



Motto

Living Rural, Learning Locally,
Thinking Global

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



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 a upward trajectory

- Embed cultural responsive practises
- Uphold te reo Maori me ona tikanga Maori
- Upward trajectory expected for every learner - focused learning & teaching

Achievement Targets

Strategic Aims 2022-2024

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

Annual Plan 2022

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

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

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

Objective 1: Learners at the Centre

2. Have high learning 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.

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 4: Future of Learning and Work**

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

Develop our localised curriculum and learner profile for Ngutunui School

Strategy: What will be done?

Who is responsible?

When will it be done? (&budget)

Engage with MOE Local Curriculum Design Tool to start the process of designing our curriculum

<https://curriculumtool.education.govt.nz/>

Community, iwi, student and whanau consultation in designing our curriculum

Coherent Pathways

Learner Profile - consultation & design (what do we want our leavers to be equipped with when they leave Ngutunui School?)

Leadership PLD:

Anne Milne

- 2: Decolonizing the Curriculum Beyond Cultural responsive
- 3: Reframing Success & Achievement:

Developing & Assessing Your Graduate Profile

<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series>

Principal

Staff & school stakeholders

Staff & school stakeholders

Principal
(note: Sharyn has

Start the process Term 1 - background information

Aim for consultation end of Term 2

Aim for consultation Term 4

Term 1-4
Course 3 - \$900 or try application NFPLD

To learn the cultural narrative of this whenua and community that our school is built on	started course 2 PLD over Dec-Jan)	
Tataiako cultural competencies into teaching and learning programmes and practises		
Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
<p>Teachers, to utilize the Tataiako document: ensure understanding and purpose of this document https://teachingcouncil.nz/resource-centre/tataiako-cultural-competencies-for-teachers-of-maori-learners/</p> <p>Tataiako Learning and Teaching Matrix used for classroom observation and teacher goal setting - <i>links to appraisal</i></p> <p>Resources: Teaching to the North East: Tataiako</p>	<p>Teachers</p> <p>Principal & Staff</p> <p>Principal Teacher -teacher observations</p>	Term 1-Term 4
Effective teaching and learning strategies to support accelerated learning		
Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
<p>PB4L practices embedded</p> <p>Planning and assessment aligned across school</p> <p>Assessment for Learning: (some staff may require PLD)</p> <p>Across school groupings - meeting the needs of individuals</p> <p>iDeal - Structured Literacy</p> <p>Teacher understanding and use of Universal Design for Learning (UDL)</p> <p>Beginning Teacher supports:</p> <ul style="list-style-type: none"> ● Planning ● Behaviour/classroom management ● University programmes aimed at BT's ● Classroom observations - internal and external 	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Mentor teacher/BT</p>	<p>Term 1 - ongoing</p> <p>Term 1 -4</p> <p>ongoing</p>

<p>Accelerated progress in ...- series to be used to help scaffolding the set up of teaching and learning sessions within classrooms</p> <p>Classroom observations - peer obs and leadership: feedback and feedforward 1-1 sessions</p> <p>Internal PLD - Teaching to the North East - Greame Bishop</p> <p>Resources:</p> <ul style="list-style-type: none"> Accelerated Progress with :Reading, Writing & Math - Katie Penndicott Teaching to the North East: Relationship-based Learning in Practice Graeme Bishop Tataiako 	<p>Teachers & Principal</p> <p>Principal & teachers</p>	<p>At least once per term</p> <p>Term 3</p>
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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

To continue to grow in PB4L practises (Tier 1) and embed practises in our everyday interactions and expectations

Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
<p>Teaching / re-teaching expectations explicitly</p> <p>PB4L lead - Bayley McOnie (Sharyn to take over during maternity leave)</p> <p>Engage with Ministry re next steps</p> <p>SET - use the results to plan and implement next steps for our school</p> <p>Major and minor behaviours - consistency between staff & behaviour plan</p>	<p>Teachers</p> <p>Senior teacher & Principal</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p>

School signage re values and behaviour expectations Restorative Practices - PLD, restorative chats	All staff Principal Staff	Term 2 (\$5000 from PB4Lfunding 21 & 22) Term 3-4
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)
Wellbeing in schools survey - learners and staff <ul style="list-style-type: none"> Use findings to look at any changes that would benefit our learners and staff Te Whare Tapa Wha - understanding hauora - philosophy of health and well-being. Learners and staff able to use this model to identify areas excelling in and areas to set goals towards own hauora Pause Breathe Smile PLD: use strategies within the Ngutunui way First Aid course	Principal Teachers /staff Principal to action All staff	Term 2 2022 - Southern Cross June

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

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

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

To continue to grow in PB4L practises (Tier 1) and embed practises in our everyday interactions and expectations

Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
See strategic goal 2		

To embed Te Reo Māori and Tikanga Māori in school practices and Māori perspectives in planning and class programmes (Tataiako, Ka Hikitia, Hikairo Schema)

Strategy: What will be done?	Who is responsible?	When will it be done? (&budget)
Build teacher capacity in Te Reo Māori so that all teachers are confident in running te reo Māori programmes in their classes. Provide resources for teachers to use to support them to use Te Reo in their classes Embed Māori perspectives in all inquiry /kaupapa planning. Ensure cultural competencies are considered alongside NZC Key competencies	Teachers - With & from, Te Ahu o Te Reo available Staff sharing resources Staff	ongoing

To improve the literacy and math 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)
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 	Teachers	Term 1&2 (budget -Learning mentor support)

<ul style="list-style-type: none">• Supports activated eg RTLB, RTLit <p>End of year summative data used to identify groups.</p> <p>A clear strategy for supporting students is described in the achievement targets.</p> <p>Focus on literacy learning and use of PACT tool In school PLD - writing programmes and moderation each term (checking moderation across Rural & Roses)</p> <p>iDeal - Structured Literacy</p> <p>Also see Strategic Goal 1: Effective Teaching & Learning Strategies</p>	Teachers	
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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>Values: Be Kind, Be respectful, Be Curious</p> <p>Strategic Goal: To ensure all learners have the skills & attitudes for success and continue on a 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 throughout the school day ● 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) ● normalising te reo Māori ● learning and including tikanga school-wide ● equity for Māori
<p>Participation:</p>	<ul style="list-style-type: none"> ● Link Kapa Haka and Tikanga to electives and 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 that are below national expectation ● 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 Maori learners ● Share who we are with our students ● Respect the pronunciation of names ● Whanau/community consultation at the marae ● 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 Maori/ reo a-iwi ● Tikanga Maori/ 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 stay ● 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 Maori 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 Marokopa and appreciate the importance of the land ● Gather Maori parent voice in consultation regarding achievement
<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 Maori 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 Maori, including whanau

<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 Stock Club Day● Consult with local iwi to make sure protocol is respected and valued● have contact with fluent Maori speakers	<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 Maori learners with parents/whanau
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