



# 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**

<b>Annual Plan Goal 1</b> To develop explicit learning programmes.	<b>Initiative 1</b> Design a responsive localised curriculum that supports all ākonga to succeed. <b>NELP Objective</b> (Priorities): 1 (1:2) 2 (3:4), 3 (5:6)			
<b>Outcomes</b> Engage in Professional Development in the next two years in the curriculum refresh.	<b>Measures</b> <ul style="list-style-type: none"> <li>• The Te Ara Maurea Roydvale School Curriculum document aligns with the new curriculum refresh.</li> <li>• Teachers are utilising our localised curriculum to guide teaching and learning.</li> <li>• The localised curriculum is enacted throughout the school using the principles of ‘understand, know, do’.</li> </ul>			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
To research and engage in learning about Structured Literacy in Year 3-6 through visiting schools and writing a report with recommendations to the Leadership Team.	Principal	Fixed Term unit holder	Leadership Team	Term 1-4, 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 prepare a Mihi Whakatau each term to welcome the new whānau with the whole school in conjunction with an agreed manuhiri representative.	Principal	Within School Leader	Within School Leader release	Term 1-4, 2024
To share with the staff <a href="#">‘Ka Huru Manu’</a> 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 1-4, 2024
To prepare, plan and teach staff a Year 1- 6 Te Reo programme in line with the Te Ahu o Te Reo Māori programme.	Principal	Within School Leader	Within School Leader release	Term 1-4, 2024

To work with the Cultural Representative on the Board to share the Te Reo programme and gain further insights.	Principal	Within School Leader	Release time allocated	Term 1-4, 2024
To work with the Leadership Team to ensure the <i>Understand, Know, Do</i> model is being implemented through the HERO reporting to whānau process.	Principal	Leadership Team	HERO subscription	Term 1-4, 2024
Review the ERO Poutama Reo criteria and work on a identified areas of need.	Principal	Within School Leader	Within School Leader release / Staff PD	Term 1- 4, 2024
Professional Development throughout the year with the curriculum refresh including Literacy, Mathematics and the Common Practice Model (or alternative model)	Teaching staff	Curriculum leads	CFPLD - Impact Ed facilitator	Term 1-4, 2024
Understand the research and implications of practices that support success for Māori learners <a href="#">including ending ability grouping</a> ( <a href="#">Kia Manawanui -ERO</a> ) and agree on aspects to implement. Share Kia Manawanui with staff.	Within School Leader	All teaching staff	Within School Leader leads PD	Term 4, 2024
Teachers plan and teach using the new curriculum refresh using the model: understand, know, do.	Leadership Team and Teaching Staff	Teaching Staff	Planning time allocated in teams.	Term 1-4, 2024
To initiate a staff meeting where kaiako discuss teaching practices to support improved Learner Agency.	Within School Leader	All teaching staff	Within School Leader leads PD	Term 4, 2024
To spend time in all classes giving teachers feedback on how kaiako are utilising 'Learner Agency'.	Principal	Within School Leader	Within School Leader leads PD	Term 4, 2024
-To seek and implement Multi-cultural opportunities and events for the kaiako and tamariki that the tamariki would like to celebrate including promoting relevant <a href="#">language weeks</a> and cultural dates ie unity week.	Principal	Within School Leader	Within School Leader leads PD	Term 4, 2024

<b>Annual Plan Goal 1</b> To develop explicit learning programmes	<b>Initiative 2</b> Develop functional, aesthetic, adaptive and purposeful learning spaces inside and outside. <b>NELP Objective</b> (Priorities): 1 (1:2) 2 (3:4), 3 (5:6)			
<b>Outcomes</b> <ul style="list-style-type: none"> <li>Teachers work effectively in the new learning spaces through discussion.</li> <li>Our outdoor learning spaces are reflective of our cultural narrative, pedagogy, teaching and learning programmes and school values.</li> <li>The school values are embedded into the physical environment.</li> </ul>	<b>Measures</b> <ul style="list-style-type: none"> <li>New learning spaces are effectively utilised through collaboration and good practice.</li> <li>Indoor learning spaces are aligned with research (colour specific) around resilience and supporting the wellbeing of students.</li> <li>Indoor spaces are organised and equipment purchased creates a calming space.</li> </ul>			
Key Actions	Accountable	Responsible	Resources	Completed by
The Board allocate funds to implement stage 2 of the outdoor landscape plans that link to our cultural narrative. -specific areas to be started	Board	Principal	Funding	Term 1-4, 2024
Appoint Kamo Marsh to project manage and tender the landscape works and monitor the project	Principal	Kamo Marsh	Board funded	Term 1, 2024
Teachers utilise the outdoor learning spaces and evaluate their effectiveness to promote improved student practices.	Leadership Team	All teaching Staff	Professional Development time allocated	Term 4, 2024
<b>Learner Agency</b> -To continue to work with Infinity Learn on developing our Learner Agency practices including Learner Maps for juniors and aligning these with our values and future competencies identified by the OECD.	Principal	Team Leaders	Centrally Funded PLD through the Kāhui Ako.	2024
-Using this PD, lead teacher development to provide a forum for kaiako to discuss how they are implementing opportunities for 'learner agency'. -Plan and incorporate opportunities to gather ākonga perspectives and action these across the school	Principal	Team Leaders	Centrally Funded PLD through the Kāhui Ako.	2024

<b>Peer Mediation</b> -To organise, adopt and implement the 'Peer Mediation' programme each term. -Plan and prepare a refresher for any new staff. -To train teams of students to implement the 'Peer Mediation' programme -To gather student perspectives on the 'Peer Mediation' programme and make any changes throughout the year that reflect the feedback that is gathered.	Principal	Within School Leader	Release for the Leader	2024
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<b>Annual Plan Goal 1</b> To develop explicit learning programmes	<b>Initiative 3</b> Strengthen our collaborative practices to reflect relevant, purposeful and accessible learning opportunities which incorporate digital technologies to all ākonga. <b>NELP Objective</b> (Priorities): 1 (1:2) 2 (3:4), 3 (5:6)			
<b>Outcomes</b> Teachers are using collaborative practices within their teaching and learning programmes to support high levels of student engagement.	<b>Measures</b> <ul style="list-style-type: none"> <li>• All staff are responding to student regulations using 'UBRS' and '<i>Physical Assistance</i>'.</li> <li>• All staff integrate 'Zones of Regulation' into their programmes and use in their language.</li> <li>• Teachers are effectively using ākonga perspectives and increased opportunities for ākonga to make decisions within the school.</li> <li>• Tamariki are engaged in meaningful learning and are achieving at their highest capability.</li> <li>• Teachers to work collaboratively and aligned with the schools pedagogy.</li> </ul>			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
Teachers engaging in conversation and professional learning groups to effectively improve their collaborative practices.	Principal	Team Leaders	Professional Development time allocated	Term 1-4, 2024
Staff to enact the strategies learned in " <i>Physical Restraint</i> " particularly recognise, respond and restore. Our staff will focus on distressing student anxiety. New staff to engage in Physical Restraint online module.	Principal	Leadership Team	Reflect on 'Physical Restraint' practices PD completed and practices embedded.	Term 1-4, 2024
Staff to continue to implement and write behaviour support plans for "Physical Restraint" -teachers / Leadership to prepare Behaviour Plans and following up meetings with whānau to share plans and sign consent forms.	Leadership Team	Teaching staff	Behaviour Support Plans and Consent forms on drive.	Term 4, 2024
Learner Agency professional development continues with <i>Infinity Learn</i> with a focus on learner agency and these practices are integrated into the school programme and shared with whānau. Write a collaborative article with schools in the Kāhui on learner agency and the impact.	Principal	Leadership Team Within School Leader	Within School Leader release	Term 1-3, 2024
An evaluation of the ' <i>Learner Agency</i> ' with Infinity completed and next steps implemented.	Principal Within School Leader	Teaching Staff	CFPLD facilitators	Term 1-3, 2024

<b>Annual Plan Goal 2</b> To expand our community connections.	<b>Initiative 1</b> Strengthen our community partnerships through providing a range of opportunities (mediums) to connect with whānau. <b>NELP Objective</b> (Priorities): 1 (1:2) 2 (3), 3 (5:6)			
<b>Outcomes</b> <ul style="list-style-type: none"> <li>To develop, embed and extend ways to connect with our whānau.</li> <li>The school and whānau lead events and activities that meet their needs and align to the teaching and learning programmes.</li> <li>To establish partnerships or engagements with businesses / organisations in our local community.</li> </ul>	<b>Measures</b> <ul style="list-style-type: none"> <li>Whānau have a strong identity in the school through participating and organising connections.</li> <li>Increased number of opportunities to engage both in person and online.</li> <li>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.</li> </ul>			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
To 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
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 <a href="#">including ending ability grouping</a> ( <a href="#">Kia Manawanui -ERO</a> ) and agree on next steps to implement. <a href="#">-Poutama Reo</a>	Principal	Within School Leader	Allocated time Staff PD	Term 1-2, 2024
To engage the PTA (Parent Teacher Association) to collaboratively plan with the school a range of social events for tamariki and the community.	Principal	PTA Staff representative	Monthly meetings Yearly plan	Termly 2024
To plan, record and showcase (through the website / newsletters) events and activities, including student	Principal	Fixed Term unit holders	Allocated time at staff meetings	Fortnightly throughout 2024

chosen articles with a link to supporting whānau with HERO.				
Evaluate the effectiveness of reporting to parents the progress of their child's learning through Seesaw and transfer this information to HERO. To implement a strategy to ensure whānau know where their child is expected to be learning	Principal	Team Leaders	Allocated time at staff meetings	Term 4, 2025
Continue to develop connections with local businesses through identifying on a map local businesses and organisations including: sports clubs, ECEs and local significant areas.	Principal	Kāhu team	Map indicating connections. Time for staff to connect.	Term 1-4, 2024
<b>Growing Connections:</b> -Work across the whole school to report through the school website on current effective 'student perspective' practices (students to report to the Board) and integrate this into the Kāhu team practices. -To ensure events are shared with kaiako -To be the staff PTA representative and attend all meetings throughout the year.	Principal	Fixed Term unit holders	Allocated time at staff meetings, release	Term 1-4, 2024



<b>Annual Plan Goal 2</b> To expand our community connections.	<b>Initiative 2</b> To provide authentic opportunities to recognise the diverse cultures within the school through planned activities and events. <b>NELP Objective</b> (Priorities): 1 (1:2) 2 (3)			
<b>Outcomes</b> <ul style="list-style-type: none"> <li>To enhance the sense of belonging with stakeholders</li> <li>To value the culture of all stakeholders in the community through a range of events and activities.</li> </ul>	<b>Measures</b> <ul style="list-style-type: none"> <li>A range of bi and multicultural events happening across the year that have been collaboratively constructed.</li> <li>Feedback from stakeholders about their connections and engagement with the school community.</li> </ul>			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
Engage in termly Mihi whakatau and whānau hui regularly	Principal, Presiding member	Within School Leader	Allocated time	Termly, 2024
Incorporate cultural events throughout the year that support the unique cultures across the school and develop a sense of belonging and share this through HERO.	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
Senior school teachers (Kāhu) and a sample of Kererū engage in a bullying survey with tamariki to evaluate improvements and next steps.	Principal	Year 5 / 6 Team Leader Year 3 / 4 Team Leader	Year 5 / 6 team meeting	Term 2, 2024
Middle and Junior school teachers (Piwakawaka and Kererū) 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- 4 team meeting	Term 2, 2024
Review the effectiveness of Cohort Entry. -organise sessions with whānau while the child is visiting to provide a sense of community and connection.	Principal	Assistant Principal and Principal	Allocated time	Term 1-4, 2024

<b>Annual Plan Goal 3</b> To enhance hauora and wellbeing across the school.	<b>Initiative 1</b> To develop ways to enhance the hauora for staff and students. <b>NELP Objective</b> (Priorities): 1 (1) 2 (3)			
<b>Outcomes</b> <ul style="list-style-type: none"> <li>To develop ways to enhance hauora for staff and students.</li> </ul>	<b>Measures</b> <ul style="list-style-type: none"> <li>To evaluate the plan and ensure changes are made and adapted the following year.</li> <li>The summary of the survey is shared with the BOT and next steps are actioned.</li> <li>Evaluate and write next steps in relation to the ERO wellbeing indicators.</li> <li>To incorporate tamariki voice / perspectives to write next steps.</li> </ul>			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
To evaluate the Term 1 / 4 staff wellbeing survey and implement the findings for 2024. 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
To prepare and plan a twice yearly staff survey on their wellbeing. Summarise and write next steps to implement throughout 2024.	Principal	All Staff	2 x wellbeing survey forms.	Term 2 and 4, 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 2023 by tamariki and implement next steps -To ensure senior school teachers (Kāhu) engage in a bullying survey with senior tamariki to evaluate improvements and next steps. -To ensure Middle and Junior school teachers (Piwakawaka and Kererū) to engage in a Homeroom bullying survey with tamariki to evaluate improvements and 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	Principal	Fixed Term unit leader	Allocated time	Termly, 2024

mindfulness events and activities.				
<b>Hauora and Wellbeing</b> -To prepare and plan regular HAIL articles to support Learner Agency. -To support the PTA with HAIL posts to inform the community.				

<b>Annual Plan Goal 3</b> To enhance hauora and wellbeing across the school.	<b>Initiative 2</b> Establish programmes and practices that are diverse and gender inclusive. <b>NELP Objective</b> (Priorities): 1 (1:2) 2 (3)			
<b>Outcomes</b> To engage in professional learning to ensure our practices are inclusive of rainbow and gender diverse ākonga and whānau.	<b>Measures</b> The staff are able to support students and whānau and their individual differences.			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
Further inquire into the community response to rainbow inclusive school uniform.	Principal	Within School Leader	Allocated time	Term 4, 2024
Review the rainbow inclusive school policies and procedures on SchoolDocs and agree on policies to be implemented.	Board of Trustees	Principal	Staff meeting.	Term 4, 2024
To share with the staff the ' <a href="#">Inside out</a> ' resources to learn about inclusion and diversity and agree on new actions and evaluate these actions.	Principal	Within School Leader	Professional Development	Term 4, 2024
Explore ways to support and celebrate ākonga with diverse backgrounds including language, identity and culture.	Principal	Within School Leader	Focus Groups	Term 1-4, 2024