# .Richmond School's 2025 one year Strategic Plan – highlighted in green below

| OVERALL GOAL INTRODUCTION | To implement the second year of our 2 year Te Whakakārahu Kātahi Strategic Plan 2024 – 2025. |
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**Te Whakakārahu Kātahi is intended to support schools to:**

1. Give effect to Te Tiriti o Waitangi and support Māori-Crown relationships.
2. Prioritise actions to achieve equitable outcomes for all ākonga through an inclusive process and delivering a high quality curriculum.
3. Build relationships with communities.
4. Build trust through a transparent process.
5. Continuously improve to meet goals.
6. Adapt to their communities' changing needs.

## KEY DATES

| Year 1 - 2024 | Year 2 - 2025 | Year 1 (next Plan) - 2026 (to align with Board Elections) |
|---|---|---|
| 1st January<br>- Strategic plan effective from this date.<br><br>1st March<br>- Strategic plan published and submitted to the Ministry of Education.<br><br>31st March<br>- Annual implementation plan prepared and published.<br><br>- As soon as practicable following the completion of the audited annual financial statements the school board must ensure that its annual report is available to the public on a website maintained by or on behalf of the school board (s136 Education and Training Act 2020).<br><br>31st May<br>Annual report published and submitted to the Ministry of Education. | 31st March<br>- Annual implementation plan prepared and published.<br><br>31st May<br>- Annual report published and submitted to the Ministry of Education.<br><br>- As soon as practicable following the completion of the audited annual financial statements the school board must ensure that its annual report is available to the public on a website maintained by or on behalf of the school board (s136 Education and Training Act 2020).<br><br>31st December<br>- Strategic plan expires. | 1st January<br>- Strategic plan effective from this date.<br><br>1st March<br>- Strategic plan published and submitted to the Ministry of Education.<br><br>31st March<br>- Annual implementation plan prepared and published.<br><br>- As soon as practicable following the completion of the audited annual financial statements the school board must ensure that its annual report is available to the public on a website maintained by or on behalf of the school board (s136 Education and Training Act 2020<br><br>31st May<br>- Annual report published and submitted to the Ministry of Education. |

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| 17 | To determine how we implement the NELPs (the National Education Learning Priorities), to review and revise what we are doing – annually and at each Board meeting. | 50-51 |
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| 20 | To follow the school's 5 Year Property Plan and Maintenance schedule. | 56-57 |

| Action 1 | To prepare, implement and publish our 2 year Te Whakakārahu Kātahi Strategic Plan, annual implementation Plan and Annual Report requirements. | | | |
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| **Strategic Planning Actions** | **Who is responsible** | **Actions/Resources required** | **Timeframe** | **How will you measure success?** |
| Ensure the Board and Management know and understand the new Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. | Board. Management. | Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. | 2024 – 2025. | Board members and Management speaking competently about their roles and the new Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. |
| To implement the planning and reporting practices and processes that will are needed to be completed in terms of the new Planning and Reporting legislative requirements, and adapt our current practices and processes as necessary. | Board. Management. | Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. | 2024 – 2025. | Successfully undertaking the planning and reporting requirements. |
| If required when we are allocated an ERO Evaluation Partner to work with them   - for support and guidance. | Board. Management. ERO partner. NZSTA if deemed necessary. | Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. NZSTA support documents and personnel. | 2024 – 2025. | Successful, useful partnership established (once we are allocated an ERO Evaluation Partner). |
| To determine how well your school is meeting the board's primary objectives (including how well we are giving effect to te Tiriti o Waitangi) and then determine next steps, including where or who to go to for help. | Board. Management. | Self-review programme. | 2024 – 2025. | Board to undertake a review to determine how well your school is meeting the board's primary objectives. |

# Action 1 - Evaluation

| We have: | Updated Status | Comments | Date of review |
|---|---|---|---|
| Ensure the Board and Management know and understand the new Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. | **In progress** | | |
| To implement the planning and reporting practices and processes that will are needed to be completed in terms of the new Planning and Reporting legislative requirements, and adapt our current practices and processes as necessary. | **In progress** | | |
| If required when we are allocated an ERO Evaluation Partner to work with them   - for support and guidance. | **In progress** | | |
| To determine how well your school is meeting the board's primary objectives (including how well we are giving effect to te Tiriti o Waitangi) and then determine next steps, including where or who to go to for help. | **In progress** | | |

| Action 2 | To proactively involve our school community in our Strategic Planning and genuinely seek their opinions and determine their aspirations and encourage them to participate in our school's planning. |
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- Understand who is part of your school and what you know about these whānau and communities.
- Identify who in your school community needs more support to contribute.
- Identify if some groups within your community would like specific, trusted representatives that can work with the board on their behalf.
- Assess the strength of your existing relationships and endeavour to boost these.

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| To identify people/whānau/iwi/groups to be targeted (our school's stakeholders). | Management. Staff. Board. | Iwi and whānau lists. | 2024 and 2025. | Successful identification. |
| To proactively seek and gather opinions/views/aspirations from a variety of sources in a variety of ways – formally and informally. Community engagement can be via hui, Parent-Teacher meetings, interview sessions, newsletter surveys, concerns/complaints, compliments, chats at the school gate and so on. | Management. Staff. Board. | Formal and informal consultation. | 2024 and 2025. | Many views and aspirations obtained for a variety of sources in a variety of ways. |
| Identify and engage specific representatives from local community groups (for example, our neighbouring vicar, TDC personnel and kaumatua, koroua/koro, kuia). | Whānau hui to consider. Management. | Identification processes. | 2024 and 2025. | Successful identification and engagement. |
| To review and revise our Māori Achievement policy – A12. In terms of our policy schedule to review Term 2 2025 but consider this early 2024 and then again in Term 2 2025 since this is an important Action in our 2 year Strategic Plan and 2024 Annual Plan. | Whānau hui to consider. Management. Staff. Board. | A12 policy. | 2024 and 2025. | Successful review and revision (as deemed appropriate). |
| Identify whānau affiliations and learn about their history. If considered applicable make connections for those with similar iwi affiliations. | Management. Opinions to be sought at Whānau hui. | Identification processes and actions. | 2024 and 2025. | Successful connections made and whānau delighted with the connections and learnings. |

# Action 2 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| To identify people/whānau/iwi/groups to be targeted (our school's stakeholders). | **In progress** | |
| To proactively seek and gather opinions/views/aspirations from a variety of sources in a variety of ways – formally and informally. Community engagement can be via hui, Parent-Teacher meetings, interview sessions, newsletter surveys, concerns/complaints, compliments, chats at the school gate and so on. | **In progress** | |
| Identify and engage specific representatives from local community groups (for example, our neighbouring vicar, TDC personnel and kaumatua, koroua/koro, kuia). | **In progress** | |
| To review and revise our Māori Achievement policy – A12.<br><br>In terms of our policy schedule to review Term 2 2025 but consider this early 2024 and then again in Term 2 2025 since this is an important Action in our 2 year Strategic Plan and 2024 Annual Plan. | **Not started** | To be reviewed Term 2 2025. |
| Identify whānau affiliations and learn about their history. If considered applicable make connections for those with similar iwi affiliations. | **In progress** | |

| Action 3 | On-going opportunities for 'ākonga voice' to be heard. |
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| | - There are a number of ways we can seek and measure student voice depending on the purpose and context of the inquiry. We will use a variety of methods to do this so the ākonga feel their views and aspirations are heard and matter.<br>- To use this information to inform teaching and learning and to reflect on next steps.<br>- We will use a variety of methods to seek and then measure student voice. However, there is no one best method for all situations. The choice of method should depend on the research question, the available resources, the intended audience, and the ethical considerations involved. The most important thing is to ensure that student voice is valued and respected by all stakeholders involved in the inquiry process. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|----------------------------|--------------------|--------------------|-----------|-------------------------------|
| **Surveys** - These are a common and efficient way to collect quantitative and qualitative data from a large number of students. These will be designed to measure various aspects of student voice, such as engagement, wellbeing, motivation, self-efficacy, feedback, learning preferences, etc. Some surveys may be administered online or on paper, and can be anonymous or linked to individual students. Surveys should be appropriate for the age and ability of the students. | Teachers.<br><br>Management.<br><br>'Within-school' Lead Teachers or Management Unit holders (if deemed appropriate). | Surveys (online, paper and newsletters items). | 2024 – 2025. | By undertaking pre- and post- surveys as appropriate. |
| **Interviews** - these are a more in-depth and personal way to elicit student voice. Interviews can be conducted individually or in groups and can be structured or semi-structured. Interviews allow for probing questions and follow-up responses, and can capture the richness and complexity of student voice. Interviews can also be used to validate or clarify survey results, or to explore emerging themes or issues. Interviews require careful planning, preparation, and analysis, and should be conducted in an ethical and respectful manner. | Teachers.<br><br>Management.<br><br>'Within-school' Lead Teachers or Management Unit holders (if deemed appropriate). | Annual Te reo testing (10% of our student population).<br><br>Class teachers checking individual students' views and/or progress in specific areas including hauora.<br><br>Recording documents. | 2024 – 2025. | By undertaking pre- and post- interviews as appropriate. |

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| **Focus groups** - These are a method that involve a facilitated discussion among a small number of students on a specific topic or issue. Focus groups can generate diverse and dynamic perspectives from students, as well as foster peer interaction and collaboration. Focus groups can be used to explore student voice on matters such as school rules, programmes (such as annual sports events), playgrounds, other property matters, school activities/events and involvement in nation-wide events such as Daffodil Day. Focus groups should be carefully moderated to ensure that all participants have an equal opportunity to share their views, and that the discussion stays on topic and respectful. | Management.<br><br>Teachers in charge of various groups (noted in the Resources column).<br><br>Teachers generally. | Student Council.<br><br>Sports Council.<br><br>GATERS/Extension groups.<br><br>Kapa kaka groups.<br><br>Choir groups.<br><br>Recording documents. | 2024 – 2025. | Suggestions and feedback from ākonga generally and also those in the focus groups.<br><br>Staff feedback.<br><br>Whānau/parent feedback. |
| **Observations** - These are a way to capture student voice through direct and systematic observation of student behaviour, actions, and interactions in natural settings. Observations can provide valuable insights into how students experience school and learning, as well as how they respond to different situations or interventions. Observations can be conducted by teachers or peers and can be recorded using various tools such as checklists, rubrics, field notes, video recordings, etc. | Management.<br><br>Teachers.<br><br>Students (e.g. Student Council, Sports Council leaders or a class group). | Recording documents or other ways to record information. | 2024 – 2025. | Suggestions and feedback from ākonga generally and teachers after analysis of the observations. |
| **Artifacts** – These are products or outputs that students create or use as part of their learning process. Artifacts can include assignments, portfolios, journals, reflections, feedback forms, drawings, posters, videos, podcasts, etc. Artifacts can reveal student voice by showing how students express their ideas, opinions, feelings, values, goals, etc. through their work. Artifacts can also demonstrate student learning progress and achievement over time. | Teachers.<br><br>Students. | Recording documents or other ways to record information such as podcasts and Seesaw program items. | 2024 – 2025. | Portfolio and Seesaw program items.<br><br>Book work items.<br><br>Performances (syndicate and school-wide) e.g. kapa haka, choirs, productions and speech competitions. |

## Action 3 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| **Surveys.** | **In progress** | |
| **Interviews.** | **In progress** | |
| **Focus groups.** | **In progress** | |
| **Observations.** | **In progress** | |
| **Artifacts.** | **In progress** | |

# Action 4

**For the school to give effect to Te Tiriti o Waitangi.**

- One of the primary objectives for boards will be to give effect to Te Tiriti o Waitangi by:
  - working to ensure that their plans, policies and local curriculum reflect local tikanga, mātauranga Māori and te ao Māori.
  - taking all reasonable steps to make instruction available in tikanga and te reo Māori, and,
  - achieving equitable outcomes for Māori students.
- This objective will take effect on 1 January 2021. This will provide schools with more time to prepare for the changes and give effect to them.
- The Government is taking practical steps to support the growth of te reo Māori capability in the education workforce through initiatives such as Te Ahu o te Reo Māori. This will help schools provide te reo Māori lessons.
- Ministry staff will be able to provide boards with advice on how they can initiate conversations with their local communities to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| Identify appropriate ways to engage with different members/groups of our community:<br>- Ākonga.<br>- Parents and whānau.<br>- Hapū and iwi.<br>- School staff.<br>- Other community groups.<br><br>Consider the various sources and ways to gather community, parent, whānau voice.<br><br>Consider trends during the time period that we are witnessing. | Management.<br><br>Board. | Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management.<br><br>Newsletter items and applicable surveys.<br><br>Refer to - The Education and Training Act 2020: Te Tiriti o Waitangi – Education in New Zealand | 2024 – 2025. | Successful identification of many appropriate ways to engage the various groups.<br><br>Successfully gathering 'voice' from the various groups.<br><br>Noticing trends over time and committing them to review documents. |

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| Determine how well we are giving effect to Te Tiriti o Waitangi and determine your next steps.<br><br>Compare our school's performance against the indicators of the Education and Training Act 2020: Te Tiriti o Waitangi section 9. This section sets out the key Te Tiriti-related provisions that education agencies must comply with. These include:<br> - Ensuring that education reflects the aspirations of Māori.<br> - Supporting the revitalisation of te reo Māori.<br> - Enabling Māori participation in decision making.<br> - Promiting equitable outcomes for Māori.<br> - Respecting mātauranga Māori.<br> - Recognising diversity of Māori. And,<br> - Fostering relationships among all parties. | Board.<br><br>Management /Senior Staff.<br><br>Komiti Māori.<br><br>'Within-school' Lead Teachers.<br><br>Staff involved in the Te Ahu o te Reo Māori ki Te Tauihu course that NMIT run. | Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management.<br><br>Newsletter items and applicable surveys.<br><br>Refer to - The Education and Training Act 2020: Te Tiriti o Waitangi – Education in New Zealand | 2024 – 2025. | Successfully observing trends over time and committing them to review documents. |
| Using surveys to collect data from students, staff, whānau, and community members on their perceptions of how well the school values and supports te ao Māori, te reo Māori, and tikanga Māori.<br><br>Te Ao Māori denotes the Māori World. While simple in definition, it is rich in meaning and vast in breadth and depth. Te Ao Māori refers to three key areas: te Reo Māori (Māori language) Tikanga Māori (protocols and customs) te Tiriti o Waitangi (the Treaty of Waitangi).<br><br>Surveys can also measure the level of engagement, wellbeing, motivation, self-efficacy, feedback, and learning preferences of ākonga Māori. | Whānau hui each term.<br><br>Komiti Māori curriculum team meetings.<br><br>Syndicate and staff meetings.<br><br>Board.<br><br>Management. | Our major triennial parent and staff surveys.<br><br>Newsletter surveys.<br><br>Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management. | 2024 – 2025. | Successfully observing trends over time and committing them to review documents. |
| Conducting interviews or focus groups with students, staff, whānau, and community members to elicit their views and experiences on how the school honours Te Tiriti o Waitangi in its governance, policies, curriculum, teaching, assessment, and environment. Interviews and focus groups can also explore the strengths and challenges of the school in promoting 'Māori achieving success as Māori (MASAM)' – Māori ākonga achieving to their full potential as Māori, with access to te ao Māori (the Māori world), te reo Māori (the Māori language), tikanga Māori (Māori customs), and mātauranga Māori (Māori knowledge).<br><br>Some strengths could be:<br>• Developing a shared understanding of MASAM among all staff, students, whānau, and community members. | Whānau hui each term.<br><br>Komiti Māori curriculum team meetings.<br><br>Syndicate and staff meetings.<br><br>Board.<br><br>Management. | Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management.<br><br>https://theeducationhub.org.nz/maori-achieving-success-as-maori/<br><br>https://elearning.tki.org.nz/Leadership/Maori-achieving-success-as-Maori | 2024 – 2025. | Successfully observing trends over time and committing them to review documents.<br><br>To show improvement in terms of increasing strengths and dealing with challenges in promoting 'Māori achieving success as Māori'. |

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| • Engaging in genuine and authentic partnerships with whānau Māori and mana whenua (local Māori authorities) to co-design and co-implement the school curriculum, vision, and goals.<br>• Providing opportunities for ākonga Māori to learn and use te reo Māori and tikanga Māori across the curriculum and in various contexts.<br>• Supporting ākonga Māori to develop their cultural identity and self-efficacy through positive relationships, high expectations, and personalised learning pathways.<br><br>Some of the challenges we may face:<br>• Addressing the historical and systemic barriers that have disadvantaged Māori learners in the education system, such as racism, bias, and low expectations.<br>• Ensuring that all teachers have the knowledge, skills, and dispositions to be culturally responsive and effective for ākonga Māori.<br>• Providing adequate resources, time, and support for teachers and leaders to implement MASAM in their practice.<br>• Monitoring and evaluating the impact of MASAM on the outcomes and experiences of ākonga Māori and their whānau. | | | | |
| Observing student behaviour, actions, and interactions in various settings and contexts to assess how they demonstrate their connection to their language, culture, and identity.<br><br>Observations can also evaluate how the school provides opportunities for students to learn about and participate in te ao Māori, te reo Māori, and tikanga Māori. | Management.<br><br>Komiti Māori curriculum team.<br><br>Teachers. | Observations and analysis of these. | 2024 – 2025. | Successfully observing trends over time and committing them to review documents. |
| Collecting and analysing artifacts that students create or use as part of their learning process. Artifacts can include assignments, portfolios, journals, reflections, feedback forms, drawings, posters, Seesaw items, podcasts etc. Artifacts can show how students express their ideas, opinions, feelings, values, goals, etc. through their work. Artifacts can also demonstrate student learning progress and achievement over time. | Teachers. | Viewing, collection and analysis of artifacts. | 2024 – 2025. | Successfully observing trends over time and committing them to review documents. |

## Action 4 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| Identify appropriate ways to engage with different members/groups of our community:<br>- Ākonga.<br>- Parents and whānau.<br>- Hapū and iwi.<br>- School staff.<br>- Other community groups.<br><br>Consider the various sources and ways to gather community, parent, whānau voice.<br><br>Consider trends during the time period that we are witnessing. | **In progress** | |
| Determine how well we are giving effect to Te Tiriti o Waitangi and determine your next steps.<br><br>Compare our school's performance against the indicators of the Education and Training Act 2020: Te Tiriti o Waitangi section 9. This section sets out the key Te Tiriti-related provisions that education agencies must comply with. These include:<br>  - Ensuring that education reflects the aspirations of Māori.<br>  - Supporting the revitalisation of te reo Māori.<br>  - Enabling Māori participation in decision making.<br>  - Promoting equitable outcomes for Māori.<br>  - Respecting mātauranga Māori.<br>  - Recognising diversity of Māori. And,<br>  - Fostering relationships among all parties. | **In progress** | . |
| Using surveys to collect data from students, staff, whānau, and community members on their perceptions of how well the school values and supports te ao Māori, te reo Māori, and tikanga Māori.<br><br>Te Ao Māori denotes the Māori World. While simple in definition, it is rich in meaning and vast in breadth and depth. Te Ao Māori refers to | **In progress** | |

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| three key areas: te Reo Māori (Māori language) Tikanga Māori (protocols and customs) te Tiriti o Waitangi (the Treaty of Waitangi).<br><br>Surveys can also measure the level of engagement, wellbeing, motivation, self-efficacy, feedback, and learning preferences of ākonga Māori. | | |
| Conducting interviews or focus groups with students, staff, whānau, and community members to elicit their views and experiences on how the school honours Te Tiriti o Waitangi in its governance, policies, curriculum, teaching, assessment, and environment. Interviews and focus groups can also explore the strengths and challenges of the school in promoting 'Māori achieving success as Māori (MASAM)' – Māori ākonga achieving to their full potential as Māori, with access to te ao Māori (the Māori world), te reo Māori (the Māori language), tikanga Māori (Māori customs), and mātauranga Māori (Māori knowledge).<br><br>Some strengths could be:<br>• Developing a shared understanding of MASAM among all staff, students, whānau, and community members.<br>• Engaging in genuine and authentic partnerships with whānau Māori and mana whenua (local Māori authorities) to co-design and co-implement the school curriculum, vision, and goals.<br>• Providing opportunities for ākonga Māori to learn and use te reo Māori and tikanga Māori across the curriculum and in various contexts.<br>• Supporting ākonga Māori to develop their cultural identity and self-efficacy through positive relationships, high expectations, and personalised learning pathways.<br><br>Some of the challenges we may face:<br>• Addressing the historical and systemic barriers that have disadvantaged Māori learners in the education system, such as racism, bias, and low expectations.<br>• Ensuring that all teachers have the knowledge, skills, and dispositions to be culturally responsive and effective for ākonga Māori.<br>• Providing adequate resources, time, and support for teachers and leaders to implement MASAM in their practice.<br>Monitoring and evaluating the impact of MASAM on the outcomes and experiences of ākonga Māori and their whānau. | **In progress** | |

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| Observing student behaviour, actions, and interactions in various settings and contexts to assess how they demonstrate their connection to their language, culture, and identity.<br><br>Observations can also evaluate how the school provides opportunities for students to learn about and participate in te ao Māori, te reo Māori, and tikanga Māori. | **In progress** | |
| Collecting and analysing artifacts that students create or use as part of their learning process. Artifacts can include assignments, portfolios, journals, reflections, feedback forms, drawings, posters, Seesaw items, podcasts etc. Artifacts can show how students express their ideas, opinions, feelings, values, goals, etc. through their work. Artifacts can also demonstrate student learning progress and achievement over time. | **In progress** | |

| Action 5 | If one was to walk into Richmond School and any classroom within the school, how would one know it was a school in Aotearoa? As per the quote by Janelle Riki-Waaka, CORE Education…. |
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| | - Who believes we need to focus on what it means to be a school unique to Aotearoa New Zealand and reflecting our bicultural heritage gives mana to Tiriti o Waitangi. Janelle encourages educators to ask themselves: How would I know I am in a school in Aotearoa? She believes it is a moral and ethical imperative to protect and honour te reo Māori, tikanga Māori and our bicultural history for every student in every school in New Zealand.
- 'A right to come to school and see their culture'.
- Te Mātaiaho is potentially a game changer and the continual improvement of our school for the betterment of our learners, our community and our society in general.
- Consider the many ways to improve teaching and learning of te reo and tikanga within our school and in terms of the new 'Curriculum Refresh'. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| vimeo.com **Giving mana to Tiriti o Waitangi in our schools** from Janelle Riki-Waaka, CORE Education, discusses how focusing on what it means to be a school unique to Aotearoa New Zealand and reflecting our bicultural heritage… [Janelle Riki-Waaka video] | Management. Teachers. | Core Education's video. Te Mātaiaho document. Staff meetings considering what this looks like and plan accordingly. | 2024 and 2025. | Discussion with staff (at a staff meeting) what this looks like and then survey teachers/classroom observation based on the responses. |
| | Management. Teachers. 'Across-school' and 'Within-school' Lead Teachers. | AROHA posters. Aroha awards. Class discussions and actions. | 2024 and 2025. | Viewing/survey planning and assessment in classrooms to check on whether these are being embedded. |
| On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school. | | AROHA posters. Aroha awards. Class discussions and actions. Murals around the school. Kowhaiwhai panels | 2024 and 2025. | For staff and ākonga to be knowledgeable of each and every value (school and Māori) and to be fully conversant of tikanga and demonstrate their respect for it. |

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| | | around the school. New te reo signage around the school. New signage and letterheads to include our school's AROHA templated design. | | |
| To place a big visual AROHA representation on the end wall at the end of Room 9. | Principal. Signwriter – Gary Oldham. | New mural. | 2025. | Gary Oldham to have it completed early 2025. |
| Teachers to use the 'Namunamu' slideshow created by Jaime Kingi. Snippets to be placed in class and school newsletters and possibly in podcasts. Snippets at staff meetings. | Jaime Kingi. Teachers. Management. Podcasts - Someone with a Management Unit or a 'Within-school' Lead Teacher. | 'Namunamu' slideshow and possibly podcasts. | 2024 and 2025. | Viewing/survey classroom programmes and staff meetings to verify these are being used. Check that snippets are placed in school-wide and class newsletters from time to time. |
| Determine ways to improve our teachers knowledge and delivery of the new refreshed curriculum - Te Mātaiaho. | Management. 'Across-school' and 'Within-school' Lead Teachers. | Te Mātaiaho document. Syndicate and staff meetings. PD courses. | 2024 and 2025. Make use of ACCORD days 2024 and 2025. | Teachers verifying that this is the case. Survey teachers and include verification in class observations. |
| To upskill teachers about the new refreshed curriculum - Te Mātaiaho…its contents, new planning formats, assessment. | Management. Curriculum Leaders and committee members. 'Across-school' and 'Within-school' Lead Teachers. | Accord Days. Te Mātaiaho document. | Accord Dates - 2024. - 2025 (if available). | Teachers verifying that this is the case. Survey teachers and include verification in class observations, planning and assessment. |

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| To implement the new refreshed curriculum - Te Mātaiaho:<br>• Te Mātaiaho will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters, and easy to use from year 0 to year 13.<br>• The refreshed curriculum content is being developed and released in phases, and schools and kura will have until the beginning of 2027 to start using the fully refreshed curriculum.<br>• Schools and kura must use the refreshed Mathematics and statistics and English learning areas from the start of 2025. | Management.<br><br>Curriculum Leaders and committee members.<br><br>'Across-school' and 'Within-school' Lead Teachers.<br><br>Teachers. | Te Mātaiaho document.<br><br>New school documentation – planning, assessment and reporting. | Implementation of all learning areas:<br>• Mathematics and statistics learning area from the start of 2025.<br>• English learning area from the start of 2025.<br>• All learning areas from 2027. | To confirm the implementation of the learning areas are in place by the due dates (if not prior to these). |
| Develop podcasts for parents, whānau, staff, ākonga and other community members to listen to. | Consider having a teacher with a Management Unit or a 'Within-school' lead teacher or a teacher with the ability /passion do this. | Teacher with the ability do this.<br><br>Children to be involved as applicable. | 2024 and 2025. | Feedback from parents, whānau, staff, ākonga and other community members (informally and formally). The latter via comments on the podcasts, newsletter surveys and at meetings such as syndicate meetings, staff meetings, Parent-Teacher Committee meetings, interviews, Board meetings and whānau hui. |

## Action 5 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| vimeo.com<br>**Giving mana to Tiriti o Waitangi in our schools** from Janelle Riki-Waaka, CORE Education, discusses how focusing on what it means to be a school unique to Aotearoa New Zealand and reflecting our bicultural heritage...<br><br>Janelle Riki-Waaka video | **In progress** | |
| Keep including our AROHA values in planning and assessment and embed throughout the day in classroom and school programmes. | **In progress** | |
| On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school. | **In progress** | |
| To place a big visual AROHA representation on the end wall at the end of Room 9. | **In progress** | |
| Teachers to use the 'Namunamu' slideshow created by Jaime Kingi.<br><br>Snippets to be placed in class and school newsletters and possibly in podcasts.<br><br>Snippets at staff meetings. | **In progress** | |
| Determine ways to improve our teachers knowledge and delivery of the new refreshed curriculum - Te Mātaiaho. | **In progress** | |

| | | |
|---|---|---|
| To upskill teachers about the new refreshed curriculum - Te Mātaiaho…its contents, new planning formats, assessment. | **In progress** | |
| To implement the new refreshed curriculum - Te Mātaiaho:<br>• Te Mātaiaho will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters, and easy to use from year 0 to year 13.<br>• The refreshed curriculum content is being developed and released in phases, and schools and kura will have until the beginning of 2027 to start using the fully refreshed curriculum.<br>Schools and kura must use the refreshed Mathematics and statistics and English learning areas from the start of 2025. | **In progress** | |
| Develop podcasts for parents, whānau, staff, ākonga and other community members to listen to. | **Not started** | |

| **Action 6** | **To continue to embed Culturally Responsive Practices into our practices and programme.** |
| --- | --- |
| | - A culturally responsive and sustaining pedagocial approach values and builds upon the knowledge, values, languages, cultures, identities, whānau, communities, lived experiences and whakapapa of ākonga. Kaiako recognise and actively redistribute power and status among all members of the learning community.<br>- The cultures, languages, homes and lived experiences of ākonga influence how they understand and make sense of the world and are an integral part of who they are as learners.<br>- This approach strengthens the sense of identity and wellbeing of ākonga and promotes equity and inclusivity in learning environments.<br>- A culturally responsive inclusive local curriculum or parau ā-kura that supports the identities, languages, cultures of all ākonga also supports ākonga well-being. Well-being weaves across all curricula. |

| **Strategic Planning Actions** | **Who is responsible** | **Resources required** | **Timeframe** | **How will you measure success?** |
| --- | --- | --- | --- | --- |
| This year, Jenny Bennett (Cognition Ltd) has been providing PLD support in this area.<br><br>We need to continue the advancement made to make sure culturally responsive practices are not only implemented but embedded and sustained within the school and each classroom.<br><br>Some quality ways to embed culturally responsive practices into a NZ school or classroom are:<br>• Developing a shared understanding of what culturally responsive practice means and why it is important for all learners, especially Māori and Pasifika students, who are often underserved by the education system.<br>• Reviewing the school's vision, values, policies, and goals to ensure that they reflect and respect the cultural diversity of the school community, and that they are aligned with the principles of Te Tiriti o Waitangi.<br>• Engaging with whānau, hapū, iwi, and community partners to establish responsive and collaborative relationships that support student learning and wellbeing[14]. This may include inviting them to share their aspirations, knowledge, and expertise; involving them in decision making and planning; and acknowledging their contributions and feedback. | Management.<br><br>Teachers.<br><br>'Across-school' and 'Within-school' Lead Teachers.<br><br>Consider having a teacher with a Management Unit or a 'Within-school' lead teacher or a teacher with the ability /passion do this. | Articles and Research about Culturally Responsive Practices.<br><br>Surveys and informal chats seeking feedback ('voice') from ākonga, whānau and staff.<br><br>Feedback from whānau at Whānau hui and at interviews. | 2024 and 2025. | Culturally Responsive Practices evident throughout the school and in classrooms.<br><br>Feedback from ākonga, whānau and staff using a variety of sources. |

| | | | | |
|---|---|---|---|---|
| • Providing professional learning and development opportunities for teachers and leaders to grow their confidence and competence in culturally responsive practice. This may include exploring their own cultural identity and biases; learning about the language, culture, and identity of their students; and adopting pedagogical approaches that affirm and build on students' cultural strengths.<br>• Designing a curriculum that is relevant, meaningful, and engaging for all students, and that incorporates their cultural perspectives, experiences, and interests. This may include using culturally appropriate resources, contexts, and examples; integrating te reo Māori and tikanga Māori across the curriculum; and offering opportunities for students to learn about and participate in diverse cultural practices.<br>• Implementing assessment practices that are culturally responsive and affirming, and that provide valid and reliable evidence of student learning. This may include using a range of assessment tools and methods; involving students and whānau in assessment processes; providing constructive and timely feedback; and celebrating student achievement. | | | | |

# Action 6 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| This year, Jenny Bennett (Cognition Ltd) has been providing PLD support. We need to continue the advancement made to make sure culturally responsive practices are not only implemented but embedded and sustained within the school and each classroom.<br><br>Some quality ways to embed culturally responsive practices into a NZ school or classroom are:<br>• Developing a shared understanding of what culturally responsive practice means and why it is important for all learners, especially Māori and Pasifika students, who are often underserved by the education system.<br>• Reviewing the school's vision, values, policies, and goals to ensure that they reflect and respect the cultural diversity of the school community, and that they are aligned with the principles of Te Tiriti o Waitangi.<br>• Engaging with whānau, hapū, iwi, and community partners to establish responsive and collaborative relationships that support student learning and wellbeing[14]. This may include inviting them to share their aspirations, knowledge, and expertise; involving them in decision making and planning; and acknowledging their contributions and feedback.<br>• Providing professional learning and development opportunities for teachers and leaders to grow their confidence and competence in culturally responsive practice. This may include exploring their own cultural identity and biases; learning about the language, culture, and identity of their students; and adopting pedagogical approaches that affirm and build on students' cultural strengths.<br>• Designing a curriculum that is relevant, meaningful, and engaging for all students, and that incorporates their cultural perspectives, experiences, and interests[12]. This may include using culturally appropriate resources, contexts, and examples; integrating te reo Māori and tikanga Māori across the curriculum; and offering opportunities for students to learn about and participate in diverse cultural practices.<br><br>Implementing assessment practices that are culturally responsive and affirming, and that provide valid and reliable evidence of student learning[12]. This may include using a range of assessment tools and methods; involving students and whānau in assessment processes; providing constructive and timely feedback; and celebrating student achievement. | **In progress** | |

| **Action 7** | **To continue to embed the school's values and Māori tikanga and values into our school programme.** |
| --- | --- |
| | - Put the plan into action and create positive changes for all ākonga at Richmond School. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
| --- | --- | --- | --- | --- |
| Keep including our AROHA values in planning and assessment and embed throughout the day in classroom and school programmes. | Management. Teachers. 'Across-school' and 'Within-school' Lead Teachers. | AROHA posters. Aroha awards. Class discussions and actions. | 2024 and 2025. | Viewing/survey planning and assessment in classrooms to check on whether these are being embedded. |
| On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school. Teachers to become familiar with certain chapters of the book: 'Tikanga – An introduction to te ao Māori' written by Keri Opai. Also many other suitable resources including 'NZ Education Gazette' articles. | Management. Teachers. 'Across-school' and 'Within-school' Lead Teachers. | AROHA posters. Aroha awards. Class discussions and actions. Murals around the school. Kowhaiwhai panels around the school. New te reo signage around the school. New signage and letterheads to include our school's AROHA templated design. 'Tikanga – An introduction to te ao Māori' written by Keri Opai. Also many other suitable resources including 'NZ Education Gazette' articles. | 2024 and 2025. | For staff and ākonga to be knowledgeable about each and every value (school and Māori) and to be fully conversant about tikanga and demonstrate their respect for it. |
| To place a big visual AROHA representation on the end wall at the end of Room 9. | Principal. Signwriter – Gary Oldham. | New mural. | 2024. | Gary Oldham to have it completed early 2024. |
| To review and revise our Tikanga Māori policy – L6. In terms of our policy schedule to review Term 3 2026 but consider this again early 2024 since this is an important Action in our 2 year Strategic Plan and 2024 Annual Plan. | Whānau hui to consider. Teachers. Board. | Our Tikanga Māori policy – L6. | 2024. | Successful review and modification as necessary. |

## Action 7 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| Keep including our AROHA values in planning and assessment and embed throughout the day in classroom and school programmes. | **In progress** | |
| On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school.<br><br>Teachers to become familiar with certain chapters of the book: 'Tikanga – An introduction to te ao Māori' written by Keri Opai.<br><br>Also many other suitable resources including 'NZ Education Gazette' articles. | **In progress** | |
| To place a big visual AROHA representation on the end wall at the end of Room 9. | **In progress** | |
| To review and revise our Tikanga Māori policy – L6.<br><br>In terms of our policy schedule to review Term 3 2026 but consider this again early 2024 since this is an important Action in our 2 year Strategic Plan and 2024 Annual Plan. | **Not started** | |

| Action 8 | To consider the linkages between the Key Competencies and the Tātaiako Competencies and greater focus on these during the next two years. |
|---|---|
| | - There are many possible linkages between the NZ Curriculum Key Competencies and the Tātaiako Competencies.<br>- Both should be integrated into class programmes with many considered the same or similar depending on the context, their use and the purpose of the teaching and learning. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| The linkages between the NZ Curriculum Key Competencies and the Tatai Tātaiako Competencies are as follows:<br><br>• The NZ Curriculum Key Competencies are the capabilities that people have and need to develop to live and learn today and in the future. They are: Thinking, Relating to others, Using language, symbols, and texts, Managing self, and Participating and contributing.<br><br>• The Tātaiako Competencies are the cultural competencies that teachers need to develop to successfully teach Māori learners. They are: Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga, and Ako.<br><br>• The linkages between the two sets of competencies are based on the idea that both aim to foster learner-centred and culturally responsive education that values and supports the language, culture, and identity of all learners, especially Māori.<br><br>• The following table shows some examples of how the NZ Curriculum Key Competencies and the Tātaiako Competencies can be aligned and integrated in teaching and learning: | Management.<br><br>Teachers to introduce them to the children and embed them into their class programmes. | Staff meetings.<br><br>Professional Development sessions. | 2024 – 2025. | Teachers have a working knowledge and understanding of the linkages between the Key Competencies and the Tātaiako Competencies.<br><br>Students have a working knowledge and understanding of the linkages between the Key Competencies and the Tātaiako Competencies. |

| NZ Curriculum Key Competency | Tātaiako Competency | Examples | | | | |
|---|---|---|---|---|---|---|
| Thinking | Wānanga | Teachers and students participate in robust dialogue for the benefit of Māori learners' achievement. They use critical thinking skills to explore different perspectives, question assumptions, and solve problems. | | | | |
| Relating to others | Whanaungatanga | Teachers and students actively engage in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community. They build trust, empathy, and collaboration through effective communication and interaction. | | | | |
| Using language, symbols, and texts | Manaakitanga | Teachers and students show integrity, sincerity and respect towards Māori beliefs, language and culture. They use appropriate language, symbols, and texts to express their ideas, opinions, feelings, values, and goals. | | | | |
| Managing self | Tangata Whenuatanga | Teachers and students affirm Māori learners as Māori. They provide contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed. They also manage their own learning goals, actions, and emotions. | | | | |
| Participating and contributing | Ako | Teachers and students take responsibility for their own learning and that of Māori learners. They recognise that learning is reciprocal and collaborative. They contribute to the learning community by sharing their knowledge, skills, and experiences. | | | | |
| To review and modify our report form for ESoL students and ORs funded students (where the general report form is not the most appropriate). Modify report form to include AROHA values as well as the Key Competencies, 3Rs and a General Comment. | | | Management. SENCo. Class teachers. | Review and modification of present report form. | Terms 2 and 4 2024. | Everyone one involved happy with the modification and it is well received by whānau/parents. |

## Action 8 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| The linkages between the NZ Curriculum Key Competencies and the Tātaiako Competencies are as follows:<br><br>• The NZ Curriculum Key Competencies are the capabilities that people have and need to develop to live and learn today and in the future. They are: Thinking, Relating to others, Using language, symbols, and texts, Managing self, and Participating and contributing.<br><br>• The Tātaiako Competencies are the cultural competencies that teachers need to develop to successfully teach Māori learners. They are: Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga, and Ako.<br><br>• The linkages between the two sets of competencies are based on the idea that both aim to foster learner-centred and culturally responsive education that values and supports the language, culture, and identity of all learners, especially Māori. | **In progress** | |
| To review and modify our report form for ESoL students and ORs funded students (where the general report form is not the most appropriate).<br><br>Modify report form to include AROHA values as well as the Key Competencies, 3Rs and a General Comment. | **In progress** | |

# Action 9

**To continue to understand and implement the new 'Curriculum Refresh' Te Mātaiaho document including Aotearoa New Zealand Histories.**

- Te Mātaiaho is potentially a game changer and the continual improvement of our school for the betterment of our learners, our community and our society in general.
- Consider ways to improve teaching and learning within our school.
- Te Mātaiaho is designed to give practical effect to Te Tiriti o Waitangi and be inclusive, clear, and easy to use.
- It has been developed over the last few years in collaboration with the education sector, students, whānau, communities, and a wide range of interested organisations and communities.
- The updated draft of Te Mātaiaho is expected to be released in Term 4, 2023, and will include the three refreshed learning areas which have been released so far: te ao tangata | social sciences, English, and mathematics and statistics.
- The other five learning areas are being refreshed and will be released in 2024 and 2025. Schools and kura have until 2027 to begin using the complete refreshed curriculum, although mathematics and statistics and English must be used from 2025.
- Te Tiriti o Waitangi (Te Tiriti) is a central pillar of Te Mātaiaho,
- Important principles for realising the vision and aspirations of Te Mātaiaho derive from the preambles and articles of Te Tiriti. Te Tiriti and its principles (as articulated by the Courts and the Waitangi Tribunal) set out obligations for the Crown and Māori that guide how tangata Tiriti[1] and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection, equity, and options. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga. Te Mātaiaho is designed to foster the next generation of Te Tiriti partners by moving beyond the rhetorical notion of 'honouring' Te Tiriti to give effect to it and its principles. It will help ensure that every ākonga understands what it means to live in Aotearoa New Zealand and their place in it. Transformation within and through education and schooling requires leadership that is courageous, resilient, and productively disruptive – leadership by educators who hold themselves accountable to Te Tiriti and its principles, to their communities, and to those ākonga who have historically been left behind or situated on the margins.
- Te Tiriti and its principles provide the vision and mandate for New Zealanders to exercise their mutual responsibilities to each other. Giving effect to Te Tiriti and its principles through a refreshed school curriculum creates an inclusive learning platform for all ākonga to participate in and enjoy an education that extends every learner's open-ended potential, produces success in multiple forms, and enables the fulfilment of lifelong ambitions and dreams. Knowing who we are, where we come from, and what makes us unique as a country will enable a more confident international outlook that extends within and beyond our Pacific locality to the global opportunities offered across the world. New Zealand's vision for education is grounded in New Zealanders' aspirations for education. Through giving effect to Te Tiriti and its principles, it aims to enable every New Zealander to learn and excel, to help their whānau and community thrive, and to build a productive and sustainable economy and an inclusive and caring society.

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| Determine ways to improve our teachers knowledge and delivery of the new refreshed curriculum - Te Mātaiaho. | Management.<br><br>'Across-schools' and 'Within-school' Lead Teachers.<br><br>Involve the local Ministry of Education Curriculum Advisor if possible.<br><br>Possible involvement of Impacted Ltd. | Te Mātaiaho document. | 2024 and 2025. | Teachers familiar with the Te Mātaiaho document and implementing it. |
| To upskill teachers about the new refreshed curriculum - Te Mātaiaho…its contents, new planning formats, assessment. | Management.<br><br>'Across-schools' and 'Within-school' Lead Teachers.<br><br>Involve the local Ministry of Education Curriculum Advisor if possible.<br><br>Possible involvement of Impacted Ltd. | Te Mātaiaho document. | Accord Dates<br>- 2023<br>- 2024<br>- 2025 (if available). | Teachers familiar with the Te Mātaiaho document and implementing it. |
| To implement the new refreshed curriculum - Te Mātaiaho by the due dates if not before.<br><br>This will require the revamping of each of school curriculum plan documents to accommodate Te Mātaiaho.<br><br>From 2025, schools must use the new mathematics and statistics, and English learning areas from Te Mātaiaho.<br><br>All curriculum learning areas must be implemented by 2027.<br><br>From 2026, schools will use the Common Practice Model when teaching literacy, communication and maths. | Management.<br><br>Teachers.<br><br>'Within-school' Lead Teachers and/or curriculum teams and/or teachers with leadership to develop these (with or without Management Units). | Te Mātaiaho document.<br><br>Each of our school curriculum plan documents to be revised to accommodate Te Mātaiaho. | 2024 and 2025. | The new mathematics and statistics, and English learning areas from Te Mātaiaho. To be implemented by 2025.<br><br>Other areas being worked on in readiness for 2027 (or prior to that).<br><br>The Common Practice Model when teaching literacy, communication and maths to be used prior to 2026 and fully implemented at the start of 2026. |

## Action 9 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| Determine ways to improve our teachers knowledge and delivery of the new refreshed curriculum - Te Mātaiaho. | **In progress** | |
| To upskill teachers about the new refreshed curriculum - Te Mātaiaho…its contents, new planning formats, assessment. | **In progress** | |
| To implement the new refreshed curriculum - Te Mātaiaho by the due dates if not before.<br><br>This will require the revamping of each of school curriculum plan documents to accommodate Te Mātaiaho.<br><br>From 2025, schools must use the new mathematics and statistics, and English learning areas from Te Mātaiaho.<br><br>All curriculum learning areas must be implemented by 2027.<br><br>From 2026, schools will use the Common Practice Model when teaching literacy, communication and maths. | **In progress** | |

| **Action 10** | **To continue to develop and implement our recently devised Local Curriculum.** |
|---|---|
| | - Local curriculum is the way that schools in New Zealand bring The New Zealand Curriculum to life for their learners. It should reflect the needs, identity, language, culture, interests, strengths and aspirations of the learners and their families. It should also help learners engage with the knowledge, values, and competencies of The New Zealand Curriculum.<br>- Schools must develop a local curriculum in NZ because it is part of their responsibility to design and implement a curriculum that is responsive and relevant to their learners and communities. This means that schools can tailor their curriculum to suit their learners' needs, interests, and strengths, as well as the local issues, priorities, and preferences of their communities. A local curriculum can also help schools to integrate Te Tiriti o Waitangi into their teaching and learning, and to support the inclusion of Aotearoa New Zealand's histories in social sciences. |

| | | | | |
|---|---|---|---|---|
| We have been developing our Local Curriculum document for a number of years (2020 – 2023). This having been a recommendation from the ERO review team after their last review – December 2019.<br><br>To continue to develop our local curriculum because it is part of their responsibility to design and implement a curriculum that is responsive and relevant to their learners and communities. Tailor their curriculum to suit their learners' needs, interests, and strengths, as well as the local issues, priorities, and preferences of their communities. A local curriculum can also help schools to integrate Te Tiriti o Waitangi into their teaching and learning, and to support the inclusion of Aotearoa New Zealand's histories in Social Sciences. | Management.<br><br>Across-schools' and 'Within-school' Lead Teachers.<br><br>Teachers with Management Unit responsibilities to develop and implement this.<br><br>Curriculum teams members with responsibilities in this area.<br><br>Teachers. | Local Curriculum documents.<br><br>'Namunamu' slideshow and possibly podcasts.<br><br>Our New Social Sciences Curriculum document.<br><br>Aotearoa New Zealand's histories documents.<br><br>Te Mātaiaho document. | 2024 – 2025. | On-going development of our Local Curriculum including more local stories.<br><br>Teachers frequently sharing using 'Namunamu' slideshow. |
| To fully implement our Local Curriculum programme into our school-wide programme. | Management.<br><br>Across-schools' and 'Within-school' Lead Teachers.<br><br>Teachers with Management Unit responsibilities to develop and implement this.<br><br>Teachers. | Local Curriculum documents.<br><br>'Namunamu' slideshow and possibly podcasts.<br><br>Our New Social Sciences Curriculum document.<br><br>Te Mātaiaho document. | 2024 – 2025. | Teachers frequently sharing using 'Namunamu' slideshow.<br><br>Teachers using the Nelson museum as part of their programme.<br><br>Possibly visits to marae. |

| To fully implement our Aotearoa New Zealand's histories and Social Sciences curriculum plan (developed 2023) into our school-wide programme. | Management.<br><br>Across-schools' and 'Within-school' Lead Teachers.<br><br>Teachers with Management Unit responsibilities to develop and implement this.<br><br>Social Sciences curriculum team members.<br><br>Teachers. | Aotearoa New Zealand's histories documents.<br><br>Our New Social Sciences Curriculum document.<br><br>Te Mātaiaho document. | 2024 – 2025. | Teachers frequently sharing using 'Namunamu' slideshow.<br><br>Teachers using the Nelson museum as part of their programme.<br><br>Trips to local landmarks and places of cultural significance. |

## Action 10 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| We have been developing our Local Curriculum document for a number of years (2020 – 2023). This having been a recommendation from the ERO review team after their last review – December 2019.<br><br>To continue to develop our local curriculum because it is part of their responsibility to design and implement a curriculum that is responsive and relevant to their learners and communities. tailor their curriculum to suit their learners' needs, interests, and strengths, as well as the local issues, priorities, and preferences of their communities. A local curriculum can also help schools to integrate Te Tiriti o Waitangi into their teaching and learning, and to support the inclusion of Aotearoa New Zealand's histories in Social Sciences. | **In progress** | |
| To fully implement our Local Curriculum programme into our school-wide programme. | **In progress** | |
| To fully implement our Aotearoa New Zealand's histories and Social Sciences curriculum plan (developed 2023) into our school-wide programme. | **In progress** | |

<table>
<tr>
<td rowspan="2" style="color:red"><strong>Action 11</strong></td>
<td><strong>To continue to develop and implement Curriculum Pathways.</strong></td>
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- Curriculum pathways are the learning programmes that students follow to achieve their educational and career goals. They can be designed to suit the needs, interests, and aspirations of different students, as well as the vision and values of the school and its community. <u>Curriculum pathways can also reflect the local context and culture, and incorporate the principles and learning areas of The New Zealand Curriculum[1]</u>.<br>
- Determine and focus on curriculum pathways in our school.<br>
- They are to be progressive pathway so when our children leave Richmond School they do so with specific skills, understandings and attainments at specific age levels.
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| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| Design and implement curriculum pathways that are flexible, coherent, and responsive to the diverse needs and aspirations of your students. Monitor and evaluate the effectiveness and impact of your curriculum pathways on student learning and achievement, and make adjustments as needed. You can use the Learning Progressions Framework (LPF) and the Progress and Consistency Tool (PaCT) to track and report on student progress and achievement across the curriculum.<br><br>Review our current curriculum and assessment practices, and identify the strengths and gaps in our school's provision of learning opportunities and outcomes for all students.<br><br>Engage with our students, staff, whānau, and community to understand their views and expectations for learning and achievement, and to co-construct a shared vision and direction for your school's pathways. | Management.<br><br>'Across-schools' and 'Within-school' Lead Teachers.<br><br>Involve the local Ministry of Education Curriculum Advisor if possible.<br><br>Possible involvement of Impacted Ltd. | Guidance for Coherent Pathways - Local Curriculum Tool - Ministry of Education 2019 NZ<br><br>Possibly use the Ministry of Education's Local Curriculum Design Toolkit to help you with this process. The toolkit provides guidance, tools, and examples to help design and review our local curriculum in collaboration with our school community.<br><br>Our present pathways documents that we have been devising. The aim is to have them in 'child-speak'.<br><br> | 2024 – 2025. | Pathways completed in curriculum areas. Initially beginning with Writing, Mathematics and P.E.<br><br>Teachers and students being fully conversant with the pathways and readily using them in the classroom.<br><br>Parents aware of the pathways and understanding them. |
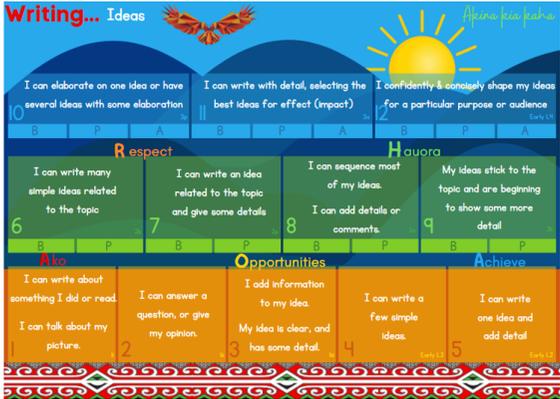
# Action 11 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| Design and implement curriculum pathways that are flexible, coherent, and responsive to the diverse needs and aspirations of your students. Monitor and evaluate the effectiveness and impact of your curriculum pathways on student learning and achievement, and make adjustments as needed. You can use the Learning Progressions Framework (LPF) and the Progress and Consistency Tool (PaCT) to track and report on student progress and achievement across the curriculum.<br><br>Review our current curriculum and assessment practices, and identify the strengths and gaps in our school's provision of learning opportunities and outcomes for all students.<br><br>Engage with our students, staff, whānau, and community to understand their views and expectations for learning and achievement, and to co-construct a shared vision and direction for your school's pathways. | **In progress** | |

| Action 12 | To develop and implement new planning templates specifically for the 'Curriculum Refresh' in all curriculum areas. |
|---|---|
| | - We need to develop planning forms to include all aspects of the new Curriculum Refresh document - Te Mātaiaho. This is a very important task, as Te Mātaiaho is the refreshed New Zealand curriculum that will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| In recent years we have developed Planning templates for specific curriculum areas.<br><br>We now need to design new ones or adapt the present ones to be relevant in terms of the new 'Curriculum Refresh' document - Te Mātaiaho.<br><br>They need to give practical effect to Te Tiriti o Waitangi, and will be inclusive and clear about the learning that matters.<br><br>Create drafts and adapt once introduced, implemented and reflected upon. | Management.<br><br>'Across-schools' and 'Within-school' Lead Teachers.<br><br>Teachers holding Management units to design such formats.<br><br>Curriculum teams.<br><br>Teachers.<br><br>Possible involvement of Impacted Ltd. | Te Mātaiaho.<br><br>Old formats to be considered.<br><br>Impacted Ltd may provide such possible formats as guidance. | 2024 and 2025. | Create drafts and adapt once introduced, implemented and reflected upon.<br><br>Teachers using them effectively and consistently throughout the school. |

## Action 12 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| We now need to design new ones or adapt the present ones to be relevant in terms of the new 'Curriculum Refresh' document - Te Mātaiaho.<br><br>They need to give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters.<br><br>Create drafts and adapt once introduced, implemented and reflected upon. | **In progress** | |

| Action 13 | On-going focus on ākonga wellbeing. |
|---|---|
| | - New Zealanders identified wellbeing as a priority on Kōrero Mātauranga/Education Conversation and COVID-19 further highlighted the importance of supporting happy, healthy and connected learners. |
| | - A culturally responsive inclusive local curriculum or parau ā-kura that supports the identities, languages, cultures of all ākonga also supports ākonga we-being. Well-being weaves across all curricula. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| For the school to focus on ākonga wellbeing over both years 2024 – 2025.

Look closely at the Ministry of Education's 'Wellbeing in Education' website and plan actions accordingly. | Management.

'Within-school' Lead Teacher(s) or teacher(s) with Management Units – yet to be determined. | - The Ministry of Education's 'Wellbeing in Education' website: Wellbeing in education – Education in New Zealand<br>- Senior pupils to be involved in the biennial 'Clued up Kids' programme (2024).<br>- Cyber-safety programme (Seniors and Middles Term 1 2024).<br>- 'Church on the hill' chaplain-type service to be re-instituted starting Term 1 2024.<br>- Seniors to be involved in a football 'Voyagers' programme focusing on a Turangawaewae theme – Term 1 2024. https://www.kotuitui-sport.net/<br>- Senior pupils to be involved in the St John's First Aid programme (2025) – mindfulness and wellbeing sessions. | 2024 – 2025. | Students fully involved in the specific programmes noted (under resources).

There will be few cybersafety and on-line bullying issues experienced. |
| The Waimea Kāhui Ako will be involved in the NZ Institute of Wellbeing & Resilience program. The Kāhui has purchased a licence for all schools in the region to be involved.

Licence is for 2024 and expires at the end of Term 2 2025. | Management.

'Within-school' Lead Teacher(s) or teacher(s) with Management Units – yet to be determined. | Some links to the program for you to look at: Homepage | NZIWR (teachable.com) (1) Bite-Size Learning Series 1 Episodes 1-7 | NZIWR (teachable.com)

We will have our own login account that all teachers can use to access the program online. | 2024 – 2025. | |

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|---|---|---|---|---|
| | | [NZIWR is dedicated to increasing wellbeing for communities and organisations in Aotearoa/New Zealand.](#)<br><br>NEW ZEALAND INSTITUTE OF<br>**WELLBEING &**<br>**RESILIENCE**™ | | |
| Towards the end of 2023 or at the beginning of 2024, the Management Team will select a teacher(s) who is interested in leading this program and determine how to implement it effectively in our school.<br><br>It could well be highly likely this role will be a 'Within-school' Lead Teacher position 2024, which comes with management units and release.<br><br>This role could be either for one teacher or shared by two teachers.<br><br>Since all the schools in the Waimea area are participating in this program, you will have the opportunity to network with other teachers who are leading it and learn from their experiences. | 'Within-school' Lead Teacher(s) or teacher(s) with Management Units – yet to be determined. | | 2024 – 2025. | Within-school lead teachers effectively implemented the programme. |

## Action 13 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| For the school to focus on ākonga wellbeing over both years 2024 – 2025.<br><br>Look closely at the Ministry of Education's 'Wellbeing in Education' website and plan actions accordingly. | **In progress** | |
| The Waimea Kāhui Ako will be involved in a NZ Institute of Wellbeing & Resilience program. The Kāhui has purchased a licence for all schools in the region to be involved.<br><br>Licence is for 2024 and expires at the end of Term 2 2025. | **In progress** | |
| Towards the end of 2023 or at the beginning of 2024, the Management Team will select someone who is interested in leading this program and determine how to implement it effectively in our school.<br><br>It could well be highly likely this role will be a 'Within-school' Lead Teacher position 2024, which comes with management units and release.<br><br>This role could be either for one teacher or shared by two teachers.<br><br>Since all the schools in the Waimea area are participating in this program, you will have the opportunity to network with other teachers who are leading it and learn from their experiences. | **Completed** | |

| Action 14 | To continue to improve ākonga attendance rates.<br>- Make sense of what has been gathered and determine the future direction of our school and validate with our community.<br>- Put our evaluation practice into place. |
|---|---|

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| To continually monitor individual ākonga attendance, cohort rates, school-wide rates and compare them with national norms, | Management.<br>Teachers.<br>Office staff.<br>Board. | Ministry of Education term attendance rates (analysis).<br>Attendance figures/rates from our eTap program. | Each term.<br>2024 and 2025. | Improving rates of attendance for individuals, cohorts and school-wide. |
| To develop a written plan of action (process) when a child's attendance is considered unsatisfactory. Determine a way forward. | Management.<br>Teachers.<br>Office staff.<br>Board. | Written plan of action.<br>Attendance figures/rates from our eTap program. | 2024 and 2025. | Improving rates of attendance for the individual child. |
| Make staff, whānau and ākonga aware of the concern and determine the best approach moving forward. | Management.<br>Teachers.<br>Office staff.<br>Whānau. | Attendance information (eTap). | 2024 and 2025. | Staff, whānau and ākonga fully aware of the concern and the best approach moving forward has been successfully implemented and adapted as needed. |
| To make connections (including referral as required) with the local Tāpitomata team:<br>- Mike Foster mike@tapitomata.nz<br>- Dale Wairau dale@tapitomata.nz | Management.<br>Local Tāpitomata team. | Completed referral form. | 2024 and 2025. | A good working relationship established and operating well. |
| After the school has followed their attendance processes they should refer ākonga and whānau to Tāpitomata before moving to a S19. Then if the ākonga and whānau do not engage to create an education plan with Tāpitomata within the agreed timeframe. Then Tāpitomata with the kura will complete an S19. Both the kura and Tāpitomata will action and monitor in collaboration with OT." | Local Tāpitomata team.<br>Management.<br>Teachers.<br>Office staff.<br>Whānau. | Attendance information (eTap).<br>Completed referral form. | 2024 and 2025. | The Tāpitomata team fully involved and the intervention is successful. |

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| "If non enrolled ākonga and whānau do not engage to create an education plan with Tāpitomata within the agreed timeframe then Tāpitomata will complete an S19. MoE will sign it and at this point Tāpitomata will support, action and monitor in collaboration with OT and the kura, where the ākonga will attend." | | | | |

## Action 14 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| To continually monitor individual ākonga attendance, cohort rates, school-wide rates and compare them with national norms, | **In progress** | |
| To develop a written plan of action (process) when a child's attendance is considered unsatisfactory. Determine a way forward. | **In progress** | |
| Make staff, whānau and ākonga aware of the concern and determine the best approach moving forward. | **In progress** | |
| To make connections (including referral as required) with the local Tāpitomata team. | **In progress** | |
| After the school has followed their attendance processes they should refer ākonga and whānau to Tāpitomata before moving to a S19. Then if the ākonga and whānau do not engage to create an education plan with Tāpitomata within the agreed timeframe. Then Tāpitomata with the kura will complete an S19. Both the kura and Tāpitomata will action and monitor in collaboration with OT." <br> "If non enrolled ākonga and whānau do not engage to create an education plan with Tāpitomata within the agreed timeframe then Tāpitomata will complete an S19. MoE will sign it and at this point Tāpitomata will support, action and monitor in collaboration with OT and the kura, where the ākonga will attend." | **In progress** | |

| **Action 15** | **To develop and implement an AI policy and procedures.** |
|---|---|
| | - Artificial Intelligence (AI) is a rapidly developing technology that can transform many aspects of our lives, including education. At Richmond school, we recognise the immense potential that AI has for enhancing the learning at our school. |
| | - AI can be used in various ways in an educational setting. It can help students learn, complete administrative tasks, provide insights through learning analytics, and create virtual learning environments. However, the use of AI also requires certain considerations to ensure its effective and ethical use. |
| | - An algorithm in AI is a set of steps that uses data or information and creates results that the person can see as text or pictures. These algorithms take data from questions or statements and can do things like change words, answer questions, and sort texts. The quality of AI outputs depends on the quality of the input prompts, and a good understanding of a given subject will help the AI user to evaluate these outputs. In this way, AI is not a replacement for knowledge, judgment, or learning, but it can support the planning and drafting of work. |
| | - Richmond School recognises staff are using AI technology now and will continue to do so in personal and professional settings and will now be part of our lives and part of our students working lives, new roles and job opportunities. |
| | - This policy document outlines how we at Richmond School intend to use AI in our school. We believe that with thoughtful planning and consideration, AI can significantly improve our educational practices and help us offer a better learning experience for our students. However, caution must also be applied to ensure tools are utilised in an ethical and responsible way. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| The new AI policy will be implemented from the beginning of 2024 (set to be approved at a Board meeting at the end of 2023).<br><br>During both years of this two year Strategic Plan there will be on-going evaluation of this policy and revised as deemed necessary. | Deputy Principal (in charge of IT). Principal. Management. Senior Staff. Cybersafety team at Richmond School. Board. | Technical support<br>• Ryan Higgins Deputy Principal (in charge of IT).<br>• Dan Robinson (our school technician). | Throughout both years (2024 – 2025). | The AI policy and procedures are being implemented and followed by the staff and students. Parents are well informed of these too. |

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| At Richmond School, we must consider how our Treaty obligations relate to AI. Article 2 of Te Tiriti grants Māori the tino rangatiratanga over their taonga, and we recognise that "Our data is a taonga". It is essential to ensure that the use of student data respects and honours Te Tiriti. This involves the secure and responsible handling of student and school information on an online platform and keeping the data strictly within the school premises. | Deputy Principal (in charge of IT). Principal. Management. Senior Staff. Cybersafety team at Richmond School. Board. | Technical support<br>• Ryan Higgins Deputy Principal (in charge of IT).<br>• Dan Robinson (our school technician). | Throughout both years (2024 – 2025). | The AI policy and procedures are being implemented and followed by the staff and students, taking into account out Treaty obligations. |
| Ethical considerations, including data privacy, algorithmic bias, and digital equity, need to be kept in the forefront to staff application of Artificial Intelligence. Every AI tool that we use within our school must comply with New Zealand data protection legislation and ethical guidelines.<br><br>All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender. | Deputy Principal (in charge of IT). Principal. Management. Senior Staff. Cybersafety team at Richmond School. Board. | Technical support<br>• Ryan Higgins Deputy Principal (in charge of IT).<br>• Dan Robinson (our school technician). | Throughout both years (2024 – 2025). | The AI policy and procedures are being implemented and followed by the staff and students, especially in terms of making ethical considerations, including data privacy, algorithmic bias, and digital equity, are kept at the forefront to staff application of Artificial Intelligence. |
| Staff will receive training on how to use AI tools effectively and ethically in their work.<br>- All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender.<br>- All staff will use Bing AI Enterprise and Microsoft products that require AI algorithms as they have been found to have adequate data protection measures in place to meet New Zealand data protection legislation.<br>- Teachers using AI for planning and reporting must use it in a way to create more personalised learning plans for their students and uphold. Staff should not become reliant on using these tools, but use them in a way that enhances it.<br>- Richmond School will allow the exploration of these tools and associated research. Caution needs to be ensured that the tools are used in an ethical and responsible way. Management need to be informed of the exploration and decisions around further use need to be based on this policy and the educational standards and expectations that uphold Richmond Schools values. Until further exploration with use has been established:<br>• Programs, such as CoPilot that will be soon accessed through student devices will be turned off through Intune | Deputy Principal (in charge of IT). Principal. Management. Senior Staff. Cybersafety team at Richmond School. Board. | Staff training provided by:<br>• Ryan Higgins Deputy Principal (in charge of IT).<br>• Dan Robinson (our school technician).<br>• Others who are part -of the school's IT curriculum team. | Throughout both years (2024 – 2025). | Staff are well trained and fully conversant with the school's AI policy, procedures and practices. |

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| until school Board and management are comfortable with how it can be used.<br>• AI licences and access to Bing AI are not to be used for general student use until further research has been completed. Class teachers can request inquiry research on using AI generators that students use, but they need to submit their request to Senior Management. Considerations will be assessed on the benefit of the enhancement of student learning and the wider implications of class programmes. These inquiries are based on the development of class programmes that scaffold student use to enhance their learning.<br>• It is up to the teacher's discretion on their use of AI in the class programme that does not require student data. The teacher will need to inform management of the programme and intention of use.<br>• Individual student situations can be reviewed in their use of AI that helps in their learning. This needs to be monitored through the guidance of the class teacher or support staff. | | | | |
| To consider the use of 'Reading Progress' and 'Maths Progress' tests (based on AI).<br><br>To trial and implement as deemed appropriate 2024 and 2025. | To be trialled in the Senior syndicate late 2023 and 2024. | Middles and Senior syndicate teachers. | | Feedback from ākonga and teachers after trials in the Senior syndicate late 2023 and 2024.<br><br>Then on-going feedback and if applicable test results that may provide evidence of the merits or otherwise of these. |
| From the review of policy L25 (9th August 2023):<br>*Parents should be informed occasionally (say a minimum of annually) about cyber-safety practices/digital citizenship (for example, via the newsletter and the Keeping Ourselves Safe unit parents meeting) and children should be informed frequently about cyber-safety/digital citizenship.* | Principal. | Newsletter item.<br><br>'Keeping Ourselves Safe' unit – this is biennially (next time being Term 4 2025),<br><br>Cybersafety unit Term 1 2024 and then on-going sessions throughout both years – all year levels. | Minimum of once a year.<br><br>2024 and ==2025.== | Feedback from parents and teachers.<br><br>Feedback from the lessons. |

# Action 15 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| The new AI policy will be implemented from the beginning of 2024 (set to be approved at a Board meeting at the end of 2023).<br><br>During both years of this two year Strategic Plan there will be on-going evaluation of this policy and revised as deemed necessary. | **In progress** | |
| At Richmond School, we must consider how our Treaty obligations relate to AI. Article 2 of Te Tiriti grants Māori the tino rangatiratanga over their taonga, and we recognise that "Our data is a taonga". It is essential to ensure that the use of student data respects and honours Te Tiriti. This involves the secure and responsible handling of student and school information on an online platform and keeping the data strictly within the school premises. | **In progress** | |
| Ethical considerations, including data privacy, algorithmic bias, and digital equity, need to be kept in the forefront to staff application of Artificial Intelligence. Every AI tool that we use within our school must comply with New Zealand data protection legislation and ethical guidelines.<br><br>All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender. | **In progress** | |
| Staff will receive training on how to use AI tools effectively and ethically in their work.<br>- All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender.<br>- All staff will use Bing AI Enterprise and Microsoft products that require AI algorithms as they have been found to have adequate data protection measures in place to meet New Zealand data protection legislation.<br>- Teachers using AI for planning and reporting must use it in a way to create more personalised learning plans for their students and uphold. Staff should not become reliant on using these tools, but use them in a way that enhances it.<br>- Richmond School will allow the exploration of these tools and associated research. Caution needs to be ensured that the tools are used in an | **In progress** | |

| | | |
|---|---|---|
| ethical and responsible way. Management need to be informed of the exploration and decisions around further use need to be based on this policy and the educational standards and expectations that uphold Richmond Schools values. Until further exploration with use has been established: <br> • Programs, such as CoPilot that will be soon accessed through student devices will be turned off through Intune until school Board and management are comfortable with how it can be used. <br> • AI licences and access to Bing AI are not to be used for general student use until further research has been completed. Class teachers can request inquiry research on using AI generators that students use, but they need to submit their request to Senior Management. Considerations will be assessed on the benefit of the enhancement of student learning and the wider implications of class programmes. These inquiries are based on the development of class programmes that scaffold student use to enhance their learning. <br> • It is up to the teacher's discretion on their use of AI in the class programme that does not require student data. The teacher will need to inform management of the programme and intention of use. <br><br> Individual student situations can be reviewed in their use of AI that helps in their learning. This needs to be monitored through the guidance of the class teacher or support staff. | | |
| To consider the use of 'Reading Progress' and 'Maths Progress' tests (based on AI). <br><br> To trial and implement as deemed appropriate 2024 and 2025. | **Not started** | |
| From the review of policy L25 (9th August 2023): <br> *Parents should be informed occasionally (say a minimum of annually) about cyber-safety practices/digital citizenship (for example, via the newsletter and the Keeping Ourselves Safe unit parents meeting) and children should be informed frequently about cyber-safety/digital citizenship.* | **In progress** | |

<table>
<tr>
<td colspan="2"><h1>Action 16</h1></td>
<td colspan="5"><b>To review what specialist teachers we will employ as part of our teaching team. Consideration needs to be given to the new National government's (after the recent NZ general elections) and the Ministry of Education future directions in terms of literacy and mathematics.</b><br>- Consider the type and number of specialists to employ (depending on our staffing allocation and other funds available).</td>
</tr>
<tr>
<td colspan="2"><b>Strategic Planning Actions</b></td>
<td><b>Who is responsible</b></td>
<td><b>Resources required</b></td>
<td><b>Timeframe</b></td>
<td colspan="2"><b>How will you measure success?</b></td>
</tr>
<tr>
<td colspan="2">Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ <b>specialist literacy teacher(s)</b>:<br>- Reading Recovery teachers (including ones in training).<br>- Information Literacy teacher in the library.<br>- GATERS/Extension groups.</td>
<td>Principal. Management. Senior Staff. Board.</td>
<td>Teachers to be consulted.</td>
<td>Prior to the start of <mark>each year</mark> (with modifications throughout the year as necessary).</td>
<td colspan="2">Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.</td>
</tr>
<tr>
<td colspan="2">Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ <b>specialist te reo teacher(s)</b>:<br>- Kapa haka.<br>- Bilingual groups/class(es).</td>
<td>Principal. Management. Senior Staff. Board.</td>
<td>Teachers to be consulted.</td>
<td>Prior to the start of <mark>each year</mark> (with modifications throughout the year as necessary).</td>
<td colspan="2">Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.</td>
</tr>
<tr>
<td colspan="2">Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ <b>specialist GATE teacher(s)</b>:<br>- GATERS/Extension groups.</td>
<td>Principal. Management. Senior Staff. Board.</td>
<td>Teachers to be consulted.</td>
<td>Prior to the start of <mark>each year</mark> (with modifications throughout the year as necessary).</td>
<td colspan="2">Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.</td>
</tr>
<tr>
<td colspan="2">Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ <b>specialist IT or P.E.</b> teacher(s).</td>
<td>Principal. Management. Senior Staff. Board.</td>
<td>Teachers to be consulted.</td>
<td>Prior to the start of <mark>each year</mark> (with modifications throughout the year as necessary).</td>
<td colspan="2">Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.</td>
</tr>
</table>

# Action 16 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ **specialist literacy teacher(s)**:<br>- Literacy teachers (including ones in training).<br>- Information Literacy teacher in the library.<br>- GATERS/Extension groups. | **In progress** | |
| Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ **specialist te reo teacher(s)**:<br>- Kapa haka.<br>- Bilingual groups/class(es). | **In progress** | |
| Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ **specialist GATE teacher(s)**: GATERS/Extension groups. | **Completed** | |
| Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ **specialist IT or P.E.** teacher(s). | **Not started** | |

| Action 17 | To determine how we implement the NELPs (the National Education Learning Priorities), to review and revise what we are doing – annually and at each Board meeting.
- Review them frequently, evaluate performance and progress made and report this to the staff, school community and Ministry of Education (Annual Report).
- Use what the school has learned to inform the next annual implementation plan and further onto the new three year Strategic Plan 2026 -2028. |
|---|---|

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| We have already outlined **'Key features and strategies to fulfil and report on each Priority'** in each of our Board reports 2023.<br><br>This will continue and modify them as necessary/required. | Board<br><br>Principal/ management. | Time at Board, management and Senior Staff meetings.<br><br>Seek ākonga, whānau, Parent-Teacher Committee, staff and curriculum committee members views from time to time throughout the year on specific aspects related to the NELPS. | Throughout the year. | A comprehensive document outlining how we are implementing and catering for the NELPs and making changes/modifications as necessary.<br><br>Positive feedback from those who are consulted (as noted). |
| We already have a system in place to report on the Progress and/or developments associated with the evaluation of the efforts to fulfil the **'Key features and strategies to fulfil and report on each Priority'** in each of our Board reports 2023.<br><br>This will continue and modify them as necessary/required.<br><br>At the end of each year (2024 and 2025) we do a final evaluation and report of the outcomes achieved over the course of the year. These will be included in our Annual Strategic Plan review and highlights noted in our Annual Report to parents, the school community and the Ministry of Education. | Board<br><br>Principal/ management. | Time at Board, management and Senior Staff meetings.<br><br>Seek ākonga, whānau, Parent-Teacher Committee, staff and curriculum committee members views from time to time throughout the year on specific aspects related to the NELPS. | Throughout the year. | A comprehensive document outlining how we are implementing and catering for the NELPs and making changes Positive feedback from those who are consulted (as noted) and modifications as necessary. |

# Action 17 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| We have already outlined **'Key features and strategies to fulfil and report on each Priority'** in each of our Board reports 2023.<br><br>• This will continue and modify them as necessary/required. | **In progress** | |
| We already have a system in place to report on the Progress and/or developments associated with the evaluation of the efforts to fulfil the **'Key features and strategies to fulfil and report on each Priority'** in each of our Board reports 2023.<br><br>This will continue and modify them as necessary/required.<br><br>At the end of each year (2024 and 2025) we do a final evaluation and report of the outcomes achieved over the course of the year. These will be included in our Annual Strategic Plan review and highlights noted in our Annual Report to parents, the school community and the Ministry of Education. | **In progress** | |

| Action 18 | To implement our planned 4 year policy review and to determine new policies and procedures as deemed necessary.<br>- Refer to our Self-review folder for the exact ones to be reviewed and when. |
|---|---|

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| **Policies to be reviewed 2024:**<br>• <u>Term 1</u> – Learning policy L17.<br>• <u>Term 2</u> – Learning policies L1, L5, L9, L10, L16, L18 and L19.<br>Finance policies F1-12.<br>• <u>Term 3</u> – Learning policy L12. | Board and management. | Policies folder.<br><br>Time at the Board meetings. | As documented on the policies and in the Self-review document. | Policies reviewed on time as scheduled. |
| **Policies to be reviewed 2025:**<br>• <u>Term 1</u> – Learning policy L7.<br>• <u>Term 2</u> – Administration policies A1, A4-12.<br>Review and Planning policies R1-6. | Board and management. | Policies folder.<br><br>Time at the Board meetings. | As documented on the policies and in the Self-review document. | Policies reviewed on time as scheduled. |
| Staff and school community to be aware of the timing of the reviews and when and where necessary to have genuine input into the reviews. | Management. | Policies folder.<br><br>Newsletter items.<br><br>Time at the staff meetings. | As documented on the policies and in the Self-review document. | Staff and school community feeling involved when it is deemed important/necessary for them to be involved. |

| Action 18 - Evaluation | | |
|---|---|---|
| **We have:** | **Status** | **Comments** |
| **Policies to be reviewed 2024:**<br>• <u>Term 1</u> – Learning policy L17.<br>• <u>Term 2</u> – Learning policies L1, L5, L9, L10, L16, L18 and L19.<br>  Finance policies F1-12.<br>• <u>Term 3</u> – Learning policy L12. | **In progress** | |
| **Policies to be reviewed 2025:**<br>• <u>Term 1</u> – Learning policy L7.<br>• <u>Term 2</u> – Administration policies A1, A4-12.<br>    Review and Planning policies R1-6. | **Not started** | |
| Staff and school community to be aware of the timing of the reviews and when and where necessary to have genuine input into the reviews. | **In progress** | |

| Action 19 | Each year Management, teaching staff and Board will determine the school's (and syndicate) Achievement Targets and foci for the year. |
|---|---|
| | - Management team to devise the school-wide Achievement Targets and foci.<br>- Syndicates to devise the syndicate Achievement Targets and foci.<br>- The Board, staff and school community will be consulted and have input into these.<br>- Will need to consider any new developments (directions, policies and programmes) the new National government wishes to implement. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| Annual school-wide Achievement Targets and foci:<br>- 2024.<br>- 2025. | Staff.<br><br>Management.<br><br>Board. | Waimea Kāhui Ako Achievement Targets and foci to be considered.<br><br>Syndicate ideas from their meetings and syndicate reviews.<br><br>End of the year Literacy and Maths Curriculum Levels reviews.<br><br>Outcomes of the previous school-wide and syndicate Achievement Targets and foci reviews. | Both years:<br>- 2024.<br>- 2025. | Success for each will depend on what each target is and what the foci are.<br><br>Each year there will be a documented Action Plan that outlines each target and they will be evaluated mid-year and end of the year.<br><br>The foci will also be monitored during the year and reviewed at the end of the year (e.g. end of year syndicate reviews, staff meetings, whānau hui and Board meetings). |
| Annual syndicate Achievement Targets and foci:<br>- 2024.<br>- 2025. | Syndicates.<br><br>Management.<br><br>Board. | Waimea Kāhui Ako Achievement Targets and foci to be considered.<br><br>Syndicate ideas from their meetings and syndicate reviews.<br><br>End of the year Literacy and Maths Curriculum Levels reviews.<br><br>Outcomes of the previous Achievement Targets and foci reviews. | Both years:<br>- 2024.<br>- 2025. | Success for each will depend on what each target is and what the foci are.<br><br>Each year there will be a documented Action Plan that outlines each target and they will be evaluated mid-year and end of the year.<br><br>The foci will also be monitored during the year and reviewed at the end of the year (e.g. end of year syndicate reviews, staff meetings, whānau hui and Board meetings). |

# Action 19 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| Annual school-wide Achievement Targets and foci:<br>  - 2024.<br>  - 2025. | **In progress** | |
| Annual syndicate Achievement Targets and foci:<br>  - 2024.<br>  - 2025. | **In progress** | |

| **Action 20** | **To follow the school's 5 Year Property Plan and Maintenance schedule.** |
|---|---|
| | - Refer to our 5YA and 10YPP.<br>- Refer to our Maintenance schedule. |

| Strategic Planning Actions | Who is responsible | Resources required | Timeframe | How will you measure success? |
|---|---|---|---|---|
| To complete the present 5 Year Property Plan 2020 – 2024. | Principal.<br>Property Committee.<br>Board.<br>Logic Group (Christchurch). | 5 Year Property Plan 2020 - 2024.<br>Documents to Ministry of Education Property Advisor. | 2024. | Completed successfully by the end of 2024.<br>Completion documents signed off by the Ministry of Education. |
| To prepare our new 5 Year Property Plan and Maintenance schedule (2025 – 2029) during 2024 in readiness for it to start being implemented 2025 and beyond. | Principal.<br>Property Committee.<br>Board.<br>Logic Group (Christchurch). | Maintenance schedule.<br>Involvement of Logic Group to devise our new 5YA, 10YPP and new Maintenance schedule. | 2025. | To complete these plans and schedule by the end of 2024 in readiness to begin the new ones at the beginning of 2025.<br>Plans and schedule approved by the Ministry of Education by the end of 2024. |
| To implement our maintenance schedules (as programmed):<br>- 2024.<br>- 2025. | Principal.<br>Property Committee.<br>Board.<br>Logic Group (Christchurch). | Maintenance schedules:<br>- 2020 - 2024.<br>- 2025 – 2029. | 2024 – 2025. | To complete the 2020 - 2024 schedule by the end of 2024.<br>To begin the new 2025 – 2029 schedule at the beginning of 2025. |
| To consider new playground equipment around the school.<br>Some example:<br>• New seats under shade trees.<br>• New Playground equipment.<br>• Cricket net area. | Principal.<br>Property Committee.<br>Board. | Funding from the Operational Fund (annual budget), other Property funding, Community Grants and Parent-Teacher Committee fund-raising. Photographs and booklet of potential items. | 2024 – 2025. | To have completed a number of these by the end of 2025 and they are highly regarded as excellent additions to tour playgrounds. |
| Biennial Adventure Playground inspections – Safety and Compliance Audit undertaken by Playsafe Ltd. | Principal.<br>Caretaker.<br>Adam Stride (Playsafe inspector). | | 2024. | For the inspector to find few issues with the adventure playgrounds and any he finds the caretaker/principal remedy immediately. |

## Action 20 - Evaluation

| We have: | Status | Comments |
|---|---|---|
| To complete the present 5 Year Property Plan 2020 – 2024. | **In progress** | |
| To prepare our new 5 Year Property Plan and Maintenance schedule (2025 – 2029) during 2024 in readiness for it to start being implemented 2025 and beyond. | **In progress** | |
| To implement our maintenance schedules (as programmed):<br>- 2024.<br>- 2025. | **In progress** | |
| To consider new playground equipment around the school.<br>Some example:<br>• New seats under shade trees.<br>• New Playground equipment.<br>• Cricket net area. | **In progress** | |
| Biennial Adventure Playground inspections – Safety and Compliance Audit undertaken by Playsafe Ltd. | **In progress** | |