e-learning environment.	• Monitor needs and efficiency. Plan for future developments if needed. • Ongoing Maintenance and replacing where necessary. • Ongoing replacement plan developed. • Update and maintain website	2025	Danny NT/WP Board		
4. To maintain our Board owned buildings and facilities	• Maintenance, ongoing painting, shelving etc. • Library Sash Windows -2025 • Ponga Iti Roof - • Koromiko suite flashings etc. • Koromiko Floor Boards in Toru • Replace filter sand/ glass • Sort rusting mesh under concrete • After School Care Roofing - from our own funds Work towards these projects using Board and PTA funds and using the Dad's Army where possible to save funds.	2025	Allan/John, Board - Fraser & Buddy. WP/ DP		
5. Keeping a high-quality swimming pool facility operating effectively and securely	• Complete ongoing maintenance and repairs as needed • Install higher fencing around pool (electrification at high level,if allowed) **Site development and safety** • Security cameras updated • Extending wiring to the deep end to achieve cameras. <u>Regular Scheduled Checks</u> <u>Monthly</u> • Water tested in the pool in	2025 2025	Allan/John Poolwerx		

	accordance with Council guidelines				
6. Ongoing upkeep of our campus.	<u>Every Six Months</u> • Heat Pump servicing/maintenance <u>Waste Water System</u> • Sewerage - Contact all parties and coordinate a meeting to finalise the installation, linking & agreements for servicing our sewerage system. • Upgrade of water pressure - esp for Play Centre (2034) • Regular checks made on the waste water system. • Maintenance plan for the waste water system-four times a year currently. <u>Ongoing</u> • Alarm monitoring-check systems are working efficiently and effectively • Every six months Select Alarms test alarms. • Follow Asbestos Plan-as needs arise. • Pot holes in car park - TCC / WDC combined project.	2025 2025 2025	Allan /John Allan/John, Board - Fraser & Buddy. WP/ DP Waikato Pump services & … Allan/John, Board - Fraser & Buddy. WP/ DP		
7. Bringing our campus together with unity integrating our enviro values with larger numbers & facilities with sustainability.	• Develop a clear plan for all annual projects. • Targeted funding from PTA/sponsorship to cover 'wish list' items. Shade areas Board owned building support New planting around school Drum room Beautifying space where K4 was removed from	2025	WP/DP Fraser/Buddy		

8. To have an ongoing Wish List with ideas for future developments where toe money and opportunity arise.	• See Main Property Strategic Goal • Alarm extension around our school - staged progression. No funds - future project.	2025 onwards	WP/DP Fraser/Buddy		

From Goal to Strategies:- Business as Usual 2025-2027

Goal

- **Health and Safety Old NAG 5** - ***To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.***

Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To have an active culture of Health & Safety, ensuring the safety of staff, students and the wider community.	❑ Encourage and celebrate involvement around H & S with staff, community and students.	2025 → Ongoing	Board, all Staff, Parents & students, Contractors and volunteers.		
	❑ Ensure awareness and implementation of Health & Safety policy and procedures in relation to the Health & Safety Amendment Act.	2025 → Ongoing	Personnel, H & S & Leg committees.		
	❑ Continually update emergency contacts and health concerns information on staff and students using Edge - S.M.S. Using TMCS Induction form.	Ongoing	Lisa L, Principal and H & S Committee		
	❑ Continue to collect emergency contacts and health concerns information on student teachers in line with staff and students.	Practice 1 each Term	WP / DP		
	❑ Continually review and improve crisis management and emergency evacuation plans following regular practices.	Ongoing	Admin / DP		
	❑ Police Vetting - of all staff and contractors is required, e.g., builders, plumbers, etc. Also parent volunteers for overnight camps.	Ongoing	WP / DP / H & S / Legal		

	❑ Continue to review our swimming pool procedures as well as induct and educate staff, children and community as required. ❑ Continue an effective system for Relievers with all appropriate character and identity checks. ❑ Follow all Government mandates, and guidelines set out by MOE & MOH in the prevention and reduction of such things as COVID and it's impacts on staff, students and community.	Ongoing Ongoing Ongoing	WP / DP / Pool Facility Managers DP / Lisa B Principal, BOT and H & S Committee, Staff.		
2. To provide a safe emotional environment.	❑ To celebrate and live our School Vision. ❑ To continue to develop PB4L/Restorative practices staff and students. ❑ For the leadership team to continue to train in Tier 2 PB4L. ❑ To link Mindfulness practices and wellbeing into the daily lives of staff and students.	2025 → 2025 → 2025 → Ongoing	Staff, parents & students Staff and students WP / DP's Staff and students		
3. To ensure our school property is a safe physical environment for all.	❑ Identify and register hazards and carry out safety inspection of the school on a regular basis. Eliminate, Isolate and minimise. ❑ Hazards register to be kept in the Staff	2025 ongoing monthly checks Ongoing →	Health and Safety Com.& Property Manager / DP/ WP All staff		

	Room that is visible for all teachers to add hazards to. ❑ Electrical safety checks to be completed. ❑ Ensure H & S briefings and contracts are completed for all contractors working on site. ❑ Playground safety is part of our regular weekly checks. This is documented.	2025 → Ongoing Ongoing Ongoing	WP/ DP / Allan WP / DP / Property Manager / Property Team / Allan		
4. To improve hygiene and reduce spreading infections. Keeping everyone healthy.	❑ To keep up with all Infectious disease requirements from the Government and ensure we are proactive and organised with; hygiene, signage, tracing and management of the different Levels. ❑ Continue to keep up with and implement ideas to improve hygiene. ❑ Continue to develop / implement pandemic planning strategies and resources. ❑ Follow an ongoing review of the school's pandemic policy to be in line with current advice from the Ministry of Health using School Docs. ❑ To raise awareness and strengthen our Healthy Eating Policy and Sugar Free School practices.	2025→ 2025 → 2025 → Ongoing Ongoing	WP & All staff. Staff, Health and Safety Committee, Property Manager WP / DP Staff, T Aides, Parents, students Staff, T Aides, Parents, students		

	❑ Supervise and support students with food allergies with monitoring and surface cleaning and encouraging no nuts at School, washing hands and surfaces after kiwi fruit and fish.		Staff, T Aides, Parents, students		
5. To address H & S risks as part of property development.	❑ Continue to develop further shade areas & plant trees as necessary. ❑ Continue to improve the safety of pathways.	2025 → 2025 →	Health & Safety / Property Committee		
6. To provide quality and safe Education Outside The Classroom (E.O.T.C.) experiences for our children	❑ Continue to review and revise E.O.T.C. procedures and up-skill staff members in line with latest Guidelines ❑ All staff to gain and keep updated - First Aid Certificate. ❑ To continually review and upskill staff re the use of our swimming pools	2025 → As needed for new staff As needed & for new staff	E.O.T.C. teachers and staff, Board. Reception / WP E.O.T.C. teachers and staff,		
7. To develop a positive, can do, safe and happy school culture for students and staff.	❑ Continue to integrate the Vision and and vision statements into our School culture using PB4L learning and teaching. Linking strongly with our local curriculum. ❑ Continue to integrate Mindfulness practices across the school. ❑ Celebrating successes through our vision at Assemblies, School gatherings, promotions in newsletter and newspapers.	NAG 5 & NAG 3 Ongoing 2025 → 2025 →	Staff and Board, students, parents. Focus Group Staff WP & Staff		

	❑ Continue to develop leadership and confidence in our students along with a supportive family atmosphere – Whanau groups, school camps, leadership positions, etc.	2025 →	All Staff		
8. To ensure the school infrastructure is safe and maintained.	❑ To comply with the conditions of the Resource Consent applying to Sewage. ❑ Monitoring and maintaining of alarm system and maintenance schedule relating to Sewage System ❑ Continue maintenance contract with S3.	2025 → Ongoing Ongoing	Health & Safety Committee and Property Manager Ministry of Education, School, W.D.C Board		
9. To keep in line with the Health and Safety Reform Act 2015. http://www.mbie.govt.nz/pdf-library/what-we-do/workplace-health-and-safety-reform/qas-health-safety-reform-bill.pdf	❑ Continue hazards reporting in place that relies on all staff to be aware of hazards. Up on the Fridge . ❑ Continue to abide by the working at heights legislation. ❑ Hazardous substances listed and reviewed six monthly. ❑ Ensure Caretakers has protective equipment and clothing. ❑ Template for Staff Meetings includes a section for H and S weekly reporting.	2025 → Ongoing Ongoing 2025 → 2025 →	H & S Com., Staff, Property Manager Allan/ DP /Staff DP / Allan WP / Allan / DP. BOT WP / DP / Allan H&S Committee		

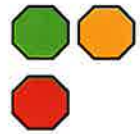
	❑ Report all accidents to the Board and serious harm incidents to WorkSafe NZ as well. ❑ Review approved contractors list- e.g. plumber, electrician, cleaner, property project manager, lawn mower, bus driver, relievers, music tutors, kapa haka. All inducted in H&S. ❑ Review all Health and Safety policies and procedures according to School Docs. timelines. ❑ To organise a health and safety consultant to audit our school procedures.	2025 → Ongoing 2025 → 2025 →	WP / DP / Allan DP / H&S Committee H&S Committee DP / WP & H&S Com to check WP / DP		

From Goal to Strategies:- Business as Usual

Goal ♦ ***Legislation Old NAG 6 – To enhance learning by complying with relevant legislation.***					
Objectives	**Strategies / Actions**	**Time / Requirements**	**Responsibility / Costs**	**Evaluation**	**RAG Status**
1. To keep up with and comply with all relevant legislation.	❑ To continually be aware and keep up to date with legislative changes. ❑ Report any legislative changes to the Board. ❑ If necessary have Legislation meetings to review any changes and new compliances. Make any variations and adjustments necessary. Usually achieved in committee responsibility areas. ❑ Carry out a well informed and legal Trustee Elections as and when needed. ❑ Use Te Whakarōputanga Kaitiaki Kura o Aotearoa - New Zealand School Boards Association and N.Z.E.I. to help support compliance and documentation ❑ Follow the Health and Safety Amendment Act, Vulnerable Children's Act. ❑ Comply with the Education Training and Amendment Act 2022- Follow NELPS and ongoing changes.	2025 → 2025→ Ongoing 2025 → 2025 → 2025→	Legislation committee, Board, Principal Legislation committee, Board, Principal		

	❑ Use the NELP (National Education and Learning Priorities). to help guid our practice. ❑ Develop Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint (2022 review). ❑ Follow the Ministry of Education guidelines for Stand-downs, suspensions, exclusions and expulsions - part 1, 1999. ❑ Follow all Government Mandates, MOE & MOH guidelines around the management of such things as a COVID pandemic. ❑ Follow government policy on an hour of reading, writing and maths a day.	2025→ 2025→ 2025 → 2025 → 2025 →	Leadership Team / BOT Principal / BOT Principal / BOT/ Staff Principal / BOT/ Staff Principal / BOT/ Staff		

From Goal to Strategies:- *Developing a Quality Learning Community* - Business as Usual

Goal ♦ ***To successfully implement the C.U.S.P. - Combined University and Schools Partnership at Tamahere Model Country School***					
Objectives	**Strategies / Actions**	**Time / Requirements**	**Responsibility / Costs**	**Evaluation**	**RAG Status**
To continue to a be part of the Collaborative University & Schools Partnership (CUSP) - School Based Programme linked with the University of Waikato to provide professional site-based experiences for Year One student teachers and Grad. Students.	❑ To work alongside the Division of Education Faculty, (D.O.E.) at the University of Waikato.	2025 □ NEP / NAG1	All teachers		
	❑ To support the Associate Lecturer from our staff in line with University guidelines.	Ongoing □	Principal / F.O.E.		
	❑ Coordinate the effective linking of the Professional Practice requirements to learning and teaching at our School.	Ongoing	Associate Lecturers and D of Ed. Team.		
	❑ To place around 30 student teachers across the school throughout the year. A combination of Grad. Students and First Year students (undergraduate).	Ongoing through year.	$300 per student Teacher funding from University of Waikato for LTR teachers		
	❑ To appraise students and feed back information to the F.O.E.	At least once per term	All teachers involved / Associate Lecturers		
	❑ To develop a quality and authentic student teacher education experience and provide the best learning and teaching opportunities for our students.	Ongoing	All staff involved		
	❑ To link with lecturers at the university at staff meetings and on a day by day basis.	Staff meetings +	All staff involved		
	❑ To review the year and put forward recommendations for improvement.	Ongoing	All staff involved Associate Lecturer.		
	❑ To cater for both First year and Grad CUSP students.	Ongoing	All staff involved Associate Lecturer.		
	❑ Waveney to continue on the National Executive to keep up to date and help drive this space nationally.	Ongoing	Waveney		

2024 Analysis of Variance

School Name:	**Tamahere Model Country School**	**School Number:**	**1976**

Strategic Aim:

Strategic goal: To build student capability, achievement, resilience and cultural connectedness.

Kia maia, kia manaaki, kia kotahi.

Annual Aim:

Priority Areas for Improving Student Achievement

- To raise overall achievement in Literacy and Numeracy and all learning areas at Tamahere Model Country School.
- To build staff capability and sustainability through living our Vision.
- Supporting students and teachers to make 'good' learning possible.
- To build and grow our vision and nurture a healthy school culture.
- To build student capability, achievement, resilience and collaboration & cultural responsibility. Kia maia, kia manaaki, kia kotahi.

Target:

Target for improving student achievement

Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.

Reading 2024

2024	**2023**
Year 1- 29% (17/58) students in this cohort who are Below or Well Below.	Year 1- 26% (16/62) students in this cohort who are Below or Well Below.
Year 2- 7% (7/62) students in this cohort who are Below or Well Below.	Year 2- 8% (4/55) students in this cohort who are Below or Well Below.
Year 3- 5% (3/59) students in this cohort who are Below or Well Below.	Year 3- 10% (7/69) students in this cohort who are Below or Well Below.
Year 4- 8% (6/67) students in this cohort who are Below or Well Below.	Year 4- 2% (2/72) students in this cohort who are Below or Well Below.
Year 5- 4% (3/71) students in this cohort who are Below or Well Below.	Year 5- 10% (6/62) students in this cohort who are Below or Well Below.
Year 6- 8% (5/62) students in this cohort who are Below or Well Below.	Year 6- 0% (0/58) students in this cohort who are Below or Well Below.

In total including 12 Maaori students, there are 21 target students in READING.	In total including 10 Maaori students, there are 35 target students in READING.

Reading Progress Results of Target Learners from Term 4 2023 - Term 4 2024				
Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
2	1	1	7	8/9 89%
3	2	3	2	3/7 43%
4	4	0	4	4/8 50%
5	1	2	1	3/4 75%
6	3	0	3	3/6 50%

Reading Maaori Target 2024

2024 Year One- 3 Year Two- 1 Year Three- 1 Year Four- 4 Year Five- 1 Year Six- 2 There are 12 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.	**2023** Year One- 3 Year Two- 1 Year Three- 4 Year Four- 0 Year Five- 2 Year Six- 0 There are 10 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.

Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Maaori	2	1	7	8/10 80%

Gender Target Reading Results:
Note: Important to note, Gender data here is not representative of all children on the target list from 2022 to 2023 as this information was not collected last year, therefore, this data is reflective of end 2023 data only. Next year we should be able to show more of a trend picture in this space. Also, with the 2022 end of year data not present, we are unable to show the true accelerated progress from those learners who are no longer targets as that data is not present. Going forward we will have this information. **This table is reflective of 2024 Term 4 end of year data.**

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Male	4	4	6	10/14 71%
Female	7	2	8	10/17 59%

Writing Target 2024
Target for improving student achievement
Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.

2024	**2023**
Year 1- 9% (5/58) students in this cohort who are Below or Well Below. Year 2- 6% (4/67) students in this cohort who are Below or Well Below. Year 3- 37% (22/60) students in this cohort who are Below or Well Below. Year 4 – 25% (17/67) students in this cohort who are Below	Year 1- 8% (5/62) students in this cohort who are Below or Well Below. Year 2- 9% (5/55) students in this cohort who are Below or Well Below. Year 3- 26% (18/69) students in this cohort who are Below or Well Below. Year 4 – 22% (16/72) students in this cohort who are Below

or Well Below. Year 5 – 44% (33/75) students in this cohort who are Below or Well Below. Year 6- 29% (18/63) students in this cohort who are Below or Well Below. In total, including 17 Maaori students, there are 89 target students in WRITING.	or Well Below. Year 5 – 48% (30/62) students in this cohort who are Below or Well Below. Year 6- 24% (15/58) students in this cohort who are Below or Well Below. In total, including 17 Maaori students, there are 89 target students in WRITING.

Writing Progress Results of Target Learners from Term 4 2023 - Term 4 2024				
Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected/accelerated Progress
2	2	2	0	2/4 50%
3	2	16	1	17/19 89%
4	11	4	0	4/15 27%
5	5	19	5	24/39 61%
6	12	4	1	5/17 29%

Writing Maaori Target

2024 There are 14 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals. Year One- 2 Year Two- 2 Year Three- 2	**2023** There are 17 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals. Year One- 2 Year Two- 1 Year Three- 5

Year Four- 5 Year Five- 1 Year Six- 2	Year Four- 1 Year Five- 4 Year Six- 4

Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Maaori	6	5	1	6/12 50%

Gender Target Writing Results:
This table is reflective of 2024 Term 4 end of year data.

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Female	12	10	2	12/24 50%
Male	20	35	5	40/60 67%

Math 2024
Target for improving student achievement
Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.

2024 Year 1- 43%(25/58) students in this cohort who are Below or Well Below. Year 2- 23% (16/67) students in this cohort who are Below or Well Below. Year 3- 17% (10/60) students in this cohort who are Below	**2023** Year 1- 35% (22/62) students in this cohort who are Below or Well Below. Year 2- 9% (5/55) students in this cohort who are Below or Well Below. Year 3- 24% (17/69) students in this cohort who are Below

or Well Below. Year 4 – 25%(17/67) students in this cohort who are Below or Well Below. Year 5 – 19% (14/75) students in this cohort who are Below or Well Below. Year 6- 22% (14/63) students in this cohort who are Below or Well Below. In total, including 23 Maaori students, there are 96 target students in MATHS.	or Well Below. Year 4 – 24% (17/72) students in this cohort who are Below or Well Below. Year 5 – 24% (15/62) students in this cohort who are Below or Well Below. Year 6- 16% (9/58) students in this cohort who are Below or Well Below. In total, including 15 Maaori students, there are 85 target students in MATHS.

Math Progress Results from Term 4 2023 - Term 4 2024

Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected/accelerated Progress
2	7	10	0	10/17 59%
3	4	3	0	3/7 43%
4	3	15	0	15/18 83%
5	4	8	0	8/12 67%
6	2	11	0	11/13 85%

Math Maaori Target

2024 There are 21 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.	**2023** There are 15 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One- 6 Year Two- 3 Year Three- 1 Year Four- 7 Year Five- 2 Year Six- 2	Year One- 4 Year Two- 1 Year Three- 7 Year Four- 0 Year Five- 2 Year Six- 1

Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Maaori	9	11	0	11/20 55%

Gender Target Math Results:
This table is reflective of 2024 Term 4 end of year data.

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Female	20	28	0	28/48 58%
Male	15	19	0	19/34 56%

Baseline Data:	This was derived from the end of 2023 and end of 2024 data. The data came from the end-of-year reports as well as testing and observations from the start of 2024.

Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*	**Actions for 2025** **What are we going to do?**
• Shared the responsibility for supporting students at risk with the wider team. • Teaching, using best practice models and programmes to raise student achievement. • Sharing & support across staff and across Syndicates. • Teachers sharing ideas and resources at syndicate and full staff meetings. • Analysis of data and professional discussions, full staff meetings & syndicates discussions. • Parents were made aware of any students who were on the target list to enable them to also provide extra support. • Programmes were focused on individual learning and achievements of children and provided specific feedback and forward for	**Target:** Move students on the target list by more than ½ a curriculum level in one year or to AT by the end of the year. **Reading Achievement** **2024 Reading Data:** Year 1: 29% Below/Well Below (up 3% from 2023). Year 2–6 show slight changes, with fewer students below in Years 3 and 5 compared to 2023. Total target students: 21 (including 12 Maaori students), a reduction from 35 in 2023. **Progress (Term 4 2023–Term 4 2024):** 70% of target learners achieved *expected or accelerated progress*. Maaori learners: 80% achieved *expected or accelerated progress*. Boys achieved slightly better than girls, with 71% achieving	• 2024 has been a year of solid learning with few interruptions. • Funding support for special needs & abilities student opportunities has made a positive difference. • Teaching, using best practice models and programmes to raise student achievement. • Teacher modelling utilised. • Specific monitoring of special needs and abilities. • Small group sessions daily for target students. • Ongoing teacher robust PLD, collaborative practices, deliberate acts of teaching analysed and measured against success has contributed to the pleasing results.	**Areas to Target 2025:** For 2025 we have already identified the students that will need the most support to shift their achievement. These students' names and areas of need will be shared with the whole school staff to allow for a pastoral model where all teachers work together to accelerate learning. **Key Targets and Observations 2025:** **Reading 2024 Progress Results:** Target learners achieving expected or accelerated progress: Overall: 61%. Maaori learners: 80%. Gender disparity: Males (71%) females (59%). **2025 Focus** Strengthen interventions for Years 3, 4, and 6 where progress was weaker in	The following actions aim to lift achievement through targeted support, consistent expectations, and evidence-based context specific teaching practices, enabling all ākonga have equal access to learning. **Living our Vision** High and consistent expectations in learning and behaviour Actively continue PB4L strategies Extend Vision & PB4L initiatives into community - trips, sporting & ASC Signage to reinforce our Vision Encouraging intrinsic motivation **Science of Learning** Aakonga develop understanding around the Science of Learning

both teacher and student. • Assessment of students using a range of assessment tools both standardised and teacher made. • A focus on basic knowledge acquisition, e.g. maths basic facts, letter, word knowledge, etc. • Deliberate and structured teaching aligned to needs and progressions of learners • Teacher modelling is an essential component of this programme. • Children are made aware of and are involved in the co-construction of learning intentions and success criteria. • Analysis of data and professional discussions in staff meetings. • Level awareness and next steps learning is a key component. • Open discussions and moderation to support all and keep consistency.	*expected/accelerated progress* compared to 59% of girls. **<u>Writing Achievement</u>** **2024 Writing Data:** Year 1–6: Cohorts with the highest challenges are Years 3 (37% Below/Well Below) and 5 (44% Below/Well Below). Total target students: 89 (including 14 Maaori students), consistent with 2023. **Progress (Term 4 2023–Term 4 2024):** Only 47% of target learners achieved *expected or accelerated progress*. Maaori learners: 50% achieved *expected or accelerated progress*. Boys showed better progress (67%) than girls (50%). **<u>Mathematics Achievement</u>** **2024 Math Data:** Year 1 cohort showed the greatest challenge with 43% Below/Well Below. Total target students: 96 (including 20 Maaori students), up from		2024. Improve support for females in reading. **<u>Writing 2024 Progress Results</u>** Target learners achieving expected or accelerated progress: Overall: 48%. Maaori learners: 50%. Gender disparity: Males (67%) females (50%). **2025 Focus:** Address low writing achievement in Years 4 and 6, where progress was below target. Support female learners, who showed lower progress rates compared to males. **<u>Mathematics 2024 Progress Results:</u>** Target learners achieving expected or accelerated progress: Overall: 64%. Maaori learners: 55%. Gender disparity: Comparable progress rates	**Student well-being** Mindfulness practices developed to support students Continue to develop culturally responsive practices Tiriti of Waitangi celebrated and incorporated in class treaties Classroom environments and routines enhance student learning and wellbeing **Increase the confidence, knowledge and skills of aakonga in Mathematics** Active participation in an hour a day of maths The sequence of teaching is structured and systematic in line with NZC **Self-efficacy** Students are taught and build assessment capability (self/peer assess, give and receive feedback) Living our Vision

	85 in 2023. **Progress (Term 4 2023–Term 4 2024):** 65% of target learners achieved *expected or accelerated progress*. Maaori learners: 55% achieved *expected or accelerated progress*. Boys and girls performed similarly, with 56–58% achieving *expected/accelerated progress*.		for males (56%) and females (58%). **2025 Focus:** Address insufficient progress among Year 2 Maaori learners and target low-performing cohorts (Year 3). Strengthen interventions for Years 2 and 3 to improve overall progress rates. **Areas for Targeted Support:** **Maaori Learners** Reading: Strong progress in 2024 (80% achieving expected or accelerated progress), but focus on continued support for Year 4 learners. Writing: Only 50% achieved expected or accelerated progress. Mathematics: Improve progress rates, particularly in Years 2 and 3. **2025 Focus:**	**Interventions and acceleration for at-risk aakonga** Learning in achievable manageable chunks. Aakonga have more time and increased opportunities for support e.g. ALIM and ALL Become familiar with Prime Maths resources Across school,leaders and senior leadership work with small groups to accelerate achievement. In school leaders to build teacher knowl;dge and strengthen teacher practice through modelling and observations. **Increase the confidence, knowledge and skills of aakonga in Reading and Writing and oral Language** Active participation in an hour a day of Reading and Writing The sequence of teaching is structured and systematic in line with NZC

			Maori students feel capable and confident as Maaori. Identify target learners and track their progress using syndicate and whole-school strategies to accelerate learning. Differentiate teaching focus to meet the learning needs for all students. Embed Māaori histories, values, and narratives into learning areas to create a safe and connected learning environment. Implement the Te Reo Māaori Plan with 30-minute weekly lessons, kapa haka participation, and extension classes. Consult with whānau to understand and respond to Māaori learners' needs. Strengthen connections with Ngāti Hauā, including regular	Become familiar with Structured Literacy resources

			marae visits, local stories, and tikanga practices. Create spaces for Māaori students to lead and have their voices heard. **Gender Disparities** Writing: Female learners are significantly underperforming males. Address the slower progress of female learners'. Maths focus on consistent support for both genders.	

School-Wide Professional Learning Plan

	2025	2026	2027
Main Focus Areas ♦ **Literacy & Numeracy** always a priority - **integrated with our main goals**	**English** **Structured Literacy PLD for Middle and Senior School Term 2** **Junior Structured Literacy facilitated by Natalie Toohey**	**English** **Internal Structured Literacy PLD continues**	**English** **Internal Structured Literacy PLD continues**
	Maths **Using Prime Maths resources for the first time.** **2 x Ministry TOD**	**Maths** **Becoming familiar with Prime Maths resources** **2 x Ministry TOD**	**Maths** **Internal PLD to use Prime Maths resources and curriculum effectively**
Main Focus Areas ♦ Continue to develop our Localised Curriculum ♦ Aotearoa Histories ♦ **Inclusive School** Embrace & normalise things Maori. Teaching te	**Aotearoa Histories / Local Curriculum - Embedding** Using and living our new implantation plans and resources **WaiMAC** **Te Reo & Tikanga Maori** Continual development & support **Self Review** of our TMCS pedagogy in line with the new curriculum refresh.	**Other Learning Areas - New Curricula** **Local Curriculum** Begin our journey with the curriculum refresh in all other learning areas.	**Other Learning Areas - New Curricula are now a requirement** Continue our journey with the curriculum refresh in all other learning areas.

reo Maori raising achievement, wellbeing, diversity & resilience, Cultural Diversity.	**PB4L Year 6** Continue to prioritise the implementation of all tier 1 foundational practices across the school. Fine tune our practice to support data findings. Facilitate sustainability with changing staff and growing practice. Continued PLD in Tier 2.	**PB4L Year 7** Continue to prioritise the implementation of all tier 1 foundational practices across the school and supporting new staff on the journey. Reviewing and tweaking as we go. Implementing Tier 2.	**PB4L Year 8** Continue to prioritise the implementation of all tier 1 foundational practices across the school and supporting new staff on the journey. Continue embed practice and implementation of Tier 2.
Kahui Ako support	**Kahui Ako** • Ongoing workshops & support. • Conference • Lever support e.g. Attendance. Neuro.. • In-school and across-school leaders support and respond within the strategic direction of the school.	**Kahui Ako** • Ongoing workshops & support. • Conference • Lever support e.g. Attendance. Neuro. • In-school and across-school leaders support and respond within the strategic direction of the school.	**Kahui Ako** • Ongoing workshops & support. • Conference • Lever support e.g. Attendance. • In-school and across-school leaders support and respond within the strategic direction of the school.
	Identity & Values **Inclusive School** - Embrace and normalise things Maori, Supported by Wai.MAC, **cultural diversity supported** and **Integrated** into pedagogy. **Kia Kotahi / Connected/United**		
Principal **DP/ AP Leadership Team**	NZPF / NAMSA Conferences Waikato Principals PLD. AP/DP Conference. Other opportunities. Leadership Team Retreat →	→ →	→ →
PGC /Appraisal Our staff appraisal system will link our School Vision with the Teaching Council of Aotearoa NZ Professional Standards and Our Code principles.	**Professional Growth Cycle** Continue to align our Prof. Growth Cycle with our whole school strategic direction. Continue to incorporate learning conversations, observations and self reflections within a culture of empowered leadership across the school	**Professional Growth Cycle** Continue to align our Prof. Growth Cycle with our whole school strategic direction. Continue to incorporate learning conversations, observations and self reflections within a culture of empowered leadership across the school Refine our Quality Practice template as a staff.	**Professional Growth Cycle** Continue to align our Prof. Growth Cycle with our whole school strategic direction. Continue to incorporate learning conversations, observations and self reflections within a culture of empowered leadership across the school.

Draft 17 December 2025

TAMAHERE
MODEL COUNTRY SCHOOL

Nurturing our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

Tamahere Model Country School Curriculum
TEACHING AND LEARNING N.A.G. 1 (i) 2023

National Curriculum → Tamahere Model Country School Curriculum → Class Curriculum

Our T.M.C.S. Vision

	Nurturing our Future - Growing Together / Kia atawhai aa mua - Kia tipu ngatahi		
OUR TAMAHERE LEARNER	**Kia Manaaki** **'Honour Be Your Guide'** *We have **respect** for ourselves, others, property and the environment.* 	**Kia Kotahi** **'Together as One'** *We learn and work together, supporting and caring for each other.* 	**Kia Maia** **'Confident Can-Do Kids'** *We strive to do our best with a positive 'can do' attitude.*
	Citizen ★ I am culturally respectful. ★ I value others and the environment. ★ I make good choices.	**Team Player** ★ I am kind and inclusive. ★ I am reliable and trustworthy. ★ I listen, share and contribute.	**Explorer** ★ I am enthusiastic, curious and ask questions. ★ I try my best even when things are hard. ★ I am a responsible risk-taker.

	Kaitiaki	Mahi Tahi	Karawhiua
	Someone who cares for others. ***Ehara taku toa I te toa takitahi, engari he toa takimano,*** My strength is not that of the individual, but that of the collective.	Working together as one. ***He waka eke noa,*** We're all in this together.	Go for it! Give it heaps! ***Mauri mahi, mauri ora,*** Through work, we prosper.

The Strategic Goals and Targets from our Charter:
Student Capability 2025 and Staff Strategic Goals 2025

CURRICULUM DELIVERY AT TAMAHERE MODEL COUNTRY SCHOOL ...

A river needs banks to let it flow. No banks and you have a flood plain - water all over the place. Jay Mc Tighe. Our Tamahere Model Curriculum Structure! - teaching with depth and purpose.

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world. Joel A. Barker

The Guiding Principles With the Tamahere Topics embody a rich context of authentic and meaningful learning in which many curriculum objectives can be covered. The leadership team ensures coverage of curriculum objectives by setting the main objective(s) each term. Assessment will be covered through this method. We honour the disciplines of each curriculum area through this process.

- Our learning programmes are culturally inclusive and encompass the vision, key competencies, principles and values.
- Where possible, learning areas will be integrated within the classroom programme with attention to our localised curriculum and coverage. This includes Aotearoa histories, local legends and stories and the Treaty of Waitangi principles.
- Our school is a Model Country School and supports the development of our student teachers through the CUSP programme. This is an integral part of our school culture.
- Literacy and Numeracy will be given the majority time in years one-four.
- Teachers promote a supportive learning environment that encourages active engagement, learner agency and collaboration for student and teacher learning. PB4L is part of the Tamahere School curriculum.
- Our school fosters positive and collaborative relationships with whaanau.
- Our school promotes differentiated learning opportunities and flexible grouping of students - needs-based, interest and social.

- Specialised programmes will be provided for Gifted & Talented and Special Needs. Refer to G.A.T.E. & Special Needs procedures.

New Zealand Curriculum Statements:

- *The key competencies are both an end and means. They are a focus for learning – and enable learning. (p38)*
- *"None of the strands in the required learning areas are optional, but some learning areas, particular strands may be emphasised at different times or in different years. (p38) Schools should have a clear rationale for doing this and should ensure each strand receives due emphasis over the long term."*
- *Future Focused issues are a rich source of learning opportunities:- Sustainability, citizenship, enterprise, globalisation.*

Implementation of the T.M.C.S. Curriculum enacts the expectations outlined to NAG 1, NAG2, 2020 and The Statement of National Education and Learning Priorities (NELP). NELP

Planning for Learning and Assessment

Each teacher / syndicate is accountable for:

- Developing unit plans based on student needs, interests and abilities showing depth and breadth across the curriculum.
    - Syndicates will develop a template to be used by all teachers, to ensure a consistent approach to the deliberate design of learning programmes.
    - In addition to this document, the school has implementation plans for Literacy, Numeracy and other curriculum areas.
    - Daily and weekly plans are aligned with unit plans.
    - A timetable which demonstrates curriculum allocation.- Weekly timetable displayed in the classroom. Daily flexibility shown in personal plans.
- Developing syndicate term overviews:
    - Shared with students, parents and the Board.
- Provided requirements are met, teachers are free to plan and record in ways that best suit themselves.
- Developing a team newsletter for each term to be sent home to parents.
- Ensuring reflection is a critical part of the teaching, learning and assessment cycle.
- Class information for relievers is kept in a classroom file in the Office. All relievers will collect this folder on the day of their relief teaching.
- Ensuring a range of assessment practices are used to:
    - Develop meaningful learning programmes to improve the outcomes for students
    - Provide both an 'ongoing and snapshot' of student progress and achievement across the curriculum

- This will include:
  - ➔ Diagnostic (before), Formative (ongoing), Summative (snap shot), and Evaluative / Reflective.
  - ➔ Ongoing, continuous feedback and feed-forward given throughout the teaching and learning process.
  - ➔ Assessment information for improving learning and teaching will be shared with students, staff, parents and the Board of Trustees.
  - ➔ Self-assessment, which enables students to monitor their own progress.
  - ➔ Peer assessment which helps to improve learning and to develop social and cooperative skills.
  - ➔ Moderation to ensure OTJ's are valid and reliable.
  - ➔ Evaluating pupils' needs, abilities and interests, to develop appropriate programmes.
  - ➔ Teacher assessment, in which progress and achievements are recognised, difficulties diagnosed, and strategies to overcome them are planned.
  - ➔ Individual cumulative files- (green folders) showing ongoing progress and achievement. These are passed onto the next teacher before the end of the school year to support a smooth transition.
  - ➔ Mid Year and End of year written reports in relation to the National Curriculum expectations and other learning areas.
  - ➔ Parent-teacher interviews in Terms One and Three.
  - ➔ Teachers will have their own data/assessment records including anecdotal notes and observations.
  - ➔ Many assessments, as per the Tamahere Model Country School Assessment plan, will be entered onto ***'Edge'***, our school's SMS.
  - ➔ Refer to the Tamahere Model Country School Assessment plan.
  - ➔ Recording any behaviour incidents on Edge in alignment with PB4L procedures.

IDENTIFICATION OF STUDENTS AND GROUPS OF STUDENTS
N.A.G. 1, 2020

Using a range of quality assessment information and evaluative procedures...

c. through the analysis of good quality assessment information*, identify students and groups of students:

1. who are not progressing and/or achieving;
2. who are at risk of not progressing and/or achieving;
3. who have special needs (including gifted and talented students); and
4. aspects of the curriculum which require particular attention;

d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students;

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

Appendix:-

Curriculum

- Tamahere Topics overview
- Tamahere Model Country School events calendar

Assessment

Assessment 2025

- Assessment overview for the current year
- Our Expectations of Student Achievement in relation to the National Curriculum expectations and other learning areas.

Our Vision – Principles and Values:-

All teaching and learning practices at our school need to be guided by our School's Vision, Principles & Values along with those of the New Zealand Curriculum. (p 8-10)

Key Competencies

– We do all of these all the time but we do a deliberate act of teaching (D.A.T.) focus each term

Participating & Contributing
Managing Self
Relating to Others
Thinking
Languages / Symbols & Texts Each Term

Literacy & Numeracy

For all students to be achieving at or above their expected National Curriculum Standard.

Tamahere Topics

Main – Teaching / Learning / Assessment Area

Big Ideas

Each term the Tamahere Topic will be guided by the BIG IDEA and the ***concepts*** linked to these ideas.

THE SECTION IN THE ROW BELOW IS UNDER REVIEW FOR 2023

Relationships Whanaungatanga	**Change**	**Communication**	**Structure/Systems**
The way in which two or more things are connected, or the state of being connected and the factors that	*Change is to transform or be different. Focus on the nature of change, how and why*	*Explore the ways in which people communicate in our world- in the past, present and future.*	*To identify and analyse how interconnecting groups are arranged and how they influence each other.*

influence the nature of connection.	*it occurred and the impact it had.*		

School Wide 'Rocks'

At Tamahere Model Country School we have recorded our local history and stories to share with the students and whanau:

Google Site for all Local Resources

Business as Usual

Kia Manaaki **'Honour Be Your Guide'** *We have **respect** for ourselves, others, property and the environment.*	**Kia Kotahi** **'Together as One'** *We learn and work together, supporting and caring for each other.*	**Kia Maia** **'Confident Can Do Kids'** *We strive to do our best with a positive 'can do' attitude.*
• Kapa Haka • Gaye Byers Word Work • Gaye Byers based writing • Te Reo/Tikanga • Integration of units • Digi Tech. and B.Y.O.D. • Maths cross grouping • Homework • Karakia • Waitangi Day- Te tiriti o Waitangi • Whaanau birds, trees and mountains	• Learning conferences- communicating with the parents. • Haapu Group time • Mindfulness • Syndicate hui (assembly) • Collaboration • Use of Seesaw • Swimming • Te Paanui • Personal pepeha	• Tamahere Tupu • Library- sessions with the Librarian • Creative challenges • Collaboration • T.M.C.S. learning progressions • Environmental Education • Social/emotional awareness

Learning and Teaching 'Rocks'

Activity	Term
Cultural celebrations	1
ANZAC Day	1 or 2
Matariki	2/3
Agricultural Day	4
Dressing of the Tree	4

Learning and Teaching 'Rocks'

Activity	Term
Marae visits	1-4
Pumpkin Night	1
Whaanau Tabloids	1
Grandparent's Day	2
Big Day Out/In	4
Prize Giving	4

Learning and Teaching 'Rocks'

Activity	Term
Productions	Biennial
Camps	1 and 2
Sports events	All terms
Itinerant Music lessons	All terms
Leadership Opportunities	All terms

	Graduation	4	Poetry/ Speech Night	3
			Book Character Day	4

A link to all of the Tamahere Model Country School's implementations plans is found here: ALL IMPLEMENTATION PLANS

2018 2018 Detailed Plan
2019 2019 Detailed Plan
2020 2020 Detailed Plan
2021 (Curriculum Cycle One) 2021 Detailed Plan
2022 2022 2022 Detailed Plan
2023 2023 Detailed Plan
2024 2024 Detailed Plan
2025 2025 Detailed Plan

Tamahere Inquiry Starter - 2025 - Whole School

Kia Kotahi

Being Connected

'Together as One'

Mahi Tahi - Team Player

He waka eke noa -

We learn and work together, supporting and caring for each other.

- I am kind and Inclusive
- I am Reliable and Trustworthy
- I Listen Share & Contribute
- I value others and the environment

2025	Term 1	Term 2	Term 3	Term 4
Progression	Connecting with each other	Being connected and understanding our relationship with the land	What it means to look after our land - ENVIRO focus	Looking after our planet, what can we contribute toward our land
Key Competencies	I am kind and Inclusive	I am reliable and trustworthy	I value others and the Environment	I listen, share and contribute
Learning Areas	**Aotearoa Histories -** Celebrating Tiriti o te Waitangi **Digital citizenship - hectors and unplugged**	**Science - Planet Earth and Beyond** **Technology - incorporated**	**Health KOS - Whole schoo, Health - Life Ed** - (puberty) Maungatautari	**Science - Habitiats**

Opportunities for Agency - Incorporate into inquiry plans	Seeking student voice as to what makes a good treaty and living by this in each classroom.	Students seek to demonstrate respect for our land.	Students activiely seeking to make a difference - encouraging this and making it happen.	Students sharing knowledge and commitment to contributing toward making our land a better place - this could be in practical terms, or presentations.
School Happenings	**Tui Ridge Camp - Maungatautari Mt -** **Pumpkin Night** **Triathlon / Try-athlon**	**Pirongia Camp - Raglan** Kahui Ako - Kapa Haka Festival - - Fieldays - 12th-15th June **Matariki 28th June**	Kapa Haka Festival - Cambridge Speeches for Pirongia and Maugatautari Taupiri - Poetry recitals	**Ag Day & Week 1** St Stephens - Dressing of the Tree.
Te Whare Tapu OTe Ngaakau Maaori	Ngaakau Kaitiaki & Ngaakau Aroha?	Ngaakau Kaitiaki & Ngaakau Manaaki	Ngaakau Kaitiaki & Ngaakau Aroha??	Ngaakau Kaitiaki & Ngaakau Whaanau??
Te Whare Tapu OTe Ngaakau Maaori	Kia tiaki koe i te mauri *To care and nurture* (P41)	Kia akiaki te mana o te taangata *Uplift and uphold the dignity and prestige of people. (P51)*	Aro mai, aro atu ki te haa tapu o te tangata *The sacred essence of the person is given and received:* *Reciprocity is key (P67)*	Kia whaariki too whaanau i a koe *We stand and fall as a whaanau (P81)*
Pirongia Syndicate				
Taupiri Syndicate	LTP			

	Te tiriti o Waitangi - Tino rangatiratanga me te kāwanatanga | Government and organisation Waitangi Day Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi | The Treaty of Waitangi. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday. Mindfulness and digital citizenship		**Health - KOS**	
Maungatautari Syndicate				
Te Reo Maaori	Pepeha / School names Syndicates, Classes, Whanau etc			
Enviro Ed	Lunch Boxes! Growing seeds etc	Integrated throughout! Sustainable - Mystery Creek Catchment -		
Sport	Movement Concepts & Motor Skills Cricket Small Ball Swimming EOTC	Winter Sports EOTC	Larger ball Cross Country	Athletics Swimming Small Ball EOTC

TAMAHERE
MODEL COUNTRY SCHOOL

Nurturing Our Future - Growing Together
Kia atawhai ao mua - Kia tipu ngatahi

2024 TMCS Performance Data

This report supports the end-of-year target and Analysis of Variance report that is due March 2025, which outlines the results of our targeted learners for 2024, the actions taken and the plans for 2025.

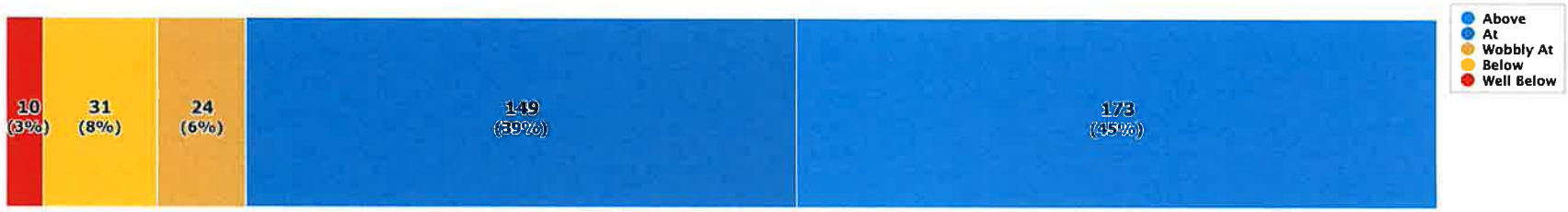
Since the beginning of 2018, National Standards reporting has been abolished. This has removed the requirement to report to the Ministry of Education against the National Standards for the end of 12, 24 and 36 months as well as the end of Years 4, 5 and 6. However, we have still chosen to report to our families and the Board using what we call the *curriculum standards.* At Tamahere Model Country School, our END OF YEAR expectations are:

Year Zero	Year One	Year Two	Year Three	Year Four	Year Five	Year SIx
Reading Level 1-9 Writing Level 1B Maths Beginning Level One	Reading Level 12-14 Writing 1P Maths Early Level One	Reading Level 17-18 Writing 1A Maths At Level One	Reading Level 21-22 Writing 2B Maths Early Level Two	Reading Level 25: 9.0-9.5 years Writing 2A Maths At Level Two	Reading Level 27: 10-10.5 years Writing 3B Maths Early Level Three	Reading Level 29: 11-11.5 years Writing 3A Maths At Level Three

Reading Year One-Six These results exclude Year Zeros

Reading - Tm4 - 2024 - 100% Bar Chart

Filtered By: Year 1,Year 2,Year 3,Year 4,Year 5,Year 6



2024

- Reading results show that for all year levels, 90% of our students are AT or ABOVE (including WOBBLY ATS).

2023

- Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).

2022

- Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).

2021

- Reading results show that for all year levels, 85% of our students are AT or ABOVE (including WOBBLY ATS).

2020

- Reading results show that for all year levels, 92% of our students are AT or ABOVE (including WOBBLY ATS).

Writing Year One-Six These results exclude Year Zeros

2024

- Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2023

- Writing results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2022

- Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2021

- Writing results show that for all year levels, 78% of our students are AT or ABOVE (including WOBBLY ATS).

2020

- Writing results show that for all year levels, 77% of our students are AT or ABOVE (including WOBBLY ATS). This is down from 2019 and an area we will need to invest more support in for 2022. Potentially this is an area of learning that COVID 19 may have had an impact on.

Maths Year One-Six These results exclude Year Zeros

Maths - Tm4 - 2024 - 100% Bar Chart

Filtered By: Year 1,Year 2,Year 3,Year 4,Year 5,Year 6

2024

- Maths results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2023

- Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2022

- Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2021

- Maths results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2020

- Maths results show that for all year levels, 82% of our students are AT or ABOVE (including WOBBLY ATS).

Reading Writing and Maths Comparison 2023-2024

Year One

2024 **Reading- 71**% of students AT or ABOVE (including WOBBLY ATS). **Writing- 91**% of students AT or ABOVE (including WOBBLY ATS). **Maths- 57**% of students AT or ABOVE (including WOBBLY ATS).	

Year Two - Cohort Comparison

2024 - Year Two	**2023 - Year One**
Reading- 93% of students AT or ABOVE (including WOBBLY ATS).	**Reading- 74**% of students AT or ABOVE (including WOBBLY ATS).
Writing- 94% of students AT or ABOVE (including WOBBLY ATS).	**Writing- 92**% of students AT or ABOVE (including WOBBLY ATS).
Maths- 74% of students AT or ABOVE (including WOBBLY ATS).	**Maths- 65**% of students AT or ABOVE (including WOBBLY ATS).

Year Three - Cohort Comparison

2024 Year Three	**2023 - Year Two**
Reading- 93% of students AT or ABOVE (including WOBBLY ATS).	**Reading- 93**% of students AT or ABOVE (including WOBBLY ATS).
Writing- 65% of students AT or ABOVE (including WOBBLY ATS). At Year Three, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 2B.	**Writing- 89**% of students AT or ABOVE (including WOBBLY ATS).
Maths- 83% of students AT or ABOVE (including WOBBLY ATS).	**Maths- 91**% of students AT or ABOVE (including WOBBLY ATS).

Year Four - Cohort Comparison

2024 Year Four	2023 Year three
Reading- 91% of students AT or ABOVE (including WOBBLY ATS).	**Reading- 90**% of students AT or ABOVE (including WOBBLY ATS).
Writing- 74% of students AT or ABOVE (including WOBBLY ATS).	**Writing- 75%** of students AT or ABOVE (including WOBBLY ATS).
Maths- 71% of students AT or ABOVE (including WOBBLY ATS).	At Year Three, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 2B.
	Maths- 76% of students AT or ABOVE (including WOBBLY ATS).

Year Five - Cohort Comparison

2024 Year Five	2023 Year Four
Reading- 94% of students AT or ABOVE (including WOBBLY ATS).	**Reading- 97**% of students AT or ABOVE (including WOBBLY ATS).
Writing- 54% of students AT or ABOVE (including WOBBLY ATS). Year Five, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 3B.	**Writing- 77**% of students AT or ABOVE (including WOBBLY ATS).
Maths- 82% of students AT or ABOVE (including WOBBLY ATS).	**Maths- 76**% of students AT or ABOVE (including WOBBLY ATS).

Year Six - Cohort Comparison

2024 Year Six	2023 Year Five
Reading- 90% of students AT or ABOVE (including WOBBLY ATS).	**Reading- 92**% of students AT or ABOVE (including WOBBLY ATS).
Writing- 61% of students AT or ABOVE (including WOBBLY ATS).	**Writing- 52**% of students AT or ABOVE (including WOBBLY ATS).
Maths- 78% of students AT or ABOVE (including WOBBLY ATS).	Year Five, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 3B.
	Maths- 78% of students AT or ABOVE (including WOBBLY ATS).

Maaori Results

Reading - Tm4 - 2024 - 100% Bar Chart

Filtered By: Maori

Writing - Tm4 - 2024 - 100% Bar Chart

Filtered By: Maori

Maths - Tm4 - 2024 - 100% Bar Chart

Filtered By: Maori

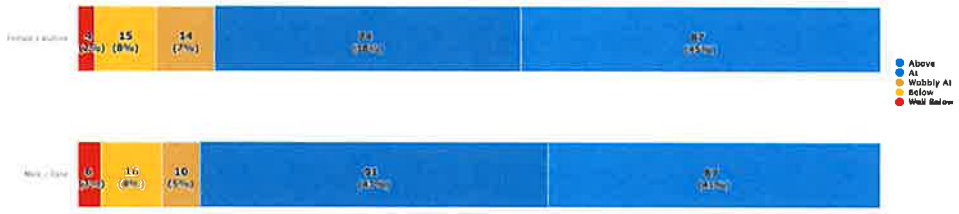
2024:	**2023:**
Reading: 73% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 77% of students AT or ABOVE (including WOBBLY ATS).
Writing: 68% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 63% of students AT or ABOVE (including WOBBLY ATS).
Maths: 51% of students AT or ABOVE (including WOBBLY ATS).	**Maths**: 63% of students AT or ABOVE (including WOBBLY ATS).

2022:	**2021:**	**2020:**
Reading: 81% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 63% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 82% of students AT or ABOVE (including WOBBLY ATS).
Writing: 66% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 70% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 68% of students AT or ABOVE (including WOBBLY ATS).
Maths: 74% of students AT or ABOVE (including WOBBLY ATS).	**Maths**: 52% of students AT or ABOVE (including WOBBLY ATS).	**Maths**: 52% of students AT or ABOVE (including WOBBLY ATS).

Gender Results

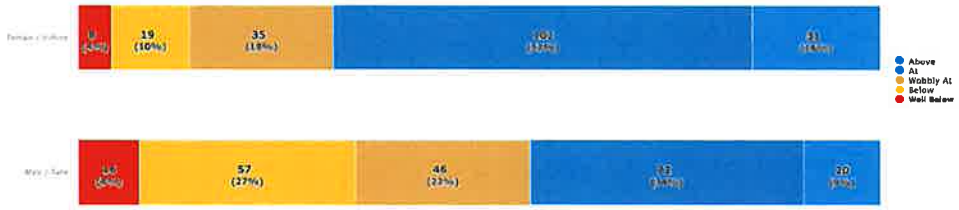
Reading - Tm4 - 2024 - 100% Bar Chart

Split By: Gender



Writing - Tm4 - 2024 - 100% Bar Chart

Split By: Gender



Maths - Tm4 - 2024 - 100% Bar Chart

Split By: Gender

2024 Boys:	**2024 Girls:**	**2023 Boys:**	**2023 Girls:**	**2022 Boys:**	**2022 Girls:**
Reading: 89% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 90% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 91% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 93% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 89% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 94% of students AT or ABOVE (including WOBBLY ATS).
Writing: 65% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 86% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 70% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 87% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 64% of students AT or ABOVE (including WOBBLY ATS).	**Writing**: 85% of students AT or ABOVE (including WOBBLY ATS).
Maths: 81% of students AT or ABOVE (including WOBBLY ATS).	**Maths**: 70% of students AT or ABOVE (including WOBBLY ATS)	**Maths**: 81% of students AT or ABOVE (including WOBBLY ATS).	**Maths**: 78% of students AT or ABOVE (including WOBBLY ATS)	**Maths**: 83% of students AT or ABOVE (including WOBBLY ATS).	**Maths**: 82% of students AT or ABOVE (including WOBBLY ATS)

Ethnicity Results

Reading - Tm4 - 2024 - Student Counts & Percentages

Split By: Ethnicity

Search:

	Well Below	Below	Wobbly At	At	Above
Asian	1 (2%)	1 (2%)	4 (9%)	20 (45%)	18 (41%)
Maori	5 (11%)	8 (17%)	2 (4%)	20 (43%)	12 (26%)
MELAA	1 (33%)	0 (0%)	0 (0%)	2 (67%)	0 (0%)
NZ European/Pakeha/Other European	3 (1%)	21 (7%)	17 (6%)	145 (49%)	105 (36%)
Other	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)
Pacific Peoples	0 (0%)	1 (17%)	1 (17%)	4 (67%)	0 (0%)

Writing - Tm4 - 2024 - Student Counts & Percentages

Split By: Ethnicity

Search:

	Well Below	Below	Wobbly At	At	Above
Asian	2 (4%)	7 (15%)	12 (25%)	19 (40%)	8 (17%)
Maori	6 (13%)	7 (15%)	9 (19%)	20 (43%)	5 (11%)
MELAA	1 (33%)	3 (25%)	1 (8%)	5 (42%)	2 (17%)
NZ European/Pakeha/Other European	14 (5%)	57 (19%)	57 (19%)	128 (44%)	37 (13%)
Other	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Pacific Peoples	0 (0%)	0 (0%)	2 (33%)	3 (50%)	1 (17%)

Maths - Tm4 - 2024 - Student Counts & Percentages

Split By: Ethnicity

Search:

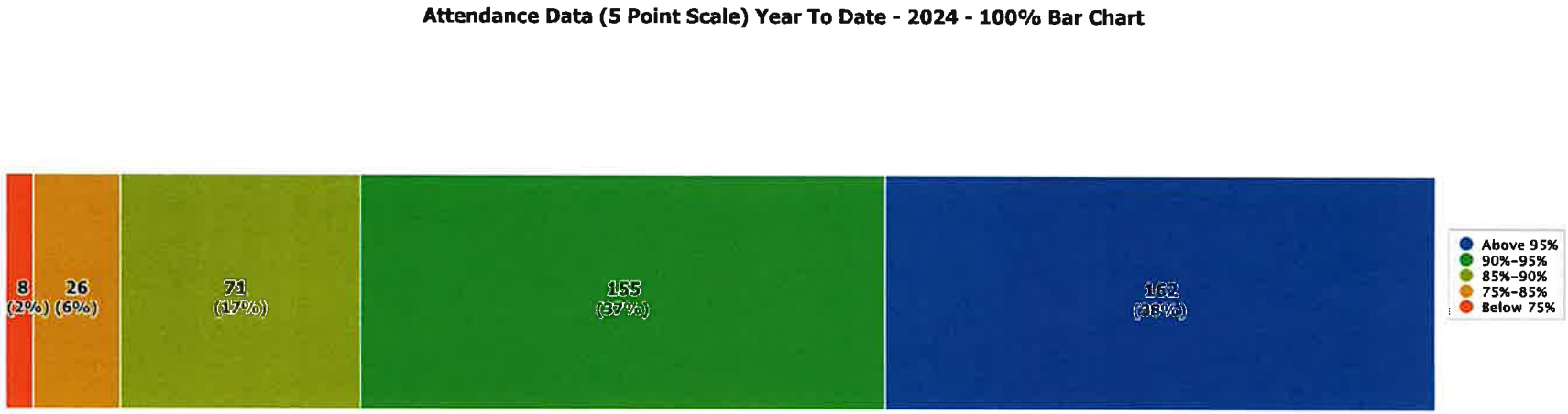
	Well Below	Below	At	Above
Asian	0 (0%)	2 (4%)	25 (57%)	17 (39%)
Maori	7 (15%)	16 (34%)	18 (38%)	6 (13%)
MELAA	0 (0%)	2 (17%)	8 (67%)	2 (17%)
NZ European/Pakeha/Other European	9 (3%)	61 (21%)	156 (53%)	69 (24%)
Other	0 (0%)	0 (0%)	0 (0%)	1 (100%)
Pacific Peoples	0 (0%)	2 (33%)	3 (50%)	1 (17%)

2024 Asian	**2024 Maaori:**	**2024 MELAA**	**2024 NZ European/Pakeha**	**2024 Other**	**2024 Pacific Peoples**
Reading: 97% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 82% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 96% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 73% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 68% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 51% of students AT or ABOVE (including WOBBLY ATS)	**Reading**: 92% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 67% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 84% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 92% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 76% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 77% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 100% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 0% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 100% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 84% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 100% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 67% of students AT or ABOVE (including WOBBLY ATS).

2023 Asian	**2023 Maaori:**	**2023 MELAA**	**2023 NZ European/Pakeha**	**2023 Other**	**2023 Pacific Peoples**
Reading: 94% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 85% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 100% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 78% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 62% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 70% of students AT or ABOVE (including WOBBLY ATS)	**Reading**: 89% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 66% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 78% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 93% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 79% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 80% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 100% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 100% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 100% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 100% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 100% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 100% of students AT or ABOVE (including WOBBLY ATS).

2022 Asian	**2022 Maaori:**	**2022 MELAA**	**2022 NZ European/Pakeha**	**2022 Other**	**2022 Pacific Peoples**
Reading: 98% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 86% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 95% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 74% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 66% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 63% of students AT or ABOVE (including WOBBLY ATS)	**Reading**: 92% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 75% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 75% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 91% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 80% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 78% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 100% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 100% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 100% of students AT or ABOVE (including WOBBLY ATS).	**Reading**: 100% of students AT or ABOVE (including WOBBLY ATS). **Writing**: 67% of students AT or ABOVE (including WOBBLY ATS). **Maths**: 100% of students AT or ABOVE (including WOBBLY ATS).

Attendance



2024	2023	2022
• 38% are above 95% attendance (less than a week of term) • 37% are at 90-95% attendance (a week a term) • 17% are at 85 - 90% attendance (a week and a half) • 6% are at 75- 85% attendance (two and a half weeks a term) • 2% are at below 75% attendance (more than two and a half weeks)	• 30% are above 95% attendance (less than a week of term) • 36% are at 90-95% attendance (less than a week of term) • 23% are at 85 - 90% attendance (a week and a half) • 10% are at 75- 85% attendance (two and a half weeks a term) • 1% are at below 75% attendance (more than two and a half weeks	• 30% are above 95% attendance (less than a week of term) • 39% are at 90-95% attendance (less than a week of term) • 19% are at 85 - 90% attendance (a week and a half) • 3% are at 75- 85% attendance (two and a half weeks a term)

General Statements:

2024 Overall Results for Reading, Writing, and Maths

For all year levels, the percentage of students Above, At or Wobbly At are:

Reading - 90% 2024 including Year Zeros (91% 2023, 91% 2022, 85% 2021, 92% 2020)

Writing - 74% 2024 including Year Zeros (79% 2023, 74% 2022, 78% 2021, 77% 2020)

Maths - 74% 2024 including Year Zeros (79% 2023, 79% 2022, 74% 2021, 82% 2020)

Summary of trends:

The 2024 reading data shows a slight decline from 91% in 2023 to 90% but remains consistent over recent years. Writing achievement dropped notably from 79% in 2023 to 74%. Girls continue to perform better than boys in this area. In maths, achievement fell from 82% in 2020 to 74% in 2024, with boys maintaining higher achievement than girls.

For Māaori students, achievement has generally dropped. Reading decreased from 85% in 2023 to 79% in 2024. Writing fell from 71% to 65%, while maths saw a large drop from 74% in 2022 to 51% in 2024.

Attendance remained relatively stable with a slight decline, from 89% in 2023 to 88% in 2024.

Areas of Strength

- Reading results across most year levels are strong, with 90% of students across all year levels ATt or ABOVE the standard. Year 2 and Year 3 cohorts have strong achievement at 93%. Boys (89%) and girls (90%) are almost equal.
- Māaori students' reading scores (73%) have slightly declined but remain a relative strength compared to other learning areas.
- Writing in Year 1 and Year 2 is strong at 91% and 94% respectively. There is a small improvement in boys' writing achievement from 64% (2022) to 65% (2024).
- Girls continue to outperform boys in writing with 86% AT or ABOVE the standard.
- An improvement in Boys writing from 64% (2022) to 65% (2024) AT or ABOVE the standard..

Areas to Target

- Writing achievement drops after Year 2, especially in Year 5 (54%) and Year 6 (61%). The transition between year levels with no "wobbly ats" in Years 3 and 5 is a challenge.
- Overall Maths achievement has plateaued at 74%, reflecting a decline from previous years 79% (2023),79% (2022),74% (2021), 82% (2020). Māaori students' Maths results have continued to drop from 74% in 2022, 63% in 2023 to 51% in 2024.
- Boys lag behind girls in Writing (65% vs. 86%) and outperform girls in Maths (81% vs. 70%).
- Māaori students have experienced a decline in both Writing (68%) and Maths (51%) compared to 2022 and 2023.

This is one angle of data analysis that presents one picture. Staff also consider other forms of analysis to identify strengths, success stories and areas of need with data. Some of these are qualitative and not so easily measured using numbers. Examples include: student voice (motivation, how they see themselves as learners).

Basis for Identifying Areas for Improvement

The data highlights key areas to be targeted, particularly in writing and maths, with a specific focus on addressing gender and ethnic disparities. While reading remains a strength, writing and maths requires a focused attention.

Planned Actions for Lifting Achievement

- **Embed the School Vision**
  - Ensure all staff use a common language and have consistent high expectations for all learners.
  - The school vision continues to form the bases of how we do things.

- **Increase Confidence, Knowledge, and Skills in Mathematics:**
  - Ensure all students engage in an hour of maths daily, maintaining consistent and structured lessons aligned with the New Zealand Curriculum (NZC).
  - Implement a systematic teaching sequence to build foundational skills and progresses to more complex maths tasks across year levels.
  - Develop students' confidence and assessment skills through self and peer assessment, along with feedback opportunities to promote reflection and growth.
  - Provide small, manageable learning chunks and additional support for at-risk ākonga, such as participation in the Accelerated Learning in Mathematics (ALiM) program.Increase opportunities for teacher aide support and one-on-one instruction to accelerate learning.

- Teachers and students will become familiar with and integrate Prime Maths resources into classroom instruction to support learning.
- Organise PLD focused on using Prime Maths resources and strategies to improve maths outcomes across all year levels.
- Teacher aide support into the classroom.

- **Increase Confidence, Knowledge, and Skills in Reading, Writing, and Oral Language**
  - Ensure all students participate in an hour of reading and writing daily,maintaining consistent and structured lessons aligned with the New Zealand Curriculum (NZC).
  - Use a systematic teaching sequence that builds foundational skills and progresses to more complex writing tasks across year levels..
  - Grow student confidence by teaching students how to self-assess and peer-assess effectively, and provide regular feedback to support their growth as writers and readers.
  - Support at-risk ākonga with targeted interventions like the Accelerated Learning in Literacy (ALL) program.
  - Break learning into achievable, manageable chunks to prevent students from becoming overwhelmed and to build confidence gradually.
  - Teachers and students will utilise Structured Literacy resources to support reading and writing development.
  - Organise PLD on Structured Literacy to deepen teachers' understanding and knowledge in supporting students' reading and writing learning.
  - Increase teacher aide support into the classroom.
  - STEPS for at risk students.

- **Teachers have a deep understanding of the curriculum and are able to use effective teaching strategies, improving student achievement in reading, writing, and maths.**
  - Break down the NZC descriptors into child-friendly language so that students can understand their own learning journey and the expectations set for them.
  - Provide modelled lessons and observation opportunities for teachers as part of the PGC, allowing for ongoing reflection and development of teaching practices.
  - Continued PLD focused on the Science of Learning to develop teachers' knowledge of how students learn best, particularly in the areas of reading, writing, and maths.
  - Track the progress of a sample of students at different achievement levels and evaluate the effectiveness of acceleration strategies.
  - Small group intervention from senior leadership and across school lesders.
  - In school leaders to work with teachers to grow teacher knowledge and pratce.

- **Maaori students to feel capable and confident as Maaori.**
    - Identify target learners and track their progress using syndicate and whole-school strategies to accelerate learning.
    - Differetatiate teaching focus to meet the learneg needs for all students.
    - Embed Māaori histories, values, and narratives into learning areas to create a safe and connected learning environment.
    - Implement the Te Reo Māaori Plan with 30-minute weekly lessons, kapa haka participation, and extension classes.
    - Consult with whānau to understand and respond to Māaori learners' needs.
    - Strengthen connections with Ngāti Hauā, including regular marae visits, local stories, and tikanga practices.
    - Create spaces for Māaori students to lead and have their voices heard.

TAMAHERE

MODEL COUNTRY SCHOOL
Nurturing Our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

Reference Library - 2025 - Our Key Documents

Curriculum

- School Curriculum Framework
- Curriculum Implementation Plans for each of the learning areas.
- Assessment Overview.
- Cumulative Folders.Green
- Curriculum related Policies
- Special Needs Register.
- EDGE (SMS) documentation.
- S Drive Resources.
- E Learning Plan.
- Aotearoa Histories Slide folder
- Online curriculum resources
- PRIME Mathematics Teacher, Course and Practice Book

Finance

- Annual Budget
- 10 Year Property Plan – Cap. Ex. Sheet.
- S.U.E. Reports
- Assets Register
- Auditors Reports
- Finance Policies & Procedures - School Docs.
- F.I.S.H. Document.

Property

- 10 Year Property Plan.
- 5 Year Property Schedule.
- Site development Plan.
- Landscaping Plan.
- Hazards Register.
- Evacuation Procedures.
- Insurance Information.
- Policies and Procedures.
- Nag folder
- Cyclical Maintenance Plan.

Useful Websites

www.minedu.govt.nz – All areas
www.nzsta.org.nz – All areas – especially Personnel
www.nzei.org.nz – Personnel
www.tamahere.school.nz – All sorts
https://www.twinkl.co.nz/ - Covers whole curriculum
https://tahurangi.education.govt.nz/ - Curriculum

Human Resources / Personnel

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Teacher Shared information
- Staff Induction Book
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel Policies & Procedures – Nag folder.
- Emergency Contact Register.
- PB4L Folders
- Term Pukapuka

Partnership with the School and Community

- Weekly Newsletter / blog
- Emails & information sheets
- Web site
- T.M.C.S. Plan on a Page & Annual Plan
- T.M.C.S. Strategic Plans
- Class whiteboards and notices
- Tamahere Community Committee Minutes
- Tamahere Forum Website
- School signs
- Seesaw

Health & Safety

- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Behaviour Procedures
- T.M.C.S. Health & Safety, School Docs, OSHBOX
- Associated Policies
- T.M.C.S. Strategic Plan
- T.M.C.S. Annual Plan
- EOTC Safety forms

Self Review / Reporting

- Learning Targets
- School Docs - N.A.G. / NELP Folders - Policies & Procedures
- Charter
- Annual Reports
- Board/Sc.Docs Self Review Plan
- T.M.C.S. Strategic Plan
- T.M.C.S. Annual Plan
- Analysis of Variance

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strateg direction for tertiary education, including economic, socia and environmental goals, and the development aspiration of Māori and other population groups.

One of the purposes of the Act is to establish and regulat an education system that honours Te Tiriti o Waitangi and

OBJECTIVES

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

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP

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

OBJECTIVE 4

FUTURE OF LEA AND WORK

Learning that is rele lives of New Zealan and throughout the

PRIORITI

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
2. Have high aspirations for every learner/ākonga,
3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
4. Ensure every learner/ ākonga gains sound
5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
6. Develop staff to strengthen teaching, leadership and
7. Collaborate with industries and e to ensure learne ākonga have the knowledge and to succeed in wo