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| **Summary of the plan**  This year, we are committed to fostering a supportive and inclusive learning environment for all students through a series of targeted initiatives. We will engage in Trauma-Informed Practice PLD, collaborate with Evaluation Associates, and conduct a culture survey to inform our action plan. Our focus includes enhancing cultural responsiveness, promoting Kaitiakitanga, and actively involving whānau and students in decision-making processes. Through termly meetings, performances, and student voice programs, we aim to ensure that every member of our community feels heard, valued, and supported in their educational journey. Together, we look forward to achieving these goals and creating a thriving school environment. |
| **Where we are currently at:**  Regulation 9(1)(e)  **Goal 1- He pito mata no te akonga ake (personalised potential)**  Currently, the school curriculum has made strides in incorporating and addressing the cultural aspirations and educational needs of whānau Māori students, with initial efforts focused on skill development for IEP and PATH meetings. However, to fully meet the target of fostering meaningful engagement and achievement, further integration and implementation of these skills are required throughout the curriculum. This year, the emphasis will be on seamlessly incorporating these skills into various aspects of teaching and learning, ensuring that cultural aspirations and educational needs of whānau Māori students are consistently prioritised and addressed.  **Goal 2- - Hapori (community)**  Currently, the school has successfully achieved the goal of community access for most classes, with outings reviewed regularly and effectively. Additionally, there's been a focus on integrating community access into IEP goals, driven by whānau needs post-COVID. To further build capacity, a second fully trained teacher will be appointed to facilitate school-wide EOTC activities, with continued inclusion of EOTC in induction processes. Furthermore, the junior school will persist in embedding the local base curriculum into thematic planning, while the senior management team collaborates with MOE on developing student pathways in their local communities. Moving forward, the focus will be on establishing reciprocal partnerships with host schools to optimize learner benefits in the satellite setting, ensuring continuous progress toward this year's goal.  **Goal 3- Te Tiriti o Waitangi**  Currently, school leaders have made strides in understanding and integrating Te Tiriti o Waitangi principles, evidenced by participation in PGC sessions, allocation of management units, and inclusion of the Hikairo Schema in induction. However, consistent enactment across all school contexts remains a priority. This year, we'll focus on targeted professional development to ensure full integration and uphold our obligations to Te Tiriti o Waitangi.  **Goal 4- Hauora (wellbeing)**  Currently, the school has implemented whole-school events to foster collaborative culture, maintained a management unit for event planning and review, and acquired a new van to facilitate satellite access to the base school. However, the surveying of whānau during IEP meetings to incorporate additional events into the school year remains outstanding. This year, the focus will be on completing the surveying process and integrating feedback from whānau to enhance the school's supportive environment and promote the wellbeing and learning of all learners and staff members. |
| **How will our targets and actions give effect to Te Tiriti o Waitangi:**  Our targets and actions align closely with the principles of Te Tiriti o Waitangi by actively promoting partnership, participation, and protection. By engaging in Trauma-Informed Practice PLD with a focus on supporting Māori learners, collaborating with whānau, and integrating Māori perspectives into our curriculum and decision-making processes, we honor the partnership principle. Additionally, initiatives such as conducting a culture survey, developing a Hikairo schema for SLT members, and assigning responsibilities for Kaitiakitanga demonstrate our commitment to ensuring Māori voices are heard and valued, in line with the participation principle. Furthermore, by actively working to address disparities and improve outcomes for Māori students, we uphold the protection principle of Te Tiriti o Waitangi, ensuring equitable opportunities and outcomes for all members of our school community. Through these targeted efforts, we aim to create a learning environment that reflects the values of Te Tiriti o Waitangi and fosters the holistic success of all our students.  Regulation 9(1)(g) |
| **Teaching and learning strategies**  Our annual plan is designed to support our strategic goals, prioritising activities that nurture the personal growth and wellbeing of all students, while also honoring the tino rangatiratanga of Māori learners. Recognising that some students are operating within level one of the curriculum and require adapted and alternative approaches to learning, we implement play-based activities and focus on developing pre-emergent skills to facilitate their gradual progress. Meanwhile, for students who are capable of engaging in more traditional academic subjects such as reading, writing, and math, we prioritise the achievement of their IEP goals, ensuring that they receive tailored support and opportunities for growth. These subjects are seamlessly integrated throughout the day, incorporated into thematic planning and across various curriculum areas. Teachers utilise strategies that align with student interests and collaborate closely with whānau to co-construct learning goals, valuing their input and preferences throughout the process.  Regulation 9(1)(f) |

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| **Strategic Goal 1**  He pito mata no te akonga ake (personalised potential)  Regulation 9(1)(a) | | | | |
| **Annual Target/Goal:**  Enhance the school curriculum to actively incorporate and address the cultural aspirations and educational needs of whānau Māori students, fostering meaningful engagement and achievement.  **Evaluative Question:** To what extent does the school curriculum actively incorporate and address the cultural aspirations and educational needs of whānau  Māori students, fostering meaningful engagement and achievement?  Regulation 9(1)(a) | | | | |
| **What do we expect to see by the end of the year?**  (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)  Regulation 9(1)(d) | | | | |
| By the end of the year, we anticipate an improved curriculum that actively integrates and addresses the cultural aspirations and educational needs of whānau Māori students, fostering meaningful engagement and achievement. This will be evidenced by surveys conducted with whānau to validate their contributions and ensure their voices are heard, as well as by therapists actively contributing to the IEP goals of students receiving therapy input. Furthermore, we expect all teachers to seamlessly integrate evidence of student voice into their planning processes and to successfully launch a tailored student voice program that meets the needs of whānau Māori students, informing personalised learning plans and ensuring their educational needs and aspirations are prioritised. | | | | |
| **Actions**  *Detail the key actions you’ll take this year to reach your annual target listed above*  *Regulation 9(1)(b)* | **Who is Responsible**  Regulation 9(1)(c) | **Resources Required**  Regulation 9(1)(c) | **Timeframe**  *This is optional however is useful to help with your planning* | **How will you measure success?**  *Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.*  Regulation 9(1)(d) |  |
| To continue on our path to intergrate a tailored student voice program for all students that meets the needs of whānau Māori students, using diverse methods like talking mats, videos, and voice recordings, behaviour interpretations and brainstorming. This will inform IEP meetings, ensuring their educational needs and aspirations are central to personalised learning plans. | Syndicate leaders, teachers, principal, speech therapists | Talking mats resources, ICT equipment | 2024 | We aim to have a culturally enriched curriculum tailored to meet the unique needs of whānau Māori students. We will measure our progress by evaluating the integration of culturally responsive goals into IEP’s assessing student engagement and participation, analysing academic and social progress data, and gathering feedback from whānau Māori to ensure satisfaction with our efforts. |  |
| Ensure all teachers integrate evidence of student voice into their planning processes. | Syndicate leaders, teachers, principal | ICT equipment, Planning templates., Sharepoint | 2024 | Syndicate leaders will oversee the inclusion of student voice in teachers' planning, with observations serving as evidence of successful implementation. |  |
| Require therapists to actively contribute to the IEP goals of students that are receiving therapy input. | Therapy Team. Teachers, SLT | IEP templates, ICT equipment | 2024 | IEP goal formulation meetings will incorporate therapists' input for students with active therapy cases, ensuring consideration of therapy-related needs alongside broader educational goals. |  |
| Conduct surveys with whānau to validate their contributions and ensure their voices are heard. | Principal | Microsoft Forms, Sharepoint. | Termly | In Term 2, whānau will be surveyed to assess their perception of being heard and contributing to their child's Individual Education Plan (IEP) goals. The target response rate for the survey is set at 80% of whānau, with the additional goal of achieving 100% satisfaction. Any goals will be reviewed and modified for students whose whānau express dissatisfaction with their involvement in the IEP process. |  |
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| **Strategic Goal 2**  Hapori (community)  Regulation 9(1)(a) | | | | | |
| **Annual Target/Goal:** Establish a reciprocal partnership with the host schools to create conditions where learners benefit optimally from the satellite setting.  **Evaluative Question:**  How effectively does the reciprocal partnership with host schools create conditions for learners to benefit optimally from the satellite setting?  Regulation 9(1)(a) | | | | | |
| **What do we expect to see by the end of the year?**  (Regulation 9(1)(d) | | | | | |
| By the end of the year, we aim to have established a reciprocal partnership with host schools that effectively creates conditions for learners to benefit optimally from the satellite setting. This will be evidenced by scheduled performances by the Goldfields kapa haka group at each host school, fostering cultural exchange and collaboration, as well as by the invitation of host school principals to a morning tea celebration at Goldfields school, facilitating greater understanding and appreciation of our educational environment. Additionally, we expect satellite class students to attend one host school event each term, promoting community involvement and interaction, while termly meetings between therapists and satellite class teachers address inclusion barriers and develop collaborative solutions. | | | | | |
| **Actions**  *Detail the key actions you’ll take this year to reach your annual target listed above*  *Regulation 9(1)(b)* | | **Who is Responsible**  Regulation 9(1)(c) | **Resources Required**  Regulation 9(1)(c) | **Timeframe**  *This is optional however is useful to help with your planning* | **How will you measure success?**  *Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.*  Regulation 9(1)(d) |  |
| Schedule performances by the Goldfields kapa haka group to occur once at each host school throughout the year, fostering cultural exchange and collaboration | | Principal, Kapa haka leader | School vans, Kapa haka uniforms, | Termly 2024 | The kapa haka group will perform four times throughout the year, each time at a different host school. The group will travel using school transport and deliver a 15-minute concert for both staff and students at each performance. |  |
| Invite host school principals to a morning tea celebration at Goldfields school, providing them with a tour to foster greater understanding and appreciation of our educational environment | | Principal | Kai |  | Four principals from satellite host schools will be invited to visit our school, where they will receive a mihi whakatau welcome and participate in a brief tour of the premises. |  |
| Arrange for satellite class students to attend one host school event each term, promoting community involvement and interaction. Also create a buddy class for each satellite class. | | Principal, satellite teachers | N/A |  | Students attending satellite classes will actively participate in at least one host school event throughout the academic year. These events may encompass a range of activities including sports, arts, or community initiatives, fostering integration and collaboration between students from different educational settings. Classes will have a buddy class that they meet when suitable for activities, culture and events. |  |
| Schedule termly meetings between therapists and satellite class teachers to address inclusion barriers and develop collaborative solutions | | Therapy Leader, Principal, Satellite teachers | ICT |  | Schedule termly meetings between a therapist and each satellite class teacher to address inclusion challenges within host school programs and collaboratively develop new initiatives to enhance participation and support for satellite class students. |  |
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| **Strategic Goal 3**  Te Tiriti o Waitangi (the Treaty of Waitangi)  Regulation 9(1)(a) | | | | |
| **Annual Target/Goal:**  Ensure that all school leaders (teachers and SLT) develop a comprehensive understanding of their obligations to te Tiriti o Waitangi and consistently integrate these principles into their school context.  **Evaluative Question:**  How effectively do school leaders (teachers and SLT) understand and consistently enact their obligations to te Tiriti o Waitangi within their school context?  Regulation 9(1)(a) | | | | |
| **What do we expect to see by the end of the year?**  Regulation 9(1)(d) | | | | |
| By the end of the year, we expect school leaders (teachers and SLT) to effectively understand and consistently enact their obligations to te Tiriti o Waitangi within the school context. This will be demonstrated by the principal’s active engagement in the Māori Achievement Collaborative (MAC), bringing back ideas and initiatives to enhance Māori student achievement. Additionally, teachers completing surveys in three levels of the Hikairo Schema, forming tuakana teina groups to collaboratively complete required learning and tasks, and the assignment of a management unit to oversee Kaitiakitanga will further promote cultural responsiveness and deepen understanding of te Tiriti o Waitangi principles among SLT members. | | | | |
| **Actions**  *Detail the key actions you’ll take this year to reach your annual target listed above*  *Regulation 9(1)(b)* | **Who is Responsible**  Regulation 9(1)© | **Resources Required**  Regulation 9(1)© | **Timeframe**  *This is optional however is useful to help with your planning* | **How will you measure success?**  *Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.*  Regulation 9(1)(d) |  |
| The principal will join and engage actively in the Māori Achievement Collaborative (MAC), bringing back ideas and initiatives to enhance Māori student achievement. | Principal ,MAC leadership team | Te Whare Tapu o te ngākau Māori (book) |  | Arrange termly visits from MAC leadership to collaborate on formulating a comprehensive plan aimed at enhancing cultural responsiveness within the school. This plan will involve creating a graduate profile for the principal and developing an action plan for overall school improvement, with a specific focus on improving outcomes for Māori students. |  |
| Teachers will complete a survey in three levels of the Hikairo Schema, which evaluates cultural responsiveness. They will form tuakana teina groups to complete the required learning and tasks collaboratively. | Principal, teachers, SLT | Hikairo Schema book, ICT equipment |  | All teachers will achieve an "established" proficiency level in all three levels of the Hikairo Schema. They will engage in tuakana groups, fostering confidence in teaching colleagues who may have areas of development. |  |
| A management unit will be assigned to a teacher to oversee Kaitiakitanga, with a particular focus on establishing responsibilities for classes to care for the local area and school environment. This will involve organising recycling initiatives, coordinating rubbish collection efforts, and planning whole-school events aimed at promoting Kaitiakitanga principles | MU holder, Principal | Enviro School folder and resources, recycling equipment, rubbish collecting equipment. |  | The MU holder will take the lead in initiating and organising events such as Environment Day, with a specific focus on promoting the Te Ao Māori concept of Kaitiakitanga. Other responsibilities will include coordinating the school's recycling process, managing the compost system, and assigning classes areas within the local neighbourhood to maintain cleanliness. These efforts will serve as tangible evidence of Kaitiakitanga in practice. |  |
| Develop and implement a Hikairo schema tailored for Senior Leadership Team (SLT) members to enhance cultural responsiveness and deepen understanding of te Tiriti o Waitangi. | Principal, SLT | Hikairo schema, ICT equipment, SharePoint. |  | The leadership team will create a Hikairo Schema checklist tailored to the responsibilities of senior leaders. This checklist will align with expectations for teachers regarding upholding Te Tiriti o Waitangi and fostering Tiro Rangatiratanga among students. Subsequently, the Senior Leadership Team (SLT) will collaborate in tuakana groups to fulfil the checklist requirements by the end of the year. |  |

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| **Strategic Goal 4**  Hauora (wellbeing)  Regulation 9(1)(a) | | | | |
| **Annual Target/Goal:**  Create an emotionally supportive environment that effectively nurtures the wellbeing and facilitates learning for all learners and staff members.  **Evaluative Question** How effectively does the emotional environment support the wellbeing and learning of all learners and staff members?  Regulation 9(1)(a) | | | | |
| **What do we expect to see by the end of the year?**  Regulation 9(1)(d) | | | | |
| By year-end, our goal is to establish an emotionally supportive environment conducive to learning and wellbeing for all learners and staff. We'll evaluate this by assessing how effectively our environment supports the wellbeing and learning of everyone. Initiatives include a culture survey by Team Builder, an action plan based on survey results, 80 hours of collaboration with Evaluation Associates for the Leading by Learning course, and Trauma-Informed Practice PLD through Kahui Ako, with a special focus on supporting Māori learners. Through these efforts, we aim to create a safe, inclusive space where all can thrive emotionally and academically. | | | | |
| **Actions**  *Detail the key actions you’ll take this year to reach your annual target listed above*  *Regulation 9(1)(b)* | **Who is Responsible**  Regulation 9(1)(c) | **Resources Required**  Regulation 9(1)(c) | **Timeframe**  *This is optional however is useful to help with your planning* | **How will you measure success?**  *Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.*  Regulation 9(1)(d) |  |
| Engage the services of Team Builder company to conduct a culture survey, establishing baseline data on the current state of the school's culture. | Principal, Team Builder Co | Team Builder company, ICT equipment, survey resources |  | Conduct a comprehensive culture survey to assess the current culture within the school and gauge staff confidence in the leadership team. |  |
| Create an action plan focused on addressing the areas for development identified in the culture survey. | Principal, Team Builder Co | Action plan template |  | Present a summary of the survey findings to all staff, and subsequently develop an action plan to address areas identified for development. |  |
| Collaborate with Evaluation Associates for 80 hours to facilitate the Leading by Learning course with teachers, emphasising respectful conversations, collaborative problem-solving, and solutions-oriented approaches. | Evaluation Associates, Principal | Evaluation Associates, including their resources and online hub. |  | The teachers and leadership team will collaborate with the LBL team for a total of 80 hours throughout the year, prioritizing initiatives aimed at enhancing school culture. This collaboration will specifically focus on fostering respectful conversations and addressing concerns and complaints with trust and respect. |  |
| Engage in Trauma-Informed Practice PLD through the Kahui Ako, with a special focus on the wellbeing of students who have experienced trauma, particularly emphasising support for Māori learners. | Kahui Ako, | PLD facilitators employed by Kahui Ako under MOE PLD funding, vans for transport to venues, ICT. |  | All teachers will participate in Professional Learning and Development (PLD) sessions provided by Kahui Ako, focusing on trauma-informed practice. This PLD, facilitated by experts, will give special attention to students of Māori descent. Additionally, the Deputy Principal will deliver a presentation once per term at staff meetings on her study focusing on child protection. This initiative aims to empower teachers to identify and support students who are at risk or experiencing abuse, with a particular emphasis on Māori students who are overrepresented in related statistics. |  |