



The thinking behind our Vision...

We believe every learner has potential and can achieve at their best.

Our Hiwinui learners thrive within our classroom environments where our teachers and learning assistants are focused on challenging learners in a supportive and nurturing way. We spend time getting to know the strengths of each learner and what they love most. Relationships with our learners and their whanau are paramount. Our learners set goals and share their progress with others.

We 'push the boundaries' so all learners get 'the best deal'! This is also achieved through intervention programmes and also acceleration programmes with additional opportunities for learners to shine. Our approach to learning includes: explicit teaching, play based learning within our junior school, enviro programmes, academic challenges and EOTC. Learning is connected to the world around us; our school environment and our wider rural setting.

Teaching staff are working to their highest potential - this includes the way they embrace new PLD, inquire into the own teaching, explore new initiatives and plan for learners to be challenged. Teachers are implementing programmes that are individually tailored to learners needs and guiding the approaches used by our Learning Assistants too.

Our values of being **Pathfinders**, being **Energised**, showing **Awhi** and acting as **Kaitiaki** are embedded across our school and infused within our school curriculum. These values support our learners to 'Reach their Peak'!

STRATEGIC DIRECTION...

Hiwinui School focuses on four strategic goals. These goals strongly align to the National Education Learning Priorities (NELP). Education and Training Act - 2020

STRATEGIC GOAL 1: Learners are nurtured and challenged to achieve at their highest potential (NELP 1, 2, 3).

STRATEGIC GOAL 2: Learning happens in collaboration with whanau, peers, teachers and our local community. Care and compassion is shown for all. (NELP 1, 2).

STRATEGIC GOAL 3: Learning is a partnership and is promoted through a diverse range of hands on, practical, classroom based and outdoor initiatives. (NELP 3, 4).

STRATEGIC GOAL 4: Our Small country school culture is maintained. Our learners are part of a thriving school community and our rural setting for learning is valued. (NELP 1, 3, 4).

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are helping children and young people to attain their educational potential, preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships, and helping children and young people to experience diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social and environmental goals, and the development aspirations of Māori and other populations groups. One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

STRATEGIC GOALS	1 LEARNERS AT THE CENTRE	2 BARRIER FREE ACCESS	3 QUALITY TEACHING AND LEADERSHIP	4 FUTURE OF LEARNING AND WORK	5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION	
STUDENTS	Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable	
STUDENTS	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 Have high aspirations for every learner/āonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3 Reduce barriers to education for all, including for Māori and Pacific learners/āonga, disabled learners/āonga and those with learning support needs	4 Ensure every learner/āonga gains sound 'foundation' skills, including 'language', literacy and numeracy	5 Meaningfully incorporate Te ao Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
STUDENTS	7 Collaborate with industries and employers to ensure learners/āonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)				

The NELP and TES are statutory documents issued by the Education and Training Act 2020 that set out the Government's priorities for education. The documents cover both the NELP (sections 1-7) and the TES (sections 1-8). Some aspects of these documents will be more specific to one sector than others. The NELP is intended to guide those who govern licensed early learning services, early childhood centres, schools and colleges. In particular, licensed early learning services are required to have regard to the NELP as part of the Government's Operational and Developmental (O&D) requirements. Boards of schools and boards must have particular regard to the NELP when developing their operating and development plans. The TES sets the direction for tertiary education. Tertiary education institutions are required to have regard to the TES. The Tertiary Education Commission must give effect to the TES, and the Tertiary Education Qualifications Authority must have regard to the TES.

STRATEGIC GOAL 1: Learners are nurtured and challenged to achieve at their highest potential
 Whāia te iti kahurangi - Strive for something of great value

Strategic Initiative 1a:	Enhance our teaching programmes as part of our strengthening our Literacy and Maths achievement.
2024 Actions	Outcomes
Implementation of one hour a day of Reading, Writing and Maths. Professional development in line with Te Mataiaho Strengthen processes of moderating assessment data: Writing, Maths Rich Tasks Target learners are identified Accelerated Progress is Tracked within teams - 2024: Google Sheets (2025 - HERO) Assessment data is shared with BOT: Mid year / End of Year.	Literacy and numeracy is prioritized in our learning day and timetabled for daily teaching. Build consistency between programmes across year levels and within Wharite and Maharahara. We work with curriculum experts to explore best practice Teachers feel supported and gain knowledge around effective teaching and learning. Assessment data is used to inform next teaching steps.
School Improvement Indicators: LC2: Culture of Quality Teaching LC4: High Quality Evidence C4: Schoolwide Assessment TL1: Learning Environments	

Strategic Initiative 1b:	Strengthen our teaching of Structured Literacy within Years 0-3	
2024 Action Plan		Measurement / Evidence
Plan for and trial a Structured Literacy programme that involves cross grouping within Years 0-3 Implement 'on top of' small group teaching with target learners. Structured Literacy Network PLD Explore and implement a range of new Code Resources Structured Literacy lessons are observed within our school and across other schools to develop new systems and enhance teaching strategies. Flexible Grouping: level based instruction with cross grouping Target Learners are part of intervention programmes		Tracking of Target Learners and Year Level Data Tracking of Maori Learners Milestone Data on HERO Teacher reflection on PGC focus Governance report on trends of Achievement Data School Improvement Indicators: TL3: Differentiated Teaching C5: Effective Teaching and Learning Resources TL7: Assessment for adaptive teaching PCCE3: Collective Approaches to improving

Ongoing resourcing of Decodable and Code resources. Exploration of resources we can use to support students beyond Year 3 with Code learning.		
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Strategic Initiative 1c:	Develop creative programmes that allow learners to explore the Arts.	
2024 Actions	Outcomes	
<p>Develop a range of additional Arts activities that learners can be engaged in - including Dance Club and Kapa Haka</p> <p>Plan for and create our first schoolwide Production</p> <p>Foster a passion for the arts through student Led Clubs</p> <p>Provide other opportunities for learners to explore musical passions through offering piano lessons and EPIC lessons.</p> <p>Build on our range of Arts curriculum resources</p> <p>Continue involvement with Kainui Schools e.g. Kapa Haka festival</p>	<p>Learners have an opportunity to develop new skills and explore their own creative talent e.g. Dance NZ made competition.</p> <p>Learners have the experience of performing on The Regent stage in front of a large audience. This will incorporate a range of dance, drama and music.</p> <p>Students seek opportunities to perform within our school context.</p> <p>Teachers are engaged in professional learning to consider ways their classroom programmes can offer great options for learning through The Arts.</p> <p>School Kapa Haka performing in a range of settings. Learners engaged in cultural experiences.</p>	
School Improvement Indicators: C3: Curriculum reflects local contexts C6: Support from Curriculum Leaders PCCE6: Valuing culture		

Strategic Initiative 1d:	Develop culturally responsive pedagogy	
2024 Actions	Outcomes	
<p>Acknowledge and celebrate the different cultures within our school.</p> <p>Continued growth and development of Kaka Haka.</p> <p>Liaise with Pā Ronald through our Kahui Ako and strengthen opportunities for our Māori learners and all learners.</p> <p>Provide guidance , training and PLD for teachers to enhance their proficiency in teaching Maori language.</p> <p>To genuinely connect with whanau around their aspirations.</p> <p>Explorations at a Governance level giving effect to Te Tiriti o Waitangi.</p>	<p>Students bring their own cultural experiences and languages to learning - which are embraced and valued.</p> <p>Whanau are included to share in our learning programmes and what is happening across our school.</p> <p>All students and staff can say know and can say their Pepeha.</p> <p>We are developing our Kapa Haka to perform and support with mihi whakatau and poroporaki</p> <p>Maori learner achievement is monitored and individual learning needs are catered for.</p> <p>Our school environment is inclusive and responsive to cultural identity e.g. naming, signage, use of language.</p> <p>Teachers are actively involved in Professional Learning within our Kahui Ako.</p>	

STRATEGIC GOAL 2: Learning happens in collaboration with whānau, peers, teachers and our local community. Care and compassion is shown for all.

Waiho i te toipoto, kua i te toiroa - Let us keep close together, not far apart.

Strategic Initiative 2a:	Whānau engagement and community events
2024 Actions	Outcomes
<p>Create a range of initiatives that foster whānau interaction across our kura. Engage Whānau online: Seesaw, Skool Loop, Facebook Develop new school website Continue to support Playgroup sessions and invite 4 year old learners into our class spaces. Continue our connection with Hiwinui Community Committee</p>	<p>Build a sense of community through events including: Whānau Picnic, Working Bees, Fundraising events etc School has a community feel. Learners want their families to be part of our school events and drive some of the things happening through student lead events e.g. House Leader Sports Day New families are welcomed and know where to access information. Continue involvement in wider community initiatives e.g. War Memorial Project, Food Drive</p>

Strategic Initiative 2b:	Reporting to whānau:
2024 Actions	Outcomes
<p>New Reporting Overview developed to encompass 'real time reporting' and mid / end of year achievement. Learning goals connected with PEAK and shared via seesaw. PEAK Snapshots shared via seesaw. Consideration around how we can invite whānau into school more often and also informally (open classrooms initiative).</p>	<p>Whānau aspirations are shared and welcomed. Whānau are aware of what to expect throughout the year in terms of reporting Whānau engage with school in a range of contexts to celebrate learner progress and also stay connected around next learner steps and how they can support at home. Teachers are ensuring that reporting is personalized to individual learners. Student voice is evident throughout our reporting. Students know next steps.</p>

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Strategic Initiative 2c:	Implementation of Reach your Peak Values
2024 Actions	Outcomes
<p>Reach your PEAK values re-launched to start year.</p> <p>School Goal focus each fortnight to explicitly teach elements of each value.</p> <p>Positive reinforcement systems with classes.</p> <p>New school signage to visually represent our values.</p> <p>Build on our culture of Tuakana-Teina</p> <p>Link values to our approaches as an Enviro School.</p> <p>PB4L Professional Development</p> <p>Connect with other PB4L schools and share in their journey / professional learning.</p>	<p>Learners are confidently using our Reach your Peak language in a range of learning and social settings.</p> <p>Teachers are planning for explicitly teaching our values and integrating this teaching through our local curriculum..</p> <p>Whānau are immersed in our new school values and see the connection made to these on trips, at sporting events, on camp and through our written communication too.</p> <p>Reach your PEAK is infused into all elements of our how our Kura operates.</p> <p>Teachers are refining their classroom environments and programmes to support learners as Pathfinders.</p> <p>Learner engagement is a focus around our value of being Energised.</p> <p>A culture of inclusion is developed. Learner wellbeing is supported through our Awhi Value</p> <p>The vision for how we care for our environment is uplifted through our Kaitiaki Value.</p>

STRATEGIC GOAL 3: Learning is a partnership and is promoted through a diverse range of hands on, practical, classroom based and outdoor initiatives.

Mauri tū, mauri ora - An active soul is a healthy soul.

Strategic Initiative 3a:	Development of Sports Programme to build engagement and enhance opportunities through sport
2024 Actions	Outcomes
<p>Opportunities for learners to be engaged in sports and physical education.</p> <p>New Sports Leadership Role to coordinate events and boost numbers of learners involved</p> <p>Classroom fitness programmes are designed to build personal capability, strength and resilience.</p> <p>School wide events: Triathlon, Cross Country</p> <p>Kainui Sporting events</p> <p>Teacher professional development e.g basketball coaching.</p> <p>Health and wellbeing education</p>	<p>Learners are all involved in sporting opportunities, team events and programmes to refine their physical skills further</p> <p>New skills are introduced via a range of sports e.g. Futsal coaching programme, Central Football development programme with girls</p> <p>Fitness is timetabled and learners see the benefit in this.</p> <p>Opportunities for learners to be competitive and challenge themselves against other schools e.g. interschool events / kainui events, promotion of rep teams.</p> <p>Encouraging culture developed in the playground through sport / games.</p> <p>Lunchtime sports / teacher led games.</p> <p>Life Ed Programmes across the school.</p>

Strategic Initiative 3b:	Development of Professional Growth Framework
2024 Actions	Outcomes
<p>Teachers set professional goals using the Teaching Sprints Model.</p> <p>Teachers all become familiar with Teaching Sprints and how this can be used to enhance their impact as teachers.</p> <p>Teacher collaboration with others.</p> <p>Teacher feedback from colleagues and leadership.</p> <p>Observation of 'best practice' in a range of contexts.</p> <p>Self reflection and self guided professional development.</p>	<p>A culture where teachers are continually and naturally inquiring into their own practice.</p> <p>Using agreed goals/ next steps, staff reflect on and share their learning and shifts in practice.</p> <p>Use of Simon Breakspear research to inform teacher development</p> <p>A culture of collaboration and openness to coaching.</p> <p>Progress towards professional goals shared at a staff, leadership and BOT level.</p> <p>Teachers personal exploration around other research</p> <p>Teachers are energised and focused on how they can enhance their own classroom practice</p> <p>Teaching Sprints model applied to Leadership Inquiry too.</p>

STRATEGIC GOAL 4: Our Small country school culture is maintained. Our learners are part of a thriving school community and our rural setting for learning is valued.
Te Kākano tō ai, ka tupu, ka puawai.

Strategic Initiative 4a:	Development as a Bronze Enviro School
2024 Actions	Outcomes
<p>Specialized Enviro Teaching each fortnight</p> <p>Development of Enviro Leaders and Enviro Crew</p> <p>Enviro Hour in all classrooms</p> <p>Community projects e.g. Predator Free Hiwinui</p> <p>Development of our school environment</p> <p>Sustainability practices</p>	<p>Enviro teaching is embedded in classroom programmes across our school. Teachers make links to authentic enviro projects and connect this with Literacy and Numeracy learning.</p> <p>Enviro projects are student led (where possible).</p> <p>All learners identify as being part of an Enviro School and what this means to them.</p> <p>New school systems are developed to build foster sustainability and enviro systems that protect our school environment.</p>

Strategic Initiative 4b:	Development of our localised curriculum
2024 Actions	Outcomes
<p>Learning experiences within our local environment e.g. link to</p>	<p>Schoolwide and team planning that reflects our local environment, rural contexts and links to authentic learning.</p>

<p>farms, Te Ahu a Turanga, The Gorge Implementation of Aotearoa Histories Curriculum Exploration around local narratives from Hiwinui Collaboration and involvement within Kawakawa Kahui Ako Te Ao Māori taught in conjunction with local learning. Involvement in Community initiatives Build a connect with Ngāti Kauwhata</p>	<p>Learners can talk about the hands on and real community projects they have been part of. Teachers have developed knowledge around local content that can be further explored through ANZHC. Community links are strengthened with Ngāti Kauwhata. Members of our community are used to support teaching and learning e.g. through Wonder Projects.</p>
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ACHIEVEMENT TARGET - LITERACY

<p>ACHIEVEMENT TARGET: CURRENT POSITION 69% of Year 1-3 learners are achieving at or above the expected level at the end of the year in Reading. 31% of learners need additional support to make accelerated progress in Reading. Continued targeted teaching is required to accelerate the progress of 19 learners who are currently not achieving at expectation.</p> <p>TARGET: We want to extend the percentage of our Year 1 - 3 learners that are achieving at / above the expected level by the end of 2024. By the end of 2024: 80% of our junior learners will be achieving at or beyond our expectation in Reading. Target Groups will be established across Wharite Team and a whole team structured literacy approach will be used.</p>	
ACTION	EXPECTED OUTCOMES
<p>Continue to monitor 'Target Learner' groups. Use team meetings to monitor achievement and analyze accelerated progress.</p>	<p>Teachers know the individual learning needs of our target learners and these are considered as they are grouped and provided additional support. A team doc is created to monitor groupings and track progress each term.</p>
<p>Learning Assistant support - on top of teaching</p>	<p>Learning Assistant time will be dedicated to additional teaching: practicing the skills and strategies that have been introduced by the teacher. Teachers will plan these lessons and provide the resources to further promote accelerated progress.</p>
<p>Explicit Instruction in Structured Literacy</p>	<p>Establishment of Team Structured Literacy Teaching time. 3 x Teachers, 3 x Learning assistants 45mins Explicit Teaching x 5 days per week. Additional daily literacy incorporated in classroom programmes e.g. Read Alouds, Poetry, Word Games, Literacy follow up tasks.</p>
<p>Update and widen range of resources used</p>	<p>Invest in new decodable texts e.g. Fox Kid Extend number of copies of Stage 1-5 LLLL texts Alignment of new Ready to Read texts to our LLLL Scope and Sequence.</p>
<p>Curriculum Growth and Leadership: - PLD in Structured Literacy</p>	<p>Literacy Lead Teacher - Leadership Unit Teachers and Learning Assistants attend Manawatu Literacy Network Meetings</p>

- Review of moderation processes within teams (writing - with link to being taught as a reciprocal skill as learners are decoding).	Observations of best practice within our school Observations with other local schools Leadership coaching with Team Leader / DP / Principal to support in developing teacher capability further.
Use of HERO to track learner progress	New tracking systems in place using HERO milestones
Engage with RTLB / RTLit to support Tier 3 Learners	Conversations with Liasion RTLB . Consider learners who are 2 years below expected level and Tier 2 /3 interventions. Connect with LSC.
Strengthen partnerships between home and school to further support next learning steps.	Develop seesaw posts that share with parents how they can support their learners at home. Whanau welcome to see learning in action e.g. Open Classrooms.
Review and monitor support programmes implemented (on top of teaching)	Professional learning conversations Progress reviewed as a Wharite Team and presented to Leadership Team BOT reporting

ACHIEVEMENT TARGET - MATHEMATICS

<p>ACHIEVEMENT TARGET: CURRENT POSITION: 48% of Year 4 learners are achieving at or above the expected level at the end of the year in Maths. 52% of learners need additional support to make accelerated progress in Maths. Continued targeted teaching is required to accelerate the progress of 10 learners who are currently not achieving at expectation. (These learners are now in Year 5).</p> <p>TARGET GROUP: YEAR 5 Cohort - Rooms 4 and 5.</p>	
ACTION	EXPECTED OUTCOMES
Continue to monitor 'Target Learners' and the elements of maths learning that are inhibiting their progress. E.g. Number knowledge vs Strategies vs Strand based knowledge. Use Maharahara team meetings to monitor achievement and analyze accelerated progress.	Teachers know the individual learning needs of our target learners and these are considered as they are grouped and provided additional support. A team doc is created to monitor groupings and track progress each term. Review progress of learners within other year groups and how they are tracking. (Additional / New targets in maths may need to be set after mid year data is analyzed).
Learning Assistant support - on top of teaching	Learning Assistant time will be dedicated to additional teaching: practicing the skills and strategies that have been introduced by the teacher. Teachers will plan these lessons and provide the resources to further promote accelerated progress.
Explicit Instruction in Maths focused on strengthening Number Knowledge.	Timetabled daily teaching. 'On top of Teaching' with
Assessment of Learners	PAT Testing - beginning / end 2024. Individual tests analyzed to see next learning steps. Number knowledge testing - monitoring progress.

	Gloss Assessment Strand exemplars used to make OTJ's
Update and widen range of resources used	Extend on the range of resources and equipment used to introduce rich tasks.
Curriculum Growth and Leadership: <ul style="list-style-type: none"> - PLD in Maths - Observation of teaching target learners and how learners are being enabled / extended within tasks. 	Individualized classroom support for teachers. Embed our 2024 observation approach: Model, Co-teach, Observe Observe across Hiwinui Classrooms and within other schools. Engage with Maths Facilitator
Use of HERO to track learner progress	New tracking systems in place using HERO milestones
Engage with RTLB / LSC to support Tier 3 Learners	Conversations with Liaison RTLB . Consider learners who are 2 years below expected level and Tier 2 /3 interventions. Connect with LSC.
Strengthen partnerships between home and school to further support next learning steps.	Develop seesaw posts that share with parents how they can support their learners at home. Whanau welcome to see learning in action e.g. Open Classrooms.
Review and monitor support programmes implemented (on top of teaching)	Professional learning conversations Progress reviewed as a Maharahara Team and presented to Leadership Team BOT reporting