



Kōwhai

SPECIALIST SCHOOL

School planning 2024-2025





Kia ora, Tālofa lava, Mālō
e lelei, Kia Orana, Hello,
Fakaalofa Atu, Namaste



Kōwhai Specialist School is an exciting and innovative school for ORS-funded students aged 5-21 years who have specialist learning needs.

Kōwhai Specialist School was opened in 1975 as a state, co-educational specialist school. Our students mainly live in the greater Hastings and Central Hawke's Bay areas. Our kura currently comprises a Base School (3 reception and 1 senior class), and 6 satellites located at Hastings Central School (2 classes), Te Kura o Kimi Ora (2 classes), Heretaunga Intermediate (2 classes), Raureka School (2 classes), Flaxmere College (4 classes) and St Peter's Church (TEC). Kōwhai TEC classes are transition classes focusing intensely on post-school preparation for 18-21 year old students.

In 2024, we expect our school roll to fluctuate between 123 and 128 students. Approximately 56% of our students identify as Māori being their first ethnicity, 8% as Pacific Peoples, 4% as Asian, and 32% as being of New Zealand/European descent.

The Principal leads all seven of our sites, with the support of experienced, professional, dedicated teachers, therapists, support, administration and grounds staff. Teachers, teacher aides and whānau work closely with our Occupational Therapists, Psychologist, Physiotherapists, Music Therapist, and Speech and Language Therapists to support students to learn. Our Specialist Teacher Outreach Service (STOS) supports the teaching and learning of ORS funded students enrolled in some local mainstream schools and Te Kura Pounamu.

Kōwhai Specialist School is part of the Hastings East Kāhui Ako (Community of Learning), along with Hastings Boys' High School, Hastings Intermediate, Poukawa School, Hastings Central School and Parkvale School. Our Kāhui Ako has shared goals that recognise priorities for the young people in our schools.



Section 1:

Ko wai tatou? Who are we?

Our school vision

Pride in
uniqueness

Strength in
community

Excellence
in education

Our motto

Celebrating our
students

Our guiding whakataukī

Ko te ahurei o te tamaiti
hei ārahi i ā tātau mahi
Let the uniqueness of the
child guide our work

School Values

Whakawhanaungatanga



Respect

We look after each other
We are kind



Partnership

We work together
We help others



Participation

We join in
We have a go

The Kōwhai Way

Ehara taku toa i te toa takitahi, engari he toa takitini
My strength is not as an individual, but as a collective

At Kōwhai, our learners and their whānau are at the heart of our specialist school. We provide an environment for our students that is full of respect, happiness and friendship. We want our students and their whānau to have a sense of whanaungatanga and community in partnership with Kōwhai Specialist School. From this stable foundation, we can all work together with kotahitanga or unity to help our tamariki nurture their mana and meet their potential. The principles of partnership, participation and protection guide us as we work together to support the wellbeing of our ākonga and their whānau.

Mā te huruhuru ka rere te manu **Adorn the bird with feathers so it may soar**

At Kōwhai, we provide an environment for our students that sparks engagement, joy, curiosity and fun. With a focus on strong relationships, communication, and hauora, our students are ready to take on the challenges they may face with the skills, strength and support that they need. Our staff pride themselves on their auahtanga and creative thinking to entice their students to learn. Learning extends beyond the four walls of the classroom and into the local community where our students are supported with opportunities to develop life skills, independence in everyday settings and pathways for their future. Through these innovative and practical approaches we hope to foster students who are motivated to learn and excited to come to school every day.

Ko te ahurei o te tamaiti arahia ō tātou māhi **Let the uniqueness of the child guide our work**

At Kōwhai, learning is intently shaped around who ākonga are as unique individuals. We truly believe that students are capable of anything, and it is our responsibility to discover ways to provide opportunities for them to achieve their potential. These achievements are measured on a personalised pathway, and each step forward, no matter how big or small, is celebrated. Teaching weaves together student interests, abilities, and culture with the curriculum, teaching principles and latest research. With our small class sizes, high staff to student ratios and specialist therapy support, students experience a truly individualised learning programme.

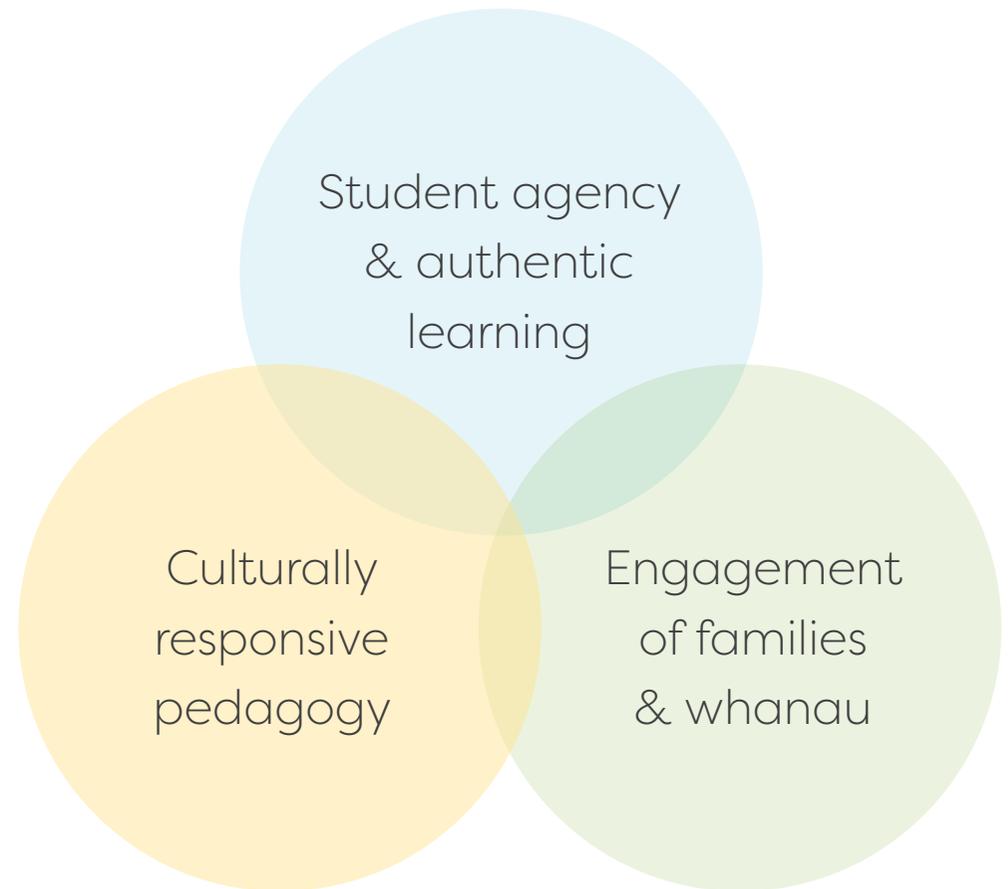
Whaowhia te kete mātauranga **Fill your basket with knowledge**

At Kōwhai, we encourage our school community to grow, seek out knowledge, discover new things, innovate and challenge themselves. Every day we learn from our ākonga, our whānau and each other, as well as from new research and ideas. We learn with openness, we think deeply and together we support each other to apply new learning for the benefit of our students and our kura.

Kōwhai Graduate Profile



Our Kahui Ako Levers of Change



What does a Kōwhai graduate look like?
What sorts of knowledge, skills and attributes do they need?
What kind of person would they be?

Te Tiriti o Waitangi

One of the purposes of the Education & Training Act (2020) 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.

A primary objective of the board of Kōwhai Specialist School is giving effect to te Tiriti o Waitangi. We do this by:

- Working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- Taking all reasonable steps to make instruction available in tikan-ga Māori and te reo Māori
- Achieving equitable outcomes for Māori students
- Providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Partnership

Kōwhai Specialist School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Kōwhai Specialist School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Kōwhai Specialist School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).

NELP

The Statement of National Education and Learning Priorities (NELP) 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 appreciate diversity, inclusion and Te Tiriti o Waitangi.

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, 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

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary only)

Section 2: Our Strategic Plan 2024-2025

The following strategic goals are the priorities for our school in 2024 and 2025. They have been carefully developed by consulting with, and gathering feedback, on what is important to our school community. Our strategic goals reflect current best practices in special education, both nationally and internationally.

They support the implementation of our School Vision and Values including the ongoing high expectation that Kōwhai Specialist School will continue to be a centre of excellence focused on the best possible outcomes for our ākonga.

Strategic Goal 1: ĀKONGA LEARNING Providing a personalised learner-focused education that supports the unique needs of every learner within a family like context	
Aspirations	How will we measure success? What we hope to achieve:
<p>Students experience a relationships first approach (Teaching to the North East) to enable staff to meet the individual needs of each student using best pedagogical practice and strategies.</p> <p>Staff strive to know the learner through strong partnerships with whānau and other providers with regular communication, collaboration, and consultation.</p> <p>Kōwhai will continue to incorporate The Mātaiaho/New Zealand Curriculum to inform the review of our school curriculum ensuring that it is relevant and tailored to meet the learning needs of our unique learners.</p> <p>Our high school learners will have increased future-focused opportunities to prepare them for transition into their community.</p> <p>Ensuring students have the prerequisite tools, strategies, and resources to engage successfully in their learning.</p>	<p>Students will be engaged and achieving success in their learning.</p> <p>Students will make progress as evidenced in data reports on achievement and progress.</p> <p>Happy engaged students across our kura.</p> <p>Kōwhai curriculum is aligned with Te Mātaiaho and is meeting the needs of all ākonga.</p> <p>Project Search will be implemented into the High School planning,</p> <p>Teaching staff have incorporated Ready, Set, Go into their planning and practice.</p>

Strategic Goal 2: GROWING OUR KAIAKO

Building staff capability for continuous improvement by embedding evidence-based research and best practice.

Aspirations

Teaching to the North East is being embedded in the practice of all staff and will eventually replace the PCG goal for all kaiako. The criteria for best practice has been carefully tailored to the specific needs of our unique learners and include:

- High expectations
- Relationships first
- Agentic thinking
- Learning focused relationships
- Rejecting deficit thinking
- Well-managed learning environment
- Providing an extended family-like context
- Opportunities for co-construction and power-sharing

Grow reciprocal relationships with Pasifika families to understand their values and big picture priorities for their children and young people.

Clarifying a school wide understanding of literacy learning pathways for students.

Identify appropriate literacy assessment tools to use across each student's learning pathway.

Professional development to ensure effective use of assessment tools to inform teaching and learning.

How will we measure success? What we hope to achieve:

Bridging the gap between ethnic group outcomes.

Teachers confident in the Teaching to the North East practice and success in PGC goals.

Lifting progress for marginalised learners to support educational success.

Evidence of reflective practice using the Teaching to the North East programme.

Staff develop and implement in practice a deeper understanding of Pasifika culture and values.

Increased teacher confidence in analysing literacy data to inform clear next steps and improve student outcomes for literacy.

Strategic Goal 3: HAUORA

Promoting a school culture that values our students' uniqueness, enhancing their social, spiritual, emotional, and physical wellbeing through strong connections between whānau and school.

Aspirations

We will ensure all learners and their whānau have a strong sense of belonging within our kura.

- Immersing our ākonga in a culturally rich environment
- Students experience a range of cultural opportunities
- Creating a family like context within our kura

Staff to develop an understanding of Te whare Tapa Whā and Fonofale to support the well being of students.

Trial individualised future pathway for target learners (PATH).

Continue to grow our responsibility to nurture Papatūānuku through our Kaitiakitanga programme.

How will we measure success? What we hope to achieve:

Te Whare Tapa Whā and Fonofale are included within our practice.

Senior students are participating in Kōwhai Kapa Haka.

Students feel safe, happy and engaged at school.

Targeted students will have a PATH plan that is:

- Functional
- Future-focused
- Inclusive
- Collaborative
- Binding

Increased staff and student awareness and responsibility for protecting our environment.

Section 3: Our Annual Plan 2024

Strategic Goal 1: ĀKONGA LEARNING

Providing a personalised learner-focused education that supports the unique needs of every learner within a family like context

Aspirations

Students experience a relationships first approach (Teaching to the North East) to enable staff to meet the individual needs of each student using best pedagogical practice and strategies.

Staff strive to know the learner through strong partnerships with whānau and other providers with regular communication, collaboration, and consultation.

Kōwhai will continue to incorporate Te Mātaiaho/ New Zealand Curriculum to inform the review of our school curriculum ensuring that it is relevant and tailored to meet the learning needs of our unique learners.

Supporting documentation

Action Plan for Pacific Education 2020–2030

Ka Hikitia – Ka Hāpaitia - Ministry of Education

Russell Bishop - Teaching to the North East

The Statement of National Education and Learning Priorities (NELP 1; NELP 2; NELP 4)

Sir Mason Durie - Te Whare Tapa Wha and Fuimaono Karl Pulotu-Endemann - Fonofale

Te Mātaiaho - Curriculum Refresh - Ministry of Education

Action	Who is responsible?	Resources required	Time frame	How will you measure success?
Refer to Strategic Goal 2 for detailed actions on Teaching to the North East.				Data analysis of both individual progress and school wide learning levels will show a decrease in the gap between ethnic group outcomes.
<p>Review daily communication with whānau.</p> <p>IEP consultation.</p> <ul style="list-style-type: none"> • Process • Documentation (Te Whare āpa Wha; Fonofale) • Staff consultation and PLD on cultural health model options for IEP 	<p>LT</p> <p>CLT</p> <p>ASL</p>	<p>External Pasifika Co-ordinator</p> <p>Kōwhai Pasifika Liaison</p>	<p>Term 1</p> <p>Term 1-3</p>	<p>Effective communication systems for whānau are active in all areas.</p> <p>Whānau give clear direction on the place of a cultural health model as part of our IEP process and documentation.</p>
<p>Ongoing learning and PLD around the implementation of Te Mātaiaho.</p> <ul style="list-style-type: none"> • Staff Only Day T2 and 4 • CLT external courses (MoE) • Curriculum panui to keep up to date • Staff meetings <p>Review the Expanded Frameworks and planning to align with Te Mātaiaho - Maths and English.</p> <p>Ready Set, Go Model is developed to recognise the importance of prerequisites to learning.</p> <ul style="list-style-type: none"> • Staff training in model once developed • Linked to planning <p>Project Search - consolidate planning for High School students as part of Career Education development plan for post-14.</p>	<p>CLT</p>	<p>Prioritising staff meeting time</p> <p>External courses</p> <p>MTG - TOD</p> <p>Teacher release time</p>	<p>Term 1-4</p> <p>Term 2-3</p> <p>Term 1-2</p> <p>Term 2</p>	<p>Kōwhai curriculum is aligned with Te Mātaiaho and is relevant and engaging for ākonga.</p>

Strategic Goal 2: GROWING OUR KAIAKO

Building staff capability for continuous improvement by embedding evidence-based research and best practice.

Annual Target/Goal:

Teaching to the North East is being embedded in the practice of all staff and will eventually replace the PCG goal for all kaiako. The criteria for best practice has been carefully tailored to the specific needs of our unique learners and include:

- High expectations
- Relationships first
- Agentic thinking
- Learning focused relationships
- Rejecting deficit thinking
- Well-managed learning environment
- Providing an extended family-like context
- Opportunities for co-construction and power-sharing

Grow reciprocal relationships with Pasifika families to understand their values and big picture priorities for their children and young people.

Clarifying a school wide understanding of literacy learning pathways for students.

Identify appropriate literacy assessment tools to use across each students learning pathway.

Supporting documentation

Action Plan for Pacific Education 2020–2030

Ka Hikitia – Ka Hāpaitia - Ministry of Education

Russell Bishop - Teaching to the North East and Leading to the North East

The Statement of National Education and Learning Priorities (NELP 2; NELP 3)

Sir Mason Durie - Te Whare Tapa Wha and Fuimaono Karl Pulotu-Endemann - Fonofale

Te Mātaiaho - Curriculum Refresh - Ministry of Education

Pacific Educators Speak - Valuing our Values

Jane Farrell WWATC

Structured Literacy

Action	Who is responsible?	Resources required	Time frame	How will you measure success?
<p>Term 3</p> <ul style="list-style-type: none"> Coaching conversation and new goal created or extended. <p>Four teachers will have a PGC goal this year from Teaching to the North East Part 1 of the profile, in the future all staff will follow suit. These four teachers will eventually become Impact coaches when ready.</p>			Term 3	
<p>Impact coaches</p> <p>Impact coaches/Guiding Coalition will read “Leading to the North East”.</p> <p>Impact Coaches will continue to attend PD through Kahui Ako/Cognition Education as well as ongoing professional learning conversations with one another.</p> <p>Development of online resources/exemplars of good practice at Kōwhai (Videos of teaching practice based on part 2 of the profile).</p> <p>Growing impact coaches knowledge and skills around post learning/coaching conversations.</p> <p>Growing understanding for impact coaches around part three of the profile (formative feedback from students).</p> <p>Minimum of one Guiding Coalition meeting per term to ensure sustainability of the programme and mitigate any issues that arise.</p> <p>Learning/using IRIS platform to facilitate learning conversations and promote teachers reflective capacity.</p>	<p>Impact coaches</p> <p>Guiding Coalition</p>	<p>Release time</p> <p>Iris</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Ongoing</p> <p>Term 1-4</p> <p>Termly</p> <p>Term 1-2</p>	<p>Impact Coaches moderation will show increase in common understanding of the model and coding.</p> <p>Initial teacher group can independently code Part 2 of the profile.</p> <p>Sustainable resourcing is developed .</p>

Action	Who is responsible?	Resources required	Time frame	How will you measure success?
<p>Staff professional learning to grow knowledge and understanding of the Pacific culture</p> <p>Pasifika Leader</p> <p>Utilising PLs knowledge and skills to facilitate relationships with whānau and provide insight about best practice when working with Pasifika ākongā & whānau.</p> <p>PL supporting staff with learning about and implementing Pacific language, values and culture.</p> <p>Planning and leading Pacific sessions across the school to support students' learning - dance and movement, language and culture.</p> <p>Organising a fono for families to share their big priorities for their children.</p> <p>External Support</p> <p>Ongoing PLD and support from the Lead Facilitator Pacific-led Education, including staff meetings and ongoing consultation and support.</p> <p>Ongoing reading and online learning about the Pacific culture: Pacific Educators Speak - Valuing our Values.</p>	<p>Pasifika Leader</p> <p>External Pasifika facilitator</p> <p>Pasifika Leader</p> <p>ASL PL</p> <p>Lead Team to coordinate</p> <p>Lead Team - share resources</p>	<p>Pasifika Leader</p> <p>Resources for activities e.g. music, costumes, books</p> <p>Access to free support</p> <p>Books online PLD opportunities</p>	<p>Ongoing</p> <p>From Term 1 2024</p> <p>Term 1-4</p> <p>Term 1</p> <p>Term 1-4</p> <p>Order term 1</p>	<p>Staff development and implement in practice a deeper understanding of Pasifika culture and values.</p> <p>Will be evident in termly and weekly planning/resources.</p> <p>Staff will be using Pacifica greetings.</p> <p>Data analysis of both individual progress and school wide learning levels will show a decrease in the gap between ethnic group outcomes.</p>

Actions	Who is responsible?	Resources required	Time frame	How will you measure success?
<p>Literacy</p> <p>Teaching staff</p> <p>Termly meeting with all staff to work on personalising writing programs for each student, and culture. (Excluding TEC)</p> <p>Individual PD for WWATC for new staff.</p>	<p>AP</p> <p>AP</p>	<p>Writing with All Tools Continuum v1.2</p> <p>Teaching to the Next Group v1.2</p> <p>Writing Continuum Guide to Teaching V1.2</p> <p>Let's Write v1.2</p> <p>Writing guideline sheets v1.2 (for student's writing book)</p> <p>Co-Construction Handout</p>	<p>Term 1 - 4</p>	<p>Increased teacher confidence in analysing literacy data to inform clear next steps and improve student outcomes for literacy. Pasifika culture and values.</p> <p>All students have a personalised writing programme. (Except TEC)</p> <p>Individual progress on the WWATC.</p>

Actions	Who is responsible?	Resources required	Time frame	How will you measure success?
<p>Staff meeting - literacy</p> <p>WWATC moderation x2.</p> <p>Literacy assessment pathways.</p> <p>Writing with, by, for.</p>	<p>AP</p> <p>CLT</p>		<p>Term 1 - 4</p> <p>Term 3</p> <p>Term 4</p>	<p>Predictable writing chart running in most/ all classes values.</p> <p>Less discrepancies among moderation of Assessments.</p> <p>All students have two WWATC assessments in Term 1 & 4.</p> <p>Creation of Kōwhai documentation of Pathways - emergent, transitional, conventional.</p>
<p>Assessment</p> <p>Creation of WWATC assessment on Hero.</p> <p>PD for staff on how to use.</p> <p>Data collection.</p>	<p>AP</p> <p>Teachers</p> <p>AP</p>	<p>Hero training</p> <p>Staff meetings</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 4</p>	<p>Assessment completed on Hero.</p> <p>Data collection comparison from Hero of Term 1 & 2.</p>
<p>Reading</p> <ul style="list-style-type: none"> • Consolidate Kōwhai reading assessment for 2025 • Add to Hero. • Expanded frameworks. • Development of assessment packs for each syndicate. 	<p>Curriculum lead and AP</p> <p>Teachers</p> <p>AP</p>		<p>Term 3 & 4</p>	<p>Reading assessment on Hero.</p> <p>Reading assessment. procedures for 2025</p> <p>Assessment packs created.</p>

Strategic Goal 3: HAUORA

Promoting a school culture that values our students' uniqueness, enhancing their social, spiritual, emotional, and physical wellbeing through strong connections between whānau and school.

Annual Target/Goal:

We will ensure all learners and their whānau have a strong sense of belonging within our kura.

- Immersing our ākonga in a culturally rich environment
- Students experience a range of cultural opportunities
- Creating a family like context within our kura

Staff to develop an understanding of Te whare Tapa Whā and Fonofale to support the well being of students.

Trial individualised future pathway for target learners (PATH).

Continue to grow our responsibility to nurture Papatūānuku through our Kaitiakitanga programme.

Supporting documentation

Action Plan for Pacific Education 2020–2030.

Ka Hikitia – Ka Hāpaitia – Ministry of Education.

Russell Bishop – Teaching to the North East and Leading to the North East.

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Sir Mason Durie – Te Whare Tapa Wha and Fuimaono Karl Pulotu-Endemann – Fonofale.

Te Mātaiaho – Curriculum Refresh – Ministry of Education.

Actions	Who is responsible?	Resources required	Time frame	How will you measure success?
Marae visit.	Principal ASL	Staff only days	Term 1	Staff development and implement in practice a deeper understanding of Mātauranga Māori.
MTG visit. Welcoming new staff.	ASL Team leaders	Transport		
Kaumatua Tom and Kapa Haka Tutor providing mātauranga maori knowledge to staff and students.	Kaumatua Kapa Haka Tutor		Ongoing availability	Will be evident in termly and weekly planning/resources.
Planning and leading Pacific sessions across the school to support students' learning - dance and movement, language and culture.	PL		Term 1 planning for term 1-4	Staff will be using Pacifica greetings.
Some staff participating in Te Reo Māori lessons provided by local iwi.	ASL	PLD costs	Planning term 1	Data analysis of both individual progress and school wide learning levels will show a decrease in the gap between ethnic group outcomes.
Staff expertise in mātauranga Māori utilised to upskill other staff eg: <ul style="list-style-type: none"> • Māramatanga • Rongoa 	ASL	Materials	Planning term 1	

Actions	Who is responsible?	Resources required	Time frame	How will you measure success?
<p>Explore opportunities for contributing to the environmental health of our community.</p> <p>Expand recycling by providing increased recycling bins.</p>	ASL	Materials	Term 2	Kōwhai students actively contribute to the community whilst learning the importance of taking care of our whenua.
<p>PLD to increase knowledge and understanding of Te Whare Tapa Whā and Fonofale.</p> <p>Working party to explore how these can be incorporated into practice to support student wellbeing.</p>	<p>ASL</p> <p>Working party</p> <p>External Pasifika Co-ordinator</p> <p>Kōwhai Pasifika iaison</p>	<p>Release time</p> <p>PLD time/staff meetings</p>	<p>Term 1-3</p> <p>Term 1-3</p>	Staff grow knowledge and authentic application of cultural health models (and are able to demonstrate this in IEP process in 2025)
<p>Trialling the PATH Plan with targeted students and their whānau that is:</p> <ul style="list-style-type: none"> • Functional • Future-focused • Inclusive • Collaborative 	PATH Implementer	<p>KF</p> <p>Whānau</p> <p>Class teacher</p>	Term 1	Staff have a deeper understanding of what our young people and whānau want in the future, and are able to set specific meaningful IEP goals from data collected.



Charter Target Goal 2024

Baseline data (from 2023 end of year data analysis)

In Reading, NZ European students had the highest median working at level, followed by Māori and then Pasifika students.

In Writing, NZ European students again had the highest working at level with Māori and Pasifika students on the same slightly lower level.

In Maths, NZ European students again had the highest working at level with Māori and Pasifika students on the same slightly lower level.

Following discussion with ERO and recent PLD in writing, in 2024 we will try and lift all students' achievement in writing. New evidence based programmes have been trialled at Kōwhai in 2023 in two classes with positive results. In 2024, this will be extended to all students (excluding Tec). We expect this new approach to teaching and learning in writing, together with other culturally enhancing initiatives in the school, will close the working at levels between ethnic groups.

2024 Goal

By the start of Term 4
2024, all* students will
have made at least 1
descriptor of progress
on the WWATC.

*Excluding TEC

Actions	Who?	When?	How will you measure success?
<p>Teaching staff</p> <p>Termly meeting with all staff to work on personalising writing programmes for each student. (Excluding TEC)</p> <p>Individual PD for WWATC for new staff.</p> <p>Development of understanding of co-construction of language - helping students to use AAC to build their narrative skills.</p>	<p>AP</p> <p>AP</p> <p>SLT</p>	<p>Term 1 - 4</p>	<p>inform clear next steps and improve student outcomes for literacy.</p> <p>All students have a personalised writing programme. (Except TEC)</p> <p>Individual progress on the WWATC.</p>
<p>Assessment</p> <p>Creation of WWATC assessment on Hero.</p> <p>PD for staff on how to use.</p> <p>Data collection.</p>	<p>AP</p> <p>Teachers</p> <p>AP</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 4</p>	<p>Assessment completed on Hero.</p> <p>Data collection comparison from Hero of term 1 & 2.</p>
<p>Staff meetings</p> <ul style="list-style-type: none"> • WWATC moderation x2 • Literacy assessment pathways • Writing with, by, for 	<p>Curriculum lead</p> <p>AP</p>	<p>Term 1 & 4</p> <p>Term 3</p> <p>Term 4</p>	<p>Predictable writing chart running in most/all classes.</p> <p>Less discrepancies among moderation of assessments.</p> <p>All students have 2 WWATC assessments in term 1 & 4.</p> <p>Creation of Kōwhai documentation of pathways. - emergent, transitional, conventional.</p>