

Information informing this plan

Whānau and Staff Consultation focus areas

ERO profile report

- continuing to develop its localised curriculum so learners have increased opportunities to experience a curriculum that responds to their cultures, languages and identities, including use of te reo Māori
- strengthening school wide practices that foster positive behaviour for learning, including whānau and community involvement

NELPs

Ka Hikitia

- Te Tangata - Māori learners and their whānau have a sense of belonging
- Te Tuakiritanga - our kura will support the growth and development of the Māori language

Education Regulations

- 71.e - strategies for identifying and catering to students whose needs have not yet been well met

Learning Support Action Plan

- Priority 5: Meeting the learning needs of gifted children and young people, it is important that the diversity of giftedness is recognised and supported

MoE Positive behaviour for learning

- Building on existing programmes to improve supports that safeguard and promote wellbeing, bullying prevention and mental health

Curriculum refresh guidelines

- In their first strategic plan, boards should be planning for successful implementation of the refreshed national curriculum



Kia Maiangi awe ake te mātauranga
Inspiring a passion for learning

Strategic Goals	Initiatives	Success	NELPS & Relevant Strategies	Board Primary Objectives
Ako - Everyone is a learner Students receive high quality collaborative teaching and learning that promote both equity and excellence, with a focus on supporting all ākonga to achieve their personal best.	Develop and implement - Common practice model guidelines - Maths Curriculum and delivery refresh - English Curriculum and delivery refresh - Science, Technology & Arts Curriculums refresh - Te reo Māori curriculum development and delivery Prioritise and utilise professional development opportunities that supports consistent, and high quality teaching and learning	- Ākonga are competent in the linking of Te Mātaiaho (why), Common Practice Model (how) and curriculum refresh (what) - Mathematics and English curriculum areas will be developed into local curriculum and will be used by kaiaiko, in conjunction with quality assessment practices, to ensure progress & achievement for all ākonga - Curriculum refresh across other learning areas will be progressed - Kaiaiko will be competent targeting ākonga needs and teaching using the refreshed curriculum - Consistent teaching of te reo through the school, developing kaiaiko confidence in te reo - High quality planning, teaching and assessment practices that provide all ākonga with access to enhanced learning outcomes is evident across our kura	Consultation NELP 2, 4, 5, 6 Ka Hikitia ERO Profile Report	127.1. A / B / D 127.2. A / B
Wellbeing and Pathways Prioritizing student wellbeing and recognizing the diverse talents of our learners to create a supportive and enriching educational environment where every student can thrive.	Implement PB4L School-wide Tier 1, in partnership with the Ministry of Education. Develop the SMS HM values through explicit teaching, reinforcement and engagement opportunities. To enhance our understanding of and support for gifted pūmanawa learners, focusing on research, definition, identification, and a pilot program to cater to their unique needs. Increase access to learning opportunities for gifted pūmanawa ākonga.	- Ākonga are supported to manage emotions and behaviour in consistent and mana enhancing ways. - Tamariki learn in a safe, positive, caring and inclusive environment, supported by staff who take time to relate and understand them as individuals - Positive reciprocal relationships are built across all areas of the kura - All ākonga, whānau and staff feel safe, valued and able to support one another to be the best they can be - Develop tools and gather information on the best ways to identify giftedness - The diversity of giftedness is recognised and supported	Consultation NELP 1,2,3,7 PB4L - SW Ka Hikitia ERO Profile Report	127.1. B / C 127.2. A
			Consultation NELP 1,2,3,7 Education Regulation Learning Support Action Plan	

Initiatives	2024				2025				Initiative Outcome Statement
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Common Practice Model	Lead teachers discuss and unpack phase two of the common practice model.								Kaiaiko will be competent in implementing the 'how' we teach aspect of the curriculum refresh.
Maths and English Curriculum and delivery refresh	Continue to provide PLD towards the implementation of the refreshed Mathematics Curriculum to support effective, assessment-informed teaching				Ensure teaching and learning is reflective of the refreshed Maths and English curriculum				Kaiaiko will be competent in teaching to the differing needs of ākonga using the refreshed Maths and English curriculum.
Science, Technology, The Arts Curriculum and delivery refresh					Provide PLD towards the implementation of the refreshed Science, Technology and Arts Curriculum to support effective,assessment-informed teaching				Kaiaiko will be familiar with the refreshed curriculum areas, beginning to explore how these might be localised and used.
Te Reo Māori curriculum development and delivery		Create a clear and cohesive programme of work across all levels							All ākonga will receive consistent teaching in Te Reo Māori building confidence and competence through the school. Kaiaiko will continue to improve their level of Te Reo Māori.
			Continue to build kaiaiko capacity and competence to teach Te Reo Māori						
PB4L - School wide	Participate in, and implement, the agreed practices of PB4L - Schoolwide								Ākonga are supported to manage their emotions and behaviour in consistent and mana-enhancing ways.
Gifted Pūmanawa development	Kaiaiko engaged in professional learning to support identification of gifted pūmanawa ākonga								Enhance our understanding of and support for pūmanawa gifted learners, focusing on research, definition and identification to cater to their unique needs.
			Design and implement increased opportunities for gifted pūmanawa ākonga						

Initiative Two: Maths and English Curriculum and delivery refresh						
Outcome: Kaiaoko will be competent teaching to the differing needs of ākonga using the refreshed Maths and english curriculum.			Measures: • Teacher planning reflects refreshed curriculum • Observations of teaching reflects refreshed curriculum • Learning goals provide evidence of ākonga achievement through the new curriculum			
Key Actions		Initiative Leader	People Responsible	Resources	Completed by	Review
Professional Learning in the refreshed Maths curriculum to ensure all kaiaoko understand and use the Maths and English curriculum.	Alice	Across School Leads: Marée, Lisa Literacy Team: Leanne, Nicky, Tamara, Chris, Charlotte Maths Team:	MoE Advisors MoE resources online MoE PLD - 50 hours Professional Learning budget Lead team meetings Staff meetings	Term 4, week 5	Note: at this time we do not have an English curriculum to refer to so are unsure if there will be adaptations or changes needed in our programmes.	
Continue to lead staff						

development on effective teaching and assessment on maths, through staff meetings, team planning and assessment meetings.	Jarad, Chantal, Susie, Paige Learning Architects: Rob Clarke	Staff only days Teacher release	
Develop learning goals crossing the three phases of learning for assessment and reporting to whānau.	Literacy Team: Leanne, Nicky, Tamara, Chris, Charlotte Maths Team: Jarad, Chantal, Susie, Paige	MoE resources online MoE PLD - 50 hours Lead team meetings Staff meetings Staff only days Teacher release	
Develop a Maths / Literacy localised curriculum.			

Initiative Four: Te Reo Māori curriculum development and delivery			
Outcome: All ākonga will receive consistent teaching in Te Reo Māori building confidence and competence through the school. Kaiako will continue to improve their level of Te Reo Māori.			
Measures:		Resources Completed by Review	
Key Actions Create a Te Reo teaching programme that develops and extends across all teams, including waiata across the school and school karakia being used in all classes each morning. Gather appropriate resources to support Te Reo teaching and learning. Analyse progress of ākonga Māori as a whole within the school setting, suggest improvements to programmes that may meet greater needs. Facilitate the development of programmes and strategies aimed at improving Tikanga Māori across the school.		People Responsible Lead team meetings Tikanga Māori budget Professional Learning budget Cultural Capability Development Kapahaka budget Te Aho Arataki Marau mo e Ako i Te Reo Māori Te Reo Club membership Semester data Teacher release Team meetings Lead team meetings Team meetings Staff meetings Planning sessions Teacher only days Planning templates Professional Learning budget Teacher release Staff meetings Professional learning sessions	
Alice and Susie		Cultural Responsiveness Team: Annemarie, Chantal, Amy, Andrew	
Alice and Susie		Cultural Responsiveness Team: Annemarie, Chantal, Amy, Andrew Assessment: Alice	
Alice and Susie		Cultural Responsiveness Team: Annemarie, Chantal, Amy, Andrew Localised Curriculum Team: Alice, Nicky	
Alice, Susie, Andrew		Outside Providers: Te Ahu o te Reo Maori ki Ngai Tahu Regan	
Kaiako participate in professional learning.		Term 4, week 1	

Goal Two Wellbeing and Pathways Prioritising student wellbeing and recognizing the diverse talents of our learners to create a supportive and enriching educational environment where every student can thrive.	Goal success statement • Ākonga are supported to manage emotions and behaviour in consistent and mana enhancing ways. • Tamariki learn in a safe, positive, caring and inclusive environment, supported by staff who take time to relate and understand them as individuals • Positive reciprocal relationships are built across all areas of the kura • All ākonga, whānau and staff feel safe, valued and able to support one another to be the best they can be • Develop tools and gather information on the best ways to identify giftedness • The diversity of giftedness is recognised and supported
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Initiative Two: PB4L - School wide				
Outcome: Ākonga are supported to manage their emotions and behaviour in consistent and mana-enhancing ways.				
Measures:		• Kaiako survey • Whānau survey • Ākonga voice / survey • Observations and conversation		
Key Actions	Initiative Leader	People Responsible	Resources	Completed by
Lead teachers / team attend termly MoE training in order to upskill.	Helen, Jane	PB4L Team: Susie, Briana, Chris, Kate, Andrew MoE PB4L Team: Richard	MoE sessions Release days PB4L - SW resources	End of year
Create a programme of work focussing on the values developing consistency across the school.			Staff meetings Teacher release	Ongoing
Increase awareness of PB4L in the community through - o Regular newsletter posts - o Assembly / team assembly sharing - o Whānau information session	Helen, Jane	PB4L Team: Susie, Briana, Chris, Kate, Andrew Implementation Team: Alice, Leanne, Nicky, Chantal, Chris, Michelle	Newsletter Assemblies Staff / team meetings PB4L-SW resources	Ongoing

Initiative Two: Gifted Pūmanawa development				
Outcome: To enhance our understanding of and support for pūmanawa gifted learners, focusing on research, definition and identification to cater to their unique needs.				
Measures:		• Kaiako survey • Whānau survey • Ākonga voice / survey • Observations and conversation		
Key Actions	Initiative Leader	People Responsible	Resources	Completed by
Develop a research plan to build knowledge and identify potential areas for improvement.	Leanne	Across School Lead: Cristy Gifted Pūmawa Team: Tamara, Kate	Lead team meetings Professional Learning budget New Zealand Centre of Gifted Education - NZCGE Surveys Readings Staff meetings	Term 4, week 8
Develop a systematic process for identifying gifted pūmanawa ākonga.				

Collaborate to create a clear and comprehensive definition of pūmanawa giftedness that aligns with the school's values and culture.			Staff only days Teacher release		
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