



MIMI SCHOOL

# Te Kura o Mimitangiataua

## Mimi School

# Planning & Reporting

## 2024 - 2025

[Supporting Documentation](#)

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Vision: Where the Country, Coast and Classroom meet we **THINK ASK DO DISCOVER TOGETHER**

# Te Kura o Mimitangiātua Mimi School

## Strategic Plan 2024 - 2025

At Mimi School we encourage our tamariki to uplift our values of:

**KIA MAIA** - COURAGE

**KIA MANAWANUI** - PERSEVERANCE

**NGĀKAU MĀHAKI** - RESPECT

**MANA MOTUHAKE** - INDEPENDENCE

### STRATEGIC GOALS

Implementation of localised curriculum and unpacking the refresh of the English and Maths curriculum.

All ākonga are immersed in an inclusive and safe environment where everyone has the opportunity to learn, achieve, make progress and celebrate success across the curriculum.

Collaboratively develop a school environment that encourages all stakeholders to thrive in the four health dimensions of Te Whare Tapa Wha.

### INDICATORS

Learners at the centre  
Barrier Free Access  
Quality Teaching and Leadership

Learners at the centre  
Barrier Free Access  
Quality Teaching and Leadership

Learners at the centre  
Barrier Free Access  
Quality Teaching and Leadership

### WHAT WILL THIS LOOK LIKE?

Kaiako/teachers sharing ideas, high expectations and evidence of growth with each other that ensures all ākonga are successful. Classroom programmes to reflect local and wider histories using a variety of narratives.

All areas of the curriculum are valued (Educational, The Arts, Te Reo me ona Tikanga, Science, Sporting and Citizenship, etc) and given importance. Kaiako will use a range of evidence and assessment to support teaching and learning opportunities for all ākonga. While ensuring that progress is made across core curriculum areas.

Kaiako and leadership will develop their understanding of hauora and the Whare Tapa Wha model. Te Whare Tapa Wha will be implemented through our Values and Physical Education and Health programmes. Our environment will be safe and a place of belonging. Kaiako and leadership will ensure that needs of all are well supported.

### SCHOOL VALUES & VISION

Mana Motuhake, Ngākau Māhaki, Kia Manawanui

Think, Ask, Do, Discover, Together

Kia Maia, Kia Manawanui, Ngākau Māhaki

Think, Ask, Do, Discover, Together

Mana Motuhake, Ngākau Māhaki, Kia Maia, Kia Manawanui

Think, Ask, Do, Discover, Together

Motto: "Kia Manawanui, Kia Manawa Piharau - Keep Honour Bright"

# Ko wai mātou - Who are we?

## Our Learning Community

Te Kura o Mimitangiatua, Mimi School is situated in a unique position where the country, coast and classroom meet. The special rural character of Mimi School is celebrated and enjoyed in all our learning and teaching. Our W'ānau, iwi, and other groups within our learning community bring with them their own expertise, knowledge and passion to support us all as a community. Mimitangiatua prides itself on the place it holds in the centre of our rural community. Our kura is special place for many of our whānau who have resided in the area for many years and have attended Mimi as either a 2nd, 3rd or 4th generation. Whānau who move to our community develop a strong connection too.

## Our Rohe – Our Area

Our school name Mimi derives from a tupuna (ancestor) named Mimitangiatua who resided along the awa hundreds of years ago. Many whānau who attend or have attended Mimi School are direct descendants of Mimitangiatua. Our kura sits within the rohe (area) of Te Kekerewai a hāpu of Ngāti Mutunga. We have the Mimitangiatua river located just down the hill which was abundant in kai to feed those living in the area and continues to do so today. Kai included pipi, pupu (cats eye), tio (oyster), patiki (flounder) and Inanga (whitebait). The awa (river) was also known as Te Wai o Mihirau. Mihirau was an ancestress was a prominent woman for that time. The local moana named Te Wairoa is also at the mouth of the Mimitangiatua River with Waitoetoe to the west. Mimi School is closely surrounded by many significant pā site along the Mimitangiatua River.

### SUPPORTING DOCUMENTATION

New Zealand Curriculum / Te Mātaiaho  
School Curriculum and Assessment Plan  
School Policies and Procedures  
Annual Plan / Targets / Schoolwide  
Review  
School BOT Reporting  
5 and 10 year Property Plan  
Te Tiriti o Waitangi  
Ka Hikitia  
Tū Rangatira  
Tātaiako  
Te Hurihanganui  
Job Descriptions / Professional Growth  
Cycle  
Te Matauranga  
The Statement of National Education  
and Learning Priorities (NELP)

### SPECIAL EDUCATION

Students with special needs are supported in their learning so they can progress in relation to the New Zealand Curriculum and in alignment with our school learning priorities. Support will be sought from external agencies to assist students, whanau and teachers.

### TE TIRITI O WAITANGI

We give effect to Te Tiriti o Waitangi by valuing and nurturing New Zealand's cultural heritage. Our School Board of Trustees will provide opportunities in and through Te Ao Māori, Te Reo and Tikanga Māori to the best of its ability. Whānau engagement is valued. We strive for Māori to achieve success as Māori. School is inclusive, diversity is celebrated and all learners' needs are supported to achieve to their full potential.

### CULTURAL DIVERSITY

We celebrate cultural diversity and practice inclusivity. We recognise that our own demeanour and heritage will impact on the interactions with children of all cultures.

### NZC KEY COMPETENCIES:

Using language. Symbols and texts, Thinking, Managing Self, Relating to others and Participating and Contributing

### NZC PRINCIPLES

High expectations, Te Tiriti o Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, and Coherence and Future focus.

# Strategic Goal 1

**Strategic Goal 1:** Implementation of localised curriculum and unpacking the refresh of the English and Maths curriculum.

**Kāwanatanga - Honourable Governance** - A shared decision making process with whānau, hapū and iwi is embedded. Communication is meaningful, ongoing, reciprocal and transparent.

**Rangatiratanga - Agency** - Te Reo Māori, tikanga and kawa appropriate to local context is valued, practised and celebrated.

Indicator	Goal	Annual Improvement Goals	Evidence
<b>Learners at the Centre</b>	Classroom programmes reflect our local as well as wider histories and are done so using a variety of narratives and perspectives.	Unit plans (which include all areas of the curriculum where integrated) reflect local, regional and national histories that are relevant and accurate to our place.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are empowered, and can confidently share the different narratives and perspectives.</li> <li><input type="checkbox"/> Begin implementation of our new Inquiry model linked to our school vision of: <b>Think, Ask, Do, Discover, Together</b></li> </ul>
<b>Barrier Free Access and Quality Teaching and Leadership</b>	Staff plan and teach Te Reo me ona Tikanga across our kura and in classroom spaces so that our endeavours become deliberate actions.	Ngāti Mutungatanga and Te Reo me ona Tikanga is embedded within and throughout our kura. Staff pronouncing te reo Māori correctly, while confidently using common phrases.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planned teaching and learning</li> <li><input type="checkbox"/> Ākonga know the importance of whakatauki, waiata, pepeha</li> <li><input type="checkbox"/> Leadership and staff modelling correct pronunciation</li> <li><input type="checkbox"/> Observations - Feedback/Feedforward</li> <li><input type="checkbox"/> Class &amp; School-wide Paepae</li> <li><input type="checkbox"/> Assemblies</li> </ul>
<b>Barrier Free Access</b>	Ensure robust teaching and learning programmes are in place to enable all ākonga to be successful across every area of the curriculum.	Ongoing support and discussions had around effective pedagogical practices and programmes to ensure all learners can achieve and celebrate success.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom programmes are robust and teaching and learning is enhanced and shows growth, progress and achievement for all.</li> </ul>
<b>Quality Teaching and Leadership</b>	Leaders and staff to undertake and implement PLD for all teaching staff around Te Mātaiaho including English and Maths.	Schoolwide PLD is planned with a focus each week for co-leads to discuss and unpack their core curriculum area.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Te Mātaiaho changes are evident in planning and teaching programmes. Staff are on the same page supporting in a collaborative and supportive environment.</li> </ul>

# Annual Improvement Plan

**Strategic Goal 1:** Implementation of localised curriculum and unpacking the refresh of the English and Maths curriculum.

**Kāwanatanga - Honourable Governance** - A shared decision making process with whānau, hapū and iwi is embedded. Communication is meaningful, ongoing, reciprocal and transparent.

**Rangatiratanga - Agency** - Te Reo Māori, tikanga and kawa appropriate to local context is valued, practised and celebrated.

Indicator	Action
<p><b>Learners at the Centre</b> Classroom programmes reflect our local as well as wider histories and are done so using a variety of narratives and perspectives.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to provide opportunities for staff to upskill themselves on local and regional history so they begin to feel comfortable teaching this.</li> <li><input type="checkbox"/> Clear plan that all staff follow in order to ensure that we are imparting information that is agreed to by iwi (Ngāti Mutunga)</li> <li><input type="checkbox"/> Linked to culture and identity so that this is enhanced for our students and their whānau</li> </ul>
<p><b>Barrier Free Access and Quality Teaching and Leadership</b> Staff plan and teach Te Reo me ona Tikanga across our kura and in classroom spaces so that our endeavours become deliberate actions.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal to develop focus in consultation with kaiako for each term. Where possible, align focus with Inquiry.</li> <li><input type="checkbox"/> Using school-wide reo marau (draft) to ensure we are planning explicitly for what we are teaching.</li> <li><input type="checkbox"/> Provide sessions at staff hui to support kaiako with karakia, phrases, key kup and etc</li> <li><input type="checkbox"/> Senior class to continue developing their confidence with paepae. Ensure the word paepae is unpacked along with key aspect of Pae.</li> <li><input type="checkbox"/> Whole kura to come together once a week to take part in paepae, providing tamariki from Matai and Kowhai to participate in pae.</li> <li><input type="checkbox"/> Provide opportunities for our senior boys to speak on the pae when welcoming new whānau/tamariki each term.</li> <li><input type="checkbox"/> Continue to create a school environment where te reo me ona tikanga is heard and used.</li> <li><input type="checkbox"/> Encourage kaiako to continue to take up opportunities to develop knowledge, understanding and pronunciation in te reo me ona tikanga</li> </ul>
<p><b>Barrier Free Access</b> Ensure robust teaching and learning programmes are in place to enable all ākonga to be successful across every area of the curriculum.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher in Charge of Assessment to provide continued support to unpack assessment tools to inform practices in these areas.</li> <li><input type="checkbox"/> Planning regularly checked to ensure programmes are catering to all learners.</li> <li><input type="checkbox"/> Programmes are engaging, purposeful, and planned for.</li> </ul>
<p><b>Quality Teaching and Leadership</b> Leaders and staff to undertake and implement PLD for all teaching staff around Te Mātaiaho including English and Maths.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum co-lead hui for English and Mathematics have been planned for terms one and two.</li> <li><input type="checkbox"/> Curriculum co-leads will become experts in their area and help to upskill teaching staff in English and Mathematics.</li> <li><input type="checkbox"/> Ongoing PLD to be attended as and when it arrives to ensure best practice is being shared.</li> <li><input type="checkbox"/> Developing a shared understanding about how Understand, Know, Do fit alongside our newly developed inquiry model aligned to our school vision of <b>Think, Ask, Do, Discover, Together.</b></li> <li><input type="checkbox"/> Curriculum co-leads to analyse and unpack how our Mimitangiatua Reading, Writing and Maths progressions link alongside the refreshed curriculum areas of English and Maths and the progress outcomes.</li> <li><input type="checkbox"/> A living local curriculum</li> </ul>

# Strategic Goal 2

**Strategic Goal 2:** All ākonga are immersed in an inclusive environment where everyone has the opportunity to learn, achieve, make progress and celebrate success across the curriculum.

**Oritetanga** - In the interest of all, Māori have the same rights and opportunities and inequalities are removed to ensure equitable outcomes. Education content and delivery reflects Aotearoa and our dual heritage (past, present, and future), Equitable representation of Mātauranga Māori, Re, tikanga and etc.

Indicator	Goal	Annual Improvement Goals	Evidence
<p><b>Quality Teaching and Leadership</b>  <b>Learners at the Centre</b>  <b>Barrier Free Access</b></p>	<p>Assessment data is unpacked and used to support teaching and learning where programmes are effectively planned and not left to chance. Kaiako also provide exciting experiences to engage all ākonga.</p>	<p>Students are engaged and motivated learners who can attain the highest possible standard in educational achievement.</p>	<ul style="list-style-type: none"> <li>❑ Staff development around assessment and data.</li> <li>❑ Collaborative planning across team teaching opportunities</li> <li>❑ Everyone aware of 'next learning steps' and goals.</li> <li>❑ Assessment tools unpacked and used to identify groupings and explicit teaching</li> <li>❑ Long Term Plans and Unit Plans</li> <li>❑ Professional Growth Cycles</li> <li>❑ Implementation of Better Start Literacy</li> <li>❑ Unpacking and implementing new English and Maths curriculum across our planning and teaching practices</li> </ul>
<p><b>Learners at the Centre and Barrier Free Access</b></p>	<p>All areas of the curriculum are valued - Educational, the ARTs, Sporting and Citizenship - and all are given equal importance.</p>	<p>Our students are our 'why' and are at the centre of all decision making. This is so that ākonga do not miss out on opportunities that allows them to experience success, regardless of curriculum area.</p>	<ul style="list-style-type: none"> <li>❑ Planning and practice reflects importance of all curriculum areas.</li> <li>❑ School calendar identifies all important events.</li> <li>❑ Shared awareness of students and needs</li> </ul>

# Annual Improvement Plan

**Strategic Goal 2:** All ākonga are immersed in an inclusive environment where everyone has the opportunity to learn, achieve, make progress and celebrate success across the curriculum.

**Ōritetanga - Equity** - Equitable representation of Mātauranga Māori, Reo, tikanga etc.

Indicator	Action
<p><b>Quality Teaching and Leadership , Learners at the Centre and Barrier Free Access</b> - Assessment data is unpacked and used to support teaching and learning opportunities and provide exciting experiences as they arise so that learning is planned for and not left to chance.</p>	<ul style="list-style-type: none"> <li>❑ Using Mimitangiatua reading, writing and maths progressions to track where learners are at and their next steps.</li> <li>❑ Use assessment in a purposeful way that ensures all learners make progress across core curriculum areas.</li> <li>❑ Continue to grow our knowledge and understanding of assessment so that it is reflected in planning and explicit teaching is evident in our classrooms.</li> <li>❑ Collaboratively work together as a staff to align our reading, writing and maths progressions against the progress outcome steps in the refreshed English and Mathematics curriculum ready for 2025.</li> <li>❑ Continue to utilise our area and region to provide our tamariki with engaging and exciting learning opportunities (Te Rangī Hiroa memorial, Mimi awa, curious minds (riparian planting &amp; koura), science experiments (fair), The Arts and etc.</li> <li>❑ Assessment is evident in planning (unit &amp; weekly planning)</li> <li>❑ Kowhai &amp; Matai developing pedagogical knowledge to implement Better Start Literacy alongside support staff and reading recovery teacher.</li> <li>❑ Four open evenings/day throughout the year - Literacy &amp; mathematics evening, Turangawaewae showcase and Talent show</li> <li>❑ Continue to use Hero to communicate achievement, successes and next steps to whānau</li> <li>❑ Conferences in term two (middle) and three (end) to unpack where tamariki are at.</li> <li>❑ Collaborative planning where appropriate to ensure we are drawing on one another strengths.</li> <li>❑ Aware of our why at all times.</li> </ul>
<p><b>Learners at the Centre and Barrier Free Access</b> - All areas of the curriculum are valued - Educational, the ARTs, Sporting and Citizenship - and all are given equal importance.</p>	<ul style="list-style-type: none"> <li>❑ Planning and practice reflects the importance of all curriculum areas.</li> <li>❑ Providing ākonga with a wide range of learning opportunities across the NZC that allows each learner to shine in their areas of passion and interest.</li> <li>❑ Model and teach the necessary skills, strategies and approaches to best support ākonga to be both - learner and teacher utilising strengths of ākonga across the curriculum.</li> <li>❑ School calendar reflects important events.</li> </ul>

# Strategic Goal 3

**Strategic Goal 3:** Collaboratively develop and embrace a school environment that encourages all stakeholders to thrive in the four health dimensions of Te Whare Tapa Wha.

**Wairuatanga** - can be described as the identity and spirituality of people and places and contributes to a sense of belonging. This article ensures that Māori and Pākehā alike have the freedom and protection to practise their religion, faith, and cultural customs.

Indicator	Goal	Annual Improvement Goals	Evidence
<p><b>Quality Teaching and Leadership &amp; Learners at the centre</b></p>	<p><b>The integration of Te Whare Tapa Wha</b></p> <ul style="list-style-type: none"> <li>➤ Taha tinana - Physical health</li> <li>➤ Taha hinengaro - Mental health</li> <li>➤ Taha whanau - Family Health</li> <li>➤ Taha wairua - Spiritual health</li> </ul>	<p>Staff build common understanding of Te Whare Tapa Whā, while unpacking what each wall looks like.</p>	<ul style="list-style-type: none"> <li>❑ Staff can articulate the 4 walls of Te Whare Tapa Wha, understand the importance of Hauora and express ways to strengthen these 'walls'.</li> <li>❑ Te Whare Tapa Wha to become part of our values teaching for terms 3 &amp; 4</li> <li>❑ Planning shows Te Whare Tapa aspects through our values programme</li> </ul>
<p><b>Barrier Free Access</b></p>	<p>Ensuring ALL students feel safe and have a place of belonging</p>	<p>Our environment will have a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, feel they belong.</p>	<ul style="list-style-type: none"> <li>❑ Creating opportunities for circle time (whakawhanaungatanga)</li> <li>❑ Providing a range of opportunities that supports the four health dimensions of whare tapa wha (mindfulness, sports, team building activities and etc)</li> </ul>
<p><b>Learners at the centre &amp; Barrier Free Access</b></p>	<p>Continue to grow a community culture where we celebrate and share within our whānau and community at Te Kura o Mimitangiātua (Mimi School)</p>	<p>Develop a matrix model that provides an opportunity for our senior tamariki to work towards receiving value badges and a graduate badge linked to our graduate profile.</p> <p>Continue to provide opportunities for our tamariki to celebrate and share their successes and achievements with their whānau, community and iwi.</p>	<ul style="list-style-type: none"> <li>❑ Working with staff to develop a matrix model that allows senior tamariki to earn a badge/s based our values/graduate profile. This will see tamariki and whānau alike celebrate their successes.</li> <li>❑ Senior tamariki and staff to be involved in the process</li> <li>❑ Badges presented at special assemblies</li> <li>❑ Hero (all curriculum areas), Assemblies, open evenings/days, conferences, partnership hui, IEPs, Cluster Events</li> </ul>



# Annual Improvement Goals

**Strategic Goal 3:** Collaboratively develop and embrace a school environment that encourages all stakeholders to thrive in the four health dimensions of Te Whare Tapa Wha.

**Wairuatanga** - can be described as the identity and spirituality of people and places and contributes to a sense of belonging. This article ensures that Māori and Pākehā alike have the freedom and protection to practise their religion, faith, and cultural customs.

Indicator	Action
<p><b>Quality Teaching and Leadership &amp; Learners at the centre.</b> The integration of Te Whare Tapa Wha</p> <ul style="list-style-type: none"> <li>➤ Taha tinana - Physical health</li> <li>➤ Taha hinengaro - Mental health</li> <li>➤ Taha whanau - Family Health</li> <li>➤ Taha wairua - Spiritual health</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Regular staff hui in term 3 &amp; 4 to unpack Te Whare Tapa Wha and its four health dimensions</li> <li><input type="checkbox"/> Incorporate Te Whare Tapa Wha within our values planning to support tamariki in understanding what each aspect looks, sounds and feels like.</li> <li><input type="checkbox"/> Begin developing a bank a resources related to the 4 dimensions of Te Whare Tapa Wha and continue this heading into 2025</li> <li><input type="checkbox"/> Ensure planning reflects Te Whare Tapa Wha especially in these areas - values, and health and physical education</li> <li><input type="checkbox"/> Come together once a week as a kura to partake in sports/games lead by our senior tamariki</li> </ul>
<p><b>Barrier Free Access</b> - Ensuring ALL students feel safe and have a place of belonging</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Carry out well-being survey to identify areas for further growth and development across our kura</li> <li><input type="checkbox"/> Ensure effective pastoral support systems are in place</li> <li><input type="checkbox"/> Develop and create SENCO systems and process booklet to support kaiako and leadership when making referrals and/or meeting with whānau.</li> </ul>
<p><b>Learners at the centre &amp; Barrier Free Access</b> - Continue to grow a community culture where we celebrate and share within Te Kura o Mimitangiatua (Mimi School)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to create opportunities to be together and celebrate achievements, successes and learning</li> <li><input type="checkbox"/> Develop a matrix based on a points system for tamariki to work towards getting their 4 values badges followed a merit/excellence badge.</li> </ul>

# Individual and Schoolwide Achievement Annual Improvement Plan

Support 'Priority Learners' to make progress by at least one sub level in Reading, Writing and Maths including basic facts

## Basic Facts

- 75% of year 4 ākonga to master their addition, subtraction, multiplication and division facts
  - **Multiplication and division facts** - 0, 1, 2, 5, 10s
- Year 6 ākonga to make progress in advance basic facts

READING EOY	WRITING EOY DATA	MATHS EOY DATA
<p><b>2023 EOY OTJ RESULTS: Year 2 - 5</b> 42.30% (11/26) of learners between yr 2 - 5 2023 were BELOW or WELL BELOW expected curriculum level.</p> <p><b>Māori</b> 41.65% (5/12) of learners who identify as Māori between yr 2 - 5 2023 were BELOW or WELL BELOW expected curriculum level.</p>	<p><b>2023 EOY OTJ RESULTS: Year 2 - 5</b> 36.61% (9/26) of learners between yr 2 - 5 2023 were BELOW or WELL BELOW expected curriculum level.</p> <p><b>Māori</b> 41.65% (5/12) of learners who identify as Māori between yr 2 - 5 2023 were BELOW or WELL BELOW expected curriculum level.</p>	<p><b>2023 EOY OTJ RESULTS: 2 - 5</b> 19.23% (5/26) of learners between yr 2 - 5 2023 were BELOW or WELL BELOW expected curriculum level.</p> <p><b>Māori</b> 16.66% (2/12) of learners who identify as Māori between yr 2 - 5 2023 were BELOW or WELL BELOW expected curriculum level.</p>

Indicators	Goal	Action
<b>Barrier Free Access</b>	Have high aspirations for every learner/ākonga to achieve, succeed and make progress across Reading, Writing and Mathematics.	<ul style="list-style-type: none"> <li>❑ Teachers analysing assessment data to identify learners gaps/needs</li> <li>❑ Teachers planning reflect the identified needs from assessments and our schoolwide progressions for learners (group setting)</li> <li>❑ Ākonga are supported to aim high and make progress across core curriculum areas within their own reach</li> <li>❑ Reading, writing and mathematical learning goals are updated on Hero in weeks 6 of Term 1 and then weeks 5 from Term 2.</li> </ul>
<b>Learners at the Centre</b>	Kaiako and leadership team to identify learners/ākonga who are not making progress across reading, writing and mathematics.	<ul style="list-style-type: none"> <li>❑ Staff to complete Mimitangiatua tracking form each term to highlight and identify those learners who are making progress and/or require extra support/focus.</li> <li>❑ Whānau-School partnership developed through the updating of Reading, writing and mathematical learning goals including next learning steps.</li> <li>❑ Individual Education Plans (IEPs) completed by kaiako in partnership with whānau, with termly hui to update IEPs</li> <li>❑ Kaiako to develop a written comment (report) via Hero throughout the term in relation to reading, writing and maths (twice a term).</li> <li>❑ Carry out moderation once a term (<b>atleast</b>) to ensure teacher OTJs align and we are all on the same page with our school progressions and assessments that are used at Mimi School.</li> </ul>
<b>Quality Teaching and Leadership</b>	Identify needs across our core curriculum areas and invest in opportunities for staff (kaiako/support staff) to strengthen teaching, leadership and learning support.	<ul style="list-style-type: none"> <li>❑ Kowhai, Matai and support staff to develop understanding and knowledge of Better Start Literacy (form of structured literacy) during terms 1 &amp; 2.</li> <li>❑ Implementation of BSL throughout the year</li> <li>❑ Kaiako unpacking the draft English and Mathematics curriculum to develop their pedagogical knowledge about how this aligns with our school progressions, how it will support planning and teaching practices.</li> <li>❑ Teachers in charge of Mathematics or English curriculum area to share new learning with staff from term 2 (mid)</li> <li>❑ Begin using unit planning template from term 2 for English and Mathematics - This is dependent for different kaiako as to what area they are unpacking. From Term 3 all teaching staff to use both unit planning templates.</li> <li>❑ Rimu kaiako to implement The Code to support with spelling rules and patterns</li> </ul>

# Summary Statement

This document has been developed in consultation with the Mimi School community, students, staff, as well as the School Board of Trustees. The actions have been developed following feedback from our community and in line with the Ministry of Education requirements.

We give effect to Te Tiriti o Waitangi by valuing and nurturing New Zealand's cultural heritage. Our School Board of Trustees will provide opportunities in and through Te Ao, Te Reo and Tikanga Māori to the best of its ability, dependent upon staffing and financial resources. Whānau engagement is valued. We strive for Māori to achieve success as Māori. Our school is inclusive, diversity is celebrated and all learners' needs are supported to achieve their full potential and develop as unique individuals.