

Tūhura Pūmanawa Whaiaro Exploring Personal Potential



**TAURANGA
INTERMEDIATE
SCHOOL**

2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL: Tauranga Intermediate School

School Number: 1990

At Tauranga Intermediate School, our overarching aim is to inspire every student to explore their personal potential: tūhura pūmanawa whaiaro, in an environment that promotes excellence and acknowledges the significance and diversity of the learning journey. We have a commitment to raising achievement through explicit teaching and engaging programmes of learning, providing a rich, localised curriculum that celebrates the unique heritage of Tauranga Moana and integrates the language, culture, and identity of our diverse community. Guided by our STARS values—Manaakitia, Whanaungatanga, Ka Taea, Whakamanatia, and Pārekareka—we will nurture confident, connected, and capable learners.

KEY PRIORITIES:

- Increase regular rates of attendance for all learners.
- Improve equitable outcomes for all learners by sustaining rates of acceleration with a focus on curriculum level attainment.

GOAL 1: ACADEMIC

CURRICULUM IMPLEMENTATION

ENGLISH and TE REO RANGATIRA: *Understand the content of the refreshed Curriculum*

BELIEF: We believe that all taira thrive when language learning is engaging, culturally sustaining, and grounded in clear progress outcomes that ensure coherence, equity, and deep learning across the phases of Te Mātaiaho English and Te Marautanga o

GOAL: Successfully implement the Te Mātaiaho English and Te Reo Rangitira curricular by building teacher capability, and ensuring all ākonga experience rich, culturally sustaining language programmes that reflect the progress

TARGETS:

- 70% of all students will achieve at or beyond their year level curriculum level in Reading by the end of year
- 70% of all English Medium Māori students will achieve

Aotearoa, Te Reo Rangitira.	outcomes and phases of the refreshed curriculum.	at or beyond their year level curriculum level in Reading by the end of year <input type="checkbox"/> 70% of all students will achieve at or beyond their year level curriculum level in Writing by the end of year <input type="checkbox"/> 70% of all English Medium Māori students will achieve at or beyond their year level curriculum level in Writing by the end of year
-----------------------------	--	---

EXPECTED OUTCOMES:

- Content-specific language of the curriculum is in planning.
- Interweaving and interleaving of the curriculum.
- The three strands of the curriculum have equal weighting - English/Te Reo Rangitira
- Students will experience the breadth of the Phase 3 English curriculum/Tūārere 2 Te Reo Rangitira

EXPECTED ACTIONS OF RECORD:

- Leadership Team maintains **clear records of evidence** that inform decision-making, including:
 - Meeting minutes
 - Planning documentation
 - Professional learning and coaching records
- Leadership Teams reflect on their effectiveness using:
 - Teacher voice and feedback
 - Evidence from planning, observations, and professional conversations

GOALS	ACTIONS	MEASURES	WHO	WHEN
<p>Successfully implement the Te Mātaiaho English and Te Reo Rangitira curricular by building teacher capability.</p> <p>Develop collective understanding of the Te Mātaiaho English/Te Reo Rangitira Learning Area, its progress outcomes, and the overall design of the refreshed curriculum.</p>	<p>A1: Provide professional learning focused on the knowledge and practices within Phase 3 of Te Mātaiaho – English Years 0-10 and/or Tuārere 2 Te Reo Rangitira</p> <p>1. Inform curriculum implementation</p> <p>1.1 Build understanding of curriculum intent</p> <ul style="list-style-type: none"> • Purpose Statement, Learning Area structure, Teaching Guidance, and Assessment expectations 	<p>Curriculum Understanding</p> <ul style="list-style-type: none"> • Leadership Team minutes reflect rich professional dialogue about: <ul style="list-style-type: none"> ○ The intent and structure of <i>Te Mātaiaho – English</i> ○ The intent and structure of Te Reo Rangitira ○ The purpose and design of progress outcomes ○ The relationship between knowledge, practices, and processes • Teachers can confidently articulate: <ul style="list-style-type: none"> ○ The Purpose Statement and Teaching Guidance ○ The role of progress outcomes in supporting coherence ○ Expectations across all three strands (reading, writing, oral language / pānui, tuhituhi, reo-ā-waha) 	Tracey and Adam	

2. Strengthen understanding of progress outcomes

- The role of progress outcomes in supporting coherence and progression
- Expectations across all three strands (reading, writing, oral language/pānui, tuhituhi, reo-ā-waha)

2.1 Unpack progress outcomes

- Analyse the structure, wording, and components of progress outcomes
- Identify key shifts in complexity and independence across the progress outcomes
- Distinguish between content knowledge and processes (reading, writing, oral language/pānui, tuhituhi, reo-ā-waha) within each outcome

3. Develop shared understanding of progression

- Map progression within each strand from earlier to later Phase 3 outcomes/Tuārere2 outcomes
- Identify prerequisite knowledge and skills that support success at each point
- Agree on common indicators of emerging/me hāpai ako, developing/kua koke whakamua, consolidating/whakatōpū, proficient/kua tutuki and exceeding/ kua hipa rawa progress

4. Apply progress outcomes to teaching and learning

- Identify relevant progress outcomes

• Pedagogical discussions in Team Meetings

demonstrate:

- Increasing clarity around shifts in complexity and independence across Phase 3/Tuārere 2
- Shared language when discussing emerging/me hāpai → exceeding/kua hipa rawa progress

• Coaching conversations show growth over time in teachers' understanding of:

- Strand integration
- Content knowledge vs processes
- Phase 3/Tuārere 2 progression descriptors and expectations

Curriculum Planning

• Planning documentation shows:

- Explicit identification of relevant progress outcomes
- Clear links between Progress Outcomes → Learning Intentions → Assessment
- Deliberate integration and interleaving of all three strands

• Team planning conversations reflect:

- Unpacking of progress outcome wording
- Discussion of prerequisite knowledge and skills
- Agreed indicators of emerging/me hāpai ako, developing/kua koke whakamua, consolidating/whakatōpū, proficient/kua tutuki and exceeding/ kua hipa rawa progress

• Teachers explain why particular outcomes are selected and how they inform:

- Learning intentions
- Formative assessment
- Task design
- Differentiation decisions

Curriculum Understanding in Practice

- Moderation conversations reflect:

	<ul style="list-style-type: none"> ● Explain how these inform teaching and learning 	<ul style="list-style-type: none"> ○ Shared interpretation of progress descriptors ○ Consistent judgments across teams ○ Reference to curriculum language rather than legacy frameworks 		
	<p>A2: Design learning pathways to strengthen curriculum implementation</p> <p>1.1 Design learning pathways that integrate all three strands of the curriculum through the localised curriculum context</p> <ul style="list-style-type: none"> ● Review and refine English/Te Reo Rangatira Module Overviews to ensure: <ul style="list-style-type: none"> ○ Clear and deliberate integration of all three strands ○ Appropriate coverage of progress outcomes across the year ○ Authentic integration of localised and contextual learning opportunities <p>2.2 Model the use of learning pathways in practice</p> <ul style="list-style-type: none"> ● Demonstrate how pathways and Module Overviews are used in team planning and teaching 	<p>Curriculum Coherence & Strand Integration</p> <ul style="list-style-type: none"> ● English / Te Reo Rangatira Module Overviews show: <ul style="list-style-type: none"> ○ Clear and deliberate integration of reading, writing, and oral language / pānui, tuhituhi, reo-ā-waha ○ Explicit connections between strands within and across units ○ Deliberate sequencing that reflects increasing complexity across Phase 3/Tūarere 2 <p>Coverage of Progress Outcomes</p> <ul style="list-style-type: none"> ● Module Overviews show: <ul style="list-style-type: none"> ○ Appropriate and balanced coverage of Phase 3 progress outcomes across the year ○ Clear identification of which outcomes are being prioritised ○ Logical sequencing from prerequisite knowledge to greater independence ● Team planning discussions reflect: <ul style="list-style-type: none"> ○ Careful unpacking of outcome wording ○ Agreement about what progression looks like in practice ○ Consideration of equity and access when selecting outcomes ● Team Leader chats/notes confirm: <ul style="list-style-type: none"> ○ No significant gaps or unnecessary duplication of progress outcomes ○ Increasing clarity in scope and sequence decisions ○ Refinement over time based on evidence and feedback <p>Use and Implementation in Teaching Practice</p> <ul style="list-style-type: none"> ● Planning conversations demonstrate: <ul style="list-style-type: none"> ○ Shared understanding of how strands interweave and interleave 	Tracey and Adam	

- Discussion about balancing strand weighting across a term and across the year
- Intentional design rather than strand isolation
- **Teachers can clearly explain:**
 - How a unit integrates all three strands
 - Why particular strands are located at different points
 - How integration strengthens coherence and depth of learning
-
- **Classroom observations show:**
 - Explicit alignment between teaching and identified learning pathway components
 - Clear reference to strand expectations
 - Strong modelling of English processes (reading, writing, oral language/pānui, tuhituhi, reo-ā-waha)

CURRICULUM IMPLEMENTATION

MATHEMATICS AND STATISTICS: *Understand the content of the refreshed Mathematics and Statistics Curriculum*

BELIEF: We believe that every taura can succeed in mathematics when they experience coherent, connected knowledge and practices that builds deep understanding, encourages mathematical reasoning, and reflects their identity, language, culture, and real-world contexts as shaped by Te Mātaiaho and Te Marautanga.

GOAL: Successfully introduce, implement, and embed the refreshed Te Mātaiaho Mathematics and Statistics Curriculum by building teacher capability, designing coherent progress-aligned scope and sequence, and ensuring all ākonga experience rich, connected, and culturally sustaining mathematics learning aligned with the progress outcomes and phases.

TARGETS:

- 70% of all students will achieve at or beyond their year level curriculum level in Mathematics by the end of year
- 70% of all English Medium Māori students will achieve at or beyond their year level curriculum level in Mathematics by the end of year

EXPECTED OUTCOMES:

- Teachers use the content specific language of the curriculum in 1. teaching and 2. planning
- Each teams' year and unit plans reflect an understanding of the interweaved and interleaved nature of the curriculum.
- Teacher content knowledge improves
- Students have greater confidence in and enjoyment of Mathematics/Pangarau

EXPECTED ACTIONS OF RECORD:

- Leadership Team maintains **clear records of evidence** that inform decision-making, including:
 - Meeting minutes
 - Planning documentation
 - Professional learning and coaching records
- Leadership Teams reflect on their effectiveness using:
 - Teacher voice and feedback

Evidence from planning, observations, and professional conversations

GOALS	ACTIONS	MEASURES	WHO	WHEN
<p><u><i>Successfully introduce, implement, and embed the refreshed Te Mātaiaho Mathematics and Statistics Curriculum by building teacher capability, designing coherent progress-aligned scope and sequence</i></u></p> <p>Develop collective understanding of Te Mātaiaho Mathematics and Statistics Learning Area, its progress outcomes, and the overall design/structure of the curriculum.</p> <p>Mathematics Team Leaders Nigel, Jenna, Jono, Andy</p>	<p>A1: Provide professional learning focused on the knowledge and practices within Phase 3 of Te Mātaiaho – Mathematics Years 0-10</p> <p>1. Inform curriculum implementation</p> <p>1.1 Revisit understanding of curriculum intent</p> <ul style="list-style-type: none"> ● Purpose Statement, Learning Area structure, Teaching Guidance, and Assessment expectations <p>2. Strengthen understanding of progress outcomes</p> <ul style="list-style-type: none"> ● The role of progress outcomes in supporting coherence and progression ● Expectations across all six strands <p>2.1 Unpack progress outcomes</p> <ul style="list-style-type: none"> ● Analyse the structure, wording, and components of progress outcomes ● Identify key shifts in complexity and independence across the progress outcomes ● Distinguish between content knowledge and processes within each outcome <p>3. Develop shared understanding of progression</p> <ul style="list-style-type: none"> ● Map progression within each strand from earlier to later Phase 3 outcomes ● Identify prerequisite knowledge and skills that support success at each point 	<p>Curriculum Understanding</p> <ul style="list-style-type: none"> ● Leadership Team minutes reflect rich professional dialogue about: <ul style="list-style-type: none"> ○ The intent and structure of <i>Te Mātaiaho</i> ○ The purpose and design of progress outcomes ○ The relationship between knowledge, practices, and processes ● Teachers can confidently articulate: <ul style="list-style-type: none"> ○ The Purpose Statement and Teaching Guidance ○ The role of progress outcomes in supporting coherence ○ Expectations across all six strands ● Pedagogical discussions in Team Meetings demonstrate: <ul style="list-style-type: none"> ○ Increasing clarity around shifts in complexity and independence across Phase 3 ○ Shared language when discussing emerging → exceeding progress ● Coaching conversations show growth over time in teachers' understanding of: <ul style="list-style-type: none"> ○ Strand integration ○ Content knowledge vs processes ○ Phase 3 progression descriptors and expectations <p>Curriculum Planning</p> <ul style="list-style-type: none"> ● Planning documentation shows: <ul style="list-style-type: none"> ○ Explicit identification of relevant progress outcomes ○ Clear links between Progress Outcomes → Learning Intentions → Assessment 	<p>Tracey and Adam</p> <p>Math Team Leaders</p>	<p>Term 1</p>

	<ul style="list-style-type: none"> • Agree on common indicators of emerging, developing, consolidating, proficient and exceeding progress <p>4. Apply progress outcomes to teaching and learning</p> <ul style="list-style-type: none"> • Identify relevant progress outcomes • Explain how these inform teaching and learning 	<ul style="list-style-type: none"> ○ Deliberate integration and interleaving of all six strands <ul style="list-style-type: none"> • Team planning conversations reflect: <ul style="list-style-type: none"> ○ Unpacking of progress outcome wording ○ Discussion of prerequisite knowledge and skills ○ Agreed indicators of emerging, developing, consolidating, proficient and exceeding progress • Teachers explain <i>why</i> particular outcomes are selected and how they inform: <ul style="list-style-type: none"> ○ Learning intentions ○ Formative assessment ○ Task design ○ Differentiation decisions <p>Curriculum Understanding in Practice</p> <ul style="list-style-type: none"> • Moderation conversations reflect: <ul style="list-style-type: none"> ○ Shared interpretation of progress descriptors ○ Consistent judgments across teams ○ Reference to curriculum language rather than legacy frameworks 		
	<p>A2: Design learning pathways to strengthen curriculum implementation</p> <p>1.1 Design learning pathways that integrate all strands of the curriculum</p> <ul style="list-style-type: none"> • Review and refine Module Overviews to ensure: <ul style="list-style-type: none"> ○ Clear and deliberate integration of all three strands ○ Appropriate coverage of progress outcomes across the year ○ Authentic integration of localised and contextual learning opportunities <p>1.2 Model the use of learning pathways in practice</p> <ul style="list-style-type: none"> • Demonstrate how pathways and Module Overviews are used in team planning and teaching 	<p>1. Use and Implementation of Pathways</p> <ul style="list-style-type: none"> • Learning pathways and Module Overviews are actively used in team planning and teaching. • Teacher planning reflects pathway and Module Overview language, scope and sequence, and progress outcomes. • Observations show explicit alignment between teaching, learning pathways, curriculum language, and progress outcomes. <p>2. Curriculum understanding</p> <ul style="list-style-type: none"> • Curriculum moderation shows consistency with Progress Descriptors and Indicators • Leadership walkthroughs • TL coaching discussions show progress over time - TL Coaching documentation • Evidence shows progress from baseline data and informs <ul style="list-style-type: none"> • 1. curriculum mapping • 2. pathway refinement 	Tracey and Adam	Terms 1, 2, 3, 4

ASSESSMENT FOR LEARNING

ASSESSMENT: *Implement standardised assessment tools with clear guidelines*

BELIEF: We believe that high-quality **assessment for learning** informs both teachers and taira by providing clear, timely data which guides responsive teaching, strengthens learner agency, and ensures every student is supported to make equitable progress, leading to equality of attainment.

GOAL: Strengthen Assessment for Learning practices through a coherent schoolwide assessment system that supports timely **screening, diagnostic analysis, and ongoing monitoring** of ākongā progress, using high-quality tools such as SMART, DIBELS, and formative assessment approaches to make equitable progress, leading to equality of attainment.

Or

Strengthen Assessment for Learning (AfL) practices through a coherent schoolwide assessment system that ensures timely screening, diagnostic analysis, and ongoing monitoring of ākongā progress in literacy and mathematics. This will support equitable acceleration and reduce disparity, leading to equality of attainment.

TARGETS:

Term 1 Benchmark: By the end of Term 1 __% of students are achieving within Emerging (__%), Developing (__%), Consolidating (__%), Proficient, and Exceeding (__%)

Term 2 Indicator: By the end of Term 2 __% of students will progress from Emerging and Developing to Consolidating..

Term 3 Indicator: By the end of Term 3, __% of students will progress from Emerging, Developing, and Consolidating to Proficient or Excelling.

Term 4 Indicator: By the end of Term 4, __% of students will progress from Emerging, Developing, and Consolidating to Proficient or Excelling.

EOY Milestone 1: 90% of classrooms will demonstrate consistent, high-quality AfL practice as measured through walkthrough rubric.

EOY Milestone 2: Disparity between identified groups will reduce to <10% by the end of 2026.

EOY Milestone 3: 70% of all students will be proficient or exceeding in Phase 3 in Mathematics and English by the end of year.

EXPECTED OUTCOMES:

- Teachers develop a shared understanding of Assessment for Learning principles
- The language of screening, diagnostic, and monitoring assessments is consistent.
- Screening, diagnostic, and monitoring assessments are aligned in a schoolwide assessment calendar.
- Teachers confidently administer and record SMART and DIBELS - incl writing benchmark - assessment tools.
- Across the breadth of assessment, Team Leaders make intentional decisions and understand the purpose of each assessment type (screening → diagnostic → monitoring).
- Students benefit from earlier identification of needs through consistent screening and diagnostic follow-up, supporting equitable progress.

GOALS	ACTIONS	MEASURES	WHO	WHEN
-------	---------	----------	-----	------

[Strengthen Assessment for Learning practices through a coherent schoolwide assessment system that supports timely screening, diagnostic analysis, and ongoing monitoring of ākonga progress, using high-quality tools such as SMART, DIBELS](#)

Develop shared schoolwide understanding of Assessment for Learning principles.

A1: Implement standardised assessment tools: SMART and DIBELS

1.1 Introduce and implement SMART as a standardised assessment tool

- Provide professional learning on administration, scoring, and interpretation
- Establish clear guidelines for administration

1.2 Implement DIBELS as a universal screening tool

- Establish expectations for screening, follow-up, and monitoring
- Provide training in administration, scoring, recording data, using data

1.3 Strengthen consistency of practice in administering assessments

- Promote consistent language, tools, and expectations across teams

1. Assessment Understanding

- **Team planning and discussions** reflect a strong and shared understanding of:
 - The **purpose** of SMART and DIBELS
 - Screening, diagnostic, and monitoring **processes**
 - How assessment information **informs teaching**

2. Assessment Planning

- **Teacher feedback** confirms that:
 - Assessment **guidelines** are clear and usable
 - SMART and DIBELS are administered according to **expectations**
 - Planning shows **explicit links** between assessment and instruction

3. Assessment Support

- **Observations and coaching** show that:
 - Teachers **administer and score** assessments confidently
 - Teachers can interpret data and **identify next steps**

Tracey and Adam

Term 1

	<p>A2: Strengthen Assessment for Learning principles schoolwide</p> <p><i>(ERO link: Reviewing and refining classroom practice for acceleration)</i></p> <p>1.1 Provide professional learning in AfL</p> <p>Focus Areas</p> <ul style="list-style-type: none"> • Clarify difference between screening, diagnostic and monitoring assessment • Strengthen understanding of formative assessment and feedback • Explicit connection between AfL and acceleration strategies <p>1.2 Conduct leadership walkthroughs and planning audits</p> <p>Focus:</p> <ul style="list-style-type: none"> • Learning intentions and success criteria visible and used • Differentiation for priority learners • Plenary checking progress toward success criteria • Feedback prompting next steps <p>A3: Embed AfL into planning expectations</p> <p><i>(ERO link: Refining classroom practice for acceleration)</i></p> <p>Expectations:</p>	<p>Term 1</p> <ul style="list-style-type: none"> • 100% of teachers attend AfL PLD sessions. • Staff can articulate the difference between screening, diagnostic and monitoring (staff survey ≥ 80% confidence). • Baseline walkthrough data collected using Formative Assessment guidelines. <p>Term 2</p> <ul style="list-style-type: none"> • 80% of classrooms demonstrate: <ul style="list-style-type: none"> ○ Concise, measurable learning intentions ○ Success criteria aligned to progression steps ○ Planned plenary linked to LI/SC <p>Term 3</p> <ul style="list-style-type: none"> • 75% of observed lessons demonstrate feedback that moves learning forward (feed up, feedback, feed forward). <p>Term 4</p> <ul style="list-style-type: none"> • 90% of classrooms demonstrate consistent AfL practice aligned to rubric/guidelines. <p>Walkthroughs conducted twice per term. Planning audits show:</p> <ul style="list-style-type: none"> • 100% of teams identify priority learners below expectation. • 100% of plans show explicit next steps for identified learners. <p>By Term 3, 80% of observed lessons show clear differentiation for priority learners. Leadership data shows increasing consistency across teams (tracked termly).</p> <p>Term 1</p> <ul style="list-style-type: none"> • 80% of staff submit planning aligned to agreed template/expectations. 	Tracey and Adam	
--	---	---	-----------------	--

	<p>Planning must show:</p> <ul style="list-style-type: none"> • Concise learning intention • Measurable success criteria • Planned formative checks • Explicit next steps informed by assessment • Named target learners where relevant 	<p>Term 2</p> <ul style="list-style-type: none"> • 100% of priority learners have documented acceleration strategies in planning. <p>Term 3</p> <ul style="list-style-type: none"> • Evidence of instructional adjustment following data review (team meeting minutes). <p>Term 4</p> <ul style="list-style-type: none"> • Planning shows a collation of expectation over T1-3. 		
--	--	---	--	--

GOAL 2: ATTENDANCE

SCHOOL CULTURE

Embed a sense of belonging and Identity across TIS

<p>BELIEF: We believe that consistent attendance is essential for every ākonga to explore their potential and achieve success. Strong attendance is strengthened through high levels of engagement, well-targeted support, a strong sense of belonging, and a positive culture where every learner feels connected, valued, and motivated to be present.</p>	<p>GOAL: We aim to create a culturally responsive, supportive, and engaging school community where every student feels connected, valued, and empowered to learn, with attendance, engagement, and wellbeing monitored and supported through targeted interventions, strong relationships, and active whānau partnership.</p>	<p>TARGETS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will use Survey data on Belonging and Identity through the AERA survey, comparing disposition growth <input type="checkbox"/> Students will fit into the following attendance bands for 2026: <ul style="list-style-type: none"> 63% -Good 90-100% 22%- Worrying 80-89% 9%- Concerning 70-79% 6%- Very Concerning Below 70%
--	--	--

<p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Common understanding of culturally responsive practices <input type="checkbox"/> Students will have a sense of belonging <input type="checkbox"/> Teachers will be more engaged with whānau in regards to attendance of students <input type="checkbox"/> Whānau and students will be engaged <input type="checkbox"/> Attendance will increase <input type="checkbox"/> Academic levels will rise <p>EXPECTED ACTIONS OF RECORD:</p>

- Leadership Team maintains **clear records of evidence** that inform decision-making, including:
 - Meeting minutes
 - Planning documentation
 - Professional learning and coaching records
- Leadership Teams reflect on their effectiveness using:
 - Teacher voice and feedback
 - Evidence from planning, observations, and professional conversations

GOALS	ACTIONS	MEASURES	WHO	WHEN
Create a culturally responsive, supportive, and engaging school community	PD strengthens staff understanding of Te Tiriti <ul style="list-style-type: none"> ● TOD focused on Whanaungatanga and local history ● Regular PD focused on building the cultural capabilities of our staff 	Capability and Consistency <ul style="list-style-type: none"> ● Staff use shared language confidently ● Teachers feel supported, not anxious, teaching Tiriti content ● Local history is visible in classrooms ● Te Tiriti is embedded in practice – informing decision-making and planning, not simply teaching 	JTM, ETM, CG	Terms 1- 4
	PD supports staff to build strong relationships with all learners <ul style="list-style-type: none"> ● PACE Training ● Individualised support for Houses and staff ● 5-10 min PD at Friday Hui - “Edu Bites” <ul style="list-style-type: none"> ○ Whare Tapa Wha ○ Iceberg ○ Challenges ○ Videos/links/readings ○ Supporting Neurodiversity ○ Cultural Diversity ○ Circles 	Use and Implementation of Relational practices <ul style="list-style-type: none"> ● Learner well-being/engagement data indicates an improved sense of belonging. ● Observations reflect increased use of relationship-based practices (greeting, check-ins, restorative language). ● PACE - Staff demonstrate use of Playfulness, Acceptance, Curiosity, and Empathy language ● Edu Bites - <ul style="list-style-type: none"> ○ Evidence of strategies appearing in classroom practice ○ Staff contribute/share over time Feedback and evidence <ul style="list-style-type: none"> ● Staff feedback indicates relevance and immediate application ● Reduction in behaviour escalations or stand-down referrals 	CG, MH	Terms 1- 4

	<p>STARS and PB4L Practices create a responsive and supportive culture</p> <ul style="list-style-type: none"> • Embed consistent STARS and PC4L expectations schoolwide • Strengthen relational, restorative, and data-informed practice <ul style="list-style-type: none"> ◦ Model relational and restorative approaches in everyday interactions, hikoī, haerenga, and behaviour responses. ◦ Regularly review behaviour data at House and SLT level to celebrate success and inform responsive supports. 	<ul style="list-style-type: none"> • Consistent use of STARS and PC4L is evident across learning spaces, shared areas, assemblies, and communications • Staff and students can articulate shared expectations and values • Assemblies, House Hui, and school events explicitly reference STARS values • Restorative practices are consistently used across Houses • Behaviour data shows a reduction in repeat or escalated incidents • House and SLT meeting minutes show regular review of behaviour data and agreed actions • Student voice reflects improved safety and support 	LV, HH, MH, CG, JTM	Terms 1-4
	<p>House narrative is a living and breathing concept</p> <ul style="list-style-type: none"> • Create visible narrative boards featuring whakataukī, kaitiaki, and rākau characteristics • Regularly reference House narratives in assemblies, House Hui, and learning contexts • Share House identity and stories with whānau, visitors, and the wider school community 	<p>Authenticity</p> <ul style="list-style-type: none"> • Students can <i>share</i> their House Narrative • House narratives are woven into planning for inquiry topics or local curriculum 	CG, JTM, MH, TL's	Terms 1-4
Improve student attendance	<p>Unpack & Embed the TIS Attendance Management Plan (AMP) into TIS practices and procedures</p>	<p>Capability and Consistency</p> <ul style="list-style-type: none"> • Teachers, Team Leader & support staff follow AMP procedures <ul style="list-style-type: none"> ◦ Attendance concerns are actioned within AMP timeframes (e.g., Day 3, Day 5 follow-up). ◦ AMP steps are consistently documented in HERO ◦ An increase in attendance for targeted students who are placed on attendance plans ◦ Increased proactive communication with whānau about attendance expectations and support ◦ Positive shift across attendance bands 	Teachers, TL, Support Staff, CG, MH, PH	Terms 1-4
	<p>Use data to monitor, respond, and celebrate attendance</p> <ul style="list-style-type: none"> • Monitor <ul style="list-style-type: none"> ◦ HERO data ◦ Attendance Management Plan STAR data • Respond 	<p>Monitor</p> <ul style="list-style-type: none"> • Evidence that attendance data is regularly reviewed at House and SLT level. • HERO Data 	Teachers, TL, Support Staff, CG, MH, PH	Terms 1-4

	<ul style="list-style-type: none"> ○ Analysed data is used effectively to inform decisions and approaches throughout the school, e.g.: <ul style="list-style-type: none"> ■ Support/Target groups ■ Individual attendance plans ○ Communication with whanau from the teacher, the Attendance Officer ● Celebrate <ul style="list-style-type: none"> ○ House recognition for improvement ○ Communication with whanau ○ EOY Schoolwide certificates etc 	<ul style="list-style-type: none"> ○ Attendance band shift ○ Notes of communication <p>Respond</p> <ul style="list-style-type: none"> ● Early identification of at-risk students and timely follow-up actions. ● Internal and external supports are used effectively to raise attendance e.g. <i>Enrichment, in-school & external programmes, agencies, counsellors</i> <p>Celebrate</p> <ul style="list-style-type: none"> ● Improved percentage of students attending regularly (e.g., 90%+) ● Regular celebration of improved or consistent attendance through assemblies or House Hui ● Students show an increased sense of belonging and connection to the House and learning 		
--	---	---	--	--