



Strategic Plan 2024-2025

Annual Plan 2024



**Our Current Roll – 2023:**

Yr 0	25	Yr 3	45	Yr 5	50
Yr 1	31	Yr 4	41	Yr 6	48
Yr 2	28				

Our Population:

NZ European	212	Other:	12
NZ Māori	36		
Pasifika	8		

We connect to the following whakataukī:

Nau te rourou, naku te rourou, ka ora te iwi

(With your food basket and my food basket, then everyone will be fed)

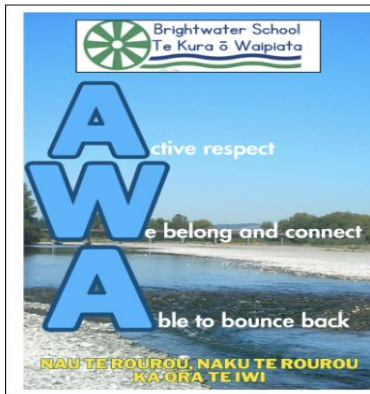
This means for our school that we all must bring our shared knowledge and understandings together to ensure the success of everyone in our Kura.

Our Values:**RESPECT****BELONG****CONNECT****RESILIENT****Our Learner Capabilities****WONDER****THINK****REFLECT****CELEBRATE****Who We Are:**

At Brightwater School we take great pride in creating a learning environment where all children are valued and given the opportunity to develop academically, socially and physically in a safe and caring manner.

All school programmes and activities are aimed at meeting the needs of all children, giving them the opportunity to extend their learning and to provide them with a wide range of educational experiences both at school and in the wider community.

Brightwater School has a supportive Board of Trustees, an active Parent Liaison Group and enthusiastic, professional and dedicated staff. We look forward to working with you in our unique environment. The school's values and attitudes strongly promote a positive culture. Students achieve well across the curriculum. Positive relationships enhance learning and teaching. Students' learning is greatly supported by the range of stimulating experiences they have in the classroom and in the community.



Summary of Information from the Community Survey

Educational Excellence: Participants emphasised the importance of literacy and maths learning. Further communication of where students are at academically.

Inclusive Education: Participants emphasised the importance of supporting students with diverse needs. More opportunity for outings into the community and further parent involvement in activities / afternoons.

Facilities and Infrastructure: Participants in the survey identified the shadehouse as an area to develop / improve.

Well-being: Participants highlighted the importance of relationships with teachers, friendships and confidence as important for well-being. Further leadership opportunities for senior students has been identified. Our student voice highlights issues with student culture.

Cultural and Language Diversity: Participants highlighted our kapa haka facilitators as being significant. Our Māori whanau express a wish for physical features within our environment as being important. Continuing the journey with use of te reo within everyday context is important.

Other comments

Great school, great teachers.
Good job, thank you.

Vision and Values Review and Alignment

School Values

RESPECT

Inclusive

Accepting of others

Diversity

Culture

Relationships –
knowing our learners

PB4L – mana
enhancing

Environment

CONNECT

Differentiation of
learning

Love of Learning

Going out into
community

Utilise community
within the school

Engaging, integrated
curriculum

Student leadership /
mentoring

Communication

BELONG

PB4L – consistency,
mana enhancing

Knowing our learners

Relationships

Physical Environment

Community
Involvement

Communication

RESILIENT

Confidence

High expectations

Relationships

Leadership
opportunities

Risk taking

Well-being

Emotional Resilience

Ka Hikitia - Ka Hāpaitia

What is it?

Ka Hikitia is a plan that involves multiple agencies in the education sector in New Zealand.

The agencies participating in this plan are the Ministry of Education, Te Aho o Te Kura Pounamu, Education New Zealand, Education Review Office, New Zealand Qualifications Authority, The Teaching Council of Aotearoa New Zealand, Tertiary Education Commission, and New Zealand School Trustees Association.

The education sector in this context refers to all early learning, schooling, and tertiary education provided in the country.

The main purpose of Ka Hikitia is to outline how these agencies will collaborate with education services to bring about significant improvements in the education system. It specifically focuses on supporting Māori learners and their whānau (family), hapū (descent group), and iwi (tribe) to achieve better and more equitable educational outcomes.

Ka Hikitia serves as an overall framework guiding the actions and initiatives that will be implemented to achieve these goals.

The framework has five main areas of focus; these focus areas come from listening to the experiences and feedback of Māori families, hapū, iwi, and individuals over a long period of time. They are also supported by evidence about the best approaches for Māori learners and their families.

Framework Objectives of Ka Hikitia

Te Whānau

- Education provision responds to learners within the context of their whānau.
- We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.
- We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

Te Tangata

- Māori are free from racism, discrimination and stigma in education.
- Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate so that Māori learners and their whānau have a strong sense of belonging.

Te Kanorautanga

- Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.
- Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcome

Te Tuakiritanga

- Identity, language and culture matter for Māori learners.
- Our education services will support the growth and development of the Māori language.
- We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

Te Rangatiratanga

- Māori exercise their authority and agency in education.
- Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.
- We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide

How does it apply?

Ka Hikitia encourages educators to start by understanding their own identity, language, and culture and how these aspects influence their teaching methods. By doing this, they can then better grasp how their students' identities, languages, and cultures also impact their learning experiences. The strategy urges educators to collaborate with students, families, communities, and other stakeholders to incorporate Māori identity, language, and culture into the classroom.

Where can I go for more information?

[Ka Hikitia Supporting resources for schools](#)

[Ka Hikitia - Ka Hāpaitia](#)

[Conversation Education, Māori education](#)

[Measurable Gains Framework](#)

Title: Ka Hikitia - Ka Hāpaitia

Website: New Zealand Ministry of Education

URL: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/>

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NELPS/Ka Hikitia - Mapping

How do your strategic goals action the NELPS through the lens of the outcome domains for Ka Hikitia?

Strategic Goals		Ka Hikitia		Objective One: Learners at the Centre		Objective Two: Barrier Free Access		Objective Three: Quality Teaching and Leadership		Objective Four: Future of Learning & Work
				Priority one	Priority two	Priority Three	Priority Four	Priority five	Priority Six	Priority Seven
				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.	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.	Meaningfully incorporate to neo Māori and ākonga Māori into the everyday life of the place of learning.	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.
1. To develop and implement the Refreshed NZ Curriculum in Literacy and Communication and Mathematics in order to raise student progress and achievement levels for all ākonga.	Te Whānau	<ul style="list-style-type: none"> Education provision responds to learners within the context of their whānau. We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services. We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to. 	Goal 2,3	Goal 1,2,3	Goal 1,2,3	Goal 1	Goal 3	Goal 1,2,3	Goal 1,3	
	Te Tangata	<ul style="list-style-type: none"> Māori are free from racism, discrimination and stigma in education. Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate so that Māori learners and their whānau have a strong sense of belonging. 	Goal 1,3	Goal 3	Goal 2,3	Goal 1	Goal 3	Goal 1,3	Goal 1,2,3	
	Te Kānautanga	<ul style="list-style-type: none"> Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcome. 	Goal 1,3	Goal 1,3	Goal 2,3	Goal 1	Goal 3	Goal 1,3	Goal 1,3	
	Te Tuakiritanga	<ul style="list-style-type: none"> Identity, language and culture matter for Māori learners. Our education services will support the growth and development of the Māori language. We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world. 	Goal 3	Goal 3	Goal 1,2,3	Goal 1	Goal 3	Goal 1,3	Goal 3	
	Te Rangaitiratanga	<ul style="list-style-type: none"> Māori exercise their authority and agency in education. Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system. We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide. 	Goal 2	Goal 1,3	Goal 3	Goal 1	Goal 3	Goal 1,3	Goal 1,2,3	
2. To enhance well-being and engagement for all ākonga to ensure educational success										
3. To ensure culturally responsive practices and pedagogies give effect to the principles of Te Tiriti O Waitangi and ensure a sense of belonging and connection to our community for all ākonga.										



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National Education & Learning Priorities: Self-Review Tool

Use the indicators of 'what good looks like' designed by the Ministry of Education to guide this conversation.



Objectives

<p>Learners at the centre: Learners with their whānau are at the centre of education.</p>	<p>Barrier-free access: Great education opportunities and outcomes are within reach for every learner.</p>	<p>Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whānau.</p>	<p>Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>
<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>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>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>

This content has been sourced from the Statement of National Education and Learning Priorities: NELP as issued under the Education and Training Act 2020.

What do we need to work on?

<p>Relationships with ākonga Assessment for learning pedagogies</p>	<p>Ensure we know our learners and their culture and background Assessment for learning pedagogies Teach Māori as Māori Programmes to meet diverse need</p>	<p>Relationships with whanau Engagement</p>	<p>Local Curriculum Relevance Authenticity Relationships with community Pathways / Transition</p>
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Your paragraph text

Your paragraph text

What could this look like?

<p>Get to know our individual learners High expectations Differentiation Scaffolding Explicit teaching Leadership opportunities</p>	<p>Differentiation of curriculum Explicit teaching Support for diversity - TA, mentor, counselling, physical activity PB4L - Tier 2 Play based learning across the school STEAM Environmental Education</p>	<p>Assessment for learning - explicit teaching, scaffold, feedback, differentiation High expectations Fun Structured literacy practices across the school</p>	<p>Trips to river - connection Trips into local community Community into school Values and capabilities PB4L Sustainability practices</p>
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Strategic Goal (9a):

To develop and implement the Refreshed NZ Curriculum in Literacy and Communication and Mathematics in order to raise student progress and achievement levels for all akonga - A flexible, fit for purpose school curriculum that makes learning purposeful

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Maths Data Maths pathway
Literacy Data Structured Literacy / BSLA
Wellbeing@ School data

Annual Targets (9a):

Informed by the strategic actions

Annual Target One

To use assessment for learning pedagogies including differentiation, scaffolding and feedback to raise achievement and engagement for all akonga

*Students will be engaged in literacy and maths learning
Students will be able to talk about their learning and next steps
Students will have a voice in their learning pathway
Students will show improved progress and attainment in literacy and maths
Kaiko will demonstrate an understanding of assessment for learning pedagogies*

Annual Target Two

**Implement the Brightwater School curriculum plan in mathematics
Develop curriculum pathway in Literacy and Communication**

*Teachers will be using Brightwater School curriculum plan in maths to plan and assess student learning using effective assessment for learning pedagogies
Student learning will reflect the curriculum pathway in maths
Students assessment will show next steps in learning as identified through our curriculum pathway*

Success (9d):

What we expect to see at the end of the year

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

All curriculum areas will be developed with a mataranga māori lens. The whakapapa of Te Mātaiaho will provide the foundation for learning. Mana ōrite (equal status) will underpin the foundation of our school curriculum. A school curriculum that reflects the aspirations of our Māori community.

Detail the considerations within the annual actions:**Inclusivity:**

*Teaching and learning
Strategies/programmes
Resources*

Addressing needs not met

*Year 5 cohort
Engagement
PB4L practices
Special Education needs
Diverse learners*

Collaboration/Partnerships

*Community organisations
Educational experts
Local resources/partnerships
Whanau / iwi*

Professional Development

*Refreshed Curriculum
Assessment for Learning pedagogies
PB4L*

Strategic Goal (9a):

To enhance well-being and engagement for all akonga to ensure educational success

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Priority student data Well-being@School data
PB4L data Health Consultation School-wide achievement data

Annual Targets (9a):

Informed by the strategic actions

Annual Target One

Implementation of Tier 2 Positive Behaviour For Learning pedagogies
Continue to enhance Tier 1 PB4L initiatives

Annual Target Two

Implement whole school physical education and health plan to incorporate daily skills, physical education sessions and food and nutrition teaching and learning

Success (9d):

What we expect to see at the end of the year

*Akonga will demonstrate a clear understanding of behaviour expectations across the school.
Akonga will be able to articulate our values and self-reflect on actions in relation to our values pathway.
Kaiako will demonstrate consistency of expectations and provide opportunities for regular, specific and positive feedback in relation to behavioural goals.*

*Akonga will be involved in specific daily physical education skills and activities.
Akonga will be able to identify healthy food options and the on-going benefits to health and well-being for themselves and whanau
Akonga will demonstrate increased engagement in learning, resulting in improved progress and attainment.*

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world. Educational provision responds to learners within the context of their whanau. Support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations.

Detail the considerations within the annual actions (9f):**Inclusivity:**

*Teaching and learning
Strategies/programmes
Resources*

Addressing needs not met

*Engagement
PB4L practices
Special Education needs
Diverse learners*

Collaboration/Partnerships

*Community organisations - eg Sport Tasman
Educational experts
Local resources/partnerships
Whanau / iwi*

Professional Development

*Refreshed Curriculum
Assessment for Learning pedagogies
PB4L
Sport Tasman*

Strategic Goal (9a):

To ensure culturally responsive practices and pedagogies give effect to the principles of Te Tiriti O Waitangi and ensure a sense of belonging and connection to our community for all akonga

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Wellbeing@School survey PB4L data Achievement data - Māori students

Annual Targets (9a):

Informed by the strategic actions

Annual Target One

Continue to focus on local stories and use of te reo, incorporated into classroom routine and units of learning, accessing the local community

*Students and staff use te reo within and across their school day.
Students and staff can share their mihi confidently and with understanding
Students have a knowledge and understanding of local community and sites of significance, sharing local stories.*

Annual Target Two

Enhance our school environment to reflect tikanga and te ao Māori

*Our school environment will reflect connection to local stories and sites of significance.
Evidence of tikanga and te ao Māori will be visible around Brightwater School.
Our school values and learner capabilities will be represented around Brightwater School through signage, pou, murals and / or carvings*

Success (9d):

What we expect to see at the end of the year

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate so that Māori learners and their whānau have a strong sense of belonging. Identity, language and culture matter for Māori learners. Support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

Detail the considerations within the annual actions (9f):**Inclusivity:**

*Teaching and learning
Strategies/programmes
Resources*

Addressing needs not met

*Engagement
PB4L practices
Māori Learners / Whanau
Diverse learners*

Collaboration/Partnerships

*Community organisations
Educational experts
Local resources/partnerships
Whanau / iwi*

Professional Development

*Refreshed Curriculum - ANZH
Assessment for Learning pedagogies
PB4L
Ka Hikitia*

Strategic Goal:	To develop and implement the Refreshed NZ Curriculum in Literacy and Communication and Mathematics in order to raise student progress and achievement levels for all akonga - A flexible, fit for purpose school curriculum that makes learning purposeful		
Annual Target/s	90% of ākonga will be achieving within or beyond the expected curriculum level in literacy and mathematics 100% of teachers will demonstrate and have an increased understanding of Assessment for Learning pedagogies 100% of teachers will be using the Brightwater School Curriculum plan in mathematics		
Starting Point	Mathematics Data - 81% Within or beyond expectation Literacy Data - 83% reading, 75% writing.	Maths pathway developed - ready for implementation 2024 PD - Common Practice Model A4L pedagogies	Priority Students - Year 5 - 54% maths, 66% reading, 44% writing

Actions: High level tangible steps to inform the annual targets	Success: What we expect to see at the end of the year / 2 years
<p>Implement the Brightwater School curriculum plan in mathematics Develop curriculum pathway in Literacy and Communication</p> <p>Staff professional learning in assessment for learning pedagogies - Grow the capacity of kaiako to deliver high level differentiation, scaffolding and feedback to raise achievement and engagement for all akonga</p>	<p>A current school curriculum that reflects the aspirations of the community and the whakapapa of Te Mātaiho. School leaders, kaiako and community who are informed, clear, and confident in engaging with Te Mātaihao Clear learning pathways embedded within the school curriculum and relevant and responsive assessment practices that are clearly outlined within the curriculum. Ākonga who are motivated to learn through a school curriculum that enables kaiako to design and facilitate learning experiences that are engaging and relevant for all. Students will show improved progress and attainment in literacy and maths Students will be able to talk about their learning and next steps in relation to the curriculum pathway in maths Students will have a voice in their learning pathway</p>

Strategies for giving effect to Te Tiriti o Waitangi:

Developing relationships with our local iwi. All curriculum areas will be developed with a mataranga māori lens, Mana ōrite (equal status) will underpin the foundation of our school curriculum. Our school curriculum will reflect the aspirations of our Māori community.
Ka Hikitia Principles: Excellent Outcomes, Belonging, Strength-based, Productive Partnerships

Link to the NELP & Relevant Strategies/curriculum	NEL Priorities: All Te Mātaihao, common practice model	Link to BOT Primary objectives	1,3,4
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Strategic Goal 1: To develop and implement the Refreshed NZ Curriculum in Literacy and Communication and Mathematics in order to raise student progress and achievement levels for all akonga - A flexible, fit for purpose school curriculum that makes learning purposeful

Action	Resources	Evidence/Measures of success	Timeframe	Personnel
<i>Implement the Brightwater School curriculum plan in mathematics</i>	Curriculum implementation supports Mathematics Strategy Common practice model Waimea Kahui Ako Pathways Initiative	Meeting minutes Staff hui planned for & implemented Planning and Assessment reflects curriculum pathway	On-going throughout 2024	Curriculum Lead SLT All kaiako
<i>Develop curriculum pathway in Literacy and Communication - Literacy Team to develop draft literacy pathway</i>	Curriculum implementation supports PLD Literacy and Communication Strategy Common Practice Model Literacy Team developed - End W5 T1 Waimea kahui Ako Pathways Initiative	Draft pathway developed reflecting current pedagogy and research Pedagogies trialled across the kura	Ongoing - throughout 2024	Curriculum Lead Literacy Team All kaiako
<i>Engage PLD provider to support leaders and kāiako engaging Assessment for learning pedagogies</i>	PLD budget / PLD Hours Release for curriculum leads Staff Hui - 1-2 per term	PLD implementation plan reviewed end of each term	Term 2-4	SLT
<i>Kaiako identify and work toward goals within professional Growth Cycle that reflect differentiation, scaffolding and feedback within classroom practice</i>	PLD budget Release for PGC conversations / mentoring Staff Hui - 1-2 per term	Kaiako goals and evidence reflect growth in use of effective pedagogies Kaiako feedback / data shows increased engagement in learning and progress / achievement	Mid - year data	SLT All kaiako PLD provider
Continue to work with Kahui Ako to develop consistent language, expectations and signposts of success in literacy and maths	PLD budget / PLD Hours Release for curriculum leads Staff Hui - 1-2 per term	Pathways created and trialled	Ongoing - throughout 2024	WST AST Curriculum leads

Strategic Goal:*To enhance well-being and engagement for āll akonga to ensure educational success***Annual Target/s**

PB4L data will show a decrease in negative behaviours in the playground
100% of teachers will demonstrate consistent behavioural expectations
100% of teachers will be using the Brightwater School Curriculum plan in mathematics

Starting Point

Well-being at School Data: Pro-social behaviours
PB4L Data: Physical Education skills lacking

*Priority Students: Year 5 - 54% maths, 66%
 reading, 44% writing*

*PB4L - Tier 1 complete***Actions:** *High level tangible steps to inform the annual targets***Success:** *What we expect to see at the end of the year / 2 years*

Implementation of Tier 2 Positive Behaviour For Learning pedagogies
Continue to enhance Tier 1 PB4L initiatives

Ākonga will demonstrate a clear understanding of behaviour expectations across the school.
Ākonga will be able to articulate our values and self-reflect on actions in relation to our values pathway.
Kaiako will demonstrate consistency of expectations and provide opportunities for regular, specific and positive feedback in relation to behavioural goals.

Implement whole school physical education and health plan to incorporate daily skills, physical education sessions, well-being activities and food and nutrition teaching and learning

Ākonga will be involved in specific daily physical education skills and activities.
Ākonga will be able to identify healthy food options and the on-going benefits to health and well-being for themselves and whānau
Ākonga will demonstrate increased engagement in learning, resulting in improved progress and attainment.

Strategies for giving effect to Te Tiriti o Waitangi:

Ka Hikitia Principles: Excellent Outcomes, Belonging, Strength-based, Productive Partnerships
Support the identity, language and culture of māori learners and their whānau to strengthen belonging, engagement and achievement
Set clear expectations to eliminate racism, discrimination, stigma in education

Link to the NELP & Relevant Strategies/curriculum

NEL Priorities: All Attendance and Engagement Strategy

Link to BOT Primary objectives

All

Strategic Goal 2: To enhance well-being and engagement for āll akonga to ensure educational success

Action	Resources	Evidence/Measures of success	Timeframe	Personnel
<i>Implement Brightwater School behavioural expectations matrix</i>	Matrix shared and discussed with all staff Matrix visible and shared with ākongā and whānau	All staff use consistent language and expectations	On-going throughout 2024	PB4L Leads SLT All kaiako Support staff
<i>Grow whānau group / points initiative</i>	Time and opportunity for whānau group activities Points system encouraged and used consistently	Student voice Teacher Voice	Ongoing - throughout 2024	PB4L Leads All kaiako
<i>Develop and implement Tier 2 PB4L pedagogies and initiatives</i>	PLD budget Release for PB4L Leads Staff Hui - 1-2 per term	Student voice PB4L data - E-tap	Ongoing - throughout 2024	PB4L Leads SLT
<i>Review PB4L data and create expectations to ensure consistent and robust information is gathered to identify patterns and trends to inform practice and initiatives</i>	PLD budget Release for PB4L Leads Staff Hui - 1-2 per term	Kaiako feedback / data shows decrease in playground incidents Data used to inform on-going mahi	Termly data gathering	SLT All kaiako PLD provider
<i>Provide leadership opportunities for senior students</i>	PB4L leads and PD PB4L budget Release for PB4L Leads Staff Hui - 1-2 per term Student leadership programmes	Student voice PB4L data	Term 1 and then ongoing - throughout 2024	PB4L leads Waimea Team teachers SLT

Strategic Goal:

To ensure culturally responsive practices and pedagogies give effect to the principles of Te Tiriti O Waitangi and ensure a sense of belonging and connection to our community for all akonga

Annual Target/s

*Students and staff use te reo in context throughout the school day.
All staff and students have a sense of belonging and connection to our kura and community and can share local stories confidently.
Tikanga and te ao Māori is evident visually around Brightwater School*

Starting Point

Māori Student Achievement:

Whanau Consultation:

Actions: High level tangible steps to inform the annual targets

Continue to implement Aotearoa New Zealand Histories Curriculum and language learning with a focus on local stories and use of te reo, incorporated into classroom routine and units of learning, accessing the local community resources

Enhance our school environment to reflect tikanga and te ao Māori - shadehouse structure, pou, signage, murals

Success: What we expect to see at the end of the year

*Students and staff use te reo within and across their school day.
Students and staff can share their mihi confidently and with understanding
Students have a knowledge and understanding of local community and sites of significance, sharing local stories.*

*Our school environment will reflect connection to local stories and sites of significance.
Evidence of tikanga and te ao Māori will be visible around Brightwater School.
Our school values and learner capabilities will be represented around Brightwater School through signage, pou, murals and / or carvings*

Strategies for giving effect to Te Tiriti o Waitangi:

*Developing relationships with our local iwi. All curriculum areas will be developed with a mataranga māori lens, Mana ōrite will underpin the foundation of our school curriculum.
Our school curriculum will reflect the aspirations of our Māori community.
Ka Hikitia Principles: Excellent Outcomes, Belonging, Strength-based, Productive Partnerships*

Link to the NELP & Relevant Strategies/curriculum

*NEL Priorities: All
Te Mātaiaho, common practice model*

Link to BOT Primary objectives

All

Strategic Goal 3: To ensure culturally responsive practices and pedagogies give effect to the principles of Te Tiriti O Waitangi and ensure a sense of belonging and connection to our community for all akonga

Action	Resources	Evidence/Measures of success	Timeframe	Personnel
<i>Continue to implement Aotearoa New Zealand Histories Curriculum and language learning with a focus on local stories / local curriculum</i>	Waimea Kahui Ako ANZH curriculum Team planning	Unit planning and assessment	On-going throughout 2024	SLT All kaiako Support staff
<i>Use of te reo, incorporated into classroom routine and units of learning</i>	Waimea Kahui Ako kapa haka initiative SLT Kapa Haka tutors	Mihi Sharing of stories Classroom learning Consistency of use Learning languages matrix	Ongoing - throughout 2024	SLT All kaiako
<i>Shadehouse development</i>	Property budget - Modernisations, 10YPP Ngati Koata	Concept Plan Shadehouse used as outdoor learning space	End 2023 / 2024	SLT Principal BOT Property manager
<i>Signage, murals, pou</i>	Property budget - Modernisations, 10YPP Designers Iwi Whanau	Visual evidence around environment	Ongoing - throughout 2024	SLT Principal BOT Property manager Iwi
Kapa Haka	Iwi education liaison Waimea Kahui Ako - kapa haka PLD AST	Involvement of all students Performances	Term 1-4	SLT