

TAS Strategic Plan

O te kura ā-rohe o Te Manahuna

Our Mission

Find your passion, be supported and inspired.

Our Vision

Developing future leaders by nurturing their emerging passions. Enabling our learners to be inspired, collaborate with others and achieve their personal goals.

Our Values

Be supported by our WAKA.



Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to the cultures, needs, interests and aspirations of all.

Hauora

To strengthen resilience and wellbeing for all students and staff.

Learning Partnerships

To foster authentic learning partnerships with whanau and the wider community.

Professional Capabilities

To grow professional capabilities and collective capacity within our school.

W

WHĀNAUKATAKA - KINSHIP

We welcome others to our kura

We respect our differences and celebrate our cultures

We have high expectations of ourselves and others

We come together as a community

A

AWHINATAKA - NURTURE

We show respect

We care for our learning and the learning of others

We foster tuakana - teina relationships

We set and achieve aspirational goals

K

KAITIAKITAKA - GUARDIANSHIP

We live our WAKA values

We demonstrate pride our school

We serve our community

We demonstrate guardianship of our environment

A

ĀRAHI - LEADERSHIP

We demonstrate leadership and set good examples to others

We challenge ourselves with new learning

We take on responsibility

We are enthusiastic and participate

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Waiata kīnaki for Te Manahuna - Tū tonu rā ko Te Manahuna

Nā Karatī Metcalfe (Ngāpuhi) & Karuna Thurlow
(Kāi Tahu, Ngāti Porou)

Ripo ana te wai o Te Whakatipu e

Ruataniwha e tū mai rā

Aoraki Matatū ki te raki

Nei rā te mihi

nei rā te maioha

O te kura ā-rohe o Te Manahuna

Ka huri te titiro ki ngā Puna Hauaitu

Takapō Ohau Pūkaki

Me te whatumanawa o te tangata

He wā tōna ka marino

He wā tōna ka marangai

Ki te kōhanga o te kakī

Tū tonu rā ko Te Manahuna

OUR NARRATIVE

In the beginning there was Te Kore, the nothingness, from nothing arose Te Māku and Mahoranuiatara. From their union came Rakinui. Rakinui had many wives but his first was Pokoharuatepō, and from them came Aoraki, Rakirua, Rakiroa and Rarakiroa. These brothers lived in the spiritual realm with Rakinui. During a discussion between all of the brothers, they decided to visit their step mother Papatūānuku. They sailed the oceans in their great waka and explored the land. Shortly after, they became hungry and began fishing, but their attempts were unsuccessful. They all decided to return to the heavens. Aoraki began his karakia while his brothers readied the waka for the voyage home. The karakia started to lift the waka into the heavens. The brothers were tired, hungry and disappointed, it was at this point they began to fight between each other. Aoraki became distracted by the fighting that he lost his concentration and made a fatal error in the karakia. Their waka crashed back down to earth with parts of it breaking off and scattering across the sea as the waka overturned. All of the brothers climbed onto the back side of the waka, they huddled together for warmth, but the fierce Southerly wind froze them, turning them to stone and clothing them in snow and ice.

Twizel Area School is surrounded by three lakes. Pūkaki, Takapō and Ōhau all of these lakes were carved out of papatūānuku by Rakaihautu, the rangatira who captained the waka Uruao to Aotearoa. Twizel Area School sits beneath Aoraki nui and represents our connection to mana whenua, Te Rapuwai and Kai Tahu. Te Rapuwai who were the earliest inhabitants of Te Manahuna are said to have fired the first forests of Canterbury, and to have hunted the moa and left behind the many shell heaps scattered over the landscape. Te Manahuna (the Mackenzie Country) was a “mahika kai” area for Māori who used the Waitaki river trail to Access the hinterland.

Twizel Area School is a state co-educational area school for ākonga from Years 1 - 13. Formed in 1986, the Area School combined the then high school and primary school on the high school site.

The school lies in the heart of Te Manahuna, the Mackenzie Basin surrounded by Te Tiritiri-o-te-Moana, the Southern Alps and Lakes Pukaki, Ōhau and Ruataniwha. The school sits at the centre of the expanding Twizel township; it aspires to act as a hub for parents and the community. Although the school serves a large geographical area, extending to Ōmarama, Irishman Creek, and Aoraki Mount Cook Village, 80% of our ākonga live within the Twizel township. Of those living outside Twizel, 15% live in other 'urban' areas (such as subdivisions, lifestyle blocks or other townships), and only 4% live rurally on farms or similar. Due to the growing numbers of ākonga outside Twizel, we currently provide two bus services to transport them.

Our School Waiata

By Karatī Metcalfe (Ngāpuhi) & Karuna Thurlow
(Kāi Tahu, Ngāti Porou)

The rippling water of the Twizel river (Te Whakatipu)

Ruataniwha stands there

Aoraki stands to the north

Our greetings

Our gratitude

From Twizel Area School

Turn my gaze to the extremely cold waters of

Takapō, Ōhau and Pūkaki

The hearts of people are like our lakes

Sometimes calm

Sometimes upset/angry...

This is the nursery of the Kakī

We are proud to be from the Mackenzie!

Our isolation makes it hard for ākonga and their whānau to have contact with other communities. The school is 30 kilometres from the next primary school in Ōmarama and 100 kilometres from the nearest high school in Fairlie. The closest other area school is the Maniototo Area School.

Located in the Canterbury High Country, with Te Tiritiri-o-te-Moana, the Southern Alps at our door, our outdoor environment's beauty and closeness greatly influence our ākonga. We have a comprehensive outdoor education programme that includes all Y1 - 13 ākonga in a carefully graduated programme. We also have a lodge at Huxley (at the head of Lake Ōhau) for extending our EOTC programmes.

There is a 'whānau feel' at the school. Many of the ākonga have siblings at the school or relations who have attended TAS in the past. People in the community know our ākonga as individuals, and the community is involved at the school..

Approximately 20% of our ākonga are Māori, spread relatively evenly over eight iwi, 9% Asian and 2% Pasifika. We are a decile eight school and enjoy a diverse range of student abilities, parental backgrounds and expectations..

In our recent ERO review (2023), the following strengths were noted:

- Our WAKA values, recently developed in consultation with the community, inform meaningful curriculum development.
- Our support and teaching staff engage collaboratively in professional learning that enhances teaching practices and curriculum design.
- There is systematic collection, analysis, and review of data informs programmes for learning.
- Students, staff and whānau have upskilled in digital fluencies and have extended partnerships for learning.
- The new leadership team works collaboratively to deliver the school's strategic direction.

Recognising our commitment to Te Tiriti o Waitangi

Twizel Area School honours our commitment to Te Tiriti o Waitangi in an Educational context.

Article 1: Kāwanatanga - Honourable Governance

- We understand our position as Crown agents and affirm Māori as tangata whenua.
- We govern our establishment honourably - decisions are made with those who are impacted the most by them.
- We endeavour to share decision making processes with whānau, hapū and iwi.
- We endeavour to produce communication that is meaningful, ongoing, reciprocal and transparent.

Article 2: Rangatiratanga - Agency

- Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.
- We endorse Māori achieving success as Māori.
- We endeavour to create systems where Māori have agency, voice and choice, the power to act.
- Māori diversity is recognised and valued and self determination is enacted.





Article 3: Ōritetanga - Equity

- In our establishment, in the interest of all, Māori have the same rights and opportunities as non-Māori.
- We endeavour to remove educational barriers and inequalities to ensure equitable educational outcomes.
- Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), equitable representation of Mātauranga Māori, Reo, tikanga etc.
- Māori perspectives and opinions, and the voices of Māori are equitably represented.

Article 4: 'The spoken promise' the right to have cultural and religious freedom.

Our teachers are committed to a continual professional development in Te Ao Māori, as required by the Education Council in retaining their practicing certificate.

Triennial Summary Plan

Find your passion, be supported and inspired.

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

	2022	2023	2024
Curriculum and Assessment Development	<p>Introduction to NPDL (New Pedagogies for Deeper Learning), review of 'Collaboration/Whānaukataka' and our related teaching practices including culturally responsive practice</p> <p>Review of assessment practices with a view to using PaCT (Progress and Consistency Tool) to give overall judgement and progress records</p> <p>Engage with PLD (Professional Learning and Development) in the areas of Digital Fluency, DMIC (Developing Mathematical Inquiry Communities), NCEA (National Certificate of Educational Achievement) and PB4L-SW (Positive Behaviour for Learning - School Wide)</p> <p>Collect student and whānau voice on our current curriculum offerings in the Y7-13 area</p>	<p>Clear relationship developed between our WAKA vales, KCs (Key Competencies of the NZ Curriculum) and school goals.</p> <p>Use of PaCT in one learning area (Mathematics) - or Curriculum Refresh offering</p> <p>Review curriculum offerings for Y7-13 learning areas</p>	<p>Use of PaCT across the Y1-8 mathematics curriculum- or Curriculum Refresh offering e.g. Learning Progressions</p> <p>Provide training for staff to implement desired curriculum changes in Y7-10 learning areas</p>

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

<p>Graduate Profile</p>	<p>Integration of processes around our WAKA values, PB4L-SW and development of Graduate Profile based upon recent community feedback Review Mentoring System Set aspirational achievement and progress targets for all students</p>	<p>Graduate Profile refinement and incorporation across school settings e.g. acknowledgements, teaching and learning, Prizegiving etc. Complete review of mentoring system and make adjustments Learn about, and set aspirational achievement and progress targets for all students</p>	<p>Graduate Profile confirmation following consultation of students, staff and community Implement reviewed mentoring system Set aspirational achievement and progress targets for all students</p>
<p>Mathematics</p>	<p>DMIC 1st Year of Mentoring (Y1-8 staff)</p>	<p>DMIC further mentoring and curriculum development</p>	
<p>NCEA</p>	<p>Continued engagement with provided professional learning and Accord Days (Year 9-13 staff)</p>	<p>Continued engagement with professional learning, use of trial materials, participation in NCEA trial for Science</p>	<p>New NCEA Level 1 implemented across our cohort as well as Literacy and Numeracy implementation for Y10.</p>
<p>New school build</p>	<p>Moving from the Master Planning phase to the Design Phase Incorporate our vision for the curriculum in the progression towards our new school</p>	<p>Complete Design Phase and continue to next steps as defined by MoE team. Build intended to commence</p>	<p>Build intended to be ongoing</p>

Goal 2: Hauora**To strengthen resilience and wellbeing for all students and staff**

	2022	2023	2024
Wellbeing Plan continual review	Annual NZCER (NZ Centre for Educational Research) Staff and Student Wellbeing Survey, followed by update of wellbeing plan Continued development of Wellbeing Professional Learning Group		
PB4L	Intended implementation of Tier 1 Review Pastoral Support Systems Define Dean role at each level, create firm JD (job Description)	Tier 1 evaluation	Tier 1 continuation
Review wellbeing curriculum	Review Wellbeing Curriculum offerings across the school using the Te Whare Tapa Wha model Create a bank of Wellbeing Resources for students of all ages	Finalise Wellbeing Curriculum and Resources based on PLG Feedback Implement Wellbeing Curriculum based upon review	

Goal 3: Learning Partnerships

To foster authentic learning partnerships with whānau and the wider community

	2022	2023	2024
Board of Trustees Work Plan	Create, use and review an appropriate Board of Trustees Work plan Ensure regular self-review Report to community		
Policy Reviews	Continue to use the Schooldocs Review Cycle to review and amend policies with the community		
Digital Fluency	Use of 120 hour PLD provision to ensure Digital portfolios are underway in Years 1-8 Emergent use of Kamar, Seesaw, MyMahi and PaCT to share learning with whānau	Formalise Digital Portfolios into 'Must haves' and 'Good to haves' Consider real time reporting via Kamar Continued and improved use of Kamar, Seesaw, MyMahi and PaCT to share learning with whānau	Use of Kamar, Seesaw and PaCT (Learning Progressions) to share learning with whānau
Community Events	Create informal community events once per term		
Local Curriculum Development	Provide students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga, review whānau aspirations Develop local curriculum outcomes with external partners and Kāhui Ako, this includes implementation of the NZ Histories Curriculum	Develop Te Reo Māori me ona Tikanga Curriculum Implement local curriculum outcomes with external partners	

Goal 4: Professional Capabilities
To grow professional capabilities and collective capacity within our kura

	2022	2023	2024
HR Audit	<p>Complete detailed audit of HR (Human Resources)</p> <p>Undertake internal audit and review of school administration and support functions</p>	<p>Review the structure/job descriptions of our leadership team</p> <p>Continue internal audit and review of school administration and support functions</p>	
Professional Growth Cycle Review	<p>Review and adapt Professional Growth Cycle at the end of current cycle</p> <p>Ensure professional development and learning fits with school goals and direction</p> <p>Developing effective practice in DMIC</p> <p>Developing a thorough understanding of the curriculum levels and progressions, particularly Mathematics</p>	<p>Review and adapt Professional Growth Cycle at the end of current cycle</p> <p>Ensure professional development and learning fits with school goals and direction</p> <p>Develop effective practices around collaborative inquiry</p> <p>Developing a thorough understanding of progressions through the Draft Curriculum</p>	<p>Review and adapt Professional Growth Cycle at the end of current cycle</p> <p>Ensure professional development and learning fits with school goals and direction</p> <p>Use of learning progressions across the curriculum</p>
Culturally Responsive Practice	<p>Provide staff with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga</p> <p>Develop culturally responsive practices across the staff</p> <p>Provide teachers with opportunities to collaborate with teachers from other schools</p>		
School Finances	<p>Complete detailed audit of finance practices</p>	<p>Match Finance priorities to strategic direction</p>	

Core Strategies 2022-2024

Developing future leaders by nurturing their emerging passions. Enabling our learners to be inspired, collaborate with others and achieve their personal goals.

Core strategies to achieve these goals

Core strategies to achieve these goals

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

Investigate the needs, aspirations and interests of learners and their whānau
 Further develop our Graduate Profile and values system
 To improve learner's access to quality Mathematics and NCEA learning experiences
 Ensure NCEA Professional Development is undertaken as the system changes
 Ensure Mathematics and Digital Technology Professional Development is undertaken
 Sharing a collective view of culturally responsive practice and how this looks at Twizel Area School
 Professional learning and action in digital technologies curriculum, specifically Digital Fluency
 School wide internal review of our local curriculum so that it accurately reflects teaching and learning at Twizel Area School and our aspirations
 Digital fluency to support learning and whānau communication
 Identify and document links between responsive teaching practice and learner impacts
 Assessment schedule review - including practices
 Clear and consistent use of student voice to enhance opportunities for learning
 Monitor and track student progress, achievement and interventions on a regular basis
 Report to BoT in relation to achievement targets
 Provide students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga
 Incorporate our vision for the curriculum in the progression towards our new school
 Collaborate with external agencies to ensure the new school build continues development at the expected pace and to the expected quality
 Set aspirational achievement and progress targets for all students

Goal 2: Hauora

To strengthen resilience and wellbeing for all students and staff

Institute yearly wellbeing survey for students and staff to identify areas for future thought and planning around hauora
 Actively plan for and implement ways to improve and promote wellbeing
 Review our wellbeing plan and curriculum offerings
 Promote healthy relationships and focus on continual improvement ideally within the PB4L-SW framework
 Create a bank of resources to use around wellbeing
 Ensure effective pastoral support systems are in place

Core strategies to achieve these goals**Core strategies to achieve these goals****Goal 3: Learning Partnerships**

To foster authentic learning partnerships with whānau and the wider community

Create opportunities to be together in an informal setting
Develop a clear BoT work plan
Review policies as per plan
Digital fluency to support learning and whānau communication
Identify and document links between responsive teaching practice and learner impacts
Provide students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga
Use of new Kamar, portal, website and newsletter to effectively share information and successes in a timely manner
Use of SEESAW, Kamar, MyMahi and PaCT to share learning with whanau
Use the new Te Ao Maori Leadership position to enhance conversations with whanau about aspirations
Further development of whanau learning and mentoring conversations - Te whare tapa wha model
Community consultation and review
Develop our local curriculum alongside the other schools in the Kāhui Ako using an NPDL framework

Goal 4: Professional Capabilities

To grow professional capabilities and collective capacity within our kura

Ensure professional development and learning fits with school goals and direction
Complete detailed audit of HR and finance practices
Review recently developed Professional Growth Cycles at the end of each cycle
Undertake internal audit and review of school administration and support functions
Provide staff with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga
Develop culturally responsive practices across the staff
Review the structure/job descriptions of our leadership team
Develop effective practices around collaborative inquiry
Developing effective practice in DMIC (developing mathematical inquiring communities)
Developing a thorough understanding of the curriculum levels and progressions, particularly in literacy and mathematics
Provide teachers with opportunities to collaborate with teachers from other schools

2024 Annual Plan

Be supported by our WAKA.

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

Annual Objectives	Key Actions and Strategies	Resources and Personnel	Time frame and monitoring
Curriculum and Assessment Development	<p>Use of PaCT across the Y1-8 mathematics curriculum- or Curriculum Refresh offering e.g. Learning Progressions</p> <ul style="list-style-type: none"> Continue to strengthen assessment for learning practices across the Primary School <p>Provide training for staff to implement desired curriculum changes in Y7-10 learning areas</p> <ul style="list-style-type: none"> Create regular Syndicate Meetings and Professional Learning Opportunities for staff involved. Trial a Project Based Learning opportunity with Middle School Students 	<p>SLT and SAF</p> <p>Principal and Middle School Teachers</p>	<p>Throughout the year</p> <p>Throughout the year</p>
Graduate Profile	<p>Graduate Profile confirmation following consultation of students, staff and community</p> <ul style="list-style-type: none"> Consult in Term 1 and finalise descriptors for introduction to students later in the year <p>Implement reviewed mentoring system</p> <ul style="list-style-type: none"> No specific changes were identified following student review. <p>Set aspirational achievement and progress targets for all students.</p> <ul style="list-style-type: none"> Focus on mentoring students to set strong goals at start of year, then monitor via plan. 	SLT	Throughout the year
Mathematics	<p>DMIC further mentoring and curriculum development</p> <ul style="list-style-type: none"> Continue to engage with DMIC learning Track progress across the year ensure consistent data collected 	SLT and DMIC staff	Throughout the year
NCEA	<p>New NCEA Level 1 implemented across our cohort as well as Literacy and Numeracy implementation for Y10.</p> <ul style="list-style-type: none"> Monitor implementation, complete 'walk throughs'. 	SLT and NCEA Staff	Throughout the year

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

New School Build	Await MoE engagement with progressing the build <ul style="list-style-type: none">• Await direction	Principal and board	Throughout the year
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Goal 2: Hauora

To strengthen resilience and wellbeing for all students and staff

Annual Objectives	Key Actions and Strategies	Resources and Personnel	Time frame and monitoring
Wellbeing Plan continual review	Monitor Wellbeing Programmes and Interventions <ul style="list-style-type: none">• Continue monitoring• Maintain plan as per Target	SLT and Wellbeing PLG	Throughout the year
PB4L	Tier 1 continuation	SLT and PB4L PLG	Throughout the year

Goal 3: Learning Partnerships

To foster authentic learning partnerships with whānau and the wider community

Annual Objectives	Key Actions and Strategies	Resources and Personnel	Time frame and monitoring
Board of Trustees Work Plan	Create, use and review an appropriate Board of Trustees Work plan <ul style="list-style-type: none">• Create and confirm agreed plan	BoT and Principal	Term 1
	Ensure regular self-review <ul style="list-style-type: none">• From plan, develop key dates for different review areas and reports	BoT and Principal	Throughout the year
Policy reviews	Continue to use the Schooldocs Review Cycle to review and amend policies with the community <ul style="list-style-type: none">• Continue to advertise reviews in the newsletter and report on changes• Ensure BoT know how to review policies• Encourage community members to give feedback on policies that affect them, even if out of cycle	BoT and Principal	Throughout the year

Goal 3: Learning Partnerships

To foster authentic learning partnerships with whānau and the wider community

Digital Fluency	Use of Kamar, Seesaw and PaCT (Learning Progressions) to share learning with whānau	SLT, Core Ed. and Digital Portfolio PLG	Throughout the year
Community Events	Create informal community events once per term <ul style="list-style-type: none"> • Hold a community events for each term, consider UDL principles and student leadership in their development • Advertise events and their linkage to educational outcomes • Allocate SLT member to liaise with Home and School 	SLT	Term 1
Local Curriculum Development	Augment local curriculum outcomes with external partners and Kāhui Ako <ul style="list-style-type: none"> • Continue to meet with learning partners to further develop offerings • Continue to engage with Runaka 	Principal and Kaiārahi	Throughout the year

Goal 4: Professional Capabilities

To grow professional capabilities and collective capacity within our kura

Annual Objectives	Key Actions and Strategies	Resources and Personnel	Time frame and monitoring
HR Audit	Formalise the structure/job descriptions of our leadership team <ul style="list-style-type: none"> • Develop P/DP/AP responsibility structure with new team, display these and work with wider staff to understand new distribution 	Principal	Term 1
Professional Growth Cycle Review	Ensure professional development and learning fits with school goals and direction <ul style="list-style-type: none"> • Continue to use online booking system to ensure alignment 	SLT	Term 1
Culturally responsive Practice	Provide staff with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga <ul style="list-style-type: none"> • Offer BoT Funded Te Ao Māori Course via Education Perfect Provide teachers with opportunities to collaborate with teachers from other schools <ul style="list-style-type: none"> • Organise collaborative opportunities for individual staff and groups as the year progresses 	Principal and Kaiārahi	Throughout the year

Goal 4: Professional Capabilities

To grow professional capabilities and collective capacity within our kura

School Finances

Match Finance priorities to strategic direction

- Continue to work with the BoT sub-committee to allocate finances appropriately in alignment with our long and short term goals/needs.

BoT

Throughout the year

2024 Annual Targets

Primary and Middle School

Improvement Plan for 2024 - Mathematics

Link to Strategic Goals:

1. Responsive Curriculum
2. Hauora
3. Learning Partnerships
4. Professional Capabilities

Teacher Learning Needs:

DMIC
PB4L-SW
PLG

Background and Baseline Data:

77% of Year 1-10 learners achieved at or above NZC expectations at the end of 2020.
73% of Māori Year 1-10 learners achieve at or above NZC expectations at the end of 2020.

In 2021, the target was to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.
The outcome was: 70% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.

In 2022, the target was continued. To ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.
The outcome 73% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics. Although an underperformance when compared to the target, it is important to note that this is the first 'uptick' in Mathematics outcomes since 2018. We have experienced significant loss of learning due to covid across 2022, yet are now able to track student performance at an individual, cohort and school wide level and have begun to experience acceleration and improvement. It is worthy of note, that the % of students considered 'Above' normal curriculum expectations has increased from 19% to 23% in line with improvements from 'Working Towards' to 'At'. We have undertaken significant staff training (DMIC) and are sustaining a pedagogical shift. In 2023, we need to embed this, ideally with improved attendance and consistency.

In 2023, we continued to strive to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics, this target was surpassed as 81% of learners met or exceeded the national expectations.

However, Māori learners did not experience the same outcome. Although the original cohort have progressed from 73% 'at and above' at the start of the year to 74% at present, this does not match the progress of the overall cohort. Another consideration for next steps is the way we collect information when students arrive at our school. Those students not included in this year-long data collection (e.g. our new students) are over-represented in our 'below' data

Student Achievement Target: To accelerate the achievement of 189 Year 1-10 students in Mathematics, retaining 80% of the learners 'At and Above' curriculum expectations.

When	What	Who	Indicators of Progress
Term 1	Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2024	Teachers and Maths Leaders.	Priority Learner Register in place
Term 1-4	Continue DMIC learning and pedagogical shift	Lead Teachers/Teachers	DMIC sessions attended and on track
Term 1 - 4	Track the learning progression data for Māori learners to ensure progress and inquire where expected or accelerated progress in not made	Lead Teachers/Teachers	Student Outcomes
Term 1-4	Collect Learning Progressions Data for any new students. Track the learning progression data for new students to ensure progress and inquire where expected or accelerated progress in not made	Lead Teachers/Teachers	Student Outcomes
Terms 1-4	Professional Learning Group continues with regular meetings	Teachers / SLT	Meeting minutes
Term 2 and 4	Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8).	Teachers/DP/AP	Attendance at events and participation in enhancement activities

Improvement Plan for 2023 - Student Agency

Link to Strategic Goals:

1. Responsive Curriculum
2. Hauora
3. Learning Partnerships
4. Professional Capabilities

Teacher Learning Needs:

PB4L-SW
PLG

Background and Baseline Data:

In 2021 and 2022 there have been a number of discussions of ways to improve Student Agency across the curriculum. These discussions have formed an ongoing plan to develop digital portfolios for all Year 1-9 students, and have led to visits to other schools to investigate ways in which student agency is supported in other learning settings.

In 2023, training for the use of Digital portfolios continued across the Year 1-9 teachers with specific focus on new teachers. Students experienced varying degrees in success with using Seesaw, and parent engagement was variable. A variety of visits to other schools were undertaken in order to to understand agency in action, along with a Principal sabbatical to further investigate the global perspective on student agency in the middle years (Y7-10). A learning plan has begun development and will be further co-constructed by a professional learning group in 2024.

Student Achievement Target: To formalise our Graduate Profile and Digital Portfolio process for Years 1-10, investigate and to complete a trial PBL experience in Years 7-10.

When	What	Who	Indicators of Progress
Term 1	Consult and Formalise on Graduate Profile	SLT	Graduate Profile in place
Term 1	To ensure every student in Y1-9 has a Seesaw Digital portfolio that they are using and their whānau are able to access	Lead Teachers/Teachers	Seesaw profiles in place and shared
Term 1 - 2	Development of 'must have' templates for each relevant subject for the purpose of timely sharing of formal learning and attainment benchmarks	Lead Teachers/PLG	Templates in use
Term 1-4	Every teacher teaching students in Years 1-9 has ensured that each student has shared at least 2 submissions each term, and (when developed) completed the necessary 'must have' submissions.	All teachers of Years 1-9	Seesaw Profiles
Terms 1-4	Use of Middle School Syndicate Meetings to upskill in project Based Learning and trial a full project	Teachers / SLT	Project trailed

Secondary School

Improvement Plan for 2023 - NCEA

Link to Strategic Goals:

1. Responsive Curriculum
2. Hauora
3. Learning Partnerships
4. Professional Capabilities

Teacher Learning Needs:

- NCEA Accord Days and Subject Area Collaborative Events
- PB4L-SW
- NPDL

Background and Baseline Data:

In 2022, the target was:

Ensure that support is provided to all NCEA ākonga in meeting their personal goals.

- At least 24% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%).
- Of our Year 12 and 13, 31% (5 ākonga) have goals to transition along a vocational pathway. At least 50% of the identified ākonga to achieve a Vocational Pathway Award at NCEA Level 2.
- 67% of the current Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%).

The outcome was: Of those students who completed the year at TAS, and were entered for an NCEA qualification:

- 39% received a Merit or Excellence endorsement
- 100% of our students leaving to a vocational pathway met the requirements of transition
- 64% of Year 13 students attained University Entrance

In 2023, the target was:

To accelerate the achievement of 47 Year 11-13 students in their NCEA outcomes by ensuring that support is provided to all NCEA ākonga in meeting their personal goals.

- At least 35% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2022 - 39%).
- At least 50% of the eligible students in Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2022 - 75%). The remainder of the cohort are supported to ensure their qualification/experience matches their next chosen step.

The outcome was:

Of those students who completed the year at TAS, and were entered for an NCEA qualification:

- 24.3% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2022 - 21.6%, Eligible ākonga at TAS 2022 - 39%).
- 67% of the eligible students in Year 13 achieved a University Entrance Qualification (national 2022 - 50.3%, TAS 2023 - 75%). The remainder of the cohort satisfied the requirements of their transition plan.

Student Achievement Target: To accelerate the achievement of 41 Year 11-13 students in their NCEA outcomes.

- **At least 25% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2022 - 21.6%, Eligible ākonga at TAS 2023 - 24.3%).**
- **100% of students aiming at a UE or vocational qualification will achieve it**
- **100% of leavers from Year 12 and 13 will have attained co-requisite (or AS) Literacy and Numeracy prior to enrolment in their next learning step**

When	What	Who	Indicators of Progress
Start Term 1	Students make a careful choice of studypathways. The timetable is created to ensure that all ākonga receive their required courses.	P, DP, Senior Dean, Principal's Nominee	Course selections confirmed
Week 5 Term 1	NCEA Teachers identify priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects. Mentors and Students will receive additional learning on how to achieve M/E grades and endorsements with specific focus on the Y11 cohort undertaking the new NCEA standards	DP	Priority Learner Register in place
Term 1	Students setting their own individual goals for achievement and share with whānau. Collection and consideration of these goals at a syndicate wide level to ensure consistency in goals and monitoring strategies.	DP	Shared documents
Terms 1-3	Interim and formal mentoring conferences. Mentor and subject reports.	Mentors, ākonga and whānau	Reports sent
Terms 1	Investigation of the Year 11 experiences and barriers in 2023 which led to results lower than expectations.	DP	Report written
Terms 1-4	Setting and achieving milestones both short and long-term. Celebrating individual achievements within WAKA values system.	All staff	WAKA system in use and acknowledgements received
Terms 1-4	Monitoring co-requisite/AS progress for Literacy and Numeracy in Year 10 and the Y11-12 cohort who have not yet achieved	DP, Maths and English Teachers	High levels of attainment for Literacy and Numeracy in Y10-12 in 2024
Terms 1-4	Study Skills Learning	DP / External Provider	Improved study skills

Improvement Plan for 2023 - Wellbeing

Link to Strategic Goals:

1. Responsive Curriculum
2. Hauora
3. Learning Partnerships
4. Professional Capabilities

Teacher Learning Needs:

- PB4L-SW
- PLG

Background and Baseline Data:

In 2021 and 2022 there have been a number of discussions of ways to improve Senior Student Wellbeing. These discussions have formed the work of the Wellbeing PLG who have developed an emerging Curriculum Plan.

Our Wellbeing at School data has identified issues with student pro-social skills development and developing a shared understanding of caring teaching. The Senior Student's Wellbeing at School data is lower than the Primary School data, The Senior data has sustained in most areas throughout the covid era, whereas the Junior data has shown improvement over the last 3 years.

In 2023, we continued the Wellbeing PLG and made necessary changes to student outcomes. A Wellbeing Wednesday session was available to all students. A Caring Teaching Profile was co-constructed with students resulting in an increase of this criteria in the Wellbeing@School survey from 56.8% to 65.9%. A shared understanding of what Caring Teaching looks like was developed. Across the criteria in the Wellbeing@School Survey there was significant improvement. Pro-social student strategies are now the lowest criterion and will form the bulk of the work for this goal in 2024.

Student Achievement Target: To improve student wellbeing opportunities and increase the Pro-social Strategies criteria in the Wellbeing@School survey from 58.5% to 60%.

When	What	Who	Indicators of Progress
Term 1-4	Continue PLG and develop pro-social skills programme	PLG	Plan implemented
Term 1 and 3	Continue to make a Wellbeing session which is available to all students. Keep activities varied.	Staff	Varied sessions available
Term 1 - 4	Promote and increase student leadership opportunities	SLT	Increased leadership opportunities
Term 3	Wellbeing at School Survey	SLT, Teachers and students	Survey completed

Consultation Plan 2024

Who will we consult?	What will we consult them on?	When will the consultation take place?	How will they be consulted?
Students	Learning programmes WAKA Services available to them Promoting AERA outcomes	Terms 2 and 3 - following Parent and Teacher Feedback collation.	Focus groups across the school - Appreciative Inquiry - whole day team build Roving reporter - through student exec 1:1 interviews with members of identified 'marginalised groups'
Parents and Whānau	Graduate profile	Term 1 - Welcome BBQ Term 3 - Once Students, Parents and Teacher Data has been collated	Evening events
Whānau Engagement Group	Changes since the last consult Effective Teacher Profile Mentoring / Out of School Support	Term 2 - prior to teacher consult	At Te Whare Mahana
Teachers	Services available to students WAKA Values Graduate Profile	Term 2 - Once Parent info is received and collated	Survey
Rūnaka	Aspirations for our youth Local curriculum - what do you want us to get REALLY right	On their timeframe, as available	Face to face
Community Groups	Clubs Sport Twizel Board Council Local Curriculum provision (DoC + Meridian)	Term 2 - in line with the teacher consultation	Survey