



# Waipu Primary School

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## Strategic Plan 2024 - 2025

### Vision Statement

**To be a learning community where ākonga will be happy, successful life-long learners, who are connected, confident and engaged.**

*This year our focus will be on continuing to support improving student achievement, meeting individual student needs and engaging more widely with whānau.*

### Summary of the information used to develop the plan:

Data used included:

- o Consultation with the local community - full consultation with a variety of stakeholders e.g. parents, staff, children, teachers, local iwi, local businesses, Bream Bay College, contributing pre-schools, community groups, etc
- o Remaining actions from last year's strategic plan
- o Government legislation requirements and National Education Learning Priorities
- o ERO evaluation

Community engagement was conducted through an on-line survey as well as hui and one-to-one conversations.

Common themes included:

- o Review communication with parents – too many different options
- o Bullying – review policy and procedures
- o Property – senior girl's toilets, more colour, front fence
- o Curriculum – homework frequency, content, reporting more often
- o EOTC – trips, camps programmes, venues
- o General – nutrition, uniform

Please refer to strategic goals to see how they reflect the aspirations of the community.

## Strategic Goals

- 1) **Learning Foundations** - *To provide ākonga/students with the foundations to become life-long learners.*
- 2) **Culture and Inclusiveness** - *Build a positive and inclusive school culture that develops connected, confident and engaged ākonga/students*
- 3) **Engagement** - *Build a collaborative and engaged community to support Waipu Primary School.*
- 4) **Physical Environment** - *To enhance the facilities to foster a learning environment where our ākonga/students and staff are happy, connected and engaged.*

**These strategic goals meet the objectives of the Board of Trustees – which are as follows..**

So that every student at the school is able to attain their highest possible standard in educational achievement, we ensure the school:

- a) is a physically and emotionally safe place for all students and staff
- b) gives effect to relevant student rights
- c) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school

The school is inclusive of and caters for students with differing needs. The school gives effect to Te Tiriti o Waitangi including by:

- a) working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- b) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- c) achieving equitable outcomes for Māori students.

**Each strategic action within the goal, shows links to the National Educational Learning Priorities.**

### **Links to Education Requirements:**

Refer last four pages of this document “Giving Effect to Te Tiriti o Waitangi”

### **What do we expect to see?**

Refer ‘Expected Outcomes’ in the Annual Plan

### **How will we achieve or make progress towards our Strategic Goals?**

Refer ‘Annual Plan 2025’ for specific actions.

### **How will we measure success?**

Refer ‘Annual Plan 2025’ for specific measures.

# Strategic Goal 1: Learning Foundations

## Strategic Goal:

To provide ākonga/students with the foundations to become life-long learners.

## Annual Target/Goal:

- Students achieve success as a result of effective curriculum delivery
- Students have acquired the attitudes and skills necessary to be able to manage their own learning
- Students experience hauora within the school environment

Actions	Who is Responsible?	Resources Required	How will we measure success?	Expected Outcomes
<p>Accelerate the progress of students in Literacy and Numeracy</p> <p>English</p> <ul style="list-style-type: none"> <li>- Writing: Target 85% of students at or above expectation</li> <li>- Reading: Target 90% at or above expectation</li> </ul> <p>(NELP 4.1 AND 4.2)</p> <ul style="list-style-type: none"> <li>• Continue to embed Writers' Toolbox – senior</li> <li>• Professional development in the use of e-asttle / PAT assessment and data input</li> <li>• IDEAL (spelling) ensure consistency of delivery</li> <li>• Develop phonetic skills at senior level</li> <li>• Whole school handwriting programme</li> <li>• IDEAL reading seniors – introduce</li> <li>• Manage transitions from Junior Structured Literacy to Senior reading</li> </ul>	<p>All staff.</p> <p>Amy E, Maddie E &amp; Hannah T-R– Lead teachers of literacy</p> <p>Julie L &amp; Jordan M - Lead teachers of maths.</p> <p>Kellie S - WSL</p>	<p>Writers Toolbox for 132 students \$5200 +</p> <p>PD for teachers around use of e-asTTle</p> <p>IDEAL subscription</p> <p>\$2600 + Writers' Toolbox resources \$2000</p> <p>Learner First registration \$3,200</p>	<p>Assessments (as per our assessment schedule)</p> <p>Observations</p> <p>Utilise e-asTTle assessment tool to make OTJs</p> <p>Mid and End of Year reporting to parents</p>	<p>We will reach our achievement targets.</p> <p>Teachers will be more knowledgeable in the delivery of effective teaching practices.</p> <p>Use of new assessment tools will be embedded in practice.</p> <p>Students will be motivated and engaged in core curriculum subjects.</p>

<p><i>Maths</i></p> <ul style="list-style-type: none"> <li>- <i>Target 90% at or above expectation</i></li> <li>• <i>Professional development in the use of e-asttle data input.</i></li> <li>• <i>Julie L &amp; Jordan will attend Rob P-W and Jo Knox workshops.</i></li> <li>• <i>Implement the new assessment tool for Juniors (JAM + GLoSS)</i></li> <li>• <i>Adopt new Maths progressions / implement the new maths curriculum.</i></li> </ul>				
<p><i>Establish new role for Structured Literacy support</i></p> <ul style="list-style-type: none"> <li>• <i>Relocate Reading Recovery office.</i></li> <li>• <i>Develop a Job Description for the role – following MoE guidelines.</i></li> <li>• <i>Collaborate with SENCo and Junior and Middle Team leaders to identify students who need Structured Literacy support.</i></li> </ul>	<p><i>Donna M Maree S Maddy E Amy E</i></p>			<p>The transition from Reading Recovery teacher to Structured Literacy support person will result in students identified as needing support making the required progress.</p>
<p><i>Continue to support all learners' needs (NELP 6.1, 4.1, 4.2)</i></p> <ul style="list-style-type: none"> <li>• <i>Mana Ake (wellbeing)</i></li> <li>• <i>Learning Support co-ordinator to liaise with SENCo and SLT to identify those students in need of additional support (Tier 3 students).</i></li> <li>• <i>Embed 'Zones of Regulation' across the school</i></li> <li>• <i>Learner Profile/Qualities to be reviewed and unpacked with staff to establish a collective understanding of how they are to be used and how they fit with the PB4L values that are in place.</i></li> </ul>	<p>Paul O– Mana Ake Anna G – LSC Sarah H– PB4L lead</p> <p>Belinda B – lead Learner Profile/Qualities review and develop an implementation plan once adopted.</p>	<p>PB4L course release - relieving budget.</p> <p>Zones of Regulation implementation PLD</p>	<p>Feedback / reports from Mana Ake.</p> <p>Student Voice (bullying, friendships)</p> <p>Analysis of the Etap data of behaviour entries</p>	<p>Students who experience anxiety / anger/ difficulty in social situations etc, will have their needs met and are able to manage their emotions while feeling safe and supported within the school environment.</p> <p>Teachers explicitly work towards developing the capabilities in students outlined in the Learner Qualities document once reviewed.</p>

<ul style="list-style-type: none"> <li>• <i>Initiate support through other agencies as needed.</i></li> <li>• <i>Access professional development for teachers to better support learner needs.</i></li> </ul>				
<p><i>Adopt and embed the Revised Curriculum - Te Mataiaho: (NELP 2.4)</i></p> <ul style="list-style-type: none"> <li>• <i>Utilising the planning template understand/know/do</i></li> <li>• <i>Health - healthy food promotion</i></li> <li>• <i>Enviro studies – recycling, reducing, reusing.</i></li> </ul>	<p>Rebecca C – G2T Kahui Ako Teacher Only days Stephanie - 'Sustainable Kaipara'</p>	<p>Staffing for Garden to Table Kahui Ako teacher Only days</p>	<p>Feedback through community consultation. Survey Monkey survey Planning checks</p>	<p>Consistency across the school – parents know what to expect in terms of homework and SeeSaw communications. The Revised Curriculum is implemented as it becomes available. Policies regarding healthy food / recycling are followed within the school.</p>
<p><i>Review the appraisal system for all teachers and Principal (NELP 6.1)</i></p> <ul style="list-style-type: none"> <li>• <i>Review the Professional Growth Cycle for teachers</i></li> <li>• <i>Implement a timeline for completion</i></li> <li>• <i>Co-construct indicators for Professional Standards</i></li> </ul>	<p>Belinda B Senior Management team</p>		<p>Observation  Meeting discussions with DP and Principal recorded in appraisal docs.  Checklists</p>	<p>The Professional Growth Cycle will align with the timeline of expected outcomes.  Management team will be better able to complete comprehensive and informed judgements regarding effective teacher practice.  Goals will be more visible and more regularly considered (in terms of strategies for improvement).  More evidence of meeting the Professional Standards will be used upon which to base  Attestation decisions.</p>

# Strategic Goal 2: Culture and Inclusiveness

## Strategic Goal:

*Build a positive and inclusive school culture that develops connected, confident and engaged ākonga/students*

## Annual Target/Goal:

- *PB4L values, processes and practices are embedded into the school culture.*
- *We display knowledge and understanding of and respect for our unique community and its culture and heritage.*
- *Ownership and understanding of our WPS culture is evident and visible.*

<b>Actions:</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>How will we measure success?</b>	<b>Expected Outcomes</b>
<p>Communication <i>Evaluate the effectiveness of the various ways in which the school communicates with the parents. (NELP 2.1)</i></p> <ul style="list-style-type: none"> <li>• <i>Implement outcomes of the survey conducted in 2024</i></li> <li>• <i>Refine methods as feedback suggests</i></li> <li>• <i>Ensure communications are timely – one week prior to the event (unless circumstances don't allow).</i></li> <li>• <i>Plan a transition to the 'Hero' Student Management System to allow for a streamlined communication channel as well as a robust user-friendly data; behaviour; student support; tracking; reporting system.</i></li> </ul>	<p><i>Belinda B Teachers Dee F - PTA Liaison</i></p>	<p>Survey Monkey</p> <p>Workable Website</p> <p>HERO PLD and background setting up during the year.</p>	<p>Parent voice / Feedback</p> <p>Survey results</p> <p>Uptake of Seesaw views.</p>	<p>Parents will know where to easily access the information they need.</p> <p>Parents will be able to support their child's learning by seeing what their child/ren are doing in class.</p> <p>Parents will celebrate their child/ren in their learning.</p> <p>HERO and the associated APP will be ready for use with our community by the start of 2026.</p>
<p><i>Continue to build the cultural capabilities of akonga and kaiako. (NELP 5.2)</i></p> <ul style="list-style-type: none"> <li>• <i>Organise PD for teachers in te reo</i></li> <li>• <i>Act upon suggestions from recent iwi consultation</i></li> </ul>	<p>Sub-committee to organise Matariki Mel M Tutor in te reo, Harlen Keepa.</p>		<p>Increased use of te reo in class communications, everyday discussions, progress in levels of learning.</p> <p>Confidence levels.</p>	<p>Te reo Māori will be naturally included into communication with students, staff and whanau.</p> <p>All students will feel included and accepted (proud) as their culture is recognised and celebrated.</p>

<ul style="list-style-type: none"> <li>• <i>Establish a Pasifika Club</i></li> <li>• <i>Consider wider opportunities to recognise and celebrate a broader range of cultures.</i></li> </ul>	Mooka – Pasifika Club / Tara U			
<p><i>PB4L - continue to develop ways in which to foster our school values and behavioural expectations (NELP 1.1 AND 1.2)</i></p> <ul style="list-style-type: none"> <li>• <i>Revisit bullying survey, educate on strategies, definition and school processes.</i></li> <li>• <i>Develop relationships between Junior and Senior students - break down assumptions, build relationships, use of outdoor facilities, scooter track etc</i></li> <li>• <i>Continue to work on our behaviour management plan so the steps all teachers take to follow up behaviours are 'sealed tight'.</i></li> <li>• <i>Continuing to define majors and minors and what to do for each behaviour</i></li> <li>• <i>Feedback current behaviour data to staff at least once a term in staff meeting</i></li> <li>• <i>Ensure new staff are trained up- coincide with induction goals</i></li> <li>• <i>Create a Student PB4L team</i></li> <li>• <i>Weave more te reo into our PB4L system</i></li> <li>• <i>Continue to apply for funding to beautify the school</i></li> <li>• <i>Extend the visuals – displaying our values, Learner Profile, behaviour expectations.</i></li> </ul>	<p>Sarah H Belinda B Jordan M</p> <p>Sarah H</p> <p>Sarah H</p> <p>Sarah H</p>	<p>PB4L workshops – new teachers – relieving teacher / travel costs. Funding – Project Fund \$5000</p> <p>\$5000 project fund PB4L</p>	<p>Students – level / degree of behavioural incidents as recorded on etap.</p> <p>Feedback from students.</p> <p>Responses to survey.</p>	<p>Inappropriate behaviour levels within the school will decrease. Students will be better able to manage their responses / emotions.</p> <p>Relationships between teina / tuakana (older / younger) students will be positive and supportive.</p> <p>Younger students will feel 'comfortable' relating to older students.</p> <p>PB4L goal: <i>“to provide a positive school climate and to create a supportive environment for personal, social, and academic growth for students and staff”</i> is achieved.</p>
<p><i>Implement the suggestions from the Health Survey conducted in 2024</i></p>	<p>Belinda B Kara-Jane B</p>	<p>Survey Monkey</p>	<p>Results of the survey collated</p>	<p>We will be meeting the desired outcomes of our parents in Health, by providing a curriculum that covers the prescribed curriculum but also caters to parents suggestions / preferences.</p>

<p>Implement the 'Induction Programme' for new staff.</p> <ul style="list-style-type: none"><li>● Follow the timetable for induction – one day induction / check ins / feedback</li><li>● Check feedback suggestions have been incorporated into Induction programme</li><li>● Update 'Staff Information booklet' and link to Induction site.</li></ul>	<p>Jordan M</p>		<p>Feedback survey (already conducted) but to be repeated after 6 months with new staff.</p>	<p>New staff – within all areas of the school, will feel welcomed and have sufficient information to be able to complete their role satisfactorily.</p>
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# Strategic Goal 3: Engagement

## Strategic Goal:

*Build a collaborative and engaged community to support Waipu Primary School.*

## Annual Target/Goal:

- Work collaboratively within our Kahui Ako to better achieve our Waipu Primary School goals
- Whanau have a better understanding of how to better support their child's learning
- Staff are supported to accept leadership roles and opportunities within our school.

Actions	Who is Responsible	Resources Required?	How will we measure success?	Expected Outcomes
<p><i>Implement Innovative Learning Environment pedagogy (NELP 6.2)</i></p> <ul style="list-style-type: none"> <li>• <i>Focus on developing the 'Seven Principles of Learning' from the OECD –</i></li> <li>• <i>Focus on developing critical thinking and communications skills</i></li> <li>• <i>Innovative Learning Environment pedagogies are evident in classroom practice.</i></li> <li>• <i>Inquiry Learning based upon developing understandings as outlined in Te Mataiaho (understand / know/ do) are utilized to increase engagement in learning.</i></li> </ul>	<p>Belinda B Jordan M Kylie F</p> <p>All teachers</p>		<p>Three way learning conferences – communication child to parent.</p> <p>Cost of renovation. 5YA</p>	<p>All students will have an increased understanding of their own learning needs which will in turn lead to higher levels of engagement.</p> <p>Innovative (modern) learning pedagogies will be evident in classrooms / teacher practice.</p> <p>Students will work in ways which are evidence based and which supports students to 'learn how to learn'.</p> <p>Opportunities within our local environment will be utilised as part of our learning programmes.</p> <p>Planning format and delivery will be consistent across the school.</p>

<p><i>Learners demonstrate agency in their learning to improve their achievement outcomes. (NELP 6.2)</i></p> <ul style="list-style-type: none"> <li>• <i>Formative practice is evident – use of progressions in writing, children knowing where they are at, where to next, being able to articulate learning, and show evidence in their own work.</i></li> </ul>	<p>Amy E Hannah T-R</p>	<p>Writer's Toolbox e-asTTle for school wide writing assessment.</p>		<p>Students will develop universal understandings as a result of Inquiries.</p> <p>Assessment information will be used to inform teaching practice.</p> <p>Engaged learners who can talk about their learning and who can plan their own learning process.</p>
<p><i>Kahui Ako – involvement in initiatives...(NELP 5.1, 6.3)</i></p> <ul style="list-style-type: none"> <li>• <i>Pukekauri – trapping project</i></li> <li>• <i>Inventionators – continue to expand opportunities e.g. problem solving, music, visual art, science.</i></li> <li>• <i>Telling Our Stories – build on existing project work (Purakau with Takahiwi).</i></li> <li>• <i>Collaboration between four schools</i></li> <li>• <i>Implement Strategic goals for 2025</i></li> </ul>	<p>Kellie S– Within School Lead Jess B – Across School Lead Shirley W – Lead Principal Emma S-J Across School Lead.</p>	<p>Funding to pay for local iwi involvement</p>	<p>Student engagement in activities provided Observation / student voice in transition to BBC experience. Feedback from BBC</p>	<p>Year 6 students' transition to college will be seamless as they will have developed relationships with students from other schools prior to attending BBC.</p> <p>Students who have specialised interests / abilities will have been given the opportunity to develop these further.</p> <p>Conversations and planning will be underway to inform the development of our purakau.</p>
<p><i>Continue to extend Learning Opportunities offered to support learners (NELP 2.3)</i></p> <ul style="list-style-type: none"> <li>• <i>Beekeepers</i></li> <li>• <i>Choir / ukulele</i></li> <li>• <i>Garden to Table</i></li> <li>• <i>Reading Angels – additional support and recognition</i></li> </ul>	<p>Penny B Rebecca C</p>	<p>Funded through applications</p> <p>Additional staffing for G2T</p>	<p>Student Management System (SMS) entries to track special interests Engagement in activities provided Reading progress / assessment</p>	<p>Students who have specialised interests / abilities will have been given the opportunity to develop these further.</p> <p>Hauora will be enhanced as a result of engaging in these opportunities.</p>

# Strategic Goal 4: Physical Environment

## Strategic Goal:

*To enhance the facilities to foster a learning environment where our ākonga/students and staff are happy, connected and engaged.*

## Annual Target/Goal:

- *School playground equipment and playground will have been upgraded to promote use and safe play*
- *Ensuring we are providing a safe and healthy environment for our students, staff and whanau.*
- *Classrooms are fit for purpose and provide an attractive and comfortable work environment - including adequate furniture.*

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>How will we measure success?</b>	<b>Expected Outcomes</b>
<i>Complete AMS project - Rms 1 and 2 (doorway) Rms 7 and 8 refurbishment (NELP 1.3, 3.2)</i>	SCOPE Julie T / Belinda B Vaughan L	MoE funded for 5 YA projects	When the projects have been completed to our satisfaction.	Projects will be completed to our satisfaction.  Teachers will be utilising their new spaces effectively.
<i>Develop a 'big picture' collaborative plan where all stakeholders have a voice in contributing their ideas to this plan. The big picture plan will then determine a timeline and priority of further property projects.</i>	Belinda B	Consultation opportunities created  Time	A comprehensive plan/map/timeline will have been co-constructed.	A clear strategic, 'big picture' plan will have been mapped out with all stakeholders input and be ready to start implementing.
<i>Playground refresh and development:</i>  o Remove existing wooden structures – working bee  o Implement suggestions / recommendations from the Playground audit	PTA	Funding - PTA	Completion of new play equipment	Old/broken playground pieces of equipment will have been replaced.
<i>Complete a review of current classroom furniture in order to develop a plan for replacement.</i>  • <i>Audit classroom furniture</i>  • <i>Have costings developed for replacement</i>  • <i>Create a wish list of needed furniture items.</i>	Belinda B Vaughan L All Staff	Furniture Quotes Funding from internal and external sources ie. BoT unbudgeted funds; PTA funds; Grant money. Possible 10YPP funding.	An audit will have been completed	Updated furniture will be in classrooms.

<p><i>Develop a new 10 year plan / 5 YA</i></p> <ul style="list-style-type: none"> <li>● <i>Include upgrading of the senior girl's bathrooms</i></li> <li>● <i>Upgrade of the Workshop facility/room along with other identified areas of need across the school.</i></li> </ul>	<p>Property Management Group / Belinda B</p>	<p>MoE funding</p>		<p>The senior girls bathrooms will be a pleasure to use!</p> <p>Areas of significance will have been identified as part of the big picture planning session and included in the new 10 YPP.</p>
<p><i>Develop an updated Cyclical Maintenance (CM) Plan</i></p> <ul style="list-style-type: none"> <li>● <i>Use the new MoE CM template to map out cyclical maintenance spending over the next 10 years.</i></li> </ul>	<p>Property Management Group / Belinda B Vaughan L</p>	<p>BoT Funds if onboarding a PM to complete CM plan</p>	<p>CM Plan will be in place.</p>	<p>A clear Cyclical Maintenance Plan will have been developed, local contractors will be booked in to complete works on a scheduled timeline.</p> <p>The school will be looking loved.</p>
<p><i>Explore ways in which we can adopt a more 'Healthy' and sustainable practices.(NELP 6.2)</i></p> <ul style="list-style-type: none"> <li>o <i>Introduce the Enviroschools programme to reduce, reuse, recycle.</i></li> <li>o <i>Review school food policies and implement healthy choices</i></li> </ul>	<p>Rebecca C Kara-Jane B Belinda B</p> <p>Belinda B</p>	<p>Enviroschools programme</p>	<p>Amount of waste – skip empties per month. Contents of waste will be compostable.</p>	<p>The amount and nature of waste produced by the school will be reduced.</p> <p>Staff will be aware of the need to become more sustainable in their use of resources.</p> <p>Food and drinks provided by the school will be healthy / occasional (once a term) sweet treats.</p>

## ***Giving Effect to Te Tiriti o Waitangi***

*An inclusive school is one where all students are engaged and achieve through being present, participating, learning and belonging.*

*We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua.*

*Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making. "The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.*

*All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9. The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board, including by: - ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori - taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori - having equitable outcomes for Māori students.*

### **Waipu Primary School will:**

- Encourage the use of te reo with and by the children as part of the daily classroom programme
- Engage in staff development in te reo where possible
- Use the Ministry of Education documents - 'Ka Hikitea – Managing for Success', 'Ka Hikitea – Accelerating Success', 'Tataiako' to guide the development of school programmes and 'Hautu' as a review tool for the Board of Trustees.
- Use Kaumatua and other local resource people to support classroom programmes
- Involve representatives from the Māori community in any decisions affecting Māori students, policy making and programmes
- Include Māori student achievement in reports to the Board of Trustees
- Honour Te Tiriti O Waitangi
- Incorporate Local Histories teaching into the school curriculum

### **New Zealand's cultural diversity:**

The school will:

- Respect and recognise children's cultural and spiritual backgrounds
- Value the language children bring to school
- Develop class programmes to encourage the exploration of cultures, with a particular emphasis on Māori and Pasifika cultures which will be included in our curriculum structure
- Provide opportunities for children to share their cultures and celebrations
- Use the resources supplied by the Ministry of Education

### **What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?**

- All school assemblies begin with our national anthem sung first in Māori and then in English.



- A percentage of budget spending will be allocated to Māori resources.
- Incorporate teaching about local Māori history and culture into the Curriculum programmes.
- Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.
- Whole school will visit the local Marae annually – Takahiwai Marae.
- Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g children to say their mihi.
- Kapa haka (junior and senior) will be available on a weekly basis for approximately one hour. There will be efforts made to find performance opportunities and so every opportunity will be taken for the school kapa haka group, to perform publicly.
  - Taumata will be taken on a Monday for senior students – led by senior students.
  - Te Kohiri will be available to support developing student leaders

*What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?*

- All such requests will be given full and careful consideration by the Board of Trustees and regard will be given to: availability of personnel with the requisite skills and qualifications and the overall school financial position.

*What steps will be taken to discover the views and concerns of the school's Māori community?*

- Consultation with the Māori community on a regular basis.
- Parent interviews
- Open door policy and invitations for parent to express their opinions
- Information hui or gatherings – target key people to encourage participation by the Māori community
- Regular communication with the local Patuharekeke iwi – via Ari Carrington and Gina Murray

At present about 18% of our school roll is made up of Māori students.

*(Refer below for how, as a Kahui Ako, we're giving effect to Te Tiriti o Waitangi).*

English Medium Setting – what we do already within our individual kura and kahui Ako:

Tāonga Displays in office

Adding macrons to our school signage

Newsletter, website, signs in class,

NZLC, Matariki Festival, Readers / Inquiry

School Tikanga - powhiri, karakia to start meetings

Māori representation on BOT, PTA, Team Leaders, Curriculum Leaders, Assessment Team,

Patuharakeke presence in the kura - new staff pōwhiri

Ari's kōrero about this rohe

ANZHistories curriculum - PD

Staff involved in Te Reo PD

Wāhi haumarū

Videos home to whānau of te reo use

Part of who we are - Mahi o te ata / culture of kura

New learning - Maramataka (Māori calendar)

PD sessions - staff hui

School values

Pōwhiri / Karakia / Morning routines

End of day karakia

Kids realise the benefits of tuakana / teina relationships

All staff, kura representatives, ākonga to learn the compilation of a pepeha (supports connection & relationships)

A sense of pride in where we come from (as above), of how we feel when we sing our waiata from this area

We have a lot of connection with our local experts / kaumātua

Sharing local knowledge with us / whānau

Kanohi ki te kanohi with whanau for teachers to gain understanding of parents aspirations for their tamariki

Self determination - Genuine opportunity for children to set their own aspirations/goals and teachers planning around these goals to support children in their learning

Breakfast hui as an informal way for our community to come together to set goals and agree on next steps in learning

Wānanga/hui to share and discuss learning, education, transition to ece/school, parenting tools and strategies, support families etc

I roto i te pono me te aroha - genuine, sincere and with love and compassion - incorporating cultural values/dispositions such as manaakitanga, whakawhanaungatanga, kaitiakitanga, kotahitanga...woven into our daily curriculum

Mihi whakatau for each new family/child

Funds of knowledge from whanau to strengthen our understanding and inform practice

Commitment from teachers to improve, develop understanding

Language, tikanga, pūrākau, pakiwaitara

A large variety of cultural resources always available for tamariki to use to support learning trajectories

Whanau time - morning hui, each team starts with karakia, waiata

Kapa haka

Next steps: we identified the following:

English Medium Setting

Signage  
Murals  
Waharoa (Entryway to school)  
Ingoa (name) of syndicates  
More visits to the marae (new staff & students)  
Staff to do a version of their mihi (Pōwhiri / whakatau/Pepeha)  
More use of te reo by staff  
Kaumātua / Kuia coming to talk with tamariki - encourage  
Pūrākau of this area  
Communication to help with understanding for tikanga / kaupapa Māori  
Using maramataka for event planning  
Whānau consultation  
Kāhui Ako consultation with iwi  
Provide more opportunities for tamariki to display / share knowledge  
Shared decision making  
Student voice  
ANZ Histories - develop / align with Kāhui Ako goals  
Buddy classes to encourage / reinforce tuakana / teina  
Disrupt misconceptions / divisions perceived  
Develop understandings / knowledge of cultures / language  
Integration of the Mana Model into Learner Profiles  
Use of professional readings to develop understanding of Board / staff.