

**Tinui School**  
**Strategic and Annual**  
**Implementation Plan 2025**



## Our Vision

To create a positive and nurturing environment that encompasses our community values. We aim to prepare individuals with a solid base of academic, sporting and social skills. Our tamariki will learn strategies and attitudes that will encourage them to take responsibility for their own learning and behaviour. To the best of their ability, tamariki will be able to work independently, show initiative, reflect and work within groups of varying ages and talents. We will encourage the children to recognise, accept and celebrate differences in others. They will value their environment and interact with confidence in a variety of settings. Children at Tinui School will have the necessary resilience to be able to take risks and accept challenges throughout their life.

## Our Mission Statement

“Building on Beginnings”

# Our Values and Beliefs

**At Tinui School we believe that children learn best when they:**

- Know who they are and know where they come from
- Are greeted with a smile!
- Feel safe, supported and secure
- Are working in a modern, warm and comfortable environment
- Have enthusiastic teachers and adults who are quality role models
- Are honoured in their individual identity, language and culture
- Are treated with respect and dignity
- Are encouraged to think critically
- Have high quality numeracy and literacy programmes that extend across the curriculum
- Experience deliberate acts of teaching that have been well planned and implemented
- Have their assessment data used to develop targeted teaching programmes

# Our School Community

## General Information

*We started the 2025 school year with 22 students, of which 27% identify as Māori. All students live locally in the Tinui, Mataikona and Castlepoint areas. The school catchment is over a large area and employment consists mostly of farming, forestry, labouring and self-employment. Two bus routes service the area. Students are offered quality teaching and learning programmes which support them to develop as innovative and creative 21st Century Learners.*

- *1 Principal*
- *1 FTTE Teacher*
- *Principal release teacher*
- *Teacher aide*

*The school has ancillary staff and contractors consisting of a school secretary, caretaker and school cleaner.*

The Tinui School Board undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this strategic and annual implementation plan which have been approved by the Board following consultation with the community, staff, ākonga and local iwi. The Tinui School Board is guided by the National Education and Learning Priorities (NELPs) and its statutory obligations, including giving effect to Te Tiriti o Waitangi. .

# STRATEGIC GOALS 2024 - 2025

*Strategic goals were developed in 2024 using school community feedback and aspirations for their tamariki; school wellbeing and achievement data; feedback from our ERO Evaluation Partner; expert advice from our teaching professionals; student voice with consideration to NELPs.*

Core Curriculum	Localised Curriculum	Cultural Responsiveness	Wellbeing and Inclusion
<p>At Tinui School, we ensure every learner/ ākonga gains solid foundation skills, including language, literacy and numeracy. (NELP 2, P4)</p> <p>We develop staff to strengthen the following capabilities: teaching; leadership; and learning support. We support our staff with PLD and by working collaboratively across the team. (NELP 3, P6).</p>	<p>At Tinui School, we have high aspirations for every learner/ ākonga, we build a sense of belonging, sustaining people's identities, languages and cultures. (NELP 1, P2, NELP 3, P5)</p> <p>We collaborate with our local community and wider region to ensure that our learner/ ākonga have the skills, knowledge and pathways to succeed. We develop authentic contexts for our students to demonstrate their Key Competencies. (NELP 4, P7)</p>	<p>At Tinui School, we have high aspirations for every learner/ ākonga, we encourage whanau and communities to help us design and deliver culturally responsive education that responds to their needs, and sustains their identities, languages and cultures (NELP 1, P2)</p> <p>We deliberately try to meaningfully incorporate te reo Māori and tikanga Māori into everyday life and all our programmes. (NELP 3, P5)</p>	<p>We ensure places of learning at Tinui School are safe, inclusive and free from racism, discrimination and bullying. (NELP 1, P1)</p> <p>We work hard to reduce barriers to education for all, including for Māori and Pacific learners/ ākonga and those with learning support needs. (NELP 2, P3).</p>

## STRATEGIC GOALS 2024 - 2025

STUDENTS			
Cultural Responsiveness	Wellbeing/ Inclusion	Core Curriculum	Local Curriculum
<p><i>Students are expected to acquire a strong sense of identity and belonging, underpinned by an inclusive and respectful learning environment.</i></p> <p><i>Whanaungatanga and kinship underpins their understanding of te āo māori</i></p>	<p><i>Learners/ ākonga are expected to experience a safe, inclusive learning environment embedded in a school wide cohesive approach to Hauora, accessible for all.</i></p>	<p><i>Tinui School learners are expected to acquire sound numeracy and literacy skills to underpin their learning across the core curriculum. They will identify their next learning steps and work towards them.</i></p>	<p><i>Our local curriculum is relevant, authentic and engaging for learners, reflecting community and learner interests.</i></p> <p><i>Te Mātaiaho will be woven through programmes.</i></p>
STAFF			
Cultural Responsiveness	Wellbeing /Inclusion	Core Curriculum	Local Curriculum
<p><i>Staff commit to and build knowledge to understand diverse learners.</i></p> <p><i>Kaiako/teachers support learners on their next learning steps.</i></p>	<p><i>We develop staff capability to effectively deliver safe, inclusive and culturally responsive pedagogies.</i></p>	<p><i>Staff will be supported to deliver foundation learning skills using a range of assessments to ensure learning is occurring.</i></p> <p><i>Staff will develop and deliver effective numeracy and literacy programmes and commit to best practice. Assessment includes diagnostic, formative, learner voice and summative tools.</i></p>	<p><i>Staff develop appropriate local curriculum initiatives to complement core curricular experiences. Pedagogical knowledge enables the design of meaningful learning . Kaiako are well prepared to respond to Te Mātaiaho.</i></p>

## ENVIRONMENT

Cultural Responsiveness	Wellbeing /Inclusion	Core Curriculum	Local Curriculum
<i>Our outdoor spaces and learning environments support and promote student identity, language and cultures.</i>	<i>Learning environments support and promote student wellbeing, hauora and inclusion for all.</i>	<i>Learning environments maximise the delivery of our core curriculum.</i>	<i>Learning environments support rich learning and developing ākonga's sense of belonging.</i>
<i>Learners/ākonga take ownership of their outdoor environment.</i>	<i>Wellbeing and hauora practices are visible across the school environment.</i>	<i>Learners/ ākonga feel engaged and fully participate.</i>	<i>Internal and external Learning spaces reflect our local curriculum.</i>

## COMMUNITY

Cultural Responsiveness	Wellbeing /Inclusion	Core Curriculum	Local Curriculum
<i>Tinui School engages with the community to ensure that we develop reciprocal and collaborative learning with whānau voice reflected in our culturally responsive approach.</i>	<i>We build a strong partnership with whānau and the community to grow our approach to wellbeing, hauora and inclusion.</i>	<i>We partner with the community to build understanding of our core curriculum practice. Whānau are encouraged and welcomed to be part of the learning.</i>	<i>We work in partnership with whānau and the community to design and create a localised curriculum that reflects, and is relevant, to our community needs.</i>

# 2025 ANNUAL IMPLEMENTATION PLAN

## TO PROGRESS ALL STRATEGIC GOALS ABOVE

*\*All actions /outcomes are to be numbered for transparency in reporting*

ACTIONS – STUDENTS	OUTCOMES EXPECTED BY DECEMBER 2025
<ol style="list-style-type: none"> <li><i>1. To focus on and lift the writing achievement of Year 1 - Year 8 students below the expected curriculum level from five students to zero.</i></li> <li><i>2. Target students will be identified early and well supported in cross curricular learning. Teacher Aide will be upskilled to work with target students.</i></li> <li><i>3. Structured literacy will continue to support and strengthen student's literacy skills</i></li> <li><i>4. Learners/ākonga will be supported in their learning of mathematics to understand their next learning steps, appropriately supported to continue their learning and the direction of their learning.</i></li> <li><i>5. We will continue to focus on student assessments that are relevant, timely and responsive to student needs.</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. Ākonga achieving below or well below their expected curriculum level in Writing will make more than one year's progress and will be working towards being at or above the level expected of them.</i></li> <li><i>2. Target student needs have been identified early and scaffolded learning for them has been evident.</i></li> <li><i>3. Ākonga who are achieving below or well below the expected Curriculum level in Reading will make more than one year's progress and will be working at or above the expected level.</i></li> <li><i>4. Mathematics target student needs have been identified early and scaffolded learning is evident.</i></li> <li><i>5. A range of assessments are evident and parents will have received timely updates about their child/ren progress.</i></li> </ol>



ACTIONS – STAFF	OUTCOMES EXPECTED BY DECEMBER 2025
<ol style="list-style-type: none"> <li>1. Staff will develop in their teaching practice to achieve the Board's strategic goals.</li> <li>2. Staff will be supported by targeted PLD and expected to complete their PGC with relevant reflections and observations.</li> <li>3. Assessment includes diagnostic, formative, learner voice and summative tools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Relevant staff PLD has been completed and is reflected in improved practice and learner engagement.</li> <li>2. Staff will have completed two teacher only days, 2025 reflections and PGCs demonstrating areas of increased skills.</li> <li>3. Staff assessment practice reflects a balance of summative and formative tools, kaiako/teachers and learners/ ākonga voice and includes the Ministry changes.</li> </ol>
ACTIONS – ENVIRONMENT	OUTCOMES EXPECTED BY DECEMBER 2025
<ol style="list-style-type: none"> <li>1. Learning spaces will reflect student voice and encourage curiosity</li> <li>2. Kaiako effectively use online platforms to enhance learner engagement and targeted individual learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom displays document student investigations.</li> <li>2. Use of online programs: Prodigy &amp; Mathletics (Math) Stepsweb &amp; Lexia (literacy) have provided individual structured learning and progress reports. Use of Google Classroom &amp; Class dojo has also provided opportunity for students to share their own investigations and learning.</li> </ol>
ACTIONS –COMMUNITY	OUTCOMES EXPECTED BY DECEMBER 2025
<ol style="list-style-type: none"> <li>1 Parents/whānau will be provided with effective and timely information about their children's progress.</li> <li>2. The school website will be updated and current</li> <li>3. Parents and whanau participation has been encouraged in the following ways: volunteering observing classrooms, meeting with the teacher and community events</li> <li>4. School assemblies will be held once per term and celebrate student learning'</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents confirm feeling informed about their child/rens progress. Draft assessment schedule for 2025 has been followed and updated following Ministry changes.</li> <li>2. School website has been updated and has been maintained.</li> <li>3. Regular invitations to engage in school life are evident</li> <li>4. School assemblies have been held once per term and have celebrated student learning.</li> </ol>

# Student Achievement

From the 2025 Term 1 assessments

Comparisons are difficult to make with previous year's achievement as numbers have changed and 2024 EOY data was from term 3.

Learning Area (student number)	Well Below	Below	At	Above	Well Above
Mathematics (21)		14% (3)	57% (12)	29% (6)	
Writing (22)	5% (1)	18% (4)	50% (11)	27% (6)	
Reading (22)	5% (1)	18% (4)	55% (12)	18% (4)	5% (1)

Mathematics Baseline Data: from 2025 term 1 beginning of year results

1. Of the 21 year 3-8 students in 2025, three (13%) were **Below**, twelve (53%) were **At**, and six (33%) were **Above** the level expected of them in the New Zealand curriculum.
2. Of the 8 male students, one was **Below**, four were **At**, three were **Above** the expected curriculum level.
3. Of 5 Māori students, two were **Below** and three were **At** the expected curriculum level.

Notes: Assessment was based on PAT tests for Year 3 - 8. Junior achievement is based on IKAN results. JAM testing was incomplete. New entrant students were not included.

Writing Baseline Data: from 2025 term 1 beginning of year results

1. Of the 22 year 1-8 students one (5%) was **Well Below** four (18%) were **Below**, eleven (50%) were **At** and six (%) were **Above** the level expected of them in the New Zealand curriculum.
  2. Of the 9 male students, three were **Above**, seven were **At** and one was **Below**.
  3. Of the 6 Māori students, two were **Below**, two were **At** and two were **Above** the expected curriculum level.
- Spelling: Spelling Age compared to Chronological Age
1. Of the 21 Y2-8 students eight (38%) were **Below**, six (29%) were **At** and seven (33%) were **Above**.
  2. Of the 8 male students, three were **Below**, two were **At** and three were **Above**.
  3. Of the 6 Māori students, two were **Below**, one was **At** and three were **Above**.

Notes: Eighteen of the writing samples were externally marked. Spelling results were based on StepsWeb tests. If students were within 6 months of their chronological age then they were regarded as being At. If they were more than 6 months they were Above or Below. New entrant students were not included.

Reading Baseline Data: From 2025 term 1 beginning of year results	<ol style="list-style-type: none"> <li>1. Of the 22 year 1-8 students, one (5%) was <b>Well Below</b>, four (18%) were <b>Below</b>, twelve (55%) were <b>At</b>, and four (18%) were <b>Above</b>, and one (5%) was <b>Well Above</b> the level expected of them in the New Zealand curriculum.</li> <li>2. Of the 9 male students, two were <b>Below</b>, four were <b>At</b> and three were <b>Above</b> the expected curriculum level.</li> <li>3. Of the six Māori students two were <b>Below</b>, four were <b>At</b> the expected curriculum level.</li> </ol>
Notes: Three assessments were used for Year 4 - 8 students: PAT Reading Comprehension and Vocabulary as well as STAR which included a Year 3 student. Across the three reading assessments an OTJ (overall teacher judgement was made. BURT test was used for the junior students.	

## 2025 Tinui School Writing Target

### Annual Aim

To focus on and lift the writing achievement of Year 1 - Year 8 students below the expected curriculum level from five students to zero.

### Target:

- Ākonga who are achieving below or well below their expected curriculum level in Writing will make more than one year's progress and will be working towards being at or above the level expected of them.

## 2025 Tinui School Mathematics Target

### Annual Aim

To raise the level of achievement of the three target students identified who are not achieving at the expected curriculum level to be achieving **At**.

### Target:

- Mathematics target student needs have been identified early and scaffolded learning is evident and by the end of the year students will be working towards being at the level expected of them.

## 2025 Tinui School Reading Target

### Annual Aim

To raise the level of achievement of the five target students by continuing to use structured literacy to support and strengthen student's literacy skills.

### Target:

- Ākonga who are achieving below or well below the expected Curriculum level in Reading (5 students) will make more than one year's progress and will be working at the expected level.

# Tinui School Consultation & Review

Ongoing	Fortnightly newsletters Staff available for discussions with parents
Term One	Health & Safety policies and procedures review Interschool Swimming Sports Goal setting 3 way conferences School Assembly
Term Two	Planning for Emergencies, Disasters and Crisis policies and procedures review Mid - Year written report to parents School Assembly
Term Three	Child Protection policies and procedures review Learning conversations/interview opportunity School Assembly
Term Four	Bullying / Harassment / Behaviour management policies and procedures review End of Year written reports to parents Prize Giving / School Production / Pet Day Community consultation – Statement of Variance Budget Review process outlined in Annual Self Review Programme

# Reporting

- The Tinui School planning year ends on 31st December each year.
- The Annual Implementation Plan for the current school year will be published on the school website by the 31st March.
- By the 31st March the Statement of Variance, School Strategic Plan and Annual Financial statements are provided to the Auditor.
- The above completed Annual Report items will be submitted to the Ministry by the 31st May
- The Annual Report will be published online (school website) as soon as practicable after this.

## 2025 Term Dates

Term 1.	7th February – 11th April	(92 half days)
Term 2.	28th April – 27th June	(86 half days)
Term 3.	14th July - 19th September	(100 half days)
Term 4	6th October - 19th December	(108 half days)

Total half days 386 included within those are two mandatory professional maths learning days that do not need to be made up.



