



Te Kura o Puhinui Warkworth School

Strategic Plan 2023 – 2025 and Annual Plan 2024 for Warkworth School

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Board of Trustees' endorsement:	Tiffany Hubbard, 21 February 2024
Submission date to Ministry of Education:	23 February 2024

Warkworth School 2023 - 2025 Introductory Section - Strategic Intentions

Vision	Mission	Values
<i>Success for all</i>	<p><i>Nurturing ACTIVE Learners</i></p> <p>Adventurous Collaborative Thoughtful Innovative Valued Empowered</p>	<p>Whakawhanaungatanga Nurturing extended family relationships</p> <p>Manaakitanga Showing care and respect</p> <p>Kaitiakitanga Protecting our natural resources</p>
Principles	<p><i>Ako</i> We believe teaching and learning programmes must acknowledge the principles of the New Zealand Curriculum which include - High expectations; Treaty of Waitangi; Cultural diversity; Inclusion; Learning to learn; Community engagement; Coherence; Future-focus.</p> <p><i>Wananga</i> We believe in a way of learning that is learner and relationships-centred, that is dialogic, engaging, challenging and future-focused.</p> <p><i>Hauora</i> We believe in providing teaching and learning programmes that develop the whole child attending to their mental and emotional wellbeing, their social wellbeing, their physical wellbeing and their spiritual wellbeing.</p>	

STRATEGIC GOALS

NELP 1 Learners at the centre	Learners with their whanau are at the centre of education.		
Nurture wellbeing	We will grow mental and emotional wellbeing, social wellbeing, physical wellbeing and spiritual wellbeing.		
Nurture relationships	We will foster educationally powerful connections with the school community, mana whenua and the wider community.		
Priority 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2023	2024	2025
1.1 Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	<ul style="list-style-type: none"> Conduct the wellbeing@school survey Analyse and interpret the data to develop an implementation plan with recommendations for action 	<ul style="list-style-type: none"> Implement recommendations from the wellbeing@school implementation plan 	<ul style="list-style-type: none"> Review progress made with the wellbeing@school implementation plan and prioritise any emerging areas of need.
1.2 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	<ul style="list-style-type: none"> Review Concerns and Complaints policies according to the School Docs schedule Staff refresher about processes 	<ul style="list-style-type: none"> Review policies according to the School Docs schedule Staff refresher about processes 	<ul style="list-style-type: none"> Review policies according to the School Docs schedule Staff refresher about processes

	<ul style="list-style-type: none"> • DPs mentor and assist teachers with robust implementation of processes 	<ul style="list-style-type: none"> • DPs mentor and assist teachers with robust implementation of processes 	<ul style="list-style-type: none"> • DPs mentor and assist teachers with robust implementation of processes
<p>1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<ul style="list-style-type: none"> • All staff engage in Restorative Practice PLD • Continue to support staff implement Pause, Breathe, Smile programme and strategies 	<ul style="list-style-type: none"> • Senior and middle leaders support staff to embed Restorative Practice as the everyday way of working with akonga • Refresher PLD for existing staff and PLD for new staff on Restorative Practice. 	<ul style="list-style-type: none"> • Embed Restorative Practice across the school
<p>Priority 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	2023	2024	2025
<p>2.1 Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p>	<ul style="list-style-type: none"> • Review the effectiveness of formal opportunities such as Open Day and Learning Conversations, and informal opportunities such as Fiesta and Walkathon to strengthen whakawhanaungatanga • Investigate other opportunities for building productive partnerships and develop a plan 	<ul style="list-style-type: none"> • Review and refine systems and processes around formal and informal opportunities for whakawhanaungatanga • Implement the plan for developing productive partnerships 	<ul style="list-style-type: none"> • Develop a set of school-wide procedures for developing whakawhanaungatanga • Review the effectiveness of the implemented plan for developing productive partnerships
<p>2.2 Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p>	<ul style="list-style-type: none"> • Appoint two lead teachers, one to liaise with a Māori Cultural Competencies 	<ul style="list-style-type: none"> • Lead teachers, together with their respective facilitator of Māori/Pasifika 	<ul style="list-style-type: none"> • Lead teachers, together with their respective facilitator of Māori/Pasifika

	<p>facilitator and one to liaise with a Pasifika Cultural Competencies facilitator and develop knowledge and skill in this area.</p> <ul style="list-style-type: none"> Plan a programme of Cultural Competencies learning for colleagues over the next two years 	Cultural Competencies initiate new learning for staff	Cultural Competencies consolidate new learning for staff
<p>2.3 Identify and respond to learner/ ākongā strengths, progress and needs, and learner/ākongā and whānau aspirations</p>	<ul style="list-style-type: none"> Consolidate PLD on Assessment for Learning in Literacy Continue using Seesaw to engage learners and whānau in the evaluative process 	<ul style="list-style-type: none"> Embed Assessment for Learning in daily teacher practice Review the strengths and weaknesses of Seesaw and develop recommendations for improved genuine reciprocity using Seesaw or an alternative tool 	<ul style="list-style-type: none"> Refresher of Assessment for Learning for all staff Implement the recommendations from the review of Seesaw
<p>2.4 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p>	<ul style="list-style-type: none"> Utilise the expertise of the Māori Cultural Competencies facilitator to engage in genuine consultation with Māori to support rangatiratanga Continue strengthening our relationship with Ngati Manuhiri Actively recruit a member to represent Māori on the school board 	<ul style="list-style-type: none"> Develop an action plan based on the outcomes of the consultation with Māori Work collaboratively with Ngati Manuhiri on the action plan Strengthen Māori parent representation on the board 	<ul style="list-style-type: none"> Implement the developed action plan in support of rangatiratanga and Māori educational success as Māori Liaise with Ngati Manuhiri for feedback on the action plan Further strengthen Māori parent representation on the board
<p>2.5 Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<ul style="list-style-type: none"> Conduct a needs analysis 	<ul style="list-style-type: none"> Investigate possibilities for a sustainable plan 	<ul style="list-style-type: none"> Survey parents for interest and facilitate participation

<p>NELP 2 Barrier free access</p>	<p>Great education opportunities and outcomes are within reach of every learner</p>		
<p>Nurture Learning</p>	<p>We will provide a relationships-centred, culturally-connected, authentic curriculum that is engaging, inclusive and future-focused.</p>		
<p>Priority 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>2023</p>	<p>2024</p>	<p>2025</p>
<p>3.1 Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p>	<ul style="list-style-type: none"> • Strengthen the process used by the DPs for identifying learners needing support to participate and engage in schooling • DPs liaise with LSC and Pasifika Learning Assistants to develop a strategy to support Pacific families' participation and engagement in schooling 	<ul style="list-style-type: none"> • Embed the process of identifying, connecting and supporting Pacific families' continuous participation and engagement in schooling 	<ul style="list-style-type: none"> • Review systems and processes and evaluate the impact of them
<p>3.2 Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are</p>	<ul style="list-style-type: none"> • Each DP manages the pastoral care of the learners on their campus, liaising to provide consistency of approach 	<ul style="list-style-type: none"> • Systems for managing the pastoral care of students is refined and documented • The Learning Support Register is refined and 	<ul style="list-style-type: none"> • Systems for managing the pastoral care of students is reviewed for improvement • Use of the Learning Support Register is embedded

supported, and that learning support programmes are robust and effective	<ul style="list-style-type: none"> • Learning Support Register on eTap is refined and teachers are supported to use it effectively • Learning Support Leader monitors learning programmes and progress of learners drawing on the expertise of the LSC and the ORS/ESOL teacher to support teacher implementation of effective programmes • Learning Assistants are provided, at least one per community, to support learnings with additional needs 	<p>teachers are supported to continue using it effectively</p> <ul style="list-style-type: none"> • LSC and ORS/ESOL teacher initiate the delivery of PLD • Learning Assistants are provided, at least one per community, to support learnings with additional needs 	<ul style="list-style-type: none"> • LSC and ORS/ESOL teacher continue delivering PLD • Learning Assistants are provided, at least one per community, to support learnings with additional needs
<p>3.3</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<ul style="list-style-type: none"> • Opt into the government activity grant scheme • Provide EOTC experiences, each term where possible, including all learners whether or not a donation has been made 	<ul style="list-style-type: none"> • Opt into the government activity grant scheme • Explore fundraising opportunities to subsidise the cost of EOTC experiences including grants from Charitable Trusts 	<ul style="list-style-type: none"> • Opt into the government activity grant scheme • Develop a schedule of regular fundraising events and a process for making regular applications for grants
<p>Priority 4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	2023	2024	2025
<p>4.1</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p>	<ul style="list-style-type: none"> • Continue supporting BSLA for Year 1 learners and establish it for Year 2 learners. 	<ul style="list-style-type: none"> • Evaluate the impact of BSLA and consider whether it should be expanded to Year 3 	<ul style="list-style-type: none"> • Embed BSLA at Year 1, consolidate it at Year 2 and Introduce it at Year 3 if deemed effective

	<ul style="list-style-type: none"> • Reinforce teacher knowledge of the LPFs in Writing and Mathematics through moderation of teacher judgements across the school • Support the developing use of the Reading LPFs in planning, teaching and learning • Develop a Warkworth School literacy approach that supports consistency of planning, teaching and learning across the school • Support lead teacher and teacher enthusiasts refine their pedagogy that supports Developing Mathematical Inquiry Communities (DMIC) 	<ul style="list-style-type: none"> • Further develop consistency of teacher judgements using the LPFs in Writing and Mathematics through continued moderation practices across the school • Teachers consistently use the Reading LPFs in planning, teaching and learning • Evaluate the impact of the literacy approach and planning process, review and refine it for improvement • Enable lead teachers and teacher enthusiasts to support a growing number of teachers develop pedagogy that supports Developing Mathematical Inquiry Communities (DMIC) 	<ul style="list-style-type: none"> • Embed consistency of teacher judgements using the LPFs in Writing and Mathematics through school-wide moderation practices • Teachers consistently use the Reading LPFs in planning, teaching and learning and use moderation to increase consistency of teacher judgements • Embed the Warkworth School literacy approach and planning process across the school • Enable lead teachers and a growing number of teacher enthusiasts to support all teachers in Years 3 – 6 develop pedagogy that supports Developing Mathematical Inquiry Communities (DMIC)
<p>4.2 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p>	<ul style="list-style-type: none"> • Continue the use of Improvement Plans as a strategy for identifying, planning programmes and monitoring progress of at-risk learners • Provide teacher resource for Reading Recovery and Early Literacy Support for 	<ul style="list-style-type: none"> • Evaluate the effectiveness of Improvement Plans as a strategy for identifying, planning programmes and monitoring progress of at-risk learners and initiate improvements • If possible, provide teacher resource for Reading Recovery and Early 	<ul style="list-style-type: none"> • Implement processes that will increase the effectiveness of Improvement Plans as a strategy for identifying, planning programmes and monitoring progress of at-risk learners • If possible, provide teacher resource for Reading

	<p>a small group of learners most at-risk</p> <ul style="list-style-type: none"> • Develop systems and strategies for identifying learners with additional needs during the transition to school process and engage outside agencies to support their learning 	<p>Literacy Support for a small group of learners most at-risk</p> <ul style="list-style-type: none"> • Further develop systems and strategies for identifying learners with additional needs during the transition to school process and engage outside agencies to support their learning 	<p>Recovery and Early Literacy Support for a small group of learners most at-risk</p> <ul style="list-style-type: none"> • Review and refine systems and strategies for identifying learners with additional needs during the transition to school process and engage outside agencies to support their learning
<p>4.3 Value the heritage languages spoken by Pacific learners/ ākongā, and provide opportunities to use and to build on them</p>	<ul style="list-style-type: none"> • Develop the systems and structures that enable Pasifika Learning Assistants support literacy learning using the heritage language of learners 	<ul style="list-style-type: none"> • Implement systems and structures that enable Pasifika Learning Assistants support literacy learning using the heritage language of learners 	<ul style="list-style-type: none"> • Consolidate the systems and structures that enable Pasifika Learning Assistants support literacy learning using the heritage language of learners

NELP 3 Quality teaching and leadership	Quality teaching and leadership make the difference for learners and their whanau		
Nurture Learning	We will provide a relationships-centred, culturally-connected, authentic curriculum that is engaging, inclusive and future-focused.		
Nurture People	We will develop a staff of high calibre.		
Priority 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	2023	2024	2025
5.1 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	<ul style="list-style-type: none"> Continue including existing tikanga Māori practices such as powhiri and manaakitanga for visitors Continue liaising with Ngati Manuhiri, strengthening our relationship through invitations to school events and seeking their advice and guidance on cultural matters. 	<ul style="list-style-type: none"> Expand existing tikanga Māori practices as recommended by Ngati Manuhiri and PLD facilitators 	<ul style="list-style-type: none"> Embed tikanga Māori practices recommended and introduced by Ngati Manuhiri and PLD facilitators
5.2 Use development opportunities for teachers/kaiako and leaders to build their	<ul style="list-style-type: none"> Implement new learning from PLD with the Māori Cultural Competencies 	<ul style="list-style-type: none"> Continue implementing new learning from PLD with the Māori Cultural 	<ul style="list-style-type: none"> Consolidate new learning from PLD with the Māori Cultural Competencies

teaching capability, knowledge and skills in te reo Māori and tikanga Māori	facilitator and the Māori Achievement Collaboration facilitator	Competencies facilitator and the Māori Achievement Collaboration facilitator	facilitator and the Māori Achievement Collaboration facilitator through planned practice
5.3 Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	<ul style="list-style-type: none"> • Te reo Māori through karakia, waiata and short phrases is practiced at staff and/or Admin meetings then used in classes • Develop systems and structures for utilising Learning Assistants, who have capability and expertise in te reo Māori, to model and teach te reo 	<ul style="list-style-type: none"> • Shared books in te reo Māori are modelled and practiced at staff and/or admin meetings then used in classes. • Implement systems and structures for utilising Learning Assistants, who have capability and expertise in te reo Māori, to model and teach te reo 	<ul style="list-style-type: none"> • Longer phrases in te reo Māori are modelled and practiced at staff and/or admin meetings then used in classes. • Consolidate systems and structures for utilising Learning Assistants, who have capability and expertise in te reo Māori, to model and teach te reo
Priority 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	2023	2024	2025
6.1 Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	<ul style="list-style-type: none"> • Survey teachers at the end of the year for priority areas of PLD and together with teacher goals from their PGC identify emerging themes for professional learning and plan PLD to address the needs. • Offer leadership opportunities with salary units in specific areas to address school-wide needs and to grow leadership capacity 	<ul style="list-style-type: none"> • Review PLD, resurvey staff and align with PGC goals, plan to consolidate previous PLD and build onto existing pedagogy • Plan further leadership opportunities that will enhance the development of leadership capacity • Continue encouraging emerging leaders to take up leadership roles with the Kahui Ako as they arise. 	<ul style="list-style-type: none"> • Review PLD, resurvey staff and align with PGC goals, plan to consolidate previous PLD and build onto existing pedagogy • Plan further leadership opportunities that will enhance the development of leadership capacity • Continue encouraging emerging leaders to take up leadership roles with the Kahui Ako as they arise.

	<ul style="list-style-type: none"> • Encourage emerging leaders to take up ASL and WSL leadership roles with the Kahui Ako • Encourage and support teachers to act as a Mentor Teacher for a PCT where opportunities arise • Encourage teachers to act as an Associate Teacher for teacher trainees. 	<ul style="list-style-type: none"> • Encourage and support teachers to act as a Mentor Teacher for a PCT where opportunities arise • Encourage teachers to act as an Associate Teacher for teacher trainees. 	<ul style="list-style-type: none"> • Encourage and support teachers to act as a Mentor Teacher for a PCT where opportunities arise • Encourage teachers to act as an Associate Teacher for teacher trainees.
<p>6.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p>	<ul style="list-style-type: none"> • Senior and Middle Leaders together with the LSC deepen their understanding of Universal Design for Learning using the expertise of external agencies including RTLB 	<ul style="list-style-type: none"> • Senior and Middle Leaders together with the LSC and RTLB facilitate PLD in Universal Design for Learning for staff 	<ul style="list-style-type: none"> • Senior and Middle Leaders together with the LSC and RTLB support teachers utilise Universal Design for Learning in their daily practice
<p>6.3 Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<ul style="list-style-type: none"> • Develop a Local Curriculum trialling units of inquiry each term • Include content from the Aotearoa NZ Histories in Inquiry Learning • Refresher for teachers of what cultural relationships and responsive pedagogy means at Warkworth School • PLD for Middle Leaders and Kahui Ako Leaders to gain knowledge of the Leadership Framework and use their understanding to develop 	<ul style="list-style-type: none"> • Review the Local Curriculum • Develop knowledge and understanding of the newly released learning areas in the Refreshed Curriculum • Strengthen the use of cultural relationships and responsive pedagogy in all learning areas • Leadership Framework is used to support professional growth of leaders – Middle Leaders and Kahui Ako leaders (ASL, WSLs) 	<ul style="list-style-type: none"> • Refine the Local Curriculum • Develop knowledge and understanding of the newly released learning areas of the Refreshed Curriculum • Embed the practice of cultural relationships and responsive pedagogy in all learning areas • Leadership Framework is used to support professional growth of leaders – Middle Leaders and Kahui Ako leaders (ASL, WSLs)

	personalised goals around leadership		
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Nurture Resources	We will grow and sustain high-quality innovative learning environments that reflect taonga including tikanga Māori, natural and physical resources.		
	2023	2024	2025
Hall	<ul style="list-style-type: none"> Toilet upgrade 	<ul style="list-style-type: none"> LED Lighting upgrade 	<ul style="list-style-type: none">
Playground and courts	<ul style="list-style-type: none"> Amphitheatre – junior Māra Hūpara – senior 	<ul style="list-style-type: none"> Sandpit upgrade – junior Shade – senior 	<ul style="list-style-type: none"> Native garden – junior Shade – senior
Learning spaces	<ul style="list-style-type: none"> Dividing wall in C1 - junior 	<ul style="list-style-type: none"> Acoustic wall linings/ceiling tiles - junior 	<ul style="list-style-type: none">

Nurture Agency	We will create a school culture that retains its individuality while acknowledging legislative requirements.		
	2023	2024	2025
	<ul style="list-style-type: none"> As per School Docs schedule 	<ul style="list-style-type: none"> As per School Docs schedule 	<ul style="list-style-type: none"> As per School Docs schedule

Annual School Improvement Plan 2024 – SUMMARY

Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying					
Objectives	Actions	Short Report			Progress
		May	September	December	
<p>1.1 Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p>	<ul style="list-style-type: none"> • Lead teacher and MAC facilitator lead staff through the module 'Unteach Racism • Initiate programmes of learning that will strengthen student-to-student relationships by explicitly teaching emotional literacy and emotional regulation, e.g. Berry Street Education Model (BSEM). 				
<p>1.2 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p>	<ul style="list-style-type: none"> • Review policies according to the School Docs schedule. • DPs mentor teachers enabling them to effectively implement robust processes that promptly resolve arising issues of racism, discrimination and bullying. • Review the Health programme to ensure these topics are included in the biennial overview. 				
<p>1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from</p>	<ul style="list-style-type: none"> • Senior and middle leaders support staff to embed Restorative Practice as a natural part of their everyday practice when working with ākonga. 				

diverse ethnic communities, feel they belong	<ul style="list-style-type: none"> • Provide PLD for new staff on Restorative Practice and refresher PLD for existing staff. • Consult with the community regarding the Health and PE programme. • Review the biennial Health Overview and actively plan to include Relationships and Sexuality Education into the overview and into health units where relevant. • In response to parent views gathered in 2023, investigate programmes that support values-based learning and character education and develop an implementation plan for introduction in 2025. 		
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Priority 2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Objectives	Actions	Short Report			Progress
		May	September	December	
2.1 Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	<ul style="list-style-type: none"> • Provide formal and informal opportunities for whakawhanaungatanga to further strengthen productive partnerships with the parent community. • Conduct a review of the current strategy for reporting to parents, consult with the parent community about their unmet needs based on current practice, identify areas for 				

	improvement, develop an action plan, and implement the actions stage by stage in 2024 - 2025.		
2.2 Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	<ul style="list-style-type: none"> • Lead teachers of literacy and mathematics continue to emphasise pace and urgency when facilitating unit planning for teams to reinforce having high expectations of ākonga. • Lead teachers of Māori / Pasifika Cultural Competencies, together with their respective facilitators, initiate PLD opportunities for staff to highlight the impact of bias and low expectations of ākonga. 		
2.3 Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	<ul style="list-style-type: none"> • Provide PLD that supports the daily use of Assessment for Learning practices, and embed this for learners by encouraging regular self-assessment strategies. • Review the strengths and weaknesses and the effectiveness of Seesaw and Hapara, and develop recommendations for improvements in its use to support genuine reciprocity between school and home. • Investigate other options for digitally connecting with the parent community with the view to increasing parent understanding of and engagement in their child's learning. 		
2.4 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	<ul style="list-style-type: none"> • Hold hui for Māori whanau and stakeholders to gather their views about aspirations for Māori ākonga at Warkworth School as well as their 		

	<p>thoughts about the proposed annual action plan which resulted from the review with the MAC facilitator.</p> <ul style="list-style-type: none"> Engage in dialogue with Ngati Manuhiri regarding the outcome of the whanau consultation hui and seek their guidance on any proposed strategies for addressing matters arising from the hui. s any recommthe action plan in consultation with Ngati Manuhiri and develop and implementation plan. 		
<p>2.5 Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<ul style="list-style-type: none"> Investigate possibilities for a sustainable plan for the delivery of Māori-medium learning within the school. Explore avenues for working in collaboration with Ngati Manuhiri on the development of Māori-medium learning and a possible partnership during the development phase. 		

Priority 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Objectives	Actions	Short Report			Progress
		May	September	December	
<p>3.1 Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p>	<ul style="list-style-type: none"> • Develop an annual plan that focuses on term-by-term strategies that strengthen connections with Pasifika families and that utilises the expertise of Pasifika learning assistants to support its development and implementation. • Senior leaders support the lead teacher of Pasifika to partner with Mahu Vision Trust to develop initiatives that support and strengthen the use of heritage language at home and at school, e.g. afterschool language classes, early childhood learning using heritage language. • Investigate and trial new strategies for increasing the effectiveness of Pasifika students transitioning from ECE to primary school, and from primary to secondary school. 				
<p>3.2 Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their</p>	<ul style="list-style-type: none"> • Refine systems for managing the pastoral care of students, document them and provide staff with PLD to support the system being embedded with consistency. 				

needs are supported, and that learning support programmes are robust and effective	<ul style="list-style-type: none"> • The Learning Support Register is refined and teachers are supported to continue using it effectively. • LSC and ORS/ESOL teacher initiate PLD opportunities for staff so they are better able to provide for ESOL and neurodiverse learners • Provide at least one learning assistant per community to support learners with additional needs. 		
3.3 Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau	<ul style="list-style-type: none"> • Continue to opt into the government activity grant scheme. • Explore fundraising opportunities to subsidise the cost of EOTC experiences including grants from Charitable Trusts. 		

Priority 4 - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy					
Objectives	Actions	Short Report			Progress
		May	September	December	
4.1 Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	<ul style="list-style-type: none"> • Evaluate the impact of BSLA and consider whether it should be expanded to Year 3. • Further develop consistency of teacher judgements using the LPFs in Writing and Mathematics through continued moderation practices across the school. • Increase the reliability of teacher judgements of achievement in 				

	<p>Reading giving consideration to using the Reading LPFs.</p> <ul style="list-style-type: none"> • Evaluate the impact of BSLA and Early Literacy Support, and develop systems for recording and tracking progress and achievement. • Support the lead teacher of Mathematics and teacher enthusiasts to grow teacher capability in Mathematics, and in particular of the approach referred to as DMIC - Developing Mathematical Inquiry Communities. 		
<p>4.2 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of Improvement Plans as a strategy for identifying, planning programmes, and monitoring progress of at-risk learners and initiate improvements to accelerate their learning. • Provide Reading Recovery and Early Literacy Support if it is funded by MoE. • Further develop systems and strategies for identifying learners with additional needs during the transition to school process, and engage outside agencies to support their learning 		
<p>4.3 Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them</p>	<ul style="list-style-type: none"> • Implement systems and structures that enable Pasifika Learning Assistants to support literacy learning for Pasifika students in their heritage language. 		

Priority 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Objectives	Actions	Short Report			Progress
		May	September	December	
5.1 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	<ul style="list-style-type: none"> Expand existing tikanga Māori practices as recommended by Ngati Manuhiri and PLD facilitators. Implement the actions from the MAC review. 				
5.2 Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	<ul style="list-style-type: none"> Continue implementing new learning from PLD with the Māori Cultural Competencies facilitator and the MAC facilitator. 				
5.3 Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	<ul style="list-style-type: none"> Shared books in te reo Māori are modelled and practiced at staff and/or admin meetings then used in classes. Assist staff enrol in online te reo Māori classes and make provision for time to complete the learning. Implement systems and structures for utilising Learning Assistants, who have capability and expertise in te reo Māori, to model and teach te reo. 				

Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objectives	Actions	Short Report			Progress
		May	September	December	
<p>6.1 Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p>	<ul style="list-style-type: none"> • Provide effective PLD for staff so they are confident in their knowledge and competent in their delivery of the Refreshed Curriculum. • Utilising a coaching approach, support aspiring leaders who have a leadership role to grow their leadership practice. • Encourage emerging leaders to apply for the Tertiary Study Grant and support those who are successful to grow their expertise. • Encourage emerging leaders to apply for Kahui Ako ASL and WSL roles. • Encourage and support teachers to act as a Mentor Teacher for a PCT where opportunities arise. • Encourage teachers to act as an Associate Teacher for teacher trainees as an opportunity to grow their leadership capacity. 				
<p>6.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p>	<ul style="list-style-type: none"> • Senior and Middle Leaders together with the LSC engage in PLD to deepen their understanding of Universal Design for Learning in readiness to lead whole staff PLD. • Senior, Middle Leaders, specialist teachers, and teacher enthusiasts 				

	<p>where possible, are trained in BSEM to enhance teaching and learning strategies for neurodiverse learners.</p> <ul style="list-style-type: none"> • Where resourcing allows, engage an Educational Psychologist to work with neurodiverse students and their teachers to build teacher capability and lift outcomes for learners. 		
<p>6.3 Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<ul style="list-style-type: none"> • Utilise the expertise of our Field-Based STEM facilitator to ensure our two-year Local Curriculum Overview is responsive to our school context and embeds a sense of turangawaewae for learners. • Utilise the facilitator's expertise to empower the lead teacher of local curriculum to act as an expert who is increasingly able to effectively coach teachers when they collaboratively develop their inquiry unit plans. • Develop a bank of units of inquiry that are steeped in experiential learning and EOTC experiences that will engage our learners and deepen their understanding of key concepts from the Refreshed Curriculum. • Include content from the Aotearoa NZ Histories in the units of inquiry. • Provide regular PLD refreshers to ensure cultural relationships and responsive pedagogy remains strong at Warkworth School. 		

TARGETS FOR ACHIEVEMENT 2024

READING

Learners	Baseline	Target	Goal
Year 3			
Year 5			
Māori			
Pasifika			

WRITING

Learners	Baseline	Target	Goal
All			
Year 3			
Year 5			
Māori			
Pasifika			

MATHEMATICS

Learners	Baseline	Target	Goal
All			
Year 3			
Year 5			