



Taihape Area School

Annual Plan

2025

VISION

Nurturing the Growth of our Potential

MISSION STATEMENT

Te Ahikā o Mokai Patea MAURI ORA

VALUES

Rangatiratanga

Manaakitanga

Whanaungatanga

Wairuatanga

Engagement

This Strategic plan was completed in consultation with the Board, kaiako, ākonga, whānau and iwi of Taihape Area School. The Board and Senior Leadership consulted with staff, students, whānau seeking feedback on existing goals, next steps and the future direction of our school. The Board and Senior Leadership used assessment data to develop specific foci in Curriculum and Learning and Te Tiriti o Waitangi goals.

Nurturing the Growth of Our Potential

Annual Plan 2025

Strategic Goal	<ul style="list-style-type: none"> ● To build knowledge of and strengthen delivery of Te Mātaiaho.
Expected Outcomes	<ul style="list-style-type: none"> ● Development of an authentic and inclusive local curriculum that gives effect to Te Tiriti o Waitangi and reflects the aspirations of; whānau, ākongā, iwi, kaiako and community. ● Evidence based and culturally responsive teaching and learning practices. ● Our local curriculum is coherent to Achievement challenge 1 of our Kāhui ako: <i>Localised Curriculum - with a Culturally Responsive Practice Focus</i> ● We have a co-constructed broad view of success and have defined what high expectations look like at our kura. ● Effective Implementation of Level 1 NCEA. ● Effective implementation of our local curriculum. ● Consistency of expectation across the kura is evident.
Our current situation:	<p>Board has knowledge of Te Tiriti o Waitangi. Some have extensive knowledge of the Waitangi Tribunal Claims process due to their involvement in the current Wai Claim Mana Whenua have. Staff attended a Te Tiriti o Waitangi workshop at the beginning of 2024 and strengthened teaching and learning resources in this area through the engagement with Donna Davies.</p> <p>Links between He Puna, NZC and Te Mātaiaho are more explicitly made. Teacher knowledge and understanding of Te Mātaiaho whakapapa, the key shifts and how it is structured developing. Knowledge of the NCEA changes is subject based. The link between these changes, Te Mātaiaho and teacher pedagogy are developing</p> <p>Knowledge of iwi purākau, town history and kura whakapapa is known and shared by individuals.</p>

Institutionalise Poutama Raukōtahi Handbook to build consistency of pedagogical and andragogical strategies across the kura.	Teaching Staff	Time	Ongoing	Strengthened pedagogy/andragogy across kura through in class observations scheduled for terms 1, 2 and 3 and regular walkthroughs by SLT to support the institutionalisation of Poutama Raukōtahi. I.D.E.A.S evident in teacher planning, Rotations, building relationships with ākonga and sharing the routine they are upholding in their space evident.
Improve the number of students achieving at and above in Reading, Writing and Mathematics across NE- Y10	Class teachers Senior Leadership Team	PLD in Structured Literacy PR1ME Mathematics - PR1ME pre testing assessment tools Use and analysis of eāsttle data.	End of Term 2 Ongoing for identified staff needed additional support	Student achievement data gathered regularly and analysed with fidelity. Classroom programmes adapted in response to student feedback. Impact of teaching strategies monitored and responsive to ākonga
Increase in the number of students achieving in the Reading, Writing and Mathematics Common Assessment Activities.	Class teachers Senior Leadership Team	PLD in use of and analysis of data to ensure programmes are responsive to ākonga needs	Term 1 and 3 Ongoing and as need arises	Digital platforms will be used appropriately to enhance learning engagement. Ākonga and staff will use these tools to complete mahi at a higher standard in less time. Digital platforms will be used to support staff to differentiate and scaffold learning whilst giving feedback to ākonga that is timely, prompts action and promotes metacognitive processes.
Increase the number of Y11-13 students achieving NCEA qualifications with endorsements	Subject teachers Senior Leadership Team	PLD in culturally responsive pedagogy and andragogy PLD in effective use of digital platforms to enhance teacher delivery and responsiveness to ākonga	Ongoing	Accessibility to subject content for ākonga and ākonga mahi for staff will improve.

<p>Building staff and student functional knowledge of pōwhiri, mihi whakatau and poroaki tikanga.</p>	<p>Principal - Michelle Cameron Sarah Hay Maire Benevides</p>	<p>Time</p>	<p>Ongoing and as need arises</p>	<p>Increased opportunities for ākonga and staff to participate in and deepen their learning in Te Ao Haka</p> <ul style="list-style-type: none"> ○ Timetabled kapa haka sessions for NE-Year 6 classes ○ Year 7-Year 10 Te Reo Māori programme adapted to incorporate Te Ao Haka ○ A Toi Māori option included in Year 7-10 electives ○ Te Ao Haka NCEA course developed for 2026
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Strategic Goal	<ul style="list-style-type: none"> ● To build powerful education partnerships with ākongā, Whānau and Mana whenua.
Expected Outcome	<ul style="list-style-type: none"> ● Collaborative partnerships with our ākongā whānau, Mōkai Pātea ● We have clear transition pathways within and beyond our kura ● We have a strong communication and consultation process (based on Te Whare Tapa Wha) to ensure that whānau are well informed, their aspirations are known and upheld and ākongā are supported ● Whānau are present, welcomed and their contribution is valued ● Whānau will understand the learning progress and pathways available to their tamariki ● Whānau and ākongā know the importance of regular attendance. Student attendance improved. ● Kāhui ako: Achievement challenge 3 Creating positive transitions ● Consistency of expectation across the kura is evident.
Our current situation:	<p>Reporting student progress schedule reviewed. Expectations of conference procedures and purpose communicated with teachers and promoted to whānau. Attendance at conferences improved to over 85% during allocated days. Follow up hui held by teachers for all whānau that couldn't make conference days. Written report layout reviewed. Reports forwarded digitally and in hard copy.</p> <p>Relationship with Mōkai Pātea iwi and neighbouring schools through the Mōkai Pātea Kāhui ako are established. SENCO relationship with external rōpu established. Communication between home and school and external rōpu improving.</p> <p>Regular attendance of students is poor. Less than 40% of students attend school for 90% or more.</p>

Key actions we will take

Action	Who is responsible	Resources required	Timeframe	Measure of Success
<p>Improve regular attendance across the school.</p>	<p>Teaching staff Pastoral Learning team Attendance Officer</p>	<p>Time Student Management system - Helix</p>	<p>Ongoing</p>	<p>Early identification of ākonga with poor attendance processes clearly established</p> <p>Support procedures known and used effectively.</p> <p>Shared understanding of 90% attendance is regular attendance.</p> <p>Increase of regular attendance percentage across the kura to above 80% in two years.</p>
<p>Increase opportunities for whānau to connect with teachers and share their aspirations and what is important to them:</p>	<p>Teaching staff</p>		<p>Ongoing</p>	<p>Whānau engagement increased</p> <p>Whānau know what is happening in learning for their ākonga</p> <p>Whānau rōpu established to discuss ways they can support ākonga. Rōpu whānau lead and run.</p>