



Poipoia te kākano kia puāwai – *Nurture the seed and it will thrive*

STRATEGIC & ANNUAL PLAN 2024–2025

(including information about who we are as a Kura)



Koraunui School

Koraunui School was established in 2005 after the merger of Kamahi and Stokes Valley Schools and resides on the original Stokes Valley School site. We are a state, co-educational contributing primary school have classes for students in Years 0 to 6 who are aged between 5 and 11 years. We offer both Auraki (mainstream) and Bi-lingual (Māori Medium Level 3) classes for our students. We have a maximum roll of 340 students, most of who reside within Stokes Valley.



Our students reflect the culturally and socio-economically diverse society in which we live. 45% identify NZ Māori as their first ethnicity, 31% identify as Pākehā/NZ European, 16% identify as Pacific Islands and 8% make up all other ethnic groups. We aim to build on New Zealand's bicultural heritage and the cultural strengths of our local community.

Our Vision

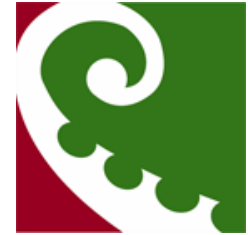
Poipoia te kākano kia puāwai – Nurture the seed and it will thrive

We aim to help every child to achieve personal success in their learning, competencies and skills they will need for life, working towards being the best version of themselves they can be. We accept that every person is a unique individual who brings their own history, knowledge, experiences and skills with them that they can apply to their learning and our school. Through our school KORAU values, CHOICE Theory practices, key competencies, high expectations and strong relationships, we will help build up tamariki, so they are prepared for challenges now and in the future.



Our KORAU Values

Koraunui School values, **Kind, Own, Respect, Aspire** and **Unite** underpin all we do at Koraunui School and lead us towards living our school vision. They are evident in our relationships, the way we all work with and relate to others, especially how the children learn to manage themselves and get along with others. The KORAU values were identified through consultation with our learning community and represent the collective beliefs of how we expect all people to act and manage themselves at Koraunui School.



Kind/Manaakitanga

We show Kindness to people and the environment.

Own/Rangatiratanga

We Own our own behaviour.

Respect/Whakaute

We Respect the rules, people, and the school.

Aspire/Wawata

We do quality work and strive for excellence.

Unite/Whanaungatanga

We work as a team / whanau. We are inclusive.

K O R A U

I W E S N

N N S P I

D P I T

I E R E

T C E

T

Te Tiriti o Waitangi

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 Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board of trustees, 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.

See [Māori Educational Success](#) .

Koraunui School's commitment to the principles of te Tiriti o Waitangi is reflected through the following:

Partnership and consultation

We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together with our school community to achieve the best environment for success for our tamariki. We access cultural advice as appropriate and consult with our Māori community in creating and maintaining our school charter/strategic plan so that it reflects local tikanga Māori, mātauranga Māori, and te ao Māori.

Protection and self-determination

We respect each person's [cultural diversity](#) and their right to follow their cultural direction. We take all reasonable steps to offer teaching in te reo Māori and tikanga Māori as part of the government's strategy to revitalise Māori language.

Participation

We promote equitable Māori achievement and equal opportunities for all members of the school community, including our staff and tamariki who need extra support at school. Tamariki will be empowered to achieve success through developing programmes of learning that reflect their culture and interests.

PRINCIPLES: Foundations of curriculum decision making (NZC)

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision making. These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity. Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored. All curriculum should be consistent with these eight statements:



High expectations: The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

While understanding that the journey may be longer and harder, Koraunui staff will never use home circumstances as an excuse to lower the learning expectation of any child. The hare may be fast, but it is often the persistent tortoise that will eventually make the most progress and achieve their potential. The ‘learning journey’, shared with the child and whanau, is the guide by which curriculum decisions are made.

Treaty of Waitangi: 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.

Both te reo Maori/English and English medium streams are open to all children at Koraunui School and is parental choice. Te reo Māori is accorded its rightful place in all classes, being incorporated into daily teaching practice. Staff are actively encouraged to increase personal proficiency with te reo Māori and English.

Cultural diversity: The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.

Staff will explore the cultural/spiritual norms of all ethnicities represented in the school, and give due consideration to these when making contextual decisions; with curriculum delivery and the day to day functioning of the school.

Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

The school willingly accepts all children, irrespective of learning needs, family background and ethnicity. New families will receive a warm, positive welcome and will know that the school staff have the best interests of the child as a priority. Koraunui School staff appreciate the need to actively assure parents of children with identified learning, health and behavioural needs that they are valued in the school setting.

Learning to Learn: The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

This will be achieved through clear and concise learning intentions and success criteria, co-constructed by teachers and pupils.

Community engagement: The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Teachers will actively draw on and expand the richness of knowledge all children have within their personal experiences, particularly those who come from a cultural background different to themselves - the teacher becoming the learner in these circumstances.

Coherence: The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Learning contexts will be developed that build on from prior knowledge, initially relate to the children's known environment and be expanded by provision of real experiences beyond the school gate and exploration through technologies available at Koraunui School.

Future focus: The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalization.

Programmes and practices that model and encourage children to pick up these challenges. Crystal ball gazing will be encouraged as we move towards a future that is often unknown. This will enable us to better plan to meet new challenges head on and in creative ways.



Key Competencies: Capabilities for living and lifelong learning (NZC)

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies five key competencies:

thinking

using language, symbols, and texts

managing self

relating to others

participating and contributing



Thinking is about using creative, critical, and meta-cognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency. Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

For a child to display intellectual curiosity we must ensure the school environment (in every sense) encourages this. There are four key areas that must be considered to ensure our children can become competent thinkers.

1. **That a desire to know 'stuff' is within a child's 'Quality World'**; something they value. For this to develop, a child's basic needs – survival, fun, freedom, power, love & belonging – need to be met.
2. **Children need to be able to take learning risks safely**; secure in the knowledge they will not be ridiculed by staff or other children.
3. **Learning contexts must be stimulating** and build on prior knowledge.
4. **Thinking 'tools'** need to be actively taught. Where these tools are not available, we will make use of a range of other tools that have been developed throughout time and as technology has changed and evolved our thinking. We will use learning from the past to inform how we work in the future so we do not make the same mistakes as those who have gone before us. The development of everyday tools such as the wheel, gardening and carpentry tools are an example of evolved thinking and technology meeting.

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement,

metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Many children entering Koraunui School arrive with minimal preparatory skills. Significant development in oracy is a necessity to prepare them for successful growth in literacy and numeracy. Some children arrive to school with preparatory skills well established and their needs are equally important and should not be held back. NZ research through the best evidence synthesis informs that the first year of learning is vital in ensuring success in later years. Our challenge is to accelerate the acquisition of skills in this first year, to ensure children can access the curriculum in later years. Transition to school and Year One programme developments are a core focus at Koraunui School. There is increasing participation from ECE centres in school programmes; for example the PMP programme, As children progress through the school, learning intentions and success criteria become increasingly co-constructed and children take on ownership of the learning process. It is also important to consider parental educational needs and staff encourage active participation by whanau in the learning programmes at school.

Managing self is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

A school utilising choice theory principles resists punishing and encourages personal responsibility. When self-management is an issue, the same principles apply to this area as in any other learning area. For example, if a child is unreliable, they are taught the skills inherent in being reliable and encouraged to practice them, receiving meaningful feedback along the way. Opportunities to develop strong self-management and self-reliance skills are proactively introduced. For example, Year 6 children are expected to earn their way to the school camp through Work Club and 50c stall fundraising.

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas. Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

This competency is directly taught through Choice Theory and is key to successful learning in all other areas. Damaging behaviours, such as bullying, are addressed by teaching children a more effective way of relating to others. Natural consequences, known prior to a choice being made, replace punishment. Opportunities for co-operative work are provided, taking leadership roles nurtured. For example, the tuakana/teina approach inherent in whanau classes and the buddies programme. Research tells us that a child requires a positive and supportive relationship with the teacher to progress well. Organisational structures are developed, where possible, to minimise disruption to learning, by keeping children with the same teacher if the relationship is positive and evidenced by learning progress.

Participating and contributing is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group. Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

Sporting and cultural activities strongly support the development of these competencies within the school. Examples of the many activities Koraunui School offers are Kapahaka (performance and participation groups), Pasifika, Huttfest, a myriad of sporting opportunities: basketball, netball, cricket, swimming, touch. We also have a focus of physical and mental wellbeing through school based learning opportunities that involve bubble blowing, regular star jump and burpee exercises along with open air meditation in the native tree grove that we have established on the school grounds. The school also engages in community events, helping children to understand their place in the Stokes Valley community. For example: Marae open days and village fairs.



Vision & Our Strategic Aims



Goal 1: Academic Excellence and Bilingual Proficiency

Objective 1: Enhance Literacy and Numeracy Skills

- Implement evidence-based teaching methods to improve students' literacy and numeracy outcomes in both English, Māori.
- Offer targeted support and interventions to students who require additional assistance with their learning.

Objective 2: Foster Bilingual Proficiency

- Strengthen the teaching of te reo and tikanga Māori to promote fluency and cultural understanding among students and staff.
- Provide ongoing professional development for teachers to enhance their competency in bilingual education.

Goal 2: Nurturing Inclusive Learning Environments

Objective 1: Optimal Learning Spaces

- Maintain and enhance classrooms to create comfortable, stimulating, and culturally relevant learning environments for all students.
- Develop learning spaces that incorporate Māori culture and values to foster a sense of belonging and identity.

Objective 2: Celebrating Student Achievements

- Establish a comprehensive system for displaying and celebrating students' work, achievements, and cultural expressions across the school premises.
- Conduct regular cultural events and performances to showcase the cultural identity of students through, songs/waiata, karakia, and customs, strengthening cultural pride and identity.

Goal 3: Safety, Well-being, and Community Engagement

Objective 1: Safe and Accessible Environment

- Address any maintenance issues promptly to maintain a clean and hazard-free learning environment.

Objective 2: Strong Community Partnerships

- Strengthen partnerships with the local Māori and Pacific Island community to promote cultural integration and understanding.
- Engage parents and whanau in regular communication and involvement in their children's education journey.

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Goal 4: Holistic Development and Health

Objective 1: Utilizing the school environment for Education and Well-being

- Optimize the use of the school's existing facilities for both fun activities and education to support students' physical and mental well-being. Offer targeted support and interventions to students who require additional assistance with their learning.
- Integrate physical activity into the curriculum to develop confidence and skills among all students.

Objective 2: Promoting Holistic Growth

- Provide and promote a wide range of extracurricular activities, including arts, sports, music, and recreational opportunities to enhance students' confidence and well-rounded skills. Emphasize the importance of
- unstructured play to promote creativity, problem-solving, self-management and overall development.

Goal 5: Continuous Improvement and Leadership

Objective 1: Professional Development and Teacher Support

- Invest in ongoing professional development to equip teachers with the necessary skills and knowledge for bilingual education and cultural competency.
- Create a supportive environment for teachers through peer mentoring and regular feedback to promote continuous growth.

Objective 2: Strong Leadership and Vision

- Establish a clear vision and strategic direction for the school, emphasizing the importance of bilingual education and cultural preservation.
- Strengthen leadership capabilities to effectively manage the school's growth and meet the unique needs of the bilingual community.

Strategic & Annual Goals



Vision Statement: Poipoia te kākano kia puāwai – *Nurture the seed and it will thrive*

Refer Regulation 7 (a)

Summary of the information used to develop this plan/How did you create this plan

We carried our consultation with our school community and staff. This provided us with initial information that we used to develop strategic goals and objectives. These were put out to our community again for feedback and input. We also approached our local Marae to seek their input. We are working to strengthen our relationship with them and having their input into our goals and direction as a school is important to us. Refer Regulation 7 (c)

Strategic Goals

These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.

Refer Regulations 7(1)(b)

Goal 1: Academic Excellence and Bilingual Proficiency

Which Board Primary Objective does this strategic goal work towards meeting?

These are set out in Section 127 of the Education and Training Act 2020.

Refer Regulations 7(1)(b)

Objective 1: Enhance Literacy and Numeracy Skills

- Implement evidence-based teaching methods to improve students' literacy and numeracy outcomes in both English, Māori.
- Offer targeted support and interventions to students who require additional assistance with their learning.

Objective 2: Foster Bilingual Proficiency

- Strengthen the teaching of te reo and tikanga Māori to promote fluency and cultural understanding among students and staff.
- Provide ongoing professional development for teachers to enhance their competency in bilingual education.

Annual Goal/s

These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives

Refer Regulations 7(1)(e)

Objective 1

- Staff will work collaboratively to improve their knowledge and teaching of writing across the school. Knowledge and approaches used in teaching of structured literacy will be used to make connections across the literacy curriculum.

Objective 2

- Building te reo Māori and tikanga Māori across the school with a focus on assemblies, hui, waiata, karakia and tikanga. The use of te reo will be included in everyday interactions around the school.

Links to Education requirements

This includes National Education Learning Priorities, education strategies or plans and curriculum statements.

Refer Regulations 7(d)

Objective 1

NELP: Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

NELP: Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

	<p><u>Objective 2</u> NELP: Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>
<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i> Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> We will see writing outcomes improve at the same rate as reading and mathematics. Tamariki will have improved skills and knowledge of writing this will be evident in their writing across the curriculum. Teachers will upskill their practice and will provide effective teaching of writing across the school. This will complement the Structured Literacy approach we are using. Teachers will use data and information they collect about tamariki needs, progress and achievement in their planning. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> The use of te reo Māori will be more evident across the school and will be used in authentic situations. Staff and tamariki have a good understanding of tikanga Māori and the tikanga of our Kura. Staff will continue to take up opportunities to upskill in te reo Māori and tikanga Māori.
<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals – these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i> Refer Regulations 7(e), 7(f)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> Provide teaching staff with opportunities to develop their understanding and teaching of writing within our school, the Kahui Ako and through outside facilitators. Provide tamariki with a range of learning experiences across the curriculum where they can engage in and apply writing skills. Ensure all tamariki are able to access the curriculum through meaningful and targeted teaching. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> Provide staff with opportunities to engage in te reo Māori PLD. Continue to include cultures and interests of tamariki in planning and teaching across the school. Ensure all tamariki are able to access the curriculum through meaningful and targeted teaching.
<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i> Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> We will be able to track writing through the work tamariki produce and with our writing matrix. Regular writing moderation sessions will provide teachers the opportunity to discuss and monitor the effectiveness of teaching. Analysis of mid-year and end of year data and target groups to see if our teaching is meeting the needs of identified tamariki. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> There will be an increase in te reo Māori used across the school. Staff and tamariki will develop their understanding of te reo Māori and tikanga Māori and be able to apply this in meaningful contexts. We will receive regular feedback from our whānau about how we are doing and what they want for their tamariki.
<p>Responsibility <i>Who will be involved?</i></p>	<ul style="list-style-type: none"> All teaching staff Colleagues from our Kahui Ako RTLB and other outside supports
<p>Timeframe <i>When will the work take place during the year?</i></p>	<ul style="list-style-type: none"> Terms 1-4

<p>Review How did we go? What did we achieve?</p>	<p><u>Term 1</u> • <u>Term 2</u> • <u>Term 3</u> • <u>Term 4</u> •</p>
<p>Strategic Goals These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need. Refer Regulations 7(1)(b)</p>	<p>Goal 2: Nurturing Inclusive Learning Environments</p>
<p>Which Board Primary Objective does this strategic goal work towards meeting? These are set out in Section 127 of the Education and Training Act 2020. Refer Regulations 7(1)(b)</p>	<p>Objective 1: Optimal Learning Spaces</p> <ul style="list-style-type: none"> • Maintain and enhance classrooms to create comfortable, stimulating, and culturally relevant learning environments for all students. • Develop learning spaces that incorporate Māori culture and values to foster a sense of belonging and identity. <p>Objective 2: Celebrating Student Achievements</p> <ul style="list-style-type: none"> • Establish a comprehensive system for displaying and celebrating students' work, achievements, and cultural expressions across the school premises. • Conduct regular cultural events and performances to showcase the cultural identity of students through, songs/waiata, karakia, and customs, strengthening cultural pride and identity.
<p>Annual Goal/s These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives Refer Regulations 7(1)(e)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Cater for the cultures, interests and make up of classes within the classroom spaces and across the school through intentional groupings across the curriculum and through creating stimulating classroom environments that reflect tamariki in them. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • Re-write DMIC problems (when necessary), changing the context of the questions to reflect the culture, interests and tamariki in our classes, making them more relevant and meaningful to them.
<p>Links to Education requirements This includes National Education Learning Priorities, education strategies or plans and curriculum statements. Refer Regulations 7(d)</p>	<p><u>Objective 1</u> NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs NELP: Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. NELP: Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>Objective 2</u> NELP: Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. NELP: Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>
<p>What do you expect to see? What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Careful consideration is given to the make up of classes and when possible within the teams tamariki are placed in a class where they will best be able to engage and thrive in the curriculum and culture. This will happen through discussions between teachers and whānau input will be sought.

<p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<ul style="list-style-type: none"> Teachers will be able to target teaching to the cultures and needs of tamariki. This will lead to better student engagement and progress across the curriculum. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> DMIC booklets will be used across the school for teaching mathematics. The context of the problems will be re-written to reflect the make-up of the classroom when required. Context may be the same for the school and teams or vary from class to class. Targeting the mathematics lessons to the culture and interests of tamariki will lead to better student engagement and progress across the curriculum.
<p>How will we achieve or make progress towards our strategic goals?</p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> Towards the end of the year teachers work collaboratively to organise classes for the following year. These will be finalised after all consultation and discussions are completed. Where possible and where it will be effective, the culture of tamariki, dynamics between tamariki and interests will form the basis of decision making. Whānau input will be sought as required. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> As per the assessment overview, we will go through anticipations for DMIC questions in the first week and fifth week of the term. At this time the context of the questions will be considered and discussed. If necessary, these will be changed to reflect tamariki in the classes.
<p>How will you measure success?</p> <p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> Visually classrooms will reflect tamariki who are in them. Class make-up and groups will be reflective of culture, identity and interests. Teaching programmes will be targeted at tamariki in classes. We will see more tamariki engaged in learning and making progress across the curriculum. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> Teaching programmes will be targeted at tamariki in classes. We will see more tamariki engaged in learning and making progress across the mathematics. No More Marking, the work tamariki produce and teacher judgements based on the Mathematic Elaborations will be used to assess and moderated Mathematics. Record of progress and achievement will be recorded in eTap.
<p>Responsibility</p> <p><i>Who will be involved?</i></p>	<ul style="list-style-type: none"> All teaching staff Colleagues from our Kahui Ako DMIC Mentors and other outside supports
<p>Timeframe</p> <p><i>When will the work take place during the year?</i></p>	<p>Terms 1-4</p>
<p>Review</p> <p><i>How did we go? What did we achieve?</i></p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <p><u>Term 4</u></p> <ul style="list-style-type: none">

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i> Refer Regulations 7(1)(b)</p>	<p>Goal 3: Safety, Well-being, and Community Engagement</p>
<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i> Refer Regulations 7(1)(b)</p>	<p><u>Objective 1: Safe and Accessible Environment</u></p> <ul style="list-style-type: none"> • Address any maintenance issues promptly to maintain a clean and hazard-free learning environment. <p><u>Objective 2: Strong Community Partnerships</u></p> <ul style="list-style-type: none"> • Strengthen partnerships with the local Māori and Pacific Island community to promote cultural integration and understanding. • Engage parents and whanau in regular communication and involvement in their children's education journey.
<p>Annual Goals/s <i>These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives</i> Refer Regulations 7(1)(e)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Ensure the “red book” is used to record identified hazards and work required around the school to keep it as safe as possible. Work required for hazards and health and safety are to be recorded as priority to be completed first. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • Re-engage and connect with local Marae, Kohanga reo and ECE to build relationships with whānau.
<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)</p>	<p><u>Objective 1</u> NELP: Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p> <p><u>Objective 2</u> NELP: Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>
<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i> Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • The “red book” is used effectively to record identified hazards and work required around the school to keep it as safe as possible. • work will be carried out by the appropriate person in a timely manner, with preference given to health & safety and hazards identified. • The school will be maintained and kept safe for tamariki, staff and our school whānau. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • We will have strong relationships with local Marae, Kohanga reo and ECE. • Communication will be both ways and authentic. • Regular visits will take place at school and local Marae, Kohanga reo and ECE.
<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Daily communication with the caretaker about the work that is required and that has been completed. • Where trades people are required for work, this is organised and carried out in a timely manner. • We will budget funds, as we can, for the identified and planned work required. <p><u>Objective 2</u></p>

<p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<ul style="list-style-type: none"> • Plan to hold regular whānau hui and fono for our school community to identify their desires for their tamariki and to share school plans. • Actively work to make connections and plan for hui both at school and at the local Marae, Kohanga reo and ECE. • Identify key people who need to be involved in conversations and building relationship. • Plan visits to the local Marae for tamariki.
<p>How will you measure success?</p> <p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Work will be recorded in the red book as it is identified and jobs will be completed in a timely manner. • Health & safety and hazards identified will be completed first. • Work will be signed off as completed in the red book. • The school will be a safe environment. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • We will have re-established strong and authentic relationships with the local Marae, Kohanga reo and ECE that we can link into our school curriculum and involvement in the community.
<p>Responsibility</p> <p><i>Who will be involved?</i></p>	<ul style="list-style-type: none"> • School Leadership and Board • All teaching staff and support staff •
<p>Timeframe</p> <p><i>When will the work take place during the year?</i></p>	<p>Terms 1-4</p>
<p>Review</p> <p><i>How did we go? What did we achieve?</i></p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • <p><u>Term 2</u></p> <ul style="list-style-type: none"> • <p><u>Term 3</u></p> <ul style="list-style-type: none"> • <p><u>Term 4</u></p> <ul style="list-style-type: none"> •

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i> Refer Regulations 7(1)(b)</p>	<p>Goal 4: Holistic Development and Health</p>
<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i> Refer Regulations 7(1)(b)</p>	<p>Objective 1: Utilizing the school environment for Education and Well-being</p> <ul style="list-style-type: none"> • Optimize the use of the school's existing facilities for both fun activities and education to support students' physical and mental well-being. Offer targeted support and interventions to students who require additional assistance with their learning. • Integrate physical activity into the curriculum to develop confidence and skills among all students. <p>Objective 2: Promoting Holistic Growth</p> <ul style="list-style-type: none"> • Provide and promote a wide range of extracurricular activities, including arts, sports, music, and recreational opportunities to enhance students' confidence and well-rounded skills. • Emphasize the importance of unstructured play to promote creativity, problem-solving, self-management and overall development.
<p>Annual Goals/s <i>These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives</i> Refer Regulations 7(1)(e)</p>	<p>Objective 1</p> <ul style="list-style-type: none"> • Work with the MoE and advisors to create a sensory room in Room 11 for tamariki who require this type of environment as a part of their learning. <p>Objective 2</p> <ul style="list-style-type: none"> • Learn about and introduce the Mana Potential approach to building relationships and managing emotions across the school, pulling together PB4L, CHOICE Theory and school processes.
<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)</p>	<p>Objective 1 NELP: Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>Objective 2 NELP: Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>
<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i> Refer Regulations 7(g)</p>	<p>Objective 1</p> <ul style="list-style-type: none"> • We will have a sensory room that will be fit for purpose and will meet the needs of tamariki. <p>Objective 2</p> <ul style="list-style-type: none"> • We will be using Mana Potential effectively across the school in a way that will help tamariki build and maintain relationships and manage their behaviours. • Approaches already established across the school will be incorporated into Mana Potential. • All staff will be using the language and classroom environments will reflect Mana Potential.
<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work</i></p>	<p>Objective 1</p> <ul style="list-style-type: none"> • We will work with our MoE advisors to identify what is required for a sensory room and to source funding for this.

<p>towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</p> <p>These must be based on the identities, needs and aspirations of your school community.</p> <p>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <p>Refer Regulations 7(e), 7(f)</p>	<ul style="list-style-type: none"> • Staff will identify tamariki who might benefit from a sensory room and discuss this with the leadership team and whānau. • We will source equipment required for the sensory room that meets the needs of tamariki. • Upskill staff so the sensory room can be used effectively. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • PLD staff meetings run by Angeline McDonald. • We will build our knowledge and understanding of Mana Potential as we implement this across the school. • Mana Potential will be effectively used across the school.
<p>How will you measure success?</p> <p>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</p> <p>Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • We will have a fit for purpose sensory room that is being used effectively for tamariki who will benefit from this. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • Mana Potential will be used effectively and consistently across the school. • Staff and tamariki will use the language and approach for relationship and behaviour management.
<p>Responsibility</p> <p>Who will be involved?</p>	<ul style="list-style-type: none"> • MoE • School Leadership • All teaching staff • Colleagues from our Kahui Ako • Angeline McDonald (Mana Potential) • RTL
<p>Timeframe</p> <p>When will the work take place during the year?</p>	<p>Terms 1-4</p>
<p>Review</p> <p>How did we go? What did we achieve?</p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • <p><u>Term 2</u></p> <ul style="list-style-type: none"> • <p><u>Term 3</u></p> <ul style="list-style-type: none"> • <p><u>Term 4</u></p> <ul style="list-style-type: none"> •

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i> Refer Regulations 7(1)(b)</p>	<p>Goal 5: Continuous Improvement and Leadership</p>
<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i> Refer Regulations 7(1)(b)</p>	<p>Objective 1: Professional Development and Teacher Support</p> <ul style="list-style-type: none"> Invest in ongoing professional development to equip teachers with the necessary skills and knowledge for bilingual education and cultural competency. Create a supportive environment for teachers through peer mentoring and regular feedback to promote continuous growth. <p>Objective 2: Strong Leadership and Vision</p> <ul style="list-style-type: none"> Establish a clear vision and strategic direction for the school, emphasizing the importance of bilingual education and cultural preservation. Strengthen leadership capabilities to effectively manage the school's growth and meet the unique needs of the bilingual community.
<p>Annual Goal/s <i>These are the specific focus areas that have been identified for the current year that relate to the Strategic Goal and Objectives</i> Refer Regulations 7(1)(e)</p>	<p>Objective 1</p> <ul style="list-style-type: none"> Complete the final part of DMIC PLD “Lesson Study” that will provide teachers with the opportunity to reflect on their teaching practice and receive feedback from a colleague, leading to consolidating effective teaching practices across the school. <p>Objective 2</p> <ul style="list-style-type: none"> Teachers who took part in Kahui Ako Part 1 Leadership Incubator workshops will be provided the opportunity to take further develop their leadership skills in part 2 during 2024.
<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)</p>	<p>Objective 1 NELP: Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. NELP: Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> <p>Objective 2 NELP: Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. NELP: Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>
<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set</i></p>	<p>Objective 1</p> <ul style="list-style-type: none"> All aspects of DMIC will be consistently and effectively implemented across the school. Teachers will be using data and information gathered to hone their teaching practice and target teaching to the needs of tamariki. <p>Objective 2</p> <ul style="list-style-type: none"> Teachers who have engaged in leadership learning will use the knowledge and skills they have learnt in their work and roles at school.

<p><i>and actions you will take?</i> Refer Regulations 7(g)</p>	<ul style="list-style-type: none"> • Leaders will be developed across the school and provided with the opportunity to use their skills within the school and across the Kahui Ako.
<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i> Refer Regulations 7(e), 7(f)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Teaching staff will work alongside DMIC facilitators building their knowledge and skills in teaching mathematics. • Implement teaching approaches in a way that meet the needs of tamariki in the classes. • Teachers to work collaboratively and support each other as we embed all aspects of teaching mathematics and DMIC across the school. • Ensure all teachers are following the school processes for teaching mathematics. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • Identified teachers will take part in Kahui Ako Incubator workshops and work towards achieving goals they set as a part of this. • Teachers will be provided the opportunity to lead in areas of strength and/or interest within the school and across the Kahui Ako. • School leadership to actively support teachers in developing leadership skills and using these for the benefit of tamariki, colleagues, peers and the school community.
<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i> Refer Regulations 7(g)</p>	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Teachers will identify strengths and areas for development, adapting their teaching practice where appropriate following observing their teaching and discussions with a colleague. • Teaching approaches and lessons will reflect tamariki in the classes and their needs. • Using the DMIC approach to teaching mathematics, we will tamariki will engage learning and make progress achieving personal success. <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • Teachers will use their leadership skills in all aspects of their role. • Teachers will take on leadership roles successfully across the school and within the Kahui Ako sharing responsibilities and growing the capability of our staff and colleagues.
<p>Responsibility <i>Who will be involved?</i></p>	<ul style="list-style-type: none"> • All teaching staff • Colleagues from our Kahui Ako • DMIC Mentors and other outside supports
<p>Timeframe <i>When will the work take place during the year?</i></p>	<p>Terms 1-4</p>
<p>Review <i>How did we go? What did we achieve?</i></p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • <p><u>Term 2</u></p> <ul style="list-style-type: none"> • <p><u>Term 3</u></p> <ul style="list-style-type: none"> • <p><u>Term 4</u></p> <ul style="list-style-type: none"> •

Annual Targets 2024





School Name:	Koraunui School	School Number:	2100
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Strategic Aim:	<ul style="list-style-type: none">• Children who achieve to nationally recognised standards.• Children who are future focused and as such are more environmentally aware and ethical in practices.• Children who are risk takers in their learning.
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Annual Aim:	To improve the progress and achievement levels for writing
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Target:	<p>Identified students in each group will achieve the target set for them as outlined below (2024 Year levels)</p> <p>Year 3 Group 1 (all 5 students working at Level 1P will be working at Level 2B at the end of the year) Group 2 (all 5 students working at Level 1B/P will be working at Level 1A at the end of the year)</p> <p>Year 4 Group 1 (all 6 students working at Level 1A will be working at Level 2P at the end of the year) Group 2 (all 3 students working at Level 1P will be working at Level 2B at the end of the year)</p> <p>Year 5 Group 1 (all 6 students working at Level 2P will be working at Level 3B at the end of the year) Group 2 (all 4 students working at Level 2B will be working at Level 2A at the end of the year)</p> <p>Year 6 Group 1 (all 4 students working at Level 2A will be working at Level 3P at the end of the year) Group 2 (all 4 students working at Level 2B/2P will be working at Level 3B at the end of the year)</p>
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Baseline Data:	<p><u>2023 End of Year Data: Writing (2023 Year levels)</u></p> <p>Year 2 6/22 (27%) of all students in Year 2 at the end of 2023 were working at or above the expected writing curriculum level.</p> <p>Year 3 8/36 (22%) of all students in Year 3 at the end of 2023 were working at or above the expected writing curriculum level.</p> <p>Year 4 9/24 (37%) of all students in Year 4 at the end of 2023 were working at or above the expected writing curriculum level.</p> <p>Year 5 8/25 (32%) of all students in Year 5 at the end of 2023 were working at or above the expected writing curriculum level.</p>
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Specific Actions to be completed	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify writing levels and learning needs using the writing matrix, teacher knowledge and observations along with the previous years progress and achievement information in Term 1.</p> <p>Specifically identify the students who make up the target groups. These students are working below the expected curriculum level.</p> <p>Link writing into the structured literacy approach across the school. Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Teacher to take part in PLD within our school and across the Kahui Ako.</p> <p>Ensure our Literacy Implementation Folder is a living document and reflects current practices.</p> <p>Use reading and writing matrices as formative assessment tools, recording what students can do and identifying next steps.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Encouraging parents to be actively involved with literacy at home, being specific about what their children's needs/gaps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach and support based on need.</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate and staff meetings throughout the year.</p>	<p>Term 1 – on-going throughout the year</p> <p>On-going</p> 	<p>Leadership Team, syndicates and teaching teams</p> 	<p>Target groups identified and recorded. These are shared with teachers so they are clear about who their target children are.</p> <p>On-going monitoring of identified students and progress through the work they do.</p> <p>Annual target students are included in teacher planning and monitoring documents.</p> <p>Writing will be linked into Structured Literacy across the school.</p> <p>We will evaluate the impact Structured Literacy is having on learners throughout the year and connections to the writing programme.</p> <p>Our Literacy Implementation Folder will reflect our approach to teaching literacy.</p> <p>Active support structures are built between home and school for identified students. Parents are able to support learning at home.</p> <p>Student's work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness.</p> <p>Formative assessments will inform next steps and focus areas.</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p>Planning for next year:</p> <ul style="list-style-type: none"> •