



TAMARIKI SCHOOL

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Vision: Empower every student to succeed and thrive within our strong community and special character.

Context: Addresses 2025 data (Maths, Equity, Attendance) and ERO advice. Our primary kura welcomes all learners who commit Tamariki school's special character. We endeavour to lift achievement for all students, including Māori students and students with neurodivergent profiles, by removing systemic barriers, using responsive, flexible teaching, and partnering with whānau.

Goal 1: Excellent Teaching & Equitable Achievement

Focus: Lift academic outcomes for all students, close equity gaps for Māori learners, and embed national curriculum priorities. Track progress via Hero SMS using Narrative Learning Stories, Overall Teacher Judgments (OTJs), and targeted diagnostics, including twice-yearly SMART check-ins for Years 3–8.

Targeted actions in response to identified needs:

- **1.1 Junior Maths (Y1–4) Target:** 65% of all students demonstrate expected progress via JAM/GLOSS, using Year 3 SMART check-ins during Term 2 and 4 windows to guide individual milestones.
 - **Actions:** Deliver foundational learning opportunities flexibly across the week, embedding learning experiences holistically within our special character environment. Junior teacher designs high-interest mathematical invitations tailored for children with identified needs. Integrate Mathematics PD and Ministry SMART training into daily practice.
 - **Success:** Triangulated data (SMART, OTJs, JAM/GLOSS) confirms 65% progress target met across the junior school. Term 2/4 monitoring confirms Year 3 cohorts navigate digital check-ins confidently.
- **1.2 Student Writing Target:** Increase the proportion of all students writing at or above expectation to 75% school-wide, with focused interventions to close the internal equity gap for Māori learners (moving from 50% to 75%).
 - **Actions:** Implement culturally responsive prompts reflecting te ao Māori alongside diverse student interests. Combine narrative tracking with mandated SMART writing tools to build a multi-sourced student profile. Share successes via Hero SMS.
 - **Success:** Hero SMS records show a consistent lift in writing engagement for all cohorts. Final holistic OTJs, informed by work samples and SMART metrics, confirm 75% target met.

Goal 2: Regular Attendance & Whānau Engagement

Focus: Promote consistent kura participation across the entire student body in alignment with Ministry guidelines to maximize learning outcomes while respecting small school community dynamics.

- **2.1 Attendance Systems Target:** Mobilize kura networks and notification systems to support all families, lifting regular school-wide attendance toward the national 80% baseline.
 - **Actions:** Implement required attendance monitoring guidelines and our formal Attendance Plan for daily tracking. Deploy proactive notification systems via Hero SMS for rapid parent communication. Work collaboratively alongside whānau to reduce structural barriers.
 - **Success:** Termly school audits confirm active case management. Internal school data shows positive upward movement toward the Ministry definition of regular attendance (attending over 90% of school time).
- **2.2 Whānau Partnership Target:** Foster reciprocal, culturally supportive relationships with all whānau to support student well-being and engagement.
 - **Actions:** Connect regularly with families through our ongoing informal check-ins to collaborate on kura design and community events. **Where students have neurodivergent profiles, ensure communication with whānau is** supportive and free from deficit framing. Use Ministry Guide to SMART resources to share low-stakes progress metrics.
 - **Success:** Whānau feedback surveys show increased satisfaction with school communication. Attendance at school celebrations and community gatherings increases across the kura.

Goal 3: Special Character Preservation & Localised Curriculum

Focus: Protect the unique foundational ethos of Tamariki School while seamlessly embedding national educational priorities and localized histories.

- **3.1 Child-Led Learning Target:** Maintain the integrity of child-initiated play and student autonomy alongside necessary academic scaffolding for all learners.
 - **Actions:** Document how child-led choices organically fulfil curriculum areas using narrative formats in Hero SMS. Provide staff mentoring on balancing child autonomy with intentional teaching interventions and required SMART evaluation windows.
 - **Success:** Internal reviews show child autonomy is fully preserved without compromising required instructional coverage. Teacher tracking confirms timely scaffolding of learning needs within the free-choice environment.
- **3.2 Localised Te Ao Māori Target:** Deepen student and community connection to the local cultural landscape and increase teacher's te reo knowledge.
 - **Actions:** Integrate local pūrākau (stories) and history into the kura environment through artistic and storytelling projects for all students. Consult with local iwi or hapū resources to ensure authentic representation of mana whenua narratives. Have teaching staff independently complete PLD in te reo.
 - **Success:** A curriculum framework is documented that directly reflects local cultural identity. Student reflections demonstrate a high level of engagement with localized Māori history. Increased usage of te reo Māori within the kura.