

The background image shows a school playground with several orange arches. Three children in blue uniforms are walking across the playground. In the foreground, there are large red flowers, likely kōwhiri, with green leaves. The background also shows a modern school building with a blue facade.

Charter and Annual Plan 2024

Kawea te Mātauranga ki te Whaiao ki Te Ao Marama

This charter and strategic plan has been written in consultation with Ngākōroa School community include whānau, kaimahi & Board. It is endorsed by representative of mana whenua Ngāti Tamaoho.

Ko Wai Ngākōroa - Who are we?



At Ngākōroa School, strong learning relationships are at the heart of everything we do. We are committed to working alongside children and their families to provide an education that meets individual needs and produces strong outcomes for the whole child, using our values of Mātauranga (wisdom & knowledge), Manawanui (to have heart), and Kaitiakitanga (protectors of taonga).

We are thrilled to be able to build connections with the families within our community to truly bring learning to life for our young people.

Ko tenei taku mihi ki nga tangata whenua o te rohe nei Ka mihi hoki au, ki nga tohu o te rohe nei

Our kura has been gifted its name by Mana Whenua and is named in honour of the Ngākōroa Awa that runs near our school site. We recognise the people and the landmarks of the land that we share, and value the partnership we have with Ngāti Tamaoho. Our school is committed to honouring the Treaty of Waitangi through our words, our actions and our attitudes, and expect that all tamariki have the opportunity to learn about the people and places that form the history of our location.

We value the roll of mana whenua and recognise the unique place of Maori as the indigenous people of Aotearoa, New Zealand. Caring for students, acknowledging their mana (manaakitanga) and having high expectations for them (mana motuhake) is key to tamariki achieving success as Māori. Culturally responsive teachers and support staff welcome and build effective relationships with tamariki and their whanau, constantly seeking to increase their understanding and knowledge of Te Reo and Tikanga Māori. The school will meet regularly and actively maintain strong lines of communication with whanau, and together celebrate the success of our students. In consultation with whānau, the school will ensure all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents identify this as a priority.

Ngā Uara - Our Values



Mātauranga Knowledge and Wisdom

- We are curious and seek out new learning
- We are innovative and creative with our learning
- We use existing knowledge to work out new things



Manawanui To Have Heart

- We never give up
- We are brave and courageous
- We care about and include other people's ideas
- We look for opportunities in every challenge



Kaitiakitanga Protector of Taonga

- We take care of ourselves and the people around us
- We value our culture; who we are and where we come from
- We contribute to the wellbeing of our community and environment

Strategic Goals and Initiatives

A cohesive local curriculum supports high achievement and is applied seamlessly across the school

1. Merging the curriculum refresh to our local curriculum so that it is cohesive and seamlessly implemented across the school.
2. Reading, Writing and Mathematics targets demonstrate high expectations of equitable outcomes for all groups/cohorts.

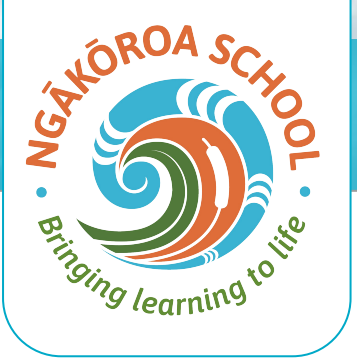
Ongoing and shared commitment to building and maintaining a strong learning culture.

1. Relationships Based Learning (RbL) pedagogies are self-sustaining across the school.
2. Strengthen Mana Potential approaches by applying Restorative Practices throughout the School.

School and community are empowered to look after (protect) the things that make us unique.

1. Strengthen community partnerships and engagement.
2. Build self care, self awareness, and personal responsibility strategies within our young people.

NELP - National Education Leadership Priorities



The National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga. These NELP priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.

NELP Objectives	NELP Priorities	Where NELP are reflected in our Strategic Initiatives
Objective 1 - Learners at the Centre	<ol style="list-style-type: none"> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 	<p>Mātauranga 1, 2 & 3 Manawanui 1, 2 & 3</p>
Objective 2 - Barrier Free Access	<ol style="list-style-type: none"> 1. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 2. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy 	<p>Mātauranga 1, 2 & 3 Manawanui 1 & 2 Kaitiakitanga 1 & 2</p>
Objective 3 - Quality Teaching and Leadership	<ol style="list-style-type: none"> 1. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 2. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<p>Mātauranga 1 Manawanui 1, 2 & 3 Kaitiakitanga 1 & 2</p>
Objective 4 - The future of Learning and Work	<ol style="list-style-type: none"> 1. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work 	<p>Mātauranga 1 & 2 Manawanui 2 Kaitiakitanga 1 & 2</p>
Objective 5 - World Class inclusive Public Education	<ol style="list-style-type: none"> 1. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Only) 	<p>Mātauranga 1 & 3 Manawanui 1 & 2 Kaitiakitanga 1 & 3</p>



Ngākōroa School Annual Planning - 2024



Mātauranga Knowledge & Wisdom - Action Plan 2024

Strategic Goal: A cohesive local curriculum supports high achievement and is applied seamlessly across the school

Key Outcomes (Priorities for 2024)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures (What will be our evidence of success)
<p>Merging the curriculum refresh to our local curriculum so that it is cohesive and seamlessly implemented across the school.</p>		<p>Curriculum Refresh Connected to Ngākōroa Local Curriculum</p> <ul style="list-style-type: none"> • PLD as supplied by the MOE • Implement Common Practice Model (as directed by MOE) • Agree on Ngākōroa approaches at each of the 3 curriculum phases • Documentation to outline agreed approaches for each of Curriculum areas is refreshed and included in Manaaki Kaimahi kete. 			<ul style="list-style-type: none"> • Staff only days for Curriculum Refresh • Meeting time to define approaches 	<ul style="list-style-type: none"> • Evidence of agreed approaches happening in hāpori shared during turangawaewae Tours at the end of each term
<p>Reading, Writing and Mathematics targets demonstrate high expectations of equitable outcomes for all groups/cohorts.</p>	<p>Proximity learner Impact Initiatives</p> <ul style="list-style-type: none"> ○ Teachers use data to inform planning (proximity learner plans) in the same way we did in 2023. Track proximity learner progress each term. ○ Further refine 'Monitoring Meetings' to evaluate proximity learner initiatives - Focus to be determined following analysis of 2023 data. ○ 2 (?TBC) teachers involved in ALL - Participate in workshops and regular conversations with mentor / facilitator. Share practice and outcomes with Hāpori buddies. 			<ul style="list-style-type: none"> • Monitoring Meetings scheduled into Kaiako meeting times (1 per term) • Release time for ALL (funded by MOE) • Meeting time allocated for work on Common Practice Model... may need PLD in some areas based on govt changes. • PLD Hours from Cognition for NEMM training 	<ul style="list-style-type: none"> • Data reports to the Board (Proximity Learner Progress reports in Term 2 & 4, Full data reports in Terms 1 & 3.) • PGC files will show evidence of NEMM kōrero linking proximity learner progress to planning. • PaCT/OTJ alignment reports in Terms 1 & 3 following full data reports. 	
<p>Relationships Based Learning Pedagogies BSLA Structured Literacy PLD for Year 1 - 3 Teachers (Ministry funded University of Canterbury PLD) - specifics to follow (application in process as at Term 4, 2023).</p>		<p>Mapping PaCT to OTJs to check alignment</p> <ul style="list-style-type: none"> • Use end of 2023 Data to check for outliers or inconsistencies. • Analyse PaCT aspects for strengths and focus areas. 	<p>Mapping PaCT to OTJs to check alignment</p> <ul style="list-style-type: none"> • Use end of Term 2 Data to check for outliers or inconsistencies. • Analyse PaCT aspects for strengths and focus areas. 			



Ngākōroa School Annual Planning - 2024



Manawanui To Have Heart- Action Plan 2024

Strategic Goal: Ongoing and shared commitment to building and maintaining a strong learning culture.

Key Outcomes (Priorities for 2023)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures
Relationships Based Learning (RbL) pedagogies are self-sustaining across the school.	NEMMS Training & Implementation <ul style="list-style-type: none"> Facilitator from Cognition Education to work with SLT, new Team leaders & Kaiako to ensure NEMMS are being used as an effective tool to accelerate proximity learner progress. Refine existing NEMMS protocol to make it more user friendly and efficient. Aim to have these self managing by the end of the year. 				<ul style="list-style-type: none"> Centrally funded PLD hours with Cognition Education & release time for new leaders NEMMS timetabled into Kaiako hui Release time for SLT to do Coaching moderation Whole school staff meeting timetabled each term to drill into one RbL dimension. 	<ul style="list-style-type: none"> New AP gains Impact Coach accreditation NEMMs are evident in PGC documentation Kaiako all contribute to RbL evidence library. Kaiako 'SpideyGraph' shows increase in efficacy in the RbL Profile.
	Induction of new leadership (coaching accreditation) <ul style="list-style-type: none"> Facilitator from Cognition Education to work with new AP towards accreditation as an impact coach. Fishbowl and moderation sessions with existing SLT. SLT connect with other RbL Schools, attend wananga etc. 					
	Strengthen understanding of RbL Dimensions <ul style="list-style-type: none"> Focus on one RbL Dimension per term based on evidence Build RbL profile evidence library. 					
Strengthen Mana Potential approaches by applying Restorative Practices throughout the School.	MOE RP Training (Waikato University) <ul style="list-style-type: none"> Kaimahi Only Day before school starts for the year RP leadership team (including leading teachers) identified 1 staff meeting and one RP Team meeting per term 				<ul style="list-style-type: none"> Release time for RP Team \$1500 per term for MP PLD Staff Meeting Time allocated 	<ul style="list-style-type: none"> RP New Schools Survey. Wellbeing @ School survey.
	Ongoing Mana Potential Training (Angeline MacDonald) <ul style="list-style-type: none"> 1 staff meeting per term Build resource bank to help us understand Ngā Atua (refresher with Angeline?) ongoing induction with new students to keep the stories current. Combine with RP training where possible to highlight the connections 					
	Build our own Relational Practices framework <ul style="list-style-type: none"> Use research/scaffolds from RP and align with MP approaches/philosophies to support behaviour modification systems. Include new framework through induction programmes for students and staff Educate families on new approaches as they are implemented (Term 2 & 4?) 					



Ngākōroa School Annual Planning - 2024



Kaitiakitanga Protectors of Taonga - Action Plan 2024

Strategic Goal: School and community are empowered to look after (protect) the things that make us who we are.

Key Outcomes (Priorities for 2023)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures
Strengthen community partnerships and engagement.	<p>Community Partnerships: new leader designated oversight</p> <ul style="list-style-type: none"> - WHONS Community/whanau social events (1 per term) - Cultural celebrations with diverse groups with whānau involvement - Community Gardens [seasonal planting days] 				<ul style="list-style-type: none"> ● Leader - IMU + release time ● Centrally funded PLD hours with Cognition Education ● Cost of Marae visit (Transport, food koha) ● PLD Payment Monique - workshop ● Staff hui time. ● Staff time after hours 	<ul style="list-style-type: none"> ● Members of the community are working with/using our students and the gardens. ● Increase in school-based cultural events that whānau contribute to (from 1 in 2023) ● End of year Whānau survey demonstrates that Whānau understand Ngākōroa learning approaches and pedagogies
	<p>Iwi Partnerships School Visit to Marae Treaty of Waitangi staff workshop with RBL lens (Ange Moko)</p> <p>Te Ara Mātuaranga o Ngāti Tamaoho Poutama 1- visual display; student telling of our cultural narrative.</p>	<p>Te Ara Mātuaranga o Ngāti Tamaoho Treaty Waitangi Ngāti Tamaoho staff workshop co-lead with Monique & Ange Self Review of TAMo NT on Poutama 2 Identify next steps.</p>				
		<p>Learning Partnership Learning at Ngākōroa 'open home' - with curriculum focus/MP</p>				
Build self care, self awareness, and personal responsibility strategies within our young people.	<p>Health Curriculum Focus in T&L</p> <ul style="list-style-type: none"> - Planning emphasis for Health Curriculum & Self Management (Key comp) in learning activities Demonstrating high expectations for students responsibility & self awareness, through schoolwide and hāpori norms & routines - Strengthen & practice school values: I am / I can make statements. 				<ul style="list-style-type: none"> ● \$1500 per term for MP PLD ● PLD time with RP facilitator (Leanne) and MP (Angeline) - Staff Hui - Lead Team (TL release time) - TOD 25th Feb 	<p>Akonga are using the mana potential framework to self regulate.</p> <p>Kaimahi are confident in facilitating restorative conversations (RP survey Leanne)</p> <p>Mid year "Me and my school" survey results indicate that:</p> <ul style="list-style-type: none"> ● School tikanga and hāpori kawa are used by students to demonstrate responsibility for self. ● Mana Potential is being applied with consistency
	<p>Relational Practice (Mana Potential & Restorative Practice)</p> <ul style="list-style-type: none"> - Teachers and students use resources to enhance understanding of how Atua can be used as a tool for self reflection & regulation (MP) - Develop & strengthen systems to apply Mana Potential in ways that build self awareness, regulation & responsibility; e.g restorative conversations with ākonga, whānau, agencies, IEPs, IBPS. - Equipping kaimahi to facilitate restorative conversations (RP) - Equipping kaimahi with tools to self regulate and manage stressful situations (Shirley- Stress Management) 					