



NGĀTI TOA SCHOOL

STRATEGIC PLAN 2022-2025

Ahi mō te Ao

"Ngāti Toa is centred on the needs and aspirations of its students and their whānau"



NGATI TOA SCHOOL VALUES

Ako • Hauora • Iti kahurangi • Kotahitanga • Aroha

OUR WHY/OUR PURPOSE

Establish an inclusive and empowering school environment that prioritises the voices and capabilities of children, builds strong relationships with whānau, provides opportunities for knowledge-sharing, empowers teachers to enhance their cultural knowledge and capabilities, and honours Ngāti Toa iwi values and aspirations.

Focus areas and actions 2022-2025

<p>Sailing with purpose</p> <ul style="list-style-type: none"> • ARA - strengthening pathways within our school and across the system • WHANAKE - build up student efficacy/agency so that students <ul style="list-style-type: none"> see themselves as learners feel valued are partners in their learning experience success - Increase teachers ability to korero Māori, DMIC, PB4L and Literacy • WHANAUNGATANGA - connections with students, whānau, iwi, our curriculum 	<p>Diving deep</p> <ul style="list-style-type: none"> • create a place where everyone has a sense of belonging • develop quality teaching and leadership that makes a difference for learners and their whānau • develop a cohesive school curriculum that reflects local history and aspirations • develop equitable outcomes for all students and to provide them necessary supports to close the 'gaps' 	<p>Enablers</p> <ul style="list-style-type: none"> • work across the school is aligned to the strategic purpose • solid agreed direction with clear expectations for all • rethink and align the school values and vision statement • Review, develop and implement an assessment framework • Align property development to ensure that the design and development of our property aligns with our educational values and supports our teaching and learning goals.
<p>Success will look like</p> <p>Ngāti Toa School being the school of choice due to a strong local curriculum that reflects the aspirations of whānau and iwi schoolwide pedagogy is understood by all and embedded across the school Te Reo Māori me ona tikanga is spoken, understood, seen and felt across the school a strong sense of belonging is experienced by all students developing a strong sense of self and purpose, making positive decisions for themselves and their communities.</p>		

Annual Goals for 2023

Pathways	Actions	Who/When
	Transition between Puna Maturanga and school <ul style="list-style-type: none"> - Developing learning plans for targeted students with Puna teacher and class teacher - Vic Uni masters students working across Puna and Ngāti Toa School Transition between ECE and school and intermediate <ul style="list-style-type: none"> - Develop relationships between ece/school and school/intermediate Developing coherence across the school <ul style="list-style-type: none"> - Developing our school curriculum - PB4L, DMIC, Literacy and Maturanga Māori 	CSW/JC/Class Tchrs - ongoing CSW/JC - ongoing CSW/JC/KOH - ongoing Curriculum Leadership team - ongoing
Connections	Actions	Who/When
Whānau	Develop home school partnership/communication/information sharing <ul style="list-style-type: none"> - DMIC, PB4L whānau info evenings 	DMIC team/PB4L team Term2
Iwi	Continue to build and develop iwi/school partnership <ul style="list-style-type: none"> - Engagement with Puna Maturanga - Board of Trustees - iwi seat - Professional development for staff and BoT - Ūpane 	CSW/Class Tchrs - ongoing BOT - Term 1 Snr Ldrshp team - all year
Places	Develop staff/BoT knowledge on our local place - te whenua ō Ngāti Toa/local community <ul style="list-style-type: none"> - Local bus trip to hear stories and visit places of importance to Ngāti Toa 	Snr Ldrshp team - ongoing
Growth (our people)	Actions	Who/When
Teachers	Senior staff and leaders of curriculum areas to receive leadership mentoring and coaching pld Building teacher capability/capacity through teacher professional development DMIC - 4 Whole Day sessions + in class support PB4L - whole school pld - involves workshops with MoE team, in school support Te Reo Māori/Local Histories/Indigenizing the Curric -	KOH/CSW/JC/JN/BP <i>C Rowan- Impact Education Tm 1 /2</i> <i>Massey Uni</i> <i>MoE</i> <i>Ūpane (Ngāti Toa Runanga)</i>
Support Staff	Building support staff capability and capacity by including them in teacher pld and providing the necessary professional development so as to support them to do their best for targeted groups of students	CSW/KOH - Ūpane Chris Rowan
Students	Students are fully involved in the development of our school curriculum -PB4L, DMIC, Literacy initiatives	Snr Ldrshp Team/Classroom tchrs

2023 Annual Plan for each curriculum focus area

Literacy			
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> ● Akonga are understanding their own next steps in literacy. ● Akonga learning data shows us that ākonga are moving towards the following expectations in Literacy achievement data: 			
<p>Reading:</p> <p>E.g. Year 1 reading at Blue-Green (Level 11-12)</p> <p>E.g. Year 2 reading at Orange - Turquoise (Level 16-17)</p> <p>E.g. Year 3 reading at Purple-Gold (Level 20-21)</p> <p>E.g. Year 4 reading at New Zealand Curriculum Level 2</p> <p>E.g. Year 5-6 reading at New Zealand Curriculum Level 3</p>		<p>Writing:</p> <p>E.g. Year 1 writing at 1b 1p</p> <p>E.g. Year 2 writing at 1a</p> <p>E.g. Year 3 writing at 2b</p> <p>E.g. Year 4 writing at 2p 2a</p> <p>E.g. Year 5 writing at 3b</p> <p>E.g. Year 6 writing at 3a</p>	
<ul style="list-style-type: none"> ● Staff are teaching reading and writing every day? ● Staff are more confident and skilled in teaching writing and reading. ● Staff are leading literacy programs that are building on the skills of children. ● Staff are using a more consistent pedagogical approach in teaching literacy. ● HERO system is fit for purpose, so that ākonga data can be recorded simply and accurately (without wasting valuable staff time). 			
<p>Teaching and Learning</p> <p><i>Growing teacher capability & confidence to lift ākonga learning outcomes.</i></p> <p><i>Clear understanding of literacy progressions and how to support ākonga to achieve through the levels.</i></p> <p><i>Shifting ākonga agency so they become skilled, agentic, confident, high achieving learners.</i></p>			
Aim: Current focus and targets	Reality: Current Status	Action: Next Steps for 2023 and beyond	Who:
<ul style="list-style-type: none"> ● Ākonga are understanding their own next steps in literacy. ● Ākonga learning data shows us that ākonga are moving 	<p>Ākonga at our school have experienced:</p> <ul style="list-style-type: none"> ● High staff and leadership turnover (4 different 	<ul style="list-style-type: none"> ● PLD on: <ul style="list-style-type: none"> -how we grow agentic learners in literacy. -the strategies needed to achieve this shift 	<p>Te Mana o Kupe - Joy Allcock/Melanie Winthrop</p>

<p>towards the expectations in Literacy achievement data.</p>	<p>Principals over a 5 term period...).</p> <ul style="list-style-type: none"> • Changes in teaching and learning expectations as a result of changes in leadership & changes in teachers. • COVID & lockdown impacted teaching & learning changes. • COVID & lockdown impacted changes in their well-being. 	<p>Discussion notes:</p> <ul style="list-style-type: none"> -skills of goal setting -language for explaining and -language for reflection (learning outcomes & success criteria). 	
<ul style="list-style-type: none"> • Staff are teaching reading and writing every day? • Staff are more confident and skilled in teaching writing and reading. • Staff are leading literacy programs that are building on the skills of children. • Staff are using a more consistent pedagogical approach in teaching literacy. 	<p>We have a staff of skilled teachers who have come from different teaching situations.</p> <p>In the absence of clear NTS systems, guidelines and resources our teachers have been using what they know and have the experience & resources to teach. This has led to inconsistencies in literacy teaching across the school.</p> <p>Staff have experienced unstable management and review processes, which have had a negative impact on staff confidence.</p>	<ul style="list-style-type: none"> • Term 1 2023 <ul style="list-style-type: none"> -Data Moderation so that staff have clarity around literacy expectations • Term 2 onwards <ul style="list-style-type: none"> -PLD with Joy Allcock? -PLD on Literacy progressions? -Supplying & sharing teacher resources. -Staff meeting time to work on building consistent assessments, expectations & routines. -Team leaders supporting the conversations and actions needed to implement these new PLD ideas. -In-class support? 	

Leadership and Management/Curriculum and Assessment

Continue to build and develop sustainability in leadership capability and capacity of leading Literacy

- HERO system is fit for purpose, so that ākongā data can be recorded simply and accurately and efficiently
- Curriculum coherence - literacy is taught across the curriculum
- Assessment schedule developed and adhered to. Data to be put into the HERO system

Staff have been using HERO, however it is not accurately calibrated to reflect our current achievement expectations.

Some aspects of HERO data input are clunky and time consuming and could do with considerable “streamlining”

With large changeover in teaching personnel we no longer have one teacher who leads Literacy across the school

- Input to ensure the HERO tool is refined to effectively record ākongā data and not waste teachers precious time.
- Improvement to WIFI access.
- Professional development in leadership skills, mentoring and coaching

Term 1 Chris Rowan - Impact Education - leadership workshops for leaders of the key curriculum areas prioritised for 2023

PB4L

Expected Outcomes:

- Kura is a positive, uplifting and safe centre of learning for tamariki,whānau and staff
- Shared and agreed framework for supporting ākongā to be intrinsically self managing
- Staff and tamariki are consistently using PB4L language
- PB4L values developed for the kura
- tamariki involved in the formation of expectations and they clearly understood across the kura
- The Iwi will be involved in the vision of PB4L at Ngāti Toa
- Staff will have a clear understanding of the tiers of response
- Whānau engagement in the development and implementation of PB4L at Ngāti Toa

Leadership and Governance			
Aim: Current focus and targets	Reality: Current Status	Action: Next Steps for 2023 and beyond	Who:
<p>Principal and senior leadership are committed to the implementation of PB4L</p> <p>Establish a strong team to lead PB4L school-wide</p> <p>Partner with Iwi and whānau in the initiation of PB4L in our kura</p>	<p>Our principal and deputy leader have recently joined us and have come from a school that is moving to tier 2</p> <p>Our PB4L leader has had initial training and development in PB4L implementation at their previous school</p>	<ul style="list-style-type: none"> ● PB4L team formed ● PB4L team meet 2x a term ● Gathering staff voice around aspirations for positive learning environment at Ngāti Toa kura ● Hui/communications to inform staff of PB4L progress ● PLD/hui to support the creation of a shared vision ● PLD/hui to support the creation of values. PB4L values are the same as school values ● PLD on Tier 1 ● 	
Teaching and Learning			
Aim: Current focus and targets	Reality: Current Status	Action: Next Steps for 2023 and beyond	Who:
<ul style="list-style-type: none"> ● Involve all staff in the initiation in our kura 	<ul style="list-style-type: none"> ● PB4L team is in the formation stage 	<ul style="list-style-type: none"> ● Engage with Iwi around the naming of PB4L in Ngāti Toa Kura ● Communications to inform whānau about PB4L ● Hui to gather voice and create a shared vision for PB4L ● Hui to gather voice on the 	

		creation of values <ul style="list-style-type: none"> • Draft values sent to whānau 	
<ul style="list-style-type: none"> • Planning for PB4L uses behavioural data that is caught in HERO as evidence of the teaching and learning priorities 	<ul style="list-style-type: none"> • HERO needs to be aligned in order to capture relevant data to inform our teaching and learning of PB4L • Staff training is required in the use of and importance of gathering behaviour data 	<ul style="list-style-type: none"> • Align HERO • PB4L staff meetings are planned for the year - these are to include - data collection, planning priorities etc 	
<ul style="list-style-type: none"> • Ākonga are fully involved from the initiation of PB4L in our kura so they are reflected in vision and values 	<p>We have an expectation of what we think children know in regards to their behaviour. We do not have explicit plans for teaching children how to behave in different situations</p> <p>Collecting data on behaviour is not consistent across the school</p>	<ul style="list-style-type: none"> • Engage in a variety of ways with ākonga about their views of the current learning environment and what they would wish it to be in the future 	

DMIC - Developing Mathematical Inquiry in a learning community

- Evidence based best practice nationally and internationally
- Goes beyond problem solving with explicit use of mathematical practices
- Social grouping (but not grouping chosen by students or based on preconceived ideas of ability)
- High expectations and inclusion for ALL
- Culturally sustaining teaching and learning

Leadership and Governance

Aim: Current focus and targets

Reality: Current Status

Action: Next Steps for 2023 and beyond

Who:

Leadership team is committed to the implementation of DMIC BOT/whānau introduced to DMIC	Principal, DP and one staff member have already participated in professional learning in DMIC A lack of coherence in the teaching of Maths across the school. A couple of teachers were having a 'go' at teaching DMIC	Staff pld undertaken in 2023 3 callback days during school break - PLD1 beginning of the year/PLD 2 term 1 break and PLD 3 term 2 break	PLD provided by Massey University and Dr Bobbie Hunter
---	---	--	--

Teaching and Learning

Aim: Current focus and targets	Reality: Current Status	Action: Next Steps for 2023 and beyond	Who:
Positive shifts in ākonga engagement and achievement is seen in maths Improve the consistency of quality teaching of maths across the school Teachers are inquiring into their practice and seeking ways to improve students outcomes	As above	All staff to attend pld Ensure that we have cultural contexts for ākonga learning maths Teachers reflect on their practice and seek feedback form inclass mentors Teachers are planning for teaching and learning as a collective group.	In class support provided by Massey mentors -Hannah, Sylvia - sometimes Bobbie

Curriculum and Assessment

Aim: Current focus and targets	Reality: Current Status	Action: Next Steps for 2023 and beyond	Who:

<p>HERO is updated to reflect our move to teaching maths through DMIC</p> <p>Teachers will use the DMIC booklets/lessons while changing the context of the problems to best suit our students.</p> <p>Teachers will work collaboratively with a peer to deconstruct the maths problem and determine the various methods that students may use to solve it.</p>	<p>HERO captures data against Numeracy levels and stages</p> <p>Some teachers use the numeracy project resources and a small number use DMIC problems with little to no prior professional development</p> <p>Teachers plan independently</p>	<p>Realignment of HERO to DMIC</p> <p>Clear and consistent expectations are shared for the planning and teaching of DMIC</p> <p>Long term plan created for DMIC</p> <p>Twice termly staff meeting to work with peers to collaborate and plan the next unit of work.</p>	<p>Leadership team</p> <p>DMIC team - Massey included</p> <p>DP/Principal</p> <p>DP/Principal</p>
--	---	---	---

Matauranga Māori/Local Curriculum

Strategic Goal: To support our school learning community to work together to address racism and inequity so that we can accelerate achievement and well being of our ākongā Māori and their whānau

Expected Outcomes:

strengthened Māori identity, language and culture, respectful and genuine engagement, leadership and design by Māori, change in power dynamics and reciprocal benefits of ako are experienced by learners and teachers
coherence across the curriculum

Staff will be planning for an implementing sessions that are culturally responsive and reflective of student identity

Staff will feel confident to plan and prepare lessons or school wide programmes that are informed by Matauranga Māori

Leadership and Governance

Aim: Current focus and targets	Reality: Current Status	Action: Next Steps for 2023 and beyond	Who:
--------------------------------	-------------------------	--	------

<p>Modelling, growing and sustaining critical consciousness and kaupapa Māori</p> <ul style="list-style-type: none"> ● Prioritising critical consciousness development ● Interrogate decisions so they deliver equity ● Committing to Te Tiriti, and learning te reo Māori ● Refreshed policy settings (Ka Hikitia) ● Growing and role modelling all capabilities across teams ● Deep understanding of te ao Māori through relationships ● Engage ākonga, whānau, community at all decision-making levels 	<ul style="list-style-type: none"> ● New staff members have joined Ngāti Toa since Te Hurihanganui was first introduced including Principal and the Deputy Principal ● A new Board of Trustees was elected in 2022. Of this group only one member has been introduced to Te Hurihanganui 	<ul style="list-style-type: none"> ● Re introduce Te Hurihanganui to all staff - teacher aides ● Invite Liz Elley and the Waikato University team to introduce themselves and give an overview of the Te Hurihanganui initiative at a board meeting ● KOH to share the Te Hurihanganui ARA - plan for 2023 	<p>Liz Elley, Jacqui & John (Poutama Pounamu)</p> <p>KOH - April BOTmtg</p>
<p>Teaching and Learning</p>			
<ul style="list-style-type: none"> ● Tikanga Māori - Powhiri, Mihi Whakatau, Karakia ● Staff professional development in Matauranga Māori - Upskilling 	<ul style="list-style-type: none"> ● Mixed understanding regarding the appropriate Tikanga at Ngāti Toa school in regards to Powhiri, Mihi Whakatau and appropriate Karakia ● Some Karakia is being used across the school but limited knowledge or variation is used that is appropriate to context. 	<p>Mihi whakatau planned for the first day of each term to welcome new students, their whānau and new staff</p> <p>Staff to attend pld provided through Ūpane (Te Runanga o Ngāti Toa)</p> <ul style="list-style-type: none"> - Indigenizing the curriculum -support staff to re-imagine the curriculum that connects the classroom with culture 	<p>Term 1 TOD 2/2 - Ūpane</p>

<ul style="list-style-type: none"> ● Te Reo Māori for Kaiako - Upskilling ● Te Reo Māori for Tamariki - planned for and implemented in class ● Opportunities for Māori Success and Mana raising ● Kapa Haka - School Wide <ul style="list-style-type: none"> - Performance group ● Some staff have undertaken to Rongohia te Hau - Waikato Uni ● Some data from staff, students and parents gathered that can be used to help develop our strategic planning going forward 	<ul style="list-style-type: none"> ● Limited personnel to lead in regards to Tikanga ● Mixed level of Te Reo Māori understanding across staff ● Whānau keen to have reo spoken and used in Kura as much as possible ● Limited number of students know their own language or see their language reflected in the learning environment. ● School wide documents now include a mix of both Te Reo Māori and English ● We have new staff to the rohe who have little understanding of the places of significance to Ngāti Toa, lack knowledge of tikanga protocols of Ngāti Toa Rangatira. 	<ul style="list-style-type: none"> - Te reo Māori classes term 1 - ‘He Whakahāngai Course’ - a course that is designed to support us to implement our local curriculum - learning about local history, waiata as well as values and tikanga - Develop teacher proficiency in te reo Māori - all staff to participate in the introduction to Te Reo Māori me ōna tikanga workshop offered through Ūpane - Develop teachers’/staff understanding and awareness of Ngāti Toa tikanga and pōwhiri protocols 	<p>Term 1 - 8 week course Ūpane</p> <p>Term 2 “Bus Tour” Ūpane</p>
<p>Curriculum Assessment</p>			
<p>Increased understanding of Māori knowledge/re, social justice, racism and colonisation</p> <ul style="list-style-type: none"> ● Support whānau and iwi to work with educators on culturally authentic curriculum 	<p>New staff members have joined Ngāti Toa since Te Hurihanganui was first introduced to NTS.</p>	<p>Develop staff understandings of Te Tiriti ō Waitangi -</p> <p>Re introduce Te Hurihanganui - Staff morning tea</p> <p>Continue to gather and share whānau and iwi voice/aspirations</p>	<p>Liz Elley and team from Te Hurihanganui</p>

<ul style="list-style-type: none">● Critical consciousness curriculum to address inequity and racism● Iwi and whānau share their knowledge & capability● Resources and PLD so ākonga Māori are represented in the curriculum● Curriculum reflects Māori and Pākeha worldviews and commits to Te Tiriti● Increase engagement in high quality te reo Māori education		<p>Act on whānau and iwi aspirations - use this to inform our local curriculum, priority areas for further school development.</p>	
--	--	--	--