

# Kimi Ora School

## Strategic Plan 2024 -2026



## STRATEGIC GOAL: Education and Training Act 2020

s127 - Objectives of boards in governing schools	Hiranga	Manaaki
Every ākonga at the school is able to attain their highest possible standard in education achievement	✓	
The school: <ul style="list-style-type: none"> <li>● is a physically and emotionally safe place for all ākonga and staff</li> <li>● gives effect to relevant ākonga rights</li> <li>● takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</li> </ul>		✓
The school is inclusive of and caters for ākonga with differing needs		✓
Kimi Ora School gives effect to Te Tiriti o Waitangi by: <ul style="list-style-type: none"> <li>● working to ensure its plans, policies and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori</li> <li>● taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>● achieving equitable outcomes for Māori ākonga</li> </ul>	✓	✓

### Goals are as a result of the following over the 2023 year:

- Whānau voice: IEP/Transition meetings/midyear hui
- Surveys
- Consultation
- Curriculum Refresh Team Focus
- Teacher self-reflections self-review
- Support Staff - ideas/thoughts through meetings and professional growth
- Staff meetings - reflection on our strengths/areas for development
- Collection and analysis of information about learning/curriculum
- Analysis of IEP data, Fuel/Launch data and Narrative Assessment

**STRATEGIC GOAL ALIGNMENT**  
**National Education Learning Priorities**

		Hiranga	Manaaki
<b>1: Learners at the Centre</b> - Learners with their whānau are at the centre of education			
1	Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying		✓
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 cultures	✓	
<b>2: Barrier Free Access</b> - Great education opportunities and outcomes are within reach for every learner			
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga, and those with learning support needs		✓
4	Ensure every learner/ākonga gains sound foundation skills including language, literacy, and numeracy	✓	
<b>3: Quality Teaching and Leadership</b> - Quality teaching and leadership make the difference for learners and their whānau			
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning		✓
6	Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce	✓	
<b>4: Future of Learning and Work</b> - Learning that is relevant to the lives of New Zealanders today and throughout their lives			
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work	✓	

## STRATEGIC PLAN

Strategic Goals	NELPs	Strategic Initiatives		Te Tiriti o Waitangi		
				Article 1* Kāwanatanga / Governance	Article 2* Rangatiratanga/ Autonomy	Article 3* Ōritetanga / Equity
<b>Strategic Goal 1</b>  Review and design a holistic curriculum to strengthen content and systems to effectively provide guidance for teaching and learning to improves outcomes for all learners	2,3,4,7	2024	<b>Develop</b> the second year of our differentiated curriculum and start to review assessment <b>Consolidate</b> practice to enable the implementation of our first year of the differentiated curriculum <b>Embed</b> practices to enable the implementation of the Aotearoa Histories Curriculum	✓		✓
		2025	<b>Develop</b> the third year of our differentiated curriculum and agree on assessment for learning processes <b>Consolidate</b> the practices to enable the implementation of our second year of our differentiated curriculum <b>Embed</b> the structure and understanding of the three year Kimi Ora differentiated curriculum	✓		✓
<b>Strategic Goal 2</b>  Maintain our school culture and values to strengthen ākongā, whānau and kaimahi sense of belonging to our community as we grow	1,2,6	2024	<b>Develop</b> our website and logo including a review of our Vision and Values <b>Consolidate</b> our understanding of the history of Kimi Ora School <b>Embed</b> the use of Pāhekoheko to support staff in all areas of school life and support their well being	✓	✓	✓

		2025	<b>Develop</b> priority areas as per 2024 data <b>Consolidate</b> community use of our website <b>Embed</b> the history of Kimi Ora School into our Histories curriculum	✓	✓	✓
<b>Strategic Goal 3</b>  Enhancement of our cultural responsiveness understanding of our obligations to Te Tiriti o Waitangi	3,5	2024	<b>Develop</b> a Te reo Māori and te ao Māori plan for all staff <b>Consolidate</b> by developing a Te reo Māori and te ao Māori plan for all staff <b>Embed</b> a school wide approach and use of appropriate mihi and pepeha for all staff and ākonga	✓	✓	✓
		2025	<b>Develop</b> priority areas as per 2024 outcomes <b>Consolidate</b> systems and strengthen staff knowledge <b>Embed</b> the staff knowledge of te reo Māori and te ao Māori	✓	✓	✓

\* Referenced from 'Te Tiriti o Waitangi in Education,' Janelle Riki - Waaka, CORE Education. [Link to document](#)

## ANNUAL PLAN 2024

### STRATEGIC GOAL 1:

**Review and design a holistic curriculum to strengthen content and systems to effectively provide guidance for teaching and learning to improve outcomes for all learners**

<b>Planned Actions and Strategies</b> <i>What are we going to do differently in 2024?</i>	<b>Timeframes</b>	<b>Responsibility</b>	<b>Budget Considerations</b>
<p><b>Develop</b> the second year of our differentiated curriculum and start to research our IEP and assessment processes.</p> <ul style="list-style-type: none"> <li>● Review the first year of the differentiated curriculum</li> <li>● Research, develop and draft the second year of a transition three-year curriculum ensuring it incorporates life skills and enables interaction with the community</li> <li>● Start to plan themes and content for the second year of the curriculum through working groups on staff PD days and staff meetings</li> <li>● Participate in Jane Farrell writing PLD webinars to include information into our curriculum</li> <li>● Engage at a Kāhui Ako level to build understanding of our local history, using this to extend teacher knowledge</li> <li>● Review our IEP process, ready to implement in 2025</li> </ul>	<p>Term One onwards</p> <p>Ongoing</p> <p>Terms Two, Three and Four</p> <p>Ongoing</p>	<p>Learning Leaders/DPs</p> <p>Teachers Transition Curriculum Teacher/DPs</p> <p>Teachers/Specialists</p> <p>All Teachers</p> <p>Across School Teacher/DP</p>	<p>None</p>
<p><b>Consolidate</b> practice to enable the implementation of the first year of the differentiated curriculum</p> <ul style="list-style-type: none"> <li>● Launch and implement the first year of the new differentiated three-year long term plan</li> <li>● Review the different ways in which we implement teaching and learning</li> <li>● Keep up to date with curriculum, information and resource release from MoE and the opportunities that are on offer</li> </ul>	<p>Terms One - Four</p>	<p>All staff</p>	<p>None - supported by MOE funded and curriculum roll out</p>

<p><b>Embed</b> practices to enable the implementation of the Aotearoa Histories</p> <ul style="list-style-type: none"> <li>• Continue to work alongside the Māori Achievement Collaborative (MAC) facilitator at Principal and staff level</li> <li>• Determine further priorities for staff professional development with the MAC facilitator, designed to build staff knowledge about Aotearoa NZ Histories</li> <li>• Continue to liaise with other specialist schools to develop Aotearoa Histories curriculum</li> </ul>	<p>Term One</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Leadership</p> <p>All staff, led by Leadership team</p> <p>DPs</p>	<p>None Supported by MAC</p>
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**STRATEGIC GOAL 3:****Enhancement of our cultural responsiveness understanding of our obligations to Te Tiriti o Waitangi**

<b>Planned Actions and Strategies</b> <i>What are we going to do differently in 2024?</i>	<b>Timeframes</b>	<b>Responsibility</b>	<b>Budget Considerations</b>
<p><b>Develop</b> a Te reo Māori and te ao Māori plan for all staff and akonga</p> <ul style="list-style-type: none"> <li>Continue Principal participation in Māori Achievement Collaborative (MAC) initiative to support leadership and staff development</li> <li>Continue to work alongside the MAC initiative at staff level around te reo and te ao Māori teaching and learning</li> <li>Meet to plan staff PD day with MAC leader for mihi and pepeha</li> <li>Use the survey data to identify areas of strength and areas for further development</li> </ul>	<p>Terms One - Four</p> <p>Terms One - Four</p> <p>Term Two</p>	<p>Principal</p> <p>Leadership/All Staff</p> <p>Mihi team</p>	<p>Funded through engagement with Māori Achievement Collaborative (MAC)</p>
<p><b>Consolidate</b> a Te reo Māori and te ao Māori plan for all staff and akonga</p> <ul style="list-style-type: none"> <li>Review and reflect on our tikanga and kawa as an organisation supported by MAC regional leader</li> <li>Update staff on Te Mātaiaho through staff PD day with MAC regional leader</li> </ul>	<p>Terms Two - Four</p> <p>Term One</p>	<p>Leadership Team</p> <p>All staff</p>	<p>Funded through engagement with Māori Achievement Collaborative (MAC)</p>
<p><b>Embed</b> a school wide approach and use of appropriate mihi and pepeha for all staff and ākonga</p> <ul style="list-style-type: none"> <li>Staff to develop their mihi and pepeha through PD day led by MAC regional leader</li> <li>Create an appropriate pepeha for each learner. Developing ākonga knowledge of their whakapapa as part of our differentiated curriculum</li> </ul>	<p>Term Two</p> <p>Term One - ongoing</p>	<p>All staff</p> <p>Teachers</p>	<p>Funded through engagement with Māori Achievement Collaborative (MAC)</p>