

Overarching Goal
Give effect to Te Tiriti o Waitangi

Integrate culturally responsive practices that give effect to Te Tiriti o Waitangi across all school-wide practices

Whāinga - Our Goals

BOT Goal

Excellence in teaching, learning and leadership (Whakamana)
NELP: 1:2, 2:4, 3:6

Enhance connections and engagement with our local environment and community (Whanaungatanga)
NELP: 1:2, 2:4, 3:5, 4:7

Nurture the hauora of all ākonga (Hauora)
NELP: 1:1, 1:2, 2:3

Enhance the physical environment of kura to support our tamariki to achieve their fullest potential

Kaupapa - Our Initiatives

- Strengthen ākonga capability in literacy.
- Explore Te Mātaiaho framework & Common Practice Model.

- Enrich and promote environmental and community partnerships, EnviroSchools principles & programmes and culturally responsive practice.
- Strengthen our connections with Ngāi Tūāhuriri and whānau Māori.

- Implement School-Wide Tier Two PB4L strategies
- Explore further strategies for supporting neuro-diversity and the social and emotional literacy of all ākonga.

- Engage with PTA to develop an ambitious but achievable design and associated funding plan for modernising and future-proofing our playground

Angitūtanga - Success Outcomes

- Capability of all ākonga is strengthened with consistent practices, leading to excellence in student outcomes.
- Our kaiako will feel confident to implement Te Mātaiaho and Common Practice Model

- Achieved silver status as an EnviroSchool.
- Our ākonga have opportunities for authentic learning contexts linked to our local environment and/or community.
- A kura that values and is responsive to cultural diversity.
- Strong reciprocal relationships with local iwi and whānau Māori are being progressed.

- Support ākonga to understand and manage their own behaviour.
 - Inclusive practices that ensure that all ākonga are well integrated with a strong sense of belonging.
- Inclusive Education for Neurodiverse
Ākonga

- The design has been finalised with input from ākonga and the community.
- Fundraising has begun

We are at our best when we show:

Respect

Excellence

Aroha

Courage

Honesty

Excellence in teaching, learning and leadership (Whakamana) NELP: 1:2, 2:4, 3:6

GOAL 1

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
Strengthen ākongā capability in literacy	Capability of all learners is strengthened with consistent practices, leading to excellence in student outcomes.	<ul style="list-style-type: none"> Improved reading for targeted students in reading PAT results for reading Year 7 and 8 start and end of year Improve on 82% at or above expected curriculum level at end of 2023 Improved academic progress of ākongā. Value added and OTJ data. Improved staff understanding of effective literacy practices 	<ul style="list-style-type: none"> Build awareness and grow understanding of six pillars of literacy as a base to an effective literacy programme across the kura. Strengthen teaching capability of reading Review current practice and changes required to respond to and align with the curriculum refreshes and current research. Trial Year 7 & 8 Reading Vocab and Reading Comprehension PAT. 	<ul style="list-style-type: none"> Implement the six pillars of reading. Build awareness of writing across the kura. Develop a scope and sequence for the writing programme. Strengthen teaching capability of writing through RAPLD Review current practice and changes required to respond to and align with the curriculum refreshes and current research 	All staff	2024: 50 hours RAPLD with Adie Bonisch for reading 2025: will apply for RAPLD for writing
Explore Te Mātaiaho framework & Common Practice Model	Our kaiako will feel confident to implement Te Mātaiaho and Common Practice Model	<ul style="list-style-type: none"> Staff survey Planning to include links to Te Mātaiaho in Social Sciences, English and Maths/Statistics 	<ul style="list-style-type: none"> Establish a core team to inquire into Te Mātaiaho Kaiako PLD for maths/statistics and Literacy Develop an understanding of common practice model and language Embed and sustain ANZ Histories 	<ul style="list-style-type: none"> Implement the Mathematics and Statistics and Literacy revised curriculums Implement common practice model Grow understanding of science, technology and arts curriculum refreshes Update Local Curriculum in Literacy. 	Learning Advisors Principal	MOE Facilitators

Enhance connections and engagement with our local environment and community

GOAL 2

(Whanaungatanga)
NELP: 1:2, 2:4, 3:5, 4:7

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
<p>Enrich and promote environmental and community partnerships, EnviroSchools principles & programmes and culturally responsive practice.</p>	<p>Achieved silver status as an EnviroSchool.</p> <p>Our ākonga have opportunities for authentic learning contexts linked to our local environment and/or community.</p> <p>A kura that values and is responsive to cultural diversity</p> <p>Stong reciprocal relationships with local iwi and whānau Māori are being progressed.</p>	<ul style="list-style-type: none"> • EnviroSchools Silver Status achieved through reflection hui. • EnviroSchools survey • Tamariki have been into the local community for EOTC • Community invited to contribute/support programmes • All tamariki know their pepeha at the appropriate level as described in our school progression document 	<ul style="list-style-type: none"> • Establish Enviro team • Build awareness of EnviroSchool Kaupapa, explore criteria associated with EnviroSchools Silver Status and develop an action plan • Implement EnviroSchool Programme • Explore and plan EOTC opportunities for tamariki across the school • BOT and staff to attend Te Tiriti workshop. 	<ul style="list-style-type: none"> • Implement Enviro Action Plan using the Action Learning Cycle. • Embed and sustain community EOTC projects 	<p>Staff</p> <p>Enviro Team</p>	<p>Enviro Schools facilitator</p> <p>Reo Māori Mai Facilitator</p>
<p>Strengthen our connections with Ngāi Tūhuriri and whānau Maori</p>	<p>Strong reciprocal relationships with local iwi and whānau Māori .</p>	<ul style="list-style-type: none"> • Engagement of Māori whānau in hui 	<ul style="list-style-type: none"> • Explore options for engagement of whānau in whānau hui • Introduction of Kaitātaki role in our kura. • Whole school marae visit • Whole school to learn and understand our school haka. 	<ul style="list-style-type: none"> • Whakatauki for our kura. • Cultural narrative shared with our community on kura website. • Connect with our maunga and awa. Adopt Kaitiaki projects associated with these taonga. 	<p>CRP Lead</p> <p>All staff</p> <p>BOT</p>	<p>Ngāi Tahu Education Team</p>

Nurture the hauora of all ākonga (Hauora)

NELP: 1:1, 1:2, 2:3

GOAL 3

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
Implement School-Wide Tier Two PB4L strategies	Support ākonga to understand and manage their own behaviour.	<ul style="list-style-type: none"> Classroom practice model implemented Less behaviour incidents recorded in SMS 	<ul style="list-style-type: none"> Introduce a new timetable across the school Implement Tier 2 classroom practice form. Refine Raise Responsibility form on eTap. Review behaviour and incident data and effectiveness of timetable changes. 	<ul style="list-style-type: none"> Review the effectiveness of Tier 2 strategies. 	<p>PB4L team</p> <p>Staff</p>	<p>RTLTB - PB4L facilitators</p> <p>Release time for teachers</p>
Explore further strategies for supporting neuro-diversity and the social and emotional literacy of all ākonga.	<p>Inclusive practices that support all ākonga are well integrated with a strong sense of belonging</p> <p>Inclusive Education for Neurodiverse ākonga</p>	<ul style="list-style-type: none"> Staff have an understanding of universal design for learning principles Trauma Informed practice considered in how kaiako/learning assistants approach/work with children 	<ul style="list-style-type: none"> Build awareness of UDL and Inclusive principles and practices through staff PLD Inclusive Education for Neurodiverse ākonga 	<ul style="list-style-type: none"> Implement universal design for learning principles and strategies into classroom practice. 	<p>Teaching staff</p> <p>Learning assistants</p>	

**BOT
GOAL**

Enhance the physical environment of kura to support our tamariki to achieve their fullest potential

INITIATIVES	OUTCOMES	MEASURES	2024 ACTIONS	2025 ACTIONS	WHO?	RESOURCES
<p>Engage with PTA to develop an ambitious but achievable design and associated funding plan for modernising and future-proofing our playground</p>	<p>A new section of the playground will be built or well underway towards completion</p>	<ul style="list-style-type: none"> • The design has been finalised with input from ākonga and the community • Fundraising has begun • Designs have been presented to community 	<ul style="list-style-type: none"> • Establish Core Working Group that represents BOT, PTA, kaiako, ākonga, community • Develop and agree Principals of Collaboration • Agree on the approach to Communications and Promotions • Sign-off by PTA and BOT • Design the IDEAL (i.e. ambitious) playground with input from stakeholders • Scope potential playground providers and costs • Develop funding / fundraising plan • Plan critical steps /phases of playground build • Implement phase one of build 	<ul style="list-style-type: none"> • Develop funding/fundraising plan for phase 2 of build • Plan critical steps /phases of playground build • Implement phase two of build 	<p>BOT PTA Staff Student reps</p>	<p>Sponsors to be sought</p> <p>Fundraising by PTA and BOT</p>