



WHAINGA / GOAL:	KAUPAPA / INITIATIVES:	ANGITUTANGA / SUCCESS:
<p>Whakamana ngā ākonga katoa 'Uplift all of our learners'</p> <p>Create an environment where ākonga are at the centre of their learning.</p>	<ol style="list-style-type: none"> 1. Create our WBS Literacy Approach, based on our BSLA and Writing PLD, that responds to our learners. 2. Develop collaborative competencies across our kura. 3. Strengthen and align Professional Growth Cycle, (PGC) to Assessment as Learning practices and Aromatawai principles. 	<p>Ākonga are uplifted and empowered to aspire for excellence, through learner-centred approaches and in partnership with their whānau.</p>
<p>Me mahitahi tātou mo te hauora o te katoa 'We must work together for the wellbeing of all'</p> <p>Develop, grow and enhance the hauora (wellbeing) of our ākonga to navigate their world.</p>	<ol style="list-style-type: none"> 1. Embed Learning Support Pathway & principles of inclusive practice. 2. Create a Values based, Mana-enhancing Ākonga Profile that supports learner agency. 3. Pilot and review Hauora measurement tools for staff and students. 	<p>Through inclusive and responsive practices, our school curriculum and environment meets the needs of our ākonga, and includes a Te Ao Māori lens. Ākonga develop the strategies and tools so they can succeed in an ever changing world.</p>
<p>Mana Ōrite mo te Mātauranga Māori 'Equal status for Māori knowledge'</p> <p>Create cultural sustainability through meaningful opportunities whereby Mātauranga Māori is learned, experienced, demonstrated and shared within the whānau whānui (school community).</p>	<ol style="list-style-type: none"> 1. Develop our NZ Aotearoa Histories local curriculum, which is underpinned by Mātauranga Māori. 2. Develop a framework of cultural competencies across all levels of our kura: Governance, Staff, Students, Whānau. 3. Ensure that our physical environment reflects our School Vision, Values, and local curriculum. 	<p>Through honouring Mātauranga Māori and multiple knowledges (hapū, iwi, whānau), our ākonga are connected, valued and contribute to our school culture and community. Ākonga feel proud of who they are, where they come from, and how they fit into their world.</p>

3 YEAR ROAD MAP 2023 - 2025	2023				2024				2025				
Initiative	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	Outcome
WHAINGA / GOAL:	Whakamana ngā ākonga katoa 'Uplift all of our learners' - Create an environment where ākonga are at the centre of their learning.												
ANGITUTANGA / SUCCESS:	Ākonga are uplifted and empowered to aspire for excellence, through learner-centred approaches and in partnership with their whānau.												
Create our WBS Literacy Approach, based on our BSLA and Writing PLD, that responds to our learners.	Design		Trial & Review		Trial & Review		Implement		Review and refine			Consistent and effective Literacy Approach that is responsive to the needs of all ākonga.	
Develop collaborative competencies across our kura.	Collaborative sense-making & Prioritising to take action - Develop systems & structures, Teacher Development				Monitoring & evaluating impact Review, refine, and consult				Embed - Sustainable Practice			Effective learner-centric teaching and learning environments, which positively impact: <ul style="list-style-type: none"> - Collaboration and empowerment of our kaiako, ākonga and whānau. - Ākonga progress and achievement data. 	
Strengthen and align Professional Growth Cycle, (PGC) to Assessment as Learning practices and Aromatawai principles.	Strengthen Assessment practices Review and refine PGC				Strengthen Assessment practices Review and refine PGC				PGC in action Embed - Sustainable Practice			Improvement in the TLA cycle positively impacts ākonga progress and achievement data.	
WHAINGA / GOAL:	Me mahitahi tātou mo te hauora o te katoa 'We must work together for the wellbeing of all' - Develop, grow and enhance the hauora (wellbeing) of our ākonga to navigate their world.												
ANGITUTANGA / SUCCESS:	Through inclusive and responsive practices, our school curriculum and environment meets the needs of our ākonga, and include a Te Ao Māori lens. Ākonga develop the strategies and tools so they can succeed in an ever changing world.												
Embed Learning Support Pathway & principles of inclusive practice.	Embed the LSP		Teacher Development		Teacher Development		Review & refine		Sustainable practice			All ākonga needs are identified and met through consistent, inclusive practices.	
Create a Values based, mana-enhancing Ākonga Profile that supports learner agency.	Investigation & Collaborative sense making Finalise Ākonga profile				Investigation & Collaborative sense making Finalise Ākonga profile				Ākonga profile in action & Improvement actions. Monitoring & evaluating impact			Ākonga profile will be embedded and support learner agency capabilities.	
Pilot and review Hauora measurement tools for staff and students.	Investigate, pilot and review				Implement				Monitoring & evaluating impact			Responsive practices are in place to enhance the hauora of our ākonga.	
WHAINGA / GOAL: Mana Ōrite mo te Mātauranga Māori 'Equal status for Māori knowledge'	Create cultural sustainability through meaningful opportunities whereby Mātauranga Māori is learned, experienced, demonstrated and shared within the whānau whānui (school community).												
ANGITUTANGA / SUCCESS:	Through honouring Mātauranga Māori and multiple knowledges (hapū, iwi, whānau), our ākonga are connected, valued and contribute to our school culture and community. Ākonga feel proud of who they are, where they come from, and how they fit into their world.												
Develop and formalise our NZ Aotearoa Histories curriculum, which is underpinned by Mātauranga Māori.	Stocktake / Monitoring & evaluating impact of existing		Collaborative sense making		Draft NZ Aotearoa Histories curriculum			Consult		Pilot & review ONGOING		A culturally relevant, local curriculum that is cohesive for our ākonga, for each year level across the kura.	
Develop a framework of cultural competencies across all levels of our kura: Governance, Staff, Students, Whānau.	Noticing & Investigating		Collaborative sense making		Collaborative sense making		Prioritising to take action & Improvement actions.			Monitoring & evaluating impact		All stakeholders are continuing to grow in their cultural competencies.	
Ensure that our physical environment reflects our School Vision, Values, and local curriculum.	Noticing & identifying pūrākau cultural narratives in our space		Plan opportunities for physical environment enhancement			Enact the plan in line with our local curriculum						Our physical environment is personalised to our local cultural narratives, local contexts, and taonga (treasures).	

Annual Plan 2024

Strategic Goal 1:	Whakamana ngā ākonga katoa 'Empower all of our learners' Create an environment where ākonga are at the centre of their learning.		
Success is:	Ākonga are uplifted and empowered to aspire for excellence, through learner-centred approaches and in partnership with their whānau.		
ANNUAL GOAL:	INITIATIVE 1.1: Create our WBS Literacy Approach that responds to our learners.		
OUTCOME: Consistent and effective Literacy Approach that is responsive to the needs of all ākonga.	Measures: <ul style="list-style-type: none"> - Teacher collaborative PGC (reflections, observations) - Ākonga progress and achievement data. - Student voice - Comparative data Data and analysis from surveys, with next steps - Kaiako reflections/observations - Story voice analysis each term - Baseline, Mid-year, End of year - Gender, Ethnicity, RRR, ESOL, LSR, 		
Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> ● Collect and analyse data of literacy achievement & progress data. ● Data analysis of equity gap (disparity between gender & ethnicity cohorts) ● Identify target learners and acceleration targets. ● Align Literacy Approach with Te Ao Māori graduate profile from MAC Wānanga ● Monitor practice in collaborative spaces ● Review the application of planning, reporting, assessment and curriculum school wide. ● HERO - continue with ongoing HERO webinars and updates (Professional Learning) ● HERO - continue to ensure processes in place for quality/consistent learning posts connecting to our curriculum and school values. ● Confirm learning goals to be shared on Hero ● Align the learning goals on Hero, to reflect BSLA and Literacy 	Tumuaki Principal Deputy Principal Team Leaders SENCo Curriculum Lead Te Ao Māori Lead Kaiako	Leadership, Learning Support, and Team hui Facilitator PLD input & hours RTLit Māori access Teacher release	Baseline Data Analysis <ul style="list-style-type: none"> - literacy achievement & progress data. - equity gap (disparity between gender & ethnicity cohorts) - RRR - ESOL - LSR Kaiako surveys Kaiako reflections/observations Student Voice & Analysis Evidence of learning included in PGC Audit of Hero posts

<ul style="list-style-type: none"> Learning Progressions Utilise Hero as a planning / goal setting tool for groups Purchase further SL resources Continue to develop consistent/useful data tracking for teachers across the school. Identifying and tracking data for all learners. Align school entry checks with current practices (Ready 4 Learning - building Foundations Skills) 			<ul style="list-style-type: none"> Budget allocation Learning Support Pathway School Entry Assessment aligned to SL and foundation skills
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Strategic Goal 1:	Whakamana ngā ākonga katoa 'Empower all of our learners' Create an environment where ākonga are at the centre of their learning.
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Success is:	Ākonga are uplifted and empowered to aspire for excellence, through learner-centred approaches and in partnership with their whānau.
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ANNUAL GOAL:	INITIATIVE 1.2: Develop collaborative competencies across our kura.
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OUTCOME: Effective learner-centric teaching and learning environments, which positively impact: - Collaboration and empowerment of our kaiako, ākonga and whānau. - Ākonga progress and achievement data.	Measures: <ul style="list-style-type: none"> Teacher collaborative PGC (reflections, observations) Student voice analysis of how they use FLE to benefit their learning - each term Ākonga progress and achievement data. Kaiako reflections/observation SLT to finalise and distribute the draft FLE guidelines. Teachers demonstrate how Learning Goals were made visible at EOY Board discussions.
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Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> Visits to existing Flexible Learning Environments (FLE) / collaborative spaces in other kura. Network with other kaiako from FLE / collaborative spaces. Creation of collaborative 'ways of working' based on vision and values. Kaiako to engage students in the process of developing school and team expectations. PLD Facilitator observation & coaching Co-teaching models: Staff review and discuss how the co-teaching models can be effective within a range of teaching and learning contexts. 	Tumuaki Principal Deputy Principal Team Leaders SENCo Curriculum Lead Te Ao Māori Lead Kaiako PLD Facilitator	Leadership, Learning Support and Team hui Staffing release PLD provider Teacher Only Day Call back days Student voice from other teams	Visits to kura ongoing Report to SLT, staff, team hui PGC documentation Visits to other kura - Y3/4 kaiako Kaiako & Student Voice Facilitator PLD input Kaiako reflection/observations Kaiako surveys Student Voice & Analysis Survey of usage

- Teachers map weekly plans/timetable showing the various models practised
- Each Team to set goal each term after mapping of co-teaching models
- Professional buddies - PGC support buddy for collaboration across the school.
- Induct of new staff to collaborative practices
- A culture of collaboration across the school & outside the school.
- Opportunities to foster partnerships within and outside our kura.
- Physical environment supports the culture of collaboration, between spaces, in classrooms, outdoor learning spaces, communal areas, signage, learning spaces name review to align with school, e.g. curriculum/values/vision/ākonga profile.
- CRT release allocated to co-teaching teams.
- Staffing structure & timetables will support opportunities for collaboration.
- Each student and teacher can operate
- effectively within a Flexible Learning
- Environment to ensure students
- maximise learning opportunities.
- Review and research to develop a shared understanding of Flexible Learning Environment (FLE) pedagogy among all stakeholders within the school community.
- SLT to develop draft guidelines/tips to maximise the FLE.
- Learning spaces need name review to align with school, e.g. curriculum/values /vision/ākonga profile

Architect
Builder
Furniture
upgrades
Signage

Budget allocation
Kaiako voice each term

Strategic Goal 1:	Whakamana ngā ākonga katoa 'Empower all of our learners' Create an environment where ākonga are at the centre of their learning.	
Success is:	Ākonga are uplifted and empowered to aspire for excellence, through learner-centred approaches and in partnership with their whānau.	
ANNUAL GOAL:	INITIATIVE 1.3: Strengthen and align Professional Growth Cycle (PGC) to Assessment as Learning practices and Aromatawai principles.	
OUTCOME: Improvement in the PGC positively impacts:	Measures/Evidence: - Conversation with kaiako	

- Collaboration and empowerment of our kaiako
- Kaiako ability to recognise and respond to student data
- Ākonga progress and achievement data.

- Coaching survey
- Kaiako analysis of student data
- Student progress and achievement data
- Data and analysis from surveys, with next steps
- Student voice
- Shifts in teacher practice
- Improvements monitored and shared across all kaiako

Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> ● Assessment practices: we need to revisit our Assessment Schedule and appropriate tools to use for the Literacy Approach that is used. ● Data analysis of equity gap (disparity between gender & ethnicity cohorts) ● Deliberate/explicit actions in place to close the disparity/equity gap. ● Monitoring for equity gap (less than 3% between cohorts) ● Release framework based on 2024 staffing, for CRT, Collaborative co-teaching teams, Observation and Networking ● Staffing structure & timetables will support opportunities for collaboration ● PLD for leaders - Coaching for Social and Emotional Intelligence - to support Collaborative Professional Growth Cycle, to enact our collaborative 'ways of working' based on vision and values (For each collaborative space) encompassing Te Ao Māori lens. ● Plan TOD aspects to introduce Collaborative PGC ● SLT and staff hui: Sharing of Best Practice = Strengths/celebrations of effective practice - to communicate the collaborative PGC framework. ● Re-communicate Strategic Plan - see the Strat plan in action that aligns with their roles. ● Co-construct the Team hui and Staff hui schedule (and/or fixed agenda items) to align with Strategic Plan - goals and initiatives, annual plan, monitoring and milestone reporting ● Staff hui - 2 allocated for PGC each term ● CRT usage - Coach to facilitate review of collaborative learning / co-teaching teams and plan next steps 	<p>Tumuaki Principal Deputy Principal Team Leaders SEnCo Curriculum Lead Te Ao Māori Lead Kaiako PLD Facilitator Learning Support Team Kāhui Ako: ASL/WSL</p>	<p>Leadership, Learning Support and Team hui Staffing release PLD provider Teacher Only Day Call back days Student voice from other teams</p>	<p>Baseline Data Analysis</p> <ul style="list-style-type: none"> - literacy achievement & progress data. - equity gap (disparity between gender & ethnicity cohorts) - RRR - ESOL - LSR / Learning Support Pathways <p>Evidence of collaboration</p> <ul style="list-style-type: none"> - Kaiako survey - Student Voice - Planning evidence <p>Monitoring for equity gap (less than 3% between cohorts)</p> <p>Kaiako Voice</p> <p>Personal self assessment of EI across 10 different areas. Set personal goals Staff wellbeing survey - pre & post</p> <p>PGC documentation</p> <p>Staff & Team Hui minutes Report to SLT</p>

- Staffing structure & timetables will support opportunities for collaboration. Teachers released for team collaborative planning and observations.
- Enact release framework
- Principal PGC - PLG (Professional Learning Group)
- Application for PLD

Reporting updates to Board of Trustees
Sign off by Presiding Member and another principal colleague

Milestone Reports completed and up to date.

Strategic Goal 2: **Me mahitahi tātou mo te hauora o te katoa** 'We must work together for the wellbeing of all'
Develop, grow and enhance the hauora (wellbeing) of our ākonga to navigate their world.

Success is: Through inclusive and responsive practices, our school curriculum and environment meets the needs of our ākonga, and includes a Te Ao Māori lens. Ākonga develop the strategies and tools so they can succeed in an ever changing world.

ANNUAL GOAL: **INITIATIVE 2.1:** Embed Learning Support Pathway & principles of inclusive practice.

<p>OUTCOME: All ākonga needs are identified and met through consistent, inclusive practices.</p>	<p>Measures/Evidence:</p> <ul style="list-style-type: none"> - Conversation with kaiako - Kaiako analysis of student data - Student progress and achievement data - Data and analysis from surveys, with next steps - Student voice - Shifts in teacher practice - Improvements monitored and shared across all kaiako
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Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> ● IEP/PLP on Hero ● Trials of PLP in small groups, not class or team or school wide. ● Review the LS Pathway from a Te Ao Māori view ● Research, PLD, and align Pathway to Māori models of hauora. ● Integrate Learning Support Pathway goals into HERO SMS (Personal Learning Plan - PLP) <ul style="list-style-type: none"> - User friendly - Student focused - Partnership with whānau 	Tumuaiki Principal Deputy Principal Team Leaders SEnCo LSC Curriculum Lead Te Ao Māori Lead Kaiako PLD Facilitator	Leadership, Learning Support and Team hui Staffing release PLD provider Teacher Only Day Call back days Student voice from other teams	Trials occurring via Learning Support Support MAC Conference and hui Present best evidence, researched model for our kura Hero database and usage Learning Support Pathway Spreadsheet and Hero are

<ul style="list-style-type: none"> ● Feedback to staff of reviewed Pathway ● IEP development for WBS Learning Support Pathway & Te Ao Māori / holistic kaupapa ● Evaluation / Review of caseflow: Track historical/current ākonga on the Learning Support Pathway <ul style="list-style-type: none"> - Entry onto LSP - Timeframes (at multiple stages) - Interventions - Effectiveness of interventions - Support for kaiako and in-class strategies - Partnership with whānau - Any challenges, barriers or 'holdups' of the Learning Support Pathway process? - Feedback or review of cases - Ongoing support for post-LSP ākonga - Feedback from external agencies ● Identify ākonga and add to PGC for tracking and monitoring within classroom programmes. 	Learning Support Team	LS courses and webinars Hero webinars	<p>updated and will be shared with SLT and staff Present IEP framework</p> <p>Review to include: Kaiako surveys Kaiako reflections/observations Student Voice & Analysis Whānau voice & analysis Facilitator PLD input (e.g. LSC, RTLB) Other agency feedback Learning Support pathway in action</p>
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Strategic Goal 2:	Me mahitahi tātou mo te hauora o te katoa 'We must work together for the wellbeing of all' Develop, grow and enhance the hauora (wellbeing) of our ākonga to navigate their world.		
Success is:	Through inclusive and responsive practices, our school curriculum and environment meets the needs of our ākonga, and includes a Te Ao Māori lens. Ākonga develop the strategies and tools so they can succeed in an ever changing world.		
ANNUAL GOAL:	INITIATIVE 2.2: Create a Values based, mana-enhancing Ākonga Profile that supports learner agency.		
OUTCOME: Ākonga profile will be embedded and support learner agency capabilities.	Measures/Evidence: <ul style="list-style-type: none"> - Student, Whānau, Iwi/Hapū voice is evident in development of ākonga profile - Kaiako analysis of student voice re: profile indicators - Attendance data - Engagement data (Hero posts, interaction with indicators, - Behaviour data (incidents reduced, strategies and pathways used) - Student progress and achievement data 		
Key Actions	Responsible	Resources	Progress

<ul style="list-style-type: none"> ● Finalise Ākonga profile & Improvement actions. ● Ākonga Profile revisited and reviewed. ● Te Ara Whakamana - enhancing the Mana of our students, whānau and community, to bring about cultural practices that are linked to the well-being of all our students, whanau, community and iwi. ● Analyse the current collated consultation documentation ● Wānanga with whānau & hapū ● Wānanga with tamariki & kaimahi ● Consultancy work with a Creative, ensuring designs are consistent with consultation ● Wānanga the draft visuals with tamariki, whānau, hapū, kaimahi, Board and stakeholders. ● Finalise visuals and produce signage/branding for around the kura. ● Align to iwi graduate profile (Ngai Te Rangī), Te Arahou MAC graduate profile - Te Whare Tapu o te Ngakau Māori ● Investigate models of ākonga profiles, in regards to framework, structure, presentation, promotion ● Gather and develop profile indicators, aligned with new Vision and Values for the draft ākonga profile ● Trial draft ākonga profile with students to develop student agency across all areas of learning. 	<p>Tumuaki Principal Deputy Principal Team Leaders SENCo LSC Curriculum Lead Te Ao Māori Lead Hapū rep Kaiako PLD Facilitator Learning Support Team</p>	<p>Leadership, Learning Support and Team hui Staffing release Kaiako release \$15,000</p>	<p>Hui and kōrero with hapū Ongoing surveys and kōrero Engaged with Sasha Maya PB4L funding of \$9000</p>
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Strategic Goal 2:	Me mahitahi tātou mo te hauora o te katoa 'We must work together for the wellbeing of all' Develop, grow and enhance the hauora (wellbeing) of our ākonga to navigate their world.	
Success is:	Through inclusive and responsive practices, our school curriculum and environment meets the needs of our ākonga, and includes a Te Ao Māori lens. Ākonga develop the strategies and tools so they can succeed in an ever changing world.	
ANNUAL GOAL:	INITIATIVE 2.3: Pilot and review Hauora measurement tools for staff and students.	
OUTCOME: Responsive practices are in place to enhance the hauora of our ākonga.	Measures/Evidence: <ul style="list-style-type: none"> - Pulse app - improved wellbeing scores - Conversation with kaiako, re: tool use - Analysis of student voice / trends - Student progress and achievement data 	

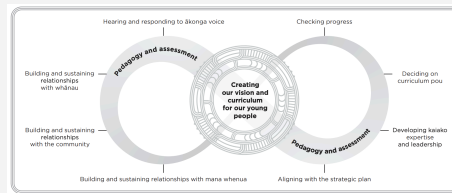
- Data and analysis from surveys, with next steps
- Attendance rates - regular attendance rate to 75% Moderate attendance to 4% Chronic non-attendance to 3%

Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> ● Implement Pulse Hauora tool: All ākonga /students in Years 4-6 use Pulse to check in regularly. ● Analyse student voice and identify trends from Pulse app, to deliberately & explicitly teach to the challenges ākonga are facing. ● Hero page setup to record individual Pulse interventions ● Staff PLD on neuroscience and trauma informed practice. ● Develop a Hauora space, which is a safe space for our ākonga that promotes and nurtures calmness, happiness and healing within the school environment. ● Implement Pulse Hauora tool: All kaimahi staff use Pulse to check in regularly. ● Review Data from each tool to include: <ul style="list-style-type: none"> - Culturally responsive - Privacy/safe - Whānau permission levels - User friendly for students, indicative of year levels - Data easily accessible - Data easily interpreted/understood and usable - Easy interface - Trends are easily monitored and analysed with the data - Can respond to students - Multi-purpose for school context - Easily accessible Cohort analysis - Cohort participation (e.g. specific group of ākonga) - Ability to embed as a tool into Hero SMS (could be Google Form) - Student feedback ● Trial specific Hauora measurement tools across cohorts, in consultation with PB4L / SLT teams & whānau. ● Investigate other Hauora measurement tools available that are culturally appropriate and fit for our context, e.g. <ul style="list-style-type: none"> - Me & My School, - Circle of Courage, - Leuven Scales of Involvement, - Skodel, - Whiti Te Rā, 	<p>Tumuaki Principal Deputy Principal Team Leaders SENCo LSC Curriculum Lead Te Ao Māori Lead Hapū rep Kaiako PLD Facilitator Learning Support Team</p>	<p>Leadership, Learning Support and Team hui Staffing release PLD provider Teacher Only Day Call back days Student voice from other teams LS courses and webinars Linewize webinars Surveys and data collection Whānau report update Funding for access to trials or subscriptions Staff release to observe in other kura Staff hours after school Kāhui Ako release time Positive Youth Development Aotearoa Mauri Tau pukapuka</p>	<p>Kaiako recording Presentation of data collated and analysis shared. Wellbeing tool/platform embedded</p>

- [Mauri Ora Toko](#),
- [Voice of Tamariki Survey \(Sport Waikato\)](#)
- [Te Kura Tapa Wha](#),
- The Mana Model - Melinda Webber
- [Te Ara Whakamana](#) [Te Ara Whakamana home](#)

Strategic Goal 3:	Mana Ōrite mo te Mātauranga Māori 'Equal status for Māori knowledge' - Create cultural sustainability through meaningful opportunities whereby Mātauranga Māori is learned, experienced, demonstrated and shared within the whānau whānui (school community).		
Success is:	Through honouring Mātauranga Māori and multiple knowledges (hapū, iwi, whānau), our ākonga are connected, valued and contribute to our school culture and community. Ākonga feel proud of who they are, where they come from, and how they fit into their world.		
<p>NZ Curriculum statements: A curriculum that gives effect to Te Tiriti needs to embed Māori ways of thinking and being. It values, validates, and practises mātauranga Māori, while acknowledging that each iwi and hapū has their own evolving kete of mātauranga Māori.</p>			
ANNUAL GOAL:	INITIATIVE 3.1: Develop our Aotearoa/NZ Histories curriculum, which is underpinned by Mātauranga Māori and our rich local contexts.		
OUTCOME: A culturally relevant, local curriculum that is cohesive for our ākonga, for each year level across the kura.	Measures/Evidence: -		
Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> ● Review of local curriculum 'activities' for each year level. ● Classify components of our marau-a-kura (local curriculum) into curriculum pou (Vision & Values) ● Alignment of teaching and learning systems/ structures to Maramataka & Mātauranga Māori ● Whakapakari (upskill, strengthen and develop people) ● Understanding and knowledge of Maramataka 	Tumuaki Principal Deputy Principal Team Leaders SENCo LSC Curriculum Lead Te Ao Māori Lead	PLD courses/ webinars Te Reo Māori weekly PLD Budget allocation	Report back to staff - categories of activities, relation to local history, and Vision & Values

- Confirm essence statements for each Value.
- Align local curriculum with Aotearoa Histories Curriculum content and progressions and poutama. Include:
 - Local cultural narratives that layer the learning,
 - sites of significance,
 - Ways of passing on knowledge narrative, waiataoriori, waiatatangi, waiata that connect and celebrate with the taiao.
- Hapū engagement,
- Embodiment of school values through school activities,
- Investigate how our local school curriculum can be developed using:
 - [Rapua te ara tika - local curriculum design tool](#)
 - local hapū Te Whānau a Tauwhao aspirations
 - local iwi Ngai Te Rangi graduate profile
 - [NZ Curriculum Refresh document - Te Mātaiaho](#), using evaluative tools and questions.



Hapū rep
Kaiako
PLD Facilitator
Learning Support
Team

Strategic Goal 3:	Mana Ōrite mo te Mātauranga Māori 'Equal status for Māori knowledge' - Create cultural sustainability through meaningful opportunities whereby Mātauranga Māori is learned, experienced, demonstrated and shared within the whānau whānui (school community).
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ANNUAL GOAL:	INITIATIVE 3.2: Develop a framework of cultural competencies across all levels of our kura: Governance, Staff, Students, Whānau.
OUTCOME:	Measures/Evidence: - Hautū training with NSTA

All stakeholders are continuing to grow in their cultural competencies.

- Poutama Reo: Self Review tool with Board (leading), Staff (teaching and learning), Whānau, Hapū and Iwi, Student Agency
- Audit of MLP Level 3
- NZCER Te Urungi online assessment for Y4-6

Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> ● Classify / Audit classrooms as Level 3 MLP ● Individual action plan for each kaiako, as part of their PGC and Attestation for Teachers' Council registration. ● Whakapakari (upskill, strengthen and develop people) ● Staff enrolment in Te Reo Māori language courses - Te Ahu o Te Reo Māori, local Te Ataarangi classes, staff Te Ataarangi classes (fortnightly staff hui), online courses, ● Te Tiriti o Waitangi PLD with Waihi Kāhui Ako for all staff. ● Align local curriculum with Aotearoa Histories Curriculum content and progressions and poutama. ● Aotearoa Histories Curriculum PLD ● Support Board of Trustees to understand Ka Hikitia – Ka Hāpaitia (The Māori Education Strategy) and develop an action plan for Board members to upskill and meet their requirements under Section 127 of the Education and Training Act 2020, your board must ensure it: <ul style="list-style-type: none"> - Works to ensure that the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori, - Takes all reasonable steps to make instruction available in tikanga Māori and te reo Māori, and - Achieves equitable outcomes for Māori students. ● Whānau education - via newsletter, Hero posts, notices/templates for all staff to follow. ● Te Ataarangi courses for free at kura, with free childcare at kura. 	<p>Tumuaki Principal Deputy Principal Team Leaders SENCo LSC Curriculum Lead Te Ao Māori Lead Hapū rep Kaiako PLD Facilitator Learning Support Team</p>	<p>Release day MAC tracking tool</p> <p>PGC hui 1x term TAoTRM: 2 release days a term for Staff PLD: 2 hours per fortnight</p> <p>Staff hui NZSTA: Giving Effect to Te Tiriti o Waitangi NZSTA: Ka Hikitia-Ka Hāpaitia Ka Hikitia-Ka Hāpaitia Strategy NZSTA: Tau Mai Te Reo Hautū: Māori Cultural Responsiveness Self Review tool for school boards</p> <p>Board Hui Release days for hui</p>	<p>Student survey and analysis Teacher tracking tool (MAC) March / July Roll Return Attestation</p> <p>Language testing tool Collated data of staff enrolment and attendance Language testing tool</p> <p>Attendance, Teacher feedback, Classroom planning, Student feedback</p> <p>Hautū self review tool</p> <p>Check our strategic plan focuses on Māori student achievement, and strategic goals reflect the aspirations of the school's Māori community.</p> <p>Monitor progress towards its strategic goals to ensure the school's targets are met and that resources are used appropriately.</p> <p>Number of Māori kupu in newsletter. Consistency of Hero posts/whānau pānui. Attendance at course. Regular sharing of learning opportunities and events.</p>

	Create cultural sustainability through meaningful opportunities whereby Mātauranga Māori is learned, experienced, demonstrated and shared within the whānau whānui (school community).		
Success is:	Through honouring Mātauranga Māori and multiple knowledges (hapū, iwi, whānau), our ākonga are connected, valued and contribute to our school culture and community. Ākonga feel proud of who they are, where they come from, and how they fit into their world.		
NZ Curriculum statements: A curriculum that gives effect to Te Tiriti needs to embed Māori ways of thinking and being. It values, validates, and practises mātauranga Māori, while acknowledging that each iwi and hapū has their own evolving kete of mātauranga Māori.			
ANNUAL GOAL:	INITIATIVE 3.2: Ensure that our physical environment reflects our School Vision, Values and local curriculum.		
OUTCOME: Our physical environment is personalised to our local cultural narratives, local contexts, and taonga (treasures).	Measures/Evidence: -		
Key Actions	Responsible	Resources	Progress
<ul style="list-style-type: none"> ● Classroom environments: Expectations of classroom environments and displays, Visual representations of School Vision & Values, Te Ao Māori and current mahi. ● Swimming pool: Mural around bottom of the pool, of Te Koha o Tangaroa narrative through Creatives In Schools Project. ● Playground to reflect cultural narratives: Senior School Sandpit - Surf Lifesaving, Senior School Waterplay - Surfing, ● Joan Jensen Grove: rongoa, extension, public signage, fauna signage, ● Welcoming Pou along the driveway designed and painted by the tamariki. ● School Driveway layout and drop off/pick up zone. ● New pathway out to the road, behind the MenzShed, playcentre and community library. ● Mural for Orchard and Garden area. ● Waharoa - entry to the school office area, ● Stage 1: Hapū design for Room 1 as school whare at front of kura in 2025 	Tumuaki Principal Deputy Principal Team Leaders SENCo LSC Curriculum Lead Te Ao Māori Lead Hapū rep Kaiako PLD Facilitator Learning Support Team	Printing costs Release for monitoring and hui Grant funding EEf funding Kaiako release days	Classroom monitoring, walkthroughs, Student progress data and achievement. Student survey & analysis Reporting schedule for Creatives In Schools. Mural completion. Engagement and participant numbers. Reporting schedule for EEf. Completion of project

How we give effect to Te Tiriti o Waitangi

We actively seek to engage and promote the principles – Partnership, Protection and Participation of Te Tiriti o Waitangi. We recognise Ngai Te Rangi iwi and Te Whānau a Tauwhao hapū, who are mana whenua and we ensure that Māori are succeeding as Māori and enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

“By learning te reo and becoming increasingly familiar with tikanga, Maori students strengthen their identities while non-Maori journey towards shared cultural understandings. All who learn te reo Maori help to secure its future as a living dynamic, and rich language. As they learn, they come to appreciate that diversity is a key to unity”.

- We are a Level 3 Māori Language Level school. Multiple karakia is known and used by all; mihi and pepeha are a normal part of hui. Waiata are taught and sung regularly and pōwhiri occurs in an authentic, natural part of our kura, to welcome new whānau and special guests.
- Our bilingual programme, Tipuranga, enables tamariki to engage in a range of rich learning experiences, developing an authentic sense of place and belonging, connecting to our local hapū, Te Whānau a Tauwhao. Our programme follows Mātauranga Māori, including Te Whare Tapa Whā, where we respond and connect with our hauora/wellbeing and our taiao/environment. Tipuranga (Te Ao) programme schoolwide – learning space for staff and tamariki lead by knowledgeable educators with a strong mātauranga aspect.
- WBS bilingual values of *Whanaungatanga, Manaakitanga, Kaitiakitanga, and Rangatiratanga* are embedded in practices and woven through the actions we take to achieve successful outcomes for our tamariki.
- We have developed a wellbeing/hauora space. Our goal is to provide support and a safe place for tamariki to self regulate, to balance their hinengaro (mental), tinana (physical), wairua (spiritual), whanau (relationships) wellbeing and whenua (reconnect). The mana of our tamariki is being enhanced & focuses on contributing to greater empowerment for our tamariki.
- We provide Y5/6 Kapa Haka (optional), Y3/4 Kapa Haka (optional) and Y1/2 Kapa Haka (all Juniors) weekly, as well as Te Wā Tikanga (optional) for whaikōrero and karanga sessions. Kapa Haka rōpū compete at the annual Hauraki Festival and Rā / Pō Whakangahau for Matariki Waihi.
- We employ a Kaiarahi i te Reo for 15 hours per week, to deliver Te Reo Māori lessons that are part of our term theme/kaupapa.
- We have a permanent Hapū Elect representative on our Board of Trustees
- PLD for kaimahi:
 - Opportunities given for staff to increase knowledge around Te Ao Maori, e.g. evening courses: Matariki
 - Te Ataarangi staff fortnight hui / PD / upskill
 - Te Ahu o Te Reo Māori staff option

- NZ Māori and Pākehā Critical Histories - Tamsin Hanley

- Staff supporting staff in their professional learning with Te Reo Maori
- Termly student-led Pōwhiri
- Wānanga with Hapū consistently for engagement, direction and guidance
- Reciprocated, authentic relationships with local iwi and hapū - sharing of space and culture, e.g. Marae noho / visits / pōwhiri / blessings / tangi
- Kohanga Reo partnership with seed library, Te Koha o Tangaroa Pukapuka,
- Naming of school houses - Ahi, Āngi, Wai & Whenua
- Kaiarahi i te reo as advisory from local hapū - guides / advisors staff about respectful, appropriate tikanga
- Organise Matariki Dawn Viewing with hapū
- Whanaungatanga time daily to build te reo
- Use of local pūrakau.
- Children from the local iwi participate and lead pōwhiri at the marae and in school.
- Varying forms of assessment inform teaching and learning.
- Multi-modal approaches utilised.
- Mihi whakatau acknowledges where each child is from.
- Incorporating whole school events around Matariki and volunteer hangi, Pips (People & Plants in Schools)
- Student-led protocols
- Community engagement, e.g. invitations
- Tikanga enacted by tamariki in/out of kura
- Community consultation
- Health consultation
- Policy review feedback
- Board of Trustees Hui - attendance of hapū & whānau members to support the Hapū rep position
- Number of ākonga in school-wide programmes (shows what whānau value)