

Annual Plan 2025

Our Vision

a community of curious ākonga | learners, building the future through service and courage.

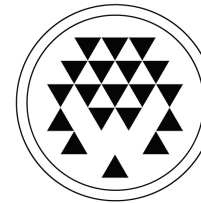
Our Values



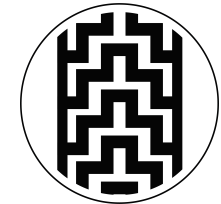
Aumangea
Courageous & committed



Kotahitanga
Community



Manaakitanga
Caring



Tupu
Capable, curious & creative

Our strategic direction identifies what is important for our young people and their whānau, and is the focus of our actions:

- We all **belong**: supporting and enhancing student well-being
Reaching for equity and celebrating inclusion
- We **grow** together: building a learning focussed culture
Developing learner efficacy and teacher excellence
- We shape the **future**: shaping and delivering a high quality curriculum
Designing innovative and challenging opportunities for learning

Strategic Direction	Annual Goals/Tasks	Link to NELPs	Key Tasks		
We all belong					
Enhancing student well-being	<i>Robust and deliberate teaching of social and emotional literacy occurs consistently in every class. School events reflect this focus</i>	<i>Learners at the Centre</i>	Professional Learning: on-going school PLD on SEL, and trauma, including a prescriptive T1 unit, and a focus on planning.	on-going	Emma, Prisca
Reaching for equity and celebrating inclusion	<i>Students and all staff are familiar with the pathways to managing challenging or fractured relationships : these reflect Trauma informed practice and restorative practice</i>	<i>Barrier Free Access</i>	RP training for new staff		
	<i>Expectations for self management and learning are shared across the school and supported with a targeted approach for students who experience challenge.</i>	<i>Quality Teaching and Leadership</i>	Design social emotional curriculum alongside the Curriculum team (DRAFT) - to be lead by the KA within school lead (Ed Sieuli)	on-going	Emma
			60 min a day principle is established: set up and reflection on SEL behaviours through out the day.	Term 2/3	Prisca
			teachers identify planned approach to specific learners with the CDA.	T1-4	SLT, Prisca
			A range of resources - posters, texts, activities are designed to support learners with needs to engage in SEL	on-going	
	<i>Enhance whānau engagment with a range of events: school 50th, Te Wero matau</i>		Relationship Management procedure is published	T2	
	<i>Enhance the school environment to reflect our stories and diverse contexts: murals, posters, planting, playgrounds.</i>		School Picnic Party - T1 (Wed 9th April) Reunion events through out the year, T4 Legacy Celebration, Whanau hui, T2: Matariki T3: Showcase	on-going	Teams to take responsibility around key school events
			Art work for the hall wall commences (creation story - Tawa now). Other artwork reflects our diversity and our shared vision. Completed by students. Update class environments through AMS project - set expectations for teacher use		Prisca, Linda, Emma H-J, Keith

	<p><i>School badge programme (merits 2.0!) is launched to celebrate and encourage learning beyond the classroom.</i></p> <p><i>Develop systems and structures to collect māori whānau voice.</i></p>		<p>School gardens are planted and plans drafted for play areas. Bike stand, turf are repaired. Two 'active' stations are built.</p> <p>Badges ordered, launched at assembly and class meetings, student council to lead implementation, awards ceremony x 2 and 'help' days.</p> <p>Whānau hui x 3 - seek feedback via surveys and conversations about how to share achievement data.</p> <p>Class teachers to connect with whānau via Learning Conversations: include contact in Term 2 and 4 via phone.</p>	<p>T1-4</p> <p>T1/2</p> <p>T1 and T3</p> <p>T1, 2, 3, 4</p>	<p>Keith, Lee, Prisca,</p> <p>Prisca, Connor</p> <p>Prisca, Emma H-J</p>
<p>Supporting Documents:</p> <p>01 Trauma Kete - Printable Version.pdf</p> <p>Trauma Informed Practice 2024</p> <p>Class Environment checklist</p> <p>CASEL Framework</p> <p>Te Arawai (Badge) programme</p>		<p>Outcomes:</p> <p>Class environments and routines show understanding respect of neuro diversity and trauma.</p> <p>Environments reflect and support relevant learning: up to date information relating to topic, literacy rich, organised and celebratory of student success.</p> <p>The school environment reflects our connection with Ngati Toa, the school values and the cultural diversity of our school community.</p> <p>Students are involved and plan for enhancing our outside environment: playground, fitness stations, southcourt (Turf), garden etc</p> <p>40% of students are engaged with the school badge programme - Te Arawai. Student voice is used to further enhance the programme.</p> <p>Te Arawai achievements are celebrated through displays, celebrations.</p> <p>Class Data analysis and documentation identifies Social and emotional needs (Using the CASEL model)</p> <p>Teachers explicitly deliver 2-3 sessions a week based on SEL</p> <p>A prescriptive Term 1 plan details key SEL learning for TIS</p> <p>Students can identify a range (10+) emotions and key facts about how the brain manages emotions.</p> <p>Students and teachers express increased confidence in SEL.</p> <p>Students can articulate and, where needed, participate in the school's RP process.</p> <p>Staff and students can access texts, tools and resources to support challenging situations (social stories, etc)</p>			

	School expectations around values and SEL(Regulation) are publicly displayed, and understood in a range of environments. School Hall and Entry display the school values and team emblems.					
Strategic Direction	Annual Goals/Tasks (DRAFT)	Link to NELPs	Key Tasks			
We grow together						
A learning focused culture	<i>Teachers consistently use learning intentions and success criteria.</i>	<i>Learners at the Centre</i>	Teachers develop Learning Intention and Success criteria routines.	on-going	SLT, Team Leaders	
<i>Developing learner efficacy and teacher excellence</i>	<i>Feedback is a regular feature of classroom practice.</i>	<i>Quality Teaching and Leadership</i>	Professional learning on LI, SC, and feedback.			
	<i>Build teacher capacity to identify student needs and plan for teacher interventions through week 4 and 8 growth conversations.</i>		Class observations and feedback.			
	<i>Deepen team practice through minuted pedagogy discussions.</i>		Class Data Analysis : Target student conversations and planning. Support staff in tracking progress and identifying progressions from NZC math.	T2-4		
	<i>Enhance team leadership through professional learning around leading with Neill O'Reilly.</i>		TLs use minute template that centralises pedagogy.	on-going		
	<i>Design opportunities for whānau and the wider community to learn about a range of relevant topics to support a holistic approach to parenting.</i>		Termly Learning Days with Neill - reflection and follow up to these through team leaders. Coaching of team leaders and DPs focussed on leadership roles.	T1, 2, 3 on going		SLT DPs, Prisca
<i>Staff are familiar with the revised Mathematics curriculum and use the Oxford</i>			Kai and korero once a term - breakfast sessions with whānau: math, reading, Parent evenings on neuro diversity, the adolescent brain and Ngati Toa	T1-4	Prisca, Matt, Gemma,	
			Professional Learning unpacks the resource.	On-going	Prisca, Matt, Libby, Iain	

	<i>resources effectively and as part of a varied programme.</i>		Math leaders engage in a range of external Prof Learning to advance knowledge and skills. Resources (materials) are purchased to support concrete learning. On-going professional learning focused on the identification of learning intentions in relation to curriculum progression. Connection with contributing schools and college to develop understandings (co-requisites)		
Supporting documents: CDA template 📄 PD/Mtgs/Assessment 2025 LI and SC expectations Target Students Wk 4 & 8 Learning Model		Outcomes: Regular learning opportunities for all members of the community build a culture of growth Staff have a clear understanding about the process of identifying and planning to meet students needs (differentiation) Staff (80%) confidently use effective Learning Intentions and Success criteria on a daily basis. Students are able to articulate what they are learning (vs doing) Teachers (all) express confidence in the content of the refreshed Math curriculum - by Term 4 can reference progressions in Phase 3 when discussing student progress. Teachers show reflective practice through a focus on target students.			
Strategic Direction	Annual Goals/Tasks (DRAFT)	Link to NELPs	Key Tasks		
We shape the future					
Shaping and delivering a high quality curriculum <i>Designing innovative and challenging</i>	<i>Develop the depth of the school's curriculum through documenting our pedagogical understandings, and learning area statements. Document templates to support teacher planning (focus on progression indicators) Outline school-wide learning model based on Engage- Grow-Inspire</i>	<i>Learners at the Centre Quality Teaching and Leadership</i>	Teachers focus on clarity of learning intentions and success criteria in the development of key units of work. Brainstorm a variety of templates - develop to align with school focus. Utilise learning model within team planning/learning days. Publish supporting documentation and posters.	On-going	SLT, Libby

<p><i>opportunities for learning</i></p>	<p><i>Learning Support procedures are documented fully.</i></p> <p><i>Mātanga support programme is developed to further support learners.</i></p> <p><i>An international students short stay programme is developed focussing on an Aotearoa experience.</i></p> <p><i>A marketing strategy for International students is developed and a plan for international engagement is drafted.</i></p> <p><i>Enhance the STEAM/Digi tech programme.</i></p> <p><i>Develop Mātanga programme to further outline connections across the specialist learning areas.</i></p> <p><i>Explore effective assessment (schoolwide) for intermediate schools.</i></p> <p><i>Develop greater clarity around Learning Support - ensuring interventions for every level of student needs are articulated with supporting documentation</i></p>		<p>Develop a Learning Support Procedures to outline key processes for student referral and support and to link to documentation.</p> <p>Identify purpose and students who would benefit from Mātanga support programme (twice a week)</p> <p>International student programme has a clear development plan.</p> <p>Relationships with agents and other Intermediate schools (Middle Schools Collaborative) are established.</p> <p>On-line marketing materials and website/page is developed and maintained .</p> <p>Develop a 3-5 year overview of STEAM, that identifies resourcing and connection with class.</p> <p>Mātanga story and progressions relating to learning competencies are developed. Visibly displayed in classrooms.</p> <p>Work with NZCER and Jennie Poskitt (NZAI) to deepen SLT understandings of assessment. Seek teacher and parent voice re assesement/reporting</p> <p>Work with Board to define how to share student progress and achievement</p> <p>Draft an assessment procedure for 2026 (onwards) that outlines schoolwide and in-class practices</p> <p>Develop a Learning Support procedure for the school with associated documentation : eg: IEP templates, observational tools, examples of good practice etc</p>	<p>T2/3</p> <p>T1</p> <p>by T4</p> <p>by T4</p> <p>On-going</p> <p>on-going</p> <p>T3</p>	<p>Gemma, Prisca</p> <p>Prisca</p> <p>Karen</p> <p>Kris, Kelvin</p> <p>Mātanga team, Prisca</p> <p>Keith, SLT</p> <p>Gemma, Keith, Prisca</p>
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			<p>Develop a systemic approach to resourcing Learning support, including exploring funding to ensure developments are sustained.</p> <p>Develop the SENCo role description to reflect the complex nature of the role.</p>		
<p>Supporting Documents:</p> <p>Curriculum Development 2024 - 2026</p> <p>Curriculum Team</p> <p>Curric Refresh MoE</p> <p>Mātanga Support Classes</p>		<p>Outcomes:</p> <p>One short stay international students programme occurs and is successful (well organised, students hosted, positive connections with TIS students, clarity for teachers and others regarding their role) with feedback collected.</p> <p>The International Student coordinator has increased confidence and clarity in her role, and in the future direction of the programme.</p> <p>A clear programme and development plan for STEAM outlines philosophy, direction and resourcing. Mātanga has a collective identify and a common approach to learners ACROSS the specialist subjects. Success criteria for learners in shared.</p> <p>A draft procedure for assessment practices (which support school wide understanding AND design for learning) is completed. It reflects community voice.</p> <p>A procedure around learning support is completed and provides information for staff and community about what is offered at TIS and how to access support.</p>			