

Strategic Goal 1 ~ Teaching & Learning

Providing an exceptional, evidence informed, responsive learning environment in which our staff & students' needs are met through high quality learning centred education.

<i>Strategic Priorities</i>	<i>Strategic Initiatives & Actions</i>	<i>Measures</i>	<i>NEIP</i>	<i>WHO</i>	<i>Status May, August, October</i>
<p>Develop a cohesive PLD culture and pedagogy plan which enhances all of our staff knowledge and expertise as active participants in learning</p>	<p>Deliver PLD that meets the needs of staff using the following:</p> <ul style="list-style-type: none"> Culturally Responsive Pedagogy to develop and refine teacher practice Bespoke Te Aho o Te Reo programme to continue staff on their Level 2/3 journey. Use Digital Technology PLD to strengthen deliberate teaching acts to enhance engagement and progress in student outcomes in literacy and numeracy. 	<ul style="list-style-type: none"> Target Action Inquiry Plans shared with leadership, evidencing collaborative conversations and teacher reflection on how to best meet learners' needs through adaptive practice and impacts for learners. Analysis of variance planning for improvement implemented and PLD designed to support teacher capabilities 	<p>1.2.2 2.4.1 2.4.2 3.5.2 3.6.1 3.6.2 3.5.2</p>	<p>Bj, Sj, IM, A1, NC</p>	<p>Status will be updated in May, August and October 2024</p>
<p>Develop adaptive, engaging, research based student-centred programmes that best serve the needs of our learners and community</p>	<p>Curriculum Design</p> <ul style="list-style-type: none"> Embed Te Mataaho refresh, literacy, numeracy & social sciences Review/lesson/unit planning and implement refreshed observation format. Science of Learning principles align within our current practice review and reflect A clear focus on teaching and learning as our main goal and supporting through co-ordinated, wrap around support for at risk learners. 	<ul style="list-style-type: none"> Teachers are using best practice guided by research and ministry initiatives within their Literacy and Numeracy programmes, using data to inform their planning, evaluate programmes and track learning progress. An hour a day Reading, Writing and Numeracy implemented in English and Maori Medium Teaching and learning programmes reflect learners needs and support accelerated progress. Learning progression frameworks inform assessment and next steps for learners. Whole school moderation PLD to support teacher capabilities Review and identify student needs with support from LSC to 	<p>2.3.4 2.4.1 2.4.2 3.6.1 3.6.2 3.6.3</p>	<p>IM, A1, NC Whānau Leaders</p>	<p>Status will be updated in May, August and October 2024</p>

		<p>ensure that all learners are able to experience academic success</p> <ul style="list-style-type: none"> • Technology programme planning to include design for learning processes. 			
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<p>Strategic Goal 2 ~ Culture & Identity <i>Committing to the development, growth and dignity of all people guided by the principles of Te Tiriti o Waitangi.</i></p>					
<i>Strategic Priorities</i>	<i>Strategic Initiatives & Actions</i>	<i>Measures</i>	<i>NEIP</i>	<i>WHO</i>	<i>Status - May, August, October</i>
<p>Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies as described in Tātaiako</p>	<ul style="list-style-type: none"> • Develop a curriculum that is diverse, responsive, inclusive and representative of all ākongā • Collection of ākongā, whānau and kaiako voice. 	<ul style="list-style-type: none"> • Staff are equipped to support Mana Ōrite honouring approaches in our kura and beyond. Mātauranga Māori is visible through whānau leader observations, whanau hui minutes, planning, professional growth cycle action plans, ākongā work including books, Google sites, and EOY growth cycle review. • Classroom practices are supportive of diversity, equity and inclusion. • Planning is reviewed and amended to ensure that diversity, responsiveness and representation are present and appropriate. • Ākongā voice reflects that ākongā identity and culture is reflected in learning programmes and that a culture of inclusiveness is evident 	<p>1.1.3 2.3.2 2.4.1 3.5.2 3.6.1 3.6.2 3.6.3</p>	<p>Whānau leaders, NC, IM, AJ, SJ DW</p>	<p>Status will be updated in May, August and October 2024</p>



	<ul style="list-style-type: none"> • Improve the visibility of Te ao Māori - practices and events held that place significance and importance of Māori celebrations • Develop and implement Poutama Reo plan. • Develop and implement assessment for Te Reo Māori in English Medium • Strengthen Te Reo Maori assessment in Māori Medium • There is explicit teaching of Te Reo Māori based on Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium 	<ul style="list-style-type: none"> • We visibly and tangibly reflect a kura of Aotearoa • Powhiri, Matariki and Te wiki o te Reo Māori have more prominence • Kapa haka is inclusive across the kura • Te Reo Māori is used within the class environments daily including instructions, commands and phrases. Teachers build their own additional knowledge and capability to be able to confidently deliver this throughout their programme. • Teaching of Te Reo Māori is evident in planning and reporting. 	<p>1.1.3 2.3.1 2.3.3 3.5.1 3.5.2 3.5.3</p>	<p>NC, Whānau Leaders</p>	
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Strategic Goal 3 ~ Community Partnerships

Strengthen mana orite centred partnerships with whānau, iwi, hapu and the wider school community

<i>Strategic Priorities</i>	<i>Strategic Initiatives & Actions</i>	<i>Measures</i>	<i>NEIP</i>	<i>WHO</i>	<i>Status May, August, October</i>
Culture and curriculum to reflect local tikanga (culture), mātauranga (knowledge) and te ao (world) Māori	Investigate and understand our place within the local Māori culture in relation to Ngā Kawatau <ul style="list-style-type: none"> • Build local connections with iwi and schools • The 3 principles (partnership, participation and protection) of Te Tiriti o Waitangi are woven into everything we do and the presence of Mana Ōrite is increased including in policies and procedures • Teachers meaningfully and intentionally integrate quality te 	<ul style="list-style-type: none"> • Engagement is measured: through attendance with ākongā attending 90%, with targeted interventions for those sitting at 70 - 80% • PB4L classroom behaviour data i.e. engagement • Stand down and suspension data • Afterschool, sport and enrichment programme participation 	<p>1.1.3 1.2.4 1.2.5 3.5.1 3.5.2 3.6.3</p>	<p>Whānau Leaders, BJ, NC, Kāhui Ako</p>	<p>Status will be updated in May, August and October 2024</p>



<p>Authentic relationships are formed where community members are valued, celebrated and have a strong sense of belonging and self-efficacy within the school environment, processes and systems.</p>	<p>reo Māori, tikanga Māori and mātauranga Māori learning opportunities throughout implementation of the curriculum.</p> <ul style="list-style-type: none"> Teachers regularly provide relevant and useful support and resources to parents and whānau so they can work in partnership in their child's learning, progress and pathways. Relationship with Ngāti Rārua are strengthened. 	<ul style="list-style-type: none"> Resources are built and the system is accessible to all i.e. chrome books, grant access The Reo me ona tikanga and mātauranga māori is visible in student work, classroom wall displays, EOTC opportunities, kalako planning and hui minutes. Aspirations of Ngā Kawatau is reflected across the kura in a number of contexts. 	<ul style="list-style-type: none"> Greater than +75% engagement in Kalako/Whānau conference bookings compared with 2023. Volunteer, community interactions in NIS programmes. Learning Journal analytics indicate home interactions with student learning reflections. 	<p>1.2.1 1.2.3 2.3.1 2.3.4 2.4.2 3.5.1</p>	<p>Whānau leaders Kalako, SI, NC</p>
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