



Values: PRIDE – **P**ersonal Best | *Whaia te iti kahurangi*, **R**espect | *Kia ngākau whakaute*, **I**ntegrity | *Kia ngākau pono*, **D**etermination | *Kia kaha, kia māia, kia manawanui*, **E**njoyment | *Whaia ngā mahi a te rēhia*

Goals	Strategies/Initiatives	What we expect to see
1. Teaching & Learning <i>Our teaching & curriculum provides flexible, rich, relevant & unique learning pathways for all</i>	<input type="checkbox"/> Engage, review & refresh our local Curriculum & Te Mātaiaho <input type="checkbox"/> Enhance staff capabilities through targeted assessment & curriculum professional development	<i>Well-rounded, positive individuals have a sense of place and skills to move confidently into the future</i>
2. Hauora <i>Enhance resilience & well-being practices through our environment</i>	<input type="checkbox"/> Implement Positive Behaviour for Learning – School-wide <input type="checkbox"/> Develop & implement a School Property Plan	<i>An environment that supports us being connected, resilient, proud of & confident in who we are</i>
3. Cultural connections <i>Diversity, inclusion & community connections are reinvigorated & valued</i>	<input type="checkbox"/> Expand & evidence culturally responsive practices across the school <input type="checkbox"/> Develop and implement a community engagement plan	<i>Connections & practices engage & support learning pathways for all</i>

Initiative	Measures	Success Outcomes
Engage, review & refresh our local Curriculum & Te Mātaiaho	Staff training rates, Observations, Survey results (children, staff, whānau) Te Mātaiaho implementation plan ie. English, Maths and Statistics implemented in schools from the beginning of 2025 Use of relevant and consistent schoolwide assessment systems	Local curriculum evident in planning and teaching programmes A project-based inquiry approach is used confidently Teachers will develop indepth knowledge of Te Mātaiaho as a basis for quality teaching, learning and relevant assessment systems Common Practice Model being used across the school to drive high-quality teaching and learning
Enhance staff capabilities through targeted assessment & curriculum professional development	Professional Growth Cycle Participation in within and across school moderation	PGC goals reflect schoolwide focus Confidence with OTJs
Implement Positive Behaviour for Learning – School-wide	Behaviour data, staff training rates, observations, embedding frequency – surveys (children, staff) daily, weekly	We are confident & consistent with PB4L-SW practices and systems
Develop & implement a School Property Plan	Survey results (children, staff, board, whānau & wider community)	Physical spaces reflect & support learning
Expand & evidence culturally responsive practices across the school	Evidence of Te Reo being used in class (eg. through such things as observations, self self-reflection).	Students / Whānau have a sense of belonging and are active in the school community Te Reo used more confidently by kaiako We have a developing relationship with mana whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum Representation of different cultures visible and celebrated in the school
Develop and implement a community engagement plan	Survey results (children, staff, board, whānau & wider community)	The community is regularly and effectively consulted

Appendix #1

How did we create this plan?

We created this plan in consultation with the students, staff and whānau. The Board consulted the community: via a Community Survey in Term 4, 2023; a face-to-face survey at our 2024 NE whānau meeting Nov 2023; from staff visioning and discussion across Term 3-4. Key themes emerged that related to our Piritahi Kahui Ako workstreams. Achievement data, which is regularly analysed and presented to the Board throughout the year, was also considered. From our consultation, it was determined that our goals reflect the aspirations of our community. We prioritised our goals according to community feedback and identified the needs of the school through analysis of assessment data.

Goal	Links to Education Requirments
#1	NELP Priority 2,4,6, Te Mātaiaho and the Common Practice Model, Te Mātaiaho Implementation supports pack, The Literacy and Communication and Maths Strategy, Piritahi Kahui Ako Framework
#2	NELP Priorities 1,2,4, Attendance and Engagement Strategy, Wellbeing in Education Strategy, The New Zealand Child and Wellbeing Strategy, Ngā Kawatau, Piritahi Kahui Ako Framework
#3	NELP Priority 1,2,3,5, Ka Hikitia – Ka Hāpaitia Tau Mai te Reo , Niho Taniwha, Piritahi Kahui Ako Framework

Appendix #2

Strategies for identifying and catering to students whose needs have not yet been well met

A Fairhall School we use our Student Management System Edge SMS, to monitor progress over time. We identify children who are working below the expected level, using the Piritahi Kahui Ako Aspirational Levels. This identification is done using the whole school and team moderation of results. Trends are identified and cohorts are monitored and targeted as needed.

Appendix #3

How are we giving effect to Te Tiriti o Waitangi?

Using **Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu** – Our Iwi Aspirations as a taonga and referring to it and using it to help guide us during decision making and planning. **Strategic planning goals and resourcing (4 Management Units)** are based on Teaching & Learning, Hauora & Cultural Connections. **Data and reporting analysis** includes a breakdown of all learners based on ethnicity to ensure equitable outcomes for Māori learners vs the whole. We are an active part of the **Piritahi Kahui Ako** which has a framework based around **Ka Hikitia domains, equity, excellent, belonging, Hauora and Mauri Ora. Kapa Haka opportunities** for our whole kura along with **Te Reo** opportunities for students with our Kuia. We have a **representation of Māori on our Board**. We actively **engage our whānau** with Kanohi ki te Kanohi, Matariki, Hāngi, Whānau Hui. Board attendance at a **Regional Hui** with a focus on Ka Hikitia facilitated by our Kahui Ako through Poutama Pounamu.