

**TŌKU MĀPIHI MAUREA  
KURA KAUPAPA MĀORI  
2016**



**Te Koromakinga:**

Tōku reo,  
Tōku ohooho,  
Tōku reo,  
Tōku māpihi maurea,  
Tōku reo,  
Tōku whakakai mārihi.

**Tirohanga Whānui:**

Kia eke ai te tamaiti ki tōna taumata.

**He whakamārama:**

He Kura Kaupapa Māori a Tōku Māpihi Maurea Kura Kaupapa Māori i raro i te Education Act 1989, he kura S155 hoki.

I whakatū tēnei kura i runga i te whakaaro mā te whakaako mā te huarahi o te reo Māori, mā ngā tikanga Māori hoki ngā mahi whakahaere, mā ngā tirohanga Māori hoki ka tū pakari ngā tamariki i roto i te ao kikokiko nei.

**Ko ngā whakapono:**

E whakapono ana te kura:

- Ⓢ ki ngā mātāpono o Te Aho Matua
- Ⓢ ka taea e ngā tamariki katoa te ako
- Ⓢ mā te mahi ngātahi o te kura me te whānau ka eke ngā tamariki ki ngā taumata
- Ⓢ mā te huarahi o te reo Māori me ngā tikanga ka tū pakari ngā tamariki i roto i te ao kikokiko nei.

**Ko ngā uara:**

- Ⓢ Ngākau mahaki - manaaki tāngata, whakamana tāngata, aroha tētehi ki tētehi.
- Ⓢ Pono me te tika
- Ⓢ Whanaungatanga

**Ko ngā iwi:**

- Ⓢ Ko Ngati Haua, ko Ngati Wairere ngā tāngata whenua. Nō rātou te mana whenua.
- Ⓢ Ka hāpai te kura i ngā tikanga o Ngāti Wairere, o Ngati Haua hoki.
- Ⓢ Mai i te tirohanga ahurea Māori tūturu ka whakaaro nui te kura ki ngā tikanga me ngā mātauranga o ētehi atu.

## Whakawhiti kōrero ki te taha o te whānau:

He Poari Matua tō te kura, arā, ko ngā ringaringa o te whānau. E tuwhera ana ngā hui Poari ki te whānau. Kaha hoki te Poari ki te whai whakaro mai i te whānau e pā ana ki ngā kaupapa motuhake.

E kaha ana a Tōku Māpihi Maurea Kura Kaupapa Māori ki te mahi ngātahi ki te taha o te whānau ahakoa he aha te take.

## Tō tātou hāpori:

I te tau 1993 i whakaritea e ngā whānau o ngā kōhanga reo o Ngā Kuaka, Tōku Māpihi Maurea me Te Amokura kia whakatū ai i tētahi kura kaupapa Māori mō ngā tamariki e puta ana i ēnei kōhanga reo. E rua tau noho mai tēnei kura i tētahi whare o Te Kaunihera o Kirikiriroa i te huarahi o Pembroke i te tāone. He kura tūhāhā tēnei, ara, kāore i whai pūtea mai i te Kāwanatanga ki te whakahaere te kura.

I tuwhera mai i te huarahi o Silverdale i te **24 o Paenga-whāwhā i te tau 1995**, e tata ana ki Te Whare Wānanga o Waikato. Ko te nuinga o ngā tamariki e ahu tonu mai ana i ngā kōhanga reo tautoko o te kura, ara, mai i a Ngā Kuaka me Tōku Māpihi Maurea. I tua atu o tēnā, nō ngā hau e whā ngā whānau.

I tēnei wā 107 ngā tamariki Tau 1-8. I haere mai ngā tamariki mai i ngā tōpito katoa o Kirikiriroa, ruarua noa iho ka noho tata ki te kura. Ko te nuinga o ngā tamariki ka noho ki te kura mai i te rima tau te pakeke tae noa ki te 12-13 tau te pakeke. Ko te 100% o ngā tamariki he Māori, heoi ka whakapapa atu te nuinga ki ētehi anō whenua o te ao.

Kua whai mahi te nuinga o ngā mātua, ā, ko ētehi atu kei te whai i te mātauranga. E āhei ana te nuinga o ngā whānau ki te kōrero Māori, heoi kua ako te nuinga i tātou reo Māori hei reo tuarua. He nui ngā momo tautoko a te whānau – tautoko i ngā akoranga, te Poari, ngā haerenga, te kapa haka, ngā wānanga, ngā ohu, ngā kaupapa kohi pūtea, te aha, te aha. Ahakoa he aha te mahi he mahi rangatira.

Nō ngā hau e whā ngā kaimahi o te kura. Kua whakaako te nuinga mō te wā roa. E whitu ngā akomanga – Te Aroha, Te Puaai, Te Piringa, Te Tumanako, Te Whakapono, Te Rangimārie me Te Atawhai. Tokoono ngā kaiako pūmau. Kotahi te kaiako mō ngā akoranga Reo Pākehā, ā, e toru rā o ia wiki te kaiako e mahi ana.

He tumuaki U3 e ārahi haere ana i te kura. 16 tau te tumuaki kua noho mai ki te kura hei tumuaki. Ka mahitahi te tumuaki rātou ko te tumuaki tuarua, tuatoru anō hoki.

## Te Āhua o te Ākongā Ka Puta

### *Kia ngākau mahaki*

Kua mōhio tātou ki tēnei āhua o te ākongā pena ka:

- Ⓢ mahi ngātahi
- Ⓢ manaaki tangata
- Ⓢ aroha tētehi ki tētehi
- Ⓢ whakaatuhia te tuākana/teina

Ngā Momo Akoranga:

- Ⓢ Ngā ūara o te kura
- Ⓢ Pūkenga hāpori
- Ⓢ Mahi tuākana/teina
- Ⓢ Pūkenga amorangi / National Young Leaders
- Ⓢ Mauri Tau
- Ⓢ Kaupapa Hauora
- Ⓢ Reo – whakanui/tautoko/hāpai
- Ⓢ Mentoring

### *Arohaina te reo*

Kua mōhio tātou ki tēnei āhua o te ākongā pena ka:

- Ⓞ taea e te ākongā te whakaputa i ōna whakaaro mā te reo Māori
- Ⓞ eke te kōunga o te reo matatini ki ngā taumata e tika ana
- Ⓞ eke te kōunga o te reo Pākehā ki ngā taumata e tika ana
- Ⓞ tīmata te ākongā ki te ako i tētehi reo tuatoru

Ngā Momo Akoranga:

- Ⓞ Ngā hītori o te reo Māori
- Ⓞ Akoranga Reo Pākehā (Tau 5-8)
- Ⓞ Akoranga Reo Tuatoru (Tau 7-8)
- Ⓞ Pānui – ki, tahi, arahanga
- Ⓞ Reo ā waha – mahi whakarongo/mahi kōrero / reo arotahi / whaikōrero
- Ⓞ Tuhituhi (He Manu Tuhituhi)

### *Tū rangatira*

Kua mōhio tātou ki tēnei āhua o te ākongā pena ka:

- Ⓞ matua mōhio ki tōna whakapapa, iwi, hapū, whānau, tūrangawaewae
- Ⓞ mōhio ki ngā pēhitanga o ngā iwi taketake o te ao
- Ⓞ tiaki tika i tō tātou taiao
- Ⓞ whakaaro whānui / hōhonu
- Ⓞ arohaehae i ngā kaupapa/take/te aha, te aha
- Ⓞ whai hua tana raweke i ngā momo hangarau mōhiohio
- Ⓞ mōhio ki ngā pēhitanga o te ao whānui

Ngā Momo Akoranga:

- Ⓞ Mahi Tōrangapū - ā iwi / ā motu / ao whānui
- Ⓞ Hangarau mōhiohio
- Ⓞ Kura Taiao – māra kai, hangarua, sustainability ...
- Ⓞ Pūkenga whakaaro
- Ⓞ Media influences - social networking, pūhurutanga, pēhitanga taiohi, whakatumatuma, body image
- ...
- Ⓞ Pūkenga Ora – tunu kai, penapena moni, whakatō kai, whai āwhina, sustainability, kaitiakitanga

### *Ka tū pakari hei raukura mō tōna iwi*

Kua mōhio tātou ki tēnei āhua o te ākongā pena ka:

- Ⓞ matua mōhio ki tōna whakapapa, iwi, hapū, whānau, tūrangawaewae
- Ⓞ mōhio ki ngā tikanga o Waikato-Tainui, ngā tikanga o ōna ake iwi
- Ⓞ mōhio ki ngā pūrākau
- Ⓞ mārama ki ētehi take nunui o te ao
- Ⓞ ngākau nui ki ngā iwi katoa

Ngā Momo Akoranga:

- Ⓞ Noho marae – Waikato-Tainui, marae o iwi kē atu
- Ⓞ Kīngitanga
- Ⓞ Mahi Rangahau / Pakirehua
- Ⓞ Service to others
- Ⓞ Ngā Mahi ā te Rēhia – mōteatea, waiata, haka, poi, whakaari
- Ⓞ Ngā mōteatea, waiata o Waikato-Tainui
- Ⓞ Koroneihana / Poukai / Ngā Hui a te Iwi/Raupatu

***Kia tupu tonu te mīharo ki tēnei mea te ako***

Kua mōhio tātou ki tēnei āhua o te ākongā pena ka:

- Ⓢ whakaputa i ōna ake whakaaro
- Ⓢ hanga pātai / whakautu pātai
- Ⓢ pūmahara – reflective / whakatau ki whea ināianei
- Ⓢ whakatau whāinga
- Ⓢ mahi takitahi / mahi ngātahi

Ngā Momo Akoranga:

- Ⓢ Huarahi Ako – Learning Styles/Gardiners / Bloom's
- Ⓢ Mahi Rangahau / Pakirehua
- Ⓢ AKO
- Ⓢ Hangarau mōhiohio

**Ko ngā whāinga rautaki 2016**

**Goals that focus on improving student achievement:**

- 1) Kia piki ake te kōunga o te reo Māori me ōna tikanga.
- 2) Kia eke ngā tamariki ki ā rātou ake taumata ikeike i roto i te mātauranga.

**Goals for curriculum, support programmes, community partnership and teacher development:**

Kia whakakaha ake ngā tikanga o te kura (school culture).

- 1) Kia whakawhānui ake te puna rauemi.
- 2) Kia whakapakari ake ngā whakawhitinga mai i te kōhanga reo ki te kura.

**Goals for personnel, processes and systems:**

Kei tō mātou nei kura ēnei tuhinga:

- ✚ 10 Year Property Plan
- ✚ Annual Budget
- ✚ Policies & procedures:  
Health & Safety, Curriculum, Property, Financial Management, Property Management, Personnel.

# STRATEGIC PLAN FOR STUDENT ACHIEVEMENT 2016-2018

## **Whāinga 1:** *Kia piki ake te kounga o te reo Māori me ōna tikanga.*

Objectives	Strategies	Anticipated Duration	Self Review/ Reporting
Kia piki ake te reo o ngā ākongā.	<ul style="list-style-type: none"> <li>☉ Whakaako kīwaha, whakatāuāki.</li> <li>☉ Mahi tautohetohe ma ngā tamariki.</li> <li>☉ Kia kuhu mai ngā tangata matatau hei tauira.</li> <li>☉ Whakaako kupu hou / kupu taurite ki ngā tamariki.</li> <li>☉ Whakaatu ngā tauira tika.</li> <li>☉ Whakamahi i ngā rautaki/ āriā mō te reo ruatanga / hopu reo.</li> <li>☉ Kia whakawhānui ake te puna kupu.</li> <li>☉ Mahi Whakaari</li> <li>☉ Kia whakatū he rā whaikōrero.</li> </ul>	<p>Ia tau.</p> <p>Ia tau.</p> <p>Ia tau.</p> <p>Ia tau.</p> <p>Ia tau.</p> <p>Ia tau.</p> <p>Ia tau.</p> <p>Ia tau.</p> <p>2017</p> <p>2016, 2018</p>	
Kia whakapakari ake te reo ā waha o ngā ākongā.	<ul style="list-style-type: none"> <li>☉ Aromatawai / rautaki whakaako.</li> <li>☉ Whakarite rauemi.</li> <li>☉ Whakatau pūtea tautoko.</li> <li>☉ Aromatawai tamariki.</li> </ul>	<p>Ia tau.</p> <p>Ia tau.</p> <p>Ia tau.</p> <p>Ia wāhanga.</p>	
Kia piki ake te reo o ngā kaiako.	<ul style="list-style-type: none"> <li>☉ Mahi whakangungu kaiako.</li> <li>☉ PLD mō ngā kaiako – Tuhituhi</li> <li>☉ Tirohia ngā rangahau mō te hopu reo/grammar instruction.</li> </ul>	<p>Ia tau (Te Pīnakitanga/Kura Reo)</p> <p>2016</p> <p>Ongoing</p>	
Kia piki ake te reo o ngā whānau.	<ul style="list-style-type: none"> <li>☉ Tautoko ngā kura reo / Wānanga Te Aho Matua/Kahikatea Tū ki te Uru/Hōkakatanga</li> <li>☉ Tuku kupu hou ki te kāinga.</li> </ul>	<p>2016-2018</p> <p>Ia wāhanga – kura pānui.</p>	

	<ul style="list-style-type: none"> <li>② Tautoko ngā wānanga reo mō ngā mātua</li> <li>② Tautoko te wānanga Te Aho Matua/ Kahikatea Tū ki te Uru</li> <li>② Ako i te reo – Kāinga Kōrerorero/Kapa Kōrerorero</li> <li>② Kōrero te reo i te kāinga.</li> <li>② Kuhu mai ki te kura āwhina ai hei whakapakari i te reo.</li> <li>② Āwhina te tamaiti me tāna mahi kāinga.</li> <li>② Pānui te pānui o te kura.</li> <li>② Haere mai ki ngā hui ā kura.</li> <li>② Whakatau anō te kaha o ngā mātua ki te tautoko i tō tātou reo rangatira.</li> <li>② Uiu Whānau Hou – kōrero mō te reo i te kāinga.</li> </ul>	<p>Ia tau</p> <p>Ongoing</p> <p>2016 ongoing</p> <p>Ngā wā katoa</p> <p>Ongoing</p> <p>Ia wiki Ia wiki</p> <p>Ia tau. Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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# STRATEGIC PLAN FOR STUDENT ACHIEVEMENT 2016-2018

## **Whāinga 2:** *Kia eke ngā tamariki ki a rātou ake taumata ikeike i roto i te mātauranga.*

Objectives	Strategies	Anticipated Duration	Self Review/ Reporting
<p>Kia whakapakari ake te reo matatini o ngā tamariki (Māori) kia eke te katoa ki ngā taumata e tika ana NWRM</p>	<ul style="list-style-type: none"> <li>Ⓢ Whakangūngū kaiako mō te reo matatini.</li> <li>Ⓢ PLD - Whakapakari ngā akoranga Tuhituhi/Pūtaiao</li> <li>Ⓢ Whakarahi ake te puna kupu o ngā tamariki.</li> <li>Ⓢ Whakapakari ake ngā pūkenga tuhituhi, reo ā waha, pānui (māramatanga).</li> <li>Ⓢ Haere ki te mātakitaki i ngā kaiako matatau ki te ako reo matatini.</li> <li>Ⓢ Whakamahi ngā Whanaketanga Reo Rūmaki mō te Reo Matatini.</li> <li>Ⓢ Whakatau arotahinga.</li> </ul>	<p>2016 ongoing</p> <p>2016</p> <p>Ia tau ka whiriwhiri tētehi wāhanga.</p> <p>2016 ongoing</p> <p>2016 ongoing</p> <p>Ia tau</p> <p>Ia tau</p>	
<p>Kia whakamāhi i Te Marautanga O Aotearoa – Te Reo Pakehā</p>	<ul style="list-style-type: none"> <li>Ⓢ Whakatau whāinga ako.</li> <li>Ⓢ Whai i te mārautanga Reo Pākehā..</li> <li>Ⓢ Whakangūngū kaiako</li> <li>Ⓢ Whakawhanaungtanga ki te rōpū COMMET/mahi ngātahi.</li> </ul>	<p>2016 ongoing</p> <p>2016 ongoing</p> <p>2016 ongoing</p> <p>2016 ongoing</p>	
<p>Kia piki ake ngā mōhiotanga pāngarau.</p>	<ul style="list-style-type: none"> <li>Ⓢ Whakaako whenū kē / integration</li> <li>Ⓢ Whakaako kupu pāngarau (Pākehā).</li> <li>Ⓢ Tautungia ngā wāhanga hei whakapakari ake.</li> <li>Ⓢ Whakarite huarahi whakawhiti ki te wharekura.</li> <li>Ⓢ Whakatau arotahinga / Whakamahi i ngā Whanaketanga Pāngarau</li> <li>Ⓢ Whakangūngū kaiako – i te kura, ngā kohi (Te Toi Tupu)</li> <li>Ⓢ Whakangūngū PRT - Namka</li> <li>Ⓢ Whakahoungia ngā raumei tau</li> </ul>	<p>2016-2018</p> <p>2016-2018</p> <p>2016 ongoing</p> <p>2016 ongoing</p> <p>2016 ongoing</p> <p>2016 ongoing</p> <p>2016</p>	

<p>Kia whakapakari mōhiotanga mō tēnei mea te ILE</p>	<ul style="list-style-type: none"> <li>④ Whakahaere Pakirehua</li> <li>④ Tirohia ngā rangahau</li> <li>④ Haere ki kura kē ki te tiroiro haere/wānanga tahi me ētehi atu kura (Rākaumangamanga/Stonfields)</li> </ul>	<p>2016 2016  2016-2017</p>	
<p>Kia whai kaha te kura ki te whakaako i ngā Mahi a te Rēhia - music, visual, drama, performing arts, kapa haka.</p>	<ul style="list-style-type: none"> <li>④ Whakarite huarahi hei whakapakari ake ngā pūkenga tamariki – ki rō kura/ki waho. Music House (Pūoro) 2016</li> <li>④ Whakahaere i te Kowhiringa Pūmanawa – toi, pūoro</li> <li>④ Whakapakari ake te taha auaha o ngā tamariki.</li> <li>④ Whakangūngū kaiako</li> <li>④ Whakatau kaiako e mōhio pai ana ki te whakaako, ā, he kaha nōna (specialists)</li> <li>④ Whakahaere rōpū kapa haka mō te kura – whakataetae ā rohe</li> <li>④ Whakatau pūtea hei tautoko.</li> </ul>	<p>2016 ongoing  2016  2016  Ia tau Ia rua tau  2016-2018  2016  2016 ongoing</p>	
<p>Kia ako i te Reo Tuatoru ki ngā akonga Tau 7 – 8.</p>	<ul style="list-style-type: none"> <li>④ Whakatau tangata matatau ki te tautoko.</li> <li>④ Rapu rauemi tautoko - MOE</li> <li>④ Whakatakoto hōtaka.</li> <li>④ Arotakengia te hōtaka.</li> </ul>	<p>2-16-2017</p>	
<p>Kia whakapakari ake ngā akoranga Tikanga ā iwi.</p>	<ul style="list-style-type: none"> <li>④ Tirohia ngā kaupapa whakaako: Tiriti o Waitangi, Declaration of Independence, Raupatu, Tolerance – other cultures, immigrants, Service to others</li> <li>④ Hāpai ngā āhuatanga motuhake o Tainui- Rikata, Kororeihana, Raupatu</li> <li>④ Whakaako tō tātou ake hītori – Aotearoa / reo/kura</li> <li>④ Haere ki tētehi marae o Tainui</li> </ul>	<p>Ia tau  2016-2018  Ia tau  Ongoing  Ia tau</p>	
<p>Kia hāpai tonu i ngā mahi hauora.</p>	<ul style="list-style-type: none"> <li>④ Whakaako / whakatakoto hōtaka mō te Hōkakatanga</li> <li>④ Mahitahi ki Te Whariki Takapou ki te hanga kōwae ako me te whakamātau anō hoki ki te taha o ngā tuākana.</li> <li>④ Whakatū hui mōe whānau (Hōkatanga/Te Tuakiri o te Tangata)</li> </ul>	<p>2016– 2017  2016  2016</p>	



<p>Kia whai huarahi tautoko i ngā tamariki Ihumanea.</p>	<ul style="list-style-type: none"> <li>Ⓢ Akoranga Koiri: Project Energize</li> <li>Ⓢ Hāpai i ngā uara o te kura.</li> <li>Ⓢ Whakaako pūkenga hapori</li> <li>Ⓢ Patuki Tahī – kaukau, kaiaka, oma whakawhiti whenua, kēmu hōtoke</li> <li>Ⓢ Whakahaere kōwhiringa pūmanawa – hākinakina/tēnihi</li> <li>Ⓢ Whakarite rōpū waka kōpapa mō te rikata. Tono pūtea tautoko.</li>   <li>Ⓢ Pātai ki ngā mātua/whānau o ngā tamariki hou (Uiui).</li> <li>Ⓢ Tāutungia nga tamariki me a rātou pūmanawa.</li> <li>Ⓢ Whakatau huarahi.hōtaka tautoko/Kowhiringa pūmanawa</li> <li>Ⓢ Whakawhānui ngā mōhiotanga o ngā kaiako.</li> <li>Ⓢ Whakawhānui ngā mōhiotanga o ngā whānau.</li> <li>Ⓢ Whakarite rauemi hei tautoko.</li> </ul>	<p>2016</p> <p>Ongoing</p> <p>Ia tau</p> <p>Ia tau</p> <p>2016</p> <p>2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ia tau</p> <p>Ia tau</p> <p>2016-2017</p>	
<p>Kia whai whakaaro ngā tamariki ki te taiao, me pēwhea te tiaki.</p>	<ul style="list-style-type: none"> <li>Ⓢ Whakatū tētehi Rōpū Taiao</li> <li>Ⓢ Whakatau ngā whāinga mō ia tau – hanga mahere rautaki.</li> <li>Ⓢ Tono putea</li> <li>Ⓢ Mahi tahi ki ngā mātua, ngā tāngata o te hapori.</li> <li>Ⓢ Whakatō, whakatipu kai.</li> <li>Ⓢ Tiaki i te pāmu noke.</li> <li>Ⓢ Tiaki i te pūwairākau.</li> <li>Ⓢ Whakapai i te kura -murals</li> <li>Ⓢ Hanaga māra kohatu</li> <li>Ⓢ Hanga wāhi takaro oneone</li> <li>Ⓢ Mahi hangarua – toenga kai, pepa</li> </ul>	<p>Ia tau</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2016</p> <p>Complete 2016</p> <p>2016</p> <p>Ongoing</p>	
<p>Kia aro atu ki ngā mātauranga Māori hei tūāpapa mō ngā akoranga.</p>	<ul style="list-style-type: none"> <li>Ⓢ Whakangūngū kaiako, wānanga – Te Aho Matua, Pakirehua, Te Aho Turoa</li> <li>Ⓢ Whakaritenga mahi a ngā kaiako – embedd in to planning</li> <li>Ⓢ Whakamahi ngā matanga/kaumātua hei tautoko.</li> </ul>	<p>2016-2018</p> <p>2016 – 2018</p> <p>2016-2018</p>	

<p>Kia whai wāhi ngā tamariki ki te ako i ngā pūkenga hangahanga.</p>	<ul style="list-style-type: none"> <li>④ Whakarite akoranga hangahanga (Young Engineers)</li> <li>④ Whakauru atu ngā tamariki ki ngā whakataetae Lego.</li> <li>④ Mahitahi ki a Jeanne Kerr mā.</li> </ul>	<p>2016-2017</p> <p>2016-2017</p> <p>2016-2017</p>	
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**STRATEGIC PLAN FOR CURRICULUM, SUPPORT PROGRAMMES,  
COMMUNITY PARTNERSHIP & TEACHER DEVELOPMENT  
2016-2018**

**Whāinga 1: *Kia whakakaha ake ngā tikanga o te kura (School Culture).***

Objectives	Strategies	Anticipated Duration / Responsibility	Self Review/ Reporting
<p>Kia hāngai tika ngā mahi a te kura ki tō Te Aho Matua.</p>	<ul style="list-style-type: none"> <li>⊙ Whakatū wānanga</li> <li>⊙ Me hāngai ngā mahi o te kura ki Te Aho Matua</li> <li>⊙ Whakaatu ngā mātāpono o TAM i roto i ngā mahi katoa.</li> <li>⊙ BOT PD – arotake / self review</li> <li>⊙ Whakatau pūtea tautoko /Tono pūtea.</li> <li>⊙ Review Kahikatea Tū ki te Uru</li> </ul>	<p>2016-2018</p> <p>2016 ongoing</p> <p>2016 ongoing</p> <p>2016-2018</p> <p>2016 ongoing</p> <p>2016</p>	
<p>Kia whakapakari ake ngā mahi ngātahi o te kura me te whānau.</p>	<ul style="list-style-type: none"> <li>⊙ Whakarite rārangi ingoa mō ngā pūkenga mātua.</li> <li>⊙ Whakahaere ohu mahi</li> <li>⊙ Akiaki ngā mātua / whakatū kaupapa.</li> <li>⊙ Whakakaha ake ngā mahi whakapā ake ki ngā mātua – ipurangi, pānui, waea, txt.</li> <li>⊙ Tāutu ngā rōpū tautoko ā hāpori nei.</li> <li>⊙ Whakatū wānanga e pā ana ki ngā marau, ngā akoranga, ngā pūkenga mātua</li> <li>⊙ Whakatinanahia Kahikatea Tū ki te Uru.</li> <li>⊙ Whakahaere tīma hākinakina</li> <li>⊙ Whakahaere te Mana Tōpū hei rōpū tautoko/kohi pūtea mō ngā whānau</li> <li>⊙ Whai wāhi ngā mātua ki te whakamahi pūkenga ki roto i te kura – Kōwhiringa Pūmanawa</li> </ul>	<p>2016 ongoing (Enrolment)</p> <p>2016-2018</p> <p>2016 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2016-2018</p> <p>2016-2018</p> <p>Ongoing</p> <p>Ia mārama</p> <p>2016</p>	

# STRATEGIC PLAN FOR CURRICULUM, SUPPORT PROGRAMMES, COMMUNITY PARTNERSHIP & TEACHER DEVELOPMENT 2016-2018

## Whāinga 2: *Kia whakawhānui te puna rauemi.*

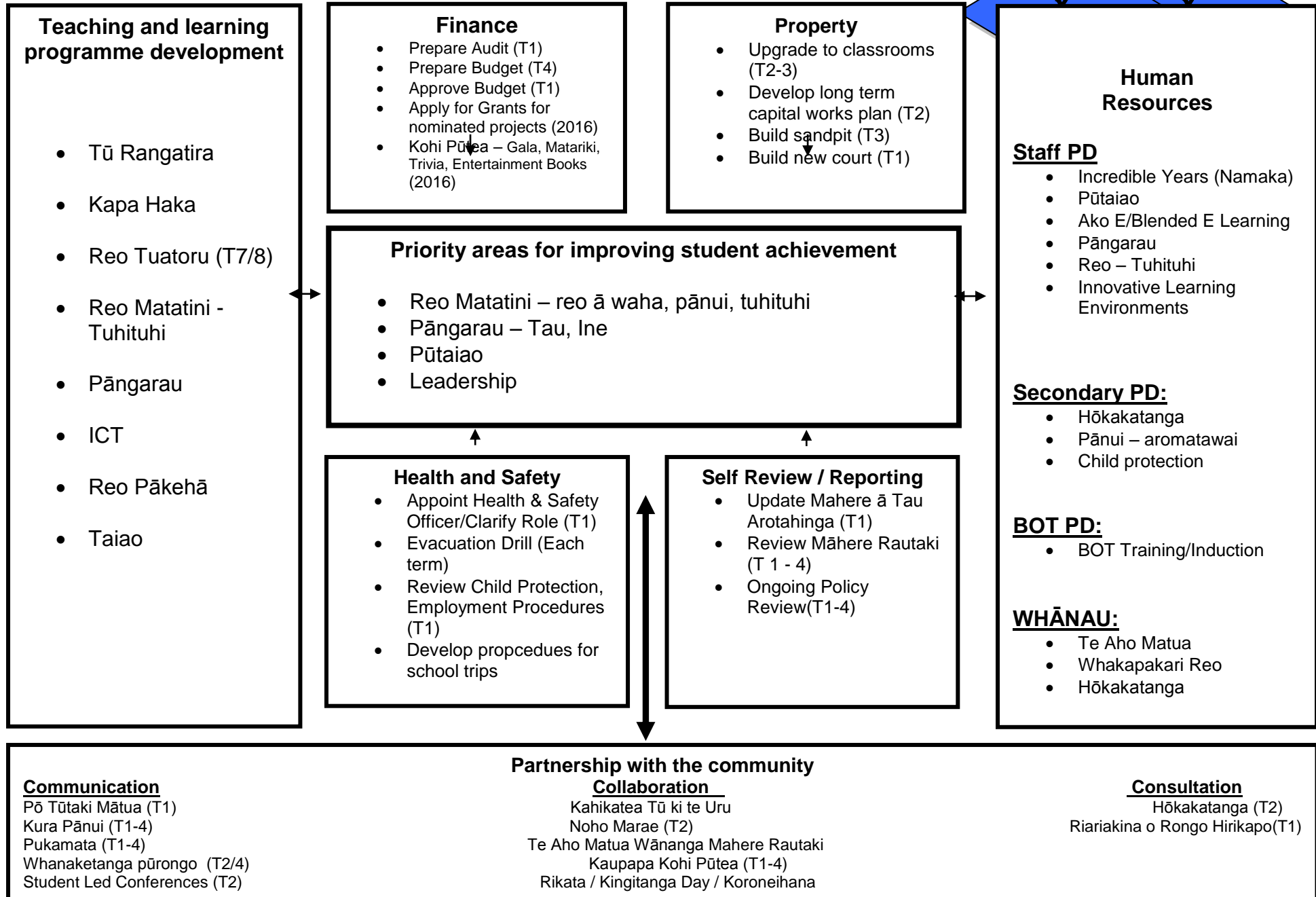
Objectives	Strategies	Anticipated Duration	Self Review/ Reporting
<p>Kia whakatau kaiako matatau ki te whakaako tamariki, matatau ki te reo hoki.</p>	<ul style="list-style-type: none"> <li>☉ Whakarite kaiako mō ia tau.</li> <li>☉ Whārikihia he huarahi mō ngā tau kei mua (succession plan).</li> <li>☉ Whakarite huarahi kia āhei ngā kaiako te anga whakamua, te whai haepapa mahi hei whakapakari anō i a rātou (Career Pathways).</li> <li>☉ Kimihia ngā kaiako motuhake mō ētehi kaupapa – kapa haka, mahi toi, pūoro, reo tuatoru, ICT, ILE etc.</li> </ul>	<p>Ia tau</p> <p>2016-2018</p> <p>Ia tau</p> <p>2016 ongoing</p>	
<p>Kia tiro whakamua ki te āhua o te kura, ngā wawata ā whare nei, ā nama nei.</p>	<ul style="list-style-type: none"> <li>☉ Whakawhanake he mahere mō te hanga whare (Capital Works)</li> <li>☉ Whakawhanake he mahere rauemi hei tautoko i ngā whāinga o te kura. eg. Sports uniforms, computer suite, interactive whiteboards, laptops for students, musical instruments, sound system, gym, hall, whare kai .</li> <li>☉ Whakatū wāhi onepū mō ngā teina.</li> </ul>	<p>2016</p> <p>Ongoing</p> <p>2016 ongoing</p> <p>2016</p>	
<p>Kia eke ngā mahi o te BOT ki te taumata e tika ana.</p>	<ul style="list-style-type: none"> <li>☉ Whakangūngū Poari - Te Aho Matua / ERO / Planning &amp; Reporting/NZSTA</li> <li>☉ BOT Elections 2016</li> <li>☉ Induction for new members</li> <li>☉ Arotake i ngā mahi a te BOT</li> </ul>	<p>2016 ongoing</p> <p>2016</p> <p>2016</p> <p>Ongoing</p>	

<p>Kia whakaoti ngā tohu mō nga akomanga.</p> <p>Kia whakapakari ake te whakawhitinga o ngā tamariki mai i te kōhanga reo ki te kura.</p> <p>Kia whakatinanahia ngā āhuatanga o Tātaiako.</p> <p>Kia whakakaha ake te whanaungatanga ki waenga nui i ngā KKM o Waikato (Patuki Tahī)</p> <p>Arotakengia te Mahere Rautaki o te kura</p>	<ul style="list-style-type: none"> <li>Ⓞ Whakatau ko wai te tiatangata.</li> <li>Ⓞ Whakawhanake tētehi succession plan.</li> <li>Ⓞ Whakatau mahere arotake i te Mahere Rautaki</li>   <li>Ⓞ Hanga tohu mō ngā akomanga hou – Te Puawai</li> <li>Ⓞ Whakatau putea</li>   <li>Ⓞ Mahitahi ki Te Whare Wānanga o Waikato me Te Kōhanga Reo o Ngā Kuaka (TLRI): Riariakina o Rongo Hirikapo.</li> <li>Ⓞ Whakahaere hui mō ngā mātua ki te whakaatu ngā kitenga, ngā hua o te rangahau.</li> <li>Ⓞ Tuku kauhau i ngā hui a motu, ā ao hoki - Chicago 2015</li>   <li>Ⓞ Whakauru atu whāinga ki ngā JDs.</li>   <li>Ⓞ Huitahi ngā kaiako.</li> <li>Ⓞ Whakarite hōtaka mō te taua.</li> <li>Ⓞ Whakahaere kaupapa hakinakina ā kura, toi ā kura.</li>   <li>Ⓞ Tuku pepa pātai ki te whānau.</li> <li>Ⓞ Whakahaere hui ā whānau</li> <li>Ⓞ Whakakao ngā whakaaro</li> <li>Ⓞ Tuhia he tuhinga tuatahi</li> <li>Ⓞ Tuku ki te whānau</li> <li>Ⓞ Whakatau mō te tau 2016 – 2018</li> <li>Ⓞ Tukuna ki te MOE</li> </ul>	<p>Ia tau – hui tuatahi</p> <p>2016</p> <p>2016 - 2018</p> <p>2016</p> <p>2016</p> <p>2016</p> <p>2016</p> <p>2015 ongoing</p> <p>Wāhanga 2, 2015</p> <p>Wāhanga 2- 3, 2015</p> <p>Wāhanga 3, 2015</p> <p>Wāhanga 3, 2015</p> <p>Tīmatanga Wāhanga 4, 2015</p> <p>Tīmatanga 2016</p>	
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# ANNUAL PLAN OVERVIEW FOR Tōku Māpihi Maurea Kura Kaupapa Māori

Year 2016

Annual Plan



**Tōku Māpihi Maurea Kura Kaupapa Māori**  
**2016 ANNUAL PLAN – REO MATATINI AIMS AND TARGETS (PĀNUI)**

**Strategic Aim:**

All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Whanaketanga Rumaki Māori (NWRM).

**Annual Aim:**

All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to NWRM Reo Matatini by the end of the year.

**Evidence/baseline data:**

Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to NWRM – PĀNUI

- One out of eleven Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to NWRM.
- One out of fourteen Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to NWRM.
- One out of fifteen Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to NWRM.
- One out of eleven Tau 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to NWRM.
- One out of twelve Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to NWRM.

**Targets:**

Five learners across all year levels require more support to achieve or exceed NWRM Reo Matatini (Pānui) expectations. There is a need for a more tailored programme of support to be put in place by the end of Term 1.

- All Tau 2 learners who were progressing towards achieving NWRM Pānui will be achieving or exceeding expectations for NWRM Pānui KKe+ (Whanaketanga 2) by the end of Tau 3.
- All Tau 4 learners who were progressing towards achieving NWRM Pānui will be achieving or exceeding expectations for NWRM Pānui KKP+ (Whanaketanga 3) by the end of Tau 5.
- All Tau 5 learners who were progressing towards achieving NWRM Pānui will be achieving or exceeding expectations for NWRM Pānui KPe+ (Whanaketanga 3) by the end of Tau 6.
- All Tau 6 learners who were progressing towards achieving NWRM Pānui will be achieving or exceeding expectations for NWRM Pānui KPi (Whanaketanga 4) by the end of Tau 7.
- All Tau 7 learners who were progressing towards achieving NWRM Pānui will be achieving or exceeding expectations for NWRM Pānui KPi (Whanaketanga 4) by the end of Tau 8.

Actions to achieve targets	Timing	Responsibility	Resourcing
1. Review progress and achievement data with staff for all learners who require tailored support.	Term 1, 2016	Tumuaki/Lead Teacher	Nil
2. Determine the learning needs of each of these learners (5) and implement tailored programmes to meet their individual needs.	Term 1, 2016	Pouako/Kaiako/ Kaiawhina/Whānau	\$14 000 Teacher Aid Support  HLN Referral

3. Ongoing monitoring of these learners at Whānau Hui. Report to Hui Pouako ia wāhanga.	Ongoing throughout the year	Kaiako/Pouako/Tumuaki	-
4. Review and refine current programmes in pānui and build on best practice.	Term 1 - 4, 2016	Tumuaki/Lead Teacher	-
5. Establish pānui tuakana-teina support for learners.	Ongoing throughout the year	Kaiako	-
6. Work with whānau to support home reading programme.	Ongoing throughout the year	Kaiako/Whānau	
7. Work with whānau in and around ways of supporting tamariki at home with pānui (TTT Programme).	Term 1-4, 2016	Tumuaki/Lead Teacher/RTL B/Whānau	-
8. PLD aligned to specific teacher identified needs.	Ongoing throughout the year	Tumuaki/Lead Teacher	



**Tōku Māpihi Maurea Kura Kaupapa Māori**  
**2016 ANNUAL PLAN – REO MATATINI AIMS AND TARGETS (TUHITUHI)**

**Strategic Aim:**

All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Whanaketanga Rumaki Māori (NWRM).

**Annual Aim:**

All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to NWRM Reo Matatini by the end of the year.

**Evidence/baseline data:**

Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to NWRM – TUHITUHI

- Three out of eleven Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to NWRM.
- Three out of seventeen Tau 3 learners require a tailored learning programme to ensure they experience accelerated success in Tau 4 to achieve success in relation to NWRM.
- One out of fourteen Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to NWRM.
- Three out of fifteen Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to NWRM.
- Five out of eleven Year 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to NWRM.
- Five out of twelve Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to NWRM.

**Targets:**

Twenty learners (90% boys) across all year levels require more support to achieve or exceed NWRM Reo Matatini (Tuhituhi) expectations. There is a need for a more tailored programme of support to be put in place by the end of Term 1.

- All Tau 2 learners who were progressing towards achieving NWRM Tuhituhi will be achieving or exceeding expectations for NWRM Tuhituhi Kiekie+ /Ka Whai Huruuru +/1 He Pakari 2 + (Whanaketanga 2) by the end of Tau 3.
- All Tau 3 learners who were progressing toward achieving NWRM Tuhituhi will be achieving or exceeding expectations for NWRM Tuhituhi Taumata 2 -3/Pingao/ Ka Whau Huruuru/Ka Marewa+ (Whanaketanga 2) by the end of Tau 4.
- All Tau 4 learners who were progressing toward achieving NWRM Tuhituhi will be achieving or exceeding expectations for NWRM Tuhituhi Taumata 2 -3/Pingao/Ka Marewa+ (Whanaketanga 3) by the end of Tau 5.
- All Tau 5 learners who were progressing toward achieving NWRM Tuhituhi will be achieving or exceeding expectations for NWRM Tuhituhi Taumata 3/Pingao/Ka Marewa+ (Whanaketanga 3-4) by the end of Tau 6.
- All Tau 6 learners who were progressing towards achieving NWRM Tuhituhi will be achieving or exceeding expectations for NWRM Tuhituhi Miro/ Ka marewa-Ka Rere/Taumata 4+ (Whanaketanga 4) by the end of Tau 7.
- All Tau 7 learners who were progressing toward achieving NWRM Tuhituhi will be achieving or exceeding expectations for NWRM Tuhituhi Miro/Ka Rere/Taumata 4+ (Whanaketanga 4-5) by the end of Tau 8.

Actions to achieve targets	Timing	Responsibility	Resourcing
1. Review progress and achievement data with staff for all learners who require tailored support.	Term 1, 2016	Tumuaki/Lead Teacher	Nil
2. Determine the learning	Term 1, 2016	Pouako/Kaiako/	\$14 000

needs of each of these learners (20) and implement tailored programmes to meet their individual needs.		Kaiawhina/Whānau	Teacher Aid Support
3. Ongoing monitoring of these learners at Whānau Hui. Report to Hui Pouako ia wāhanga.	Ongoing throughout the year	Kaiako/Pouako/Tumuaki	-
4. Review and refine current programmes in uhituhi and build on best practice.	Term 1 - 4, 2016	Tumuaki/Lead Teacher	-
5. Work with whānau to support Tuhituhi Programme.	Ongoing throughout the year	Kaiako/Whānau	
6. PLD aligned to specific teacher identified needs with an emphasis on engaging boys with tuhituhi - Kia Ata Mai Educational Trust - Community of Learners 2016	Ongoing throughout the year	Tumuaki/Lead Teacher	\$3000 Teacher Release

**Tōku Māpihi Maurea Kura Kaupapa Māori**  
**2016 ANNUAL PLAN – REO MATATINI AIMS AND TARGETS (REO Ā WAHA)**

**Strategic Aim:**

All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Whanaketanga Rumaki Māori (NWRM).

**Annual Aim:**

All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to NWRM Reo Matatini by the end of the year.

**Evidence/baseline data:**

Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to NWRM – REO Ā WAHA

- Two out of eleven Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to NWRM.
- One out of fourteen Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to NWRM.
- One out of fifteen Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to NWRM.
- Three out of eleven Tau 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to NWRM.
- Four out of twelve Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to NWRM.

**Targets:**

Eleven learners across all year levels require more support to achieve or exceed NWRM Reo Matatini (Reo ā waha ) expectations . There is a need for a more tailored programme of support to be put in place by the end of Term 1.

- All Tau 2 learners who were progressing towards achieving NWRM Reo ā waha will be achieving or exceeding expectations for NWRM Reo ā waha Kiekie /1 He Pakari 2 + (Whanaketanga 2) by the end of Tau 3.
- All Tau 4 learners who were progressing towards achieving NWRM Reo ā waha will be achieving or exceeding expectations for NWRM Reo ā waha Pīngao / Taumata 2-3+ (Whanaketanga 3) by the end of Tau 5.
- All Tau 5 learners who are progressing towards achieving NWRM Reo ā waha 1 He Pīpī will be achieving or exceeding expectations for NWRM Reo ā waha Taumata 3+ (Whanaketanga 3) by the end of Tau 6.
- All Tau 6 learners who were progressing towards achieving NWRM Reo ā waha will be achieving or exceeding expectations for NWRM Reo ā waha Miro / Taumata 4+ (Whanaketanga 4) by the end of Tau 7.
- All Tau 7 learners who were progressing towards achieving NWRM Reo ā waha will be achieving or exceeding expectations for NWRM Reo ā waha Taumata 4+ (Whanaketanga 4) by the end of Tau 8.

Actions to achieve targets	Timing	Responsibility	Resourcing
1. Review progress and achievement data with staff for all learners who require tailored support.	Term 1, 2016	Tumuaki/Lead Teacher	Nil
2. Determine the learning needs of each of these learners (11) and implement tailored programmes to meet their individual needs.	Term 1, 2016	Pouako/Kaiako/Kaiawhina/Whānau	\$14 000 Teacher Aid Support
3. Ongoing monitoring of these learners at Whānau	Ongoing throughout the	Kaiako/Pouako/Tumuaki	-

Hui. Report to Hui Pouako ia wāhanga.	year		
4. Review and refine current programmes in Reo ā waha and build on best practice including mahi whakarongo/kōrero.	Term 1 - 4, 2016	Tumuaki/Lead Teacher	-
5. Work with whānau to increase use of reo Māori at home.	Ongoing throughout the year	Kaiako/Whānau	
6. Work with whānau in and around ways of supporting tamariki at home with Reo ā waha.	Term 1-4, 2016	Tumuaki/Lead Teacher/RTL B/Whānau	-
9. PLD aligned to specific teacher identified needs.	Ongoing throughout the year	Tumuaki/Lead Teacher	\$3000 Teacher Release

**Tōku Māpihi Maurea Kura Kaupapa Māori**  
**2016 ANNUAL PLAN – PĀNGARAU AIMS AND TARGETS (TAU)**

**Strategic Aim:**

All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Whanaketanga Rumaki Māori (NWRM).

**Annual Aim:**

All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to NWRM Pāngarau by the end of the year.

**Evidence/baseline data:**

Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to NWRM - TAU

- One out of fourteen Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to NWRM.
- Two out of fifteen Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to NWRM.
- Seven out of twelve Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to NWRM.

**Targets:**

Ten learners across all year levels require more support to achieve or exceed NWRM Pāngarau (Tau) expectations. There is a need for a more tailored programme of support to be put in place by the end of Term 1.

- All Tau 4 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 3a /Kaupae 6 by the end of Tau 5.
- All Tau 5 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 3e /Kaupae 6 by the end of Tau 6.
- All Tau 7 learners who were progressing towards achieving NWRM Pāngarau 6 will be achieving or exceeding expectations for NWRM Pāngarau 4e /Kaupae 7-8+ by the end of Tau 8.

Actions to achieve targets	Timing	Responsibility	Resourcing
1. Review progress and achievement data with staff for all learners who require tailored support.	Term 1, 2016	Tumuaki/Lead Teacher	Nil
2. Determine the learning needs of each of these learners (10) and implement tailored programmes to meet their individual needs.	Term 1, 2016	Pouako/Kaiako/ Kaiawhina/Whānau	\$14,000 Teacher Aid Support
3. Review coverage and balance of the Pāngarau strands. Develop and implement a balanced curriculum plan.	Term 1, 2016	Tumuaki/Lead Teacher	-
4. Develop PLD plan based on needs analysis - whole kura, linked to annual targets.	Term 1-4, 2016	Tumuaki/Lead Teacher	-
5. PLD aligned to needs in year levels – Tau (in	Ongoing throughout the year	Tumuaki/Lead Teacher	\$1000 Teacher Release

relation to data), specific teacher identified needs.			
6. Develop and implement a home-kura Pangarau learning programme for whānau and learners requiring tailored support	Ongoing throughout the year	Tumuaki/Lead Teacher/ Classroom Teacher	\$500 (Resources)

**Tōku Māpihi Maurea Kura Kaupapa Māori**  
**2016 ANNUAL PLAN – PĀNGARAU AIMS AND TARGETS (INE)**

**Strategic Aim:**

All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Whanaketanga Rumaki Māori (NWRM).

**Annual Aim:**

All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to NWRM Pāngarau (INE) by the end of the year.

**Evidence/baseline data:**

Analysis of kura wide data shows that the majority of learners are not achieving or exceeding expectations in relation to NWRM – INE.

- All (12/12) Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to NWRM.
- Neraly all (10/11) Tau 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to NWRM.
- All (15/15) Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to NWRM.
- All (14/14) Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to NWRM.
- All (17/17) Tau 3 learners require a tailored learning programme to ensure they experience accelerated success in Tau 4 to achieve success in relation to NWRM.
- Most (8/10) Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to NWRM.
- Some (4/16) Tau 1 learners require a tailored learning programme to ensure they experience accelerated success in Tau 2 to achieve success in relation to NWRM.

**Targets:**

80 learners across all year levels require more support to achieve or exceed NWRM Pāngarau (INE) expectations. There is a need for a more tailored programme of support to be put in place by the beginning of Term 2.

- All Tau 8 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 4e+ by the end of the year.
- All Tau 7 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 4a+ by the end of the year.
- All Tau 6 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 3e+ by the end of the year.
- All Tau 5 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 3a+ by the end of the year.
- All Tau 4 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 2e+ by the end of the year.
- All Tau 3 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 2a+ by the end of the year.
- All Tau 2 learners who were progressing towards achieving NWRM Pāngarau will be achieving or exceeding expectations for NWRM Pāngarau 1e+ by the end of the year.
- All Tau 1 (that have been at kura for 12 months) learners will be achieving or exceeding expectations for NWRM Pāngarau 1a+ by the end of the year.

Actions to achieve targets	Timing	Responsibility	Resourcing
1. Review progress and achievement data with staff for all learners who require tailored support.	Term 1, 2016	Tumuaki/Lead Teacher	Nil
2. Determine the learning needs	Term 1, 2016	Pouako/Kaiako/	\$14,000

of each of these learners (80) and implement tailored programmes to meet their individual needs.		Kaiawhina/Whānau	Teacher Aid Support
3. Review coverage and balance of the Pāngarau strands. Develop and implement a balanced curriculum plan.	Term 1, 2016	Tumuaki/Lead Teacher	-
4. Develop PLD plan based on needs analysis - whole kura, linked to annual targets.	Term 1, 2016	Tumuaki/Lead Teacher	-
5. PLD aligned to needs in year levels – Taurira me te Pānga (in relation to data), specific teacher identified needs.	Ongoing throughout the year	Tumuaki/Lead Teacher	\$1000 Teacher Release
6. Develop and implement a home-kura Pāngarau learning programme for whānau and learners requiring tailored support	Ongoing throughout the year	Tumuaki/Lead Teacher/ Classroom Teacher	\$500 (Resources)