

Background Information

Goals are established following...

- Regular data collection and analysis
- Ongoing evaluation of learning / curriculum
- Ongoing student voice:
- Ongoing Maori whānau voice: formal and informal hui, regular kanohi ki te kanohi, kapa haka, anecdotal...
- Parent-teacher discussions: formal (3 p.a.) & informal; group & individual
- Meetings with specific targeted groups (eg Pasifika aiga, anau)
- Meetings with runaka representatives
- Ongoing school self-review processes

The two school goals are based on the words of the school vision - "Ora i te ako."
The same processes will be used to measure progress in 2024 & 2025

Strategic Goal Alignment Education and Training Act 2020

s127 - Objectives of boards in governing

<u>schools</u>	Goal 1	Goal 2
Every student at the school is able to attain their highest possible standard in education achievement	✓	✓
The school:		
● is a physically and emotionally safe place for all students and staff	✓	✓
● gives effect to relevant student rights	✓	✓
● takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school	✓	✓
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi including by:		
● working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori	✓	
● taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori	✓	
● achieving equitable outcomes for Māori students.	✓	✓

	2024	2025
Strategic Goal 1	To give further effect to Te Tiriti o Waitangi - making it clearly visible and enacted in the school's curriculum	To give further effect to Te Tiriti o Waitangi - making it clearly visible and enacted in the school's curriculum
Strategic Goal 2	To focus strongly on improving students' overall <i>hau ora</i> - wellbeing	To focus strongly on improving students' overall <i>hau ora</i> - wellbeing

STRATEGIC GOAL ALIGNMENT
National Education Learning Priorities

Goal 1 Goal 2

1	LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education		
1	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	✓	✓
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	✓	✓
2	BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner		
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	✓	✓
4	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	✓	✓
3	QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau		
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	✓	✓
6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	✓	✓
4	FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	✓	✓

STRATEGIC GOAL 1: <i>To give further effect to Te Tiriti o Waitangi - making it clearly visible and enacted in the school's curriculum</i>		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	Development of increasing strategies for ākonga agency	✓	✓	✓
2024	Te Mātaiaho alignment with school expectations and teaching models		✓	✓
2025	Review delivery of DMIC mathematics programme		✓	✓
2025	Analysis and expansion of ākonga competencies	✓		✓
2025	Review and refinement of rich curriculum		✓	✓
STRATEGIC GOAL 2: <i>To focus strongly on improving students' overall hau ora - wellbeing</i>		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	Implement the second-year PLD from involvement in the Mitey programme	✓	✓	✓
2024	Train year 6 akonga to implement the He Pi Ka Rere programme in junior classrooms		✓	✓
2024	Maintain / extend whānau involvement in school life; and increase engagement in learning		✓	✓
2025	Maintain / extend whānau involvement in school life; and increase engagement in learning	✓	✓	✓
2025	Train year 6 akonga to implement the He Pi Ka Rere programme in junior classrooms		✓	✓

Te Tiriti o Waitangi

Article 1: Kāwanatanga - Governance Article 2: Rangatiratanga - Agency Article 3: Ōritetanga - Equity

Key expectations are highlighted

Annual Plan 2024

STRATEGIC GOAL 1:

To give further effect to Te Tiriti o Waitangi - making it clearly visible and enacted in the school's curriculum

Strategy: Documentation, teaching practice, and the learning environments will respect Te Tiriti o Waitangi and reflect mātauranga Māori	
Outcomes Expected	
Ākonga will	Kaiako will
<ul style="list-style-type: none"> Engage with, actively participate in, and show progress in all aspects of the curriculum; core literacies in particular demonstrate knowledge of, and respect for, mātauranga Māori; appropriate to their age and/or curriculum expectations 	<ul style="list-style-type: none"> fully commit to, and participate in the implementation of teaching/learning strategies most appropriate to students' identified needs provide learning informed by mātauranga Māori and Te Tiriti o Waitangi.

Key expectations are highlighted

Actions

<ul style="list-style-type: none"> Use of school expectations Focus Ākonga identified / monitored Teacher meetings review priorities Sharing of practice Feedback on practice 	<ul style="list-style-type: none"> Data analysis Ongoing tracking of progress Action plans developed and implemented Teacher professional development Planning for integration of skills
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Timelines: all actions will run all year

Resourcing: budget, staffing and M-unit allocation prioritised to meet actions above

Priority: given to learners' whose needs have not yet been met within the actions and resourcing above

Annual Plan 2024

STRATEGIC GOAL 2:

To focus strongly on improving students' overall hau ora - wellbeing

Strategy: Implement new learning from the second-year Mitey approach PLD	
Outcomes Expected	
Ākonga will	Kaiako will
<ul style="list-style-type: none"> demonstrate active participation in the learning opportunities the Mitey and HPKR approaches provide provide ongoing (anonymous, where appropriate) and confidential feedback on their wellbeing, learning needs have open conversations about these issues with adults in the school. 	<ul style="list-style-type: none"> ensure that Ākonga have access to, and benefit from, learning about positive mental health and wellbeing. reflect on how they deliver positive mental health & wellbeing education across the curriculum; and ensure that the learning provided includes mātauranga Māori.

Key expectations are highlighted

Actions

<ul style="list-style-type: none"> Use of school documentation Teacher meeting content prioritised Sharing of practice Feedback on practice Data analysis Ongoing tracking of progress 	<ul style="list-style-type: none"> Action plans developed and implemented PLD (Mitey; Active Southland providers) Planning for integration of skills Ākonga surveys
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Timelines: all actions will run all year

Resourcing: budget, staffing and M-unit allocation prioritised to meet actions above

Priority: given to learners' whose needs have not yet been met within the actions and resourcing above

Annual Targets 2024

Strategic Goal 1	To give further effect to Te Tiriti o Waitangi - making it clearly visible and enacted in the school's curriculum
Strategy	Documentation, teaching practice, and the learning environments will respect Te Tiriti o Waitangi and reflect mātauranga Māori
Outcomes Expected	<p>Akonga will...</p> <ul style="list-style-type: none"> ● achieve at levels appropriate to their age / (curriculum) expectations (or better); in the core curriculum literacies of reading, writing and mathematics ● actively participate in all aspects of Te Ao Maori that are part of the school curriculum ● understand and consistently demonstrate the values outlined in the Maori Graduates profile <p>Kaiako will...</p> <ul style="list-style-type: none"> ● ensure that the learning provided includes relevant mātauranga Māori wherever appropriate

Strategic Goal 2	To focus strongly on improving students' overall hau ora - wellbeing
Strategy	Implement new PLD learning from the second-year Mitey; Active Southland providers; and the HPKR programme
Outcomes Expected	<p>Akonga will...</p> <ul style="list-style-type: none"> ● actively participate in the learning opportunities the Mitey approach provides ● Tuakana and teina fully participate in the He Pi Ka Rere programme ● provide ongoing (anonymous, where appropriate) and confidential feedback on aspects of their hau ora <p>Kaiako will...</p> <ul style="list-style-type: none"> ● ensure that Ākonga have access to, and benefit from, learning about positive mental health and wellbeing ● incorporate relevant Mātauranga Māori wherever appropriate

Baseline	Achievement Target
Priorities identified through whanau consultation and outlined in the Maori Graduates profile (<i>ref page 1</i>)	<ul style="list-style-type: none"> ● Teina-tuakana relationships/roles will be observable in school life, daily. ● Tuakana will demonstrate kaiaratakitanga; kaitiakitanga; and whanaungatanga in daily life. ● Appropriate to age and stage: tamariki will demonstrate measurable increases in use of nga kupu / te Reo Māori in daily life
Individual students' EOY 2023 achievement levels in reading, writing, and mathematics	Students will make twelve months (or more) progress in the three core literacies by the end of the 2024 school year

Baseline	Achievement Target
Priorities identified through whanau consultation and outlined in the Year Six Leavers profile (<i>ref page 1</i>)	<p>Akonga...</p> <ul style="list-style-type: none"> ● consistently demonstrate inclusion of; and respect for others and their mana ● demonstrate improving capacity to advocate for their own welfare ● decrease in numbers requiring adult supervision during breaks
All year six students participate in He Pi Ka Rere kaitiaki training and are allocated to junior classes as HPKR kaitiaki (facilitators)	<p>Kaitiaki...</p> <ul style="list-style-type: none"> ● successfully lead HPKR in junior classes ● are used consistently by junior classes ● support the tuakana-teina relationship to be key in providing manaakitanga for all