



Strategic Plan & Implementation for 2024 - 2025

Introductory Section - Strategic Intentions

Our Vision

To grow confident respectful leaders, meeting the challenges of success in learning and gain knowledge to support life skills.

Our Values

Our staff and children display Cargill's 4N's

- Ngākau Manaaki - Well-being
- Ngākau Kaitiaki - Respect
- Ngākau Whānau - Connections
- Ngākau Māhaki – Humility

Te ao Māori values that have special relevance to us include

Ngākau is the expressions of emotions

- Manaaki enhances their own well-being and integrity as well as that of others
- Kaitiaki is nurturing respect, responsibility leadership, confidence, accountability
- Whānau refers to life, beliefs, whakapapa (connections) and whakawhanaungatanga (relationships)
- Māhaki links to compassion, humility, service, courage

Programme principles

All of our programmes will be planned, prioritised and reviewed to ensure they are consistently underpinned by the eight principles

Through all our programmes, students will be encouraged to **participate in**

- High expectations
- Treaty of Waitangi
- Cultural diversity
- Inclusive programmes
- Learning to learn
- Community engagement
- Coherence (decisions)
- Future focus

Te Mātaiaho or refreshed NZ curriculum is designed to give practical effect to Te Tiriti o Waitangi and be inclusive, clear, and easy to use.

- Ensure our strategic goals align to the **National Education and Learning Priorities** by
 1. Keeping learners at the centre
 2. Ensuring barrier free access
 3. Providing quality teaching and leadership
 4. Future of learning and work
 5. Inclusive education

Strategic Section 2024 - 2025

Objectives:	Current School Context:	Strategic Goals 2024-2025	Core Strategies for Achieving Goals 2024 - 2025
<p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> - inclusive culture SENCO and Kahui learning needs, disabilities, neuro-diversity, whānau engagement - Māori language programme Level 3 for 7 hours a week including in class activities across the curriculum through daily karakia, waiata, storytelling and recovering the history or current times of ancestors, places and events - immerse Te Aho Arataki Marau Curriculum with Te Whare Tapu o te Ngākau Maori student progressions - Whare tapawhā to acknowledge whole child, tinana, whanau, hinengaro, wairua - Pacific language basic programme to enhance culture values and communication 	<p>1a Produce a graduate student profile that tells about the whole child.</p>	<p>Te Aho Arataki Marau mo te Reo Māori curriculum Te Whare Tapu o te Ngākau Māori by Māori Achievement Collaborative (MAC)</p> <p>Te Whare Tapa Whā by Mason Durie</p> <p>Tapasā curriculum</p> <p>Te Whāriki</p>
<p>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<ul style="list-style-type: none"> - partner with family and whānau goal setting conferences to give feedback for their children’s learning - Māori & Pacific language programme Level 3 - high expectations for behaviour and learning - Māori achieving success as Māori - leadership roles and opportunities such as peer mediator, tuakana teina partnerships - hui for whanau during celebratory events - Early childhood, powhiri, Matariki, language weeks, whanau ako day, hosting another school (Bishop Gaines) for athletics - performing arts, music, cultural festival and production events - network with Raukawa (mana whenua), MAC and Kahui Ako school community 	<p>2a Identify past, current and future leadership heroes in local, Māori, Pacific and global communities.</p>	<p>2024 hui with Raukawa for PLD and community liaison</p> <p>Tapasā Navigate PLD with Dr Siliva Gaugatao</p>

<p>3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<ul style="list-style-type: none"> - whānau Māori and Pacific families (Cook Island, Samoa, Tongan) - Free Healthy Lunch Programme, the Fruit in Schools Programme, Breakfast in Schools, KidsCan and the donation scheme. - Kāhui Ako, RTLB, Learning Support Psychologists, Speech therapist, Special Education Advisor, TCoss social services, Raukawa health - BOT invest in additional teaching aides for in class support - provide professional learning development for literacy programmes and accelerated learning and teaching for mathematics (ALiM) - 4Cs values and logo are currently under review and will be replaced with Ngākau Māori and Te Ao Māori - raised and met Ministry attendance targets - provided transportation for students to attend school 	<p>3a Strengthen relationships between home and school environments to engage students, raise achievement.</p> <p>3b Explore “team” of students, staff and whanau for learning and planning for review of logo and values.</p> <p>3c Develop and embed immersion of curriculum and Te Whare Tapu progressions</p>	<p>Positive behaviour for learning professional programme (PB4L)</p> <p>Te Whare Tapu o te Ngākau Māori progressions</p> <p>North-East by Russell Bishop</p> <p>Tapasā</p> <p>Rebranding our logo to suit our Te Whare Tapu o te Ngākau Māori values</p>
<p>4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<ul style="list-style-type: none"> - communication, leadership and kaitiaki. - Pacific learners/ākonga, Culture Fest. - curriculum refresh MOE advisor for implementation of NZ Histories, English and Mathematics - Resource Teacher of Literacy, Better Start Literacy Approach, lifelong literacy and spelling programmes - Maths Whizz individual student online - SENCO interventions with learning coordinators, Kahui Ako school’s register for student needs, monitoring and learning programmes - teacher aides have individualised student programmes such as early words, quick 60, phonics, maths facts 	<p>4a To participate in accelerated teaching and learning in mathematics (AIIIM)</p> <p>4b To develop explicit and accelerated teaching in literacy (ALL)</p> <p>4c Raise student reading for meaning strategies</p> <p>4d Refine motor skills for handwriting letter formation</p>	<p>Teacher enrolled with Accelerated learning in Mathematics.</p> <p>Teacher/Principal enrolled with Accelerated learning in Literacy.</p>

<p>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<ul style="list-style-type: none"> - specialist knowledge of our Māori staff on how best to include tikanga Māori in values, practices and organisational culture. - on-going PLD through MAC for staff, teachers and principal - initial stages for assessment from Te Whare Tapu o Te Ngākau Māori - Kāhui ako and Raukawa connections for tikanga and te reo Māori 	<p>5a Maintain our Māori Language Programme Level 3 status. 5b Implement Te Whare Tapu o te Ngākau Māori whainganga (outcomes)</p>	<p>Devise a Cargill Curriculum refresh and Te Reo that makes connections for staff, students and communities</p> <p>PLD Te Whare Tapu o Te Ngākau Māori.</p>
<p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<ul style="list-style-type: none"> - use a Professional Growth Cycle, school wide PD focuses, and a professional learning development budget - Priority Staffing status, use capable limited authority teachers to address relieving issues - Kāhui Ako professional learning - early child and primary trained teacher on staff for play base - Kiwi sporting experiences in water safety and athletic skill base - water safety professional learning from tutors 	<p>6a Develop staff knowledge of inquiry and its links to play based learning with essential physical skills in the competencies</p>	<p>Kāhui Ako & SENCo IEPs</p>
<p>7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> - lifelong and relevant life skills providing practical - Play Based Programmes and inquiry for science, technology, engineering, mathematics - robotics in KaiBot, KaiClan for coding, nationwide Wonder Project for rocket launch - music and performance through weekly tutor lessons - family corner, sandpit, crafts and practical experiences 	<p>7a Provide practical experiences for life skills in STEM</p>	<p>Community connections and global experts</p>

Annual Implementation for 2024 Targets

Improvement Plan - Reading			
NELP 4: Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.		Strategic Goal: Raise reading achievement for meaning strategies, rich vocabulary and oral language to make sense of unknown text.	
<p>Baseline data Data</p> <p>End of 2023, the cohort of Year 0 to 2 students were reading well below or below, alongside Year 0 to Year 1 students. This data suggests that 100% are not currently on track to achieve this expectation.</p> <p>Target 2024</p> <p>To raise the level of achievement at 75% and to use oral language strategies to make sense of unknown vocabulary.</p>			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1-4	<p>Teachers will collect data from BSLA testing and teach phonics to decode unknown vocabulary.</p> <p>Teachers will model oral language and emphasise rich vocabulary with meaningful explanations into planning and small groups.</p>	<p>All teachers</p> <p>Teaching principal</p>	<p>Termly assessment for vocabulary and oral assessment analysis by Janine van Hees using picture talk approach.</p> <p>Will assess and teach target group for accelerating literacy learning</p>
<p>Monitoring</p> <p>Termly assessment of running records, BSLA testing, portfolio data, E-asTTle testing for Years 4 - 5 cohort, ALL target groups for accelerated literacy</p>			
<p>Resourcing</p> <p>Release for teacher to participate in accelerated learning in literacy and better start learning assessment teaching target groups.</p>			

Improvement Plan - Handwriting			
NELP 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.		Strategic Goal: To improve fine motor skills for letter formation, size and space and raise the level of expectations for presentation.	
<p>Baseline data and 2024 Target</p> <p>We expect children to be achieving proficiency in literacy at</p> <ul style="list-style-type: none"> - Level 1 by the end of Year 2 (Phase One) - Level 2 by the end of Year 4 (Phase Two) - Level 3 by the end of Year 6 (Phase Three) <p>Our students struggle with finer handwriting skills to record their ideas and text. We have moderated student handwriting examples from Term 1 2024, to establish baseline data</p> <p>2024 Target: To have 75% of children in Year 4 and Year 6 be working proficiently at the expected level and improve writing skills.</p>			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Each term	Teachers plan to have specific learning intentions for each child and their handwriting. These will be reflected in the child’s goals in Terms 1 and 3.	All teachers	Planning. Samples of handwriting work - annotated each term in portfolios.
Each term	Management check planning, observe a lesson in handwriting and coincide skills with lifelong literacy guidelines for letter formation.	Principal	Links evident between planning and work produced.
Each term	Teachers provide specific programmes and planning for teacher aides working with at-risk or targetted children.	Teachers	Planning to occur in student books with special midway lines to guide students and form correct letter formation.
<p>Monitoring</p> <p>Assessments - annotated handwriting sample each term included in portfolios.</p> <p>Etap assessment entered each term (to be entered into Etap)</p>			
Resourcing Teacher aides budget			

Improvement Plan - Key Competencies (Cross curricula) Student Graduate Profile

NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Strategic Goal: Develop a graduate student profile progressions to convey confident ability to communicate and perform in a range of Maori or Pacific contexts.

Baseline data and Target

EOY data showed successful results for competency Te Reo Maori at Levels 1 to Level 3 and basic Pacific languages at Level 1 to 2. The aim is to progress this into a formalised assessment for each individual student according to the curriculum Te Ako Arataki Marau and the resource Te Whare Tapu o te Ngakau Maori for combined progressions with Tapasa student implementation.

2024 Target

80% of children in Te Ngahere (Year 4-5) will consistently reach the level of Te Rea, 70% of Year 2-3 will achieve Te More and 70% of Year 0-1 will gain Te Weu.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Teachers will set the expectations through the goal-setting end of Term 1 (page 28)	Teachers	By the end of Term One, children will have personalised goals to keep them focused on these competencies and readiness for learning.
Daily	Routines will be established and strategies for all children will be taught with daily feedback provided for readiness, willingness, openness and able to learn.	Teachers	Assessment sheets with progressions to be monitored in the context of marae protocols, tikanga and language based and Tapasa aspirations.
Term 3	Goals will be reviewed and next steps identified as part of goal-setting conferences.	Teachers	Teachers will have an in-depth knowledge of individual children's ability to manage their learning tasks and time, work independently to communicate progressions and which strategies are effective.
Term 4	Reports completed	Teacher	Improved results should be evident.
Terms 1-4	Skills will be taught through working with the Te Whare Tapu o te Ngakau Maori	Teacher	Evidence in planning aligned with progressions

Monitoring Donna to track progress for each child and identify next steps on an on-going basis. This will be formalised in goal-setting documentation and Term 4 reports.

Resourcing: Te Whare Tapu o te Ngakau Maori, Te Ako Arataki Marau (Te reo Maori Curriculum) Tapasa

Student Profile

Improvement Plan - Te PŪ			
<p>NELPS 2.1 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>		<p>Strategic Goal: Produce a graduate student profile that tells about the whole child.</p>	
<p>Baseline data Data</p> <p>Students have a range of knowledge for past interaction with school pepeha. Their participation in powhiri in a variety of roles such as: korero mihi, karanga, waiata, haka has been evaluated in portfolios and Te Reo programmes delivered at 7 hours a week.</p> <p>7% achievement Te Reo Māori (Level 3), 46% achievement at Level 2, 47% at Level 1. There was a higher proportion in 2023 with 64% in Year 0 - 3 and less percentage of fluency progress of Year 4 - 6 students.</p> <p>Target 2024</p> <p>To raise the level of achievement at 85 % of Te Reo fluency and achievement of progressions in student profile (Te Reo Marautanga, Te Whare Tapu o te Ngakau Maori)</p>			
<p>Key Improvement Strategies</p>			
When	What (examples)	Who	Indicators of Progress
Term 1-4	<p>Teachers will collect data from waiata pātere, haka, haerenga, mahi-a-kapa haka,</p> <p>Teachers will model oral language and emphasise rich kupu (vocabulary)</p> <p>Learn and add progressions of akonga</p>	All teachers	<p>Termly assessment for vocabulary and oral assessment with increments (see portfolio).</p> <p>Progressions:</p> <p>See below</p>
<p>Monitoring</p> <p>Termly assessment of achievement in portfolios of the waiata Māori.</p>			
<p>Resourcing</p> <p>Te Reo Marautanga - Curriculum for mainstream classes</p> <p>Te Whare Tapu o te Ngākau Māori</p>			