



WOODLANDS PARK SCHOOL

"Poipoia te Kakano kia Puawai" Nurture the seed and it will blossom

WOODLANDS PARK SCHOOL Strategic Plan

"Poipoia te Kakano kia Puawai"
Nurture the seed and it will blossom



Our Vision: INCLUSIVE. COURAGEOUS. SUCCESSFUL.

Strategic Goals for Schooling Improvement 2022-2024

SUCCESSFUL Strategic Goal 1 -

Strengthen progress & achievement



Respect

Care, kindness & serving others
The foundation of success for all

Learners demonstrate agency and self efficacy in their learning to achieve equity and excellence.

Learners respect and value learning

Learner progress & achievement
Effective Teaching

INCLUSIVE Strategic Goal 2 -

Strengthen Hauora & wellbeing



Relationships

Respectful Partnerships & Culturally responsive relationships

Learners celebrate the identity of Aotearoa and are aware of their own identity & family connections through culture & language, showing commitment to Te Tiriti o Waitangi

Te Tiriti o Waitangi
Responsive Curriculum Planning
Partnerships

COURAGEOUS Strategic Goal 3 -

Strengthen our connection with Te Ao Maaori



Guardianship

Life-long commitment to nurturing self in order to nurture others

Learners add to their Hauora kete strategies to take care (guard) their own;

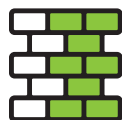
- Physical (taha tinana)health
- Mental & emotional (taha hinengaro)health
- Family & social (taha whaanau) health
- Spiritual well being (taha wairua)
- Land, environment & ethnicity(taha whenua)

Inclusive Learning Climate
Wellbeing & Safety

3 Year Strategic Programmes Road map

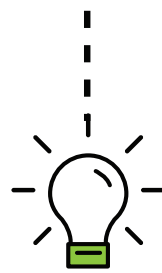
2022

Establishing foundations



2023

Refine & Improve



2024

Analytics to support engaged learning

Assessment for Learning practices



Structured Literacy



Aotearoa NZ's histories & Te Takanga o Te Waa

Digital Fluency



Integrated localised curriculum

Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

Strategic Goal 1 -

STRENGTHEN STUDENT PROGRESS & ACHIEVEMENT

Learner progress and outcomes are consistently equitable and excellent for all learners, within a consistently strengths based approach.

Māori and Pacific learners as well as learners with diverse/ additional needs progress and achieve well.

We are committed to; Providing authentic and engaging learning with aakonga at the centre of their own learning programmes.


OUTCOMES/MEASURES

Learner Progress and Achievement



All students make 1-2 sublevels of progress per year across the NZ curriculum. Students confidently articulate their own learning through the use of progressions.



Strategic Goal 1 - **Strengthen student progress & achievement**

Strategic Programme	Strategic Plan 2022	Strategic Plan 2023	Strategic Plan 2024
 <p>Adaptive & localised curriculum development</p>	<ul style="list-style-type: none"> ▪ Strategic Curriculum teams analyse data and report on areas of need with clear pathways of achieving success for all through SMART goals ▪ Distance learning programmes are planned and reflect the consistency of the classroom programme ▪ Teachers and Leadership identify learner gaps through assessment and provide intensive wrap around support ▪ Teachers are developing consistency across the school with their understanding of A4L practices ▪ Using writing progressions in the classroom is non-negotiable and forms each teacher's professional accountability to the professional standards. All classes MUST visibly display the progressions from developmental through to Level 5 of the curriculum. Students must have access to next steps. ▪ Learning progressions (Reading and Maths) are to be developed and trialled and implemented school wide leading towards a model of progressions which align to the curriculum and credible assessment tools. ▪ Learners are developing agency and self-efficacy in their learning to achieve their progress outcomes. 	<ul style="list-style-type: none"> ▪ Strategic teams continue to analyse data and assess teacher impact through effect size. School wide assessment is reviewed. ▪ Literacy learning progressions are displayed in all classrooms across the school. Progressions are referred to by students for Writing, Maths and Reading. ▪ Progressions are displayed in a child friendly manner, with easy access - students use the wall as the 'third teacher' in the room being able to easily read and follow the progressions. ▪ Learning progressions are implemented school wide which align to the curriculum and various credible assessment tools. Literacy and Maths learning progressions are displayed in all classrooms across the school. Progressions for Te Reo Maaori, Health & PE, The Arts development. ▪ Progressions for Reading & Maths ▪ Using maths and reading progressions in the classroom is non-negotiable and forms each teacher's professional accountability to the professional standards. All classes MUST visibly display the progressions from developmental through to Level 5 of the curriculum. Children must have access to next steps. 	<ul style="list-style-type: none"> ▪ Strategic teams consolidate 3 years of teacher impact and the growth of teacher capability and capacity in assessment ▪ Learning progressions are fully embedded schoolwide with common understandings of achievement between students, families and school.

Strategic Goal 1 - Strengthen student progress & achievement

Strategic Programme	Strategic Plan 2022	Strategic Plan 2023	Strategic Plan 2024
 <p>Evaluation for Improvement</p>	<p>All teachers are involved and engaged in the teaching as inquiry process;</p> <ul style="list-style-type: none"> ▪ Inquiry Goal - Focusing and developing a hunch ▪ Priority Learners Wellbeing - Scanning ▪ Tracking achievement - Scanning & checking ▪ Learner Agency - Scanning & Checking ▪ Whaanau Engagement - Scanning ▪ Scanning - Digging Deeper/focusing ▪ Pedagogy - Learning & taking action ▪ Reflection & Respiralling /Next Step ▪ All teachers participate in regular, purposeful classroom visits and observations providing formative feedback. ▪ The professional growth cycle is a collaborative process with a specific focus on using evaluation consistently to inform equity and excellence 	<p>All teachers continue to participate in regular, purposeful classroom visits and observations providing effective feedback. Framework for observations are implemented and used for Reading and Maths as well as writing. Refinement of student feedback analysing quality and effectiveness of teaching and learning is discussed regularly at all levels.</p> <p>The school continues to provide up to date hardware and software to support learning through digital technologies</p>	<p>The observation and shared learning approach is consistent and well established across the school.</p>
 <p>Staff PLD</p>	<ul style="list-style-type: none"> ▪ Assessment for Learning PLD through Cognition Education to support further growth in capability and capacity for assessment led teaching and learning. ▪ All teachers to participate in Structured Literacy Development and integrate into their teaching practice 		

Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

Strategic Goal 1 - **Strengthen student progress & achievement**

OBJECTIVE 1
LEARNERS AT THE CENTRE
Learners with their whānau are at the centre of education

OBJECTIVE 2
BARRIER FREE ACCESS
Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3
QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference for learners and their whānau

Learner progress and outcomes are consistently equitable and excellent for all learners, within a consistently strengths based approach.

Māori and Pacific learners as well as learners with diverse/additional needs progress and achieve well.

We are committed to; Providing authentic and engaging learning with aakonga at the centre of their own learning programmes.

OUTCOMES/MEASURES Learner Progress and Achievement

All students make 1-2 sublevels of progress per year across the NZ curriculum. Students confidently articulate their own learning through the use of progressions.



Adaptive & localised curriculum development

Outcome

- By the beginning of Term 1 strategic teams have analysed data (qualitative/quantitative) from 2022 and identified gaps/needs (teacher practice and resourcing). Each team has identified priorities and developed an action plan to meet these needs. Action plan is carried out. Each strategic team leader reports to the board by mid and end of year
- By beginning of T1 teachers and whānau leaders have identified students who require additional support and implement intensive programmes immediately through support of SLT/LSC. By mid-year, progress and achievement is reported by Whānau Leaders to the board. Next steps are reviewed and monitoring continues.
- By the end of the year students are taking ownership of assessment information, engaging in dialogue with their teachers about this information and using it to develop next steps.
- By the end of year all learners have made 1-2 sublevels progress across the curriculum.
- By the end of the year the Maths progressions will be defined and refined throughout the year through the Maths Strategic Team.
- Support through PLD for Whānau Harakeke with continuation of maths maintenance programme and accessing teacher support for Level 4/5+ Maths
- By the end of the year teachers will ensure that key understandings of inquiry are taught throughout the delivery of an integrated and localised curriculum.
- Science is taught through hands-on experimental lessons with a focus on critical thinking skills, economic prosperity and health and wellbeing.

Resource /Budget

Assessment Tools
NZCER/Etap/
standardised
assessments/SL
.2 Release for all
whānau leaders
per fortnight +
Curriculum Budgets
Professional
Development
Budget
Staffing

Timeframe

Ongoing monitoring
Assessment T1, T2, T4

Responsible

ALL STAFF
SLT & Whānau
Leader Leadership

Strategic Goal 1 - Strengthen student progress & achievement

Annual Plan 2023



Evaluation for Improvement

Outcome

- By the end of T1 & T3 all teachers have been observed teaching writing and the effective implementation of the writing progressions. WALTS, Success Criteria, Explicit Teaching, Feedback & Assessment Capability have been the focus of feedback for improved teacher practice, with next steps discussed & implemented
- By the end of Term 1 some staff have worked with Cognition Education to review/revise A4L practices (PLD from 2020/2021). Planning assurance checklists to be collaboratively reviewed to keep up to date with A4L practices and the school's expectations.
- By the end of T2 & 3 all teachers have continued to moderate writing across the school through the leadership of the Writing team.
- By the end of the year Reading and Maths progressions have been developed, and are being trialled
- By the end of the year new staff have had access to Structured literacy PLD. Resources to support our new pedagogy and approach to literacy are purchased
- By Term 4 progress and achievement data from the maths mate maintenance programme for Year 5 & 6 will be reported with feedback from all stakeholders.
- Senior leadership ensures teacher inquiries are linked to priority learner outcomes.
- Teachers are using a range of student information and data to inform their planning and practice. By the end of the year students are able to articulate their learning journey using the consistent language of assessment.
- Teachers are delivering effective teaching from the Arts Curriculum with resources in place to support feedback from the 2022 teacher survey
- The school continues to provide up to date hardware and software to support learning through digital technologies - meeting the progress outcomes of the curriculum

Resource /Budget

English - Writing and Reading budget
 .2 Release for whaanau leaders
 Curriculum budgets
 Maths /Science/ Inquiry/The Arts
 Centrally funded PLD hours still to utilise - Term 1 with Cognition Education
 IT - estimate for ipads/ screens/software/ computing equipment
 (IT Budget)

Timeframe

Ongoing monitoring
 Assessment T1, T2, T4
 By end of Term 1 (DP)

Responsible

ALL STAFF
 Curriculum Team leaders
 Strategic Team Leader of English - Writing
 SLT



Staff PLD

By the end of the year staff PLD/admin & hui reflect support for teachers consistently using effective teaching strategies and practices in adaptive ways to promote equitable and excellent outcomes for learners.

By the end of Term 1 all staff have participated and engaged in ongoing A4L practices through Cognition Education (apply for further funding)

By the end of the year all teachers have had the opportunity to visit other schools for support in Strcutured Literacy.

By the end of the year all teachers and SLT have had access to support across the curriculum where needed.

Support through PLD for Whaanau Harakeke will be identified, accessed and resourced.

Curriculum budgets
 PLD budget
 MOE centralised PLD funding
 MAC - Unteach Racism
 MAC - NZ Histories Literacy/Maths Conferences / workshops

Ongoing monitoring
 Assessment T1, T2, T4

ALL STAFF
 Curriculum Team leaders
 SLT

Vision: SUCCESSFUL. INCLUSIVE. COURAGEOUS.

Strategic Goal 1 - Strengthen student progress & achievement

Annual Plan 2023



Leadership & Capability

Outcome

Whaanau Leaders are continuing to refine and improve data collation and analysis and ensure their leadership is aligned to the schools' priorities.

New Whanau Leader will seek PLD relevant to leadership growth through Learning Network.

Deputy Principals/LSC are continuing to strengthen professional capability and collective capacity to improve learner outcomes as well as ongoing improvement & innovation (includes Te Ao Maaori) - Masters/online courses/workshops/conferences

Principal is continuing to build sustainable high levels of professional capability and collective capacity to continually improve and innovate with access to relevant expertise.

Principal will continue to support First time Principals in West Auckland through WAPA as well as maintain the role of President for the Kelston Cluster. Attendance at Hui and Conferences including the NZPF MOOT will be attended throughout the year.

Resource /Budget

Coaching APPA
PLD group DP's

PLD - NZPF
conference
Queenstown P/DP
7 Habits of
Highly Effective
People workshop
Auckland

Post Grad /Masters
TTMP Conference
Waitangi
MAC Hui/conference
Interface Expo

Timeframe

PLD Budget
Principals Budget

Covid -
Wellbeing for
Principals Budget

Responsible

SLT
Whanau Leaders



Vision: SUCCESSFUL. **INCLUSIVE.** COURAGEOUS.

Strategic Goal 2 -

STRENGTHEN OUR WELL BEING THROUGH HAUORA

Learners experience a school learning climate that is consistently positive and culturally responsive, which promotes their engagement.

Māori and Pacific learners as well as learners with diverse/ additional needs progress and achieve well.

We are committed to; The integration of Hauora by building inclusive practices for all

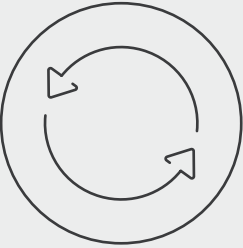
OUTCOMES/MEASURES

Strengthen our Wellbeing through Hauora



All Stakeholders can articulate the 5 walls of Te Whare Tapa Whaa, understand the importance of Hauora and express ways to strengthen these 'walls'.

Learners with diverse needs and high needs are well supported, integrated, monitored and resourced.

Strategic Goal 2 - **Strengthen our well being through Hauora**

Strategic Programme	Strategic Plan 2022	Strategic Plan 2023	Strategic Plan 2024
 <p>Strong Transitions & Engagement</p>	<ul style="list-style-type: none"> ▪ Strong transitions for Year 1 & 6 students ▪ Strong transitions year to year through teacher to teacher and whole staff (Aakonga korero) Faces on the Data ▪ Feedback from Parents via surveys, seesaw, 1-1 conferencing and reporting ▪ LSC continues to develop and implement sustainable programmes and practice for students with additional/ diverse needs ▪ Te Whare Tapa Whaa is visible throughout the classrooms/school (NN) ▪ School practices and actions are consistently inclusive and cater for all students including a specific focus on Maaori and Pacific learners. ▪ Recognise and celebrate Matariki as part of whaanau wellbeing and supporting te whare tapa whaa. 	<ul style="list-style-type: none"> ▪ All stakeholders continue to identify with the Maaori model of health and are committed to reflecting these in our interactions ▪ Strong transitions for Year 1 & 6 students ▪ Strong transitions year to year through teacher to teacher and whole staff (Aakonga korero) Faces on the Data ▪ Feedback from Parents via surveys, seesaw, 1-1 conferencing and reporting ▪ LSC continues to develop and implement sustainable programmes and practice for students with additional/ diverse needs ▪ Te Whare Tapa Whaa is visible throughout the classrooms/school (NN) ▪ School practices and actions are consistently inclusive and cater for all students including a specific focus on Maaori and Pacific learners. ▪ Recognise and celebrate Matariki as part of whaanau wellbeing and supporting te whare tapa whaa. 	<p>To be collaborated and decided by mid-year</p>

Strategic Goal 2 - **Strengthen our well being through hauora**

Strategic Programme	Strategic Plan 2022	Strategic Plan 2023	Strategic Plan 2024
 <p>Evaluation for Improvement</p>	<p>All teachers and staff are engaged in;</p> <ul style="list-style-type: none"> ▪ developing their knowledge and delivery of the Sexuality Education Curriculum ▪ developing their knowledge and delivery of the digital curriculum ▪ Integrating Te Whare Tapa Whaa throughout the delivery of the curriculum ▪ Developing their knowledge and delivery of the water safety programme 	<p>All teachers continue to regularly, purposefully discuss, plan and observe, integrate and evaluate the following;</p> <ul style="list-style-type: none"> ▪ Relationship & Sexuality Education (RSE) programmes ▪ Hau Ora - Te Whare Tapa Whaa ▪ PE - Water Safety Skills for Life 	<p>The observation and shared learning approach is consistent and well established across the school.</p>
 <p>Staff PLD</p>	<ul style="list-style-type: none"> ▪ Internal PLD - Sexuality Education ▪ Digital Fluency - Centrally Funded PLD ▪ Te Whare Tapa Whaa - External PLD ▪ Water Safety - Swim Safe 	<p>Water Safety Programme PLD Term 1</p>	

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

Strategic Goal 2 - **Strengthen our well being through hauora**

Learners experience a school learning climate that is consistently positive and culturally responsive, which promotes their engagement.

We are committed to; The integration of Hauora by building inclusive practices for all children by all staff

OUTCOMES/MEASURES Strengthen our Wellbeing through Hauora

All Stakeholders can articulate the 5 walls of Te Whare Tapa Whaa, understand the importance of Hauora and express ways to strengthen these 'walls'. Learners with diverse needs and high needs are well supported, integrated, monitored and resourced.

Annual Plan 2023



Adaptive & localised curriculum development

Outcome

Transitions;

- By the end of Term 1 all teachers, whānau leaders and SLT have met to deliberately discuss learner outcomes across the school to support student transition (discussion #2)
- Family Wellbeing surveys have been sent out with feedback strengthening student-teacher relationships and family partnerships
- Student Surveys sent out (based on Teacher Impact, John Hattie) for teacher reflection and action
- By the end of Term 3 teachers have worked collaboratively within their whānau to integrate Te Whare Tapa Whaa throughout their learning programmes.
- By T4 The Health & PE Strategic team have continued to develop a range of developmentally appropriate learning opportunities in sexuality education which includes critical thinking, reflection, and social-action skills related to issues of equity, gender, body image, sexualisation, risk, and safety.
- By T3 Inquiry is directly linked to Matariki and taught through a localised curriculum involving the Arts. Matariki celebration is supported and planned by teaching staff including planting (each Whānau to organise planting in support of their commitment to being a Green-Gold Enviro school)
- By T1 Staff have reviewed their teaching of the Water Safety programme and are teaching water safety lessons throughout Terms 1 & 4 (includes life jacket workshops) PLD

Resource /Budget

Etap management - training & new data formatting
Design work - Admin Budget
Curriculum Budgets
Matariki - budget support for full school celebration
Water Skills for Life

Timeframe

Ongoing monitoring
Assessment T1, T2, T4

Responsible

ALL STAFF
SLT & Whānau Leader Leadership

Strategic Goal 2 - **Strengthen our well being through hauora**

Annual Plan 2022



Evaluation for Improvement

Outcome

- By the end of the year SLT has worked collaboratively to design a classroom model of Te Whare Tapa Whaa which reflects WPS.
- BY the end of T2 review prospectus and up- date relevant information for new enrolments
- By the end of the year all staff are committed to Faces on the Data and monitoring and evaluating progress and wellbeing.
- By the end of the year teachers have reported to parents on the integration of Te Whare Tapa Whaa
- Spaces and areas in the school are identified for upgrading and rebuilding -scope of works include;
- Continue to update spaces with furniture which is ergonomically sound and in keeping with the school's commitment to health and wellbeing
- Whanau Pohutukawa sensory space in breakout area
- Whanau Pohutukawa - Rooms 16-18 upgrade to walls (removal of redundant heating units etc) Autex walls and paint (by Term 2)
- Hall modernisation - toilet upgrade including painting and autex walls
- Lighting in the school for events which take place after sunset
- Classrooms 11-13 complete redesign and modernisation, new toilet blocks
- Addition of signage where need is identified
- identified areas in the school to be updated/created throughout the year through various funding streams
- Teacher workspace - complete area by end of T1 e.g. resource shelving/pigeon holes/ storage etc

Resource /Budget

Minor/Major
Capital Works
budget

Board

PTA

SYA

Grounds

Principal's Ex

Timeframe

Ongoing monitoring
Assessment T1, T2, T4

Responsible

ALL STAFF
Curriculum Team
leaders

Strategic Goal 2 - **Strengthen our well being through hauora**

Annual Plan 2023



Leadership & Capability

Outcome

- Whaanau Leaders and SLT will ensure teachers & students have access to programmes which support their wellbeing.
-

School council is an effective and active groups of leaders in the school
All staff contribute to school wide events throughout the year

EAP is available for all staff

Recognising and planning events such as ;

- I am Hope
- Community Triathlon
- Pink Shirt Day
- MHAW
- The budget reflects the capability to ensure that wellbeing is being supported through ;
- Providing masks for all
- Providing RATs where needed
- First Aid training
- Flu shot
- Shared kai & unu
- Wellbeing packages

Resource /Budget

PLD Budget
Principals Budget
Covid Budget
Health Budget

Timeframe

SLT

Responsible

All staff

Vision: SUCCESSFUL. INCLUSIVE. **COURAGEOUS.**

Strategic Goal 3 -

EXPERIENCE, LEARN ABOUT AND CONNECT WITH TE AO MAAORI through Te reo (language) Tikanga (customs) Treaty (principles)

We are committed to; The school values being the foundation of our school's culture; Man kitanga, Whanaungatanga, Rangatiratanga and Kaitiakitanga. Explicit focus on all learners being able to experience deep learning in relation to Te Ao Maaori, Te Reo Maaori me ona Tikanga and Maatauranga Maaori.

OUTCOMES/MEASURES


**Actively protecting and preserving the
Maaori language, connecting with the
culture of the community and whānau.**

connectedness to people (whānau), places
(whenua/environment) and identity (whakapapa).
All stakeholders confidently presenting their pepeha
All stakeholders engaging in powhiri
All stakeholders understanding the importance of the
Treaty of Waitangi



Vision: SUCCESSFUL. INCLUSIVE. **COURAGEOUS.**

Responsive Curriculum Planning & Te Tiriti o Waitangi Realising the aspirations of all learners and Maaori whaanau, hāpuu, iwi and parents, families and communities.

Strategic Goal 3 - **experience, learn about and connect with Te Ao Maaori through Te Reo (language) Tikanga (customs) Treaty (principles)**

Strategic Programme	Strategic Plan 2022	Strategic Plan 2023	Strategic Plan 2024
 <p>Adaptive & localised curriculum development</p>	<ul style="list-style-type: none"> The school values are visible and are referred to consistently. The values will be referred to in both English and Maaori orally by teachers. These are the foundation of our school culture. They are consistently celebrated in a variety of ways. Fortnightly certificates will reflect these values. Evidence in teacher planning is required (Whaanau Leaders) through the teaching of Hauora - Explicit teaching of the values in class. Students' reports reflect their progress in demonstrating the school's values are reported on twice per year. Learner profiles developed which reflect a progression of the values throughout the year levels Values to be explored and developed further with a TE AO Maaori lens incorporating the essence of our school vision and local history. Continued development of the implementation of the Aotearoa New Zealand Histories Curriculum through Inquiry. Explicit focus on all learners being able to experience deep learning in relation to Te Ao Maaori, Te Reo Maaori me ona Tikanga and Maatauranga Maaori. 	<ul style="list-style-type: none"> The values are visible and are referred to consistently.. The values will be referred to in both English and Maaori orally by teachers. These are the foundation of our school culture. They are consistently celebrated in a variety of ways. Fortnightly certificates will reflect these values. Explicit teaching of the values in class. Evidence in teacher planning is required (Whaanau Leaders) through the teaching of Hauora Students' reports reflect their progress in demonstrating the school's values are reported on twice per year. Learner profiles are integrated into whaanau leadership and implemented Values are integrated through a TE AO Maaori lens incorporating the essence of our school vision and local history. <p>The school values are displayed throughout the school in widely used areas</p>	<ul style="list-style-type: none"> Strategic teams consolidate 3 years of teacher impact and the growth of teacher capability and capacity in assessment Learning progressions are fully embedded schoolwide with common understandings of achievement between students, families and school.

Strategic Goal 3 - **experience, learn about and connect with Te Ao Maaori through Te Reo (language) Tikanga (customs) Treaty (principles)**

Strategic Programme	Strategic Plan 2022	Strategic Plan 2023	Strategic Plan 2024
Adaptive & localised curriculum development	<ul style="list-style-type: none"> Maaori learners are consistently well supported to achieve success with a strong secure sense of their cultural identity. Te Tiriti o Waitangi is integral to learner outcomes and the curriculum. Progressions in te reo Maaori me ona tikanga are well-enacted. 		
 Evaluation for Improvement	<p>All staff are confident with the integration of Te Reo Maaori. School wide environments reflect bilingual signage including development of a bi-lingual website for the homepage. Reporting to parents also includes the use of te reo in the report format as well as reporting to parents on progress made with Te Reo and Tikaanga and the Maaori histories curriculum through Inquiry.</p> <p>The school continues to build on knowledge of Te Reo and progressions for achievement through TKI and contextualised whaanau indicators.</p> <p>Working with MAC (Maaori Achievement Collaborative) throughout 2022 will inform our plan going forward to 2023/24</p> <p>Review and Expansion of the Arts Curriculum</p>		
 Staff PLD	<p>MAC advisory partnership</p> <p>Aotearoa Histories curriculum support accessed</p>		

Vision: SUCCESSFUL. INCLUSIVE. **COURAGEOUS.**

Responsive Curriculum Planning & Te Tiriti o Waitangi Realising the aspirations of all learners and Maaori whaanau, hapuu, iwi and parents, families and communities.

Strategic Goal 3 - **experience, learn about and connect with Te Ao Maaori through Te Reo (language) Tikanga (customs) Treaty (principles)**

We are committed to; The school values being the foundation of our school's culture; Man kitanga, Whaanaungatanga, Rangatiratanga and Kaitiakitanga. Explicit focus on all learners being able to experience deep learning in relation to Te Ao Maaori, Te Reo Maaori me ona Tikanga and Maatauranga Maaori.

OUTCOMES/MEASURES Learner Progress and Achievement

Actively protecting and preserving the Maaori language, connecting with the culture of the community and wh nau. By the end of 2022 all stakeholders will; Demonstrate connectedness to people (wh nau), places (whenua/environment) and identity (whakapapa).

All stakeholders confidently presenting their pepeha

All stakeholders engaging in powhiri

All stakeholders understanding the importance of the Treaty of Waitangi

Annual Plan 2023



Adaptive & localised curriculum development

Outcome

By Term 1

- All students have access to the school values which are visible in the classroom
- The school values are evident in teacher planning
- The values are worked on at a deeper level to reflect Te Ao Maaori and use imagery to reflect our local surroundings.
- The values once developed to be shared school wide and be displayed in prominent places within the school.
- By the end of the year teachers will have contributed to and be familiar with the graduate profile for the school values. .
- Each space in the school reflects the values evident /relevant for that area demonstrating this value
- By the end of the year teachers have integrated new phrases/vocabulary every week of each term which are progressional
- Website development and refresh includes the the use of Te Reo (bilingual site)
- Reporting to parents shows a commitment to integrating the use of Te Reo Maaori
- Staggered staff approach to accessing PLD for learning Te Reo (online/in person workshops)

Resource /Budget

Curriculum budget
PLD budget
Property budget
Maaori budget
Admin budget

Te Reo Classroom

Timeframe

Ongoing monitoring
Assessment T1, T2, T4

Responsible

ALL STAFF

SLT & Whaanau
Leader Leadership

Vision: SUCCESSFUL. INCLUSIVE. **COURAGEOUS.**

Strategic Goal 3 - **experience, learn about and connect with Te Ao Maaori through Te reo (language) Tikanga (customs) Treaty (principles)**

Annual Plan 2023



Evaluation for Improvement

Outcome

Teachers curriculum planning is responsive and reflects Te Tiriti o Waitangi
 All stakeholders are involved in knowing the aspirations of all learners and Maaori whaanau, hapuu, iwi and parents, families and communities through regular hui.
 Educational experiences and pathways are meaningful with consistent access to well developed curriculum outcomes and implementation.
 Learners experience a responsive, rich broad and deep localised curriculum, which continually responds to their cultures, languages and identities.
 Explicit focus on all learners being able to experience deep learning in relation to Te Ao Maaori, Te Reo Maaori me ona Tikanga and Maatauranga Maaori.
 Maaori learners are consistently well supported to achieve success with a strong secure sense of their cultural identity.
 Te Reo Maori signage throughout the school
 All staff continue to contribute to school wide integration of Te Ao Maaori through;

- Acknowledging the importance of karakia
- Participating in regular use of Te Reo
- Using and building on Te Reo phrases shared weekly
- Contributing positively to Matariki
- Annual registration through the Education council holds teachers accountable for their development and progress in Te Reo

By the end of Term 1 Te Arts Team have mapped out an overview to cover the 4 disciplines across the school

Resource /Budget

Maaori curriculum budget

Timeframe

Ongoing monitoring
 Assessment T1, T2, T4



Responsible

ALL STAFF
 Curriculum Team
 leaders

Vision: SUCCESSFUL. INCLUSIVE. **COURAGEOUS.**

Strategic Goal 3 - **experience, learn about and connect with Te Ao Maaori through Te reo (language) Tikanga (customs) Treaty (principles)**

Annual Plan 2023

	Outcome	Resource /Budget	Timeframe	Responsible
 <p>Staff PLD</p>	<p>By the end of the year all teachers will have had access to weekly PLD in the following;</p> <ul style="list-style-type: none"> ▪ Te Reo Maaori ▪ Tikanga Maaori ▪ History & whakapapa of Waitakere, Taamaki Makaurau, Puke Atua ▪ History of Te Tiriti o Waitangi ▪ NZ Land Wars ▪ The history of Colonisation 	<p>Curriculum budgets PLD budget MOE centralised PLD funding</p>	<p>Ongoing monitoring Assessment T1, T2, T4</p>	<p>ALL STAFF Curriculum Team leaders SLT</p>
 <p>Leadership & Capability</p>	<p>BY the end of the year SLT had access to appropriate and relevant PLD & resources which support the sustainability of high levels of capability and capacity to continually improve and innovate with access to relevant expertise. Capability building includes building inclusive equity for Maaori learners and is consistently enhanced in relation to Te Ao Maaori, Te Reo Maaori me ona Tikanga and Maatauranga Maaori. SLT are continually engaged in professional knowledge building to support and enhance the teaching and learning in the school.</p> <p>Critical Histories Aotearoa Tasmin Hanly - Units of work</p> <ul style="list-style-type: none"> ▪ Te Ao Maaori o Neheraa ▪ British Isles ▪ Two Worlds Meet ▪ Te Tiriti o Waitangi ▪ Paakehaa Responses ▪ Maaori Responses 	<p>Coaching APPA July PLD group DP's ongoing PLD - NZPF conference Christchurch (SLT) September 7 Habits of Highly Effective People workshop Christchurch (SLT) March/May/September Post Grad / Masters (SLT) TTMP Conference (P) Waitangi Treaty Grounds April</p>	<p>PLD Budget Principals Budge Staff access to PLD</p>	<p>SLT</p>