

## Strategic Goal 1 ~ Teaching & Learning

Investigation         Consist in the process Access         Statust Transport Advancement         Statust Transport Advancement         Statust Transport Advancement           and pedagog plan which the         Delive FDD Ther meets the needs         - Taget Action Inquiry Plants         12.1         With the Advancement         Statust Transport Advancement           and pedagog plan which the         Delive FDD Ther meets the needs         - Taget Action Inquiry Plants         12.1         With All participations         All staff Tables an Inquiry Plant established Staff Tables           invanue         Delive FDD Ther meets the needs         - Taget Action Inquiry Plants         12.1         With All participations         All staff Tables an Inquiry Plant established Staff Tables           invanue         Delive FDD Tables         - Delive Plants	strategic Goal 1 Leaching & Learning	Bui				
Strategy cinitatives Actions         Mesures         L2.2         Bl, SJ, Bl, SJ,           as active         Culturally Responsive Pedagogy         evidencing collaborative programme to continue staff on programme to continue staff on progress in student         3.5.2         NC         3.5.2         NC         3.5.2         NC         NC </th <th>Providing an exceptional, evidence in</th> <th>nformed, responsive learning environm</th> <th>nent in which our staff &amp; students' nee</th> <th>eds are met</th> <th>through hi</th> <th>igh quality learning centred education.</th>	Providing an exceptional, evidence in	nformed, responsive learning environm	nent in which our staff & students' nee	eds are met	through hi	igh quality learning centred education.
ulture       Deliver PID that meets the needs       • Target Action Inquiry Plans       1.2.2       Bl, SJ,         as active       of staff using the following:       evidencing collaborative       2.4.1       IM, AJ,         espoke Te Aho o Te Reo       practice       acts to enhance teaching       acts to enhance engagement       3.5.2       NC         use Digital Technology PLD to       strengthen deliberate teaching       • Analysis of variance planning for       3.5.2       NC         reflection on how to best meet       3.5.2       improvement implemented and       3.5.2       NC         reg.       Curriculum Design       • Target Action functive suitin their iteracy and        3.5.2       NC         rented       • Embed Te Matalaho refresh,       initiatives within their iteracy       3.6.1       NC, LSC         initiatives of variance planning for       initiatives within their iteracy       3.6.1       NC, LSC         interacy, numeracy, & social       • Teachers are using best practice       2.3.4       NC, LSC         introperent refreshed       • Science of Learning principles       • An lysis data to inform their       3.6.2       Learning action         • Science of Learning principles       • An loar idva learning programmes       3.6.3       Learders         • Science of Learning principles	Strategic Priorities	Strategic Initiatives & Actions	Measures	NELP	WHO	Status May, August, November
of staff using the following:       shared with leadership.       2.4.1       IM, AJ,         • Culturally Responsive Pedagogy       evidencing collaborative       3.5.2       NC         • Bespoke Te Aho o Te Reo       programme to continue staff on practice and impacts for their Level 2.3 journey.       3.5.2       S.2       NC         • Bespoke Te Aho o Te Reo       practice and impacts for their Level 2.3 journey.       Analysis of variance planning for ilearners' needs through adaptive arcs to enhance engagement outcomes in literacy and progress in student       Analysis of variance planning for ilearners.       3.5.2       NC         ng.       Curriculum Design entrefersh, eliteracy, numeracy.       Analysis of variance planning troipement effeshed observation format.       Teachers are using best practice and inimistry guided by research and ministry suing data to inform their literacy and mumeracy programmes.       3.6.1       NC, SC         • Science of Learning principles and Numeracy implemented in terview and reflect:       A nhour a day Reading, Within grogress.       3.6.3       4.2.2       Whânau Leaders in grogrammes effect learners and support accelerated in programmes in terview and support accelerated in format.       3.6.3       4.2.2       Whânau Leaders in support accelerated in programmes effect learners in support accelerated in programmes.       3.6.3       4.2.2       Whânau Leaders in support accelerated in programmes effect learners in everwand inform assessment and next steps for learners.       3.6.3       4.6.3       4.6.4	Develop a cohesive PLD culture	Deliver PLD that meets the needs		1.2.2	BJ, SJ,	All staff have an inquiry plan established. Staff have
<ul> <li>Culturally Responsive Pedagogy evidencing collaborative to develop and refine teacher practice and reflection on how to best meet as 5.2 programme to continue staff on their Level 2/3 journey.</li> <li>Use Digital Technology PLD to strengthen deliberate teaching and progress in student outcomes in literacy and numeracy.</li> <li>Curriculum Design (PLD tearners) and progress in student outcomes in literacy and progress in student sciences.</li> <li>Curriculum Design (PLD tearners), numeracy &amp; social sciences</li> <li>Science of Learning principles and unmeracy implement refreshed biservation format.</li> <li>A clear focus on teaching and supporting through coordinated, wrap around support teacher informated, wrap around support teaching and next steps for learners.</li> <li>A clear focus on teaching and progression for at risk learners.</li> <li>Whole school moders in student in and next steps for learners.</li> <li>Needs with support teacher and new steps for learners.</li> <li>Needs with support teacher in progression format.</li> <li>Neaching and support accelerated in ext steps for learners.</li> <li>Neaching and progression format.</li> <li>Neaching and progression format.</li></ul>	and pedagogy plan which	of staff using the following;	shared with leadership,	2.4.1	IM, AJ,	participated in Noho Marae External, PLD providers
and expertise as active       to develop and refine teacher practice       conversations and teacher reflection on how to best meet       3.5.2         and programme to continue staff on their Level 2/3 journey.       use Digital Technology PL to strengthen deliberate teaching and progress in student       and progress in student outcomes in literacy and numeracy.       analysis of variance planning for improvement implemented and numeracy.       3.5.2         sed student centred       Embed Te Mataiaho refresh, sinteracy, numeracy & social and implement refreshed observation format.       Teachers are using best practice       2.3.4       IM, AJ, guided by research and ministry 2.4.1       M, AJ, sociance of Learning principles and track learning progress.       3.6.1         a Review lesson/unit planning and implement refreshed observation format.       guided by research and ministry 2.4.2       2.3.4       IM, AJ, sociance of Learning principles and track learning progress.       3.6.1         a A clear focus on teaching and supporting through co- ordinated, wrap around support for at risk learners.       A clear focus on teaching and support accelerated or drated, wrap around support for at risk learners.       Notar adv Reading progression for at risk learners.       Heater capabilities and next steps for learners.       3.6.3         support teacher capabilities support teacher capabilities release and with support teacher capabilities support teacher capabilities	enhances all of our staff	<ul> <li>Culturally Responsive Pedagogy</li> </ul>	evidencing collaborative	2.4.2	NC	(Te Aho, ImpactEd, UTB) Teacher observations booked
sin learning       Practice       reflection on how to best meet       3.6.1         earners       learners' needs through adaptive       3.6.2         programme to continue staff on programme to continue staff on strengthen deliberate teaching acts to enhance engagement and progress in student outcomes in literacy and numeracy.       - Analysis of variance planning for improvement implemented and PLD designed to support teacher capabilities       3.5.2         strengthen deliberate engagement acts to enhance engagement outcomes in literacy and numeracy.       - Analysis of variance planning for improvement implemented and PLD designed to support teacher capabilities       3.5.2         student-centred       Ernbed Te Mataiaho refresh, sintative within teir sciences of Learning principles       - Teachers are using best practice and implement refreshed observation format.       2.3.4       M, Al, UK, LSC         Science of Learning principles       - Anolur aday Reading, Writing and track learning progress.       3.6.2       Whanau and track learning or gorges.         A clear focus on teaching and supporting through co- ordinated, wrap around support for at risk learners.       - Teaching and learning programmes reflect learners and next steps for learners.       - Learning progression frameworks inform assessment and next steps for learners.       - Learning polytics support accelerated progress.       - Learning polytics support accelerated progress.       - Learning polytics support reacher and text steps for learners.         support framety       - Review and identify student needs with support from LS	knowledge and expertise as active	to develop and refine teacher	conversations and teacher	3.5.2		and framework developed. Wairepo have completed
<ul> <li>Bespoke Te Aho o Te Reo programme to continue staff on programme to continue staff on practice and impacts for their Level 2/3 journey.</li> <li>Use Digital Technology PLD to strengthen deliberate teaching and progress in student and progress in student outcomes in literacy and numeracy.</li> <li>Curriculum Design</li> <li>Enbed Te Mataiaho refresh, si ceinces</li> <li>Enbed Te Mataiaho refresh, and fumplement effeshed inplement refreshed and limplement refreshed and limplement refreshed and limplement refreshed and learning principles and implement refreshing and implement refreshing and implement refreshing and usporting through co-ordinated, wrap around support</li> <li>A clear focus on teaching and learning programmes reflect learners in the stearning bas our main goal and next steps for learners.</li> <li>A clear focus on teaching and learning programmes reflect learners in the stearning hearing programmes reflect learners in the stearning broothing through co-ordinated, wrap around support scelerated programmes reflect learners.</li> <li>Whole sourd in the steps for learners.</li> <li>Whole sourd in the steps for learners.</li> <li>Netwer wand identify student in eeds with support teacher capabilities</li> </ul>	participants in learning	practice	reflection on how to best meet	3.6.1		weekly lessons with Kaiarahi o te reo within classes.
programme to continue staff on their Level 2/3 Journes and progress in student outcomes in literacy and acts to enhance engagement and progress in student outcomes in literacy and       3.5.2         aptive, engaging, sed student-centred       Curriculum Design Ilteracy, numeracy.       • Teachers are using best practice and implement refresh, literacy, numeracy & social and molement refreshed align within our current practice align within our current practice align within our current practice align within our current practice align within our current practice and implement refreshing and reflect       • Teachers are using best practice capabilities observation format.       2.3.4       IM, AJ, guided by research and ministry and Numeracy programmes.       2.4.1       NC, LSC and Numeracy programmes.         • Science of Learning principles and mould reflect for at risk learners.       • An hour a day Reading. Writing programmes reflect learning programmes reflect learners in and next steps for learners.       3.6.2       Leaders and meds and support accelerated programmes shoel mediation PLD to support taccher capabilities • Whole school moteation PLD to support teacher capabilities • Review and identify student needs with support from LSC to       • An location PLD to		-	learners' needs through adaptive	3.6.2		
their Level 2/3 journey.       Particle Planting for strengthen deliberate teaching acts to enhance engagement and progress in student outcomes in literacy and numeracy.       Analysis of variance planning for improvement implemented and progress in student outcomes in literacy and numeracy.         aptive, engaging.       Curriculum Design entrefresh, sed student-centred       Embed Te Mataiaho refresh, literacy and guided by research and ministry enduced in review and reflect forcus on teaching and track learning progress.       3.6.1       NC, LSC enduced by research and ministry enduced by research and ministry enduced by research and ministry enduced in track learning progress.       3.6.1       Leaders enduced by research and Maori Medium enduced by research and Maori Medium enduced by research and learning enduced by regression frameworks inform assessment and next steps for learners.       3.6.3         action of a trisk learners.       Progress.       3.6.3       S.2       S.2         action of a trisk learners.       Progress.		programme to continue staff on	practice and impacts for	3.5.2		
• Use Digital Technology PLD to strengthen deliberate tacking acts to enhance engagement and progress in student outcomes in iteracy and numeracy.       • Analysis of variance planning for inprovement implemented and PLD designed to support teacher capabilities         pative, engaging, is distudent-centred stat best serve the s that best serve the s that best serve the s cliences       • Curriculum Design Iteracy, numeracy & social interacy, numeracy & social and implement refreshed observation format.       • Teachers are using best practice guided by research and ministry initiatives within their Literacy and Numeracy programmes, align within our current practice review and reflect       • Cachers socian track learning principles and Numeracy implemented in English and Maori Mealing progress.       • An hour a day Reading, Writing and Numeracy implemented in English and Maori Mealing progress.       3.6.1       Leaders ueaders         • A clear focus on teaching and learning around support for at risk learners.       • Teaching and progress.       • Teaching and progress.       • Teaching and progress.       • Emplemented in English and Maori Meaium progress.       • Learning progression frameworks inform assessment anext steps for learners.       • Whole school moderation PLD to support teacher capabilities       • Whole school moderation PLD to support from LSC to		their Level 2/3 journey.	learners.			
strengthen deliberate teaching and progress in student outcomes in literacy and numeracy.       improvement implemented and progress in student outcomes in literacy and numeracy.       improvement implemented and capabilities         aptive, engaging, sed student-centred       Curriculum Design literacy, numeracy & social sciences       • Teachers are using best practice sciences       2.3.4       IM, AJ, initiatives within their literacy and implement refreshed observation format.       • Teachers are using best practice sciences       2.3.4       IM, AJ, unitiatives within their literacy and Numeracy programmes, susing data to inform their planning, evaluate programmes, align within our current practice review and reflect       1.4       NC, LSC whānau a.6.1         • A clear focus on teaching and learning as our main goal and supporting through co- ordinated, wrap around support for at risk learners.       • An hour aday Reading, Writing and meast step for learners needs and support accelerated progress.       3.6.3         • Understown of the school moders to progress.       • Learning progress.       • Learning progress.         • Whole school moders to pabilities eReview and identify student needs with support from LSC to       • Whole school moders table in needs with support from LSC to		<ul> <li>Use Digital Technology PLD to</li> </ul>	<ul> <li>Analysis of variance planning for</li> </ul>			
acts to enhance engagement       PLD designed to support teacher         aptive, engaging,       Curriculum Design         curriculum Design       Teachers are using best practice       2.3.4         stat best serve the       Embed Te Mataiaho refresh,       initiatives within their Literacy       2.4.1         and implement refreshed       and numeracy & social       and Numeracy programmes,       3.6.1       Leaders         and implement refreshed       observation format.       An hour a day Reading, Writing       3.6.2       3.6.2         align within our current practice       English and Maoi Medium       Teachers and learning programmes       3.6.3       3.6.2         A clear focus on teaching and learning as our main garound support       Teaching and learning programmes reflect learners       An hour a day Reading, Writing       3.6.3         and Numeracy, implemented in for at risk learners.       Teaching and learning programmes reflect learners       3.6.3         programmes reflect learners       Teaching and learning programmes reflect learners       3.6.3         if or at risk learners.       Programmes reflect learners       Teaching and users teps for learners         if or at risk learners.       Writing       Teaching and next steps for learners       Support teacher capabilities         erview and text is port teacher capabilities       Nc Learning programmes <t< td=""><td></td><td>strengthen deliberate teaching</td><td>improvement implemented and</td><td></td><td></td><td></td></t<>		strengthen deliberate teaching	improvement implemented and			
and progress in student outcomes in literacy and numeracy.     capabilities       aptive, engaging, ised student-centred     Curriculum Design     • Teachers are using best practice     2.3.4     IM, AJ, guided by research and ministry       stat best serve the sciences     Embed Te Mataiaho refresh, literacy, numeracy & social sciences     • Teachers are using best practice     2.4.1     NC, LSC       and implement refreshed observation format.     • Science of Learning principles align within our current practice review and reflect     • A hour a day Reading, Writing and Numeracy implemented in English and Maori Medium     3.6.3     3.6.3       • A clear focus on teaching and berordinated, wrap around support for at risk learners.     • An hour a day Reading, Writing and Numeracy implemented in English and Maori Medium     • An hour a day Reading, Writing and Numeracy implemented in English and Maori Medium     • Cearring progress.       • Clear focus on teaching and berofin at risk learners.     • Progress.     • Learning progress.       • Clear focus on teaching and ordinated, wrap around support for at risk learners.     • Learning progress.     • Learning progress.       • Learning brough co- and next steps for learners.     • Learning progress.     • Learning progress.     • Whole school moderation PLD to support teacher capabilities       • Review and identify student needs with support from LSC to     • Heiler     • Heiler		acts to enhance engagement	PLD designed to support teacher			
outcomes in literacy and numeracy.         outcomes in literacy and numeracy.         Teachers are using best practice         2.3.4         IM, AJ, sed student-centred           sed student-centred         Embed Te Mataiaho refresh, literacy, numeracy & social and moles and implement within our current practice         9 (and Numeracy best practice) and implement refreshed observation format.         9 (and Numeracy best practice) and numeracy best practice         2.3.4         NC, LSC NC, LSC           Science of Learning principles align within our current practice review and reflect review and reflect ordinated, wrap around support for at risk learners.         9 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. • Whole school moderation PLD to support teacher capabilities • Review and identify student needs with support from LSC to         10 (b)		and progress in student	capabilities			
aptive, engaging, sed student-centred       Curriculum Design       • Teachers are using best practice       2.3.4       IM, AJ, subst serve the         sised student-centred       Embed Te Mataiaho refresh, scial sciences       9uided by research and ministry       2.4.1       NC, LSC         sised student-centred       Review lesson/unit planning and implement refreshed observation format.       9uintatives within their Literacy       3.6.1       Leaders         e Review and reflect       A clear focus on teaching and learning progress.       - A clear focus on teaching and learning progress.       - A clear focus on teaching and learning progress.       - A clear focus on teaching and learning progress.       - A clear focus on teaching and learning progress.       - A clear focus on teaching and learning progress.       - A clear focus on teaching and programmes reflect learners for at risk learners.       - Eaching and learning progress.       - Eaching and learning progress.       - Eaching and learning progress.         for at risk learners.       - Learning progress.       - Learning progress.       - Learning progress.       - Learning progress.         • Whole school moderation PLD to support teacher capabilities       - Whole school moderation PLD to support from LSC to       - Mit support from LSC to		outcomes in literacy and				
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sed student-centredEmbed Te Mataiaho refresh, literacy, numeracy & social sciencesguided by research and ministry2.4.1NC, LSCs that best serve the sciencesReview lesson/unit planning and implement refreshed observation format.and Numeracy programmes, using data to inform their science of Learning principles align within our current practice review and reflectand Numeracy programmes, and track learning progress.3.6.1 science of Learning principles and track learning progress.S.6.1 using data to inform their and Numeracy implemented in Teaching and learning programmes reflect learners needs and support accelerated ordinated, wrap around support for at risk learners.NC, LSC using data to inform their and Numeracy programmes and track learning progress.S.6.1 and track learning progress.Leaders a.6.3ordinated, wrap around support for at risk learners.earning progress. elearning progress.Nc LSC using and learning progress.S.6.3 and track learning programmes reflect learners needs and support accelerated and next steps for learners.Nc LSC using track learning progress.• Whole school moderation PLD to support teacher capabilities eleaview and identify student needs with support from LSC toS.6.1 teaching and teaching and track learning progress.	Develop adaptive, engaging,	Curriculum Design		2.3.4	IM, AJ,	Planning and implementation of the hour R.W.N. LSC
s that best serve the       literacy, numeracy & social       initiatives within their Literacy       2.4.2       Whānau         r learners and       Review lesson/unit planning       and Numeracy programmes,       3.6.1       Leaders         and implement refreshed       observation format.       science of Learning principles       and track learning progress.       3.6.3         align within our current practice       Science of Learning principles       and track learning progress.       3.6.3         A clear focus on teaching and       learning as our main goal and       ned racklearning progress.       3.6.3         for at risk learners.       for at risk learners.       elarning progress.       elarning progress.       1         exponents       frameworks inform assessment       and next steps for learners.       1       1         exponents       enview and identify student       ereview and identify student       1	research based student-centred	<ul> <li>Embed Te Mataiaho refresh,</li> </ul>	guided by research and ministry	2.4.1	NC, LSC	has been attending whānau hui to support Kaiako with
Ir learners andsciencesand Numeracy programmes, using data to inform their and implement refreshed observation format.3.6.1Leaders 3.6.2• 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 An hour a day Reading, Writing and Numeracy implemented in English and Maori Medium3.6.1Leaders• A clear focus on teaching and learning through co- ordinated, wrap around support for at risk learners Teaching and learning progress Teaching and learning progress Teaching and learning progress Teaching and needs and support accelerated progress.• Mour a tarsk learners. 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- Science science- Science and Numeracy implemented in English and Maori Medium Progress Science and Numeracy implemented in English and Maori Medium Progress Science and support and next steps for learners Science and next steps for learners eneview and identify student needs with support from LSC to- Science and Numeracy implemented in English and Maori Medium	programmes that best serve the	literacy, numeracy & social	initiatives within their Literacy	2.4.2	Whānau	at risk learners. Moderation has been carried out
<ul> <li>Review lesson/unit planning and implement refreshed observation format.</li> <li>Science of Learning principles align within our current practice review and reflect</li> <li>A clear focus on teaching and learning as our main goal and supporting through co- ordinated, wrap around support for at risk learners.</li> <li>An hour a day Reading, Writing and Numeracy implemented in English and Maori Medium</li> <li>Teaching and learning programmes reflect learners needs and support accelerated progress.</li> <li>Learning progress.</li> <li>Vhole school moderation PLD to support teacher capabilities</li> <li>Review and identify student needs with support from LSC to</li> </ul>	needs of our learners and	sciences	and Numeracy programmes,	3.6.1	Leaders	within whānau hui. Technology whānau have
<ul> <li>and implement refreshed</li> <li>observation format.</li> <li>Science of Learning principles</li> <li>align within our current practice</li> <li>review and reflect</li> <li>A clear focus on teaching and</li> <li>learning as our main goal and</li> <li>supporting through co-</li> <li>ordinated, wrap around support</li> <li>for at risk learners.</li> <li>for at risk learners.</li> <li>earning progress:</li> <li>whole school moderation PLD to</li> <li>support teacher capabilities</li> <li>Review and identify student</li> <li>needs with support from LSC to</li> </ul>	community	<ul> <li>Review lesson/unit planning</li> </ul>	using data to inform their	3.6.2		developed inquiry focus.
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.		and implement refreshed	planning, evaluate programmes	3.6.3		
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.		Science of Learning principles	<ul> <li>An hour a day Reading. Writing</li> </ul>			
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. for at risk learners.		align within our current practice	and Numeracy implemented in			
A clear focus on teaching and learning as our main goal and supporting through co- ordinated, wrap around support for at risk learners. for at risk learners.		review and reflect	English and Māori Medium			
al and d support			•Teaching and learning			
d support		learning as our main goal and	programmes reflect learners			
		ordinated wrap around support	progress.			
		for at rick learners	<ul> <li>Learning progression</li> </ul>			
and next steps for learners. •Whole school moderation PLD to support teacher capabilities •Review and identify student needs with support from LSC to		וכו מר וואז וכמו ווכוא.	frameworks inform assessment			
Whole school moderation PLD to support teacher capabilities •Review and identify student needs with support from LSC to			and next steps for learners.			
support teacher capabilities <ul> <li>Review and identify student</li> <li>needs with support from LSC to</li> <li>Interview and identify student</li> <li>Interview and identify stu</li></ul>			<ul> <li>Whole school moderation PLD to</li> </ul>			
Review and identify student     needs with support from LSC to			support teacher capabilities			
needs with support from LSC to			<ul> <li>Review and identify student</li> </ul>			
			needs with support from LSC to			



## **ANNUAL PLAN 2024**

processes.	to includes design for learning	<ul> <li>Technology programme planning</li> </ul>	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	<ul> <li>Develop a curriculum that is</li> </ul>	<ul> <li>Staff are equipped to support</li> </ul>	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	<ul> <li>Collection of ākonga, whānau</li> </ul>	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.			
		<ul> <li>Classroom practices are</li> </ul>			
		supportive of diversity, equity			
		and inclusion.			
		<ul> <li>Planning is reviewed and</li> </ul>			
		amended to ensure that			
		diversity, responsivity and			
		representation are present and			
		appropriate.			
		<ul> <li>Ākonga voice reflects that</li> </ul>			
		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		-
	<ul> <li>Improve the visibility of Te ao</li> </ul>	• We visibly and tangibly reflect a	1.1.3 NC,
	Māori - practices and events	kura of Aotearoa	
	held that place significance and	<ul> <li>Powhiri, Matariki and Te wiki o</li> </ul>	
	importance of Māori	te Reo Māori have more	3.5.1
	celebrations	prominence	3.5.2
	<ul> <li>Develop and implement</li> </ul>	<ul> <li>Kapa haka is inclusive across the</li> </ul>	3.5.3
	Poutama Reo plan.	kura	
	<ul> <li>Develop and implement</li> </ul>	• Te Reo Māori is used within the	
	assessment for Te Reo Māori in	class environments daily	
	English Medium	including instructions,	
	<ul> <li>Strengthen Te Reo Maori</li> </ul>	commands and phrases.	
	assessment in Māori Medium	Teachers build their own	
	<ul> <li>There is explicit teaching of Te</li> </ul>	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	<ul> <li>Teaching of Te Reo Māori is</li> </ul>	
		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	<ul> <li>Engagement is measured;</li> </ul>	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	<ul> <li>Build local connections with iwi</li> </ul>	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	<ul> <li>Stand down and suspension</li> </ul>			when hui whanau. Whānau conferences highest
	into everything we do and the	data			attendance recorded at 72%.
	presence of Mana Örite is	<ul> <li>Afterschool, sport and</li> </ul>			
	increased including in policies	enrichment programme			
	and procedures	participation			
	<ul> <li>Teachers meaningfully and</li> </ul>				
	intentionally integrate quality te				

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	reo Māori, tikanga Māori and	<ul> <li>Resources are built and the</li> </ul>			
	mātauranga Māori learning	system is accessible to all i.e.			
	opportunities throughout	chrome books, grant access			
	implementation of the	<ul> <li>Te Reo me ona tikanga and</li> </ul>			
	curriculum.	matauranga māori is visible in			
	<ul> <li>Teachers regularly provide</li> </ul>	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	<ul> <li>Aspirations of Ngā kawatau is</li> </ul>			
	learning, progress and	reflected across the kura in a			
	pathways.	number of contexts.			
	<ul> <li>Relationship with Ngāti Rārua</li> </ul>				
	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	<ul> <li>Physical surroundings</li> </ul>	in Kaiako/Whānau conference	1.2.3	leaders	enrichment programmes.
valued, celebrated and have a	<ul> <li>Recognition – assemblies, days,</li> </ul>	bookings compared with 2023.	2.3.1	Kāiako,	
strong sense of belonging and self-	festivals	<ul> <li>Volunteer, community</li> </ul>	2.3.4	SJ, NC	
efficacy within the school	<ul> <li>Build and strengthen existing</li> </ul>	interactions in NIS programmes.	2.4.2		
environment, processes and	connections with feeder schools	<ul> <li>Learning Journal analytics</li> </ul>	3.5.1		
systems.	<ul> <li>Determine and develop a plan</li> </ul>	indicate home interactions with			
	for assembly guest speakers	student learning reflections.			
	and/or performances including				
	ākonga				

