



KO NGĀ RAU POU Ā MAKI NGĀ MAUNGA
KO TE WHAU TE AWA
KO WAITEMATĀ TE MOANA
KO ONEWHEROWHERO TE ROHE
KO TAINUI TE WAKA
KO TE KAWERAU Ā MAKI TE IWI
KO TE KURA TAKAWAENGA O KEREHANA TŌKU KURA

Kelston Intermediate School Strategic goals 2024-2026

Ko Au Ko Kerehana, Ko Kerehana Ko Au.



Our Vision - A Tātou Moemoeā

Ko au ko Kerehana. Ko Kerehana ko au..

Whakaute

Sustain our Te Ao
Maori kaupapa to
improve akonga
outcomes through
community
engagement.

Rangatiratanga

Improve teacher
practice to meet the
needs of our Kerehana
learning community

Whakaanga

Empower Akonga to
be confident and
engaged global
citizens, by building
their cultural and
bilingual capabilities.

Our Values - A Tātou Whanonga Pono



Whakaute *Respect* **Rangatiratanga** *Responsibility* **Whakaanga** *Engaged*

Our Strategic Goals

Whakaute

Sustain our Te Ao Maori kaupapa to improve akonga outcomes through community engagement.

Rangatiratanga

Improve teacher practice to meet the needs of our Kerehana learning community

Whakaanga

Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Our Initiatives

1. *Whakamana i te iwi o Te Kawerau-a-Maki. Consult with Mana Whenua, around our Maori Achievement plan and improving teacher practice.*
2. *Put the learner at the centre & create opportunities for Te Ao Māori to strengthen the Hauora of our Akonga*
3. *Maintain and respect strong connections and relationships*

1. *Develop learning progressions in all curriculum areas*
2. *Grow teacher practice & pedagogy in planning, teaching & assessing of Literacy & Numeracy.*

1. *Consult around a Pacific Achievement plan to improve teacher practice, set high aspirations and cater to our diverse Pacific learners.*
2. *Promote our inclusive learning environment that values the mana of the learner, and removes barriers to reaching their full potential.*
3. *Develop a Hauora programme at KIS to help our tamariki manoeuvre through life and different situations weaving together the best values, principles and morals of their Kerehana community.*

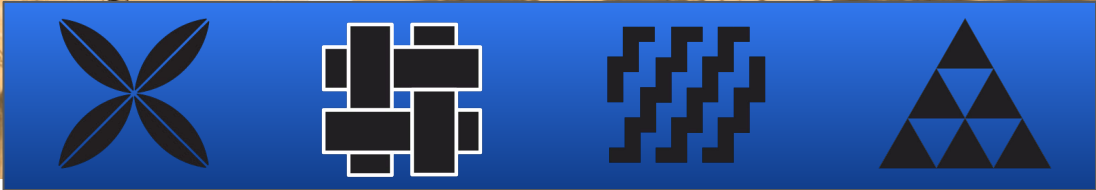


Our Success

To grow lifelong learners that are responsible, respectful and positively engaged academically, culturally and socially.



Our goals in action 2024



3 Year Strategic Programmes Roadmap

Partnership with Mana Whenua in strategic planning and learning
2024-25 foci

Adaptive and inclusive transition programmes for adolescence
2024-2026 foci

Localised Curriculum Design reflective of our Taumata system, local knowledge
2024-2026 foci

Community co design of Bilingual Education in Kerehana
2024-2026 foci

We are Kelston/PB4L values into systems and behaviour programmes
2024-25 foci

Improving teacher practice and pedagogy and learner outcomes
2024-2026 foci

Growing best practice & pedagogy with Literacy and Numeracy
2024-2026 foci

Mana ōrite mō te mātauranga Māori
2024-2026 foci

Leadership development.

2024-2026 foci

Progress measures

Student well being
Staff wellbeing

Parent participation in SLC & community hui (95%)

Outcome measures

Cohort shift in 4 sub levels across reading, writing and maths

Cohort shift against Taumata matrix

Ko au ko Kerehana, Ko
Kerehana ko au
2024

ESTABLISH FOUNDATIONS

- Te Kaakano: Sowing the foundations of the relationship. Whanaungatanga
- Review current systems and practices to support Maori achieving as Maori. Pasifika as Pasifika.*
- Community consulted re local curriculum, bilingual spaces.*
- Safe & inclusive transition programmes for Akonga/Whānau.
- Values into behaviours - PB4L / We are Kelston*
- Implement updated *Taumata*.
- Establishing foundations for targeted PLD and improving best practice and pedagogy.*
- Establish strong curriculum design team
- Review assessment practices and explore learning progressions.*

3 Year Strategic Programmes Roadmap

Naku te rourou ka ora ai te iwi
2025 REVIEW, EVALUATE and
SUPPORT ENGAGED
LEARNING

- Puananii: Sustainability of relationships, knowledge, and vision - Toituutanga
- Maori and Pasifika action plans & local curriculum reflect community voice
- Actions being implemented in bilingual spaces
- *Known for strong & inclusive transitions*
- Implement updated *Taumata*
- Reviewing measures that support theories of change impact on academic and emotional wellbeing*
- Implement initiatives from targeted *PLD*
- Utilise change data to improve assessment capability and practice.

He moana pukepuke ekengia
e te waka
2026 REFINE and IMPROVE

- Te Whanake: Nurturing the relationship through collaboration and co-design. Whangaitanga
- Maori and Pasifika action plans embedded in bilingual space and through
- *Inclusivity supported by our values and behaviours*
- Community hui and consultation established
- *Taumata system established*
- Implementation of NZC refresh and local curriculum design
- *Pedagogy, best practices in action from targeted PLD.*
- Collect hard data on effectiveness of interventions on transition/Mana ōrite mō te mātauranga Māori/Literacy & Numeracy

Strategic goal**Whakaute**

Sustain our Te Ao Maori kaupapa to improve akonga outcomes through community engagement.

Ultimate outcome/measure

GROWTH in the understanding, and sense of identity, cultural capabilities of tamariki and akonga.

Key strategic initiative #1

Whakamana i te iwi o Te Kawerau-a-Maki. Consult with Mana Whenua, around our Maori Achievement plan and improving teacher practice.

ACTIONS

1. **PLD with Iwi:** *Continue to engage with Te Kawerau a Maki over three years with the Mana Kura School Engagement and Development Programme. (SMT/TL 2023-2025)*
2. **Mana ōrite mō te mātauranga Māori :**
 - *Continue strengthening our understanding of mana ōrite mō te mātauranga māori through opportunities to learn on our local marae & developing bicultural leadership practices*
 - *Continue planning and teaching that authentically incorporates te reo Māori and tikanga Māori into the daily everyday life at KIS.*

Outcomes/measure**Community engagement****(Who/When)**

1. Te Kawerau a Maki Mana kura programme and PLD **(ALL staff 2024-25)**
2. Community hui (4 x a year): Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. **(All staff. Ongoing)**
3. Collective co-designing of Maori Achievement plan **(SLT Nga Kakano. Ongoing)**
4. **Survey of Te Ao Maori growth. (SLT)**

Strategic goal



Whakaute Sustain our Te Ao Maori kaupapa to improve akonga outcomes through community engagement.

Ultimate outcome/measure

GROWTH in the understanding, and sense of identity, cultural capabilities of tamariki and akonga.

Key strategic initiative #2

Put the learner at the centre and create opportunities for Te Ao Māori to strengthen the Hauora of our Akonga

ACTIONS



1. Review Māori Achievement plan with our Māori community.
2. Collect student feedback on their perceptions of Hauora (Te Kete Hono) and promote Hauora programmes that build a sense of belonging, increased confidence and value of language, culture and identity.
3. Engage with our Maori community about Hauora in our kura and identifying needs.
4. Continue work with with MAC around Maori achieving as Maori **(ALL staff 2024-26)**

Outcomes/measure

(Who/When)

1. Continue to lead Maori hui to review our current Māori achievement plan. Then re-design one that reflects our kura currently. **(Nga Kakano/SMT Ongoing)**
2. SMT to explore & identify key programmes to support & strengthen Hauora of our akonga. **(Nga Kakano/SMT Ongoing)**
3. Continue to hold Māori community hui to review current practices around Hauora, sexuality education programme for schools and what can be improved or maintained. **(SMT T2 & 3)**

Strategic goal



Whakaute Sustain our Te Ao Maori kaupapa to improve akonga outcomes through community engagement.

Ultimate outcome/measure

GROWTH in the understanding, and sense of identity, cultural capabilities of tamariki and akonga.

Key strategic initiative #3

Maintain and respect strong connections and relationships

ACTIONS



Ko te ngākaunui ki nga whanau Commitment to Families and Whānau (Prof stds, MoE, 2017)

- Rangatira Space: Open door policy that's safe for Maori to enter and engage (Chellie Spiller, 2020)
- Community hui:
 1. Continue authentic consultation with Iwi, Maori whanau with visioning for Maori.
 2. Continue to support Māori whānau to be informed, aspirational, demanding decision-makers.

Learners at the centre: (NELP objective 1, MoE, 2020)

- Maori Achievement plan design: (Co-constructed with Iwi, Maori Whanau)

Outcomes/measure (Who/When)

Ko te ngākaunui ki nga whanau Commitment to Families and Whānau (Prof stds, MoE, 2017)


- Community hui (4 x a year): **(SMT/Nga Kakano. All year)**
- Maori community hui (2 x a year): **(Nga Kakano, SLT All year)**

Learners at the centre:

- Maori Achievement plan 2024-26

Whakaute

Strengthen our Te Ao Maori kaupapa to support our culturally sustainable and inclusive learning environment.

	<h2>Initiative 1</h2> <p><i>Whakamana i te iwi o Te Kawerau-a-Maki. Consult with Mana Whenua, around our Maori Achievement plan and improving teacher practice.</i></p>	<h2>Initiative 2</h2> <p><i>Maori learner at the centre and remove barriers to their learning & success in education & create opportunities for Te Ao Māori to strengthen the Hauora of our Akonga</i></p>	<h2>Initiative 3</h2> <p><i>Maintain and respect strong connections and relationships with Parents, Iwi, Maori community.</i></p>
2024	<ul style="list-style-type: none"> Iwi establishing authentic relationships with KIS- Senior Leaders and Tumuaki Te Kawerau a Maki Presentation to the Board of Trustees. Who we are; Our History; Our connection to the whenua Iwi working in collaboration with kura to unpack their strategic goals & aspirations and Maori Achievement plan. 	<ul style="list-style-type: none"> Mana ōrite mō te mātauranga Māori. Working with Kahui Ako, MAC, Tautai o le Moana within our own kura to confront barriers in our practice & bias to Maori. MAC leads unteach racism in our practice Survey Maori learners & stakeholders on barrier free education for Maori. 	<ul style="list-style-type: none"> Build trust with community Rangatira space established Establish community hui 4 times a year and build capacity for whanau to empower their voice and make genuine input toward their child's learning and education.
2025	<ul style="list-style-type: none"> Create actions and outcomes that have come from strategic goals & aspirations Series of workshops to support SLT & kaiako to further develop & enhance cultural competencies & their knowledge of Te Kawerau a Maki Tikanga & kawa 	<ul style="list-style-type: none"> Guide authentic community consultation that empowers Maori Whanau to comment on <ol style="list-style-type: none"> local curriculum that reflects Maori learner learner and kaiako profile, reporting back Learning progressions 	<ul style="list-style-type: none"> Community co design of Bilingual Education in Kerehana 2024-2026 Maori Achievement plan 2024-26
2026	<ul style="list-style-type: none"> Collaboration with sustainability of knowledge Appropriate Tikanga & kawa is followed for school formal- cultural events and established Knowing the cultural narratives, stories, and histories of the whenua flourishing Co- curriculum design 2027-29 underway Practical implementation of tikanga into daily practice established Incorporation of Te Kawerau a Maki narratives in localised curriculum established and ongoing. 	<ul style="list-style-type: none"> Community led hui established Community trust and Rangatira space established Build capacity for their whānau to be informed and demanding decision-makers with high expectations of our education services to support Māori learners and their whānau to plan and pursue the education aspirational pathways Authentic Collaboration around strategic goals for 2027-2029 design 	

Strategic goal**Rangatiratanga**

Improve teacher practice to meet the needs of our Kerehana learning community

Ultimate outcome/measure

All students have progressed 4 sub levels or more across Reading, Writing and Maths by the end of year 8.

Key strategic initiative #1



Develop learning progressions in all curriculum areas

ACTIONS

- Kelston Intermediate Curriculum Design to integrate our Taumata, local knowledge, NZC and NZ histories
- Curriculum team to design a set of Kelstonian learning progressions

Outcomes/measure**(Who/When)**

- Practice hui/PLD: **(ALL ongoing)**
1. Data analysis to identify gaps, patterns to inform our practice, PLD, next steps
 2. Establish curriculum team to roll out NZC refresh and align localised curriculum.
- Curriculum team design Kelstonian learning progressions for Reading, Writing, Numeracy. **(SMT 2024-25)**
 - Develop a system to review, refine and improve localised curriculum, refresh implementation, assessment practices and our current PGC. **(SMT throughout the year)**

<p>Strategic goal</p> 	<p>Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.</p>
<p>Ultimate outcome/measure</p>	<p>All students have progressed 4 sub levels or more across Reading, Writing and Maths by the end of year 8.</p>
<p>Key strategic initiative #2</p>	<p>Grow teacher practice & pedagogy in planning, teaching & assessing of Literacy & Numeracy.</p>
<p>ACTIONS</p> 	<ul style="list-style-type: none"> • Continue to gather rich school wide data three times a year to analyse and synthesise for increased teacher knowledge and improved practice • Staff continue to actively participate engage in the KIS professional growth cycle • Continue to <ul style="list-style-type: none"> • actively participate in PLD around the NZC refresh & Aotearoa NZ histories • Work with RT3T & reciprocal reading. (Whole staff) • Use GROWTH coaching for improved learning conversations & reflection. (BI 2024-25) • Work with with Te Kete Hono for progressions for literacy and maths, and building capacity for SLT to lead curriculum (BI 2023-24)
<p>Outcomes/measure (Who/When)</p>	<p>Practice and team hui</p> <ol style="list-style-type: none"> 1. Continue to use e-AsTTLe data for gaps analysis with literacy and mathematics. 2. Continue to build capacity to evaluate diagnostic data, moderate, discourse, taumata evidence and anecdotal obs to inform OTJs and adjustments to our practice. (ALL 2024-2026) <p>PGC</p> <ol style="list-style-type: none"> 1. Targeted PLD to support teacher PGC, improve teacher practice & learner outcomes. (BI/Throughout the year)

Rangatiratanga

Grow our tamariki academically, by designing a localised curriculum, and by improving teacher practice and learner outcomes.



Initiative 1

Develop learning progressions in all curriculum areas in student speak and reflective of our local curriculum aspirations.

Initiative 2

Grow teacher practice and pedagogy around planning, teaching and assessing in Literacy and Numeracy.

2024

- Build data model to understand months from expectation for each akonga
- Establish curriculum team
- Obtain baseline progressions for maths and literacy and adapt for KIS Language of Learning

- Formative assessment PLD for teachers
 - Observing, noticing and recording evidence of learning
 - using progressions to assess learner progress
- Extend OTJ moderation processes across maths and literacy
- Work with RT3T & reciprocal reading.
- Use GROWTH coaching for improved learning conversations & reflection.

2025

- Develop progressions for all areas of curriculum, aligned to NZC refresh
- Develop system for tracking learner development of Taumata capabilities

- Focus on design of learning that integrates curriculum subjects with developing Taumata capabilities
- Extend OTJ moderation processes across rest of curriculum

2026

- Implement digital formative assessment system to support consistency and improve quality of teaching practice

- PLD and training for teachers to use selected digital system.

Strategic goal**Whakaanga**

Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Ultimate outcome/measure

- Analyse and collate survey data and compare and complete school review against term 2 data for BoT.

Key strategic initiative #1

Consult and create a Pacific Achievement plan to improve teacher practice, set high aspirations and cater to our diverse Pacific learners and improve learner outcomes

ACTIONS

- Continue to engage Pasifika fanau in co-constructing of Pacific Achievement Plan
- Survey & lead community hui with Pasifika for input around teaching & learning in our kura
- Work with Reo Moana to support practice & pedagogy in Pacific Bilingual space (2023-24)
- Work with Iwi, MAC, Tautai o le Moana (and Tapasa) to remove bias from our practice, pedagogy and engagement with Pacific learners and fanau (2023-25)
- Continue work with Tautai o le Moana around educating Pacific learners. **(ALL staff 2024-26)**

Outcomes/measure**(Who/When)**

- All students progress 4 sub levels or more across Reading, Writing, Maths by the end of Y8. **(ALL staff 2024-26)**
- Continue Community hui (4 x a year): **(Ulimasao, Fakatoukatea, SLT. All year)**
- Pacific achievement plan established: **(Ulimasao, Fakatoukatea SMT T1-T2)**
- Continue Pacific community hui (2 x a year): High aspirations for ākonga **(Ulimasao, Fakatoukatea, SLT All year)**

Strategic goal**Whakaanga**

Empower Akonga as global citizens, through our values and by building their cultural and bilingual capabilities.

Ultimate outcome/measure

- Analyse and collate survey data and compare and complete school review against term 2 data for BoT.

Key strategic initiative #2

Promoting our inclusive learning environment that values the mana of the learner, and removes barriers to reaching their full potential.

ACTIONS

- For inclusive learning we will continue to:
 - Implement safe transition programmes for children with diverse learning & behavioural needs or disabilities.
 - Continue work with with RTLB, Oaklynn, Ko Taku Reo to remove bias & barriers to student learning & the needs of our diverse & disabled learners. **(SLT 2024-26)**
 - Design differentiated programmes.
 - Maintain open connection with local primary & secondary schools to promote sharing of data, discourse around the learner, their strengths & areas for development.
 - Utilise & reflect on effective restorative practice.

Outcomes/measure**(Who/When)****LEARNING ENVIRONMENT**

- Analyse T4 survey data (via Hauora survey) & compare & review against T2 data for BoT.
- All students have progressed 4 sub levels or more across Reading, Writing and Maths by the end of year 8

INCLUSION

- Kaiako will maintain differentiated learning programmes
- Effective transition programmes established by SENCO/LSC **(LSC, SMT, 2024-26)** - measure trends in elapsed time for students to accelerate their learning progress when transitioning into KIS. and into secondary school

Strategic goal



Whakaanga

Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Ultimate outcome/measure

- Analyse and collate survey data and compare and complete school review against term 2 data for BoT.

Key strategic initiative #3

Develop a Hauora programme at KIS to help our tamariki manoeuvre through life and different situations weaving together the best values, principles and morals of their Kerehana community.

ACTIONS



- Continue utilising the *We are Kelston* (PB4L) framework with our behaviour management system inclusive of restorative practices.
- We will embed our school values through classroom programmes, and a rewards and validation system.
- Activate our *We are Kelston* (PB4L) team
- Set up and gather student and staff voice around wellbeing with bespoke survey

Outcomes/measure

(Who/When)

We Are Kelston


- Training provided for members of the *We are Kelston* (PB4L) team **(WKT SMT/ongoing)**
- The *We are Kelston* (PB4L) team will lead staff & students through a review of our current rewards and validation systems & practices to create something motivational & uplifting. **(WKT SMT/ongoing)**

Hauora survey

- Analyse and collate T2 survey data. Create improvement strategies to effectively promote student well being based on data. **(BI T1 & T4)**
- Analyse & collate T4 survey data & compare against term 2 data for BoT.

Whakaanga

Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

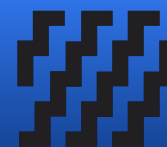
	<h2>Initiative 1</h2> <p><i>Create a culturally sustainable learning environment where staff and students work collaboratively to model and reciprocate respect, responsibility and engagement.</i></p>	<h2>Initiative 2</h2> <p><i>We acknowledge and embrace diversity by creating opportunities to celebrate our unique cultural identities in the bilingual space and te reo Maori and Tikanga Maori in English medium.</i></p>	<h2>Initiative 3</h2> <p><i>Promoting our inclusive learning environment that values the mana of the learner, and removes barriers to reaching their full potential.</i></p>	<h2>Initiative 4</h2> <p><i>Building our school values into our systems, into our behaviour and rewards programmes, into our language and culture through the "We are Kelston/PB4L" framework.</i></p>
2024	<ul style="list-style-type: none"> Survey & lead community hui with Pasifika Draft Pacific Achievement Plan and get community endorsement PLD to remove bias 	See Goal 2 Plan	<ul style="list-style-type: none"> Develop Hauora Survey Tool Conduct baseline Hauora survey Plan interventions to improve Hauora Design differentiated learning for diverse needs 	<ul style="list-style-type: none"> Activate We are Kelston (PB4L) team Design and deliver classroom PB4L programmes Gather data and voice
2025	<ul style="list-style-type: none"> Plan implementation of Pacific Achievement Plan Phase 1 of implementation programme 		<ul style="list-style-type: none"> Conduct Hauora surveys and use data to further improve Hauora outcomes Further develop transition processes to accelerate learning progress 	<ul style="list-style-type: none"> Set up rewards and validation system Refine and improve programmes
2026	<ul style="list-style-type: none"> Phase 2 of implementation programme 		<ul style="list-style-type: none"> Refine and improve Haurora, transition and differentiated learning programmes 	



Waitakere Ranges Regional Park



Annual Plan 2024



Key Improvement Strategies.

Whakaute Strengthen our Te Ao Maori kaupapa to support our culturally sustainable and inclusive learning environment.

Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.

Whakaanga Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Term 1	When?	Who? What?	Actions
	TOD #1 Jan Week 8	Te Kawerau a Maki (Whakaute /Rangatiratanga/Whakanga)	<ul style="list-style-type: none"> Engage with Te Kawerau a Maki over three years with the Mana Kura School Engagement and Development Programme. (SMT/TL 2023-2025) <ol style="list-style-type: none"> PGC 1 Te Kaakano: Sowing the foundations of the relationship - Whanaungatanga. PGC 2 Te Whanake: Nurturing the relationship through collaboration and co-design - Whangaitanga PGC 3 Puananii: Sustainability of relationships, knowledge, and vision - Toitūtanga
	TOD #2 Wk 3-5 Weeks 1,2,5,7	First Aid refresh with St John's (Whakaute/Rangatiratanga/ Whakanga) PGC with Bert (Whakaute/ Rangatiratanga /Whakanga) ERO with Clare Curtice	<ul style="list-style-type: none"> First Aid Reintroduce PGC and whole school focus on literacy and our reading programmes. Planning for term one BAS, Evaluation indicators, Te Reo Pou.
	Week 1 TOD #3 Week 6 TOD #3 Ongoing	SMT/MAC/Nga Kakano Powhiri (Whakaute /Rangatiratanga/Whakanga) MAC Phil Gordon: Te Tiriti o Waitangi/Powhiri/Unteach racism (Whakaute /Rangatiratanga/Whakanga) We are Kelston/PB4L (positive behaviour for learning) Bert and WAK/PB4L team. (Whakaute/Rangatiratanga/ Whakanga)	<ul style="list-style-type: none"> Powhiri on first day and WHANAU day Work with MAC facilitator Matua Phil Gordon Look at 17 Principles of Te Tiriti o Waitangi. Review KIS Powhiri process. Unteach racism Building our school values into our systems, into our behaviour and rewards programmes, into our language and culture through the “We are Kelston/PB4L” framework. Introduce weekly awards, K’s up citation chits. Consult around how visible VALUES are around our kura and what are our expectations

Key Improvement Strategies.

Whakaute Strengthen our Te Ao Maori kaupapa to support our culturally sustainable and inclusive learning environment.

Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.

Whakaanga Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Term 1	When?	Who? What?	Actions
	<p>3-4 hui ASL, 1-2 hui WSL & 1-2 governance.</p> <p>Weeks 5-6</p>	<p>Kerehana Kahui Ako Governance group /ASL & WSL (Whakaute/Rangatiratanga/Whakanga)</p> <p>SLT and testing, data evaluation gaps analysis and assessment. (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● Kerehana Kahui Ako Governance group meeting to revisit four kaupapa and how we will support ASL and WSL with implementation in 2024. <ul style="list-style-type: none"> □ Te mana ōrite mō te mātauranga Māori □ Transition □ Localised curriculum □ Literacy and numeracy progressions ● Testing (E AsTTLe, Probe, GLoSS, IKAN) ● Moderation writing ● RT3T reciprocal reading ● Assessment moderation
	<p>Week 6</p> <p>TOD #3 & ongoing</p> <p>TOD # 3 & ongoing</p>	<p>Bilingual Education continued development with Reo Moana /review with Community (James, Asema, Eseta, Mat and Nat). (Whakaute/Rangatiratanga/Whakanga)</p> <p>RT3T RECIPROCAL READING PLD with Julia and Heather (Whakaute/Rangatiratanga/Whakanga)</p> <p>Strategic planning Te Kete Hono (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● Collaborative planning ● Workshops with Reo Moana ● Community engagement evening to review, reflect and celebrate ● Workshops with lead teachers (Shane, Vaaimamao and Tania) ● Whole staff PLD with RT3T. ● Middle management PLD support ● Strategic planning, annual plan development and Principal support

Key Improvement Strategies.

Whakaute Strengthen our Te Ao Maori kaupapa to support our culturally sustainable and inclusive learning environment.

Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.

Whakaanga Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Term 2	When?	Who? What?	Actions
	<p>3-4 hui ASL, 1-2 hui WSL & 1-2 governance.</p> <p>Weeks 6,7,8, 10</p>	<p>Kerehana Kahui Ako Governance group /ASL & WSL (Whakaute/Rangatiratanga/Whakanga)</p> <p>Report Writing, assessment data SLC (student led conferences) MOY AOV to BoT (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● Continue mahi and PLD around 4 kaupapa <ul style="list-style-type: none"> □ Te mana օrite mօ te mātauranga Māori □ Transition □ Localised curriculum □ Literacy and numeracy progressions ● Testing (E AsTTLe, Probe, GLoSS, IKAN) ● Reports to buddy (wk 6), team leader (wk 7) & Tumuaki (week 8) ● Student led conferences Week 10 (2 days) ● Middle of the year. Analysis of variance to BoT
	<p>Week 2,6,8,10</p> <p>Ongoing</p> <p>Ongoing</p>	<p>School Events (Whakaute/Rangatiratanga/Whakanga)</p> <p>RT3T RECIPROCAL READING PLD with Julia and Heather (Whakaute/Rangatiratanga/Whakanga)</p> <p>Strategic planning Te Kete Hono (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● Kelston Intermediate transition day (week 2) ● Book week (week 6) ● Syndicate trips (week 8) ● Matariki breakfast (week 10) ● Workshops with lead teachers (Shane, Vaaimamao and Tania) ● Whole staff PLD with RT3T. ● Middle management PLD support ● Strategic planning, annual plan development and Principal support

Key Improvement Strategies.

Whakaute Strengthen our Te Ao Maori kaupapa to support our culturally sustainable and inclusive learning environment.

Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.

Whakaanga Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Term 3	When?	Who? What?	Actions
	<p>Weeks 4,6</p> <p>Wk 6-7</p>	<p>Te Kawerau a Maki (Whakaute/Rangatiratanga/Whakanga)</p> <p>PGC with Bert (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● Engage with Te Kawerau a Maki over three years with the Mana Kura School Engagement and Development Programme. (SMT/TL 2023-2025) 1. PGC 1 Te Kaakano: Sowing the foundations of the relationship - Whanaungatanga. 2. PGC 2 Te Whanake: Nurturing the relationship through collaboration and co-design - Whangaitanga 3. PGC 3 Puananii: Sustainability of relationships, knowledge, and vision - Toitūtanga <ul style="list-style-type: none"> ● Observation and feedback around SMART goals by Mentors for Mentees.
	<p>Ongoing</p> <p>Weeks 4,8</p> <p>Ongoing Weekly certs Taumata assembly, wk 5, 10.</p>	<p>ERO with Clare Curtice</p> <p>MAC Phil Gordon: Te Tiriti o Waitangi/Powhiri/Un-teach racism (Whakaute/Rangatiratanga/Whakanga)</p> <p>We are Kelston/PB4L (positive behaviour for learning) Bert and WAK/PB4L team. (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● BAS, Evaluation indicators, Te Reo Pou. ● Staff PLD, work with SLT around Treaty principles, unteaching racism ● Continue mahi around rewards and behaviour management plans ● Student and staff survey of well being

Key Improvement Strategies.

Whakaute Strengthen our Te Ao Maori kaupapa to support our culturally sustainable and inclusive learning environment.

Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.

Whakaanga Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Term 3	When?	Who? What?	Actions
	3-4 hui ASL, 1-2 hui WSL & 1-2 governance.	Kerehana Kahui Ako Governance group /ASL & WSL (Whakaute/Rangatiratanga/Whakanga)	<ul style="list-style-type: none"> ● Continue mahi and PLD around 4 kaupapa <ul style="list-style-type: none"> □ Te mana ōrite mō te mātauranga Māori □ Transition □ Localised curriculum □ Literacy and numeracy progressions
	Week 2,6,10 Ongoing Ongoing	School Events (Whakaute/Rangatiratanga/Whakanga) RECIPROCAL READING PLD (Whakaute/Rangatiratanga/Whakanga) Strategic planning Te Kete Hono (Whakaute/Rangatiratanga/Whakanga)	<ul style="list-style-type: none"> ● Sports camp (week 3) ● AIMS games (week 8) ● Matariki breakfast (week 10) ● Workshops with lead teachers (Shane, Vaaimamao and Tania) ● Whole staff PLD ● Strategic planning, annual plan development and SLT/Principal support

Key Improvement Strategies.

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Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.

Whakaanga Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Term 4	When?	Who? What?	Actions
	<p>Weeks 4,6</p> <p>Wk 8</p> <p>Wk 1-2</p>	<p>Te Kawerau a Maki (Whakaute/Rangatiratanga/Whakanga)</p> <p>PGC with Bert (Whakaute/Rangatiratanga/Whakanga)</p> <p>SLT and testing, data evaluation gaps analysis and assessment. (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● Engage with Te Kawerau a Maki over three years with the Mana Kura School Engagement and Development Programme. (SMT/TL 2023-2025) 1. PGC 1 Te Kaakano: Sowing the foundations of the relationship - Whanaungatanga. 2. PGC 2 Te Whanake: Nurturing the relationship through collaboration and co-design - Whangaitanga 3. PGC 3 Puananii: Sustainability of relationships, knowledge, and vision - Toitutuanga ● Summary and next steps with PGC for 2025 ● Testing (E AsTTLe, Probe, GLoSS, IKAN) ● Moderation writing ● RT3T reciprocal reading ● Assessment moderation
	<p>Ongoing</p> <p>Wks 2, 4,8</p> <p>Ongoing Weekly certs Taumata assembly, wk 5, 10.</p>	<p>ERO with Clare Curtice (Whakaute/Rangatiratanga/Whakanga)</p> <p>MAC Phil Gordon: Te Tiriti o Waitangi/Powhiri/Un-teach racism (Whakaute/Rangatiratanga/Whakanga)</p> <p>We are Kelston/PB4L (Whakaute/Rangatiratanga/Whakanga)</p>	<ul style="list-style-type: none"> ● BAS, Evaluation indicators, Te Reo Pou. ● Staff PLD, work with SLT around Treaty principles, unteaching racism ● Survey wellbeing compare and contrast/review ● Continue mahi around rewards and behaviour management plans

Key Improvement Strategies.

Whakaute Strengthen our Te Ao Maori kaupapa to support our culturally sustainable and inclusive learning environment.

Rangatiratanga Improve teacher practice to meet the needs of our Kerehana learning community.

Whakaanga Empower Akonga to be confident and engaged global citizens, by building their cultural and bilingual capabilities.

Term 4	When?	Who? What?	Actions
	3-4 hui ASL, 1-2 hui WSL & 1-2 governance.	Kerehana Kahui Ako Governance group /ASL & WSL (Whakaute/ Rangatiratanga /Whakanga)	<ul style="list-style-type: none"> ● Continue mahi and PLD around 4 kaupapa <ul style="list-style-type: none"> □ Te mana ōrite mō te mātauranga Māori □ Transition □ Localised curriculum □ Literacy and numeracy progressions
	Week 2,6,10	School Events (Whakaute/ Rangatiratanga /Whakanga)	<ul style="list-style-type: none"> ● Kelifest (week 1) ● Transition hui (week 1-2) ● Mac Conference Waitangi #2 (week 3) ● Reports (Buddy check wk 3, TL check wk 4 & Principal check wk 5). ● Student led conferences (Tuesday and Wednesday week 7) ● Syndicate trips week 8 ● We are Kelston Day week 8 ● Hui a Taumata week 5 & 9. ● Year 8 grad graduation and dance week 9 ● Tuku Taonga prize giving week 10
	Ongoing	RECIPROCAL READING PLD (Whakaute/ Rangatiratanga /Whakanga)	<ul style="list-style-type: none"> ● Workshops with lead teachers (Shane, Vaaimamao and Tania) ● Whole staff PLD
	Ongoing	Strategic planning Te Kete Hono (Whakaute/ Rangatiratanga /Whakanga)	<ul style="list-style-type: none"> ● Strategic planning, annual plan development and SLT/Principal support