



HOME OF THE BAREFOOT LEARNER

Strategic Plan 2024 - 2026

Vision Statement:

We value the four pou of

Tōku Āhuru Mōwai *Belonging*

“He kāinga rua tēnei mōku, kua tau tōku mauri”

“ I feel at home, and can be myself”

Whanaungatanga *Connecting*

“Ka manaaki, ka tiaki hoki au i tāngata kē me tō tātou taiao”

“I care for and contribute to others and our environment”

Whakatōmene *Exploring*

“He pākiki, he auaha au. He pai ki a au te patapatai, e hiamō hoki ana au ki te tūhura i ngā mea hou”


“I am curious and creative. I enjoy asking questions, and I am excited about discovering new things”.

Whakapūawai *Thriving*


“He ākongā māia, manahau, hihiko au”

“ I am a confident, resilient and inspired learner”.

This strategic plan outlines the board’s work over the coming two years. It was developed based on community consultation and feedback, student achievement information and staff feedback. It is informed by government policy and legislation. This reflects the four pou of our vision statement.

GOAL	How will we achieve it?	How will we know if we achieved it (measuring success)?
<p>LITERACY and NUMERACY</p> <p>All students are thriving in literacy and numeracy</p> 	<ul style="list-style-type: none"> • All staff are trained in and consistently implement a Structured Literacy Approach to teaching literacy based on the iDEAL programme. • A within-school Kāhui Ako (community of learning) literacy leader supports the consistent implementation of a structured literacy approach across the school. • Individual student achievement in literacy and numeracy is regularly tracked and monitored, and this data is used to inform changes in teaching practice. • ESOL programmes are funded and delivered to all eligible students. • Students achieving below curriculum expectations receive additional support for literacy and numeracy. 	<p>Increased percentage of students who meet or exceed curriculum expectations for their age group in literacy, evidenced by student achievement data. Staff challenges and achievements in implementing the iDEAL programme are shared with the Board twice a year by the Literacy Leader.</p> <p>Increased equity in learning outcomes for Māori students, evidenced by student achievement data.</p> <p>Increased equity in learning outcomes for boys, evidenced by student achievement data.</p> <p>Staff report an increased knowledge and confidence in implementing a structured literacy approach.</p> <p>New baseline data is gathered in Mathematics and Literacy for ongoing tracking of student progress.</p> <p>Year-on-year progress for ESOL students against ESOL goals (set by MOE). Progress is measured using the ELLP Assessment for reading, writing, speaking and listening.</p> <p>Students achieving below curriculum expectations make a year's worth of progress in literacy, as reflected through student achievement data.</p> <p>Students achieving below curriculum expectations make a year's worth of progress in maths, as reflected through student achievement data.</p>

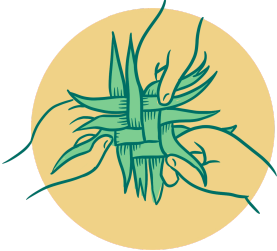
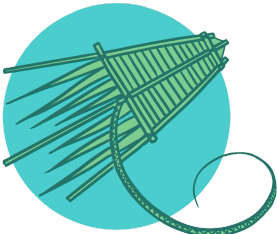
This goal works towards the Board objective of every student at the school achieving their highest educational standard and achieving equitable outcomes for Māori students.
 This goal gives effect to the NELP: [Barrier Free Access](#). Great education opportunities and outcomes are within reach for every learner.
 This goal gives effect to [Ka Hikitia](#) Ka Hāpaaitia | The Māori Education Strategy.

GOAL	How will we achieve it?	How will we know if we achieved it (measuring success)?
<p>TE AO MĀORI</p> <p>Aspects of te ao Māori and te tiriti are meaningfully woven into the life of the school.</p> 	<ul style="list-style-type: none"> • The local concept curriculum incorporates the NZ Histories curriculum, aligns with New Zealand Curriculum expectations for achievement in te reo māori, and incorporates the rongoā programme • Poutama Reo is used to gather baseline and improvement data from students and staff. • The Kawa document (outlines mana whenua protocol and expectations of behaviour) is reviewed in consultation with Ngāti Haumia and made available to all students and whānau. • A Within School Kāhui Ako leader is appointed to support this work. 	<p>Staff confidently implement a revised local concept curriculum. As evidenced by team planning documents and annual staff survey.</p> <p>Local iwi and hapū are connected with the everyday life of the school through termly hui.</p> <p>Increased board, staff and student competence in te reo Māori and tikanga.</p> <p>Board members, students and staff follow local tikanga as set out in the Kawa Document (Karakia, waiata, mihi whakatau for new whānau, staff and manuhiri). All students experience Kapa Haka and have the opportunity to perform in local events, as reflected in classroom or team planning.</p>

This goal works towards the Board objective of giving effect to Te Tiriti o Waitangi by taking all reasonable steps to increase our instruction in Te reo Māori and reflect local tikanga Māori, and by working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

This goal gives effect to the NELP: [Quality teaching and leadership](#). Quality teaching and leadership make the difference for learners and their whānau.

This goal gives effect to [Ka Hikitia](#) Ka Hāpaitia | The Māori Education Strategy.

GOAL	How will we achieve it?	How will we know if we achieved it (measuring success)?
<p>HAUORA</p> <p>We have a culture of hauora where students, staff and whānau are supported to actively engage in learning.</p>  	<ul style="list-style-type: none"> ● Students have the opportunity to participate in school events that build a sense of belonging and connection across the school (Tuakana/Teina) ● Whānau are welcomed, connected and informed about what is happening at school, with regular opportunities to become involved in school events. ● Learning programmes are focused on the holistic well-being of students and provide opportunities for: <ul style="list-style-type: none"> - Connecting with Te Taiao (the environment) - Student agency - Physical education and sport. - Art and cultural activities ● All students, staff, and whānau understand and embody the Paekākāriki 	<p>Students report and display a strong sense of belonging and connection across the school, as reflected in the annual student survey.</p> <p>Whānau are involved and engaged in the everyday life of the school, as evidenced by participation in at least one school activity (ie open afternoon, learning conferences)</p> <p>Termly plans and implementation reflect a range of holistic learning opportunities.</p> <p>Decline in major and crisis behaviours/incidents, as reported in Hero (reported to the board each term).</p> <p>Student behaviour reflects the Barefoot Learner Matrix and is positively reinforced</p>

	<p>School philosophy and behaviour approach.</p> <ul style="list-style-type: none"> ● Improve attendance through a range of positive, focused strategies. ● Improve student mental health and wellbeing through the implementation of the Mitey programme. ● Increased staff satisfaction and retention. 	<p>through PB4L programme, as reflected through annual PB4L data.</p> <p>Every Day Matters attendance reports show an improvement in student attendance Decreased proportion of students with low or very low attendance.</p> <p>Students feel safe and supported by others in the school environment (as measured in the annual student survey).</p> <p>Evidenced in staff wellbeing survey and low staff turnover.</p>
<p><i>This goal works towards the Board objective of ensuring the school is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights (New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993); and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</i></p> <p><i>This goal gives effect to the NELP: Learners at the centre. Learners with their whānau are at the centre of education.</i></p> <p><i>This goal gives effect to Ka Hikitia Ka Hāpaaitia The Māori Education Strategy.</i></p>		

Glossary

ELLP - English Language Learning Progressions

ESOL - English Speakers of Other Languages

Hapu - Sub tribe

Iwi - Tribe

Kahui Ako - a community of learning involving several schools in a defined geographical area. Usually kindergartens and primary schools that feed into a particular secondary school

Kapa Haka - Maori Performing Arts

Karakia - Recite ritual chants, Incantations

Kawa - Protocol and Customs

Mana whenua - Authoritarians of territorial tribal land, Ngaati Haumia ki Paekaakaariki, Indigenous rights

Manuhiri - Visitor, Guest

Mihi whakatau - Speeches of greeting, Official welcome, not a powhiri

PB4L - Positive Behaviour for Learning

Pou - (noun) post, upright, support, pole, pillar, goalpost, sustenance - Te Aka online

<https://maoridictionary.co.nz/search?idiom=&phrase=&proverb=&loan=&histLoanWords=&keywords=Pou>

Tamariki - Children

Te ao Māori - Maori world view

Te Tiriti - The Treaty of Waitangi

Tikanga - (noun) correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context . - Te Aka online

Tuakana/Teina - An older or more expert tuakana (brother, sister or cousin) helps and guides a younger or less expert teina (originally a younger sibling or cousin of the same gender). TKI -

<https://tereomaori.tki.org.nz/Curriculum-guidelines/Teaching-and-learning-te-reo-Maori/Aspects-of-planning/The-concept-of-a-tuakana-teina-relationship>

Waiata - song

Whānau - family

