



NGUTUNUI
ENVIRO SCHOOL

Strategic Planning

2022-2023



Vision

Learning & Growing Together

Poipoia te kākano kia puawai

Nurture the seed and it will blossom

Mission

To inspire curiosity, creative thinking and a love of learning in a safe, respectful and sustainable environment where diversity and individual success is valued.

Values



Strategic Plan Overview 2022-23



Mission

Strategic Aims

Annual Plan

To inspire curiosity, creative thinking and a love of learning

To engage all learners using relevant contexts for learning

- Development of localised curriculum & inquiry model
- Development of learner profile
- Effective teaching & learning strategies & Tataiako

within a safe, respectful environment

To create an environment where all feel safe and valued

- To continue to grow in PB4L practises and embed practises in our everyday interactions
- A focus on wellbeing for all

within a sustainable environment

To take action to implement sustainable practises in our school

- To re-engage in enviro schools practices and make strong links within our localised curriculum

where diversity and individual success is valued

To ensure all learners have the skills & attitudes for success and continue on an upward trajectory

- Embed culturally responsive practises
- Uphold te reo Māori me ona Tikanga Māori within everyday learning
- Upward trajectory for every learner-focused learning & teaching

Learning & Growing Together

Achievement Targets

Strategic Aims 2022-2023

To inspire curiosity, creative thinking and a love of learning...

Strategic Goal 1: To engage all learners using relevant contexts for learning

- To have developed and embedded our localised curriculum for Ngutunui School
- Developed and embed a Learners Profile and pathway document for our learners through Ngutunui School
- Embed *inquiry learning* as our way of learning at Ngutunui School to encourage engagement, curiosity and a love of learning -New Pedagogies for Deep Learning
- Ensure teachers use effective teaching & learning strategies (incl Tataiako); high engagement and accelerated individual success is achieved (across learning range within classes)

within a safe, respectful environment...

Strategic Goal 2: To create an environment where all feel safe and valued

- To embed PB4L practices (Tier 1 and 2) as the 'Ngutunui way'.
- Well-being is a focus for both students and staff.
 - Pause Breathe Smile PLD to support resilience and self-regulation and consistent strategies used by teachers and learners
 - Te Whare Tapa Wha model is utilised so that students and staff are able to identify areas where they may require support in their hauora.

within a sustainable environment...

Strategic Goal 3: To take action to implement sustainable practices in our school

- To engage with Enviro-schools to provide advice, guidance and assistance with sustainability
- To have a strong student-lead Enviro group that will enjoy taking ownership, responsibilities and planning in creating our sustainable environment - learning from & with
- To engage with local environmental groups & community to form collaborative relationships
- To have strong themes flowing through our Localised Curriculum that link into our Enviro learning

where diversity and individual success is valued.

Strategic Goal 4: To ensure all learners have the skills & attitudes for success and continue on an upward trajectory

- Embed a strong positive behaviour for learning with high expectations for all
- An upward trajectory achieved for every learner through focused learning & teaching in literacy and math, with emphasis on identified cohorts of students requiring support to make progress in their learning
- Embed strong understanding and use of culturally responsive practises
- To embed Te Reo Māori and Tikanga Māori in school practices and Māori perspectives in planning and class programmes

Objective 2: Effective teaching and learning strategies to support accelerated learning; high engagement and accelerated individual success is achieved (across learning range within classes)

Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
<p>Tataiako cultural competencies into teaching and learning programmes and practises</p> <p>Teachers effectively use assessment for learning strategies to accelerate learning</p> <p>Strong PC4L practices school-wide</p> <p>Differentiated learning to the needs and the skill of the learner, understanding Universal Design for Learning (UDL)</p> <p>Embed <i>inquiry, project and place-based learning</i> as our way of learning at Ngutunui School to encourage engagement, curiosity and a love of learning (New Pedagogies for Deep Learning https://deep-learning.global/)</p>		

within a safe, respectful environment...

Strategic Goal 2: To create an environment where all feel safe and valued

Link to **NELP** (National Education and Learning Priorities)

Objective 1: Learners at the Centre

- 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- 2b Identify and respond to learner/ākonga strengths, progress and needs

Objective 2: Barrier Free Access

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

Objective 3: Quality teaching and Leadership

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

Objective 1: To continue to grow in PB4L practices (Tier 1/2) and embed practises in our everyday interactions and expectations

Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)

<p>Positive Culture for Learning (PC4L)</p> <ul style="list-style-type: none"> • Teaching / re-teaching expectations explicitly • Consistency with Major and Minor behaviours among staff (using flowchart designed 2022) • Signage around the school - adding te reo Māori for our values, including our vision and whakatauki <p>Engage with Ministry re next steps SET - use the results to plan and implement next steps for our school</p> <p>Restorative Practices - PLD, restorative chats: consistency between staff members</p>	<p>Principal to lead ALL Staff</p> <p>Principal</p> <p>ALL Staff</p>	<p>ongoing</p> <p>Term 1</p> <p>PLD end Term1</p>
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Objective 2: To ensure learners and staff feel safe, valued and understand hauora within our school environment

Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
<p>Wellbeing in schools survey - learners and staff</p> <ul style="list-style-type: none"> • Use findings to look at any changes that would benefit our learners and staff <p>Pause Breathe Smile PLD: use strategies within the Ngutunui way</p> <p>Te Whare Tapa Wha - understanding hauora - philosophy of health and well-being. Learners and staff are able to use this model to identify areas excelling in and areas to set goals towards their own hauora</p> <p>Teachers nurturing learners; understanding and valuing their cultural backgrounds, family and individual strengths and needs</p>	<p>Principal</p> <p>Teachers /staff</p> <p>Staff</p>	<p>Term 1 & Term 3</p> <p>Ongoing</p> <p>Ongoing</p>

within a sustainable environment...

Strategic Goal 3: To take action to implement sustainable practises in our school

Link to **NELP** (National Education and Learning Priorities)

Objective 1: Learners at the Centre

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 culture.

Objective 4: Future of Learning and Work

7a Support learners/ākonga to see the connection between what they are learning and the world of work

Objective 1: Enviro schools practices thriving with strong links and learnings within our localised curriculum

Strategy: What will be done?	Who is responsible?	When will it be done? (& budget)
<p>To engage with Enviro-schools, Pare Kore & Garden to Table to provide advice, guidance and assistance with sustainability</p> <p>To form a strong student lead Enviro group that will enjoy taking ownership, responsibilities and planning in creating our sustainable environment - learning from & with</p> <ul style="list-style-type: none"> Inquiry-based learning that helps to form our way forward eg worm farm, composting <p>To reach out to local environmental groups & community to form collaborative relationships where our learning can grow</p> <p>Strong themes flowing through our Localised Curriculum that link into our Enviro learning</p>	<p>Principal & teachers</p> <p>Principal</p> <p>Staff & learners</p> <p>Staff & learners</p>	<p>Begin Term 1 - ongoing</p> <p>Ongoing</p>

where diversity and individual success is valued.

Strategic Goal 4: To ensure all learners have the skills & attitudes for success and continue on a upward trajectory

Link to **NELP** (National Education and Learning Priorities)

Objective 1: Learners at the Centre

1c 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 2b Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau 2e Collaborate with Māori communities to invest in, develop and deliver Māori medium learning

Objective 2: Barrier Free Access

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

4b 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

Objective 3: Quality Teaching and Leadership

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

5b Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

Objective 1: To improve the literacy and numeracy learning outcomes for all children, with a specific emphasis on cohorts of learners as identified through student support register as needing support to make progress in their learning.

Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
<p>Embed strong positive culture for learning school-wide with high expectations for all learners</p> <p>Focused learning & teaching in literacy and numeracy, with emphasis on identified cohorts of students requiring support to make progress in their learning</p> <ul style="list-style-type: none">• iDeal Structured Literacy strong in junior school Year 1-2 to ensure strong base as moving through the school. Y3-8 ensures a balanced illiteracy programme with spelling (structured literacy), reading accuracy & comprehension and writing programmes to make shifts in student learning.• Target student groups are identified for reading, writing and mathematics learning (in both classes)<ul style="list-style-type: none">○ Target student inquiry by teachers○ ILP created○ Supports activated eg RTLb, RTLit• A clear strategy for supporting students as described in the achievement targets. <p>Strong understanding and use of culturally responsive practice within learning and teaching. Embedding Te Reo Māori and Tikanga Māori into learning and teaching with Māori perspectives sort within the planning and class programmes.</p> <ul style="list-style-type: none">• Te Reo Tuatahi programme (moving toward a 4b Bilingual status)• Māori Achievement Collaborative(MAC) <p>Also see Strategic Goal 1: Effective Teaching & Learning Strategies</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>

Valuing reo Māori me ona tikanga within Ngutunui School

Action Plan: March 2022-2023

Rationale:	School and classroom practices that improve outcomes for Maori learners are also likely to improve outcomes for all learners. This is what matters most in promoting excellence and equity for diverse learners, in particular, our Maori learners.
Links to school vision, values, strategic plan and targets	<p style="text-align: center;"><i>Learning and Growing Together</i> <i>Poipoia te kākano kia puawai - Nurture the seed and it will blossom</i></p> <p>Values: Be Kind, Be respectful, Be Curious</p> <p>Strategic Goal: To ensure all learners have the skills & attitudes for success and continue on an upward trajectory</p> <p>Annual Target: To embed Te Reo Māori and Tikanga Māori in school practices and Māori perspectives in planning and class programmes (Tataiako, Ka Hikitia, Hikairo Schema)</p>
Principles of the Treaty of Waitangi as they apply to students, staff, Board of Trustees, whanau and community	
Partnership: Communication and decision-making	<ul style="list-style-type: none">● Consultation is inclusive of all groups● Links with local marae maintained and strengthened● Ideas/concerns brought to the Board of Trustees● engaging with Māori community● inquiry- place based learning-finding out about the Māori origins of our rōhe, mountains, rivers, history● Māori representatives on boards of trustees● equity for Māori● power sharing

<p>Protection: Maintaining culture and identity</p>	<ul style="list-style-type: none"> ● Use and integration of te reo Māori throughout the school day - Te Reo Tuatahi programme daily within the classroom ● Kapa Haka ● Tikanga evident in everyday environment ● Local histories and stories shared /learning and sharing the cultural narrative ● Ako – reciprocal learning ● Consider cultural needs of the students ● valuing, validating and protecting local knowledge (place-based learning) ● equity for Māori
<p>Participation:</p>	<ul style="list-style-type: none"> ● Link Kapa Haka and Tikanga to everyday school life ● Establish and maintain whānau support in consultation and reporting ● Seek support from local marae, iwi and community in representing the school on appropriate occasions ● Welcome and invite kaumatua to school to share local history, tikanga, to support cultural activities and be part of our school whānau ● school visit and noho at marae - place based learning & emersion ● working to strengthen home-school relationships ● Māori participating in school decision making ● School environment reflecting the biculturalism of Aotearoa ● aspirations of Māori whānau reflected in school planning ● equity for Māori

<p style="text-align: center;">Tataiako Competencies</p> <p style="text-align: center;">(https://educationcouncil.org.nz/content/t%C4%81taiaako-cultural-competencies-teachers-m%C4%81ori-learners-0)</p>	<p style="text-align: center;">School</p> <p style="text-align: center;">In our school we ...</p>	<p style="text-align: center;">Teachers and Leaders</p> <p style="text-align: center;">Our teachers and leaders ...</p>
<p>Ako</p> <p>Reciprocal teaching and learning</p> <ul style="list-style-type: none"> ● Practice in the classroom and beyond ● Ako – reciprocal teaching and learning between parent, whanau, hapu, learner, teacher (Ka Hikitia) ● Effective learning by Maori learners ● Effective pedagogy ● Effective curriculum for Maori learners 	<ul style="list-style-type: none"> ● Work together as reciprocal learners ● Have high expectations of ourselves ● Believe in the students ● Support learning at home, through parental support ● Strive for personal excellence ● Believe we, as teachers, can learn just as much as our students 	<ul style="list-style-type: none"> ● Know our learners -their needs and strengths ● Know our students’ next learning steps ● Develop a robust Te Reo language plan ● Link teacher appraisals to Tataiako ● Participate in culturally relevant experiences and opportunities e.g kapa haka, marae stays, powhiri ● Facilitate learning through confident students who have ownership of their learning ● Have strategic goals which focus on lifting Maori achievement
<p>Whanaungatanga</p> <p>Relationships (students, iwi, hapu, family connections) with high expectations</p> <ul style="list-style-type: none"> ● Effective relationships with Maori learners ● Effective relationships with parents, whanau and iwi ● Keeping connected ● Productive partnerships (Ka Hikitia) 	<ul style="list-style-type: none"> ● Model positive behaviours ● Engage our whanau in authentic contexts ● Seek their expertise – being on the marae, helping in the kitchen ● Treat whanau and visitors with respect – acknowledging them ● Know our students’ whanau 	<ul style="list-style-type: none"> ● Are visible in the community ● Are involved in community events ● Form respectful working relationships with whanau, kaumatua, marae ● Ensure deliberate acts of teaching targeting Māori learners ● Share who we are with our students ● Respect the pronunciation of names ● Whānau/community consultation ● Invite local kaumatua to school events

<p>Tangata Whenuatanga</p> <p>Learning that is authentic to where the child is coming from</p> <ul style="list-style-type: none"> ● Place-based socio-cultural awareness and knowledge ● Effective language and cultural practices for Maori learners ● Te reo Māori/ reo a-iwi ● Tikanga Māori/ tikanga a-iwi ● Place-based education ● All learning and interaction occurs within a cultural context ● Knowledge of whakapapa – knowing who students are, where they come from and who they belong to ● Identity, language and culture 	<ul style="list-style-type: none"> ● Know how to involve the child in the learning process ● Have and seek further knowledge about the local area ● Use our environment to support learning, e.g. marae, maunga, awa ● Know what our students bring to the table ● Learn our mihi at the beginning of the year ● Give students the opportunity to share successes ● ensure Māori culture is part of everyday life 	<ul style="list-style-type: none"> ● Seek opportunities to connect with iwi inside and outside of school ● Understand the stories and history of local iwi and appreciate the importance of the whenua ● Gather Māori parent voice in consultation regarding achievement, learners profile and new strategic plan for 2024-25
<p>Manaakitanga</p> <p>Caring for Maori learners, as culturally located beings</p> <ul style="list-style-type: none"> ● Values – integrity, trust, sincerity, equity ● Effective teaching profile (Te Kotahitanga) ● Treating Maori students, whanau, iwi equitably with sincerity and integrity 	<ul style="list-style-type: none"> ● Are kind to each other and watch our tone of voice ● modeling respect - for elders and each others diversity ● Use our sense of humour to create a positive environment ● Follow protocol by ensuring we have expertise ● Embrace reo Māori on a natural level in class ● Interact positively which allows everyone to feel valued ● Show respect to all 	<ul style="list-style-type: none"> ● Understand and follow protocol for events (and ask if not sure) ● Use correct pronunciation for names, places ● Provide authentic experiences for students to learn as Māori, including whānau

<p>Wananga</p> <p>Communication, problem-solving, innovation</p> <ul style="list-style-type: none">● Students, whanau, and iwi engaging in discussions and robust debate● Effective learning and teaching interactions with students, whanau and iwi● Reporting and co-constructing learning goals	<ul style="list-style-type: none">● Use Basic Level 1-2 Te Reo daily● Use authentic phrases daily● Invite community and extended family to school and community events, e.g AG Day, Waiwhkata Wednesdays, Sporting trips● Consult with local iwi to make sure protocol is respected and valued● have contact with fluent speakers of te reo Māori (guidance and support)	<ul style="list-style-type: none">● Maintain an open door policy● Maintain open communication between school, whanau, iwi● Seek advice where appropriate regarding protocol● Co-construct expectations/learning goals for Māori learners with parents/whānau
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