



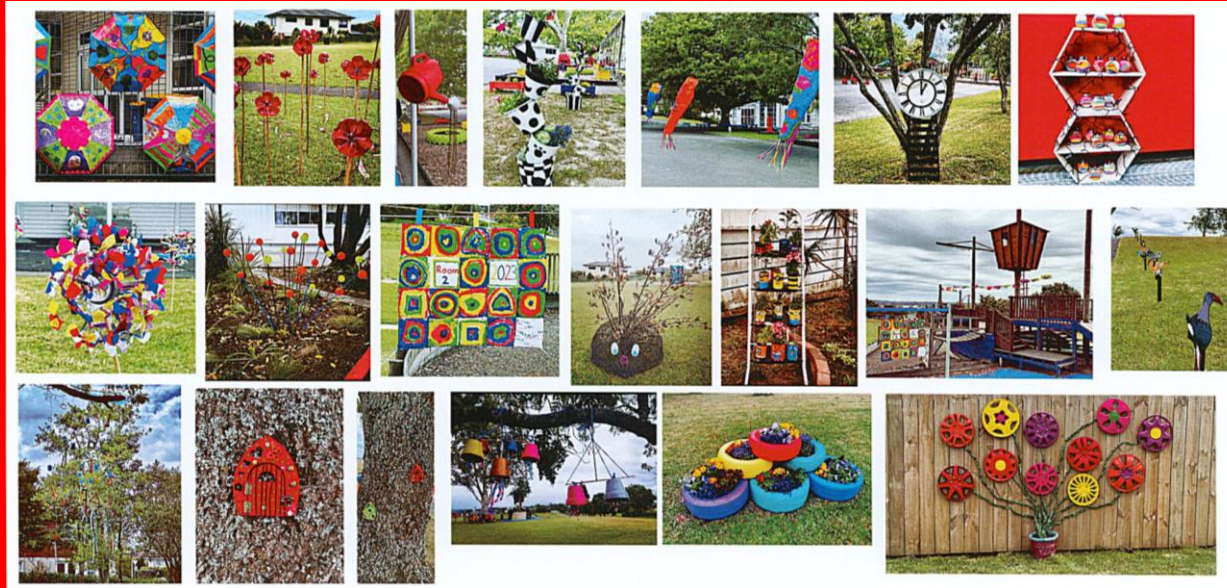
# Edmonton Primary School

## Strategic Plan 2024-2025

## Vision Statement

# Mahi Tahi Tātau

Working Together Achieving Together



## How we created this plan

**The Education and Training Act 2020** which came into effect on 1 August 2020, outlines the Government's **National Education and Learning Priorities (NELPs)**. These priorities provide the focus for schools' planning and reporting framework which come into effect from 1 January 2024. Accordingly, the following strategic goals have been identified:

- Teaching and Learning
- Learning Environment.
- Ākonga with different needs.
- Tiriti o Waitangi



These strategic goals will be reviewed and revised as a result of ongoing consultation with the school community. Each year the school will develop an annual plan to ensure it is meeting the strategic goals.

- In 2023, we obtained student, teacher, senior staff, parent and board voice around the above goals. These were gathered by the BoT through termly hui with Māori whanau and the wider community based on Tiriti o Waitangi, termly fono with Pasifika parents, and termly hui with the wider school community.
- The school follows the culturally responsive and relational pedagogy principles in surveying Māori ākonga and their responses contributed to the plan.
- School events, including at the local marae, and a parent group, are another opportunity to gather informal feedback on the plan.



Strategic goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p><b><u>Strategic goal 1: Teaching and learning</u></b></p> <p><b>To provide ākonga with an engaging, relevant and stimulating school curriculum ensuring that every student can learn and achieve their highest educational standard</b></p>	<p>Education and Training Act 2020 All of <a href="#">Section 127 (1) and (2)</a> apply</p>	<p><a href="#">NELP Priorities</a> 1,2,3,4,5,6</p> <p><a href="#">Te Mātaiaho</a> and the <a href="#">Common Practice Model</a></p> <p><a href="#">The Literacy and Communication and Maths strategy</a></p> <p><a href="#">Ka Hikitia - Ka Hāpaitia</a></p> <p><a href="#">Tau Mai Te Reo</a></p> <p><a href="#">Action Plan for Pacific Education 2020-2030</a></p> <p><a href="#">ERO School Evaluation indicators:</a> Domains 2,4,5</p>	<p>Our local school curriculum will continue to be refreshed, integrating a culturally responsive approach reflecting Te Mataiaho (Te Marautanga o Aotearoa) and our community's priorities for their tamariki</p>	<p>In partnership with our community, we will continue to design and review our school's local curriculum</p>	<p>Annual tracking of our local school curriculum development and implementation plan against the Te Mataiaho Implementation Guidance</p>
			<p>School leaders, Kaiako, whanau and ākonga are excited and engaged with their local school curriculum</p>	<p>We will build awareness and grow understanding of our local curriculum with kaiako and our school community. A pilot study using the SchoolTalk app provides opportunities for ākonga to take ownership of their learning through their individual access to progressions. SchoolTalk also enables relevant stakeholders having a shared approach to teaching and learning.</p>	<p>Annual ākonga, Kaiako and whanau feedback through hui and surveys to measure engagement and understanding of our local school curriculum</p>
			<p>Kaiako are clear and confident on the learning that matters</p>	<p>Through ongoing professional development opportunities,</p>	<p>Evidence of increased teacher content and pedagogical</p>

			within our local school curriculum and access and utilise it easily with ākongā	we will continue to develop Kaiako curriculum and content knowledge that promotes highly effective teaching and learning. The initial focus will be in Mathematics and Statistics.	knowledge evidenced by class observations, surveys, teacher appraisal, and student achievement data.
			We are reviewing systems and processes to measure and report on individual and school wide student progress with respect to our local school curriculum	Supported by PLD, we will continue to build Kaiako assessment and data literacy. A pilot study using the SchoolTalk app supports achieving consistency across the school and enables leadership to better analyse and compare cohort data and identify trends and gaps at a school wide level.  Student achievement data will show accelerated progress in identified areas.	Annual ākongā learning and progress achievement data analysis with respect to our local school curriculum Annual ākongā and whānau feedback to measure satisfaction with reporting Annual ākongā wellbeing and belonging measures
			Establish and promote barrier-free access to quality teaching and learning for all ākongā	Pacific ākongā will be closely monitored as a group ensuring they achieve at the same standard in literacy and numeracy as other ethnic groups  Target ākongā will be closely monitored ensuring they make expected progress and reach their goals	Student achievement data and ākongā and Kaiako feedback
			Kaiako and ākongā will continue to build knowledge and use of digital technologies that enhances learning	PLD opportunities and school leaders will continue to promote ākongā having opportunities to be creators of	Review of effective use of digital technologies to improve teaching and learning

			focusing on thinking skills and project based learning and student inquiry	digital content, and to build Kaiako knowledge and understanding of digital tools	Ākonga and Kaiako feedback on use of digital technologies
--	--	--	--	---	---

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p><b><u>Strategic goal 2:</u></b>  <b><u>Learning environment</u></b></p> <p><b>To provide ākongā with a caring learning environment that is a physically and emotionally safe place</b></p>	<p>All of <a href="#">Section 127(1)</a> applies</p>	<p><a href="#">NELP Priorities</a> 1,2,3</p> <p><a href="#">ERO School Evaluation indicators:</a> Outcome Indicators</p>	<p>Building of a resilient community and development of a culture of positive mental health and wellbeing throughout the school community</p>	<p>All members of the school understand the concepts of resilience and demonstrate this in their lives</p> <p>All members of the school community share the common goal of mentally thriving children</p>	<p>Annual student wellbeing survey analysed and recommendations for improvement acted on</p> <p>Feedback from whānau through surveys and hui</p> <p>Termly review of ākongā with an IEP</p> <p>Biennial whānau survey on schoolwide health programmes</p>
			<p>A focus on healthy food and nutrition</p>	<p>There is a common understanding of the importance of healthy food and nutrition within the school community</p>	<p>Teacher planning and school lunches, with a focus on healthy food and nutrition</p> <p>Feedback from ākongā, Kaiako and whanau</p>
			<p>Daily fitness and regular physical activity are provided for all ākongā</p>	<p>There is a common understanding of the importance of regular physical activity within the school community</p>	<p>Teacher planning for regular physical activity</p> <p>Feedback from ākongā, Kaiako and whanau</p>
			<p>The school buildings and environment will be made safe</p>	<p>With support from the MoE and therapists, changes are made to school buildings and environment</p>	<p>Feedback from ākongā, Kaiako and whanau</p> <p>Regular reporting from the</p>

			<p>and accessible for ākonga with physical disabilities</p> <p>The school environment, facilities and buildings will be closely monitored to ensure they are safe for all ākonga</p>	<p>to enable students with physical disabilities to move around freely and have access to all school facilities</p> <p>The school environment, facilities and buildings are checked <b>weekly</b> and any safety issues identified</p>	<p>school Property Manager</p> <p>Termly review of ākonga with an IEP</p>



Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p><b><u>Strategic goal 3:</u></b>  <b><u>Ākonga with differing needs</u></b></p> <p><b>To provide ākonga with a positive school environment that is inclusive of and caters for, learners with differing needs</b></p>	<p>All of <a href="#">Section 127 (1)</a> applies</p>	<p><a href="#">NELP Priorities</a> 1,2,3,4,5,6</p> <p><a href="#">Te Mātaiaho</a> and the <a href="#">Common Practice Model</a></p> <p><a href="#">The Literacy and Communication and Maths strategy</a></p> <p><a href="#">Ka Hikitia - Ka Hāpaitia</a></p> <p><a href="#">Tau Mai Te Reo</a></p> <p><a href="#">Action Plan for Pacific Education 2020-2030</a></p> <p><a href="#">ERO School Evaluation indicators:</a> Domains 2,4,5</p>	<p>Establish and promote barrier-free access to quality teaching and learning for all ākonga, including those requiring additional learning support or other identified differing needs</p>	<p>Barriers to success are removed for all ākonga including those identified as neurodiverse, gifted, or with other differing needs so they achieve their educational and social goals</p> <p>Where appropriate, external support is applied for through MoE, RTL, and DHB</p> <p>When funding allows, a teacher aide will give support to the class teacher and identified ākonga</p>	<p>Termly review of ākonga with an IEP Whanau, Kaiako, TA, SENCo and āāonga feedback and input included in IEP or external specialist review of individual ākonga progress</p>
			<p>There is recognition, respect and value of the diverse identities, language and cultures within the school community</p>	<p>There is recognition, respect and value of the diverse identities, language and cultures within the school community</p> <p>Ensuring the school's local curriculum reflect diverse identities</p> <p>The school proactively identifies and draws on</p>	<p>Regular feedback from whānau and ākonga through multiple tools</p>

				community resources and expertise Representation of different cultures at performances	
			English language support for eligible ākongā who speak more than one language	Access ESOL funding biannually. ELLP record of progress or ELLP Pathway record of progress and matrices is completed biannually	Biannual review of involving Kaiako, whānau, ESOL teacher and ākongā
			Refugee and migrant support for eligible ākongā	External support is applied for through the MoE	Biannual review of involving Kaiako, whānau, SENCo and ākongā
			Ākongā identified for further support in literacy and math and statistics	Intervention for literacy and math and statistics learning	Termly monitoring of progress
			All ākongā attend school over 80%	School and Attendance Services are provided to ākongā and whānau when attendance issues arise	Weekly monitoring

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p><b><u>Strategic goal 4:</u></b> <b><u>Tiriti o Waitangi</u></b></p> <p><b>To provide Maori ākonga with equitable outcomes and to give effect to Te Tiriti o Waitangi</b></p>	<p>All of <a href="#">Section 127 (1)</a> applies</p>	<p><a href="#">NELP Priorities</a> 1,2,3,4,5,6</p> <p><a href="#">Te Mātaiaho</a> and the <a href="#">Common Practice Model</a></p> <p><a href="#">The Literacy and Communication and Maths strategy</a></p> <p><a href="#">Ka Hikitia - Ka Hāpaitia</a></p> <p><a href="#">Tau Mai Te Reo</a></p> <p><a href="#">ERO School Evaluation indicators:</a> Domains 2,4,5</p>	<p>Achieving equitable outcomes for Māori ākonga</p>	<p>Implement teaching and learning programmes that give effect to Te Marautanga o Aotearoa to improve outcomes for all ākonga</p> <p>Ākonga will achieve their highest educational standard or meet their individual goals</p>	<p>Feedback from external curriculum facilitators</p> <p>Ākonga achievement data indicates improvement in outcomes especially for target students and review of individual goals</p>
			<p>Strengthen the weaving of te ao Māori through school plans, policies and school curriculum, culture and everyday school life</p>	<p>Ensuring that the school's plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</p>	<p>Feedback from Mana Whenua on development of local curriculum using multiple tools and approaches</p> <p>Annual tracking of our local school curriculum development and implementation plan against the Te Mataiaho Implementation Guidance</p>
			<p>The school will take all reasonable steps to make instruction available in tikanga Māori and te reo Māori</p>	<p>Implement teaching and learning programmes that give effect to Te Marautanga o Aotearoa and <a href="#">Tau Mai Te Reo</a> to improve outcomes for all ākonga</p>	<p>Regular feedback from whānau, kaiako and ākonga through multiple tools</p> <p>Support observations for kaiako including next steps and progress indicators</p>

			Strengthen partnership and opportunities for learning between parents, local iwi, hapu and marae, Kaiako and our wider community for educational gain.	Enhanced student outcomes as a result of strong community relationships  Home-school connections provide parents and whānau with the tools to support learning at home	Regular feedback from whānau and ākongā through multiple tools



# Implementation Plan 2024-2025

<b>Strategic Goal 1</b>	<b>To provide ākonga with an engaging, relevant and stimulating school curriculum ensuring that every student can learn and achieve their highest educational standard</b>
<b>Annual Target/Goal</b>	<b>We will build awareness and capacity to effectively deliver Te Mātaiaho and the Common Practice Model with Kaiako</b>
<b>What do we expect to see by the end of the year?</b>	
<ul style="list-style-type: none"> <li>• Our local school curriculum will continue to be refreshed, integrating a culturally responsive approach reflecting Te Mataiaho (Te Marautanga o Aotearoa) and our community’s priorities for their Tamariki</li> <li>• School leaders, Kaiako, whanau and ākonga are excited and engaged with their local school curriculum</li> <li>• Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākonga</li> <li>• We are reviewing systems and processes to measure and report on individual and school wide student progress with respect to our local school curriculum</li> <li>• Establish and promote barrier-free access to quality teaching and learning for all ākonga</li> <li>• Kaiako and ākonga will continue to build knowledge and use of digital technologies that enhances learning focusing on thinking skills and project based learning and student inquiry</li> </ul>	

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How we will measure success?</b>
<b>Action 1</b> In partnership with our community, we will continue to design and review our school’s local curriculum leadership	Senior leadership team	DP Unit Allocation for curriculum  Release time for curriculum leader  PLD budget to cover kaiako release time  <u>Te Mātaiaho</u> and the Common Practice	Term 1-4	Annual tracking of our local school curriculum development and implementation plan against the Te Mataiaho Implementation Guidance

		<p>Model</p> <p>Identified local community connections and expertise</p>		
<p><b>Action 2</b></p> <p>We will build awareness and grow understanding of our local curriculum with kaiako and our school community.</p> <p>A pilot study using the SchoolTalk app provides opportunities for ākonga to take ownership of their learning through their individual access to progressions.</p> <p>SchoolTalk also enables relevant stakeholders having a shared approach to teaching and learning.</p>	<p>PLD facilitator</p> <p>Kaiako participating in the pilot group</p>	<p>Inhouse cover for teacher release for SchoolTalk PLD</p> <p>Release time for SchoolTalk leader</p>	<p>Term 1-4</p>	<p>Annual ākonga, Kaiako and whanau feedback through hui and surveys to measure engagement and understanding of our local school curriculum</p>
<p><b>Action 3</b></p> <p>Through ongoing professional development opportunities, we will continue to develop Kaiako curriculum and content knowledge that promotes highly effective teaching and learning.</p> <p>The initial focus will be in Mathematics and Statistics.</p>	<p>PLD facilitator</p> <p>Senior leadership team</p> <p>Team leaders</p> <p>Kaiako</p> <p>School community</p>	<p>Inhouse cover for teacher release for Math and Statistics PLD</p> <p>Te Mātaiaho curriculum documents</p> <p>The Te Mātaiaho implementation support pack</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Literacy and Communication and Maths strategy</p>		<p>Evidence of increased teacher content and pedagogical knowledge evidenced by class observations, surveys, teacher appraisal, and student achievement data.</p>

<p><b>Action 4</b> Supported by PLD, we will continue to build Kaiako assessment and data literacy. A pilot study using the SchoolTalk app supports achieving consistency across the school and enables leadership to better analyse and compare cohort data and identify trends and gaps at a school wide level.</p> <p>Student achievement data will show accelerated progress in identified areas.</p>	<p>PLD facilitator</p> <p>Kaiako participating in the pilot group</p>	<p>Release time for SchoolTalk leader</p> <p>PLD budget to cover kaiako release time</p> <p>Standardised assessment tools, PAT in mathematics and statistics and easTTle in writing</p>	<p>T1-T4</p> <p>easTTle writing T2-4</p>	<p>Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum</p> <p>Annual ākonga and whanau feedback to measure satisfaction with reporting</p> <p>Annual ākonga wellbeing and belonging measures</p>
<p><b>Action 5</b> Pacific ākonga will be closely monitored as a group ensuring they achieve at the same standard in literacy and numeracy as other ethnic groups</p> <p>Target ākonga will be closely monitored ensuring they make expected progress and reach their goals</p>	<p>Senior Leadership Team</p> <p>Pasifika teachers</p> <p>ESOL leader</p>	<p>Develop teachers' curriculum and content knowledge to promote highly effective teaching and learning focusing on Math and statistics supported by PLD</p> <p>Building of teachers' assessment and data literacy</p> <p>Establish and promote barrier-free access to quality teaching and learning for all students, including those requiring additional learning support</p>	<p>T1-T4</p>	<p>Ākonga achievement data indicates improvement in outcomes especially for target students</p> <p>Ākonga feedback through annual Wellbeing Survey</p>



<p><b>Action 6</b>          PLD opportunities and school leaders will continue to promote ākonga having opportunities to be creators of digital content, and to build Kaiako knowledge and understanding of digital tools</p>	<p>PLD facilitator           Digital technologies leader           Teachers</p>	<p>Use of digital technologies to support and enhance learning</p>	<p>T1-T4</p>	<p>Review of effective use of digital technologies to improve teaching and learning           Ākonga and Kaiako feedback on use of digital technologies</p>
---	---	--	--------------	---

<b>Strategic Goal 2</b>	<b>To provide ākongā with a caring learning environment that is a physically and emotionally safe place</b>
<b>Annual Target/Goal</b>	<b>We will further develop a culture of positive mental health and wellbeing throughout the school community</b>
<b>What do we expect to see by the end of the year?</b>	
<ul style="list-style-type: none"> <li>• Building of a resilient community and development of a culture of positive mental health and wellbeing throughout the school community</li> <li>• A focus on healthy food and nutrition</li> <li>• Daily fitness and regular physical activity are provided for all ākongā</li> <li>• The school buildings and environment will be made safe and accessible for ākongā with physical disabilities</li> <li>• The school environment, facilities and buildings will be closely monitored to ensure they are safe for all ākongā</li> </ul>	

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How we will measure success?</b>
<p><b>Action 1</b> All members of the school understand the concepts of resilience and demonstrate this in their lives</p> <p>All members of the school community share the common goal of mentally thriving children</p>	<p>Senior leadership team</p> <p>Music and Art groups</p> <p>Kaiako</p> <p>External facilitators, RTLB</p>	<p>Building of a resilient community through the development of resilience programmes for students and whānau, eg HALO, SkillStreaming and Lego therapy, flying, Art and Music groups, kapa haka</p> <p>Development of a culture of positive mental health and wellbeing throughout the school community</p>	T1-T4	<p>Annual student wellbeing survey analysed and recommendations for improvement acted on</p> <p>Feedback from whānau through surveys and hui</p> <p>Termly review of ākongā with an IEP</p> <p>Biennial whānau survey on schoolwide health programmes</p>
<p><b>Action 2</b> There is a common understanding of the importance of healthy food and nutrition within the school community</p>	<p>All staff</p> <p>Parent group</p>	<p>Focus on healthy food and nutrition</p> <p>Garden Club shows healthy membership and support from whānau</p>	T1-T4	<p>Teacher planning and school lunches, with a focus on healthy food and nutrition</p> <p>Feedback from ākongā, Kaiako and whānau</p>

<p><b>Action 3</b> There is a common understanding of the importance of regular physical activity within the school community</p>	<p>All staff</p> <p>Leadership Team</p> <p>External facilitator Sport Waitakere</p> <p>Rutherford College students (ex Edmonton) leading sport</p> <p>Kapa Haka tutor accessed through Kāhui Ako</p>	<p>Daily fitness and regular physical activity, and sports</p> <p>Building tuakana teina through physical activity and leadership opportunities</p> <p>New playground games, activity posts, bike track</p> <p>Weekly kapa haka group</p>	<p>T1-T4</p>	<p>Teacher planning for regular physical activity</p> <p>Feedback from ākonga, Kaiako and whānau</p>
<p><b>Action 4</b> With support from the MoE and therapists, changes are made to school buildings and environment to enable students with physical disabilities to move around freely and have access to all school facilities The school environment, facilities and buildings are checked <b>monthly</b> and any safety issues identified</p>	<p>SENCo</p> <p>Ministry physios</p> <p>MoE</p>	<p>Adapting the school environment so it is safe and accessible for all ākonga</p> <p>External experts to lead staff meetings</p>	<p>T1-T4</p>	<p>Feedback from ākonga, Kaiako and whanau</p> <p>Regular reporting from the school Property Manager</p> <p>Termly review of ākonga with an IEP</p>

<b>Strategic Goal 3</b>	<b>To provide ākongā with a positive school environment that is inclusive of and caters for, learners with differing needs</b>
<b>Annual Target/Goal</b>	<b>We will identify ākongā needs and strengths, and access and provide relevant support</b>
<b>What do we expect to see by the end of the year?</b>	
<ul style="list-style-type: none"> <li>• Establish and promote barrier-free access to quality teaching and learning for all ākongā, including those requiring additional learning support or other identified differing needs</li> <li>• There is recognition, respect and value of the diverse identities, language and cultures within the school community</li> <li>• English language support for eligible ākongā who speak more than one language</li> <li>• Refugee and migrant support for eligible ākongā</li> <li>• Ākongā identified for further support in literacy and math and statistics</li> <li>• All ākongā attend school over 80%</li> </ul>	

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How we will measure success?</b>
<p><b>Action 1</b> Barriers to success are removed for all ākongā including those identified as neurodiverse, gifted, or with other differing needs so they achieve their educational and social goals</p> <p>Where appropriate, external support is applied for through MoE, RTLB, and DHB When funding allows, a teacher aide will give support to the</p>	<p>Senior leadership team</p> <p>SENCo</p> <p>Kaiako</p> <p>External agencies</p> <p>Teacher aides</p>	<p>The needs of neurodiverse learners, gifted students and English language learners, are being met</p>	<p>T1-T4</p>	<p>Termly review of ākongā with an IEP Whanau, Kaiako, TA, SENCo and ākongā feedback and input included in IEP or external specialist review of individual ākongā progress</p>

class teacher and identified ākonga				
<p><b>Action 2</b> There is recognition, respect and value of the diverse identities, language and cultures within the school community</p> <p>Ensuring the school's local curriculum reflect diverse identities</p> <p>The school proactively identifies and draws on community resources and expertise</p> <p>Representation of different cultures at performances</p>	<p>All staff</p> <p>School community</p>	<p>There is recognition, respect and value of the diverse identities, language and cultures within the school community</p> <p>The school proactively identifies and draws on community resources and expertise</p> <p>The strategic priorities for the school reflect the aspirations of the community for their tamariki</p> <p>Kapa haka, Pasifka group, Indian group</p>	T1-T4	Regular feedback from whānau and ākonga through multiple tools
<p><b>Action 3</b> Access ESOL funding biannually. ELLP record of progress or ELLP Pathway record of progress and matrices is completed biannually</p>	<p>ESOL coordinator</p> <p>Kaiako</p> <p>Ako</p> <p>Teacher aides</p>	<p>PLD facilitated by ESOL Coordinator</p> <p>English Planet programme for identified ākonga</p> <p>Support for Kaiako by ESOL Coordinator</p> <p>Small group teaching by ESOL Coordinator</p>	T1-T4	Biannual review of involving Kaiako, whānau, ESOL teacher and ākonga
<p><b>Action 4</b> External support is applied for through the MoE and other agencies, eg, RTLB, Public Health Nurse</p>	<p>SENCo</p> <p>External support agencies</p>	<p>Identification of ākonga who need additional funding and support</p>	T1-T4	Biannual review of involving Kaiako, whānau, SENCo and ākonga

<b>Action 5</b> Ākonga identified for further support in literacy and math and statistics	Reading Recovery teacher SENCo DPs	Reading Recovery Quick 60 Math and Stats COSMIBRICS	T1-T4	Monitoring of progress
<b>Action 6</b> All Ākonga attend school over 80%	SENCo Office Attendance Services	Attendance data Attendance Services referral document	T1-T4	Weekly monitoring

<b>Strategic Goal 4</b>	<b>To provide Māori ākonga with equitable outcomes and to give effect to Te Tiriti o Waitangi</b>
<b>Annual Target/Goal</b>	<b>We will work to ensure :</b> <ul style="list-style-type: none"> <li>• the local school curriculum reflect local tikanga Māori, Mātauranga Māori and te ao Māori</li> <li>• Māori ākonga achieve equitable outcomes</li> </ul>
<b>What do we expect to see by the end of the year?</b>	
<ul style="list-style-type: none"> <li>• Achieving equitable outcomes for Māori ākonga</li> <li>• Strengthen the weaving of te ao Māori through school plans, policies and school curriculum, culture and everyday school life</li> <li>• The school will take all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>• Strengthen partnership and opportunities for learning between parents, local iwi, hapu and marae, Kaiako and our wider community for educational gain.</li> </ul>	

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How we will measure success?</b>
<b>Action 1</b> Implement teaching and learning programmes that give effect to Te Marautanga o Aotearoa to improve outcomes for all ākonga  Ākonga will achieve their highest educational standard or meet their individual goals	Senior leadership team	Appropriate support from kaumatua of local iwi  Evaluation of our developing relationships and networks with mana whenua	T1-T4	Feedback from external curriculum facilitators  Ākonga achievement data indicates improvement in outcomes especially for target students and review of individual goals
<b>Action 2</b> Ensuring that the school's plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori	Senior leadership team	Professional Growth Cycles indicate Kaiako development in this area  <a href="#">Ka Hikitia, Te Mātaiaho</a> and the <a href="#">Common Practice Model, and Tau Mai Te Reo implementation plan</a>	T1-T4	Feedback from Mana Whenua on development of local curriculum using multiple tools and approaches  Annual tracking of our local school curriculum development and implementation plan against the Te

		Curriculum document		Mātaiaho Implementation Guidance
<p><b>Action 3</b> The school will take all reasonable steps to make instruction available in tikanga Māori and te reo Māori</p>	<p>Senior leadership team</p> <p>Kaiako</p>	<p>Language Weeks celebrated throughout the year</p> <p>Cultural celebration day/week scheduled in school calendar</p> <p>Physical environment of school reflects cultural diversity of whānau</p> <p>Hui and fono held during the year</p> <p>Evidence of regular gathering of whānau voice</p> <p>Appropriate PLD in Te Reo Māori accessed on a needs basis for kaiako</p>	T1-T4	<p>Regular feedback from whānau, kaiako and ākongā through multiple tools</p> <p>Teacher appraisal</p>
<p><b>Action 4</b> Enhanced student outcomes as a result of strong community relationships</p> <p>Home-school connections provide parents and whānau with the tools to support learning at home</p>	<p>Senior leadership team</p>	<p>Regular engagement of whānau and students as stakeholders in execution of the school's vision and strategic goals</p> <p>Further strengthen links amongst school, home and parish communities</p>	T1-T4	<p>Regular feedback from whānau and ākongā through multiple tools</p>