



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.

	2025 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 80% 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.

2025 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
Embed the utilisation of assessment and reporting map. Strengthen our moderation processes through our Piritahi connections.	<p>Develop and Deliver Targeted Training and Resources:</p> <p>Create comprehensive training materials (e.g., workshops, online modules, user guides) that explicitly demonstrate how to use the assessment and reporting map. This training should be tailored to different user groups (teachers, administrators, Piritahi partners) and focus on practical applications.</p> <p>Establish Regular Collaborative Moderation Sessions with Piritahi Partners: Schedule consistent moderation meetings that include representatives from Piritahi. These sessions should focus on reviewing student work samples, comparing assessment judgments, and discussing best practices.</p> <p>Implement a Feedback and Review Cycle for the Assessment and Reporting Map: Create a structured system for collecting feedback from users (teachers, Piritahi partners) on the assessment and reporting map. Regularly review this feedback and use it to make necessary updates and improvements to the map.</p>	<p>Nic By end of term 4</p> <p>Sarah working through Louise By the end of Term 4</p> <p>Aaron Termly through the PL meeting structure</p>	
Documented utilisation of local learning experienced, environments and people from across our community	<p>Create a Community Learning Inventory:</p> <p>Develop a comprehensive inventory of local resources, including: Local experts (e.g., historians, artists, scientists, business owners). Environmental sites (e.g., parks, rivers, historical landmarks). Cultural institutions (e.g., museums, community centers). This inventory should include contact information, areas of expertise, and potential learning activities. Make this inventory accessible to all educators through a digital platform or easily distributed document.</p> <p>Develop and Implement a "Local Learning" Documentation Protocol:</p> <p>Create a standardised protocol for documenting local learning experiences. This should include: A template for lesson plans that incorporate local resources. Guidelines for documenting student learning (e.g., photos, videos, written reflections, portfolios). A system for sharing and archiving documented experiences.</p>	<p>Aaron by the end of term 3 initial list to be created</p> <p>Aaron by the end of term 4</p>	

	<p>Provide training to educators on how to use the documentation protocol.</p> <p>Establish Community Learning Partnerships and Feedback Loops: Create formal partnerships with local organizations and individuals to support learning experiences. Establish feedback loops to gather input from community members on the effectiveness of local learning initiatives. Organize regular meetings or forums to share documented experiences and discuss opportunities for improvement.</p>	<p>Aaron By the end of this year to have contacted and created a list of businesses or Individuals to have regular meetings</p>	
<p>Ensure all junior school staff are trained in and embedding Better Start Literacy Approach practices and systems for Years 0 - 3</p>	<p>Comprehensive, Ongoing Professional Development: Implement a multi-tiered professional development program that includes: Initial intensive training for all junior school staff on the core principles and practices of the Better Start Literacy Approach. Regular follow-up workshops and coaching sessions to reinforce learning and address specific needs. Opportunities for peer observation and collaborative planning. Utilize expert trainers and resources, and provide opportunities for staff to observe exemplary Better Start practice. Ensure that the training is not a one-off event, but a continuous process of learning and refinement.</p> <p>Establish a System of Mentoring and Support: Create a mentoring program that pairs experienced Best Start practitioners with newer staff members. Develop a system for providing regular feedback and support to all junior school staff. Establish a designated literacy leader or team to provide ongoing guidance and resources. Create a system where teachers can easily ask questions, and receive support.</p> <p>Implement Data-Driven Practice and Regular Monitoring: Establish a system for collecting and analyzing student literacy data to monitor progress and identify areas for intervention. Provide staff with training on how to use data to inform their instruction and make adjustments to their practice. Conduct regular reviews of classroom practices and student outcomes to ensure fidelity to the Better Start Literacy Approach. Implement regular meetings to discuss data, and how to improve.</p>	<p>Aaron by the end of the year for all parts of the best start literacy programme</p>	
<p>Graduated biannual EOTC programme is review by key</p>	<p>Establish a Diverse EOTC Review Committee with Stakeholder Representation: Form a committee comprising of various stakeholders. This committee's mandate is to:</p>	<p>Aaron and Julian by the end of term two to have committee</p>	

<p>stakeholders and strengthened as appropriate to enable barrier free access to a range of EOTC opportunities across the 8 Years of learning.</p>	<p>Review the current EOTC program, identifying strengths and weaknesses. Analyze accessibility barriers (financial, physical, cultural, etc.). Propose recommendations for program enhancement.</p> <p>Conduct a Comprehensive Accessibility Audit and Needs Assessment: Conduct a detailed audit of existing EOTC activities, focusing on: Financial costs and potential subsidies. Physical accessibility of locations and activities. Cultural sensitivity and inclusivity. Individual student needs (e.g., learning disabilities, medical conditions). Gather data through: Surveys and focus groups with students, parents, and staff. Site visits and accessibility assessments. Review of relevant policies and guidelines.</p> <p>Develop a Flexible and Inclusive EOTC Funding and Support System: Establish a list of possible EOTC funds to provide financial assistance to students facing economic barriers. Explore partnerships with local organizations to secure additional funding and resources. Develop a system for providing individualized support to students with diverse needs, including: Accessible transportation and equipment. Trained support staff. Culturally appropriate activities and resources. Ensure that all funding, and support systems are well-documented, and easily accessible.</p>	<p>members organised</p> <p>Aaron and committee to conduct audit and have it finished by end of term 3</p> <p>Aaron By the end of the year</p>	
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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
Explicitly plan for and teach to support students development of our school values	<p>Explicit Instruction and Integration: Dedicate specific time for lessons that explicitly teach the meaning and application of each school value. This could be through: Storytelling, role-playing, and discussions that explore how the values are demonstrated in different situations. Integrating the values into the curriculum across all subject areas. For example, in a history lesson, students could analyze historical figures through the lens of the school's values. Creating opportunities for students to reflect on their own actions and how they align with the school's values.</p> <p>Modeling and Reinforcement: Ensure that all staff members consistently model the school's values in their interactions with students, colleagues, and parents. Establish a system for recognizing and celebrating students who demonstrate the school's values. This could include: Positive reinforcement through verbal praise, certificates, or small rewards. Student-led assemblies or presentations that showcase examples of students living the values. creating a system where students can recognize other students that are showing the school values.</p> <p>Creating a Values-Rich Environment: Visibly display the school's values throughout the school, such as in classrooms, hallways, and common areas. Incorporate the values into school events and activities, such as assemblies, sports games, and community service projects. Foster a school culture where students feel safe and supported to practice and embody the school's values. Creating student led projects that reinforce the school values.</p>	<p>Sarah By Mid Year</p> <p>By Mid Year</p> <p>Amy By the Middle of the year</p>	
Back map our values graduate profile to provide 2 yearly milestone markers of what this graduate would showcase	<p>1. Collaborative Definition of the Graduate Profile: Stakeholder Involvement: Bring together teachers, parents, and even students to collaboratively define what the "ideal graduate" of Tua Marina School looks like. This involves identifying the key skills, knowledge, and values that students should possess upon leaving the school. This process should be grounded in the school's existing values, ensuring that the graduate profile reflects those core principles.</p>	By Mid Year	

on their journey through Tua Marina School.	<p>Clear and Measurable Outcomes: Translate the identified skills and values into clear, observable, and measurable outcomes. For example, instead of "being respectful," define it as "demonstrates respectful communication in group settings" or "shows empathy towards peers in conflict."</p> <p>2. Development of Milestone Markers: Progressive Skill Development: Break down the graduate profile outcomes into smaller, progressive steps that students can achieve every two years. For example: Years 1-3: Focus on foundational skills and basic understanding of the school's values. Years 4-6: Emphasize the application of those values in various contexts and the development of more complex skills. Years 7-8: Aim for mastery of the skills and values, with students demonstrating independence and leadership. Age-Appropriate Indicators: Create rubrics, that clearly define what each milestone marker looks like in practice in different contexts .</p> <p>3. Implementation and Ongoing Review: Integrate the milestone markers into the school's curriculum and assessment practices. This means that teachers should be actively teaching and assessing students' progress towards the graduate profile outcomes. Regularly review student progress and provide feedback to students and parents. Regular Review and Refinement: Establish a system for reviewing and refining the graduate profile and milestone markers.</p>	<p>By End of Term 3</p> <p>Term 4</p> <p>Term 3</p> <p>Term 2</p> <p>Termly starting term 2</p>	
Ensure that all students have had the opportunity to showcase our school values through a range of documented opportunities and experiences across their 8 years and shown leadership in at least one area.	<p>1. Create a Structured Values and Leadership Portfolio: Documented Evidence: Implement a digital system where students collect evidence of their demonstration of school values. This could include: This portfolio should track opportunities across all 8 years, ensuring diverse experiences. Leadership Tracking: Within the portfolio, dedicate a section for leadership experiences such as participation in student council, clubs, or team leadership roles. Documentation of leading projects, presentations, or initiatives.</p> <p>2. Implement a Progressive Values and Leadership Program: Design a program that offers age-appropriate opportunities to demonstrate values and leadership at each year level.</p>	<p>By Mid Year</p> <p>By End of Term 3</p>	

	<p>Examples: Early years: focus on simple acts of kindness, sharing, and cooperation. Middle years: encourage participation in class projects, peer tutoring, and school events. Senior years: provide opportunities for student-led initiatives, mentoring, and community service. Leadership Development: Offer workshops and training on leadership skills, such as communication, teamwork, and problem-solving. Create formal and informal leadership roles within the school.</p> <p>3. Provide Regular Feedback and Recognition: Individualized Feedback: Teachers should provide feedback to students on their demonstration of values and leadership. This feedback should be specific, constructive, and focused on growth. Establish a system for publicly recognizing students who demonstrate exceptional values and leadership. By providing regular feedback and recognition, the school reinforces the importance of values and leadership and motivates students to continue developing these qualities.</p>	By Mid Year	
Review and strengthen our Hauora programmes with the incorporation of the Pae Ora model and termly Hauora surveys.	<p>1. Integrated Curriculum Development and Staff Training: Conduct workshops for all staff on the Pae Ora model (physical, mental/emotional, social, and spiritual well-being). Develop a curriculum mapping exercise to identify existing Hauora activities and align them with the four dimensions of Pae Ora. Create new lesson plans and activities that explicitly address all four dimensions, ensuring a holistic approach to well-being. Integrate 'It starts with me' program's resources and activities into the existing curriculum, particularly in health, physical education, and social studies. Ensure that teachers are equipped to facilitate open and honest discussions about well-being, promoting self-awareness and personal responsibility.</p> <p>2. Data-Driven Program Evaluation and Adjustment: Develop and administer termly Hauora surveys to students, staff, and parents, using a mix of quantitative and qualitative questions. Ensure that the surveys cover all four dimensions of Pae Ora. Analyze the survey data to identify trends, strengths, and areas for improvement in the Hauora programs. Establish a system for regularly reviewing and discussing the survey data with staff, students, and parents. Use the data to make informed adjustments to the curriculum, activities, and support services.</p>	<p>Aaron By End of Year</p> <p>Aaron and Amy Termly</p>	

	<p>Track the impact of these adjustments over time, using subsequent surveys to measure progress and ensure ongoing improvement.</p> <p>3. Fostering a Supportive and Inclusive School Culture: Create opportunities for students to provide feedback on the Hauora programs and to take leadership roles in promoting well-being. Encourage peer mentoring programs to create a sense of belonging and connection. Build strong partnerships with local health providers, community organisations, and cultural groups. Invite guest facilitators to share their expertise and provide additional support to students and staff. Create events that bring the community into the school, to help reinforce the Hauora programs.</p>	Sarah Termly	
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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
Embed our positively geared behavioural Development plan to ensure consistent practices across our organisation.	<p>Create and maintain readily available resources that support the implementation of the behavioral development plan. This includes:</p> <ul style="list-style-type: none"> • A digital or physical handbook: A comprehensive guide outlining the plan's principles, procedures, and strategies, easily accessible to all staff. • Regularly scheduled meetings: Dedicated time for staff to discuss student behavior, share strategies, and seek support from designated personnel (e.g., behavior specialists, counselors). • Behavioral data tracking system: Implement a system to track and analyze student behavior data, allowing for data-driven decision-making and adjustments to the plan. • Designated support personnel: Ensure there are clear channels for staff to seek guidance and support from experienced professionals, such as RTLB, behaviour specialists or counselors. 	<p>Sarah and Amy By End of Term 3</p> <p>By Term 2 in PL</p> <p>Term 1</p> <p>Kat and Nic By End of Term 2</p>	
All staff are inducted into and continue professional learning for tier 1 Positive Behaviour 4 Learning systems and supports.	<p>Establish a Regular, Structured Professional Learning Cycle Focused on Tier 1 PB4L:</p> <ul style="list-style-type: none"> • Specific Action: Implement a scheduled professional learning cycle dedicated to ongoing development in Tier 1 PB4L. This should include: <ul style="list-style-type: none"> ◦ Regular staff meetings: Dedicate portions of staff meetings to reviewing PB4L data, sharing best practices, and problem-solving common challenges. ◦ Focused professional development days: Schedule dedicated days for in-depth training on specific Tier 1 PB4L strategies, such as classroom management, positive reinforcement, and data analysis. ◦ Peer observation and feedback: Facilitate opportunities for staff to observe each other's classrooms and provide constructive feedback on PB4L implementation. ◦ Access to external experts: Bring in PB4L consultants or trainers to provide specialized training and support. 	<p>Sarah and Aaron Starting in term 2 - PL Overview</p> <p>Termly</p> <p>Termly</p> <p>Kat and Nic Initiated by mid year</p> <p>Termly</p>	

<p>Enable students to contextualise schoolwide positive behaviour expectations for specific learning environments both inside and while representing our school.</p>	<p>Create clear, visual matrices or similar tools that break down school-wide positive behavior expectations (e.g., Community, Active Involvement, Learning, Manaakitanga) into specific, observable behaviors for different environments. This should include:</p> <ul style="list-style-type: none"> • Classroom: Specific examples of respect (e.g., listening attentively, raising hand), responsibility (e.g., completing assignments, bringing materials), and safety (e.g., keeping hands to self, walking in hallways). • Library: Specific examples of quiet behavior, appropriate use of resources, and respect for others' work. • Playground/Sports Fields: Specific examples of fair play, following game rules, and resolving conflicts peacefully. • School Events/Assemblies: Specific examples of respectful audience behavior, following instructions, and representing the school positively. • Off-Campus Activities/Representing the School: Specific examples of how to represent the school's values in public, including sports events, field trips, and community interactions. 	<p>Sarah and Amy By End of Term 3</p>	
<p>Use comparative data to review the effects of Positive Behaviour reinforcement system</p>	<p>Analyze Data and Use Findings to Inform System Adjustments:</p> <ul style="list-style-type: none"> • Specific Action: <ul style="list-style-type: none"> ◦ Regularly analyze the collected data to identify trends and patterns. ◦ Use the findings to make data-driven decisions about how to improve the positive behavior reinforcement system. This may involve: <ul style="list-style-type: none"> ■ Adjusting the types of reinforcement used. ■ Modifying the procedures for implementing the system. ■ Providing additional training for staff. ■ Gathering feedback from staff and students, to add qualitative data to the quantitative data. ◦ Document all changes made to the system and continue to monitor their effects. 	<p>Amy and Nic Termly</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
Working with Ngati Rarua to create and display imagery that represents our place in a rich cultural history and enables our Māori students to feel their culture is valued.	Visible and Meaningful Display with Educational Context: <ul style="list-style-type: none"> • Integrate the imagery into prominent and accessible locations within the school or organization. • Provide educational context for the imagery through signage, displays, or interactive exhibits that explain its cultural significance. • Incorporate the imagery into the curriculum and learning activities to ensure that all students understand its importance. • Ensure that the imagery is maintained and cared for in accordance with Ngāti Rarua protocols. • Host regular events and celebrations that showcase Ngāti Rarua culture and history. 	Nic working with APL by End of year	
Enhance our old playground space into a community creating shade area through the securing of grant funding for shade systems.	Create Multifunctional Spaces Under the Shade Sails: <ul style="list-style-type: none"> • Secure and utilise funding through PTA efforts and 10 YPP for shade sails • Work with APL to design and install shade systems. • Design the area beneath the shade sails to be adaptable for various community activities. • Consider incorporating: <ul style="list-style-type: none"> ◦ Seating areas for social interaction. ◦ Flexible spaces for outdoor games or activities. ◦ Consider the use of outdoor storage, for items such as games, or cushions. • Create a space that is not just shaded, but is also inviting, and useable. 	Nic, PTA and Board through 10YPP and APL by the End of the Year	

<p>Review the Tua Marina School Site Development Proposal with key stakeholders and identify future priorities for PTA fundraising and grant applications.</p>	<p>Develop a Prioritized Action Plan with Clear Fundraising Goals:</p> <ul style="list-style-type: none"> • Based on the stakeholder feedback, create a prioritized action plan that outlines: <ul style="list-style-type: none"> ◦ Specific site development projects to be pursued. ◦ Estimated costs and timelines for each project. ◦ Clear fundraising goals and strategies. ◦ Roles and responsibilities for PTA members and other volunteers. ◦ Create a simple matrix, with columns showing: the project, cost, priority, possible funding avenues, and who is responsible for the funding application. • Ensure that the action plan is aligned with the school's overall strategic plan and educational goals. 	<p>Nic and Julian working with the PTA and Board and through APL by the end of the Year</p>	
<p>Developing and displaying a 'writers walkway' around our site whenua, utilising intriguing, inclusive and playful reading opportunities on a range of medium.</p>	<p>Collaborative Content Creation and Design:</p> <ul style="list-style-type: none"> • Establish a collaborative team involving students, teachers, local writers, artists, and potentially Ngāti Rarua representatives (if culturally appropriate). • Brainstorm and develop diverse content that caters to various reading levels and interests, including: <ul style="list-style-type: none"> ◦ Short stories, poems, and excerpts from local authors. ◦ Student-written pieces, showcasing their creativity. ◦ Interactive prompts and questions to encourage engagement. ◦ Māori myths, legends, and proverbs ◦ Design the walkway with inclusivity in mind ◦ Tactile elements and sensory experiences for hands-on engagement. ◦ Bilingual display options. 	<p>Aaron to set team by Mid-year</p> <p>Aaron and team to have content and trial ideas 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 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. • Highlight examples of good writing, both community and student, by publishing in our school environment. • 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. <p>In thinking about the data from our term 4 2024 Attendance Report we can highlight two key areas for development.</p> <ol style="list-style-type: none"> 1. Unjustified Absences: The report highlights a significant number of unjustified absences, particularly related to holidays during term time and extracurricular activities not organized by the school. This suggests a need for clearer communication with parents and caregivers about the impact of these absences on student learning. The school could consider strategies to reduce these unjustified absences, such as: <ul style="list-style-type: none"> ○ Education Campaign: Emphasize the importance of regular school attendance and the negative impact of missing class time, even for seemingly minor reasons. ○ Incentivize Good Attendance: Implement a reward system to recognize and encourage good attendance habits. 2. Chronic Absence: The report identifies a concerning percentage of students with chronic absence (attending less than 70% of the time). This requires targeted 	

intervention and support for these students and their families. Here are some potential strategies:

- **Early Intervention:** Develop a system for early identification of students at risk of chronic absence.
- **Individualized Support Plans:** Create individualized plans for students with chronic absence, addressing the root causes of their absences and providing tailored support.
- **Collaboration with External Agencies:** Partner with social workers, counselors, or other community resources to provide additional support for students and families facing complex challenges that contribute to chronic absence.

By focusing on these areas for improvement, Tua Marina School can further enhance student attendance and create a more supportive learning environment for all students.