

Te Whai Hiringa

Annual Implementation Plan

2024



Annual Implementation Plans 2024

[Link to Te Whai Hiringa Strategic Plan 2024 - 2025](#)

Strategic Goal 1 NELP ref: 1/2/3/5	Strategic Goal 2 NELP ref: 1/2/3	Strategic Goal 3 NELP ref: 1/2/3
<p>Developing and implementing an indigenised framework for tākaro (play) that Kahungunutanga underpins</p> <p>The Kahungunu Education plan states tākaro or play as one of its goals for the tamariki in the rohe of Kahungunu. In 2023, Te Whai Hiringa was awarded the opportunity to research what play looks like with an indigenised lens in partnership with Longworth Education and Massey University. This will be done over two years with mokopuna, whānau, Kaiako and our Kura. The whāinga for this goal is for mokopuna to develop communication, problem-solving, critical thinking and interpersonal skills based on Tikanga that align with hapū and iwi aspirations.</p>	<p>Develop an indigenised, local curriculum that the Ngāti Kahungunu Strategy underpins</p> <p>The whāinga of this strategic goal is for mokopuna to be empowered through place-based knowledge, Tikanga and hapū. Engaging rangatiratanga, te reo Māori, recognising tutohu whenua (landmarks) of Kahungunu rohe. Pūrākau that nurtures and develops through mana whenua contexts. Kaiako, kaiāwhina and kaimahi will engage in ako processes that support this. Kahungunu Education Strategy</p>	<p>Develop an environment that empowers the identity of ākonga</p> <p>Mokopuna will be grounded in tangata whenuatanga, whakamana i te kiritanga (identity), a strong sense of belonging to their kura. Every learner has a safe, healthy, and empowering learning environment where they are accepted, respected, and immersed in an education that values their identity, language, and culture. Mokopuna's identity will be nurtured through Te Whare Tapa Rima—wairua, hinengaro, whenua, tinana me whānau.</p>
<p>Ngāti Kahungunu Strategy Priority One: Te Tiriti o Waitangi Priority Two: Te reo me ōna tikanga Priority Three: Te Matauranga Priority Four: Te Whanaungatanga Priority Six: Tupuria te Aroha</p>	<p>Ngāti Kahungunu Strategy Priority One: Te Tiriti o Waitangi Priority Three: Te Matauranga Priority Five: Te Rangatiratanga Priority Six: Tupuria te Aroha</p>	<p>Ngāti Kahungunu Strategy Priority Two: Te reo me ōna tikanga Priority Three: Te Matauranga Priority Four: Te Whanaungatanga Priority Five: Te Rangatiratanga Priority Six: Tupuria te Aroha</p>
<p>Play will be integrated through coaching to ensure that the tamariki in our Kākano team have their needs met in a way that is both developmentally and culturally responsive.</p> <ol style="list-style-type: none"> 1. Measure through progress using TWH Oral language assessments. 2. Narrative Assessments to see progress in dispositions and self-directed inquiry across the curriculum. 	<p>Writing resources are to be streamlined (gathered, analysed and shared) with a strong focus on Kaiako integrating writing into the Kura-wide focus.</p> <ol style="list-style-type: none"> 1. Stephen Graham's teaching and Leveling of Writing across the school. 75-80% achievement in Writing 2. 70-75% achievement in reading using PROBE and colour wheel, and BSLA improvements to measure. 	<p>Teachers must ensure that reading, writing and mathematics contexts are relevant and engaging for tamariki/taiohi and culturally relevant.</p> <ol style="list-style-type: none"> 1. DMIC teaching methods to advance mathematical community and thinking. 2. Assessment is used to show progress in mathematical knowledge and Strand strategy. 75-85% achievement in Mathematics. Knowledge and intro of PATs possible.

Strategic Goal 1



Developing and implementing an indigenised framework for tākarō (play) that Kahungunutanga underpins

The Kahungunu Education plan states tākarō or play as one of its goals for the tamariki in the rohe of Kahungunu. In 2023, Te Whai Hiringa was awarded the opportunity to research what play looks like with an indigenous lens in partnership with Longworth Education and Massey University. This will be done over two years with mokopuna, whānau, kaiako, and our Kura. The whāinga for this goal is for mokopuna to develop communication, problem-solving, critical thinking, and interpersonal skills based on Tikanga that align with hapū and iwi aspirations.

Annual Target/Goal:

All kaiako in Kākano will be teaching the curriculum through a Tākarō\Play-Based approach.

What do we expect to see by the end of the year?

1. Kākano Kaiako will receive ongoing one-on-one coaching from play expert Dr Sarah Aiono, based on the Play-Based Observation Tool (PBLOT) descriptors.
2. Kākano Kaiako will have a growing understanding of the elements of Tākarō|PlayBased that need to be considered within the scope of Tikanga.
3. Each Kākano Kaiako will establish an environment in their classroom that allows Tākarō|PlayBased teaching to flourish. Through the use of loose play parts and a reduction in plastic single-focus toys.
4. Kākano Kaiako will continue to grow their knowledge of pūrākau that support the teaching of tikanga, concepts and hapū/iwi-based knowledge.
5. The surrounding environment of these classrooms will be developed to allow for more creative play that allows for open-ended play opportunities
6. Kākano Kaiako will grow their knowledge of the NZC|Te Mataiaho to connect the learning they observe in Tākarō|Play-Based to Te Mataiaho.
7. Kākano Kaiako will become familiar with and develop the Notice, Recognise and Respond framework.
8. Develop the use of Narrative Assessment to inform teaching points, individual ākongā progress towards dispositions and development of Ngā Kete e toru.
9. Measure through progress using TWH Oral language assessments Pre & Post Assessment Interview.

[Link to Te Whai Hiringa Annual Actions 2024](#)

Strategic Goal 2



Develop an indigenised, local curriculum that the Ngati Kahungunu Strategy underpins

The whāinga of this strategic goal is for mokopuna to be empowered through place-based knowledge, tikanga and hapū. Engaging rangatiratanga, te reo Māori, recognising tutohu whenua (landmarks) of Kahungunu rohe. Pūrākau that nurtures and develops through mana whenua contexts. Kaiako, kaiāwhina and kaimahi will engage in ako processes that support this. [Kahungunu Education Strategy](#)

Annual Target/Goal:

All Kaiako will ensure that learning contexts are delivered through knowledge of the local environment. This will be taught through the ongoing development of Kaiako and whānau understanding of Te Mataiaho.

What do we expect to see by the end of the year?

1. Exploration of local tutohu whenua as a basis for writing contexts that are local, and use of Stephen Graham's teaching and Levelling of Writing across the school using Te Mataiaho updates. 75-80% achievement across the school in Writing with equity of Māori and Peoples of the Pacific. An overall improvement across the school of 15-20%.
2. Use of Indigenous contexts for reading: This is ongoing and produces a 70-75% achievement in Reading using PROBE and colour wheel, BSLA to measure. An overall improvement across the school was 18%.
3. Mokopuna will have greater knowledge of Te Pā Māori and the functions of the different parts of the Pā.
4. Mokopuna will have visited and enjoyed an exploration of the following local tutohu whenua, created and natural:
 - i. Ngā pou ō Heretaunga
 - ii. Waiaroha Heretaunga Water Discovery Centre
 - iii. Atea a rangi - Ahuriri
 - iv. Te Aranga Marae
 - v. Hougarea Marae
 - vi. Pekapeka Wetlands
 - vii. Te Mata o Rongokako
5. Mokopuna will develop a deeper knowledge of 'Matariki' as a national celebration, moving into the Hautapu Ceremony and the celebration of the Māori New Year. Ngā tōhu o te Taiao and learning knowledge of the Gregorian calendar vs. Maramataka. The school will move into the use of Putaiao—science and the stars as a source of navigation or Māori waka and discovery into the future 2025 and beyond—to link with the school building into the future.
6. Whāngai ngā whetu—Hautapu Matariki Celebrations of the Māori New Year—We will hold our first Hautapu Ceremony for our school on June 26th.
7. Continued development of Te Mataiaho based on the whakapapa of its creation upon Te Tiriti ō Waitangi. Continue to flesh out and develop understandings including whānau, hāpu and iwi aspirations
8. Develop staff knowledge of Te Tiriti ō Waitangi in preparation for 2025 teaching it with mokopuna.

[Link to Te Whai Hiringa Annual Actions 2024](#)

Strategic Goal 3



Develop an environment that empowers the identity of mokopuna

Mokopuna will be grounded in tangata whenuatanga, whakamana i te kiritanga (identity), a strong sense of belonging to their kura. Every learner has a safe, healthy, and empowering learning environment where they are accepted, respected, and immersed in an education that values their identity, language, and culture. Mokopuna's identity will be nurtured through Te Whare Tapa Rima—wairua, hinengaro, whenua, tinana me whānau.

**Annual
Target/Goal:**

What do we expect to see by the end of the year?

1. Developing Mathematical Inquiry Communities (DMIC) teaching methods to advance mathematical community and thinking are based on contexts linked to mokopuna identity. We are pushing back against streaming in our kura and ensuring all mokopuna can access the ability to think mathematically.
2. Assessments should be used to show progress in mathematical knowledge and strand strategy. 75-85% achievement in Mathematics Knowledge. An overall improvement of 6-10%.
3. Introduce the use of PAT Maths Assessments to assist teachers in making overall judgements about achievement in Maths and the next steps that need to be taught through teaching and learning experiences which can be incorporated into DMIC and knowledge-building lessons.
4. Te Mahere reo o Te Whai Hiringa - the language plans of Te Whai Hiringa. Te Reo Māori, English, Samoan, Tongan and Cook Island Māori will be completed.
5. Kura Haumanu—Maori Language planning workshop with Ngāti Kahungunu Language experts Jeremy Tatere McLeod and Kauwaka. The workshop aims to strengthen our Te reo Māori plans across the Kura, within whāna, hapū, and iwi aspirations.
6. Each staff member will create a Mahere Reo for themselves to improve their use of Te reo Māori this year based on their needs and detailed according to their role at our school.
7. Each classroom will create a Mahere reo for their classrooms linked to the overall school Mahere reo and help advance their classroom's use of te reo.

[Link to Te Whai Hiringa Annual Actions 2024](#)

How we improve Reading, Writing and Mathematics to reach the Annual Targets

Writing Data 2023

Writing	2023 Overall		Change Across the school	Māori	People of the Pacific
Well Beyond	(3) 0.5%	60%	Increase of 8%	65%	62%
Beyond	(48) 9%				
Within	(279) 51%				
Towards	(162) 30%	40%	-	35%	38%
Working Towards	(53) 10%				

ACTION PLAN for Te Whai Hiringa 2024

Writing Actions 2024

What action?	By whom	By when?	Intended Outcomes
Improve writing data achievement by the end of the year to 75-80% achieving within or beyond the school. Ensure that Māori and Pasifika children achieve an equitable level of outcomes.	Monitored by leadership and reported back to Tumuaki mid-year and end-of-year.	July 2024 Dec 2024	<ul style="list-style-type: none"> 75-85% of all students achieve at or above in writing. This requires a 15 - 20% increase overall. Māori/Pasifika/Boys will be in equity with these outcomes
Children that require interventions will make progress that is appropriate for their developmental ability, in line with the goals and aspirations of their whānau, and other external professionals and keeping in line with appropriate tools to measure their progress.	Monitored by SENCO/LSC/ ESOL and reported back to Tumuaki mid-year and end of the year.	July 2024 Dec 2024	<ul style="list-style-type: none"> This is evidenced through IEPs, Individual programmes, and ESOL funding document levels. Contributed to by external professionals by ultimately the responsibility of SENCO /LSC/ESOL leaders.
Investigate areas using Stephen Graham-style assessment—3 from top, middle, and bottom. Ensure this is SECURE throughout the school with every teacher.	Each team leader attends a workshop with Kate and Tineka to ensure that they are super clear on how this process works and how to guide each of their team members through it.	<p>Term 1 Team leaders hui with Kate in the first 2 weeks.</p> <p>Team Leaders to set this up with their teams in the first 5 weeks.</p>	<ul style="list-style-type: none"> All teams have folders inside the overall school writing folder with information for each writing unit created in the Stephen Graham Style. An initial analysis of what they teach across the team is needed. The important part is ensuring this is done at the end so they can see the difference.

<p>Assessment based on - Easttle or Writing Matrix - needs to be brainstormed with TL/TT and decided upon. PaCT.</p>	<p>Cindy will take over this process with the new team leader to ensure it is completed with FIDELITY.</p> <p>Kate and the Team Leaders will decide how to monitor this and ensure it happens</p>	<p>To be monitored by Kate and TLs</p>	<ul style="list-style-type: none"> • • Ensure the FIDELITY of Stephen Graham's teaching methods. If people need modelling then the more experienced teachers including Lyn, Kate, Cindy, and Tineka teach it and model it across the school. <u>It works so we must use it.</u> ALL teachers are using this teaching method to introduce writing units without exception. Tumuaki Tuarua (TT) will visit each teacher to ensure this is happening. Record those with good practice.
<p>Writing bi-annual overview. Update this and ensure that it is clear across the school. It should be Descriptive every year with increasing complexity. The rest is to be covered in a developmentally appropriate way that can be integrated into other learning contexts.</p>	<p>A biannual overview needs to be updated and made clear to everyone in an ongoing and clear way. Accountability processes need to be put into this. For example, data is entered into HERO at the end of units to see where the children have improved. This is where iCans must be ramped up to ensure better learning outcomes.</p>	<p>Kate and TL before Term 1 so it is ready for the 2024 year</p> <p>Kate to create spaces for data to be collected on levels. This will help with judgements at the end of the year.</p> <p>TLs to check that all data is entered at the end of units.</p>	<ul style="list-style-type: none"> • All Team Leaders to ensure they cover the writing genres for the year. • Ensure that team members complete evaluations at the end of the unit so they know what to do better next time. • Team leaders should ensure this happens team-wide and focus on completing this at team meetings. • Kate will ensure this is happening across the school and report to staff about how well we did or did not do on individual writing units. Teachers must go back to writing evaluations at the end of units to see what they need to do better based on results. This should be checked by team leaders. Kate reports back on genre strengths and weaknesses across the school. Keep this info for the next unit to pass on.
<p>Moderation processes are carried out with fidelity. Kate will lead this, and team leaders will ensure they learn this process, as it must be done in teams after every genre.</p>	<p>Use Description writing as a form of moderation across the school during the Term</p>	<p>Kate to create a moderation system. Ready to use in week 7 of Term 1. To be carried out on Description Writing. Level this into Levels 1-5 across the curriculum.</p>	<ul style="list-style-type: none"> • Defining and analysing the writing together coming up with examples to use in a rubric to show others what Levelled writing looks like. • To ensure that teachers know how to judge writing properly using criteria. Across school moderation of levels of writing and what we judge as Level 1 - 5 writing. • Coming up with what is needed to get to the next level and when is Level a Level.
<p>2024 Writing Folders with rauemi (resources) to be added</p>	<p>Carried out on the genre covered in 2024. Carried out in 2025 also. Links are to be made in our Kawa for these folders.</p>	<p>Kate to promote the use of these folders inside the main Writing folder.</p>	<ul style="list-style-type: none"> • TL to ensure that all rauemi are placed into these folders. • Levels are to be separated inside these folders/ Helpsheets. • Teams are all expected to find tidy and clear resources to use and add to these folders. If they are internet links these can be put into tables like we did for COVID folders

Sheena Cameron Resources	Heidi to check in 2023 that all Sheena Cameron resources are in place for classes.	Heidi and Kate. Kate, check that these are in place and that there is enough for one between two, at least across the school.	<ul style="list-style-type: none"> • If any missing rooms teachers are to be replaced - the school will ensure Māhuri have some as well. Otherwise, people use the ones in the photocopy room. • Ensure the ones in the photocopy room are there also.
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Reading Data 2023					
Writing	2023 overall		Change Across the School	Māori	People of the Pacific
Well Beyond	(3) 0.5%	57%	Increase of 3%	58%	53%
Beyond	(48) 9%				
Within	(279) 51%				
Towards	(162) 30%	40%	-	42%	47%

Reading Actions 2024			
What action?	By whom	By when?	Intended Outcomes
Improve reading data achievement by the end of the year to 70-75% achieving within or beyond the school. Ensure that Māori and Pasifika children achieve an equitable level of outcomes.	Monitored by leadership and reported back to Tumuaki mid-year and end-of-year.	July 2024 Dec 2024	<ul style="list-style-type: none"> • 75% of all students are achieving at or above in writing. This requires an 18% increase overall. Māori/Pasifika/Boys will be in equity with these outcomes
Children who require interventions will make progress that is appropriate for their developmental ability, align with the goals and aspirations of their whānau and other external professionals, and follow appropriate tools to measure their progress.	Monitored by SENCO/LSC/ ESOL and reported back to Tumuaki mid-year and end-of-year.	July 2024 Dec 2024	<ul style="list-style-type: none"> • Evidenced through IEPS, Individual programmes, and ESOL funding document levels. Contributed to by external professionals by ultimately the responsibility of SENCO /LSC /ESOL leaders.
Investigate people who are not secure with the reading assessments across the school. Ensure there is a sound understanding of assessments in <ul style="list-style-type: none"> - BSLA - Colour Wheel 	Kate will hold a workshop with team leaders (TL) to ensure this is clear. Kawa will be updated and will always make sure to make references here.	In place by Week 4 of Term 1 Terms Leaders to ensure all of their team members have a	<ul style="list-style-type: none"> • All teachers must know who to judge to move a child to another reading level. • TL must be vigilant with teams throughout the year to ensure they check on Reading achievement.

- PROBE		sound knowledge of how you carry out these assessments with FIDELITY?	
Investigate that ALL classes have reading programmes up and running by week 3/4 of Term 1. <ul style="list-style-type: none"> - BSLA - Guided Reading - Reading to both big books and novels - Reading by students - Reciprocal Reading processes for those who are advanced - Structured Literacy - Yvonne Lovelock. 	Kate will ensure that TL knows where all of the reading resources are around the school. Reading is to be done with teachers—each group is to see the teacher in a week. Low groups are NOT to be with learning coaches solely.	This will be monitored on an ongoing basis. Every teacher will be observed teaching reading, and these observations will be recorded so that teachers can see their practice and identify spaces to improve their questioning.	<ul style="list-style-type: none"> • The outcomes are that each teacher uses effective teaching strategies that are developmentally appropriate for age and stage. • Teachers must be fluent in these teaching methods, so accountabilities must be implemented to ensure this happens across the school for EVERY teacher. • TT can record, as can Lyn.N. Teachers can use this as a part of their coaching for 2024. Record their teaching and make some next steps.
Ensure that the reading materials selected affirm children’s engagement and cultural sustainability.	Reciprocal reading to be carried out in Taiohi - all teachers are to learn this method	Cindy is to model reciprocal reading with Taiohi Term 1 by Week 5.	<ul style="list-style-type: none"> • Taiohi should independently investigate and use reciprocal reading methods.

Mathematics Data 2023					
Writing	2023 overall		Change Across the School	Māori	People of the Pacific
Well Beyond	(3) 0.5%	57%	Increase of 3%	58%	53%
Beyond	(48) 9%				
Within	(279) 51%				
Towards	(162) 30%	40%	-	42%	47%

ACTION PLAN for Te Whai Hiringa 2024

Mathematics Actions 2024

What action?	By whom	By when?	Intended Outcomes
Improve Maths data achievement by the end of the year to 75-80% achieving within or beyond across the school. Ensure that Māori and Pasifika children achieve an equitable level of outcomes.	Monitored by leadership and reported back to Tumauki mid-year and end-of-year.	July 2024 Dec 2024	<ul style="list-style-type: none"> 75-85% of all students achieve at or above in mathematics. This requires a 15 - 20% increase overall. Māori/Pasifika/Boys will be in equity with these outcomes
Children who require interventions will make progress that is appropriate for their developmental ability, in line with the goals and aspirations of their whānau, and other external professionals and keep pin in line with appropriate tools to measure their progress.	Monitored by SENCO/LSC/ESOL and reported back to Tumauki mid-year and end-of-year.	July 2024 Dec 2024	<ul style="list-style-type: none"> Evidenced through IEPs, Individual programmes, and ESOL funding document levels. Contributed to by external professionals by ultimately the responsibility of SENCO /LSC /ESOL leaders.
DMIC Year 2 We will continue with Year 2 of DMIC. The induction of new staff will be conducted according to protocols with DMIC providers.	Kate will monitor the progress of teachers new to DMIC.	Term 1 2024	<ul style="list-style-type: none"> DMIC PD will continue through four DMIC Mentor In-Class Support (ICS) sessions/teacher/ term, monitored by a shared timetable. Further PD is scheduled for two staff meetings/term. The year 1 DMIC teachers will be supported with ICS as well as specially catered staff meetings with a mentor.
Mathematics Assessments must be streamlined across the school in 2024 Streamlining Mathematics Assessments and Practice. Each syndicate needs to agree on assessments after each DMIC unit and moderated within each syndicate.	Team leaders	Term 1 2024	<ul style="list-style-type: none"> Each syndicate will have a selected moderated assessment for each unit. This will be a more accurate way to guide teachers in making an OTJ of students' curriculum levels. Team Leaders - are required to lead their team to choose an assessment task teamwide for each DMIC Unit and provide time and guidance to moderate each assessment
DMIC Units - anticipations Syndicates must be anticipating all DMIC tasks.	Within teams, there will be anticipations of all tasks.	Term 1 2024	<ul style="list-style-type: none"> This will be done as much as possible as a team so that professional discussions around the content and learning can occur. This will also support the new kaiako.
Supporting Assessments Look into the new PAT Pāngarau online for Years 3-8 to support teaching and assessment.	Kate is to order online from PAT Resources	Term 1 2024	<ul style="list-style-type: none"> Use of these assessments to further guide teaching and assess curriculum levels and progression.

<p>Work alongside DMIC Mentors to provide DMIC Professional Development for new kaiako.</p>	<p>Kate will monitor any</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> • The year 1 DMIC teacher will be supported with ICS and specially catered staff meetings with a DMIC mentor.
<p>Individual Number Knowledge ICans continue to be used to promote student agency</p>	<p>Kate to ensure that these iCans are used correctly</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> • Students will take ownership of the next steps in their knowledge learning. Teachers will guide them to do this (age appropriately)
<p>Resourcing for Maths teaching will be kept up with the DMIC mentors before the units. The budget to be set aside for this</p>	<p>Kate to control the budget and anticipate the needs for maths in terms of resourcing</p>	<p>Ongoing throughout the year as needed.</p>	<ul style="list-style-type: none"> • Materials to help tamariki visualise the maths they are trying to learn. Ensure that all teachers have the materials they need for units to teach effectively.