



# TAURANGA INTERMEDIATE SCHOOL

## 2025 ANNUAL IMPLEMENTATION PLAN

SCHOOL: Tauranga Intermediate School

School Number: 1990

### TAURANGA INTERMEDIATE SCHOOL STRATEGIC SECTION OVERVIEW

#### Overarching Aim:

**Tūhara Pūmanawa Whaiaro - Exploring Personal Potential**

At Tauranga Intermediate School, our overarching aim is to inspire every student to explore their personal potential: tūhara 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.

### Tauranga Intermediate School ANNUAL ACTION PLAN

#### GOAL 1: CULTURE

To nurture an inclusive culture (it's not what we do, it's who we are) Our focus for 2025 will be to:

☐ Honour Te Tiriti ō Waitangi as a guiding kaupapa of TIS

- ☐ Build the competency of all staff to understand and implement Circles (PC4L)

### Honour Te Tiriti o Waitangi as a guiding kaupapa of TIS

#### TARGETS:

- Understand the importance of key historical dates and events related to He Whakaputanga and Te Tiriti o Waitangi
- Know the articles of Te Tiriti o Waitangi and how the principles can guide us
- Apply the understanding to our school vision, mission and values ensuring Te Tiriti o Waitangi is centric to our school culture

### Build the competency of all staff to understand and implement restorative circles

#### TARGETS:

- Understand the 'circles' within Restorative Practice
- Know the process for implementing restorative circles; conferences, circles, essentials
- Recognise and respond to data, observations and situations, applying correct restorative approaches

#### Honour Te Tiriti Action 1:

Create intentional opportunities for staff to embed their cultural competencies

#### Expected Outcome:

- ☐ A collective understanding of Te Tiriti o Waitangi
- ☐ Create a collective sense of belonging to their house, school and Tauranga Moana
- ☐ Strategic planning for sustained practice

#### ACTIONS

Experience Tikanga, Te Reo and Mātauranga Māori

- ❖ TOD Marae visit
- ❖ Noho
- ❖ Hikoi
- ❖ Tauranga Moana Pūrākau

Develop House identities

- ❖ Rakau
- ❖ Pūrākau
- ❖ Whakatauki
- ❖ Kaitiaki
- ❖ Pou

Gather voice - kōhi kōrero

Ongoing reflection to ensure the sustainability of Tikanga, Te Reo and Mātauranga Māori

#### Honour Te Tiriti Action 2:

Comprehensively unpack He Whakaputanga and Te Tiriti

#### Expected Outcome:

- ☐ Understand the significance of He Whakaputanga and Te Tiriti O Waitangi
- ☐ Articles
- ☐ Key historical dates
- ☐ Events
- ☐ All teachers understand their obligation as teachers to adhere to "Our Code, Our Standards"

ACTIONS	
Gather evidence of understanding through: <ul style="list-style-type: none"> <li>❖ Reflection wananga once a term</li> <li>❖ KWL to gain a snapshot - Termly</li> <li>❖ Planning, teaching and learning</li> <li>❖ Identify the links between He Whakaputanga, Te Tiriti o Waitangi and "Our Code, Our Standards"</li> </ul>	Understand how the principles can guide us as kaiako

### Restorative Circles Action

Provide staff with the skills, knowledge, and confidence to effectively facilitate restorative circles

### Expected Outcome:

- ☐ Increased staff confidence in facilitating restorative circles
- ☐ Reduced behavioural incidents
- ☐ Enhanced relationships between staff and students

ACTIONS		
Explicit teaching of the different 'circles' and when/how to use them	Responsive coaching and mentoring of 'circles' according to individual and team needs	Recognise and respond to data, observations and situations

## GOAL 2: CONSISTENCY

Learning is founded on relational approaches, which is developed through best teaching practice at Tauranga Intermediate School. It is responsive to student needs and adaptive to ensure high engagement and accessibility. All learning will be guided by specific learning intentions, success criteria and explicit teaching. Formative assessment will identify where to next for teachers and provide the foundation for student agency. Integration across the curriculum is essential, as is providing multiple opportunities over time to retrieve new learning in a variety of contexts; succeeding once is performing - performing multiple times across multiple contexts is learning.

Our focus in 2025 will be to:

- ☐ Strengthen explicit teaching practices
- ☐ Implement the refreshed Te Mataiaho: Mathematics and Statistics and Te Marautanga: Pangarau Curriculum

### Strengthen explicit teaching practices

### TARGET:

- Consistency across staff in assessing Mathematics
- Data-informed planning of Mathematics learning programmes against the NZC or Te Marautanga
- Consistent understanding and use of: Learning Intentions, Success Criteria, Plenary
- Teacher planning reflects explicit teaching

- Consistency of coaching and mentoring by Team Leaders to drive explicit teaching and learning in Mathematics

### Improve teacher content knowledge in Reading/Pānui, Writing/Tuhituhi/Mathematics/Pangarau

#### TARGET:

- Programmes of learning will enable and extend students
- Teacher planning will reflect increased content knowledge
- Teacher responsiveness to student learning needs will improve - recognise, respond and apply

#### ACADEMIC TARGET:

- All students will progress their learning in Mathematics by at least three sublevels or more for two years of teaching

#### Explicit Teaching Action 1:

Comprehensively unpack the refreshed Mathematics and Statistics Curriculum

#### Expected Outcome:

- ☐ Teaching staff will have a comprehensive understanding of the Purpose, Understand, Know and Do of Te Mataiaho; Mathematics and Statistics
- ☐ The teaching considerations from Te Mataiaho; Mathematics and Statistics will be evident in planning and practice - including the regular use of materials
- ☐ The specific sequence statements from Te Mataiaho; Mathematics and Statistics will form the Learning Overview of each team

#### ACTIONS

2024 T4 TOD <ul style="list-style-type: none"> <li>❖ Feedback received</li> <li>❖ Analysis of feedback to inform next steps</li> <li>❖ Connections to Learning Overview</li> </ul>	Mathematics Learning Overviews <ul style="list-style-type: none"> <li>❖ Maps to the curriculum</li> <li>❖ Evidence off sequence statements being integrated</li> <li>❖ Language of the curriculum is in planning</li> </ul>	Scope and sequence developed T1 2025 <ul style="list-style-type: none"> <li>❖ <a href="#">Refreshed 2025 Mathematics Learning Overview</a></li> </ul>	2025 TIS TOD team planning <ul style="list-style-type: none"> <li>❖ Overview extended by Team Leaders for explicit teaching coaching</li> <li>❖ Weekly lesson plans include prior/current phase sequence statement</li> <li>❖ Materials</li> <li>❖ Explicit Teaching expectations</li> </ul>
2025 TODs <ul style="list-style-type: none"> <li>❖ Planned from 2024</li> <li>❖ Follow MOE guidelines</li> </ul>	Maths-No Problem roll out <ul style="list-style-type: none"> <li>❖ The resource supports the curriculum, not becomes the driver of learning</li> </ul>	Classroom Resourcing/Materials <ul style="list-style-type: none"> <li>❖ Intentionally planned usage</li> <li>❖ Observations reflect student and teacher use</li> <li>❖ Readily available in classrooms</li> </ul>	Content Knowledge Alignment to the refresh <ul style="list-style-type: none"> <li>❖ Planning shows an increase in Math content knowledge</li> <li>❖ Language of the curriculum is in planning and delivery</li> </ul>

**Explicit Teaching Action 2:**

Data-informed practice

**Expected Outcome:**

- ☐ Team Leaders are using a variety of academic data sets to set goals, create actions and reflect to effect positive shifts in learning.
- ☐ Teams are moderating academic learning to grow their own understanding and practice
- ☐ All staff are making OTJ judgements within one sub-level

**ACTIONS**

Schoolwide standardised assessment in place

- ❖ Follow MOE guidelines and requirements
- ❖ Determine best tool for TIS

Termly OTJs in Mathematics

- ❖ Standardised test results
- ❖ House data trackers map toward an overall judgement
- ❖ Planned analysis of the OTJs
- ❖ Actions from data

Benchmarks recorded on Team Data Trackers

- ❖ Benchmarks map to Term Learning Overview
- ❖ Data trackers revisited throughout the term - evident in Team Meeting Minutes
- ❖ Moderation from benchmarks planned for Team Meetings

Data interrogation: Termly identifying target groups

- ❖ Data interrogation is planned for in a timely manner
- ❖ Interrogation involves noticings, wonderings and actions - recorded in Team Meeting Minutes
- ❖ Actions from data interrogation are intentional

Identify targeted teacher practice based on data

- ❖ Evidence of discussion about explicit teaching to accelerate learning is in Team Meeting Minutes
- ❖ Team Leaders provide coaching are seek expertise to upskill teachers where needed
- ❖ Team Leaders maintain team coaching rounds in explicit teaching

**Action:**

Coaching and mentoring of explicit teaching by Team Leaders  
*(Team Meetings will generally be the vehicle for this action)*

**Expected Outcome:**

- ☐ Team Leaders are using a variety of academic data sets to set goals, create actions and reflect to effect positive shifts in learning.
- ☐ Teams are moderating academic learning to grow their own understanding and practice
- ☐ All staff are making OTJ judgements within one sub-level

**ACTIONS**

Team Leaders are coaching explicit teaching

- ❖ Team Leader hui have a focus on upskilling Team Leader practice
- ❖ Every Team Meeting has an

Explicit teaching is evident in planning

- ❖ Teacher planning will include
  - Learning Intentions
  - Success Criteria
  - Plenary

Explicit teaching is evident in teacher practice

- ❖ Teaching observations
- ❖ Team Meeting discussions

Team Leaders are coaching teachers to recognise, respond and apply in their practice

- ❖ Planned for in Team Meetings and evident in Minutes

intentional focus on explicit teaching based on data and need <ul style="list-style-type: none"> <li>- Learning Intentions</li> <li>- Success Criteria</li> <li>- Plenary</li> </ul>	❖ Teacher planning/edits will indicate a recognise, respond and apply approach		❖ Anecdotal notes and discussions ❖ Feedback and feed forward given to students
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### Content Knowledge Action 1:

Provide PD in Reading, Writing and Mathematics to improve teacher content knowledge

#### Expected Outcome:

- ☐ Teachers will ***understand*** the big ideas of the subject
- ☐ Teachers will ***know*** the concepts and strategies of the subject
- ☐ Teachers will '***do***' their new learning in their practice - recognise, respond, apply

ACTIONS				
PD will be facilitated by WSLs <ul style="list-style-type: none"> <li>❖ WSL planning sessions</li> <li>❖ WSL teaching sessions</li> </ul>	All teachers will select and attend either Reading, Writing or Math PD <ul style="list-style-type: none"> <li>❖ All teachers engaged in Reading, Writing or Math PD to increase their own capabilities in the chosen subject</li> </ul>	PD sessions will be conducted fortnightly between mid Term 1 and Mid Term 4 <ul style="list-style-type: none"> <li>❖ Priority is given to the PD sessions</li> <li>❖ Expectation that all teaching staff attend</li> <li>❖ Non-teaching staff who choose to attend</li> </ul>	Data will be gathered by WSLs to recognise, respond and apply feedback <ul style="list-style-type: none"> <li>❖ There is a variety of approaches to collecting feedback</li> <li>❖ Discussions with WSLs by DPs to analyse feedback</li> <li>❖ Actions are created from feedback</li> </ul>	Content of the PD will support the specific content in Te Mataiaho Mathematics and English <ul style="list-style-type: none"> <li>❖ Planning for the PD sessions is driven by Te Mataiaho content</li> <li>❖ Teacher planning is reflecting the PD attended</li> <li>❖ Student progress can be mapped to Te Mataiaho</li> </ul>

### Declaration: