

2024-2025 Strategic Plan-After consultation with community

Vision	Together we inspire and nurture ākonga so they contribute and thrive in our bicultural Aotearoa and the world.		
Mission	High aspirations for all our ākonga through valuing relationships, cultural identity and diversity with a vibrant, bicultural, local curriculum.		
	We uphold Te Tiriti o Waitangi as a commitment under which Māori and non- Māori may live together in the spirit of honourable relationships, with the promise to take the best possible care of each other. We have a strong partnership and engagement with Mana Whenua (Te Ātiawa and Taranaki whānui). Through education, connection and sharing we understand our roles as Tangata Whenua and Tangata Tiriti.		
	We have consulted with staff, students and our communities in multiple ways to hear their voices. We have reflected upon what we know about our ākonga, our kaimahi and our setting. We have considered Board Objective and National Education Learning Priorities and can see where these are reflected in our Goals and Initiatives. In essence we have synthesised key messages about the direction of our kura and believe this plan reflects the areas of emphasis that will support us to best achieve our Vision.		
Goals <i>BOT Objectives</i>	Ākonga We belong, contribute and have agency. (Nelp 1,2,3,4)	Kaimahi We are growing our bicultural capabilities and teaching practices in our multi ethnic community. (Nelp 2,3,4,5,6)	Whānau me te hapori Our community is engaged and connected. (Nelp 1,2,3)
Strategic Initiatives	1.1 Ako We learn and play with care and respect for each other.	2.1 Effective kaimahi We actively enquire together into what works for our ākonga and kaimahi to thrive.	3.1 Our place and people We are actively engaged and invited to share in kaitiakitanga. We create spaces for the community to gather.
	1.2 Love learning We are positive and active learners who experience success.	2.2 Skilled kaimahi We strengthen our practice to teach together in ways that make a positive difference for all ākonga.	3.2 Relationships We share aspirations, resources and knowledge that will improve learning for all.
Success	Ākonga stand strong in their identity, language and culture, actively involved in learning and able to sustain healthy relationships with others.	Kaimahi have excellent teaching with high aspirations for every ākonga based on mana-enhancing relationships.	Whānau me te hapori are actively involved in the life of our kura through ongoing relationships that foster ākonga success.

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Strategic Goal 1:

Ākonga We belong, contribute and have agency. (Nelp 1,2,3,4)

2025 Strategic Initiative/Annual Target: **We are positive and active learners who experience success.**

Key actions for 2025

1. **Te Tiriti:** to promote a culture that enacts Te Tiriti and enhances mana through Ngāti Kotahitanga and He Ranga Tupu
2. **Relationships:** To embed Manaakitanga for others, our environment and our community.
3. **Learning:** All ākonga engaged in rich, varied and accessible learning programmes

Actions	What we will see	What will success look like by the end of the year?
<p>Through education, connection and sharing, enact Te Tiriti o Waitangi in a way that takes the best care of each other as Tangata whenua and Tangata Tiriti.</p> <ul style="list-style-type: none"> ● All students in english medium actively take part in He Ranga Tupu ● Māori tamariki see and feel their identity, language and culture daily. 	<p>Normalising use of Te Reo In Te Reo all students are able to name objects in a classroom and join in a range of kemu. Ākonga use Te Reo Māori every day. Retell at least one pūrakau with significant detail. Join in whakatau mauri regularly and share their mihi with growing confidence. Māori ākonga confidently contribute and succeed where they want to. Growth in fluency and use of Te Reo Māori everyday and with extension for different experiences and contexts. Increased number of whānau in Māori medium education.</p>	<p>We will hear and see increased Te Reo in all aspects of kura life.</p> <p>Māori tamariki say and feel they are special in our kura and in Aotearoa.</p> <p>There are visible signs we are a kura in Aotearoa in our environment (walls, grounds)</p>
<p>To embed Manaakitanga for our environment and our community</p> <ul style="list-style-type: none"> ● Relationships with ākonga are strength based, learning focused and with high expectations. ● Relationships are acknowledging of whānau and whakapapa. ● We take time to care for our spaces - outside 	<p>Ākonga play with care and respect and include others. Opportunities are provided for ākonga to practice care and respect for others;e.g.Roots of Empathy Hou hou te rongo is an active part of the playground.</p>	<p>Regular review of HERO posts show:</p> <ul style="list-style-type: none"> - less related to care and respect. -Increased capability by ākonga to use words to solve problems. -Less frequency of restoration needed, plus quicker restoration.

<p>and in.</p>	<p>In the playground there are many games being played. Restoration between ākongā occurs regularly with guidance from other ākongā or adults. Ākongā can use specific language and skills to understand and regulate their emotions to build positive healthy relationships. Groups of children and individuals work and play in spaces that are organised, clean and tidy</p>	<p>Students are able to restore independently.</p>
<p>All ākongā are engaged in rich, varied and accessible curriculum programmes</p> <ul style="list-style-type: none"> ● Ākongā can talk about their learning meaningfully. ● Ākongā know when they are successful and support others in their successes. ● Ākongā progress in literacy according to the scope and sequence in Te Mataiaho using the Newtown School Literacy pathway. ● Ākongā progress in Mathematics according to the scope and sequence in Te Mataiaho. 	<p>Ākongā can use content and task specific language to tell the purpose of learning and how it connects to their context, and their progress.</p> <p>Learners actively help others to improve at something and success is celebrated in a variety of ways.</p> <p>Tuakana teina relationships are noticeable in akomanga and across the kura.</p> <p>Ākongā will develop a deeper understanding of Literacy and Mathematics concepts and apply them in various contexts, in particular for Writing.</p> <p>Accelerated learning opportunities are provided, in particular;</p> <ul style="list-style-type: none"> -Structured literacy for Year 4-6 -Addressing the needs of students that ‘show up’ in our data gathering 	<p>Ākongā have the opportunity each day to use language to talk about their learning.</p> <p>Students can name the areas of learning where they are successful and what they are working on next.</p> <p>Ākongā can identify ways in which they support others to be successful.</p> <p>Regular assessment gathering will show expected progress in literacy and Maths.</p> <p>Ākongā understand their progress and can name what are the next steps for learning.</p>
<p>Term One Reflection</p>		
<p>Term Two Reflection</p>		
<p>Term Three Reflection</p>		
<p>Term Four Reflection</p>		

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Strategic Goal 2:

Kaimahi. Our goal: We are growing our bicultural capabilities and teaching practices in our multi ethnic community. (Nelp 2,3,4,5,6)

2025 Strategic Initiative/Annual Target: **We strengthen our practice to teach together in ways that make a positive difference for all ākongā.**

Key actions for 2025

1. **Te Tiriti:** To promote a culture that enacts Te Tiririti and builds well founded relationships
2. **Relationships:** A thriving professional life
3. **Learning:** Intentional programme adaptations for those needing support to ensure equity for all

Actions	What will we observe?	What will success look like by the end of the year?
<p>Through education, connection and sharing, enact Te Tiriti o Waitangi in a way that takes the best care of each other as Tangata whenua and Tangata Tiriti.</p> <ul style="list-style-type: none"> ● All kaiako in english medium actively take part in He Ranga Tupu ● Support revitalisation of te Reo with a variety of ‘threads’ ● Te Reo Māori is increasingly heard in every space being used by kaimahi and between students. ● Kaiako Māori have opportunities to lead and wananga ● Tangata Tiriti understand their personal role and responsibilities. 	<p>Kaiako will plan and implement lessons on specific vocabulary topics, everyday arrange and participate in whakatau māori, karakia, waiata sessions, regularly play kemu and model tikanga.</p> <p>Kaimahi use the reo they have when they can and challenge themselves to keep using more. They continue to learn Te reo Māori.</p> <p>Kaiako actively participate in kura Māori cultural events.</p> <p>Opportunities to extend strategic growth of Māori.</p> <p>To have Māori thriving - Māori medium education, Mātawaka (by Māori/for Māori), Kapa Haka, integration of Kura Ahurea school wide, Kahui ako leadership, mahi toi that reflects mana whenua and tangata whenua, influence and challenge english medium delivery to become bilingual.</p> <p>Tangata Tiriti are allies in promoting and upholding the kaupapa of our kura.</p>	<p>Te reo will be heard from kaiako in every akomanga.</p> <p>A rich and varied curriculum that includes a Te Ao Māori lens will be observed in every akomanga</p> <p>Planning across school incorporates use of Kura Ahurea resources</p>

<p>A thriving Professional life.</p> <ul style="list-style-type: none"> ● Kaimahi demonstrate the actions outlined in the quality practice template and are provided with opportunities to reflect and continually strengthen their practice. ● Ākonga are succeeding and making progress as a result of consistent and excellent teaching. ● Teams collaborate, problem solve, and support each other to be our best. ● Contributions to the wider school are valued and have a positive impact. ● Kaimahi show the school values and abide by kawa formed with others. 	<ul style="list-style-type: none"> ● The Quality Practice Template is part of ongoing staff hui and is used to guide our practice. ● Kaiako conversations are open, honest and speak to their role in teaching and learning. ● Whakawhanaungatanga and check-ins are done honestly on a regular basis.. ● Conversations with each other aid professional growth and contribute constructively to problem solving. ● Consistency in our collective understanding of teaching practice at Newtown School. ● If needed, kaimahi will follow the tikanga of Restorative Practice to restore relationships and build healthy relationships. ● Time is taken to listen and share respectfully with all whānau to build healthy learning relationships. 	<p>Kaiako across the school have clarity and consistency in teaching practice.</p> <p>Kaimahi have a range of tools they can employ to maintain healthy relationships, inspired teaching and improvement of professional practice.</p>
<p>Curriculum that is responsive, relevant and targeted for the learning of our learners</p> <ul style="list-style-type: none"> ● Success is defined in consultation with whānau, students and kaimahi. ● Increased clarity and consistency of teaching content including effective planning and assessment. ● Integrate NZ Curriculum Refresh for Literacy and Mathematics into the teaching and learning practices at Newtown. 	<p>We teach who we have - the whole range of understanding and ability - the curriculum is accessible to all.</p> <p>We are guided by our stakeholders - success may look different for our ākonga.</p> <p>Kaiako will be equipped with strategies to create differentiated learning experiences, ensuring all ākonga can engage in meaningful, hands-on activities tailored to their unique needs and interests.</p> <p>Learning is capably scaffolded - gradual release of responsibility model - deliberate acts of teaching evident.</p> <p>Kaiako align classroom planning and teaching with</p>	<p>Review and monitor assessment tools and progress</p>

	the refreshed curriculum frameworks for Literacy and Mathematics. Moving towards use of curriculum progressions/scope & sequence on HERO to track progress.	
Structures, systems and processes that make an impact on akomanga. <ul style="list-style-type: none"> ● Raise student attendance through implementing an attendance action plan. ● Increased CRT release: More observation of each other and other kaiako within kura. ● Include our TAs in important conversations around planning for students 	<p>Embed a tier system of attendance response to improve attendance by identifying students at risk and implementing proactive interventions. Continue to provide enrichment opportunities for ākongā</p> <p>Peer observation & feedback and coaching. TAs actively involved in planning for targeted teaching.</p>	Increase the attendance percent across the school to be closer aligned with national aims.

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Strategic Goal 3:

Whānau me te hapori: Our community is engaged and connected. (Nelp 1,2,3)

2024 Strategic Initiative/Annual Target: **We share aspirations, resources and knowledge that will improve learning for all.**

Key actions for 2025

1. **Te tiriti:** under the guideline of mana whenua, Tangata whenua and Tangata Tiriti, in partnership, drive the aspirations for Māori success for tamariki and our community.
2. **Relationships:** whānau feel welcome and are confident participants or leaders of community events.
3. **Learning:** whānau feeling confident in seeing the hopes for their tamariki happening

Actions	What we will observe	What will success look like by the end of the year?
Promote a culture that enacts Te Tiriti o Waitangi in a	Mana whenua aspirations are visible within the	

<p>way that takes the best care of each other as Tangata whenua and Tangata Tiriti.</p> <ul style="list-style-type: none"> • Tangata whenua have opportunities to be together to share aspirations for Māori success for tamariki and our community that are put into action. • Tangata Tiriti community attend workshops to understand their role in Te Tiriti o Waitangi and provide ongoing actions for support. • Mahi toi or landscaping follows the whakamana strategy to ensure our decisions uphold Te Tiriti. • Board of Trustees and whānau plan for support of Te Reo Māori learning and growth of Māori medium education. 	<p>kura Mana whenua direction is discussed and included in planning and professional dialogue Host local history workshops Kura ahurea shared with hapori and visible within our kura. Workshops for tangata tiriti are designed, facilitated and well attended. New Playground will include aspects of te ao and be well supported by hapori Produce a welcome pack that includes an explanation of mana whenua, history of our buildings, our whakairo, pūrakau, name, what to expect at our kura, and an explanation of karakia.</p>	
<p>Relationships</p> <ul style="list-style-type: none"> • New whānau feel welcome when they arrive at Newtown. • Increased number of whānau are part of, or lead, our community events. • We are engaged with community leaders (i.e Imam) to promote treaty partnership. • Contribute skills to school 	<p>Provide opportunities for new whānau to connect with others; Tūī introduction, tuakana /teina- Celebrate cultural events/festivals e.g. Diwali, Eid, Samoan and Somali Independence day and others representative of our community. Kaimahi respectfully learn and endeavour to uphold the wishes of the community Have a range of whānau attend working bees, fix it days and gardening sessions</p>	<p>Collecting community voice about hopes, dreams, aspirations School calendar includes community wide celebrations. Whānau feel encouraged and confident to lead/assist/bring their knowledge, lived experiences, stories, skills to share.</p>
<p>Learning</p> <ul style="list-style-type: none"> • Relationships with kaiako are learning focused and positive. • Whānau are confident in the education that their tamariki are receiving and recognize their aspirations are part of the progress they can expect. 	<p>Conversations with kaiako are given time, have opportunity to listen and learn from each other, provide clarity and are learning focused.</p>	