



# Tua Marina School

Working together to grow a healthy and happy community where every learner succeeds.

*Me whakapau kaha*

## 2023 Annual Plan

### Manaakitanga: Educationally powerful connections

**Rational:** We want to work from our strengths. We are well known for being a caring, supportive and inclusive, community oriented school and want to build on this strength as one of the qualities that is special to Tua Marina School.

Goals	What does success look like?	Specific actions	Who is leading Resources needed Timeframe
1. Further develop communications with whānau and community in response to feedback.	The best communication options that suit our whānau are implemented  Everyone receives what they need on time.	Provide weekly newsletters via HERO. (Less is more)  Maintain and further enhance relations with cultural partners.  Establish a list of community contacts, including iwi, for everyone to access.  Celebrate and support the different cultures of New Zealand within our Diversity Unit.	All staff input newsletter  New Principal Board  Amy  All teachers
2. Carry out consultation with community about key aspects	A big uptake and a big response to consultations.	Consult community about school uniform  Consult community about name of our school Tua Marina or Tuamarino  Mix it up, not always doing things the same way to increase uptake. Keep things fresh and easy.  Informing parents how and when things are actioned in response to their feedback.  Review the purpose of camps and excursions, and what we want to achieve. Establish EOTC progressions as children move through the school.  Update the school website framework.	New Principal, term 2 / 3  New Principal, term 2 / 3, BOT  All staff  All staff  New Principal term 3  Budget \$
3. New principal transition		Hold welcome powhiri for new principal	26 April

**Kia arotahi ngā hua akonga mana nui**  
**Responsive curriculum, effective teaching and opportunity to learn.**

**Rational:** We want all our tamariki to be the best they can be.  
 To enable this we want all of our kaiako to be highly competent and effective in their teaching.

Goals	What does success look like?	Specific actions	Who is leading Resources needed Timeframe
1. Identify target students who we will support to make accelerated progress in Reading, Writing and Mathematics.	Target students will make accelerated progress ie more than one year's academic progress in 40 weeks of instruction.	<p>Use the Data Team model to track student progress and identify next learning steps for target students. Some possibilities: Mini ALL for Maths, BSL Reading. Target stanine 1-3 students and list on Inclusive Education Register Do not include WSL and ORRS funded as target students.</p> <p>Update Assessment Schedule and refine to ensure effective data is provided for each child.</p> <p>Monitor beginning and end of year data, and check in at the middle of the year using PaCT.</p> <p>Check and monitor progress of past target students and implement appropriate strategies.</p>	<p>Data Team meetings every 3 weeks</p> <p>10 week focus: Reading mid T1 to mid T2 Maths mid T2 to mid T3 Writing mid T3 to mid T4</p> <p>Update Assessment Schedule Term 1</p> <p>Data Teams</p> <p>Data Teams</p>
2. Promote reading and writing for enjoyment and learning	<p>More students reading for pleasure.</p> <p>Higher reading achievement</p> <p>Higher writing achievement.</p>	<p>Celebrate our amazing Library</p> <p>Weekly Library visit for each class</p> <p>Teachers role model reading</p> <p>Book week - reading genre bingo.</p> <p>Investigate how we can promote reading and writing</p> <p>Pause, Prompt, Praise led by the older students to support readers.</p> <p>Speech competition.</p> <p>Writing competition.</p>	<p>Within School Lead</p> <p>Term 2</p>
3. Provide PLD to support teachers to further develop capabilities	<p>Feedback is fast, fair and actioned.</p> <p>Evidence of our capabilities in our Professional Growth Cycle.</p> <p>Changes in the</p>	<p>Work on scaffolding differentiation, feedback, and act on student voice with specific focus on using technology more effectively.</p> <p>Within School Lead focuses on developing teacher practice in relation to student needs.</p> <p>- Use the Niho Taniwha model for our</p>	<p>Martin Hughes PLD Term 1</p> <p>Term 1</p> <p>Sarah</p>

	classroom learning environment and changes in our practice.	<p>professional growth cycle which includes developing a student wellbeing survey - Teachers use 10 Ways to Teach Māori Students as Māori as a development and learning tool. <a href="#">Brigham Riwai-Couch</a></p> <p>Engage in online support of BSL.</p> <p>Facilitate opportunities to observe other teachers to support our Professional Growth Cycles.</p>	<p>Term 1-PGC collaborative</p> <p>Term 2-PGC with buddy</p> <p>Term 3 and 4 PGC individually</p>
4. Curriculum documentation is robust.	<p>Ease of access, clearly labelled and people are able to find things easily.</p> <p>We are working together collaboratively.</p> <p>We can see the learning progressions of curriculum areas.</p>	<p>Curriculum planning for Reading, Writing and Maths is documented.</p> <p>Long term plans are in place for Reading, Writing and Maths</p> <p>Maintain Learning Progression Framework expertise, deepen understanding and application through continued use and moderation.</p> <p>Establish agreed sequential progressions for literacy and numeracy progress.</p> <p>Streamline the Inclusive Education Register.</p>	All teachers

## Hauora Wellbeing

**Rational:** Our tamariki, Kaiako and whanau have all been through considerable challenges over the past three years due to Covid-19. Through our focus on wellbeing we want to support everyone to nurture mauri ora (staying well) including a strong emphasis of wellbeing - wairua, hinengaro, tinana and whānau (spirit, mind, body and family)

Goals	What does success look like?	Specific actions	Who is leading Resources needed Timeframe
Develop and implement school-wide wellbeing strategies	<p>Staff are working collaboratively, in a happy and safe environment.</p> <p>Flourishing = feeling good and functioning well most of the time.</p> <p>Students are able to apply wellbeing strategies in their everyday lives.</p>	<p>Implement Pause-Breathe-Smile - school wide mental health and mindfulness strategy</p> <p>Implement Te Whare Tapa Whā as a framework for our wellbeing work.</p> <p>Conduct wellbeing surveys to canvas students' thoughts and feelings about their own wellbeing.</p> <p>Teachers use PBS Wellbeing survey pre, during and post programme.</p>	<p>PBS Facilitator</p> <p>Wellbeing snapshots are taken regularly and often by class kaiako</p>