



Strategic Plan & Implementation for 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 - protect and enhance mana and integrity
- Ngākau kaitiaki - balance, harmony, nurturing, respect, responsibility, accountability
- Ngākau whānau - regeneration of life through birth, connection and memory links to tūpuna
- Ngākau māhaki - compassion, generosity, humility, service, and sacrifice

Te ao Māori values that have special relevance to us include

Ngākau is the expressions of emotions

- Manaaki enhances their own well-being, mana 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 2025

Objectives:	Current School Context:	Strategic Goals 2024-2025	Core Strategies for Achieving Goals 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 - School entrenchment of new Ngākau values and PB4L - Student, staff and whanau voice consultation processes i.e. values - Mindfulness revisited with new training approaches 	<p>1a Create an inclusive school environment where physical health and wellbeing is a priority for learners and staff.</p> <p><u>Priority Actions</u> To practice trauma informed practices for wellbeing and extend physical skills for health and movement.</p>	<p>Te Aho Arataki Marau mo te Reo Māori curriculum <u>Te Whare Tapu o te Ngākau Māori</u> by Māori Achievement Collaborative (MAC) Cultural Kete 1 Raukawa Te <u>Poumanawahihiri</u> Te Whare Tapa Whā by Mason Durie Tapasā curriculum Te Whāriki Trauma informed practices PLD Review mindfulness practices</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 - SENCO professional development and attendance to trauma, support services in community 	<p>2a Identify past, current and future leadership in liaison with Raukawa curriculum.</p> <p><u>Priority Actions</u> Continue to consolidate and strengthen our relationship with Raukawa and gain one with the Pacific community.</p>	<p>2024 hui with Raukawa for PLD and community liaison</p> <p><u>Mōteatea</u> tupuna, waiata and range of purposes</p> <p>Maintain contact with Tapasā Navigate PLD with Dr Siliva Gaugatao Gain relationship South Pacific Community with Akarere (CEO) to contact</p> <p>Cultural Kete 1 Raukawa Te <u>Poumanawahihiri</u></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 - trauma informed practices (non-punitive) approaches 	<p>3a Strengthen relationships between home and the school environment to engage students and their whanau “voice”.</p> <p><u>Priority Actions</u> Grow new relationships with our local South Pacific community and identifying those as early childhood and groups</p>	<p>PB4L plan to be implemented with trauma informed practices</p> <p><u>Te Whare Tapu o te Ngākau Māori progressions</u> Cultural Kete 1 Raukawa Te <u>Poumanawahihiri</u></p> <p>Tapasā South Pacific Community Rebranding our logo to suit our Te Whare Tapu o te Ngākau Māori values Displayed and presented to parents Term 3</p>

			<u>Attendance meetings including TAG (Kahui ako)</u>
4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<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>3b Explore "team" of students, staff and whanau for participation in events</p> <p><u>Priority Actions</u> Attend professional development in understanding of the new maths curriculum. ALL teacher BSLA teacher PLD for maths teaching and improve fractions knowledge</p>	<p>Teaching staff attend Kahui Ako PLD for maths curriculum</p> <p><u>Teacher/Principal enrolled with Accelerated learning in Literacy.</u></p> <p>Curriculum Advisor for staff PLD meetings maths and literacy curriculum</p>
5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<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>3c Maintain our Maori Language Programme Level 3 status.</p> <p>3d Implement Te Whare Tapu o te Ngakau Maori whaingā (outcomes)</p> <p><u>Priority Actions</u> To support "whanau groups" of students, teachers and families for organising "whare" or houses and sense of belonging Continue planning in curriculum Te Ako marautanga Te Reo Progressions in Whare Tapu o te Ngakau Maori values</p>	<p>Devise a Cargill Curriculum refresh and Te Reo that makes connections for staff, students and communities</p> <p><u>PLD Te Whare Tapu o Te Ngākau Māori.</u> Cultural Kete 1 Raukawa Te Poumanawahihiri</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 in 2024 	<p>4a - 4b For staff to participate in accelerating and raising student achievement in literacy and mathematics</p> <p><u>Priority Actions</u> To engage students in practical and essential life skills through a range of student inquiry with selected learning experiences and continuing play base</p>	<p>Kāhui Ako & SENCo IEPs and service providers or agencies.</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>6a Develop staff knowledge of inquiry and its links to student engagement 7a Provide practical experiences and competencies for life skills in STEM.</p> <p><u>Priority Actions</u> Continue to provide practical experiences that will give essential skills.</p>	<p>Community connections and global experts</p>

Annual Implementation for 2025 Targets

Improvement Plan - Literacy and Phonics			
NELP 4: 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy		Strategic Goal: Practice accelerated structured literacy strategies for phonics and improve decoding skills in spelling using letter and sound analogies.	
<p>Baseline data Data</p> <p>End of 2024, the achievement of spelling results showed that there was progress with students in accelerated literacy and BSLA programmes but was not sufficient accelerated progress particularly for students in (Tier 2 & 3).</p> <p>We expect children to be achieving proficiency in literacy</p> <ul style="list-style-type: none"> - By the end of Year 1 Beginning at Phase One - By the end of Year 3 End at Phase One - By the end of Year 4 Beginning at Phase Two - By the end of Year 6 Ending of Phase Two <p>Target 2025</p> <p>To raise the level of achievement at 75% and to understand the structure of language, and that it follows shared codes and conventions of spelling and phonics. Phonemic awareness involves knowledge of the smallest units of sound in words. Phonics and spelling patterns</p> <ul style="list-style-type: none"> ● Systematic synthetic phonics is used for teaching decoding and spelling. ● Synthetic phonics involves explicitly teaching students to read and spell words. ● Blending phonemes into words and teaching them to spell words by segmenting them into phonemes 			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1-4	Teachers will collect data from BSLA testing and teach phonics to decode unknown vocabulary. Teachers will model oral language and emphasise rich vocabulary with meaningful explanations into planning and small groups.	All teachers Teaching principal	Termly assessment for vocabulary and oral assessment analysis by Janine van Hees using picture talk approach. Will assess and teach target group for accelerating literacy learning
<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 teachers to participate in accelerated learning in literacy and better start learning assessment teaching target groups.</p>			

Improvement Plan - Mathematics & Number of Fractions

NELP 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Strategic Goal: To improve the knowledge of fractions in number and problem solve to make connections with everyday use.

Baseline data and 2024 Target

We expect children to be achieving proficiency in number and fractions

- By the end of Year 1 Beginning at Phase One (Fractions are numbers that can be represented using words, pictures, or symbol)
- By the end of Year 3 End at Phase One (Fractions symbols, whole shares divided equally, sets of objects and measurement)
- By the end of Year 4 Beginning at Phase Two to achieve
- By the end of Year 6 Ending of Phase Two

Our students struggle with recognising fractions as numbers that can be represented using words, pictures, or symbols and represented symbolically with numerators and denominators to show parts of a whole, set of objects or measurement. These stages of learning are missed at Phase 1 and Year 4 to Year 6 are unable to find common fractions, convert percentages and decimals.

2025 Target: To have 70% of children in Year 4 and Year 6 be working proficiently at the expected level and improve their many pieces of a whole can be equally divided and represented in fractions.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Each term	Teachers assess initial fractions and diagnostic tests at the start and end of each term. These will be reflected in the child's goals in Terms 1 and 3.	All teachers	Teachers will compare the initial test and teach accordingly to those needs and then compare end of each term results. Curriculum advisor and professional development with Kahui
Each term	Management check planning, observe a lesson in fractions for each term and give feedback.	Principal	Links evident between planning and work produced. Report to board on mid year and end of year results.
Each term	Teachers provide specific programmes and planning for teacher aides working with at-risk or targetted children for fractions.	Teachers	Planning to occur from Prime books and Numicon resources on fractions.

Monitoring

Assessments - Year 4 to 6 students will sit E-asTTle tests in Term 1 and Term 3

Etap assessment entered each term (to be entered into Etap)

Resourcing Teachers to participate in Prime and Numicon maths PLD when resources are made available in mid March or Term 2. Prime has already started for Te Ngahere class.

Improvement Plan - Key Competencies (Cross curricula) Health and PE

NELP 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Strategic Goal: To convey confident ability to communicate and show their physical and mental well being through trauma informed practices and movement.

Baseline data and Target

EOY 2024 data shows the number of students repeatedly involved in physical or verbal abuse and defiance incidents were the senior students in Year 3 to Year 5 level and most were either on SENCO register receiving agency, learning support (including one to one tutorship) or medicated.

2025 Start of the year data shows that students are unable to convey their feelings through use of positive strategies and interactions with their peers and adults. They show signs of stress and are unable to regulate their emotions when facing conflict in class or outside environment.

Data: Incident Report as of 6.03.2

Verbal Abuse	Physical Abuse	Defiance	Attendance
7	7	4	2

2025 Target: To develop trauma informed practices and teach explicit strategies to students and self for regulation to improve our mental health, physical health, emotional and spiritual wellbeing (following Te Whare Tapawha - Mason Durie) to enhance a sense of belonging (long term 3 years)

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Teachers will set the expectations through the goal-setting end of Term 1 about their safe person, safe place	Teachers	By the end of Term One, children will have personalised goals to keep them focused on the values and their feelings (survey). To remain calm, regulated and respond then react. Self evaluate in a reflection journal
Daily	Routines will be established and strategies for all children will be taught mindfulness, karakia, movement and physical skills.	Teachers	Developed strategies that will validate children's feelings - How did you feel? What did you do and why? What other options Integrate non-punitive and negotiate child (neuroscience lens)
Term 3	Goals will be reviewed and next steps identified as part of goal-setting conferences and growth or strength strategies and values for self management.	Teachers	Consult with students and acknowledge feelings and understand that it does not always appear physically. Provide lessons of gratitude, emotion and logic reasoning, how the brain works.
Term 4	Reports completed	Teacher	Improved results should be evident.
Terms 1-4	Skills will be taught through working with the Te Whare Tapa Wha and Mindfulness (regulating self strategies.	Teacher	Evidence in planning aligned with surveys.

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 Tapawha progressions of the whole person - Te Whare Tapu o te Ngākau, Mindfulness.