



Tua Marina School

Te Kura o te Tua Marino

Creating the Calm Beyond - Hanga Atu ki te Tua Marino

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

2024 Strategic Goals				
Goals	Goal 1- Strengthen and document our localised curriculum with contextualised experiences and practices, and celebrate our unique points of difference.	Goal 2- Design and implement a progressional Values and Hauora system that is recognised in the actions showcased in our community.	Goal 3 - Create consistent systems and practices that reinforce positive behaviours for learning.	Goal 4 - Develop and enhance engaging, inspirational physical space that supports enhanced learning and hauora for all tamariki.
Priority Learners and targets	70 % of all Year 0 - 2 have finished BSLA texts and learning approaches by the end of Year 2 and 90% by the end of Year 3 by end of 2025 in reading. 75% of students where a second language is spoken at home achieve their year group expectations by the end of 2024 in reading.	All students are able to identify a range of opportunities they have taken to show their use of our school values. All Māori and Pacific learners, disabled learners and those with learning support needs are able to identify a way in which they have shown leadership in an opportunity showcasing our values or Hauora. Increase regular attendance (defined as attending over 90% of the term) to 70% by the end of 2024.	Ensure 100% of learners feel we have a consistent behaviour development system that enables them to feel they are safe, included and free from racism, discrimination and bullying here at Tua Marina School.	75% of all target writing students experience greater than expected progress annually and those that reach their year appropriate benchmark in writing have an example of their writing published and displayed in our playscape.

2024 Annual Implementation Plan

Goal 1 - Strengthen and document our localised curriculum with contextualised experiences and practices, and celebrate our unique points of difference.			
Strategy	Specific actions	Who is leading Resources needed Timeframe	Progress / review comments
Review and reset our assessment and reporting map incorporating the utilisation of key local curriculum opportunities.	<p>Staff only day presentations and focus on Differentiation, Scaffolding and Feedback</p> <p>Update our assessment map</p> <p>Utilise Niho Taniwha as our model for inquiry and improvement.</p> <p>Develop a 2024 Tua Marino day interacting with/ learning from our local environ's</p>	<p>Aaron to elicit help from 3ML. Key dates booked each Term to utilise PLD hours.</p> <p>Nic to create in term 1 and Staff to review each Term.</p> <p>WSL to work with Kāhui Ako to look at ways to incorporate NT into inquiry in Terms 1-2, implement for PGC and inquiries in Term 3-4.</p> <p>WSL to gather ideas for day in term 1, staffwide planning of the day in term 2. Carry out celebration day June 17th.</p>	Completed - Aaron to take over next Term
Identification of local learning experiences by engaging and recording key educationally powerful partnerships from our wider community. And ensuring 10 hours of Reading and Writing and 5 hours of Maths instruction per week.	<p>Refresh Long Term Plans showing our Hour a Day provisions</p> <p>Professional Learning meetings schedules focusing on Long Term Plans/ curriculum expectations</p> <p>Professional Learning meetings schedules focusing on Assessment requirements</p> <p>Utilise Within School Leadership release to improve long term plan</p>	<p>WSL to utilise MOE resources to review our provisions for and coverage of our hour a day Term 1.</p> <p>Meetings scheduled for Term 1 & 2 to improve planning and documenting expectations.</p> <p>Term 3-4 staffwide reflection and improvements identified.</p> <p>Term 3. Julian to record the range of learning opportunities that we</p>	

	<p>and ensure teaching team usage</p> <p>Identify and utilise learning opportunities from outside of our school environment such as Life Education, Bikewise, etc.</p>	<p>utilise through EOTC and Identify other options with the community in Term 4.</p>	
<p>Support the ongoing use of Ready to Read Phonics Plus texts and BSLA into Literacy teaching practice.</p>	<p>BSLA training for new staff in Year 0-1</p> <p>BSLA refresher course for Teachers teaching Year 2 - 4</p> <p>Purchase more unique resources and texts that are BSLA appropriate</p>	<p>Leah to start training in Term 1</p> <p>Caroline to start refresher in term 2</p> <p>Progress and achievement matrix for BSLA in line with yearly expectations created by Caroline in Term 2 and utilised for our Year 0-3 students.</p> <p>Ongoing purchasing of resources as they become more available.</p>	
<p>An EOTC graduated biannual programme is created and trialed</p>	<p>Map our EOTC experiences as age differentiated and whole school events</p> <p>Identify EOTC opportunities for the year and highlight the links to the Hangi/Hui data gathering.</p> <p>Celebrate the progress that our swimmers have through the utilisation of our great asset.</p>	<p>In term 2 Julian to map our current EOTC events as a 2 year professional system with the staff.</p> <p>Term 4 Julian to consult with the community about the map and identify further opportunities where needed.</p> <p>Julian to create a progressional pathway to record and celebrate our swimming development by the end of term 4.</p>	

Goal 2- Design and implement a progressional Values and Hauora system that is recognised in the actions showcased in our community.

Strategy	Specific actions	Who is leading Resources needed Timeframe	Progress / review comments
Review and reset our school values by the end of 2024	<p>Consult with community about the suitability and understanding of our current values</p> <p>Utilise feedback to reset our core values.</p> <p>Develop a shared understanding of what these values mean and look, sound and feel like.</p>	<p>Term 2 consultation with the community about what success looks like and is best supported. (Nic)</p> <p>PB4L Leads to suggest core values and develop a drop down menu of what these mean in Term 3.</p> <p>Term 4 each class to create a series of contextualised statements about values meaning</p>	
Creation of graduate profile of our year 8 student that showcases our school values and is able to move from Tua Marina School with a sense of the calm beyond	<p>Consult the community about what does success look like for their family/whānau/child(ren)?</p> <p>Creation of a system to record student participation in opportunities that showcase our values such as Cultural, sporting, leadership, academics, etc.</p> <p>Co-construction of a graduate profile that is then put out for community consultation.</p> <p>Consult stakeholders about what values and competencies our students should develop to improve their likelihood of success.</p>	<p>Nic to carry out in early term 2. BOT to review at Term 2 meeting.</p> <p>WSL and PB4L leads to create a system that records our students showcasing our values so that this can be shared in the end of year reporting to parents.</p> <p>WSL and PB4L leads by end of Term 3 have created a graduate profile. Consult community about these in Term 4 Hui/Hangi.</p> <p>Nic to Consult around Success in early Term 2</p>	
Enable students to participate in opportunities to showcase our values to the community through their actions and representation	<p>Weekly Values Assembly highlighting Value in focus.</p> <p>Weekly waiata and kapa haka for</p>	<p>Nic to Create and initiate in Term 1</p> <p>Nic to create and Initiate in Term 1 Employ an expert to support us by</p>	

<p>such as Kapahaka. Promotion of attendance rates at school and representing the school, and supports available.</p>	<p>the whole school</p> <p>Identify and engage outside expertise to support values and kapa haka assemblies.</p> <p>Employ kapa haka expert to develop whole school learning and engagement.</p> <p>Have students identify contexts in which they show and utilise our school values.</p> <p>Analyse and integrate attendance data.</p> <p>Work with attendance services to better understand our attendance data</p> <p>Termly reporting to the Board about the attendance trends</p> <p>Communicate to the school community about the effects of absenteeism on learning, achievement and wellbeing each term.</p> <p>Highlight individual attendance rates in reports to family/whānau</p> <p>Delivering a curriculum that reflects the identity, language and culture of our learners.</p>	<p>the end of Term 1.</p> <p>By the end of the year students are utilising the system for self identifying events where they use the values.</p> <p>Nic to work with Attendance Services in Term 1 to seek guidance on how best to analyse, report and support better attendance.</p> <p>Term 2 Attendance Services to attend Board meeting and discuss their role in increasing attendance.</p> <p>From term 2 the principal will report to the Board term about attendance data and trends.</p> <p>Termly Principal Kōrero in the newsletter about attendance.</p> <p>Amy to work with HERO to incorporate attendance into reporting to parents.</p> <p>By the end of year staff will have recorded a range of ways that they have collectively delivered reflective curriculum</p>	
<p>Partner with local health experts and Te Whatu Ora to trial Mental health resources with our Year 5 - 8 students to increase their resilience and Hauora.</p>	<p>Pre-programme survey Y5-8 students about wellbeing/resilience tools and strategies Trial Diary Doc's with our Year 5 - 8 students</p>	<p>DP, Julian and Principal to work with Laura Goldwinch prior to and over term 1 to Trial Diary doc's</p>	

	<p>Post-programme diary docs survey T2</p> <p>Track sustained usage or wellbeing and resilience strategies through survey T3</p> <p>Track and report to our community on the sustained usage or wellbeing and resilience strategies at the end of Term 4</p>	<p>DP to coordinate.</p> <p>DP to collate and report to the BOT and community in late Term 3/early term 4.</p> <p>DP to collate and report to the BOT and community in late term 4. And create statement for AOV</p>	
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Goal 3 - Create consistent systems and practices that reinforce positive behaviours for learning.			
Strategy	Specific actions	Who is leading Resources needed Timeframe	Progress / review comments
Creation and promotion of a positively geared behavioural development plan	<p>PB4L School Evaluation Tool observation.</p> <p>Investigate SMS structures for PB4L in other local schools to utilise here.</p> <p>Promotion and utilisation of Playground Trust model</p> <p>Promotion and utilisation of Restorative Practice models such as WARM conversations.</p> <p>Review, development and promotion of behaviour development plan to incorporate identification and response to minor and major behaviours in different contexts.</p>	<p>PB4L Leads and PRincipal to work with MOE Term 1</p> <p>PB4L Leads work with ASL across terms 1-3</p> <p>PB4L Leads Term 2</p> <p>PB4L Leads Term 2</p> <p>PB4L Leads and Principal Review in term 2, Develop in Term 3 and Promote in Term 4</p>	
PB4L leadership team identified. Twice termly release funded for leaders to attend professional development before leading all staff in training.	<p>PB4L team training day dates set for each term</p> <p>PB4L Leadership training day dates set</p> <p>Weekly Leadership team meeting with the principal</p> <p>Weekly promotion of PB4L to staff and community</p>	<p>Principal in early term 1</p> <p>PB4L Leads in early term 1</p> <p>PB4L Leads to set in term 1</p> <p>PB4L Leads create method in term 1 and carry out from term 2</p>	
Hold periodic PB4L assemblies to unpack and promote school wide usage of positive behaviours and showcase through shared learning	Set and hold weekly values assemblies. Rotation of hosting classroom. Principal to support message and promote values	Principal to set up assembly structure present values data at each. Caroline to ensure hosting rotation is planned and recorded	

experiences.	<p>celebrations.</p> <p>Creation of school song/waiata/haka and the learning and usage for these and the national anthem at key school events.</p>	<p>from beginning of Term 2</p> <p>Kuia Merehira to work with staff to create by the end of the year.</p>	
Design and implement a focus system to reinforce and recognise positive behaviours and contributions.	<p>Create a way to effectively and efficiently recognise desired behaviours of all our learners.</p> <p>Enhance end of year reporting documents to recognise the positive contributions and participations individuals have been involved in throughout the year.</p>	<p>PB4L Leads to work with ASL in term 2-3 to adapt other schools systems to our context and HERO.</p> <p>PB4L Leads to work with ASL in terms 3-4 to design a way of students self recording and sharing with parents by end of year report writing timeframe.</p>	

Goal 4 - Develop and enhance engaging, inspirational physical space that supports enhanced learning and hauora for all tamariki.

Strategy	Specific actions	Who is leading Resources needed Timeframe	Progress / review comments
<p>Design and enact a fiscally sustainable paint maintenance plan that enhances our learning environment to feel engaging and inspirational for our learners and instills them with a sense of pride.</p>	<p>Gather comparative quotes from paint contractors that outline the possible solutions for periodic painting and paint maintenance.</p> <p>Paint the school.</p> <p>Landscape Plan Areas K/F</p> <p>Engage CES to assist in resetting our cyclical Maintenance plan and annual approach in line with quotes.</p>	<p>Principal to work with Local contractors over the school holidays to gather quotes and financial planning models for a 8-10 year paint and maintenance plan.</p> <p>Principal to contract Carus group to carry out works before the start of the school year.</p> <p>Principal to ensure that Plan Areas K/F are incorporated into the works</p> <p>Principal to work with Vicki from CES in term one to utilise Carus 8 year plan to reset the cyclical maintenance plan for the start of the 2024-2025 financial year.</p>	
<p>Erect a railway car park fence in partnership with Kiwirail to ensure our community is and feels safe to experience learning here on site.</p>	<p>Re-engage with Kiwirail about progressing the building of the fence.</p> <p>Co-employ a local contractor to erect the fence.</p>	<p>Caretaker to reestablish contact with Kiwirail in Term 1 - Early term 2 to ascertain the likely timeframe.</p> <p>Board to pay for a share of the works to be carried out before the end of the year.</p>	
<p>Partnering with our PTA and a Board grants officer, to secure funds to enable the progression of prioritised site development projects.</p>	<p>Use the school SEPE tool to evaluate how effectively our school site supports our vision and mission</p> <p>Partner with APL and MOE to identify 10 YPP priorities</p> <p>Highlight the cost and benefits of upkeeping our amazing community</p>	<p>Principal to work to MOE property Advisor Jody and APL to carry out SEPE evaluation prior to week 6 of Term 1</p> <p>Principal to work to MOE property Advisor Jody and APL to set priorities by end of Term 1.</p>	

	<p>pool.</p> <p>Identify grants and funds that may support the development of physical spaces in line with our vision and mission.</p> <p>Identify Fundraising aims and ideas then ascertain community availability to support activities.</p> <p>Creation of a unique Tua Marina School annual fundraiser.</p> <p>Obtain costings and quotes for Landscape plan Area D, E, I, K & L</p> <p>Partner with Ngāti Rarua to be gifted/designed an appropriate Kowhaiwhai pattern for usage on site.</p> <p>Set 10 YPP</p> <p>Complete works for Landscape Plan Area E</p>	<p>Principal to highlight in Term 3 newsletters in the lead up to new swimming season.</p> <p>Board and Principal to identify Grant and Funding opportunities throughout the year. Record in BOT minutes.</p> <p>Principal to survey families in Term 1 and Work with the PTA to set annual targets.</p> <p>Principal and Amy to create event by Term 3 Holidays.</p> <p>Principal to work to MOE property Advisor Jody and APL to gain quotes by the end of Term 3</p> <p>Principal to work with Athur Phillips of Ngāti Rarua throughout the year.</p> <p>Principal to work to MOE property Advisor Jody and APL to sert by End of Term 2</p> <p>Principal to work to MOE property Advisor Jody and APL to complete works b y the Beginning of 2025 school year.</p>	
<p>Incorporation of learning into the playscape by showcasing examples of quality reading, writing and maths from key age groups in/onto our outdoor learning spaces.</p>	<p>Obtain costings and quotes for Landscape plan Area J</p>	<p>Principal and Caretaker to find like examples by the end of term 2 and have trialled examples by the end of term 3 and secure quotes for more permanent solution by the end of the year.</p>	

Other actions to be taken that lay outside our strategic goals to enable organisational success:	Progress / review comments
<ul style="list-style-type: none"> ● Continue to use HERO as the primary platform for communication and use the free version of Seesaw for sharing learning and celebrations in the junior school. ● Continue to upskill staff in the use of HERO for reporting, goal setting and assessment with a view to use HERO for realtime reporting. Determine how students will self assess and share work with whanau using HERO. ● Continue to support the PTA by having a staff member or principal attend meetings. Support the PTA to structure their group so there are clear roles and responsibilities. ● Continue to build a register of key school/community connections to grow support for key events. ● <i>Develop and launch a new website.</i> ● Highlight examples of good writing, both community and student, by publishing in in our school environment. ● Document our long term planning structures from 2024 onwards and store in a central folder. ● Moderation practices planned and built on termly. ● Establish agreed sequential progressions for literacy and numeracy progress. ● Observe good structured literacy programmes in other schools ● Ensure time is allocated to document the TMS curriculum. ● Clearly define responsibilities in Job Descriptions. ● Enter into Positive Behaviour for Learning initiative from 2024. Select a leadership team within the staff to drive this mahi. ● Engage in training to enable system and practices enhancement and make a consistent school-wide approach 	