



Te Ara Maurea Roydvale School

Ko ngā rangatahi o anamata | Fostering a future generation

Explicitly tailored learning

Design a responsive localised curriculum that supports all ākonga to succeed

Develop functional, aesthetic, adaptive and purposeful learning spaces inside and outside

Strengthen our collaborative practices to reflect relevant, purposeful and accessible learning opportunities which incorporate digital technologies to all ākonga

Students are highly engaged with an increase in learner agency. Staff have a high calibre of expertise and expectation to enhance learning programmes

**Whakaute
Respect**

Deep community connections

Strengthen our community partnerships through offering opportunities to connect with whānau

Recognise the diverse cultures within the school through planned activities and events

Establish partnerships and engagements with businesses / organisations in our local community

Staff, tamariki and whānau feel a stronger connection and a greater sense of belonging. Our school connects with multiple businesses within our community

**Takohanga
Responsibility**

Enhanced hauora and wellbeing

To develop ways to enhance hauora for staff and students

Equip staff and students with strategies to support and promote wellbeing

Establish programmes and practices that are diverse and gender inclusive

Staff and students thrive in a learning environment where their identity, language and culture is fostered to support their wellbeing and effectively learn

**Manawanui
Perseverance**

**Ako
Learning**

Education and Training Act Regulation 9

- 1. A board's annual implementation plan must include:**
 - a) annual targets for each of the board's strategic goals**
 - b) the actions the board intends to take to meet the annual targets (intended actions):**
 - c) information addressing how the board intends to allocate resources to meet the annual targets:**
 - d) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:**
 - e) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:**
 - f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, to address the needs of students whose needs have not yet been well met:**
 - g) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.**

The below specifies the actions the board intends to take to meet the annual targets, the resource allocation and timeframe are specified within this document.

Annual Plan Goal 1 To develop explicit learning programmes. Te Tiriti o Waitangi	Initiative 1 Design a responsive localised curriculum that supports all ākonga to succeed. NELP Objective (Priorities): 1 (1:2) 2 (3:4), 3 (5:6)			
Outcomes Engage in Professional Development in the next three years in the curriculum refresh.	Measures <ul style="list-style-type: none"> The Te Ara Maurea Roydvale School Curriculum document aligns with the new curriculum refresh. Teachers are utilising our localised curriculum to guide teaching and learning. The localised curriculum is enacted throughout the school using the principles of 'understand, know, do'. 			
Key Actions	Accountable	Responsible	Resources	Completed by
TOD and professional development opportunities in NZ curriculum	Principal	Within School Leader	Within School Leader release	Term 1-3, 2024
Become familiar with ' Ka Huru Manu ' website to seek stories of Ngāi Tahu and implement these across the school developing a plan	Principal	Within School Leader	Within School Leader release	Term 1-3, 2024
Plan and prepare whole school events to ensure that 'Te Wiki o Te Reo Māori' and other significant Te Oa Māori events are acknowledged and celebrated including whānau hui for all Māori whānau.	Principal	Within School Leader	Within School Leader release	Term 1-4, 2024
Plan and establish a Year 1-6 programme of teaching Te Reo Māori across the school.	Principal	Within School Leader	Within School Leader	Term 1 - 4, 2024
Professional Development throughout the year with the curriculum refresh including 'Just in Time' sessions with Impact Ed to support tamariki progress in Piwakawaka	Teaching staff	Curriculum leads	CFPLD - Impact Ed facilitator	Term 1-3, 2024
Professional Development throughout the year with the curriculum refresh including 'Reading' sessions with Impact Ed to support tamariki progress in improving our reading data.	Leadership Team	Team Leaders	CFPLD - Impact Ed facilitator Release	Term 1-4, 2024
The Te Ara Maurea Roydvale Curriculum is updated to reflect the curriculum refresh. Provide whānau education sessions informing about the curriculum expectations and the new curriculum refresh.	Within School Leader	Leadership Team	Professional Learning time allocated	Term 1-4, 2024

Annual Plan Goal 1 To develop explicit learning programmes Te Tiriti o Waitangi	Initiative 2 Develop functional, aesthetic, adaptive and purposeful learning spaces inside and outside. NELP Objective (Priorities): 1 (1:2) 2 (3:4), 3 (5:6)			
Outcomes <ul style="list-style-type: none"> Teachers work effectively in the new learning spaces through discussion. Our outdoor learning spaces are reflective of our cultural narrative, pedagogy, teaching and learning programmes and school values. The school values are embedded into the physical environment. 	Measures <ul style="list-style-type: none"> New learning spaces are effectively utilised through collaboration and good practice. Indoor learning spaces are aligned with research (colour specific) around resilience and supporting the wellbeing of students. Indoor spaces are organised and equipment purchased creates a calming space. 			
Key Actions	Accountable	Responsible	Resources	Completed by
The Board allocate funds to implement the outdoor landscape plans.	Board	Principal	Funding	Term 4, 2023
Appoint SSL to project manage and tender the landscape works and monitor the project in line with the cultural narrative.	Principal	SSL	Board funded	Term 1, 2024
Ensure the landscape plans align with the Cultural Narrative and school Naming document.	Principal	Danny Kamo - Kamo Marsh	Feedback from stakeholders Board funding	Term 4, 2023 Term 1-4, 2023
Teachers engaging in conversation and professional learning groups to effectively use the outdoor learning spaces with learners.	Leadership Team	All teaching Staff	Professional Development time allocated Visits to other sites.	Term 3, 2024
The school values are embedded into the physical environment and reflected in the classroom spaces through visual representation and through conversations.	Leadership Team.	All staff	Posters in the Homeroom spaces.	Term 1-4, 2024
Purchase furniture in the Kāhu learning spaces that reflect the research from Kathleen Liberty around resilience in education	Principal	Team Leaders	Board funded	Term 1, 2024

Annual Plan Goal 1 To develop explicit learning programmes Te Tiriti o Waitangi	Initiative 3 Strengthen our collaborative practices to reflect relevant, purposeful and accessible learning opportunities which incorporate digital technologies to all ākonga. NELP Objective (Priorities): 1 (1:2) 2 (3:4), 3 (5:6)			
Outcomes Teachers are using collaborative practices within their teaching and learning programmes to support high levels of student engagement.	Measures <ul style="list-style-type: none"> All staff are responding to student regulations using 'UBRS' and 'Physical Assistance'. All staff integrate 'Zones of Regulation' into their programmes and use in their language. Teachers are effectively using ākonga perspectives and increased opportunities for ākonga to make decisions within the school. Tamariki are engaged in meaningful learning and are achieving at their highest capability. Teachers to work collaboratively and aligned with the schools pedagogy. 			
Key Actions	Accountable	Responsible	Resources	Completed by
New staff engage in professional learning in ' <i>Understanding Behaviours Responding Safely</i> '. Staff to enact the strategies learned in ' <i>Understanding Behaviours Responding Safely</i> '.	Principal	Teaching staff	PLD - UBRS Reflecting on UBRS PD completed and improve practices.	Term 1, 2024
Staff to engage in Te Ahu o Te Reo Māori course. A 14 week programme.	Principal	Leadership Team		Term 1-4, 2024
Staff to implement and utilise the ' <i>Zones of Regulation</i> ' as a tool to support tamariki wellbeing and emotional regulation.	Leadership Team	Teaching staff	Participate in on-going PD	Term 4, 2024
Learner Agency professional development continues with <i>Infinity Learn</i> and learner maps are integrated into the school programme and shared with whānau.	Principal	Within School Leader	TODs and team time allocation.	Term 2-4,2024
An evaluation of the ' <i>Learner Agency</i> ' with <i>Infinity</i> completed and next steps implemented. Write a collaborative article.	Principal Within School Leader	Teaching Staff	CFPLD facilitators <i>Infinity Learn</i>	Term 1-3, 2024
Teachers provide opportunities for learner agency through authentic learning opportunities throughout the year.	Leadership Team	Teaching Staff	TODs and team time allocation.	Term 1-4, 2024
Continue to engage staff in PD in Digital Technologies to support improved learner engagement.	PD facilitator	Teaching Staff	Staff meetings	Term 1-3, 2024

Annual Plan Goal 2 To expand our community connections. Te Tiriti o Waitangi	Initiative 1 Strengthen our community partnerships through providing a range of opportunities (mediums) to connect with whānau. NELP Objective (Priorities): 1 (1:2) 2 (3), 3 (5:6)			
Outcomes <ul style="list-style-type: none"> To develop, embed and extend ways to connect with our whānau. The school and whānau lead events and activities that meet their needs and align to the teaching and learning programmes. To establish partnerships or engagements with businesses / organisations in our local community. 	Measures <ul style="list-style-type: none"> Whānau have a strong identity in the school through participating and organising connections. Increased number of opportunities to engage both in person and online. A six monthly update of the number of businesses the school has connected with and the type of connection (regular, sporadic, one off) has increased on the map. 			
Key Actions	Accountable	Responsible	Resources	Completed by
Continue to connect with our whānau utilising a range of forms: digitally, presentations, meetings and social functions.	Principal	Teaching Staff	PLD - inhouse Digital accessible recording equipment. Streaming equipment	Termly 2024
To continue to provide termly 'open sessions' throughout the year to showcase the learning.	Principal	Team Leaders	Allocated time	Termly 2024
Set up a yearly planner of events that links with the cultural activities and events (like pre-schooler morning tea etc)	PTA Staff representative	PTA	Meeting allocated	Term 1 2024
Incorporate cultural events throughout the year where tamariki can celebrate their unique heritage.	Principal	Within School Leader	Allocated time	Termly, 2024
Understand the research and implications of practices that support success for Māori learners including ending ability grouping (Kia Manawanui -ERO) and agree on aspects to implement.	Principal	Within School Leader	Allocated time Staff PD	Term 1-2, 2024
To engage the PTA (Parent Teacher Association) to	Principal	PTA Staff representative	Monthly meetings	Termly 2024

collaboratively plan with the school a range of social events for tamariki and the community.			Yearly plan	
To plan, record and showcase (through the website / newsletters) events and activities.	Principal	Fixed Term unit holders	Allocated time at staff meetings	Fortnightly throughout 2024
Implement next steps identified from the evaluation of the Seesaw programme. Understand the cyber safety concepts, research HERO and implement if actioned by the Board.	Principal	Team Leaders	Allocated time at staff meetings	Term 4, 2024
Indicate on a map local businesses and organisations that the school has connected with including: sports clubs, ECEs and local significant areas.	Principal	All Staff	Map indicating connections. Time for staff to connect.	Term 1-4, 2024

Annual Plan Goal 2 To expand our community connections. Te Tiriti o Waitangi	Initiative 2 To provide authentic opportunities to recognise the diverse cultures within the school through planned activities and events. NELP Objective (Priorities): 1 (1:2) 2 (3)			
Outcomes <ul style="list-style-type: none"> To enhance the sense of belonging with stakeholders To value the culture of all stakeholders in the community through a range of events and activities. 	Measures <ul style="list-style-type: none"> A range of bi and multicultural events happening across the year that have been collaboratively constructed. Feedback from stakeholders about their connections and engagement with the school community. 			
Key Actions	Accountable	Responsible	Resources	Completed by
Incorporate cultural events throughout the year that support the unique cultures across the school.	Principal	Fixed Term Leader	Allocated time	Termly, 2024
Provide opportunities for tamariki to share aspects of their culture to others within the school.	Principal	Within School Leader	Allocated time	Termly, 2024
Incorporate cultural events throughout the year where tamariki can celebrate their unique heritage.	Principal	Within School Leader	Allocated time	Termly, 2024
Kāhu and Kererū school teachers engage in a bullying survey with senior tamariki to evaluate improvements and next steps.	Principal	Year 5 / 6 Team Leader	Year 3-6 team	Term 3, 2024
Piwakawaka to engage in a class bullying survey with tamariki to evaluate improvements and next steps.	Principals	Year 1 / 2 and Year 3 / 4 Team Leaders	Year 1- 2 team meeting	Term 3, 2024
Opportunities to be provided for tamariki to connect with local early childhood centres and local businesses.	Principal	Within School Leader Fixed Term unit leader	Allocated time	Term 4, 2024

Annual Plan Goal 3 To enhance hauora and wellbeing across the school. Te Tiriti o Waitangi	Initiative 1 To develop ways to enhance the hauora for staff and students. NELP Objective (Priorities): 1 (1) 2 (3)			
Outcomes <ul style="list-style-type: none"> To develop ways to enhance hauora for staff and students. 	Measures <ul style="list-style-type: none"> To evaluate the plan and ensure changes are made and adapted the following year. The summary of the survey is shared with the BOT and next steps are actioned. Evaluate and write next steps in relation to the ERO wellbeing indicators. To incorporate tamariki voice / perspectives to write next steps. 			
Key Actions	Accountable	Responsible	Resources	Completed by
Evaluate the Term 4 staff wellbeing survey and implement the findings. Co-construct a written plan to support these findings for staff.	Principal	Fixed Term unit leader	Survey / Allocated week for Staff hauora	Term 4, 2024
Staff engage in a twice yearly survey on their wellbeing and incorporate next steps.	Principal	All Staff	2 x wellbeing survey forms.	Term 1 and 3, 2024
A co-constructed plan is written in teams to ensure wellbeing activities and the Education Review Office wellbeing indicators are incorporated into the practices	Principal	Within School Leader	Allocated time	Term 1 and 3, 2024
Evaluate the wellbeing survey conducted in Term 4 2023 by tamariki and implement next steps	Principal	Fixed Term unit holder	Staff meeting	Term 1, 2024
Qualitative wellbeing information gathered with next steps identified.	Principal	Within School Leader	Allocated time	Term 4, 2024
Students & whānau engage in wellbeing and mindfulness events and activities.	Principal	Fixed Term unit leader	Allocated time	Termly, 2024

Annual Plan Goal 3 To enhance hauora and wellbeing across the school. Te Tiriti o Waitangi	Initiative 2 Establish programmes and practices that are diverse and gender inclusive. NELP Objective (Priorities): 1 (1:2) 2 (3)			
Outcomes To engage in professional learning to ensure our practices are inclusive of rainbow and gender diverse ākonga and whānau.	Measures The staff are able to support students and whānau and their individual differences.			
Key Actions	Accountable	Responsible	Resources	Completed by
Identify and start to implement next steps for inclusive and rainbow diverse groups.	Principal	Leadership Team	Focus Groups	Term 2, 2024
Use the ‘Inside out’ resources to learn about inclusion and diversity and agree on next steps.	Principal	Within School Leader	Professional Development	Term 1-4, 2024
Explore ways to support and celebrate ākonga with diverse backgrounds including language, identity and culture.	Principal	Within School Leader	Focus Groups	Term 4, 2023

2024 Measures - Strategic Plan

Goal 1

To develop explicit learning programmes.

Initiative 1	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Design a responsive localised curriculum that supports all ākōnga to succeed.	Engage in Professional Development over the next three years as part of the curriculum refresh.	Evidence of changes in our localised curriculum. Applications for Centrally Funded Professional Learning and Development and Accelerated Literacy Learning.	Staff have engaged in professional development. Evaluative processes have been made to align the new learning with the curriculum.	The localised curriculum is reflective of the new curriculum refresh. Write the outcomes and milestone reports for the funded PD.	Tamariki are engaged in meaningful learning and are achieving at their highest level. The localised curriculum is enacted throughout the school.
Engage in Professional Development in 'Just in Time' mathematics.	Teachers in the junior school are familiar and can teach using the new NZ Curriculum refresh.	Plan and organise sessions with Impact Ed to provide Professional Learning for staff.	Staff members are implementing aspects of the mathematics curriculum in their planning. Staff engage in conversations and observations about quality mathematics practices.	All staff are utilising the mathematics curriculum and progressions to assess tamariki capabilities.	Staff are effectively utilising the NZ Curriculum in mathematics to inform their teaching practice.
Accelerated Literacy Learning PLD Structured Literacy school self review	To engage in Professional Development through the ALL programme to understand the place of Structured Literacy across the school.	To engage with a facilitator to learn about Structured Literacy across the school for all year groups.	To understand the resource commitment and review the place of Structured Literacy outside of the junior school.	To provide a plan for the school for implementing Structured Literacy beyond the current micro groups being taught in the junior school.	Set up a plan of resources and an intervention programme for groups of students whose needs are not being met.
Poutama Reo self review tool	All teams participate in the Poutama Reo self review tool.	Initial review of the tool completed and shared with staff.	A mid point review of the Poutama completed and next steps indicated	Final self review completed in November and next steps indicated	Improvement of aspects of the Poutama Reo and next steps identified.

Tuāhiwi Marae workshop 1 / 2	All staff engage in workshop 1 or 2 at Tuāhiwi marae	Staff who have not attended workshop 1 / 2 are booked into the session.	Staff attend the session and actively participate.	Staff complete the workshop.	An increased number of staff attend workshops at the marae.
Te Ahu o Te Reo Māori course	Staff participate in the Te Ahu o Te Reo Māori course and implement aspects of the programme into their practice.	Staff enrol in the Level 1 / 2 or 3 course. Staff participate in the 3 hour a week sessions and 2 Saturday wanaka.	Staff complete the first assessment.	Staff compile a resource for the school	An increased number of staff attend the course.
Progressive Te Reo lessons are planned and write to implement across the school.	Year group Te Reo Māori lessons are designed from the Te Ahu o Te Reo Māori sessions learned by the staff.	Planning templates and lesson content are written by 'within school leaders'.	Within School Leaders share the lesson plans with staff. Plans shared with staff and PD opportunities provided to staff.	All staff are able to access Te Reo progressive lessons for Years 1 - 6.	A series of progressive lesson plans are developed using the Te Ahu o Te Reo Māori sessions.

Initiative 2	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Functional, aesthetic, adaptive and purposeful spaces. - (inside and outside) to cater for learners and environmental improvements.	Our outdoor learning spaces are reflective of our cultural narrative and pedagogy. Teachers incorporate learning opportunities link to inside and out learning. Our indoor spaces provide flexible working environments for ākonga to engage in purposeful learning opportunities.	The Board approve the completion of the landscape designs. The designs are reflective of the cultural narrative.	Outdoor learning spaces are being built. Indoor learning spaces are organised and peaceful.	Outdoor learning spaces are being effectively utilised by ākonga. School values are embedded into the physical environment, through posters in classes and features in the outdoor spaces like the mural / features in the 'way finding' path.	The indoor and outdoor learning environment supports ākonga engagement and the pedagogy in the school.

Initiative 3	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Strengthen our collaborative teaching and learning and expect high expectations by all.	To engage in PD in UBRS refresher. To support each other when supporting a child who is not able to manage their behaviour.	Staff collaboratively work with ākonga to develop a plan to create ways to provide ākonga perspectives in their learning spaces.	Staff are utilising the strategies collectively designed through UBRS programme.	Ākonga are developing their own opportunities throughout the school.	High calibre of staff expertise and high expectations to enhance learning programmes to meet the needs of all ākonga and leadership opportunities.
	To ensure the 'Zones of Regulation' are taught and integrated into the teaching programme.	Teachers engage and participate in 'Zones of Regulation' training.	Ākonga are able to articulate each zone and measure where they are within the 'zones'.	Ākonga are able to state the zone they are in and then put in place strategies to manage their behaviour.	Tamariki are able to regulate their emotions and identify the zones when they are regulating their emotions.
	Teachers teach collaboratively within their team. All teams provide ākonga perspectives and leadership opportunities. Planned actions to involve ākonga.	PD provided in collaborative teaching. Teachers review their current collaborative practices. A review of the 'Learner Agency' work is completed with 'So, what' and 'Now what' aspects written.	Teachers review their collaborative practices and write next steps. Ākonga are able to state and evidence is provided of the range of opportunities they have been involved in and where their perspectives have been actioned.	Teachers implement next steps and embed practices. Ākonga drive their own learning and is evident in teacher planning.	Strong collaborative practices across the school that includes culturally responsive practices and high expectations for all. Ākonga are driving their own learning and engaging in a range of opportunities.
	Staff and tamariki engage in a range of digital technologies to improve their learning practices.	Staff engage in PD in digital technologies that support improved learner practices and tamariki agency.	Qualitative data is gathered from staff and tamariki to identify key digital technologies that have improved outcomes.	A review of the effective digital technologies utilised in the teaching and learning programmes and with whānau.	Staff and tamariki are effectively utilising a range of digital technologies.

Goal 2

To expand our community connections

Initiative 1	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Strong community partnerships.	Develop, embed and extend ways to connect with our whānau utilising a range of forms: digitally, presentations, meetings and social functions.	Record and document number of events and activities throughout the year, stipulating the purpose and participation.	Continue to record and document events and evaluate their effectiveness to ascertain changes to improve continued connections.	Documentation of events and opportunities analysed and next steps provided.	A strong identity within the community.
	Our whānau are leading events and activities that meet their needs and link to the teaching and learning opportunities in the school.	Our Parent Teacher Association, plan for events and activities at their AGM.	Participants of the events and activities are gathered to understand their effectiveness.	A range of activities are provided by key stakeholders.	Build levels of engagement with online learning tools and a range of opportunities for whānau.
Establish partnerships or engagements with businesses / organisations in our local community.	Connect with local businesses / organisations to develop meaningful engagements and / or partnerships with the school.	Map indicating current key connections with local businesses, including connections with sports clubs, ECEs, local significant areas that align with our localised curriculum.	Six monthly update to the map to display the key places where connections have been made.	Map analysis. Numbers of businesses approached, number of interactions and qualitative data gathered to support increased engagement / partnerships (emails, messages etc).	Increased engagement or partnerships with local businesses where by the school adds value to the community.

Initiative 2	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
To provide authentic opportunities to recognise the diverse cultures within the school through planned activities and events.	<p>To value the culture of all stakeholders in the community through a range of events and activities.</p> <p>To incorporate cultural events throughout the year, initially bicultural (through mihi whakatau, whānau hui) and then multicultural.</p>	To plan a year calendar of events that aligns with the localised curriculum.	To monitor the events and gather qualitative data from stakeholders about their effectiveness.	To review the events and evaluations and make adaptations as necessary.	<p>A range of bi and multicultural events happening across the year that have been collaboratively constructed.</p> <p>Enhance sense of belonging by strengthening community connections to culture within the school environment.</p>

Goal 3

To enhance hauora and wellbeing across the school.

Initiative 1	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
To develop ways to enhance the hauora for staff and tamariki.	Staff and tamariki are equipped with knowledge and resources to successfully manage challenges and opportunities that support and promote wellbeing.	A co-constructed plan is written to ensure all staff are familiar with the process on how to get supports and the most appropriate person to go to.	Staff to evaluate the effectiveness of the plan and state what is effective in the plan that has assisted them personally and professionally.	To review the effectiveness of the staff and student plans through gathering qualitative data from a range of staff in the school and with a range of stakeholders.	Staff are equipped with the information that they require to know how to successfully access knowledge and resources to support wellbeing. Increased staff hauora and wellbeing.
	Resources are provided and activities are planned throughout the year to support tamariki hauora and wellbeing. Staff collaboratively evaluate the effectiveness of the ERO wellbeing indicators. Teams to develop and plan next steps.	A co-constructed plan is written with all tamariki to ensure they know what resources are available and ways to access these resources.	Gather tamariki voice to understand the effectiveness of the practices, explore what resources they are using and their effectiveness.	Tamariki engage in a range of activities and events to support their hauora and wellbeing.	Increased tamariki engaging in regular hauora and wellbeing activities and events.

Initiative 2	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Establish programmes and practices that are diverse and gender inclusive.	To ensure policy and practices are inclusive of rainbow and gender diversity. Inquire into the ways that the school can ensure we are inclusive	Review the current practices and set out a plan to implement a plan to cater for rainbow and gender diverse community needs.	Policies are written and align with evidence collated from the community.	Policies and practices are put in place to support inclusion and diversity.	The staff have the skills and knowledge are capable of supporting tamariki and whānau to meet their individual needs.

	<p>through understanding rainbow inclusivity and gender diversity.</p> <p>To ensure the uniform is accessible (financially for all).</p>	<p>Staff engage in Professional Development and then policies and practices are implemented.</p> <p>To allow the uniform to be worn any term throughout the year for flexibility and to better meet the needs of the tamariki.</p>	<p>Implementation of policies that reflect new learning, where applicable.</p> <p>To gather feedback from whānau about the options of uniform and its purpose.</p>		<p>All tamariki are able to wear any aspect of the uniform throughout the year.</p>
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Te Ara Maurea Roydvale School

Vision: 'Fostering a Future Generation'

Values: Whakaute - Respect, Takohanga - Responsibility, Manawanui - Perseverance, Ako - Learning

Goals	2023				2024				2025				Successes
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Goal 1 To develop explicit learning programmes.	Design a responsive localised curriculum that supports all ākonga to succeed												Students are highly engaged through high quality collaborative practices that are reflective of our localised curriculum. High calibre of staff expertise and expectations to enhance learning programmes to meet the needs of all ākonga and increase learner agency opportunities Digital Technologies are evident in the classroom practice to enhance the learning processes.
	Plan and prototype				Review		Embed			Evaluate			
	Develop functional, aesthetic, adaptive and purposeful learning spaces inside and outside												
	Implement				Embed		Evaluate						
	Strengthen our collaborative practices to reflect relevant, purposeful and accessible learning opportunities which incorporate digital technologies to all ākonga.												
	Develop, plan and upskill				Implement				Embed and evaluate				
Goal 2 To expand our community connections.	Strengthen our community partnerships through providing a range of opportunities (mediums) to connect with whānau.												Our staff, tamariki and whānau feel a stronger connection and a greater sense of belonging. Our school connects with multiple businesses within our community.
	Plan	Implement and evaluate			Review and integrate				Embed				
	To provide authentic opportunities to recognise the diverse cultures within the school through planned activities and events.												
	Design, schedule, implement				Design, schedule, implement				Design, schedule, implement				
Goal 3 To enhance hauora and wellbeing across the school.	To develop ways to enhance the hauora for staff and students.												Our staff and students thrive in a learning environment where their identity, language and culture is fostered to support their wellbeing and effectively learn.
	Design		Implement		Evaluate		Redesign		Implement				
	Establish programmes and practices that are diverse and gender inclusive.												
	Inquire			Design			Implement			Review			