

Strategic Goal 1 ~ Teaching & Learning

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			needs with support from LSC to			



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processes.	to includes design for learning	 Technology programme planning 	to experience academic success	ensure that all learners are able

Strategic Goal 2 ~ Culture & Identity	•				
Committing to the development, gro	Committing to the development, growth and dignity of all people guided by the principles of Te Tiriti o Waitangi	<i>the principles of Te Tiriti o Waitangi.</i>			
Strategic Priorities	Strategic Initiatives & Actions	Measures	NELP	WHO	Status May, August, November
Develop programmes to build a	 Develop a curriculum that is 	 Staff are equipped to support 	1.1.3	Whānau	Observation template includes question to support
cohesive understanding of both	diverse, responsive, inclusive	Mana Ōrite honouring	2.3.2	leaders,	reflection of use of Te Reo Māori in programme. EOTC
bicultural and intercultural	and representative of all ākonga	approaches in our kura and	2.4.1	NC, IM,	programme is reflective of Mana Örite. Technology
responsiveness and competencies	 Collection of ākonga, whānau 	beyond. Mātauranga Māori is	3.5.2	AJ, SJ	design thinking framework culturally responsive.
as described in Tātaiako	and kaiako voice.	visible through whānau leader	3.6.1	DW	Classrooms are reflective of diversity, equity and
		observations, whanau hui	3.6.2		inclusion, (mixed ability grouping, working with
		minutes, planning, professional	3.6.3		targeted students, localised curriculum). Teaching of Te
		growth cycle action plans,			Reo Māori is evident in class timetables.
		ākonga 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, responsivity and			
		representation are present and			
		appropriate.			
		 Ākonga voice reflects that 			
		ākonga identity and culture is			
		reflected in learning			
		programmes and that a culture			



of inclusiveness is evident

NELSON INTERMEDIATE Te Kura Tūwaenga o Whakatū	ANNUAL PLAN 2024		-
	 Improve the visibility of Te ao 	• We visibly and tangibly reflect a	1.1.3 NC,
	Māori - practices and events	kura of Aotearoa	
	held that place significance and	 Powhiri, Matariki and Te wiki o 	
	importance of Māori	te Reo Māori have more	3.5.1
	celebrations	prominence	3.5.2
	 Develop and implement 	 Kapa haka is inclusive across the 	3.5.3
	Poutama Reo plan.	kura	
	 Develop and implement 	• Te Reo Māori is used within the	
	assessment for Te Reo Māori in	class environments daily	
	English Medium	including instructions,	
	 Strengthen Te Reo Maori 	commands and phrases.	
	assessment in Māori Medium	Teachers build their own	
	 There is explicit teaching of Te 	additional knowledge and	
	Reo Māori based on Curriculum	capability to be able to	
	Guidelines for Teaching and	confidently deliver this	
	Learning Te Reo Māori in	throughout their programme.	
	English-medium	 Teaching of Te Reo Māori is 	
		evident in planning and	
		reporting.	

Strategic Goal 3 ~ Community Partnerships Strengthen mana orite centred partnerships with whānau, iwi, hapu and the wider school community

Strategic Priorities	Strategic Initiatives & Actions	Measures	NELP	WHO	Status May, August, November
Culture and curriculum to reflect	Investigate and understand our	 Engagement is measured; 	1.1.3	Whānau	Staff connected with whanau of unjustified absence of
local tikanga (culture), mātauranga	place within the local Māori	through attendance with ākonga	1.2.4	Leaders,	five or more days. SLT are engaged with Kāhui Ako wide
(knowledge) and te ao (world)	culture in relation to Ngā Kawatau	attending 90%, with targeted	1.2.5	BJ, NC,	inquiry. Whole school responses to PB4L data (lateness)
Māori	 Build local connections with iwi 	interventions for those sitting at	3.5.1	Kāhui	Afterschool activities begun in Term 1 with 118
	and schools	70 - 80%	3.5.2	Ako	registrations. Ngā kawatau is reflected in our inquiry
	• The 3 principles (partnership,	PB4L classroom behaviour data	3.6.3		and observation framework. Technology framework
	participation and protection) of	i.e. engagement			based on Ngā kawatau. Ensure board follow tikanga
	Te Tiriti o Waitangi are woven	 Stand down and suspension 			when hui whanau. Whānau conferences highest
	into everything we do and the	data			attendance recorded at 72%.
	presence of Mana Örite is	 Afterschool, sport and 			
	increased including in policies	enrichment programme			
	and procedures	participation			
	 Teachers meaningfully and 				
	intentionally integrate quality te				

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	reo Māori, tikanga Māori and	 Resources are built and the 			
	mātauranga Māori learning	system is accessible to all i.e.			
	opportunities throughout	chrome books, grant access			
	implementation of the	 Te Reo me ona tikanga and 			
	curriculum.	matauranga māori is visible in			
	 Teachers regularly provide 	student work, classroom wall			
	relevant and useful support and	displays, EOTC opportunities,			
	resources to parents and	kaiako planning and hui			
	whānau so they can work in	minutes.			
	partnership in their child's	 Aspirations of Ngā kawatau is 			
	learning, progress and	reflected across the kura in a			
	pathways.	number of contexts.			
	 Relationship with Ngāti Rārua 				
	are strengthened.				
Authentic relationships are formed	Celebrate diversity	• Greater than +75% engagement	1.2.1	Whānau	Community partnerships forged through EOTC and
where community members are	 Physical surroundings 	in Kaiako/Whānau conference	1.2.3	leaders	enrichment programmes.
valued, celebrated and have a	 Recognition – assemblies, days, 	bookings compared with 2023.	2.3.1	Kāiako,	
strong sense of belonging and self-	festivals	 Volunteer, community 	2.3.4	SJ, NC	
efficacy within the school	 Build and strengthen existing 	interactions in NIS programmes.	2.4.2		
environment, processes and	connections with feeder schools	 Learning Journal analytics 	3.5.1		
systems.	 Determine and develop a plan 	indicate home interactions with			
	for assembly guest speakers	student learning reflections.			
	and/or performances including				
	ākonga				

