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| **Summary of the plan**  This year, we are committed to implementing every action in our plan with a focus on mana motuhake and improving student outcomes. |
| **Where we are currently at:**  Regulation 9(1)(e)  **Goal 1- He pito mata no te akonga ake (personalised potential)**  Currently the school uses a literacy programme incorporating various methods to meet the diverse needs of students. However, a new government initiative requires schools to adopt a more structured approach to literacy for those who can attend to this type of learning.  The school’s goal is to enhance student achievement across all learning areas by strengthening evidence-based teaching practices and fostering inclusive learning environments. We will incorporate new initiatives and adapt to the new government focuses.  **Goal 2- - Hapori (community)**  Currently the school has a kapa group that goes into the community only once per year and practices mainly at school.  The goal is to increase participation of the school’s kapa haka group to in community events, strengthening cultural identity, whanaungatanga, and community connections.  **Goal 3- Te Tiriti o Waitangi**  Currently the school has 4 values based on Te Ao Māori, but they are not fully understood by staff and they are not highlighted when they are used within school.  The goal is to develop a deep and rich understanding of our school values Manaakitanga, Whanaungatanga, Kaitiakitanga, and Kotahitanga and embed them meaningfully into all aspects of school life, ensuring they guide interactions, teaching, learning, and community engagement.  **Goal 4- Hauora (wellbeing)**  Currently the school has outlined changes to staff in late 2024 with the rationale behind them. We have also conducted surveys in the past to improve school culture.  Our goal is to strengthen school-wide consistency, cohesion, and collaboration through improvements in culture, leadership structure and student experience. |
| **How will our targets and actions give effect to Te Tiriti o Waitangi:**  Our targets and actions uphold Te Tiriti o Waitangi by fostering partnership, participation, and protection while embracing mana motuhake, empowering our ākonga to lead self-determined lives.  Regulation 9(1)(g) |
| **Teaching and learning strategies**  We will use and consolidate a range of learning strategies that empower our neurodiverse students to reach their full potential and actively participate in deciding what and how they learn to the best of their ability.  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:**  To enhance student achievement across all learning areas by strengthening evidence-based teaching practices, fostering inclusive learning environments.  **Evaluative Question:**  To what extent have evidence-based teaching practices and inclusive learning environments contributed to measurable improvements in student achievement and engagement?  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 hope to see improved student achievement across all learning areas. | | | | |
| **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) |  |
| All IEP goals will be written as SMART goals, with evidence of daily IEP goal practice.  IEP goals will include more accessible strategies developed in collaboration with the therapy team. | Teachers  SLT  Syndicate leaders  Therapy team |  | 2025 | * At least 75% of all students’ IEP goals will be achieved. * Planning documents will demonstrate evidence of daily IEP goal practice. * Relevant students will have a new IEP goal and strategy poster displayed in the learning environment. |  |
| All students will have the opportunity to contribute to their learning, which may include Talking Mats, video recordings, voice recordings, and participation in IEP meetings. | Teachers  SLT  Syndicate leaders  Therapy team |  | 2025 | * All students will have the opportunity to contribute to their learning, as evidenced in the IEP template. * “I” statements will be incorporated into IEPs. * Students will provide termly comments reflecting on their progress. |  |
| Implement a comprehensive, evidence-based literacy programme that is adaptable and flexible to meet the diverse needs, abilities, and learning levels of all students. | Teachers  SLT  Syndicate leaders  Therapy team | MOE approved PLD hours for BSLA  TOD | 2025 | * All teachers will participate in structured literacy PLD. * Literacy assessment data will show improvement across all students with an academic profile. * All class programmes will incorporate literacy, totalling at least one hour per day. |  |
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| **Strategic Goal 2**  Hapori (community)  Regulation 9(1)(a) | | | | | |
| **Annual Target/Goal:**  To increase participation of the school’s kapa haka group to in community events, strengthening cultural identity, whanaungatanga, and community connections.  **Evaluative Question:**  How effectively has kapa haka strengthened cultural identity and community connections through increased participation and engagement in school and community events?  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, the kapa haka rōpū will have performed regularly in the community, including retirement homes, host schools, and the Hauraki Festival. | | | | | |
| **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) |  |
| The kapa haka rōpū will visit a retirement home once per term. | | Kapa Haka leader  Principal | Vans  Staffing  EOTC forms and permissions  Kapa haka leader | 2025 | The kapa haka rōpū will visit a retirement home twice per term. |  |
| The kapa haka rōpū will participate in the Hauraki Festival. | | Principal | Vans  Staffing  EOTC forms and permissions | 2025 | The kapa haka rōpū will participate in the Hauraki Festival. |  |
| The kapa haka rōpū will visit and perform at host schools once per term | | Principal | Vans  Staffing  EOTC forms and permissions | 2025 | The kapa haka rōpū will visit and perform at host schools once per term. |  |
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| **Strategic Goal 3**  Te Tiriti o Waitangi (the Treaty of Waitangi)  Regulation 9(1)(a) | | | | |
| **Annual Target/Goal:**  To develop a deep and rich understanding of our school values—Manaakitanga, Whanaungatanga, Kaitiakitanga, and Kotahitanga—and embed them meaningfully into all aspects of school life, ensuring they guide interactions, teaching, learning, and community engagement.  **Evaluative Question:**  To what extent have Manaakitanga, Whanaungatanga, Kaitiakitanga, and Kotahitanga been authentically understood, demonstrated, and embedded into daily school life, and what impact has this had on student, staff, and community connections?  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, | | | | |
| **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) |  |
| Facilitate a **whole-staff marae visit** to deepen cultural understanding and connection. | Principal | Ngahutoitoi Marae  MAC leader support | Term 1 | A **whole-staff marae visit** will be successfully completed. Incudes powhiri and korero about marae. |  |
| Collaborate with the **MAC leader** to unpack and explore the school values as a staff.  Hold a **staff-only day** dedicated to defining what the values look like in practice at Goldfields. | Principal | MAC leader support  Staff only Day |  | The **MAC leader will present** on the Te Ao Māori meanings of our values and how they can be authentically embedded in a school setting.  Develop a **Top 10 Attributes** list for each value, using a color-coded system to visually reinforce and highlight the values in action across the school. |  |
| Focus on **one value per term**, incorporating it into the **staff values board,** a **student-focused day each term,** and appointing an **MU leader** to oversee implementation and engagement | MU Holder  Principal. | MU awarded to teacher |  | Staff room display showing the term value focus with names of staff that have shown the value in action.  School photo’s labelled around the school with values  A student event every term that highlights the value and has fun events and activities. |  |
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| **Strategic Goal 4**  Hauora (wellbeing)  Regulation 9(1)(a) | | | | |
| **Annual Target/Goal:**  To strengthen school-wide consistency, cohesion, and collaboration through improvements in culture, leadership structure and student experience.  **Evaluative Question:** How has school-wide consistency, cohesion, and collaboration improved following the implemented changes?  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 a more cohesive and consistent school environment through a strengthened leadership structure, improved staff collaboration, and enhanced student experiences, as evidenced by positive survey feedback and successful implementation of key initiatives. | | | | |
| **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) |  |
| Conduct an **internal cultural survey** as a follow-up to last year’s Term 4 survey to measure progress. | Principal |  |  | Gain quantifiable data to assess school culture, informing adjustments to current practices, communication, and initiatives for continuous improvement. |  |
| Conduct a **satellite staff survey** to assess improvements from the previous year. | Principal |  |  | Gain quantifiable data to assess communication with satellite classes and staff, guiding adjustments to practices, communication, and initiatives for continuous improvement. |  |
| Develop an **action plan** based on survey results to address key areas for growth. | Principal |  |  | Three syndicate leader positions created, each overseeing one class from each of the three areas to ensure cross-school consistency and collaboration.  Two Deputy Principals (DPs) assigned whole-school roles, providing leadership and support across all areas. |  |
| Establish a **new management structure** to enhance consistency, cohesion, and collaboration. | Principal |  |  | Adjust the senior block structure to ensure all staff receive their breaks daily, while students eat and play together to foster a sense of community.  Promote increased physical movement among students through structured and unstructured activities.  Encourage more student interactions to enhance social development and engagement. . |  |