MAHERE Ā TAU O TE KURA O TARAMOA 2024
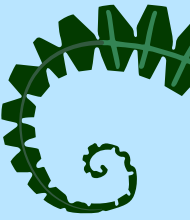## ANNUAL PLAN, STRATHMORE SCHOOL, 2024

CULTURAL WELLBEING — Embrace cultural diversity & inclusivity

IMPROVE ENGAGEMENT WITH WHĀNAU & COMMUNITY

Prioritise cultural values of our community by celebrating cultural events and authentically embedding Te Reo and Te Ao Māori, and Pasifika cultures, throughout our kura

Celenrate Key events: Matariki

Celebration of whanaungatanga and manaakitanga. through our Matariki Breakfast. This will include Collect parent / whānau voice, senior students developing photographic presentation of student work / activities to be projected. Senior students to also assist with the cooking / serving and cleaning.

The Arts: Mural, student work on display

Termly art display in the hall to demonstrate the learning that has happened. Each class will have their own set area in the hall to update each term. Office display - each class contribute, updated T1/T3 with art work. A foyer display for Star Writers to give students the opportunity to share their writing.

Cultural Diversity: Celebrating Māori culture, and the Pacific cultures of our community

Language Weeks - Samoan, Cook Island, Fijian and Tongan to demonstrate the learning that has happened in the lead up and during Pacific Language Weeks. Each class to celebrate each culture, where possible using authentic resources, showing a deeper level of understanding of cultures. Specific days will include Lavalava day, Koni Raoni during Cook Island Language Week where drummers and dancers will travel around to local ECE. Link with Tokoroa Intermediate to have students teach our students ki-o-rahi

Cultural Competency for Staff: Kaumatua and MAC facilitator providing support and leadership

Continue mahi with MAC facilitator (Wayne) and Matua Robert who will continue to support the school 2.5 hours per week, and at pōwhiri / mihi whakatau. This will feed into best practice in each classroom, inluding teachers, kaiarahi and eventually all students being fluent in their pepeha. This is to be a part of the PKTK programme.

Grow Community Partnerships: Ngātira Marae / SWPICS (provide all leftover lunch kai).

Continue mahi with SWPICS, develop relations with Ngātira Marae, starting with visiting marae for day visits, so that students udnerstand this marae's protocols, history and to have an appreciation of the difference to other marae. Marae leaders to be invited to our key events (Matariki Breakfast, Poutama Awards etc).

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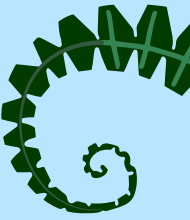
CULTURAL WELLBEING Embrace cultural diversity & inclusivity

STRENGTHEN STUDENT & STAFF WELLBEING ~ HAUORA

Ensure inclusivity for all by listening to and enacting the needs of ākonga, kaimahi and whānau

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Collect voice focusing on cultural (Māori and Pasifika), learning and emotional needs	Every term - class survey to collect student voice. Week 8 - Team Hui to discuss reflections and Next Steps. All student and whānau voice will include questions (followed by our actions) on cultural competency (including Māori and Pacific cultures)
Ensure a work-life balance	Team leaders - wellbeing focus at team hui. Principal wellbeing vouchers draws. Increase the time teachers spend at school in order to reduce the time teachers work at home, and reduce the number of overdue reports etc (a common source of stress in the workplace).
Develop a well-being team to assist in maintaining team morale	Each Team (Junior and Senior) to develop events to build the morale of kaimahi (kaiako and kaiawhina)
Develop kapa haka and further develop Peu tupuna	Include waiata with Pai ki te Korero - understanding the meaning of the waiata, all roopu singing. Matua Robert to support kapa haka through linking with a tutor in the Tokoroa community. Peu tupuna to include the further development of Cook Island drumming (pupu rutu pau), dancing, singing and oratory.
Tuakana Teina Mentoring: Older students mentoring younger students	Pai ki te Korero: Kaiarahi and YR6s will lead, with younger students supporting. Each learner will be rostered, with Whānau Roopu staff and Kaiārahi organising this roster. Kaiarahi and other YR6 students will contiunue their support through their duties, guiding younger students in those duties - eg. for admin support, one kaiārahi / YR6 and one YR4-5. Peu tupuna: Kaiarahi and competent senior students to support students and staff as appropriate.

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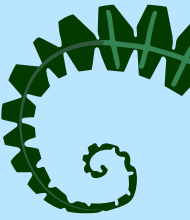
CULTURAL WELLBEING — Embrace cultural diversity & inclusivity

BUILD ON OUR SUCCESS — Review & develop our values, roopu whānau & leadership throughout our kura

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Review and rejuvenate Pai ki te Korero (PKTK) with support from kaumatua and MAC. Include Peu tupuna into key events.	At end of each year, we will review and develop PKTK. From 2024, this includes waiata - two per term. Standardise timetable signs. Lead students at Hui Whakamutunga, review throughout the day. Peu tupuna to be included in assemblies and whānau events (Matariki whānau brekkie, sports days and Tohu Poutama.
Review and develop Learning Relationships / PB4L system (REAL and unREAL)	Review and develop REAL and unREAL posters. When talking with students about our values, refer to the posters. Focus on filing Citizenship / PB4L / LR posts when a student has been unREAL. Team leaders to model how to add data into Hero, no names and gender neutral. Every month team meetings will include teachers bringing Hero data and discussing solutions for behaviour issues. In 2024, students are only in the office area at the discretion of the Principal or DP. Increase the use of the buddy system.
Collect voice for Roopu Whānau changes: communication, PB4L, curriculum and culture (Māori and Pasifika)	IDP1 and IDP2: whanau voice collection. IDP1 voice collection focuses on communication. IDP2 voice collection focuses on PB4L, curriculum (projects, digiital learning) and our cultural competencies.
Begin leadership training for teachers / leaders (through PLD provider) and kaiārahi	Teacher / Leaders: Kaiarahi: induction or team building day. Trust and confidence course to develop leadership. e.g. Treetop Walk. Focus on essential skills like communication, teamwork, and problem-solving.

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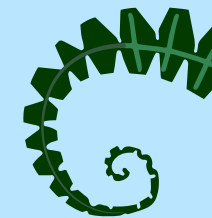
VIBRANT LEARNING

Empower tamariki with the tools they need to succeed

FOSTER A GROWTH MINDSET

Review tamariki goal-setting, foster ways for ākonga to have ownership of their learning and reward participation and positivity

Goal setting with whānau (Student-Led IDP days)

IDP conference scheduled for Week 3, term 1 and Wek 8 Term 3. Develop an IDP Handbook. During IDP1, students lead IDP discussion, with guidance from teachers and parents. During IDP2, all students showcase their learning through digital and non-digital means. Older students are encouraged to use SlideShow or other digitial apps to present their goals and their learning.

Implement structured self-paced learning opportunities

Enable learners to progress at their own pace and delve deeper into learning of their own choice in the form of ICE (Innovate, Create, Energise) Projects will give children opportunities to be agents of their learning through projects (that may include STEAM focuses). ICE days will be each Friday. Projects will initially be led by teachers, planned cooperatively, and should include Key Competencies, Lit, Num, and other learning areas. All students to be accessing activities in Literacy and Numeracy through task boards. YR4-6 teachers and students to use Google Classroom.

Teach about how the brain works, how the brain develops

This is an Inquiry Sprint for the Junior Team to undertake. By the end of Term 1, the Junior Team will put toether video resources and student activities that demonstrate how the brain works. It is important for children to know that synapses fire up when faced with challenges. Find literature about Growth Mindset for Reading To or Shared Reading. This inquiry sprint will be part of the Team Hui.

**Demonstrate a growth mindset in attitudes and actions**

As part of Assessment for Learning, teachers and students will review learning at the end of each block. Use the AFL Slideshow resource for different ways of doing this. By the end of Term 1, this will be embedded into our normal teaching practice. Show how teachers embrace challenges, learn from failures / trial and error, and continually seek to improve.

Use the same growth mindset language

All teachers and support stuaff will use the same language: - What went to plan? What didn't? What might you have done to have gone to plan? What will you do next time? By mid term 1, kaiarahi will develop a poster for each classroom to be printed professionally.

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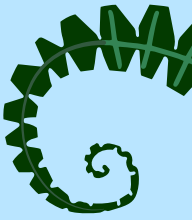
VIBRANT LEARNING
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IMPLEMENT INNOVATIVE DESIGNS FOR LEARNING — Develop real world learning applications and include 'STEAM' outcomes across the curriculum

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Use our PR processes and networks to confirm and publicise our new goals / initiatives)	By week 3, we will have used Facebook, our website, newsletters, and talking with our whānau to publicise our new gaols and initiatives. Our posts will always reflect these goals. By doing this, more people will be using the language of our goals and successes. Also, through our klinkage programme, Odelee will continue to visit ECE to promote our two goals and the linked initiatives.
Engage our learners through a range of exciting learning opportunities, underpinned by teacher inquiry sprints	T1: Turangawaewae - Pepeha, All About Me, Special Places, Marae Trip (EOTC) ANZH: Sense of Place, Pacific Peoples. (Migration to NZ, Black Panthers). T2: Maramataka - stars, space, planting, hauora, rongoa, Matariki breakfast. Reading To/Shared Reading: Matariki as a holiday, colonisation etc... T3: Pakihi/Enterprise - raise seed money, set meaningful goal for enterprise, Reading To: Rangiawhiao: Prosperous Maori business etc. T4: Rangatiratanga: leadership in our school, community, country, world. Parihaka: Leadership of Tohu and Te Whiti
Apply design thinking principles to create innovative learning experiences	This involves defining problems or challenges, ideating solutions, prototyping, and testing. We will role this out gradually over the year. Y4-6 to digital leaders will support their peers. Activities will include: Green Screen, Coding, Film making (using iPads, GoPro), Animation, Laser cutting for more skilled learners, YR4-6 to be digital leaders to assist with growing digital fluency (DF) across the school. DF will become an inquiry sprint.
Integrate project-based learning into the curriculum	Encouraging students to work on real-world projects, initially with teachers guiding, gradually allowing for more autonomy, and the use of open-ended questions and student-centred discovery time.
Introduce peer and individual assessments using agreed upon rubric of skills and knowledge	RAssess projects PIMS - For children to do both independently and in groups. Use onlines tool for teacher-led discussions such as circle time to reflect and assess. Use Hero progressions for goal setting, tracking learning, and reporting to parents.

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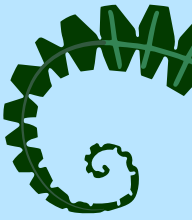
VIBRANT LEARNING
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PROVIDE CHOICE AND AUTONOMY IN LEARNING

Implement structured self-paced learning opportunities enabling learners to progress at their own pace and delve deeper into learning of their own choice

Teachers and students become increasingly Digitally Fluent

Teachers to include digital tools (eg. Code.org, Scratch, Scratch Jr, piskelapp.com, Tinkercad, the Google Suite) to develop digital literacy and numeracy) across the curriculum. The DP and Principal will provide PLD during CA hui tome for all teachers, demonstrating how to use these valuable learning resources. CRT release classes will also include digital learning opportunities. Teachers will then be confident in allowing their students to use these digital tools to present learning.

Develop digital storytelling as a learning tool

Teachers will use online tools such as Canva and many iPad apps to present learning orally and visually - eg. make a film, record a story being read (audio or video)

Integrate Project-based learning

By the end of 2024, students will be able to include the skills learnt in ICE Projects in other learning areas

Establish coding and makerspace clubs to run all year

These will include the following: Coding - Makey Makey, Micro.bits, BeeBotz. The DP and Principal will provide PLD during CA hui tome for all teachers, demonstraitng how to use these valuable learning resources. Sewing Club / Tukutuku for Juniors and Seniors. Minecraft can also be made available

Peer tutoring / tuakana-teina processes

Digital Leaders Group will assist teachers and students to become more digitally fluent. By week 2, training of digital leaders group. Older learners will also assist in HPE lessons. The HPE lead teacher will also work alongside other teachers to create a wider

Develop a process of check-ins and learning conversations

These will be integrated into the project-based learning / design for learning processes. Planning / Debrief with students about what went well, next steps. These will become part of PESTERS. Team leaders will model lessons to specific staff