



Te Mātauranga Kawenata / Charter 2024



Ko te tamaiti te pūtake o te kaupapa. The child – the heart of the matter



Description of the School

Te Maturanga is a contributing school situated in Clendon, Manurewa.

The ethnic makeup of the school is 32.2% Samoan, 30.3% Maori, 5.4% Cook Island Maori, 11.1% Tongan, 8.6% Indian, 5.4% Fijian, 0.3% European, 3.8% Niuean, 0.3% Middle Eastern, 0.6% NZ European, 0.3% Chinese, 1.3% Filipino, 0.3% Other groups.

The school is organized into three learning teams, each led by an experienced team leader. Our Samoan bilingual unit, Fetulele, caters for pupils from Year 1 to Year 8.

This year we have three satellite classes from Rosehill Special School operating.

Te Maturanga is now 20 years old. The grounds and buildings reflect the high standards held by the school, and the focus on Ko te painga mahia, Quality in all that we do.

The art work that is a feature of our school grounds has all been worked on by the tamariki.

Te Maturanga has a strong focus on learning and achievement and a commitment to work in partnership with whanau. Our aim is to ensure that our ākongā experience success by being who they are.





Te Mataranga

Te Tiriti o Waitangi

Te Tiriti o Waitangi is the foundation for equal, reciprocal, respectful and interdependent relationships.

All tamariki deserve the best and to be successful in any way they wish.

Te Tiriti o Waitangi articulates the aspirations of our tūpuna and firmly embeds the agreement for equity between Māori and non Māori.

At Te Mataranga we are on a continuing journey to become Tiriti centric. This means that all our discussions and actions demonstrate a total commitment to enacting the articles of Te Tiriti o Waitangi.

We will endeavour at all times to honour the articles of the Te Tiriti o Waitangi by:

Article 1: Kāwanatanga – Honourable Governance

- Affirming Māori as tangata whenua
- Decisions are made with those who are impacted the most by them
- A shared decision making partnership process with whānau, hapū and iwi
- All communication is meaningful, ongoing, reciprocal and transparent

Article 2: Rangitiratanga – Agency

- All Māori are achieving success as Māori
- All Māori have agency, voice and choice
 - All Māori have the power to act
- Māori diversity is recognised and valued

Article 3: Ōritetanga – Equity

- All Māori have the same rights and opportunities as non-Māori
 - Ensure equitable educational outcomes
 - All barriers and inequalities are removed
- Education content & delivery reflect Aotearoa and our dual heritage
 - No trade off between excellence and equity
- Māori perspectives and opinions are equitably represented



Inclusive School Philosophy

At Te Mātauranga we welcome all ākonga into our school community. We celebrate identity, language, culture and diversity. We have developed a culture of open-mindedness and mutual respect that support the positive values and attitudes of inclusivity.

On enrolment all new pupils are interviewed by the Principal. This is a time for us to get to know your tamariki and learn about their aspirations and dreams. Is it extremely important to us that the learning journey is a shared partnership between whanau and school.

Ākonga with diverse needs are celebrated at Te Mātauranga. Every tamariki has amazing strengths and talents that we can all learn from. We work alongside whanau to set goals that meet each ākonga needs and abilities. As a school we work closely with many agencies to help every ākonga succeed.

Rosehill Satellite Classes

At Te Mātauranga we are extremely fortunate to have three Rosehill satellite classes. We love working alongside these amazing ākonga and Kaiako.

Fetulele

Fetulele, our Samoan bilingual unit, is the jewel in our crown. It allows our tamariki to learn the curriculum in their own language and be supported to develop and build upon their culture and identity. This pathway begins at Year 1 and continues through to Year 8.



Our Logo

The name of this design is 'Te Matauranga' which is to coincide with the name and theme of the school.

The Design

This kowhaiwhai design comprises three bulbs with a Manawa (heart line, main line,) line flowing in between koru designs. These koru bulbs represent growth, potential and new life energy. The three-coloured koru represent the three baskets of knowledge and one's attainment or striving to reach one's full potential. However the notion of three also reflects the concept of heart, mind and ability.

Another interpretation is children, community and school. All the interpretations are valid and apply to this design. These Koru bulbs or seeds (kakano) taper off at the middle then curve up slightly in what can be described as a leaf or plant representation. This is purposely included to reference Pacific frangipani motifs and connections with the Pacific Nations that make up the large presence at the school. This somewhat unconventional kowhaiwhai design is also a statement about innovation and the need for culture to be flexible, the need for culture to adapt to cater for the present.

The Koru shoots that curve and extend inwards from each koru bulb represent a state of learning and is incorporated to reflect the young students that have embarked on a life long journey of learning, with Te Matauranga being their first introduction to this.

Colours

The colours can be interpreted to reflect the colour themes of the school, but is also a statement about diversity and difference. Each colour symbolically references ideas of difference whether that is culture, age, gender or religious belief.

Along with learning, the school environment facilitates the coming together and the interacting of these differences.

A translation of the colours can also depict a relationship to the immediate environment with red depicting life, yellow the positive energy or a state of enlightenment and blue the area the school is situated next to the waters of the Manukau Harbour

Designed by: Nigel Borell

THE VALUES OF

Te Mātauranga



RURU

Discovery

We explore new skills and ideas.

Tiakitanga

We will navigate collectively and share the journey as our ancestors did from Hawaiki.



PIWAKAWAKA

Innovation

We use creativity and persistence to solve problems.

Manurewatanga

We will hang out in the space between tapu and noa. We will approach problems fearlessly like Maui.



PUKEKO

Fun

We enjoy and celebrate what we do.

Rangatiratanga

We will feel the intangible connection when in a natural environment and connectedness to our Tipuna – through fun play, environmental connection, recreation and kaupapa whānau.



KAREAREA

Impact

We apply what we have learnt to improve our world.

Kaitiakitanga

We are guardians and protectors. We will look at ways of managing the environment and solving problems connected to our environment, based on the Māori world view.



MANUMEA

Teamwork

We are stronger when we work together.

Kotahitanga

We acknowledge the relationships that we collectively have to one another and the world around us. Whānau, and the process of whakawhanaungatanga are key elements of the Te Mātauranga philosophy "we above me."



TUI

Inclusion

We respect each other and embrace our differences.

Manaakitanga

We will holistically share, host and be generous at Te Mātauranga. We succeed when the collective succeeds.



Te Mātauranga

TŪLAGA FAATAUAINA A LE AOGA

Te Mātauranga



RURU

Discovery

We explore new skills and ideas.

Suesuega

Tatou te suesue tomai ma manatu fou, ma faasoa atu.



PIWAKAWAKA

Innovation

We use creativity and persistence to solve problems.

Faafouga

Tatou te faaaogāina le fatufatua, faamaoni ma le fina'inau, e foia ai faafitauli po o ni luitau.



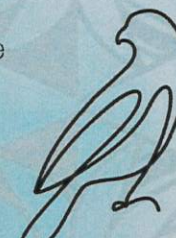
PUKEKO

Fun

We enjoy and celebrate what we do.

Fiafiaga

Tatou te fiafia, patipatia ma viia galuega lelei ma ausiga tatou te faia.



KAREAREA

Impact

We apply what we have learnt to improve our world.

Aafiaga

Tatou te faaaogāina tomai ua tatou aoaoina, e faaleleia ai lo tatou siosiomaga i le lalolagi nei.



MANUMEA

Teamwork

We are stronger when we work together.

Lotogatasi

Tatou te malolosi atu, pe a galulue faatasi. E māmā se avega pe a felagolagoma i.



TUI

Inclusion

We respect each other and embrace our differences.

Aofiaga

Tatou te faaali le amio faaaloalo o lē tasi i lē isi, ma talia o tatou eseeseega.



Te Mātauranga

Our Vision and Future Learning tools are in line with the National Education and Learning Priorities

LEARNERS AT THE CENTRE	In partnership with whanau and community we give every ākonga the opportunity to gain new knowledge, skills, attitudes and values in line with New Zealand Curriculum. We provide a safe and totally inclusive learning environment that values the individual for who they are.
BARRIER FREE ACCESS	We are focussed on reducing and negating any barriers that prevent a child from accessing education. All learners must have equitable access to quality education that meets their individual needs. Foundational learning is at the heart of any education and is a priority at our school.
QUALITY TEACHING AND LEADERSHIP	As a school we continually work alongside our Māori community, local Marae and expertise among staff to uphold tikanga Māori values and cultural practices. Our staff are always developing, with new learning and increasing capabilities to provide strengthen teaching and learning for all ākonga.
FUTURE OF LEARNING AND WORK	We partner with numerous industries / organisations to provide insight, role models and connections for our ākonga. Fundamental to us is the need for our ākonga to be creative, innovative, critical thinkers, problem solvers and be able to share new learning and ideas.

Ko te tamaiti te pūtake o te kaupapa.

The child – the heart of the matter



2024 Strategic Plan - The voice of our ākonga.

I want my kaiako to be motivated to explore and think creatively to meet the needs of us in the classroom.

I want my kaiako to always have high expectations for me.

I want to have the opportunity to develop skills that will help me in the future.

I want my self-worth and diversity acknowledged. I want to have a sense of belonging.

I want to have a say and make decisions about my learning. I want to be listened to.

I want my kaiako to meet me where I am and then support me to grow from there.

I want to experience success in Literacy and Numeracy

I want my whanau to feel valued and empowered when they come into my school.

I want to develop my social and emotional skills.

I want my school to be a safe & inclusive place where I am free to flourish.

I want the opportunity to be creative in the classroom. This will help me to connect, explore and transform the world

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Te Maturanga Strategic Plan 2024 - 2027

NGA TAMARIKI TUATAHI

Engage / Ngangahu

Enrich / Whāka hōnunu

Empower / Whakamana

GOAL: To continue to become Tiriti centric.

Learners at the centre.

Quality Teaching and Leadership

Future of Learning and Work.

Goal 1:

To continue to build a safe / inclusive environment where our ākonga can be free to flourish.

Goal 2:

To further enhance our belief that all ākonga can achieve to the highest expectations.

Goal 3:

To embed ākonga agency / co-agency

Goal 1:

To embed teacher agency so they are empowered to use their professional knowledge, skill and expertise to deliver the curriculum

Goal 2:

To grow service learning within the school which links ākonga to the local needs in the community and fosters authentic learning

Goal 1:

To build skills for the future of work and citizenship in the changing world.

Goal 2:

To implement creativity throughout our curriculum that allows ākonga to connect, explore and transform the world in both new and meaningful ways.

Goal 3:

Empower the community to play an active role in Te Maturanga.

Barrier free access.

Goal 1:

Scaling foundational literacy and numeracy in learning.

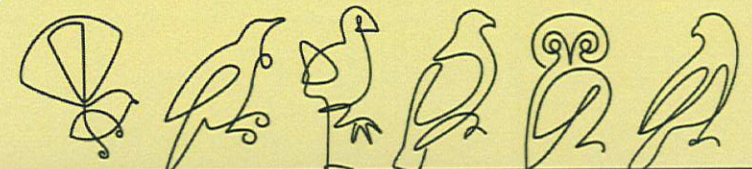
Goal 2:

Strengthen capacity to reach out to all ākonga by responding to the diversity of their needs ensuring individuals' self-worth and sense of belonging

Goal 3:

To ensure all ākonga can reach their full potential educationally regardless of their personal, family and social circumstances, and irrespective of gender, culture, ethnicity, and special education needs

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Te Matauranga Strategic Plan 2024 - 2027

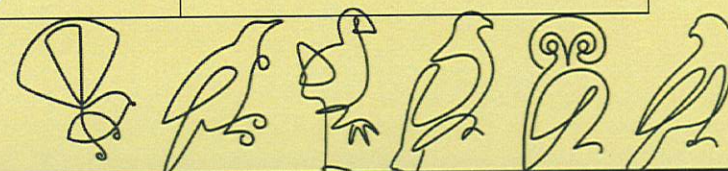
TE MATAURANGA STRATEGIC PLAN 2024 – 2027

NGA TAMARIKI TUATAHI

VISION: We are committed to helping every ākonga develop as a whole person, fulfil their potential and help shape a shared future built on the well-being of individuals

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>To continue to become Tiriti centric</p>	<ul style="list-style-type: none"> • Our decisions and actions demonstrate a commitment to enacting the principles of Te Tiriti o Waitangi • Strengthen abilities / knowledge to enact the principles • Te Tiriti o Waitangi is central to our thinking and actions 	<ul style="list-style-type: none"> • Equitable partnership and shared decision making • Mana to every voice at the table • Communication is meaningful, ongoing, reciprocal and transparent • Māori diversity is recognised, valued and self-determination is enacted • Educational barriers and inequalities are removed to ensure equitable educational outcomes 	<ul style="list-style-type: none"> • Māori are achieving success as Māori • Te Reo Māori, tikanga and Kawa is appropriate to local context, is valued, practiced and celebrated • Māori have the same rights and opportunities as non-Māori • Kaiako capacity and confidence has increased and all barriers are removed to prevent success

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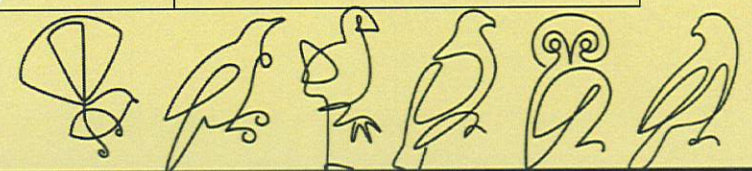


Te Matauranga Strategic Plan 2024 - 2027

Engage / Ngangahu

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Learners at the centre</p> <p>Goal 1:</p> <ul style="list-style-type: none"> To continue to build a safe / inclusive environment where our ākonga can be free to flourish. 	<ul style="list-style-type: none"> Physical, mental, emotional, social and cultural wellbeing is enhanced and maintained Identity, language and culture are recognized and celebrated High expectations for all ākonga Access to equitable learning opportunities Every ākonga has access to high quality learning opportunities in a new learning community Ākonga well-being is at the centre of all decision making. Culturally responsive and effective approaches and strategies Focus on individual ākonga and their thoughts and feelings about the environment All ākonga feel supported and valued for who they are 	<ul style="list-style-type: none"> Pastoral care systems Professional development enhancing teaching and learning practice Celebrations of who we are Confident ākonga in their identity, language and culture. Enabling equity and excellence Culturally responsive culture Wānanga Whanaungatanga Manaakitanga. Tangata Whenuatanga Ako 	<ul style="list-style-type: none"> Successful, life-long learners Student and whānau voice Attendance data Ākonga are proud of who they are Self-review Professional growth cycle Social and emotionally competent, resilient and optimistic ākonga

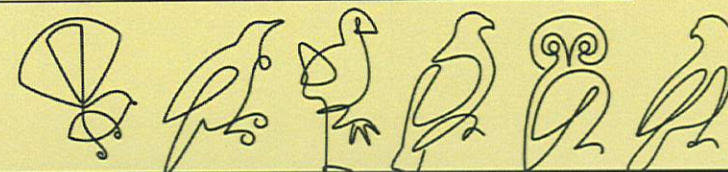
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Te Matauranga Strategic Plan 2024 - 2027

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Goal 2:</p> <ul style="list-style-type: none"> To further enhance our belief that all ākonga can achieve to the highest expectations. 	<ul style="list-style-type: none"> Positive attitudes toward ākonga and more effective and equitable teaching practices All ākonga engaged in advanced activities – no ability grouping All ākonga worked with equally Ākonga give voice to their ideas and responsibility for their learning Ākonga set their goals and work towards these as kaiako facilitate and guide Kaiako believe that all ākonga will make accelerated progress Strong communication of learning intentions and success criteria Ākonga work with a variety of peers for positive peer modelling 	<ul style="list-style-type: none"> Ākonga move to self-directed learning Move to a shared ownership model between kaiako and ākonga Every kaiako have procedures in place for ākonga to be self-managing Kaiako take a facilitators role and support ākonga to make choices about their learning Achievement is linked to motivation, effort and goal setting. 	<ul style="list-style-type: none"> Formative assessment Student voice On-going monitoring so ākonga learning strategies can be adjusted when necessary Attendance data

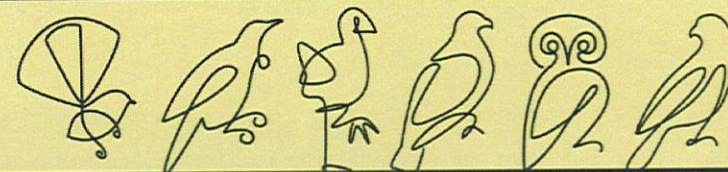
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Te Matauranga Strategic Plan 2024 - 2027

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Goal 3:</p> <ul style="list-style-type: none"> To embed ākonga agency / co-agency 	<ul style="list-style-type: none"> Ākonga will be able to act rather than being acted upon, shaping rather than being shaped, making responsible decisions and choices rather than accepting those determined by others Kaiako, whānau and hapori pakihi work together to help ākonga progress towards their shared goals Belief that every ākonga has the ability and the will to positively influence their own life and the world around them All ākonga motivated and engaged in learning from one another Experimentation, exploration and investigation Student-centred learning. Love for learning 	<ul style="list-style-type: none"> Ākonga have leadership roles within the school and are agents of change Ākonga are represented at Board level and are agents of change All ākonga are listened to and valued Shifting of teaching and learning to ākonga Ākonga planning, making decisions and accepting significant responsibility Professional development for both ākonga/kaiako 	<ul style="list-style-type: none"> Kaiako will view ākonga as active participants in their own learning Goals continuously reassessed and evaluated Strong partnerships between ākonga, kaiako, and whānau Kaiako are learners in the classroom Student-centred learning Attendance data Ākonga ownership of their learning

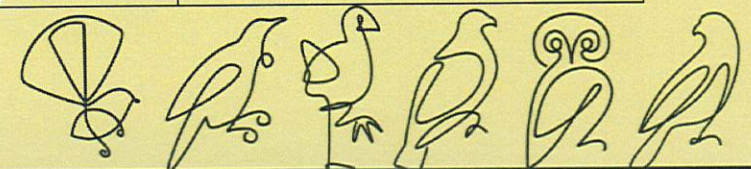
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Te Matauranga Strategic Plan 2024 - 2027

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Barrier Free Access</p> <p>Goal 1:</p> <ul style="list-style-type: none"> Scaling foundational literacy and numeracy in learning. 	<ul style="list-style-type: none"> Ākonga who experience success in Literacy and Numeracy Ākonga empowered to make meaning, think critically and creatively A cohesive teaching and learning pathway Individual support to meet the diversity of ākonga Clear and high expectations for teaching and learning Literacy and Numeracy culture Strong partnerships with whanau All ākonga enjoy success and fully participate Common practice model throughout the school Capacity building support and training opportunities 	<ul style="list-style-type: none"> Professional development in Structured Literacy and Numeracy Whanau engagement with tamariki Common practice model Reporting is accessible, relevant and meaningful. Kaiako understand and use effective practice to provide for their needs 	<ul style="list-style-type: none"> School wide targets Schoolwide evaluation Evidence based practice and tools that are systematic Accessible reporting to whanau

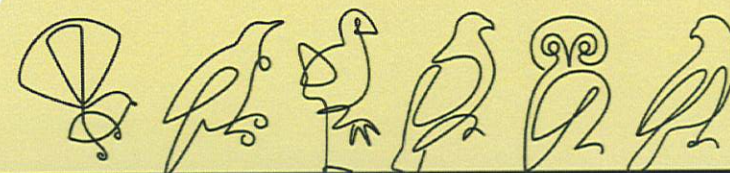
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Te Matauranga Strategic Plan 2024 - 2027

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Goal 2:</p> <ul style="list-style-type: none"> Strengthen capacity to reach out to all ākonga by responding to the diversity of their needs ensuring individuals' self-worth and sense of belonging 	<ul style="list-style-type: none"> Te Matauranga's commitment to being safe, respectful, supportive, and an inclusive environment for all members of the school community All staff actively supporting diversity within Te Matauranga Systems that support all whanau and ākonga A sense of belonging for all Celebration of diversity 	<ul style="list-style-type: none"> Review of all inclusive policies Seek ākonga feedback on issues and ideas Professional learning for all staff Building capacity of all to contribute to all decisions and school wide events Student led groups to provide advice on the development of support and inclusive environments 	<ul style="list-style-type: none"> School wide representation of diversity on the board, student leaders, staff and in the wider school activities and events Tamariki who are proud to be who they are Ākonga voice in school reviews Ākonga involvement in developing inclusive school policies
<p>Goal 3:</p> <ul style="list-style-type: none"> To ensure <u>all</u> ākonga can reach their full potential educationally regardless of their personal, family and social circumstances, and irrespective of gender, culture, ethnicity, and special education needs 	<ul style="list-style-type: none"> Adaptive teaching approaches to meet ākonga where they are at and provide the best tailored support Ākonga and co-agency being heard No trade-off between excellence and equity Mixed ability groups High expectations for all ākonga Honouring Te Tiriti o Waitangi as an agreement of equity between Māori and non-Māori More evidence based practices 	<ul style="list-style-type: none"> Ākonga embrace their self-determination of goals and milestones towards confidence and flourishing Positive partnership with whānau Kaiako take responsibility to know better and do better Learning is more relevant, authentic and engaging Improved equity of opportunities and outcomes 	<ul style="list-style-type: none"> Opportunities for greater innovations to improve outcomes Data and OTJ to inform practice Needs based / individual student learning Class and school wide target Student voice

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Te Maturanga Strategic Plan 2024 - 2027

Enrich / Whāka Hōhono			
Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Quality Teaching and Leadership</p> <p>Goal 1:</p> <ul style="list-style-type: none"> To embed teacher agency so they are empowered to use their professional knowledge, skill and expertise to deliver the curriculum 	<ul style="list-style-type: none"> Kaiako look beyond the present reality and anticipate the future, in order to understand or imagine what kind of competencies are needed Kaiako are motivated to explore and think creatively to meet their students' needs Encouraged kaiako leadership Time for kaiako to deepen their knowledge and improve their teachings A culture of trust and respect Kaiako actively involved in shared decision making Kaiako have a sense of efficiency, success and self-worth 	<ul style="list-style-type: none"> Kaiako have enough resources and freedom to provide ākonga with the education they deserve Supportive Professional development goals Regular actionable feedback. Kaiako collaborate and show their expertise Kaiako demonstrate reflective practice Kaiako are proud of the work they are doing and proud of the accomplishments of Te Maturanga 	<ul style="list-style-type: none"> Professional growth cycle Positive school culture Capacity to help Te Maturanga solve its problems is widely distributed among all staff Kaiako implement ideas and programmes that result from reflective practice Shared governance.

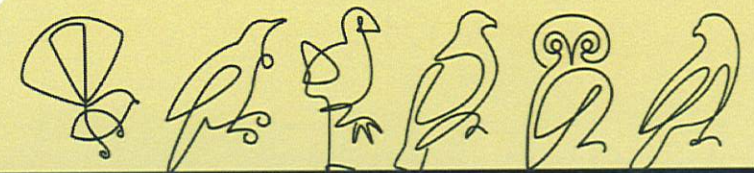
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Te Matauranga Strategic Plan 2024 - 2027

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Goal 2:</p> <ul style="list-style-type: none"> To grow service learning within the school which links ākonga to the local needs in the community and fosters authentic learning 	<ul style="list-style-type: none"> Ākonga growing their social and emotional learning skills while helping their community Growing awareness of diversity Ākonga and kaiako involved in active learning Growing capacity for serving others Enriched, authentic and purposeful learning experiences Stronger connection with the community Opportunities being created to increase ākonga involvement 	<ul style="list-style-type: none"> Responsive curriculum Implementation of the stages of service learning: Investigation, Preparation, Action, Reflection, Demonstration and Evaluation Ākonga engaged more deeply with the local community, gaining practical skills, developing their career and personal interests Developing understanding of responsible citizenship 	<ul style="list-style-type: none"> Ākonga attendance Ākonga and kaiako engagement Ākonga achievement Ākonga and kaiako personal growth Understanding of ākonga relationships with the community Increased partnership with all in the community Responsive curriculum

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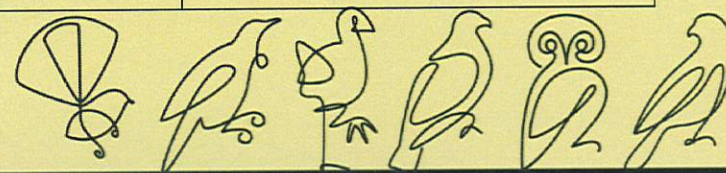


Te Matauranga Strategic Plan 2024 - 2027

Empower / Whakamana

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Future of Learning and Work</p> <p>Goal 1:</p> <ul style="list-style-type: none"> To build skills for the future of work and citizenship in the changing world. 	<ul style="list-style-type: none"> Ākonga will thrive on an increasing and diverse society Ākonga with a great deal of social and environmental awareness Ākonga with the ability to cooperate, negotiate and find creative solutions to new and old problems Ākonga who are supported to become resourceful, reliable and resilient. Incorporation of the school values: Tiakitanga, Rangatiratanga, Kotahitanga, Manurewatanga, Kaitiakitanga and Manaakitanga into all aspects of teaching and learning. Te Tiriti o Waitangi playing a central role 	<ul style="list-style-type: none"> All teaching and learning incorporating the school values. Te Matauranga completeness – creativity, innovation, critical thinking, problem solving and collaboration are key learning to learn tools for ākonga. Ākonga and kaiako understand and implement the social inquiry process. All ākonga views are respected, listened to and taken seriously. 	<ul style="list-style-type: none"> Ākonga working collaboratively to identify issues and pose possible solutions Ākonga freely express what they learn, think and feel.

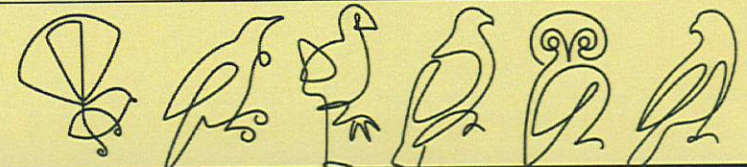
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Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Goal 2:</p> <ul style="list-style-type: none"> To implement creativity throughout our curriculum that allows ākonga to connect, explore and transform the world in both new and meaningful ways. 	<ul style="list-style-type: none"> Embedded creativity in every aspect of learning Ākonga are playful and constantly experimenting, trying new things, taking risks and testing the boundaries Kaiako accept mistakes and provide time and space for ākonga to re-evaluate and innovate Tamariki developing the ability to generate innovative and workable ideas together with flexibility and creative problem solving Ākonga love learning and continue to connect, explore and have fun 	<ul style="list-style-type: none"> Ākonga are highly motivated and thriving. Ākonga are learning to solve problems, innovate and think flexibly – developing creative skills Play is used to help tamariki develop curiosity, imagination and problem solving Ākonga use curiosity to open the space of imagination and use questions of 'what if' and 'how might we' then ask more questions 	<ul style="list-style-type: none"> Our ākonga are brave and take risk in their learning. Our tamariki are curious, engaged life-long learners. Ākonga in charge of their learning Shared understanding of creativity as an anchor skill

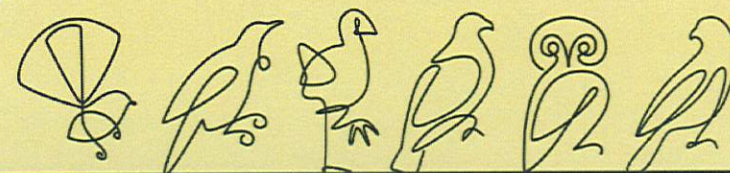
Ko te tamaiti te pūtake o te kaupapa. The child – the heart of the matter



Te Matauranga Strategic Plan 2024 - 2027

Strategic Goals	What will you see?	Key progress indicators	Key measures to be used
<p>Goal 3: Empower the community to play an active role in Te Matauranga.</p>	<ul style="list-style-type: none"> • Strong relationships between learners and whānau, hapu and iwi • Being accountable to whānau, engaging with our local community, consulting with whānau • Knowing the aspirations of our whānau • Establishing a shared space and understanding • School-wide focus on whānau being active participants in the learning journey • Professional development in culturally responsive pedagogy • Whānau being acknowledged and valued as the first navigators 	<ul style="list-style-type: none"> • All tamariki language, culture and heritage is celebrated • Mana given to every voice • Shared decision making about each ākonga • Fun events at a class, team and school-wide level • Kaiako using culturally responsive pedagogy 	<ul style="list-style-type: none"> • Shared goals and aspirations done in partnership for each ākonga • Enhance mana between kura, whānau, iwi and hapu • Equitable access to all activities • Language, culture and identity affirmed

Ko te tamaiti te pūtake o te kaupapa. The child – the heart of the matter





Annual Plan 2024



To continue to become Tiriti Centric

- Continue our journey with Niho Taniwha
- Continue to give mana to each of the articles of Te Tiriti o Waitangi by:
 - A share decision making process is embedded with whānau, hapu and iwi
 - Te Reo Māori is in content in and around the school including the website and communication with whānau
 - Integration of tikanga Māori appropriate to our local context
 - All communication is meaningful, ongoing, reciprocal and transparent
 - Māori learners learning through and about their own culture and are empowered to be successful as Māori
 - Embed Te Tiriti o Waitangi as the foundation for equal, reciprocal, respectful and interdependent relationships



<i>Learners at the centre.</i>	
<p>Goal 1: To continue to build a safe/inclusive environment where our ākonga can be free to flourish.</p>	<ul style="list-style-type: none"> • Embed a culture of open mindedness and mutual respect to develop the positive values and attitudes that will support all ākonga in their interactions with people from diverse backgrounds • Celebrate identity, language, culture and diversity • Embed the ethos that all ākonga have access to high quality learning. • No trade off between excellence and equity • Develop a programme that supports gender education equality • Develop and implement student well-being programmes throughout the school • Deal with all bias and develop an ethos to accept people the way you want to be accepted
<p>Goal 2: To further enhance our belief the all ākonga can achieve to the highest expectations.</p>	<ul style="list-style-type: none"> • Embed high expectations and associated attitudes and practices for all ākonga • Embed more effective equity-focused teaching practices • All ākonga are given advanced opportunities to learn

	<ul style="list-style-type: none"> • All kaiako to take on a facilitative role and support students to make choices about their learning • Implementation of achievement being linked to motivation, effort and goal setting • Kaiako will base all learning opportunities around the interests of their ākonga for motivation and local context • Embed flexible grouping arrangements • Continue to develop student agency
<p>Goal 3: To embed ākonga agency / co-agency.</p>	<ul style="list-style-type: none"> • Professional development for kaiako focusing on shifting to a agentic model • Develop a shared understanding of what student agency is by all staff • Implementation of connecting, exploring and transforming student centred learning • Implementation of both ākonga and kaiako engaged in learning from one another with everyone being a student • Scaffolding for kaiako to change the focus from how to learn rather than what to learn • Implementation of consistent opportunities for all tamariki to experience using their voice and develop a sense of ownership for what and how they learn • Design and implement an evaluative process to ensure the success of the change • Develop our own year 7/8 leadership programme

<i>Barrier free access</i>	
<p>Goal 1: Scaling foundational literacy and numeracy in learning.</p>	<ul style="list-style-type: none"> • Professional development for all kaiako in Structured Literacy and Numeracy • 80% of all ākonga to be at the e-asttle expected level in writing • 80% of all ākonga to be at or above their reading age • 80% of all ākonga to be at or above their expected numeracy stage • All year 3 - 8 kaiako involved in Numeracy professional development. • Acknowledge our whānau as the first navigators • Build a culture of learning aligned with real world needs • Ensure all tamariki connect, explore and transform in all areas of learning • Provide opportunities for critical thinking, collaboration, innovation, creativity and problem solving • Ensure that all learning is meaningful, iterative, actively engaging, joyful, socially interactive and culturally responsive
<p>Goal 2: Strengthen capacity to reach out to all ākonga by responding to the diversity of their needs ensuring individuals' self worth and sense of belonging.</p>	<ul style="list-style-type: none"> • Review all inclusive practices • Ongoing celebrations of diversity • Professional development for all staff - 'MORE THAN' • Embedding the use of inclusive language • Embedding partnership with whānau, iwi and hapu • Representation of diversity at all levels of the school with both staff and tamariki agency • To mitigate incidences of truancy by working alongside whānau and providing a learner centred education

Goal 3:

To ensure all ākonga can reach their full potential educationally regardless of their personal, family and social circumstances and irrespective of gender, culture, ethnicity and special education needs.

- To uphold Te Tiriti o Waitangi
- Embed throughout the school - no trade off between excellence and equity
- Continue to build kaiako capacity and capability to implement adaptive, experiential teaching practices and flexible groupings
- Ensure that language, culture and identity are truly integrated throughout the school
- Continue to implement all indigenous knowledge and skills learnt from Niho Taniwha
- Continue to strengthen relationships and collaboration with mana whenua
- Begin the implementation of a new reporting process for our tamariki that reflects the whole person



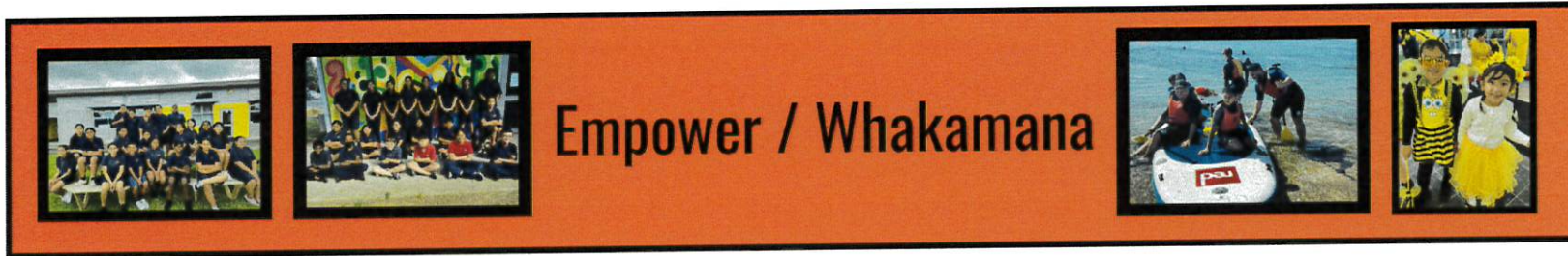
Quality Teaching and Learning.

<p>Goal 1: To embed teacher agency so they are empowered to use their professional knowledge, skill and expertise to deliver the curriculum.</p>	<ul style="list-style-type: none"> • Implementation of a new professional growth cycle • Provide opportunities for all kaiako for greater innovations to improve outcomes for all - including equity • Provide opportunities for all kaiako to use up-to-date research to enhance their teaching practice • Encourage kaiako to look beyond the present reality and anticipate the future, in order to understand what kind of competencies are needed • All kaiako involved in school-wide professional development - Niho Taniwha, Structured Literacy and Maths
<p>Goal 2: To grow service learning within the school which links ākonga to the local needs in the community and fosters authentic learners.</p>	<ul style="list-style-type: none"> • Develop programmes of social responsibilities and competencies. (critical thinking, problem solving, learning to learn, co-operation, collaboration, self regulation, adaptability, persistence and resilience) that are needed to fully participate and shape the world around them, for increased societal well-being • Incorporate a Māori values approach; <ul style="list-style-type: none"> - Manaakitanga - Whanaungatanga

- Kaitiakitanga
- Rangitiratanga
- Wairuatanga

that ensure that ākonga understand what these values mean and how they are enacted in everyday life

- Development of enduring and transformable knowledge such as social and emotional skills
- Develop enriched, authentic and purposeful learning experiences
- Build stronger connectedness with the community



Future of Learning and Work.

Goal 1:

To build skills for the future of work and citizenship in the changing world.

- All kaiako to form partnerships with their ākonga to holistically develop self-efficacy, foster curiosity and to learn according to their interests and talents
- The development of competencies;
 - Cognitive and megacognitive
 - Social and emotional
 - Practical and physical
 to meet the needs of ākonga in the rapidly changing world
- Embed a culture of open-mindedness and mutual respect to develop the positive values and attitudes that will support all ākonga in the interactions with people from diverse backgrounds
- To deliver a curriculum that is aligned with real world needs
- To build capacity for teachers to lead ākonga to understand and be sensitive to developing issues, allowing ākonga to understand the positive and negative complications of these issues on their local communities

Goal 2:

To implement creativity throughout our curriculum that allows ākonga to connect, explore and transform the world in both new and meaningful ways.

- Embed the belief that all ākonga have the potential to be creative, a potential that can be nurtured over time
- To build the belief that creativity is a driving force both for positive change and adapting to change
- Development of creative agency incorporating;
 - Creativity is sparked by curiosity and imagination
 - Creativity develops through playing and experimenting with ideas and things
 - Creativity is a driver for change and adaptability
- Use creative thinking to further empower the tamariki to discover, define and develop their talents
- Provide ākonga with meaningful classroom experiences that enable them to exercise creativity and be integrated thinkers
- To implement creativity through all aspects of teaching and learning. Creativity must include:
 - Iteration - is a process of trying out different possibilities, revising hypothesis in response to new information, and discovering new questions
 - Process - moments of discovery
 - Meaningful - process must have meaning
 - Connecting - being motivated and curious to investigate the world around you
 - Exploring - experimenting with testing and trying out new things communicating, reflecting and sharing ideas with others

	<ul style="list-style-type: none"> - Transforming - communicating, reflecting and sharing ideas with others
<p>Goal 3: Empower the community to play an active role in Te Mātauranga.</p>	<ul style="list-style-type: none"> • Acknowledge and value all whānau as first navigators • Embed shared partnerships between all kaiako, ākonga, whānau, iwi and hapu based on trust and respect • Acknowledge and value all cultures, identities and language. • Mana given to every voice • Establish a shared space for understanding • Encourage whānau to be active participants in the learning journey • To implement more school wide events that encourage community support • Each team to hold an event each term that involves the community • Install a plinth/pylon style LED sign for more effective communication with the community



Te Matauranga Maths Achievement Target 2024

Teaching and Learning programme development and/or focus

- Gather data
- Use of internal measures to identify behaviours and understandings.
- Teaching modelling of Maths process.
- Use of formative assessment practices.
- Develop teacher capability in effective mathematics teaching.
- Use effective mathematical pedagogies (BES)
- Promote productive struggle in the classroom.

Staff and personal professional development.

- ALIM trained kaiako providing mentoring support for other teachers in 2024.
- All teachers in the Senior School will be receiving Numeracy PLD with Sonja He-Steen from Cognition Education in 2024.
- All staff are engaging with Renee Neville from Evaluation Associates for PLD around the Niho Taniwha framework.
- Continue to unpack e-asTTle as an evaluative and moderation tool.
- Implementation and understanding of the new curriculum.
- Use PACT as a resource.

Baseline Data 2023

After the first year of using e-asTTle the data was as follows:

- 67% of Year 5 - 8 students were at or above their expected Maths stage.
- 70% of all year 5 - 8 Pasfika students were working at or above the expected level for Maths.
- 55% of all year 5 - 8 Māori students were working at or above the expected level for Maths.

Target for improving student achievement:

- 80% of all students at / above their Maths stage

Ongoing/Comparative Assessment

- Students tested on both knowledge and strategies at the end of February, June, September and December.
- E-asTTle Maths will be used at the end of February and September.

Links to Strategic Planning to Enhance Maths

Reporting

- Assessment data will be presented to the Board of Trustees May, July and December.
- Reports will go home to parents/caregivers at the end of Term 2 and Term 4.
- Three way interviews and goal setting will be held Term 1, 2 and 3.

Community Involvement

- Data to be shared with the community and feedback encouraged.
- Parents encouraged to take an active part in their children's education.

Actual Outcomes

See 'Statement of Variance'



Te Matauranga Reading Achievement Target 2024

Teaching and Learning programme development and/or focus

- Gather data
- Use of internal measures to identify behaviours and understandings.
- Teaching modelling of the reading process.
- Use of formative assessment practices.
- Y 1-3 small group explicit teaching.
- Y 4 - 8 - The Code and explicit teaching focusing on comprehension.

Staff and personal professional development.

- Gemma Maddocks from GEM Literacy will work alongside Year 0-4 kaiako to continue the implementation of Structured Literacy, and with the Year 5 - 8 kaiako to provide PLD and modelling to support the implementation of The Code.
- All staff are engaging with Renee Neville from Evaluation Associates for PLD around the Niho Taniwha framework.
- Kaiako will Continue to unpack e-asTTle as an evaluative and moderation tool.
- Use PACT as a resource.
- Kaiako observation.
- Implementation and understanding of the new english curriculum.

Baseline Data 2023

After the first year of using e-asTTle the data was as follows:

- 70% of Year 5 - 8 students were at or above their expected reading age/curriculum level.
- 72% of all year 5 - 8 Pasfika students were working at or above the expected level for Reading.
- 63% of all year 5 - 8 Māori students were working at or above the expected level for Reading.

Target for improving student achievement:

- 80% of all students at / above their Chronological age.

Ongoing/Comparative Assessment

- Year 5-8 students will be assessed on e-asTTle reading/Probe
- Year 1 - 4 students will be assessed on Phonological Awareness for Little Learners / LLARS / PM Benchmarks

Community Involvement

- Data to be shared with the community and feedback encouraged.
- Parents encouraged to take an active part in their children's education.

Links to Strategic Planning to Enhance Reading

Actual Outcomes

- See 'Statement of Variance'

Reporting

- Assessment data will be presented to the Board of Trustees May, July and December.
- Reports will go home to parents/caregivers at the end of Term 2 and Term 4.
- Three way interviews and goal setting will be held Term 1, 2 and 3.

Teaching and Learning programme development and/or focus

- Gather data
- Use of internal measures to identify behaviours and understandings.
- Teaching modelling of the reading process.
- Use of formative assessment practices.
- Y 1 - 8 - small group needs based explicit teaching.



Te Mātauranga
Writing Achievement Target
2024

Staff and personal professional development.

- Gemma Maddocks from GEM Literacy will work alongside Year 0-4 kaiako to continue the implementation of Structured Literacy. and with the Year 5 - 8 kaiako to provide PLD and modelling to support the implementation of The Code.
- All staff are engaging with Renee Neville from Evaluation Associates for PLD around the Niho Taniwha framework.
- Kaiako will Continue to unpack e-asTTle as an evaluative and moderation tool.
- Use PACT as a resource.
- Kaiako observation.
- Implementation and understanding of the new english curriculum.

Baseline Data 2023

After the first year of using e-asTTle the data was as follows:

- 76% of Year 5 - 8 students were at or above their expected reading age/curriculum level.
- 76% of all year 5 – 8 Pasfika students were working at or above the expected level for Writing.
- 76% of all year 5 – 8 Māori students were working at or above the expected level for Writing.

Target for improving student achievement:

- 80% of all students to be at their e-asTTle expected levels in Writing.

Ongoing/Comparative Assessment

- e-asTTle writing used to assess students progress Term 1, 3 , 4.
- Year 1 - 4 students will be assessed on Phonological Awareness for Little Learners / LLARS

Community Involvement

- Data to be shared with the community and feedback encouraged.
- Parents encouraged to take an active part in their children’s education.

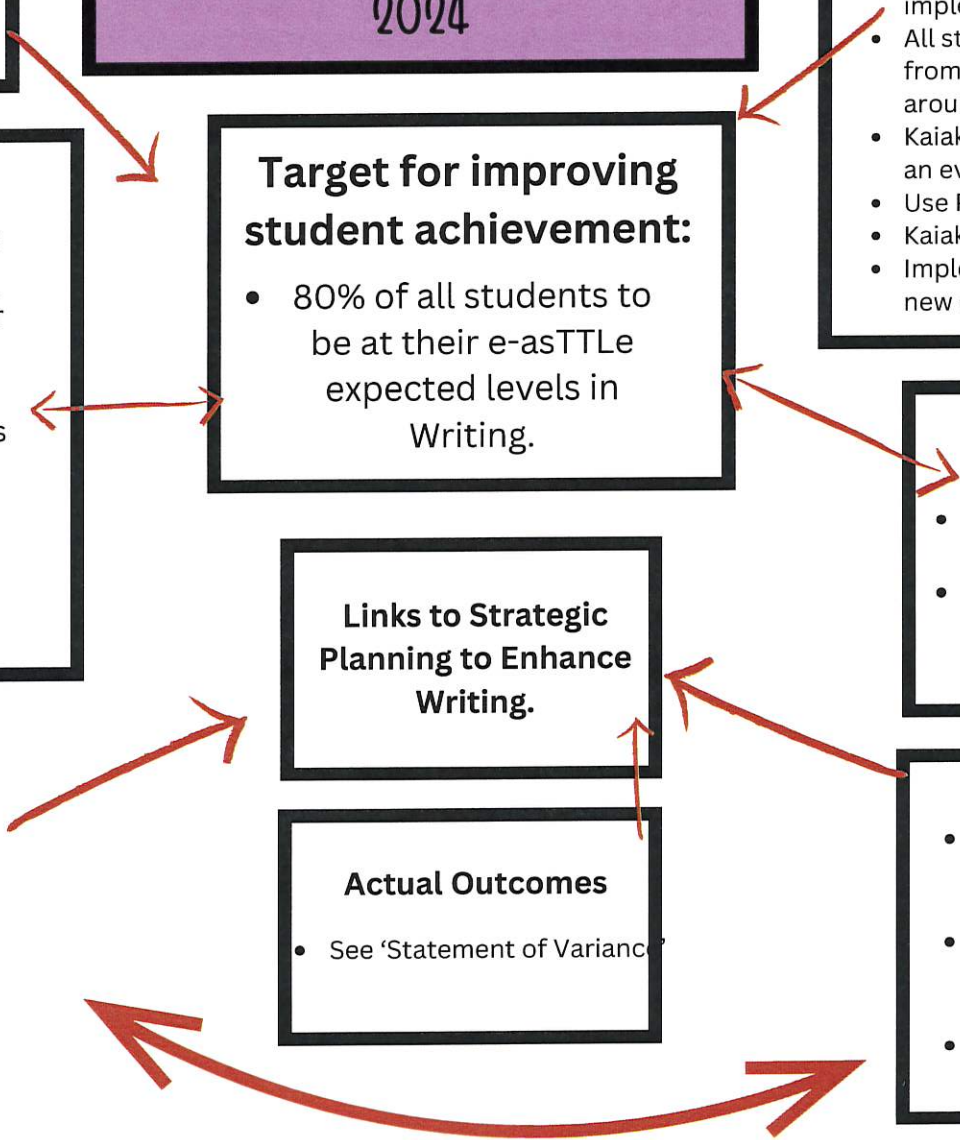
Links to Strategic Planning to Enhance Writing.

Actual Outcomes

- See ‘Statement of Variance’

Reporting

- Assessment data will be presented to the Board of Trustees May, July and December.
- Reports will go home to parents/caregivers at the end of Term 2 and Term 4.
- Three way interviews and goal setting will be held Term 1, 2 and 3.





Principals' endorsement – Debbie Woolliams

Board of Trustees' endorsement – Kim Dennis

Submission Date to Ministry of Education – February 2024