

# PARKVALE SCHOOL



**STRATEGIC PLAN**  
**2024 - 2025**



**2024 - 2025  
STRATEGIC PLAN**

**GOAL ONE**

Developed around our Lever of change 'Student Agency and Authentic Learning'

"To grow powerful ākonga who enhance their own educational pathways"

**Student Agency & Authentic Learning**

**GOAL TWO**

Developed around our Lever of change 'Culturally Responsive Pedagogy'

"To grow culturally responsive practices that value the hauora of all ākonga"

**Culturally Responsive Pedagogy**

**GOAL THREE**

Developed around our Lever of change 'Engagement of Whānau'

"Through Inclusiveness, foster ākonga, whānau, iwi and community engagement to improve hauora"

**Engagement of Families and Whānau**

**"Together, growing  
with PRIDE"**



# PARKVALE SCHOOL STRATEGIC PLAN 2024 - 2025

STRATEGIC GOALS

INITIATIVES

WHAT WILL SUCCESS LOOK LIKE?

To grow powerful ākonga who enhance their own educational pathways

To grow culturally responsive practices that value the hauora of all ākonga

Through inclusiveness foster ākonga, whānau, iwi and community engagement to improve hauora

## FORMATIVE ASSESSMENT PEDAGOGY

STRUCTURED LITERACY  
BRANCH STRUCTURES

## RELATIONSHIPS FIRST PLD

TĪKANGA  
TE REO

## COMMUNICATION WITH WHĀNAU

WHĀNAU RŌPU  
MĀORI ACHIEVEMENT  
SUSTAINABILITY INCLUSIVENESS

- **FORMATIVE ASSESSMENT PEDAGOGY**
- Self-Assessment: Students routinely monitor their own understanding, identify areas of strength and weakness, and set personal learning goals.
- Peer Feedback: Learners actively participate in giving and receiving constructive feedback from peers, focusing on improvement.
- Self-Reflection: Students regularly reflect on their learning process, analyzing their progress towards goals and adapting their learning approaches as needed.
- Questioning: Learners ask insightful questions that demonstrate their understanding of the material and a desire for deeper exploration.
- Utilization of Feedback: Students actively incorporate feedback from teachers and peers into their work, demonstrating a commitment to continuous improvement
- Metacognition: Learners demonstrate awareness of their own thinking processes and learning styles, adapting strategies to optimize their learning.
- **STRUCTURED LITERACY**
- Decoding Accuracy: Students demonstrate strong phonemic awareness and confidently decode unfamiliar words using sound-symbol relationships.
- Automaticity: Learners can fluently read grade-level text with minimal effort, allowing them to focus on comprehension.
- Vocabulary Development: Students actively acquire new vocabulary through explicit instruction and exposure to rich text, demonstrating understanding and application in written and spoken language.
- **BRANCH STRUCTURES**
- Teachers see significant improvements in student learning outcomes, including academic performance, critical thinking skills, and problem-solving abilities.
- Teachers effectively collaborate with colleagues, sharing resources, strategies, and best practices to enhance teaching and learning.
- Collaborative planning sessions result in well-designed lessons that address diverse student needs and incorporate innovative instructional approaches.
- Teachers actively participate in professional learning communities (PLCs) to engage in collaborative inquiry, reflection, and professional development.
- Collaborative feedback and peer observations help teachers refine their instructional practices and incorporate new strategies into their teaching repertoire.
- Teachers use data effectively to assess student progress, identify areas for improvement, and make informed instructional decisions.
- Collaborative data analysis sessions inform instructional planning and help teachers tailor their teaching to meet individual student needs.

- **RELATIONSHIPS FIRST PLD**
- Instructional strategies reflect an understanding and respect for the cultural identities and experiences of all students.
- Classroom norms and expectations promote respect, empathy, and understanding among students from different cultural backgrounds.
- Students feel valued, heard, and affirmed by their teachers, which enhances their overall wellbeing and academic success.
- Teachers engage in ongoing reflection and professional development to deepen their understanding of culturally responsive practices.
- Teachers regularly assess their teaching practices and make adjustments based on feedback from impact coaches and colleagues.
- **TĪKANGA**
- Classroom environments reflect tikanga Māori principles of respect, manaakitanga, and whānaungatanga, creating a culturally rich and inclusive space for learning.
- Teachers and students engage in learning experiences that connect them to the local marae and other significant cultural sites, deepening their understanding of tikanga and fostering a sense of connection to the land and community.
- Students learn about traditional Māori practices, such as kaitiakitanga (guardianship of the environment), through hands-on experiences and outdoor learning opportunities that promote environmental stewardship and sustainability.
- Teachers adapt their teaching approaches to accommodate diverse learning styles and cultural backgrounds, incorporating culturally relevant examples, stories, and resources into their lessons.
- Teachers engage in ongoing professional development and reflection to deepen their understanding of tikanga and culturally responsive practices.
- **TE REO**
- Te Reo Māori (the Māori language) is actively promoted and used within the school community, with signage, labels, and greetings incorporating Māori language and phrases.

- **COMMUNICATION WITH WHĀNAU**
- whānau receive regular updates about their child's progress, achievements, and areas for development through various channels such as newsletters, emails, and parent-teacher conferences.
- Teachers communicate openly and transparently with whānau about school policies, procedures, and initiatives, ensuring they feel informed and involved in their child's education.
- Communication methods are accessible and inclusive catering to the diverse needs of whānau. Information is provided in multiple formats, such as written materials, verbal explanations, and digital platforms, to ensure equitable access for all whānau members.
- **WHĀNAU RŌPU**
- Whānau actively participate in Whānau Rōpū meetings and activities, contributing their ideas, insights, and perspectives on matters related to student wellbeing and educational outcomes.
- Whānau feel empowered to play an active role in decision-making processes that affect their child's education and overall hauora
- Two way communication: Teachers actively seek input, feedback, and perspectives from whānau on their child's learning experiences, strengths, and needs.
- Whānau are encouraged and empowered to share their insights, aspirations, and concerns, fostering a collaborative partnership between home and school.
- Celebration: Whānau contributions to the school community are acknowledged, valued, and celebrated.
- Connection: Opportunities are provided for whānau to connect with one another, build relationships with school staff, and actively participate in their child's education journey.
- Measurable: Whānau feedback and evaluation data indicate positive shifts in perceptions of student wellbeing and satisfaction with school support services and programs.
- **MĀORI ACHIEVEMENT**
- Holistic support for Māori learners: Teachers and support staff work collaboratively to identify and address barriers to Māori achievement, such as socioeconomic factors, cultural disconnection, and language barriers, ensuring all students have equitable opportunities to succeed.
- Student empowerment: Māori students are empowered to express their cultural identity and perspectives within the school community, with opportunities to lead cultural activities, share their knowledge, and participate in decision-making processes.
- Whānau engagement: Whānau are actively involved in their child's learning journey, setting high expectations for academic achievement and providing support and encouragement at home.
- Teachers foster open communication and collaboration with whānau to share progress, celebrate successes, and address any challenges or concerns related to Māori students' academic performance and wellbeing.
- **SUSTAINABILITY INCLUSIVENESS**
- Consistency: whānau feedback is regularly sought and used to inform school policies, practices, and decision-making processes.
- Continuous Reflection: The school fosters a culture of continuous reflection and improvement, with regular evaluation of inclusive practices and their impact on student, whānau, and community outcomes.



## Vision Statement

### Growing with P.R.I.D.E

Personal Best, Respect and Responsibility, Integrity, Determination and Enjoyment

“Poipoia te kakano, Kia puawai”  
“Nurture the seed and it will blossom”

TARGETING OUR CHILDREN'S LEARNING

#### Summary of the information used to create this plan:

<p><b>Teacher Interviews</b> Both one to one interviews and written reviews gathered from teachers by senior management, focusing on what the school strengths are and areas where they believe improvement can be made.</p>	<p><b>Collecting student voice</b> During modeling lessons, impact coaches have collected student voice to gauge the impact of the learning inline with the students agency and aspirations.</p>
<p><b>Hardcopy Survey of our community</b> Sending out hardcopy surveys to our community to assess their feedback in relation to the schools direction in areas such as Te Tiriti o Waitangi, Health and Wellbeing, learning and achievement,</p>	

From the above sources Parkvale School Management and the Board of Trustees were able to draft and prepare the Parkvale School Strategic Plan for 2024-2025. The collective of voice from various stakeholders has ensured that the plan is reflective, inclusive and comprehensive.

We have been able to construct three goals that we believe will ensure the formation of a Parkvale School learning environment that will support, grow and enhance the learning achievement levels of all our ākonga through the focus on;

- Student agency and authentic learning opportunities
- Culturally Responsive Pedagogy
- Whānau engagement and partnership



# Parkvale School Strategic Plan 2024 - 2025

Section 7 Legislation to be covered

<b>Strategic Goals</b> Refer Regulations 7(1),(b)	<b>Board Primary Objectives Met</b> Section 127 Refer Regulations 7(1),(b)	<b>Education Requirements Met</b> NELPS Refer Regulations 7(d)		<b>WHAT</b> Expected Results Refer Regulations 7(g)	<b>HOW</b> How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)	<b>HOW WE WILL KNOW</b> How will you measure success? Refer Regulations 7(g)
<div data-bbox="133 598 371 829" style="text-align: center;"> <p><b>Student Agency &amp; Authentic Learning</b></p> </div> <p><b>GOAL 1</b>  <b>Student Agency and Authentic Learning</b></p> <p><i>To grow powerful ākonga who enhance their own educational pathways</i></p>	<p>These are set out in Section 127 of the Education and Training Act 2020. A board's primary objectives in governing a school are to ensure that— (a) every student at the school is able to attain their highest possible standard in educational achievement; and (b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</p>	<p>This includes</p> <ul style="list-style-type: none"> <li>• National Education Learning Priorities</li> <li>• Education Strategies</li> </ul> <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> <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> <p>4) Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p>5) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>		<p><b>Initiative 1</b>  <b>FORMATIVE ASSESSMENT PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>• Through Relationships First PLD strengthen             <ul style="list-style-type: none"> <li>○ Drawing on learners' prior learning</li> <li>○ Using formative assessment: Feedback &amp; Feed forward</li> <li>○ Co-construction processes</li> <li>○ Using power-sharing strategies</li> </ul> </li> </ul>	<p><b>Initiative 1</b>  <b>RELATIONSHIPS FIRST / FORMATIVE ASSESSMENT PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>• Through the avenue of C&amp;M led by Impact Coaches along with the Relationship First focussed PLD strengthen the use of and consistency of positive relationships and formative practice strategies across the school</li> <li>• Use BLP (Building Learning Powers) to strengthen Student Agency</li> </ul>	<p><b>Initiative 1</b>  <b>RELATIONSHIPS FIRST / FORMATIVE ASSESSMENT PEDAGOGY</b></p> <p>Students able to talk about their own progress, achievements and next learning goals</p> <ul style="list-style-type: none"> <li>• Students being willing to take risks and see mistakes as opportunities for new learning</li> <li>• Students believe that they are able to make choices about what and how they learn.</li> <li>• Students able to model the "Learning Pit" and use appropriate strategies when needed</li> <li>• Students enabled through explicit teaching of goal setting, self-monitoring, and collaborative capabilities will develop self-efficacy and agency for lifelong learning.</li> <li>• Impact Coaches working together to strengthen their understanding of RF PLD and to gain consistency of understanding of Profile and coaching conversation. Coaches to reflecting on Meetings with their Impact groups and the learnings from PLD</li> <li>• Impact Coaches working with their Impact groups to unpack RF and Learner Profile along with Teaching to the North-East Text.</li> <li>• Lesson recording and coaching conversations throughout term 3 and 4 - fully reflecting the RF PLD and Learner Profile</li> </ul>



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Section 7 Legislation to be covered

			<p><b>Initiative 2</b> <b>STRUCTURED LITERACY</b></p> <ul style="list-style-type: none"><li>• Reflect on and review the impact of the Structured Literacy programme and continue to deliver learning through a Structured Literacy approach and using</li><li>• Use the Code to teach spelling.</li><li>• Continue to further our practice around teaching sentence formation and punctuation</li></ul>	<p><b>Initiative 2</b> <b>STRUCTURED LITERACY</b></p> <ul style="list-style-type: none"><li>• Year 1 and 2 - deliver the teaching of reading through the structured literacy programme and introduce whole language approach texts (depending on needs of children)</li><li>• Year 3 and 4 - teach a target group using the structured literacy programme</li><li>• Year 3 - 6 Explore using The Code to explicitly teach spelling and link to reading/writing.</li><li>• All year groups to use 'colour cards' to teach sentence formation and punctuation</li><li>• Branch meetings provide the vehicle for conundrum focussed dialogue</li></ul>	<p><b>Initiative 2</b> <b>STRUCTURED LITERACY</b></p> <ul style="list-style-type: none"><li>• Teachers in the Iti are proficient teaching through Structured Literacy and decodable texts.</li><li>• Teachers in Years 3-6 are explicitly teaching spelling patterns and reinforcing them with practical application</li><li>• Teachers across the school are using coloured cards to teach sentence structure and children are able to articulate knowledge around sentence structures.</li></ul>
			<p><b>Initiative 3</b> <b>BRANCH STRUCTURES</b></p> <ul style="list-style-type: none"><li>• TAI focussed around data targets</li><li>• Continue discussion around Learning Muscles and the how they are being used across the curriculum</li><li>• Look at 'Big Picture Planning' to ensure Aotearoa Histories and refreshed curriculum are having impact across the curriculum</li></ul>	<p><b>Initiative 3</b> <b>BRANCH STRUCTURES</b></p> <ul style="list-style-type: none"><li>• TAI focussed around data targets</li><li>• Continue discussion around BLP - Learning Muscles and the how they are being used across the curriculum</li><li>• Look at 'Big Picture Planning' to ensure impact across the curriculum</li></ul>	<p><b>Initiative 3</b> <b>BRANCH STRUCTURES</b></p> <ul style="list-style-type: none"><li>• Concise and consistent planning of wider curriculum within branches</li><li>• Focussed discussions around needs, numbers and names of children in target groups and the movement or barriers they are encountering. Shared conundrums around teacher practice</li><li>• Vigorous discussions around BLP development and what is occurring in class</li></ul>



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<div style="text-align: center;">  <p><b>Culturally Responsive Pedagogy</b></p> </div> <p><b>GOAL 2</b>  <b>Culturally Responsive Teaching</b></p> <p><i>To grow culturally responsive practices that value the hauora of all ākonga</i></p>	<p>These are set out in Section 127 of the Education and Training Act 2020. A board's primary objectives in governing a school are to ensure that—</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p> <p>the school gives effect to Te Tiriti o Waitangi, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>	<p>This includes</p> <ul style="list-style-type: none"> <li>National Education Learning Priorities</li> <li>Education Strategies</li> </ul> <ol style="list-style-type: none"> <li>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</li> <li>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.</li> <li>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</li> <li>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</li> <li>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</li> </ol>	<p style="text-align: center;">➤</p> <p><b>Initiative 1</b>  <b>RELATIONSHIPS FIRST PLD</b></p> <ul style="list-style-type: none"> <li>Deepen our understanding and delivery of learning with focus given to Teaching to the North-East</li> </ul>	<p style="text-align: center;">➤</p> <p><b>Initiative 1</b>  <b>RELATIONSHIPS FIRST PLD</b></p> <ul style="list-style-type: none"> <li>Teachers engaged in PLD through C&amp;M focus of Relationships First PLD - Teaching to the North East</li> </ul>	<p style="text-align: center;">➤</p> <p><b>Initiative 1</b>  <b>RELATIONSHIPS FIRST PLD</b></p> <ul style="list-style-type: none"> <li>Ethnicity and gender subgroups report the same level of engagement and success as each other             <ul style="list-style-type: none"> <li>Patterns of inequity are narrowed so that disparities in the achievements of subgroups are closed</li> <li>High quality explicit teaching</li> <li>Adaptive expertise underpinning responsive pedagogy</li> <li>Authentic, meaningful and culturally responsive programmes and policies</li> </ul> </li> <li>Use the voice collection from all stakeholders to discuss changes that we as a school need to ensure so we have successful pathways and relationships with our marginalised learners</li> <li>Teachers engaged in PLD through C&amp;M focus of Relationships First PLD - Teaching to the North East</li> <li>Use the RF teachers profile to deepen understanding of Teaching to the North-East whilst making sure we know our             <ul style="list-style-type: none"> <li>Students' cultural knowledge</li> <li>Life experiences</li> <li>Stories from cultures</li> <li>Frames of reference</li> <li>Languages</li> <li>Performance and communication styles.</li> <li>Using the local environment to make connections</li> </ul> </li> </ul>



## Initiative 2 TIKANGA

- Teachers ensure tikanga is connected to the Aotearoa Histories Curriculum and begin to develop a more localised curriculum planning and throughout daily practice

## Initiative 2 TIKANGA

- Teachers practice tikanga beliefs as a part of daily practice
  - Whanaungatanga (sense of belonging, whanau inclusiveness, pepeha, waiata, collaboration)
  - Manaakitanga (ability to extend aroha and kindness, empathy - coaching, empathy and listening)
  - Kotahitanga (oneness - everyone working to do the same thing - cooperating and collaborating to support one another)
  - Kaitiakitanga (guarding our taonga - reciprocity of ensuring our facilities are in the same condition or better than when we began)
  - Tuakana Teina (older/younger relationships - building a culture of older supporting and nurturing our younger learners)
  - Whakapapa (making whanau links and history through tipuna and the waahi - mihi / pepeha connections to others)
- Tikanga is embedded in daily learning - planning through a culturally responsive lens with some implementation through the Aotearoa Histories Curriculum
- Year 3 and up are involved with deepening understanding and involvement of kapa haka - focussing on our school pepeha, haka and waiata

## Initiative 2 TIKANGA

- Evidence collected through Cognition Education will be unpacked so our school environment is a reflection of what is needed
- Strong relationships are evident
  - teachers use the voice and knowledge of their ākonga
  - Physical environments reflect Aotearoa, reo and tikanga
  - Planning incorporates connections to Te Ao Māori
  - Environments reflect a growing number of whakatauki, waiata, karakia being used





# Parkvale School Strategic Plan 2024 - 2025

Section 7 Legislation to be covered

## Initiative 3 TE REO

- Teachers continue to build their capability and are using and are ensuring their ākonga are building the kupu/rerenga kōrero of Te Reo

## Initiative 3 TE REO

- Teachers in focussed teaching groups for language development - 2 x termly with further class support
- Teachers are using and are ensuring their ākonga are building the kupu/rerenga kōrero of Te Reo
- Teachers are using and encouraging their ākonga to use Te Reo as a part of daily language by incorporating phrases, nouns or commands in daily conversation
  - Developing a range of kupu that relate to everyday activities, places around our local community, commands, nouns
  - Develop a range of phrases


## Initiative 3 TE REO

- Staff to be confident sharing and learning together - a culture of learning together to strengthen all
- All staff have increased their everyday use of Te Reo within the school and this use is evident schoolwide.
- Students heritages valued and reinforced.



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 <p><b>Engagement of Families &amp; Whānau</b></p> <p><b>GOAL 3</b> Engagement of Families &amp; Whānau</p> <p><i>Through inclusiveness foster ākonga, whānau, iwi and community engagement to improve hauora</i></p>	<p>These are set out in Section 127 of the Education and Training Act 2020.</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the NewZealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p> <p>the school gives effect to Te Tiriti o Waitangi, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>	<p>This includes</p> <ul style="list-style-type: none"> <li>National Education Learning Priorities</li> <li>Education Strategies</li> </ul> <p>1) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</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> <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> <p>5) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>Initiative 1</b> <b>COMMUNICATION WITH WHĀNAU</b></p>	<p><b>Initiative 1</b> <b>COMMUNICATION WITH WHĀNAU</b></p> <ul style="list-style-type: none"> <li>Pōwhiri to start the year and welcome new learners and their whanau</li> <li>Term 1 - Meet the Hub teachers and learn about learners - gather information about students to ensure teachers have a thorough understanding of individuals</li> <li>Termly Conferences - Ensure termly opportunities are provided for three way dialogue (children, teacher, whanau)</li> <li>Ongoing communication made with whanau about hub / class happenings and going ons through digital and paper formats</li> <li>An openness across the school where whanau are encouraged to be a part of the environment, feel welcomed, respected and included</li> <li>Continue class and individual seesaw accounts to celebrate and share learning journeys and newsletters</li> <li>Written communication; reports, fliers Facebook updates, newsletters and flyers will be communicated to inform parents and whanau of upcoming events etc</li> </ul>	<p><b>Initiative 1</b> <b>COMMUNICATION WITH WHĀNAU</b></p> <p>Effective engagement of families and whānau</p> <ul style="list-style-type: none"> <li>Connections with educationally powerful networks</li> <li>Meaningful consultation processes</li> <li>Utilisation of outside expertise brought into schools and schools using them.</li> <li>Whānau effectively support their child's learning</li> <li>Schools collaborate with parents and whānau so that their expertise can be used to support collective learning in class</li> <li>Students recognise that their family and whānau are positively involved in school life.</li> <li>Families feel welcomed and included to our school</li> <li>Evaluate the impact of conferences to answer the question of effectiveness and openness for our whanau</li> <li>Parents are informed and feel they can approach us and feel they are a part our kura</li> <li>Collect community/whanau feedback around our attitudes and communication - evaluate and see where changes need to be made in relation to             <ul style="list-style-type: none"> <li>Belonging -Kotahitanga</li> <li>Efficacy - Mana Motuhake</li> <li>Agency - Whakapiringatanga</li> <li>Hauora- Maanakitanga</li> </ul> </li> </ul>



# Parkvale School Strategic Plan 2024 - 2025

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				<p><b>Initiative 2</b> <b>WHĀNAU RŌPU</b></p>	<p><b>Initiative 2</b> <b>WHĀNAU RŌPU</b></p> <ul style="list-style-type: none"> <li>Reinvent the Whānau Support Rōpu to ensure we have effective communications and connections with whanau and iwi.</li> <li>Collect parent voice around well being of their child and openness of our school towards culturally responsive pedagogy</li> <li>Construct a “family, whānau, iwi, community school engagement plan”</li> </ul>	<p><b>Initiative 2</b> <b>WHĀNAU RŌPU</b></p> <ul style="list-style-type: none"> <li>Re-establishment of Whānau Rōpu with positive outcomes around next steps</li> <li>Parent / whānau voice collected</li> <li>Engagement plan constructed</li> </ul>
				<p><b>Initiative 3</b> <b>MĀORI ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>Teachers to strengthen their knowledge of te reo and tikanga</li> </ul>	<p><b>Initiative 3</b> <b>MĀORI ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>The accelerated progress of Māori learners is fast enough to ensure that the vast majority are achieving alongside their non-Māori counterparts</li> <li>Teachers are upskilling their proficiency of te reo Māori me ōna tikanga and/or pedagogy in teaching.</li> <li>Māori language is positioned within education provision and content and the practice of speaking the Māori language in everyday settings is supported.</li> <li>Content is developed to connect learners' existing culture knowledge and wider learning programmes.</li> </ul>	<p><b>Initiative 3</b> <b>MĀORI ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>An increased percentage of Maōri have recorded data at expectation</li> <li>Evaluation of TAI strategies undertaken to know the impact on learners</li> <li>Teachers are using more reo in the room - learner voice and observations evaluate the impact of teachers new learnings</li> </ul>
				<p><b>Initiative 4</b> <b>SUSTAINABILITY INCLUSIVENESS</b></p>	<p><b>Initiative 4</b> <b>SUSTAINABILITY INCLUSIVENESS</b></p> <ul style="list-style-type: none"> <li>Special needs register will be updated regularly by the LSC</li> <li>LSC will communicate regularly with teachers, outside agencies, parents and whanau about children with special education needs</li> <li>Referrals for children with learning needs will be made to MOE Service Managers and outside agencies when necessary</li> <li>Interview our priority learners around inclusiveness</li> </ul>	<p><b>Initiative 4</b> <b>SUSTAINABILITY INCLUSIVENESS</b></p> <ul style="list-style-type: none"> <li>Regularly updated special needs register maintained.</li> <li>All stakeholders are well informed.</li> <li>Referrals are up to date</li> <li>School is informed around inclusiveness.</li> </ul>



***Growing with P.R.I.D.E***

***Poipoia te kakano, kia puawai***

***Targeting our childrens learning***