



**Linwood
Avenue School**

Linwood Avenue School

3413

Charter 2021 towards 2022

Linwood Avenue Charter

Introduction

Who we are:

Linwood Avenue School is a state, contributing, decile 2 school located in the suburb of Linwood, Christchurch. We have 366 tamariki.. Approximately 22.5% of our children are English language ākonga. We currently have 19 different ethnicities. Our four biggest ethnicities are: NZ Māori 31.72%, NZ Pakeha 29.84% and Pasifika 16.13% and Asian 12.4%.

Joining us on site is the Ferndale Satellite provision who bring the uniqueness of special education to our site. The satellite provides the opportunity for ākonga to achieve their learning potential in a supported learning environment, while also being able to integrate into a primary school setting. They have two junior classes at Linwood Avenue School. Each class has approximately seven-eight students. Students have specialised programmes led by classroom teachers and supported by teacher assistants. We are proud to be part of the Tamai Kahui Ako.

Tamai Kahui Ako Purpose:

To lift the expectations of every student by collaboratively developing new ways of working that are sustainable and locally inspired to raise educational achievement and wellbeing that will strengthen the Linwood & Woolston communities.

What makes us unique:

Our tamariki are our taonga. We know that every child has the potential to learn and we have high expectations for all our tamariki and know that not every child learns in the same way, on the same day. Some tamariki will need different learning experiences and opportunities to help them learn and grow. Linwood Avenue staff ensure that every child experiences success in their learning .

Our school culture is based on the 'Play is the way' life rafts. Our Values, Vision and the five Life Rafts (PITW) combine to deliver an inclusive and comprehensive behaviour-education programme.

The five life rafts are:

- The Golden Rule 'Treat others how you want to be treated'
- Have reasons for the things you say and do
- Be brave – participate to progress
- It takes great strength to be sensible
- Pursue your personal best no matter who you work with

The active promotion and explicit teaching of our values, life rafts, positive relationships and inclusive practices ensures we provide a caring learning community and inclusive school culture. We also encourage a growth mindset to support the development of both teachers and students.

We pride ourselves not only on the quality of education we provide for each child but in creating a caring and nurturing environment that provides opportunities to develop talents and interests of our children. Celebrating success and valuing progress ahead of attainment is very important to us.

Gretchen Smith
Principal

Rose Beattie
Chairperson BOT

Cultural Diversity at Linwood Avenue School

Our Commitment to Māori

At Linwood Avenue School, we respect the unique position of the Māori Culture as Tangata Whenua of New Zealand Aotearoa and Te Reo Māori as an official language in accordance with our commitment to the Treaty of Waitangi. In recognition of the unique position of Māori we will take all reasonable steps to provide instruction in Tikanga Māori and Te Reo Māori.

To achieve this, we will:

- Acknowledge and uphold the Treaty of Waitangi principles of -partnership, participation, protection, inclusion, and consult with the Community as appropriate
- Ensure our ākonga know the story of the Treaty of Waitangi and Matariki
- Embrace the strategies outlined in Ka Hikitia *Realising potential, *Identifying opportunity, *Investing in people, *Tailoring education to the ākonga, *Collaborating and Co constructing, *Indigeneity and distinctiveness *Tātaiako*Ako-effective teaching and learning, *Whanaungatanga-effective relationships with all, *Tangata Whenua-effective language and cultural practices, *Manaakitanga- treating others with respect, integrity and sincerity, *Wānanga-communication, co-constructing learning
- Have a lead teacher for Taha Māori to make significant change in use of Te reo Māori by teachers and the integration of Te Reo during the school day. Developing our waiata in Hui, Music, in Class
- Teams will identify and use evidence based strategies that are known to meet the needs of Maori students e.g. Tuakeina teina, co-operative language creating and doing.
- Support our new kaiako to teach and develop our Kapahaka Group
- Use teaching resources that reflect our dual heritage and integrating where possible
- To develop a whānau group
- We will continue to commit to ongoing Cultural Responsiveness professional development for our staff
- Monitor and track Māori tamariki progress tracked and report to parents/whānau and the Board of Trustees and provide support Māori ākonga when needed
- With the support of Ngai Tahu 'Maraaka Maharunui' explore the story of our area
- Be part of the Tamai Cultural Festival
- School signage will include Māori language whenever practicable

Our Commitment to Pasifika

In recognising and valuing the Pacific culture we will provide opportunities for the celebration of the Pasifika culture.

To achieve this, we will:

- 🌸 Support our Samoan speaking Teacher aide who has the skill and passion to foster our Pasifika group and translate messages as appropriate.
- 🌸 Establish a Pasifika family group
- 🌸 Results from school assessments and surveys will be collated and recorded and tama'iti progress tracked and reported to parents/ Aiga/Board of Trustees
- 🌸 Ensure support for Pasifika ākongas as needed
- 🌸 Encourage the use of their home language at school and teachers will use Pasifika greetings and farewell as appropriate and sing pese in class as appropriate
- 🌸 Consult with the Community as appropriate
- 🌸 Be part of the Tamai Cultural Festival

Our Commitment to Asian Cultures

In recognising the importance of the Asian culture as our 4th most significant ākongapopulation we will provide opportunities for the celebration of Asian cultures when appropriate. *To achieve this, we will:*

- 🌞 Foster our school Filipino group and develop an understanding of the Filipino culture and translate messages as appropriate.
- 🌞 Support our Filipino Teacher aide
- 🌞 Encourage the use of ākongas' home language at school
- 🌞 Use a variety of Asian greetings and farewells as appropriate

Our Commitment to English Language Learners (ELL)

In recognising that many of our ākongas come from diverse backgrounds and linguistic environments, we will have a significant number of ākongas who will need support to learn English. We recognise that it takes time to build confidence in acquiring a new language. *“Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language, whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language” (Cummins, 2000, p. 76)*

To achieve this we will:-

- Provide support for speakers of other languages using, visual timetables, video and graphics to reinforce vocabulary and concepts

- Understand that successful acquisition requires two types of skills: 1) Basic Interpersonal Communication Skills (BICS) – social or conversational language and 2) Cognitive Academic Language Proficiency (CALP) – the academic language needed to comprehend and analyse a textbook or understand a presentation by a teacher.
- Where applicable integrate cultural perspectives into the class programme
- Acknowledge and celebrate the many cultures of the school's community

Our Commitment to our Ferndale Satellite unit

In recognising the value of inclusive practice enriching lives we will:-

- Continue our strong commitment to create a rich and effective connection
- Continue to create opportunities for tamariki to be included at play and learning
- Develop an understanding across the school that all people are the same but different

Our Commitment to our Community

We create a caring and nurturing environment, building relationships based on Whānaungatanga and Manaakitanga, providing the very best learning opportunities to meet the individual needs of all ākonga. We support a safe and respectful environment in which our tamariki are encouraged to express their culture proudly, and learn about and respect the culture of others

National Education Priorities

The school will determine its priorities by focusing on the national priorities as set out below:-

1. Ensure place of learning are safe, inclusive and free from racism, discrimination, and bullying
2. Have high aspirations for every 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
3. Reduce barriers to education for all, including for Māori and Pacific ākonga / ākonga, disabled ākonga / ākonga, and those with learning needs
4. Ensure every ākonga gains sound foundation skills including language, literacy and numeracy
5. Meaningfully incorporate te re Māori and tikangā Māori into the everyday life of the place of learning
6. Develop staff to strengthen teaching, leadership and ākonga support capability across the education workforce
7. Collaborate with industries and employers to ensure ākonga / ākonga have the skills, knowledge and pathways to succeed in work
8. Enhance the contribution of research mātauranga māori in addressing local and global challenge(TES only)

Local Priorities

Local priorities will be identified through: -

- The school's programme of self-review
- Analysis of data
- Community Consultation

In meeting the national and local priorities, the school undertakes to work within the National Administration Guideline

The Education Review Office (ERO) process indicators are a framework of reference for on-going improvement.

Domain 1: Stewardship

Domain 2: Leadership for Equity and excellence

Domain 3: Educationally Powerful connections and relationships

Domain 4: Responsive Curriculum, effective teaching and opportunity to learn

Domain 5: Professional Capability and collective capacity

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Our Staff and their learning

- Linwood Avenue has a dedicated and professional team who work hard to ensure that all children experience success
- Our Leadership team consists of the Principal, and two Deputy Principals
- The Management team consists of the Leadership team and three Team leaders
- The school is organised into three teams - Junior, Middle and Senior -working together to improve outcomes for children
- We have regular staff & team meetings, which are a vehicle for professional development/discussion and review
- All teams inquire into their practice as part of our Inquiry process which also involves sharing with the group
- There is a strong commitment by staff to on-going professional development and embracing new ideas
- This year we have 6 new teachers and a new principal so this year we are building a consistency of approach across the school

Equal Employment Opportunities

The Linwood Avenue Board of Trustees' Equal Employment Opportunities policy, ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

TAMAI FALE TELE COMMUNITY OF LEARNING PRIORITIES

PURPOSE: LIFT THE EXPECTATIONS OF EVERY STUDENT BY COLLABORATIVELY DEVELOPING NEW WAYS OF WORKING THAT ARE SUSTAINABLE AND LOCALLY INSPIRED TO RAISE EDUCATIONAL ACHIEVEMENT AND WELLBEING THAT WILL STRENGTHEN THE LINWOOD WOOLSTON COMMUNITIES.

STRONG PATHWAYS & TRANSITIONS - ECE → TERTIARY & INDUSTRY

PRIDE IN THE SCHOOL, COMMUNITY & PERSONAL SELF BELIEF

KEY COMPETENCY & CAPABILITY BASED PROGRAMMES

A CULTURALLY RESPONSIVE CURRICULUM

LEADERSHIP: THE MORAL IMPERATIVE

CULTURALLY RESPONSIVE PEDAGOGY

INNOVATIVE & COLLABORATIVE PRACTICES

THE USE OF STUDENT ACHIEVEMENT DATA TO INFORM TARGETS

THE USE OF SOCIAL & ENGAGEMENT DATA TO INFORM ACTIONS

STUDENT ENGAGEMENT & WELLBEING



Tamai Kāhui Ako Foundation Focus

DEVELOP:

- STRONG PATHWAYS & TRANSITIONS - ECE → TERTIARY & INDUSTRY
- PRIDE IN THE SCHOOL, COMMUNITY & PERSONAL SELF BELIEF
- KEY COMPETENCY & CAPABILITY BASED PROGRAMMES
- A CULTURALLY RESPONSIVE CURRICULUM
- LEADERSHIP - THE MORAL IMPERATIVE
- CULTURALLY RESPONSIVE PEDAGOGY
- INNOVATIVE & COLLABORATIVE PRACTICES
- THE USE OF STUDENT ACHIEVEMENT DATA TO INFORM TARGETS
- THE USE OF SOCIAL & ENGAGEMENT DATA TO INFORM ACTIONS

Linwood Avenue School Strategic Overview

Vision	Success through Learning Whakaputa Hoa Te Akoranga				
Mission	Empowering children to aim high, persevere and succeed, while making a positive contribution to the work				
Values	Respect/ Whakaute/	Excellence/H irangi	Attitude/Waiaro		Lifelong learning/Te ako mo te kaota
Life Rafts	Treat others as you would have them treat you	Be brave Participate to progress	Pursue your personal best no matter who you work with	It takes great strength to be sensible	Have reasons for the things you say and do
Strategic Goals	Learning/Ākonga Ensure we are responsive to the needs of all our ākonga/ākonga to enable them to be happy, healthy successful ākonga		People/Tāngata Foster positive relationships within the school, with our whānau, our Kahui Ako, the community and beyond		Place/Turanga waewae Create an inclusive environment where children have a sense of belonging and pride in themselves and their surroundings.
Principles	<p style="text-align: center;">High Expectations Learning to learn Treaty of Waitangi</p> <p style="text-align: center;">Cultural Diversity Coherence Community Engagement Inclusion Future Focus</p> <p>Page 9 NZC Principles Foundations of Curriculum Decision Making</p>				

Linwood Avenue School Strategic Goals 2021-2023

Learning/Ākonga	People/Tāngata	Place/ Tūrangawaewae
<p><i>Ensure we are responsive to the needs of all our ākonga to enable them to be happy, healthy successful ākonga</i></p> <p>Because we believe:-</p> <ul style="list-style-type: none"> ● Children should experience success as themselves regardless of gender, race and ability ● Teachers should be continually learning; challenging themselves and their assumptions and striving to push the boundaries of best practice ● Through behaviour education children will develop the social and emotional capabilities to become valued members of the community ● Barriers to learning need to be removed (food, clothing etc) ● Growth Mindset rather than a deficit ● Children taking ownership of their learning ● Continued opportunities to develop our own learning / knowledge in order to support akonga and their learning. 	<p><i>Foster positive relationships within the school, with our whānau, our Kahui Ako, the community and beyond</i></p> <p>Because we believe:-</p> <ul style="list-style-type: none"> ● We are all ākonga ● Learning is a partnership - Tuākana Tēina ● Positive relationships and interactions with whānau are important because working together will make a difference 	<p><i>Create an inclusive environment where children have a sense of belonging and pride in themselves and their surroundings.</i></p> <p>Because we believe:-</p> <ul style="list-style-type: none"> ● We all belong here ● School should be a place that children would choose to be at ● Our buildings and playground should be flexible, exciting, creative and challenging ● Our environment should be safe and reflective of our identities.

Strategic Goals

Strategic Goals	2021	2022	
Strategic Goal 1 Learning/Ākonga: <i>Ensure we are responsive to the needs of all our ākonga/ākonga to enable them to be happy, healthy successful ākonga</i>			
Strategic Goal 1	<ul style="list-style-type: none"> ● To give effect to the Treaty of Waitangi and bring it to life in the local curriculum ● Use student achievement data to develop responsive education plans and programmes for ākonga ● To develop consistency of reading practice across the school and explore and implement Liz Kane's Structured literacy programme in the Junior school ● With Tamai Kahui Ako professional learning centred on 'Assessment for learning' ● To continue to develop the social and emotional capabilities using our 'Play is the Way' behaviour education programme ● To unpack, discuss and share understandings of Culturally Responsive practices to clarify beliefs and actions 	<p>Collaborative Strategic Planning for the future involving - whānau, tamariki, staff, Board, community Looking at the vision, values</p>	

Strategic Goal 2: **People/Tāngata**: Foster positive relationships within the school, with our whānau, our Kahui Ako, the community and beyond

Strategic Goal 2

- Implement school plans and practices for community partnership and engagement
- Work effectively with whānau to ensure they understand the educational needs and aspirations of their children.
- Engage in effective communication and consultation with the school community, including authentic engagement with Māori whānau and pasifika
- Provide opportunities for our school community to connect and learn with and across our local schools.- new website and newsletter format
- Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong ākonga
- Invest in growing leadership capabilities and capacity.

Strategic Goal 3: Place/Turanga waewae: Create an inclusive environment where children have a sense of belonging and pride in themselves and their surroundings.

Strategic Goal 3

- Safe Physical Environment-
- Safe emotional environment
- Consult community, staff and tamariki re the Landscape/ playground Concept and Work with 'School Support' (SIP) and Kamo to begin the first stage of our Landscaping plans - to improve the aesthetics, physical layout, playgrounds, seating and storage, shade, sandpit
- Learning Spaces equipped to meet the needs of the teacher and the ākonga/ ākonga
- Hall has a stage area for performance
- Library-consult with a librarian and plan and develop our library to be an inviting quiet space- resource accordingly

Annual Plan

Strategic Goal 1: Learning/Ākonga

Ensure we are responsive to the needs of all our ākonga to enable them to be happy, healthy successful ākonga

Initiative	Outcomes	Actions	Who	Resources	Review / Outcome
To give effect to the Treaty of Waitangi and bring it to life in the local curriculum	<p>Our country's bicultural foundations will be evident in school policies, organisation, physical spaces, whānau and community engagement, and classroom planning and assessment.</p> <p>Cultural Narrative for our school- our tamariki will know the unique story of our area</p> <p>We will be culturally responsive in our practice</p> <p>Bicultural signage evident</p>	<ul style="list-style-type: none"> ● Engage with Mātauraka Mahaanui facilitator- presentation to BOT March 2021 ● (Management -term 4 2020) ● Lead staff meetings exploring what this means for us at Linwood for teaching and learning ● Management are reading and discussing "Teaching to the North East" and implementing change within our teams ● Teacher to lead te reo Māori to improve and develop our use of the language ● Teachers to be involved in the MoE initiative to improve our Te Reo ● Principal involved in Te Reo with Mātauraka Mahaanui ● Staff are using more te reo and it can be heard In our daily interactions ● Our environment reflects our dual heritage ● Our Māori tamariki' s progress will be discussed and tracked ● A Whānau group will be started so perspectives of parents can be included in our school 	<p>Dianne Robinson</p> <p>Gretchen</p> <p>Management Team</p> <p>Tess</p> <p>Kamo Marsh Ngaia Tahui- Mātauraka Mahaanui Gretchen/ Victoria/Tess</p>		

<p>Use student achievement data to develop responsive education plans and programmes for ākongā to experience success</p>	<p>Differentiated programmes in place</p> <p>Each child is experiencing success</p> <p>Priority Learners- will continue to target lifting achievement, focus on equity and excellence</p> <p>Target Groups identified and plans in place</p> <p>Teaching and learning with, and through, ICT</p>	<ul style="list-style-type: none"> Regular Staff and team discussion about the progress and achievement of our Priority ākongā Collaborative team inquiries targeting lifting progress and achievement Ensure we are resourced so that tamariki can learn through ICT- Purchase accordingly Invest in apps so that tamariki can share their success with their parents in real time 	<p>Keryn LSC Trevor Jo Teachers Gretchen Teachers/ TA's / Trevor Dion/ Kahui Ako</p>	<p>RTL MoE Budget Thea Mickell</p>	
<p>To develop consistency of reading practice across the school</p>	<p>Our reading data will reflect positive improvement across the school over the next three years</p>	<ul style="list-style-type: none"> Whole school Teacher only day on 'Sharp Reading' plus coaching To explore and implement Liz Kane's Structured literacy programme in the Junior school 	<p>Hilton Airey professional development day Staff engagement Liz Kane Workshops</p>		
<p>With Tamai Kahui Ako professional learning centred on 'Assessment for learning'</p>	<p>There will be consistent practice across the school in Assessment for Learning</p>	<ul style="list-style-type: none"> Building and developing shared understandings about Assessment, growth mindset, the child at the centre of his/her learning/next learning steps, reflection, etc. 	<p>PLD Contract with Evaluation Associates Teachers Kahui Ako</p>		

Continue to develop the social and emotional capabilities using our 'Play is the Way' behaviour education programme	There will be consistent practice across the school in the language that adults use when talking to tamariki and tamariki will be exposed to games that challenge the way they perceive what's happening and act	<ul style="list-style-type: none"> • Training for new staff • PITW leads • Change of focus every two weeks • Timetabled games and discussions • PD sessions in staff meetings • Keep the sessions well resourced 	Lead Teacher teachers		
Unpack, discuss and share understandings of Culturally Responsive practices to clarify beliefs and actions	All children will experience success in their learning, feel accepted for who they are, they should feel they belong- whānaungatanga	<ul style="list-style-type: none"> • Unpack, discuss and share understandings of Culturally Responsive practices to clarify beliefs and actions give true meaning to learning for their teachers, students • Discussions will be on going and deliberate 	Gretchen/ Leadership team	The Hikairo scheme	
Strategic Goal 2: Foster positive relationships within the school, with our whānau, our Kahui Ako, the community and beyond					
Initiative	Outcomes	Actions	Who	Resources	Review / Outcome
Implement school plans and practices for community partnership and engagement	High levels of community engagement which will impact on student learning Increased parent involvement.	<ul style="list-style-type: none"> • Establish within school lead to work with Colin who is working across the Kahui Ako • Kahui Ako will plan some community activities and hui through out the year • Community Fun night x2 	Leadership team 2020 Victoria and Colin	Community Budget Kahui Ako	
Work effectively with whānau to ensure they understand the educational		<ul style="list-style-type: none"> • Ako hui- three way learning conferences children explicitly taught to lead their learning and show their parents what they are learning and why and next steps 	Teachers Parents		

needs and aspirations of their children.		<ul style="list-style-type: none"> • Celebrations/ Hui 			
Provide a variety of opportunities for our school community to connect and learn with and across our local schools.- new website and panui/ newsletter format	School community are well informed and events well attended and enjoyed- the feeling of belonging	<ul style="list-style-type: none"> • New website and panui format • School whānau events well publicised and timely information • Community nights,Ako Hui introduced this year- three times? Per year- 	Teachers Leadership	Hail- new web site / panui Kahui Ako event s	
Engage in effective communication and consultation with the school community, including authentic engagement with Māori whānau and pasifka	Whānau, Pasifika and filipino groups established - two way Communication Community feel valued through consultation	<ul style="list-style-type: none"> • Invitations and organised events to bring together Māori, Filipino and Pasifka whānau • Regular meetings throughout the year • Discussions re aspirations 	Gretchen, Victoria, Tess, Kris	Community Budget	
Community collaborations enrich opportunities for students to become confident,	Collaborations within Tamai Kahui Ako will bring opportunities for our tamariki to connect with others- sport music and culture	ākonga will have more opportunities to follow their interests and experience success	Colin/ Victoria/ Jane Sports coaches with our school and Tamai kahui Ako		

connected, actively involved, lifelong ākonga			Basketball summer and winter sport , Recorder,choir, hip hop, cultural groups Etc.		
Invest in growing leadership capabilities and capacity.	Grow leaders- leaders will feel supported and confident to lead others School leaders- PALs training for school leaders	<ul style="list-style-type: none"> • Opportunities for professional development • PALs training to develop leaders to lead games in the playground • Peer mediator training? 	PALs training		

Strategic Goal 3: **Place/Turanga waewae:** Create an inclusive environment where children have a sense of belonging and pride in themselves and their surroundings.

Initiative	Outcomes	Actions	Who	Resources	Review / Outcome
Safe Physical and Emotional Environment-	Staff and children will feel safe at school physically and emotionally	<ul style="list-style-type: none"> • Clear expectations for behaviour-covered on teacher only day • School values and life rafts • NZCER survey for children and well being survey • Hazard management • Health and Safety committee • All staff reminded of safety expectations,policies as needed • All staff have read the the policy on social media and expectations of the school • Clear procedures in place for staff for restraint, recording incidents, policies etc • Well being of staff monitored carefully by leadership and management • Well being of children monitored 	Trevor		

		by all staff			
Consult community, staff and tamariki re the Landscape/ playground Concept and	Landscaping enhancing our environment and fit for purpose playground that caters for all tamariki	<ul style="list-style-type: none"> • Staff, children and Community consulted • And results collated for Board and landscape designers • Work with 'School Support' (SIP) and Kamo to begin the first stage of our Landscaping plans - to improve the aesthetics, physical layout, • Priorities were Senior Playground followed closely by the junior playground • Need to devise a plan of action 	Gretchen Natalie SS Kamo Marsh	SIP funding	
Learning Spaces equipped to meet the needs of the teacher and the ākonga	Learning Spaces resourced and equipped for purpose	<ul style="list-style-type: none"> • Review learning spaces regularly to check that they are equipped to meet the needs of the teacher and the ākonga/ ākonga • Buy digital technology according to budget and need 	Leadership Teachers Thea Mickell	Budget Grants if needed	
Hall has a stage area for performance	Performers are able to be seen and have the room to perform easily without having to comprise	<ul style="list-style-type: none"> • Need to research and Check out pricing 	Gretchen	Budget Grants if needed	
Library-consult with a librarian and plan and develop our library to be an inviting quiet space-resource accordingly,	Library will be a great well resourced space that will be a popular space for tamariki	<ul style="list-style-type: none"> • Assemble a committed team • Plan and resource accordingly 	Gretchen Resident expert to assist-	Budget Outside agency support Grants	

Pasifika Plan

Diverse Pacific ākonga and their families feel safe, valued and equipped to achieve their education aspirations.					
Initiative	Outcomes	Actions	Who	Resources	Review / Outcome
<p>Continue to employ our valued Samoan speaking TA</p> <p>Tamai Kahui Ako recognising the value of the samoan culture in our community and supporting the development of the Samoan language and culture</p>	Respecting and valuing identities, languages and cultures is critical	<p>Provide regular opportunities for Pasifika children to learn about their language & culture</p> <p>Provide opportunities for the children to perform to a variety of audiences.</p> <p>Tamai Kahui Ako to employ a lead teacher to cater for extension in samoan language</p>	<p>Chris Victoria</p> <p>Kahui Ako</p> <p>Chris</p> <p>Tamai Kahui Ako</p>	<p>Budget</p> <p>Kahui Ako funding initiative</p>	
Provide opportunities to meet with aiga to discuss aspirations, opportunities	Strong home school partnership, Pasifika aiga feeling valued and a sense of belonging	<p>Ako Hui on the first two days of the year and mid year</p> <p>Community Night</p> <p>To initiate a Pasifika group to meet and discuss ways to further develop and enhance the Pasifika influence in our school</p> <p>For cultural elements to be visible in the school</p>	<p>Staff</p> <p>Staff</p> <p>Gretchen, Chris, Victoria</p> <p>Talesi Taleni?</p>	Budget Planning time	

Culturally responsive pedagogy is a key strategy for lifting achievement	Pasifika tamaiti will make significant progress and tamaiti will have a sense of culture and belonging	Focus on students' personal and ethnic diversity, and ensure that when, what and how they learn reflects and reinforces their identity Culturally responsive practice will be part of recurring PD through the year.	Staff Tamaiti		
High expectations drives good pedagogy and achievement	Pasifika tamaiti with ELL needs will make significant progress	To ensure Pasifika children with ELL needs are well supported to succeed in classroom programmes	Kira ESOL teacher	Budget	

Ka Hikitia Plan

To achieve system shifts in education and support Māori ākonga and their whānau, hapū and iwi to achieve excellent and equitable outcomes					
Initiative	Outcomes	Actions	Who	Resources	Review / Outcome
Te Whānau & Te Tangata	<p>Strong home school partnership with Māori whānau feeling valued and a sense of belonging and are free from racism</p> <p>A strong whānau group established</p> <p>High levels of attendance</p>	<p>Ako Hui on the first two days of the year and mid year</p> <p>Community Nights</p> <p>Establish a whānau group to meet and discuss ways to further develop ways for whānau to feel valued and a sense of belonging</p> <p>Kahui Ako Funding for Attendance initiative</p>	<p>Staff/tamariki/Whānau</p> <p>Gretchen, Victoria, Rose</p> <p>Leadership team</p>	<p>Budget</p> <p>Kahui Ako funding</p>	
Te Kanorautanga	<p>All Māori ākonga, including those with disabilities and learning support needs, achieve excellent outcomes</p>	<p>Teams know their ākonga, and cater for all identified learning needs</p> <p>Identified learning needs supported in class and across teams</p> <p>Culturally responsive practice</p>	<p>Teachers</p>	<p>Budget</p> <p>LSC</p> <p>TA</p> <p>RTL</p> <p>MOE</p>	

<p>Te Tuakiritanga</p>	<p>Improve staff use of te reo</p> <p>Encourage all tamariki to use te reo Māori</p> <p>The language and culture of Māori ākonga and their whānau will strengthen belonging, engagement and achievement as Māori so that Māori ākonga can actively participate in te ao Māori, Aotearoa and the wider world.</p> <p>To develop our our kapa haka groups</p>	<p>Teacher to lead te reo Māori to improve and develop our use of the language across the school</p> <p>For cultural elements to be visible in the school</p> <p>Bilingual signage</p> <p>Principal to engage in Te Reo for Tumuaki</p> <p>Employ a new Kapa Haka tutor</p> <p>Participate in the Kahi Ako Matariki night and Cultural Festival</p>	<p>Tess Staff</p> <p>BOT/ Principal Principal</p> <p>principal Colin ,Victoria Qeloux</p>	<p>Waiata Te Reo resources</p> <p>Māori Language initiative</p> <p>Kahui Ako Budget Kahui Ako</p>	
<p>Te Rangatiratanga</p>	<p>Our staff will engage with Māori ākonga and whānau to make decisions about their learning</p>	<p>Community Consultation Whānau group Ako Hui Community nights Celebrations</p>	<p>Teachers, leadership team</p>	<p>Budget Planning time</p>	