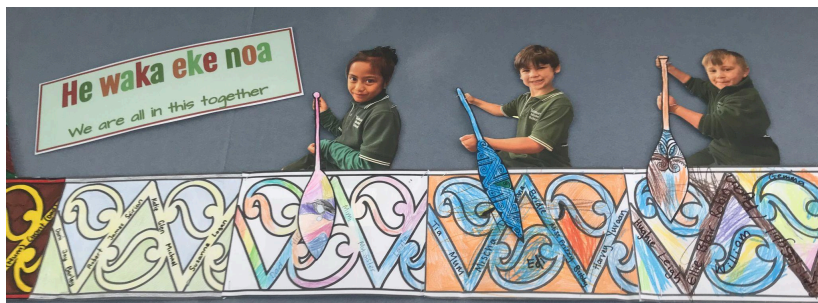


Yaldhurst School Tōtara Tūkaha Strategic Vision 2023 - 2025, Charter and Annual Implementation Plan for 2024



Principal's endorsement:
Allan Robertson



Presiding Member of School Board endorsement:
Jessica Middleton



Reader please note: After community consultation and permission from the Ministry of Education our Board's Presiding Member, Jessical Middleton announced to our school community on the 23 November 2023 that our new school name had become: **Yaldhurst School Tōtara Tukaha**

As a result our strategic vision reflects the transition from Yaldhurst Model School (YMS) to

Yaldhurst School Tōtara Tukaha.

Strategic Vision 2023 - 2025

Strategic Goal 1: INCLUSIVE PRACTICES will be enacted at Yaldhurst School Tōtara Tūkaha to ensure that ākonga, with their whānau, are at the centre of education

Actions to be taken:

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- 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

Aims	2023 (Initiate)	2024 (Embed)	2025 (Sustain)
Ensure that INCLUSIVE PRACTICES provide a physically and emotionally safe place for all ākonga to learn, grow and thrive.	<p>Build relationships between kaiako and ākonga by strengthening the triangle of whānau, ākonga and kaiako.</p> <p>Place ākonga at the centre of all that we do and ensure we know our learners.</p> <p>Explore and broaden the self regulating strategies available that are taught for all students.</p> <p>Gather 'student voice' systematically in safe and confidential ways.</p> <p>Within age appropriate contexts students are taught to be respectful of diversity.</p>	<p>Embed systems for building relationships in the triangle of whānau, ākonga and kaiako.</p> <p>Continue to broaden ways to know our learners and place them at the centre of all that we do.</p> <p>Self regulating strategies for all students are consistent throughout the school.</p> <p>Ensure that 'student voice' contributes meaningfully to student agency within the teaching programme.</p> <p>Continue with House System and Student House Group meetings centering on well-being.</p>	<p>Review and streamline relationship building systems in the triangle of whānau, ākonga and kaiako.</p> <p>Review and streamline our systems for knowing our learners and placing them at the centre of all that we do.</p> <p>Self regulating strategies for all students are reviewed to ensure they are effective and up-to-date.</p> <p>Ensure that all student voice is considered and acted upon.</p> <p>Review and continue with systems to enable student voice and learner agency.</p>

	<p>Create the Yaldhurst School Tōtara Tūkaha Health and Wellbeing Curriculum and ensure that the resultant teaching and learning programme encompassess the four dimensions of Hauora</p> <p>Continue improvement of Positive Behaviour For Learning (PB4L) systems so information is easy to record and retrieve.</p> <p>Introduce self-regulation strategies for all students in a coherent and consistent manner.</p>	<p>Review the efficacy of the Yaldhurst School Tōtara Tūkaha Health and Wellbeing Curriculum and the resultant teaching and learning programme.</p> <p>Streamline SMS systems in place for the tracking and reporting of students behaviour and well-being.</p> <p>Ensure that self-regulation strategies for all students are effective and are utilised by all students.</p>	<p>Continue to fine tune the Yaldhurst School Tōtara Tūkaha Health and Wellbeing Curriculum and the resultant teaching and learning programme.</p> <p>Review SMS systems in place for the tracking and reporting of students behaviour and well-being.</p> <p>Review school wide strategies for student self regulation. (e.g. Zones of Regulation, Pause, Breath and Smile.)</p>
b. Ensure our school implements Inclusive Practices so that all staff and students are physically and emotionally safe	<p>Quantify the cognitive load of students and staff with the aim of finding smart, efficient and manageable ways to enable all required tasks to be completed while taking cognizance of the fatigue brought about by the emotional stress of the last two years.</p> <p>Utilise technological systems to ensure staff are able to 'work smart.' (e.g. There will be clearly stated timetable requirements for planning, teaching, assessment, moderation and reporting.)</p>	<p>Continue to monitor the cognitive load of students and staff workload with the aim of embedding smart, efficient and manageable ways to enable all required tasks to be completed in a timely manner.</p> <p>Continue to review technological systems so that staff have access to the best tools for the job. Where possible streamline previous systems.</p>	<p>Review workflow systems so that students and staff cognitive workload is manageable and that the work is meaningful and does actually contribute to improving student achievement. .</p> <p>Review and enhance technological systems so that staff are equipped with up-to-date resources to work effectively.</p>

	Support pathways are displayed for all staff to see accompanied with a clear message from the Yaldhurst School Tōtara Tūkaha Board that staff wellbeing is recognised as a paramount factor in the delivery of an effective teaching and learning programme.	Continue to keep updated as to what support pathways are available for all staff to support health and wellbeing.	Review support pathways in respect to staff workload and pressures. Ensure that staff are supported so they have a sensible work / life balance.
To engage with our community through a range of engagements and consultation so that opinions, ideas and thoughts are shared in an open and constructive manner.	<p>Engage the YMS Community (whānau, ākonga and kaiako) to revisit and revitalise our YMS Values so that they are meaningful for all members of the YMS Community.</p> <p>Continue to explore effective communication methods so that YMS keeps pace with the preferred modes of communication amongst our whānau. Revise and update the YMS Communications Plan annually</p> <p>Continue Improvements to the YMS website so that it provides the relevant information for all users.</p> <p>.</p> <p>Strengthen links with whānau by hosting at least one school wide hui per term.</p>	<p>Ensure the Yaldhurst School Tōtara Tūkaha Community (whānau, ākonga and kaiako).are informed of our Yaldhurst School Tōtara Tūkaha Values so that they are meaningful for all members of the Yaldhurst School Tōtara Tūkaha Community.</p> <p>Ensure the Yaldhurst School Tōtara Tūkaha is connected by effective communication methods. Analyse usage data of all communication methods. Revise and update the Yaldhurst School Tōtara Tūkaha Communications Plan annually</p> <p>Ensure that the Yaldhurst School Tōtara Tūkaha community is aware that the Yaldhurst School Tōtara Tūkaha website is a portal to school information.</p> <p>Ensure that it becomes part of the school's culture that we host at least one school wide hui per term.</p>	<p>Provide opportunities for feedback from the Yaldhurst School Tōtara Tūkaha Community (whānau, ākonga and kaiako) as to the meaningfulness of the Yaldhurst School Tōtara Tūkaha Values.</p> <p>Review communication methods so that Yaldhurst School Tōtara Tūkaha keeps pace with the preferred modes of communication amongst our whānau. Revise and update the Yaldhurst School Tōtara Tūkaha Communications Plan annually.</p> <p>Review the efficacy of the Yaldhurst School Tōtara Tūkaha website as an information portal with the view to enhancing with up-to-date technological advancements.</p> <p>Ensure that our school-wide hui celebrates the achievements of all students.</p>

Strategic Goal 2: BARRIER FREE ACCESS will be enabled to ensure great education opportunities and outcomes are within reach for every learner

Actions to be taken:

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Aims	2023 (Initiate)	2024 (Embed)	2025 (Sustain)
Continue to demonstrate our commitment to tangata whenuatanga and Te Tiriti o Waitangi so that every learner will reach their potential secure in their identities, languages and cultures.	<p>Liaise with the Across School Teacher from the Uru Mānka Kahui Ako to ensure YMS is practising the correct tikanga.</p> <p>Ensure that tikanga for karakia, whakatauki, waiata, and kapa haka are enacted consistently across the kura.</p> <p>Te reo and tikanga lessons are practised within all aspects of school life as well as being presented as stand alone progressive lessons.</p> <p>All hui begin and end with a karakia to focus and celebrate the purpose of the hui.</p> <p>Begin each term with a Mihi Whakatau to welcome new staff, akonga and their whānau.</p>	<p>Continue to liaise with the Across School Teacher from the Uru Mānka Kahui Ako to ensure that Yaldhurst School Tōtara Tūkaha continues to expand tikanga.</p> <p>Where applicable, increase the complexity of karakia, whakatauki, waiata, and kapa haka as they become embedded.</p> <p>Take opportunities to increase the complexity of Te reo and tikanga lessons as skills and understanding become embedded.</p> <p>Continue to ensure that the utilisation of karakia is simply just 'what we do' at Yaldhurst School Tōtara Tūkaha.</p> <p>Increase the complexity of Mihi Whakatau to welcome new staff, akonga and their whānau.</p>	<p>Continue to liaise with the Across School Teacher from the Uru Mānka Kahui Ako to ensure that Yaldhurst School Tōtara Tūkaha continues to utilise tikanga.</p> <p>Where applicable, continue to increase the complexity of karakia, whakatauki, waiata, and kapa haka as they become embedded.</p> <p>Ensure that knowledge and resources for Te reo and tikanga lessons as skills are refreshed when needed.</p> <p>Continue to ensure that the utilisation of karakia is simply just 'what we do' at Yaldhurst School Tōtara Tūkaha.</p> <p>Ensure that Mihi Whakatau to welcome new staff, akonga and their whānau is 'what we do' at Yaldhurst School Tōtara Tūkaha.</p>

	<p>Develop a YMS Bi-Cultural Teaching and Learning Programme so there are clear progressive requirements for the teaching and learning of Te reo and tikanga Maori throughout the kura.</p> <p>All of the school continues to learn and perform kapa haka.</p> <p>Continue to build connections with our Maori ākonga and whanau.</p> <p>In conjunction with Te Taumutu Rūnanga a process for rebranding all YMS iconography to encompass te reo and tikanga will be designed and enacted. This will include a request from YMS for the gifting of a new school name in Te Reo.</p>	<p>Expand the Yaldhurst School Tōtara Tūkaha Bi-Cultural Teaching and Learning Programme so students can build on prior knowledge and success.</p> <p>Look for new opportunities to perform kapa haka.</p> <p>Expand methods for connecting with our Maori ākonga and whanau.</p> <p>Continue to work with Te Taumutu Rūnanga to ensure that rebranding of all Yaldhurst School Tōtara Tūkaha iconography to encompass te reo and tikanga is embedded within common usage.</p>	<p>Ensure that the Yaldhurst School Tōtara Tūkaha Bi-Cultural Teaching and Learning Programme continues to build on the prior knowledge and success of tamariki.</p> <p>Take as many opportunities as practical for tamariki to perform kapa haka in varied contexts and locations.</p> <p>Continue to explore the best easy to connect with Maori ākonga and whanau.</p> <p>Sustain the relationship with Te Taumutu Rūnanga to ensure that Yaldhurst School Tōtara Tūkaha contributes to a meaningful partnership.</p>
<p>Continue to build our understanding of the bicultural connections, our cultural narratives that inform our place based learning inquiry and also inform our beliefs and values</p>	<p>Design a localised YMS NZ Histories Curriculum that both embraces and celebrates the unique cultural narrative of the Yaldhurst area alongside the history of YMS.</p> <p>Strengthen our relationship with the Te Taumutu Rūnanga via both the Uru Mānuka Kāhui Ako and as an individual kura.</p>	<p>Review, and if necessary, revise the localised Yaldhurst School Tōtara Tūkaha NZ Histories Curriculum to ensure that it both embraces and celebrates the unique cultural narrative of the Yaldhurst area alongside the history of Yaldhurst School Tōtara Tūkaha.</p> <p>Continue via purposeful actions to strengthen our relationship with the Te Taumutu Rūnanga.</p>	<p>Continue to review, and if necessary, revise the localised Yaldhurst School Tōtara Tūkaha NZ Histories Curriculum to ensure that it both embraces and celebrates the unique cultural narrative of the Yaldhurst area alongside the history of Yaldhurst School Tōtara Tūkaha.</p> <p>Continue to expand our via our relationship with the Te Taumutu Rūnanga.</p>

	<p>Embrace and utilise the knowledge and stories of our YMS whānau.</p> <p>YMS whānau, akonga and kaiako visit the Te Pā o Moki Marae.</p> <p>Enable YMS whānau form strong learning partnerships with the kura.</p>	<p>Celebrate the known knowledge and stories of our Yaldhurst School Tōtara Tūkaha whānau.</p> <p>Yaldhurst School Tōtara Tūkaha whānau, akonga and kaiako visit the Te Pā o Moki Marae.</p> <p>Expand and embed whānau engagement activities so that our Yaldhurst School Tōtara Tūkaha whānau form strong learning partnerships with the kura.</p>	<p>Continue to invite Yaldhurst School Tōtara Tūkaha whānau to share their knowledge and stories.</p> <p>Yaldhurst School Tōtara Tūkaha whānau, akonga and kaiako visit the Te Pā o Moki Marae.</p> <p>Continue to expand and embed whānau engagement activities so that our Yaldhurst School Tōtara Tūkaha whānau form strong learning partnerships with the kura.</p>
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Strategic Goal 3: QUALITY TEACHING AND LEADERSHIP will be enacted to make the difference for learners and their whānau

Actions to be taken:

- **Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning**
- **Develop staff to strengthen teaching, leadership and learner support capability across the education workforce**

Aims	2023 (Initiate)	2024 (Embed)	2025 (Sustain)
Continue to revise and develop our engagement activities so that our Yaldhurst School Tōtara Tūkaha Curriculum so that it states how to be responsive to the learning needs of all ākonga.	<p>Design Place Based Inquiry Teaching and Learning Programme that takes cognizance of the engagement activities so that our Yaldhurst School Tōtara Tūkaha history cultural narrative and location.</p> <p>Continue with in-depth Professional Development Programmes for Structured Literacy and Developing Mathematical Inquiry Communities.</p>	<p>Continue to explore and deliver an effective Play Based Curriculum for Years 0-2 ākonga.</p> <p>Ensure that Structured Literacy and Developing Mathematical Inquiry Communities programmes are delivered consistently across the school.</p>	<p>Review the Play Based Curriculum to ensure that it engages all ākonga.</p> <p>Ensure that the Ensure that Structured Literacy and Developing Mathematical Inquiry Communities programmes are coherent across the school.</p>
Ensure that our ākonga and kaiako achieve Digital Fluency which includes being fully engaged successful learners andCyberSmart Digital Citizens	<p>Design and trial the engagement activities so that our Yaldhurst School Tōtara Tūkaha Digital Fluency Curriculum Delivery Programme.</p> <p>Maintain a Cybersmart Programme that includes adherence to the our Yaldhurst Model School Kawa of Care so all engagement activities so that our whānau, ākonga and kaiako understand the importance of being Cybersmart.</p>	<p>Ensure that the scope and sequence of the engagement activities so that our Yaldhurst School Tōtara Tūkaha Digital Fluency Curriculum Delivery Programme is differentiated and sequential so that it meets the needs of all ākonga.</p> <p>Ensure that the engagement activities so that our Yaldhurst School Tōtara Tūkaha Cybersmart Programme takes cognizance of the ever changing landscape of the cyber world.</p>	<p>Ensure that all ākonga and kaiako are aware of best practice protocols for attaining Digital Fluency.</p> <p>Continue to review the engagement activities so that our Yaldhurst School Tōtara Tūkaha Cybersmart Programme so that it is fit for purpose.</p>

Technology Infrastructure: Develop a state of the art information and technology infrastructure	Develop an Information and Communications Technology Strategic Plan for infrastructure that identifies the actions the school will take each year along with the associated costs.	Implement system improvements, in consultation with ICT support providers, to ensure that Yaldhurst School Tōtara Tūkaha utilises the best information technology teaching and learning applications and tools available.	Continue to review, in consultation with ICT support providers, that Yaldhurst School Tōtara Tūkaha is utilising the best information technology teaching and learning applications and tools available.
Continual Improvement of Teaching and Learning through self review and the Professional Growth Cycle.	Leadership PLD to build capacity around how to utilise the Professional Growth Cycles (PGC) of kaiako to improve teaching.	Ensure that there is coherence in the purpose and approach to delivering Professional Growth Cycles (PGC) of kaiako so that there develops a culture of continuous improvement in teaching and learning.	Review with kaiako the efficacy of the Professional Growth Cycles (PGCs).
Maintain a Cycle of Effective School Evaluation and Internal Review that ensures that the school is governed and managed effectively.	Cycle of Internal Evaluation established yearly with the Board. Internal evaluations are guided by the ERO resources and documentation.	Continue the Cycle of Internal Evaluation established each year with the Board.	Review Internal Evaluation established each year with the Board to ensure it is fit for purpose.
To continue our collaboration with the Uru Mānuka Kāhui Ako for professional learning and collegial networking	Engage in Uru Mānuka Kāhui Ako Strategic Planning and enact the actions emanating from the resultant Student Achievement Plan. In-school lead roles reviewed annually to support Kāhui Ako Achievement Challenges. Utilise the support offered by the Uru Mānuka Kāhui Ako Across School Teachers (ASTs). Attendance at all Uru Mānuka Kāhui Ako learning celebrations. (e.g. Pō Whakangahau Festival)	Engage in Uru Mānuka Kāhui Ako Strategic Planning and enact the actions emanating from the resultant Student Achievement Plan. In-school lead roles reviewed annually to support Kāhui Ako Achievement Challenges. Utilise the support offered by the Uru Mānuka Kāhui Ako Across School Teachers (ASTs). Attendance at all Uru Mānuka Kāhui Ako learning celebrations. (e.g. Pō Whakangahau Festival)	Engage in Uru Mānuka Kāhui Ako Strategic Planning and enact the actions emanating from the resultant Student Achievement Plan. In-school lead roles reviewed annually to support Kāhui Ako Achievement Challenges. Utilise the support offered by the Uru Mānuka Kāhui Ako Across School Teachers (ASTs). Attendance at all Uru Mānuka Kāhui Ako learning celebrations. (e.g. Pō Whakangahau Festival)

Yaldhurst School Tōtara Tūkaha Charter and Annual Implementation Plan for 2024



Our school charter is our undertaking and commitment to reach specific goals and targets during the current year. Our school charter includes a strategic plan plus goals and targets for student outcomes. The core business of our school is to raise student achievement and imbue our students with our school's HERO values so they will be lifelong learners.

Yaldhurst School Tōtara Tūkaha Motto, Mission and Vision:
Life Long Learners He Waka Eke Noa

Yaldhurst School Tōtara Tūkaha HERO Values:
Healthy Enthusiastic Responsible Open-Minded

Statement of Commitment

The Yaldhurst School Tōtara Tūkaha Board works in line with the Education and Training Act 2020 Governance and Management.

This Charter sets out the aims, purposes and objectives of Yaldhurst School Tōtara Tūkaha.

The Yaldhurst School Tōtara Tūkaha Board Board has created this Charter through a process of consultation with:

- Parents of students (via surveys and meetings).
- Staff of the school (via focus groups and meetings).
- Special community groups (via discussions).
- The Ministry of Education (via its documentation and training).

The Yaldhurst School Tōtara Tūkaha Board is committed to establishing a pathway for achievement of equity and excellence for all students. To do this the Yaldhurst School Tōtara Tūkaha Board will:

- Focus on the areas identified through internal and external evaluation that need strengthening; with the aim of improving outcomes for students.
- Make the role of stakeholders in achieving the goals clear.
- Develop a guiding document for alignment and coherence in all decision making.
- Drive the direction, resource allocation and actions of the school.
- Allow for rigorous and detailed evaluation

Our School Context

School Organisation and Structures: Yaldhurst School Tōtara Tūkaha is State Funded Primary and Intermediate School. Yaldhurst School Tōtara Tūkaha has a School Equity Index Number of 432, The Principal leads and manages the school, working with a Deputy Principal and four full time teachers. Yaldhurst School Tōtara Tūkaha has three support staff: an Office Executive plus two Board funded Student Support Workers. Our Parent Teacher Association (PTA) is very active in supporting the school.

Yaldhurst School Tōtara Tūkaha Board is part of the Uru Mānuka Kahui Ako with six other schools. These schools are: Hornby Primary - Te Māhuri Mānuka, South Hornby Primary - Te Manu Tukutuku, Hornby High - Te Huruhuru Ao o Horomaka, Templeton Primary - Te Kura o Rātā, St Bernadettes and Wigram Primary - Te Piki Kāhu. Yaldhurst School Tōtara Tūkaha is included within a Memorandum of Understanding with the Manaiaakalani group of schools for the purpose of sharing achievement information and continued opportunities for professional development and dialogue around learning,

A unique feature of Yaldhurst School Tōtara Tūkaha Board is that nearly all children are brought to school and picked up by a family member. This means that all staff have an ongoing open relationship with whānau.

A vibrant and well informed School Board governs the school. They receive regular student achievement reports that outline the progress that students are making as well as regular updates on our school's learning programmes.

Students' Learning

The Yaldhurst School Tōtara Tūkaha Board is committed to all students attaining high levels of academic achievement due to best practice research based teaching.]Students are taught to be life-long learners who develop the knowledge and skills to understand and contribute to our world. Sound foundational learning in numeracy and literacy supports learning in all curriculum areas. Yaldhurst School Tōtara Tūkaha provides high quality pastoral care for all students. No one is 'lost in the crowd' at Yaldhurst School Tōtara Tūkaha. Teachers strive to meet the individual needs of all students. Priority learners with additional learning needs are identified and supported to make accelerated progress.

Teachers are committed to providing the very best education and are engaged in professional development that supports the strategic direction of the school. All of the Yaldhurst School Tōtara Tūkaha community place a high premium on the school's HERO Values which are exhibited in the behaviour of our students and staff and is furthermore evident in the 'feel' of the school. The concept of treating others respectfully is a central feature of all interactions at Yaldhurst School Tōtara Tūkaha.

Student Engagement

Yaldhurst School Tōtara Tūkaha provides a high quality education in a stimulating and supportive environment. Our students are taught that our school is a thriving collaborative learning community where we are all HEROs. We Know-Understand-Do about being **Healthy**, **Enthusiastic**, **Responsible** and **Open-minded**. Our students are taught to set academic, cultural and sporting goals, use thinking tools and a range of e-Learning applications so they become self-managing, life long learners.

Detailed, easy to understand, assessment results are presented to whānau termly and Student Led conferences occur bi-annually. At these conferences, students set goals and celebrate their achievements with whānau. Students are engaged in the creation of success criteria and learning steps in an environment of high expectations and consistent support.

Being a Primary and Intermediate school means that the Yaldhurst School Tōtara Tūkaha staff nurture and challenge our students from Year 1 to Year 8. Our senior students are encouraged to take up leadership roles throughout the school. At the time of writing this Yaldhurst School Tōtara Tūkaha has no Year 7 or Year 8 students.

Community Engagement

Yaldhurst School Tōtara Tūkaha has a proud history of community engagement. Due to the physical location of the school, coupled with the lifestyles of many of our whānau, nearly all of our students are dropped off and picked up by whānau each and every day. This enables great opportunities for engaging with our community. Yaldhurst School Tōtara Tūkaha is also fortunate to experience high community engagement rates with school events such as sports days and camps.

Yaldhurst School Tōtara Tūkaha management is committed to utilising the various communication technologies at their fingertips to ensure that our school whānau have a very clear picture of the purpose and practices of the Yaldhurst School Tōtara Tūkaha teaching programmes. Yaldhurst School Tōtara Tūkaha is committed to engage with our community through a range of hui, and other consultation methods, so that opinions, ideas and thoughts are shared in an open and constructive manner.

Yaldhurst School Tōtara Tūkaha whānau are kept informed of school events and programmes via the school website, school and class newsletters and texts.

Future Focus

In the soon to be revised NZ Curriculum, the future focus principle called for schools and teachers to deliver a curriculum that: explores future focused issues. Our students are in the midst of dealing with a surfeit of issues and dilemmas that are of monumental importance to the quality of life for humanity now and in the future.

Our students are experiencing the effects of global warming, worldwide pandemics, extinction of flora and fauna to name but a few. All of these have the capability to impinge negatively upon the health and wellbeing of our students.

What may have a very short time ago been thought of as topics with little direct connection to our students have now become ever present in their lives. Our staff are committed to exploring with our students ways to enable students to make sense of what is happening in the world now. This will equip our students to make positive and informed choices in their lives now and in the future.

One thing that can be guaranteed is that the staff of Yaldhurst School Tōtara Tūkaha aspires to be future focussed by engaging in a culture of continuous learning for staff, students and whānau alike.

Yaldhurst School Tōtara Tūkaha Principles

Te Tiriti o Waitangi Partnership

Yaldhurst School Tōtara Tūkaha fulfils the intent of the Te Tiriti o Waitangi by valuing and reflecting New Zealand's bi-cultural heritage. Teaching and learning programmes incorporate the valued dimensions of Te Reo Māori and Tikanga Māori. Students are provided with contextualised learning experiences that teach them to be confident in their own culture. When developing policies and practices for Yaldhurst School Tōtara Tūkaha every endeavour will be made to reflect Aotearoa's cultural diversity including the unique position of Māori in Aotearoa's history and present day.

Māori children are provided with opportunities to express pride in their culture and heritage. The Yaldhurst School Tōtara Tūkaha Curriculum embraces Māori perspectives. Yaldhurst School Tōtara Tūkaha students are taught to explore, understand and respect different cultures that make up our unique society within Aotearoa. The experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. The place of Pacific Island societies in New Zealand and relationships with the peoples of Asia, Africa, Europe and the South Pacific is treasured.

Yaldhurst School Tōtara Tūkaha educates all students in an environment that acknowledges and incorporates the multicultural heritage of New Zealand. Teaching and learning programmes incorporate bicultural and multicultural dimensions.

1. Our school provides cultural learning experiences through an active Kapa Haka group in which all students within the school participate weekly. Our school performs with passion and pride at school events and participates in events such as the Uru Mānuka Kahui Ako Pō Whakangahau. Our Kapa Haka is taught by a superb tutor from outside the school and he is supported by all teachers at each practice and performance.
2. Students learn a progressive level of tikanga and Te Reo at Yaldhurst School Tōtara Tūkaha via the [Curriculum Level 1 and 2 of Te reo Māori in English-Medium Schools](#). All classes utilise tikanga and Te Reo Māori on a daily basis in meaningful and contextualised interactions. Daily karakia of a secular nature are employed at the beginning and end of school days and for school hui alongside karakia kai. All new tamariki and akonga are welcomed with a mihi whakatau at the beginning of each term.
3. All tamariki learn and recite, in various contexts, a pepeha which is graduated for each age and ability level
4. *Our Code Our Standards* has clear links and expectations for kaiako in respect to their obligations under the Te Tiriti o Waitangi. Staff understand the importance of the principles of the Te Tiriti o Waitangi and their expectations as educators.
5. Tikanga and Te reo Māori is utilised in all curriculum areas and Kiako utilise resources that recognise Aotearoa's dual cultural heritage.
6. Whānau of our Māori students are invited to a hui each March. The purpose of this hui is to discuss the achievement and educational success of our students identified as Māori. The Yaldhurst School Tōtara Tūkaha Board and staff want to know the aspirations of whānau so we can collaboratively plan for improved engagement and success for our Māori students.
7. Reports to the Yaldhurst School Tōtara Tūkaha Board on student achievement include a separate analysis of Māori student achievement.

8. Cultural Responsiveness

The Yaldhurst School Tōtara Tūkaha Board acknowledges that:

Culturally responsive teaching recognises and deeply values the richness of the cultural knowledge and skills that students bring to the classroom as a resource for developing multiple perspectives and ways of knowing. Teachers communicate, validate and collaborate with students to build new learning from students' specific knowledge and experience.

(Source: <https://theeducationhub.org.nz/category/school-resources/culturally-responsive-pedagogy>)

Yaldhurst School Tōtara Tūkaha is proud to be a multicultural school and has an ever increasing number of ethnicities represented on our roll. Yaldhurst School Tōtara Tūkaha celebrates the richness of human experience that cultural diversity brings to our school. Our curriculum reflects the cultural diversity that is resplendent within Aotearoa. Yaldhurst School Tōtara Tūkaha respects, values and celebrates the histories and traditions of all people. Priority is placed on including aspects of the school's local history and recognising the cultures represented within the school community.

Professional Learning

Staff at Yaldhurst School Tōtara Tūkaha utilise inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. To do this staff:

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.

Professional relationships

To establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner our staff:

- Engage in reciprocal, collaborative learning-focused relationships with:
 - learners', family and whānau
 - teaching colleagues, support staff and other professionals
 - agencies, groups and individuals in the community.
- Communicate effectively with others.
- Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.
- Communicate clear and accurate assessment for learning and achievement information.

Learning-focused culture

Our school culture is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. Our staff:

- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.
- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
- Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.
- Create an environment where learners can be confident in their identities, languages, cultures and abilities.
- Develop an environment where the diversity and uniqueness of all learners is accepted and valued.
- Meet relevant regulatory, statutory and professional requirements.

Design for learning

Our staff meet the diverse needs of our student as they:

- Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
- Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.

Teaching

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. Our staff:

- Teach in ways that ensure that all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for Māori learners by taking shared responsibility for these learners to achieve educational success.
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

The following Strategic Plan has been informed by NELP and localised considerations around the strengths and needs of our ākonga.

Yaldhurst School Tōtara Tūkaha Strategic Plan 2024

2024: Our Strategic Goals			
Yaldhurst School Tōtara Tūkaha Motto, Mission and Vision: <i>Life Long Learners He Waka Eke Noa</i>			
Our Values: Healthy	Enthusiastic	Responsible	Open-Minded
<p><u>Strategic Goal 1:</u></p> <p>INCLUSIVE PRACTICES will ensure that all ākonga feel they are central to why, what and how education is delivered at Yaldhurst School Tōtara Tūkaha.</p> <p>Action Plan 1.1: Utilise Yaldhurst School Tōtara Tūkaha Positive Behaviour for Learning (PB4L) practises so that all ākonga are able to identify what affects their behaviour and are able to self-regulate.</p> <p>Action Plan 1.2: Implement Inclusive Practices so that all ākonga develop a sense of Hauora.</p> <p>Action Plan 1.3 Engage with our community through a range of hui and consultative methods so that opinions, ideas and thoughts are shared openly, safely and constructively.</p>	<p><u>Strategic Goal 2:</u></p> <p>All ākonga will have access to a BARRIER FREE education so that successful outcomes are within reach for every learner.</p> <p>Action Plan 2.1: Continue to demonstrate our our commitment to tangata whenuatanga and Te Tiriti o Waitangi.</p> <p>Action Plan 2.2: Continue to build curriculum and iwi connections and ensure that our cultural narrative informs our beliefs and values and subsequent place based learning.</p>	<p><u>Strategic Goal 3:</u></p> <p>Develop staff to STRENGTHEN TEACHING, LEADERSHIP and LEARNER SUPPORT CAPABILITY across the education workforce.</p> <p>Action Plan 3.1 (Literacy): By November 2024 at least 80% of Years 2 - 7 students will achieve 'At' or 'Above' the Yaldhurst School Tōtara Tūkaha Literacy Achievement Expectations. Students will make at least one year's progress and Priority Learners will make Accelerated Progress.</p> <p>Action Plan 3.2: (Mathematics): By November 2024 80% of Years 2 - 7 students will achieve 'At' or 'Above' the Yaldhurst School Tōtara Tūkaha Mathematics Achievement Expectations. Students will make at least one year's progress Priority Learners will make Accelerated Progress.</p>	<p><u>Strategic Goal 4:</u></p> <p>Develop our ENVIRONMENT to support learning.</p> <p>Action Plan 4.1 Enhance learning spaces that ensure that Yaldhurst School Tōtara Tūkaha promotes student engagement, creativity and collaboration.</p> <p>Action Plan 4.2 Enhance recycling practices to reduce waste and increase student knowledge about sustainability and the conservation of natural resources.</p> <p>Action Plan 4.3 Ensure that tamariki develop an awareness of the beauty and ecology of the school's natural environment.</p>

Strategic Goal 1:		Annual Aims		
INCLUSIVE PRACTICES will ensure that all students feel they are central to why, what and how education is delivered at Yaldhurst School Tōtara Tūkaha.		Action Plan 1.1: Utilise Yaldhurst School Tōtara Tūkaha Positive Behaviour for Learning (PB4L) practises so that all ākonga are able to identify what affects their behaviour and are able to self-regulate.		
Evaluation: Term 1 Student voice and Board Report	Term 2: Student Health and Wellbeing Survey	Term 3: Board Report	Term 4: Board Report	
Implementation: What we will do.		Monitoring and Evaluation: Evidence. How will we know we are succeeding?		
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
1.1.1 Reaffirm our PB4L purpose statement to ensure there is a shared understanding of the philosophies and strategies that underpin PB4L school -wide.	Ministry of Education PB4L Programme	Yaldhurst School Tōtara Tūkaha PB4L Leader Terms 1 - 4	Yaldhurst School Tōtara Tūkaha staff and students understand, and can talk about, the purpose of PB4L. Parents and whānau understand the purpose of PB4L.	Attendance at PB4L training days and regular meetings for lead PB4L staff. PB4L action plan in place. Communications inform parents/community of PB4L purpose.
1.1.2 Align strategic documents, planning, systems and processes with PB4L.	Ministry of Education PB4L Programme	Terms 1 - 4	All staff are committed to the PB4L philosophy as demonstrated by enacting PB4L practices.	Lead staff attend workshops and planning meetings. School planning documents include PB4L philosophy. Staff and students understand, and can talk about, the purpose of PB4L School whānau understand the purpose of PB4L.
1.1.3 All staff model, and guide the practices of expected behaviours and develop an understanding of procedures for positively acknowledging these.	Release time PB4L leader to observe teachers in action.	Terms 1 - 4	Staff, students and whānau revisit values and what they mean. All school kaimahi implement strategies that are agreed on collaboratively and are consistently implemented.	Schoolwide practices reflect staff, student and whānau knowledge of PB4L.
Evaluation and Next Steps:				

Strategic Goal 1:		Annual Aims		
INCLUSIVE PRACTICES will ensure that all students feel they are central to why, what and how education is delivered at Yaldhurst School Tōtara Tūkaha.		Action Plan 1.2: Implement Inclusive Practices so that all ākonga develop a sense of Hauora.		
Evaluation: Term 1 Student voice and Board Report	Term 2: Health and Wellbeing Survey		Term 3: Board Report	Term 4: Board Report
Implementation: What we will do.			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
1.2.1 Ensure that all Yaldhurst School Tōtara Tūkaha voices have been heard as to why, what and how the school's Health and Wellbeing Curriculum can best be delivered whilst being underpinned by the principles of Hauora.	Ministry of Education publications. Health Nurse Mana Ake	Yaldhurst School Tōtara Tūkaha Principal, Deputy Principal and Teacher-in-Charge of Health and Wellbeing. Terms 1 - 4	By the end of Term 2 staff, students and whānau will have been communicated with to ensure that the Yaldhurst School Tōtara Tūkaha Values best reflect the needs and aspirations of the school's community.	Term 1: staff, students and whānau ideas regarding the Yaldhurst School Tōtara Tūkaha Values are collated and reported to the Yaldhurst School Tōtara Tūkaha Board and community. Term 2: staff, students and whānau ideas regarding the Yaldhurst School Tōtara Tūkaha Health and Wellbeing Curriculum easily accessible to the school's community.
1.2.3 Teaching staff implement the Yaldhurst School Tōtara Tūkaha Health and Wellbeing Curriculum.	Staff meeting time to implement.	Yaldhurst School Tōtara Tūkaha Principal, Deputy Principal and Teacher-in-Charge of Health and Wellbeing. Terms 1 - 4	Teachers explore effective and engaging ways to deliver the Yaldhurst School Tōtara Tūkaha Health and Wellbeing Curriculum.	Teaching practices reflect the Yaldhurst School Tōtara Tūkaha Health and Wellbeing Curriculum.
1.2.4 Improve communication with the whānau of priority learners so students have support at home and school.	Ministry of Education Website	SENCO and Learning Support Coordinator Terms 1 - 4	SENCO, Learning Support Coordinator and classroom teacher timetable contact with whānau and present information in a clear manner.	Whānau know what programmes are in place for their tamariki and know who to contact if they have concerns or require an opportunity to share information.
1.2.5 Develop consistent and coherent transition processes within Yaldhurst School Tōtara Tūkaha and the Kahui Ako.	Uru Manuka Kahui Ako	Uru Manuka Kahui Ako Across School Teachers Terms 1 - 4	SENCO, Learning Support Coordinator and classroom teacher timetable contact with whānau and present information in a clear manner.	Whānau kare aware of the requirements of student transition and appropriate support is in place for students and whānau who may find transitions to be a difficult process.
Evaluation and Next Steps:				

Strategic Goal 1:		Annual Aims		
INCLUSIVE PRACTICES will ensure that all students feel they are central to why, what and how education is delivered at Yaldhurst School Tōtara Tūkaha.		Action Plan 1.3 Engage with our community through a range of hui and consultative methods so that opinions, ideas and thoughts are shared openly, safely and constructively.		
Evaluation: Term 1 Board Report	Term 2: Board Report		Term 3: Board Report	Term 4: Board Report
Implementation: What we will do.			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
1.3.1 Review the Yaldhurst School Tōtara Tūkaha Communication Plan to ensure the most effective communication methods are being utilised.	Hail and HERO	Yaldhurst School Tōtara Tūkaha Principal and Deputy Principal Terms 1 - 4	Yaldhurst School Tōtara Tūkaha staff, students and whānau are asked to give feedback on effective school communication methods. Due to the rapid developments of communication technologies, management will continue throughout the year to keep abreast of progress in communication methods that may benefit the school community.	Yaldhurst School Tōtara Tūkaha Communication plan is reviewed and revised to reflect staff, student and whānau feedback. Effective communication that engages the school community is in place.
1.3.2 Staff, students and whānau hui held in ways that are engaging for the school community.	Yaldhurst School Tōtara Tūkaha School Staff, Board, and PTA	Yaldhurst School Tōtara Tūkaha Principal and Deputy Principal Terms 1 - 4	A Yaldhurst School Tōtara Tūkaha hui will be held for the purpose of explaining Curriculum Delivery of reading, writing, and mathematics. A Yaldhurst School Tōtara Tūkaha hui will also be held for our whānau who identify as Māori.	Yaldhurst School Tōtara Tūkaha whanau feel that they are actively engaged and that their voice is heard, respected and acted upon in respect to the culture of the school.
1.3.3 Student and whānau focus groups will be established on a needs basis.	Release time	Yaldhurst School Tōtara Tūkaha Principal and Deputy Principal Terms 1 - 4	Yaldhurst School Tōtara Tūkaha management and Board will on occasion establish a focus group to explore specific opportunities as they arise.	Minutes will be recorded and findings from focus groups will be utilised to improve the Yaldhurst School Tōtara Tūkaha culture.
Evaluation and Next Steps:				

Strategic Goal 2:		Annual Aims		
INCLUSIVE PRACTICES will ensure that all students feel they are central to why, what and how education is delivered at Yaldhurst School Tōtara Tūkaha.		Action Plan 2.1: Continue to demonstrate our commitment to tangata whenuatanga and Te Tiriti o Waitangi.		
Evaluation: Term 1 Board Report	Term 2: Board Report		Term 3: Board Report	Term 4: Board Report
Implementation: What we will do.			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
2.1.1 Improve tikanga and te Reo Māori planning, teaching, and learning in all curriculum areas.	Uru Manuka Kahui Ako Across School Teacher	Yaldhurst School Tōtara Tūkaha Principal, Deputy Principal and Teacher-in-charge of Culturally Responsive Practice Terms 1 - 4	Teachers demonstrate a commitment to understanding Niho Taniwha and its objectives. Kiako implement the Yaldhurst School Tōtara Tūkaha Te Reo and Tikanga Maori Curriculum Delivery Programme	Teachers' observance of tikanga and ability to communicate in te reo is constantly improving and being celebrated. Culturally responsive classrooms/environments. Student understanding of tikanga and te reo Māori is increased and can be evidenced. School values are translated into te reo.
2.1.2 Develop an understanding of Māori achieving success as Māori.	Uru Manuka Across School Teacher	Yaldhurst School Tōtara Tūkaha Principal, Deputy Principal and Teacher-in-charge of Culturally Responsive Practice Terms 1 - 4	Icons and exemplars of Māori success will be utilised to inspire all students. The Yaldhurst School Tōtara Tūkaha Board understands Ka Hikitia and the key objectives Te reo and Tikanga Māori Achievement Action Plan 2024 is reviewed in consultation with the Uru Mānuka Kahui Ako Across School Teacher.	Māori learners, and their whānau, are supported to plan and pursue the education pathways that they aspire to. Yaldhurst School Tōtara Tūkaha will support the identity, language and culture of Māori learners, and their whānua, to strengthen their belonging, engagement and achievement as Māori.
2.2.2 Implementation of the Aotearoa New Zealand's histories in The New Zealand Curriculum	Staff Meeting time	Yaldhurst School Tōtara Tūkaha Principal, Deputy Principal and Teacher-in-charge of Culturally Responsive Practice Terms 1 - 4	All Yaldhurst School Tōtara Tūkaha staff will continue to engage with Aotearoa New Zealand's histories in The New Zealand Curriculum and implement it within the Yaldhurst School Tōtara Tūkaha teaching and learning programme.	Ākonga to be critical thinkers and understand our past, in order to make sense of the present.
Evaluation and Next Steps:				

Strategic Goal 2: INCLUSIVE PRACTICES will ensure that all students feel they are central to why, what and how education is delivered at Yaldhurst School Tōtara Tūkaha.		Annual Aims Action Plan Goal 2.2: Continue to build curriculum and iwi connections and ensure that our cultural narrative informs our beliefs and values and subsequent place-based learning.		
Evaluation: Term 1 Board Report	Term 2: Board Report		Term 3: Board Report	Term 4: Board Report
Implementation: What we will do.			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
2.2.1 Explore and engage with our Cultural Narrative	Uru Manuka Across School Teacher and Te Taumutu Runanga	Yaldhurst School Tōtara Tūkaha Principal, Deputy Principal and teacher-in-charge of Culturally Responsive Practice Terms 1 - 4	Teachers demonstrate a commitment to exploring and understanding the Cultural Narrative. Teachers will ensure that tamariki are aware of the cultural narrative. Teachers research local stories and include them in programmes. Students develop an understanding of local stories and places All staff and students will attend weekly kapa haka lessons	All Yaldhurst School Tōtara Tūkaha kaimahi, tamariki and whānau will have an understanding of the cultural history of the Yaldhurst School Tōtara Tūkaha surroundings.
2.2.2 Continue connections with Te Taumutu Runanga	Uru Manuka Across School Teacher Te Taumutu Runanga	Yaldhurst School Tōtara Tūkaha Principal and Deputy Principal, and Board Terms 1 - 4	Continue to build meaningful relationships with Te Taumutu Runanga through hui. Ensure that we keep up-to-date with information and resource on Te Taumutu Runanga website	All Yaldhurst School Tōtara Tūkaha kaimahi, tamariki and whānau will feel connected to Te Taumutu Runanga .
Evaluation and Next Steps:				

Strategic Goal 3: Develop staff to STRENGTHEN TEACHING, LEADERSHIP and LEARNER SUPPORT CAPABILITY across the education workforce.		Annual Aims Action Plan 3.1 (Literacy): By November 2024 at least 80% of Years 2 - 7 students will achieve ‘At’ or ‘Above’ the Yaldhurst School Tōtara Tūkaha Literacy Achievement Expectations. All students will make at least one year’s progress and Priority Learners will make Accelerated Progress.		
Evaluation: Term 1 Board Report	Term 2: Board Report		Term 3: Board Report	Term 4: Board Report
Implementation: What we will do.			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
3.1.1 Staff and students will be supported to follow the Yaldhurst School Tōtara Tūkaha Literacy Curriculum Delivery Plan - especially the implementation of high leverage teaching and assessment practices.	Ministry of Education Professional Development Funding	Yaldhurst School Tōtara Tūkaha Literacy Leader Terms 1 - 4	The Yaldhurst School Tōtara Tūkaha Literacy Leader will observe the planning and teaching of literacy lessons throughout the school for the purpose of ensuring the consistent delivery of literacy instruction at all age levels.	The consistent delivery of Structured Literary pedagogical approaches at all levels across the school. Students are secure in the processes for learning how to read due to consistent expectations and support for literacy across all levels of the school.
3.1.2 Structured Literacy Professional Learning Development	Ministry of Education Professional Development Funding	Literacy Leader and Outside Provider Literacy Connections Terms 1 - 4	All teachers attending professional development introducing or extending the planning, teaching and assessment of Structured Literacy.	Staff deliver best practice instruction by employing high leverage literacy teaching practices. Students are secure in the processes for literacy learning due to consistent expectations and support for literacy across all levels of the school.
3.1.3 Priority Learners for Literacy are identified and tracked with the purpose of accelerating their achievement.	Board funded Learning Support Workers	SENCO and Literacy Leader	Literacy Priority Learners are identified and appropriate differentiated support programmes are established.	Acceleration of literacy achievement for priority learners.
Evaluation and Next Steps:				

Strategic Goal 3: Develop staff to STRENGTHEN TEACHING, LEADERSHIP and LEARNER SUPPORT CAPABILITY across the education workforce		Annual Aims Action Plan 3.2: (Mathematics): By November 2024 80% of Years 2 - 7 students will achieve ‘At’ or ‘Above’ the Yaldhurst School Tōtara Tūkaha Mathematics Achievement Expectations. All students will make at least one year’s progress Priority Learners will make Accelerated Progress.		
Evaluation: Term 1 Board Report	Term 2: Board Report		Term 3: Board Report	Term 4: Board Report
Implementation: What we will do.			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
3.2.1 Kamahi will be supported to continue to follow the Yaldhurst School Tōtara Tūkaha Developing Mathematical Inquiry Communities (DMIC) pedagogy introduced in 2022.	Ministry of Education Professional Development Funding	DMIC Mentors Yaldhurst School Tōtara Tūkaha Teacher-in-Charge of Mathematics Terms 1 - 4	DMIC Teaching Plans will be implemented at all levels of the school. Kamahi are systematically supported in class by mentors as they utilise DMIC pedagogy.	The consistent delivery of the DMIC pedagogical practices. Kaimahi and Akāonga are secure in how to develop and engage in Mathematical Inquiry Communities. Mathematical Achievement of Yaldhurst School Tōtara Tūkaha students improves.
3.2.2 Continue to fine tune the new mathematics assessment and reporting process on the Yaldhurst School Tōtara Tūkaha HERO Student Management System. (SMS)	HERO Student Management System Professional Development Modules	Yaldhurst School Tōtara Tūkaha Teacher-in-Charge of Mathematics Terms 1 - 4	Kiako are able to assess and enter achievement information in a timely manner into the Yaldhurst School Tōtara Tūkaha HERO Student Management System. Kamahi are able to extract and collate tamariki assessment information to improve teaching programmes.	Improved teaching programmes and student achievement.
3.2.3 Priority Learners for mathematics are identified and tracked with the purpose of accelerating their achievement.	Board funded Learning Support Workers	SENCO and Mathematics Leader	Priority Learners meetings occur twice per term where interventions are reviewed to identify the efficacy of the interventions. Where necessary the intervention is modified.	Acceleration of mathematical achievement for priority learners.
Evaluation and Next Steps:				

Strategic Goal 4: Develop staff to STRENGTHEN TEACHING, LEADERSHIP and LEARNER SUPPORT CAPABILITY across the education workforce		Annual Aims Action Plan Goal 4.1 Enhance learning spaces that ensure that Yaldhurst School Tōtara Tūakaha promotes student engagement, creativity, and collaboration.		
Evaluation: Term 1 Board Report	Term 2: Board Report		Term 3: Board Report	Term 4: Board Report
Implementation: What we will do.			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	Who? When?	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
4.1.1 The Yaldhurst School Tōtara Tūakaha Board will work in unison with the school's staff and students to examine how learning spaces can be best utilised to promote student engagement, creativity, and collaboration.	Operation Grant	Yaldhurst School Tōtara Tūakaha staff. Terms 1 - 4	Termly Staff Meeting discussions alongside student hui to discuss the best utilisation of learning spaces.	Progress Reports to the Yaldhurst School Tōtara Tūakaha Board which may include suggestions for additions or modifications to the school's learning spaces.
4.2.2 Enhance recycling practices to reduce waste and increase student knowledge about sustainability and the conservation of natural resources.	Operation Grant Christchurch City Council	Principal and Rimu class teacher. Terms 1 - 4	Consultation and surveying of tamariki and akonga to assess their understanding of how good recycling practices contribute to sustainability and the conservation of natural resources.	Revitalised recycling practices through the school that are adhered to by all participants. .
4.3.1 Ensure that tamariki develop an awareness of the beauty and ecology of the school's natural environment.	Operation Grant	Senior Student Eco Warriors Local Community Members with Botanical Knowledge Terms 1 - 4	Senior Student Eco Warriors will develop a grounds / garden map for the purpose of improving and sustaining the gardens whilst learning about the unique characteristics of the flora at Yaldhurst School Tōtara Tūakaha.	Yaldhurst School Tōtara Tūakaha will have safe grounds and gardens where plants flourish whilst adding character and beauty to the environment. All students will develop an understanding of how to look after the Yaldhurst School Tōtara Tūakaha grounds and gardens.
Evaluation and Next Steps:				