



Buckland School
Strategic and Annual
Implementation Plan

2024 - 2025

Mission Statement

Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.

Be Lifelong Learners

- Motivated and enthusiastic about learning
- Be Literate & numerate
- Be IT capable & confident
- Able to think critically & creatively
- Be an informed decision maker

Relate Well to Others

- Use communication tools effectively in a range of situations
- Accept diversities
- Be proud of own and others' achievements

Our Vision for Learning at Buckland School

Be Active Participants

- Participate in a range of social, cultural, physical and intellectual activities
- Contribute to the well-being of self, others and the environment.

Have High Self Esteem

- Be confident
- Take risks and challenge self to solve problems and adapt to new challenges.
- Be independent
- Show courage
- Strive for excellence in all areas

Strategic Plan

Vision Statement: (Refer Regulation 7 (a))

Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.

Summary of the information used to develop this plan/How did you create this plan (Refer Regulation 7 (c))

- ERO and School evaluation 2023, using the School Improvement Framework,4 identified and agreed on Te Tiriti o Waitangi and Responsive Curriculum/Planning as two areas that could be strengthened.
- Two Board Surveys for whanau one in 2022 which gained views on local curriculum and a further one in 2023 on expectations of the school and ideas for improvement provided community aspirations for the school.
- Data gathered from staff and students and whanau on strengths/needs for the future in regards to local curriculum, literacy teaching, Refreshed curriculum requirements.
- Discussions with local Ngaati Tamaoho iwi and goals of their education plan Te Ara Maatauranga o Ngaati Tamaoho.
- Data gathered on literacy levels of our students, leading to staff agreement of gaining further knowledge and use of the inclusion of a Foundational Literacy approach in our Literacy programmes.

Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>	How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)	Refer Regulations 7(g)	Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)
To continue to develop the two areas: Te Tiriti o Waitangi and Responsive Curriculum/Planning as agreed by the school and ERO in 2023. This includes increasing te ao Maori, te reo and tikanga within teaching and learning programmes across the school which is supported by professional development for teachers and a strengthening of school-wide internal	All of section 127 (1) applies: (a) every student at the school is able to attain their highest possible standard in educational achievement; and (b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990 , and the Human Rights Act 1993 ; and (iii) takes all reasonable steps to eliminate racism,	NELP Priorities 1, 2, 3, 4, 5, 6. Te Maataiaho and the Common Practice Model The Te Maataiaho Implementation support packs The Literacy and Communication and Maths Strategy. Attendance and Engagement Strategy Wellbeing in Education Strategy	The school will be giving effect to Te Tiriti o Waitangi Aakonga and whanau will have a strong sense of belonging and see their identity, language and culture exhibited in the school. All our aakonga will have high self-esteem and feel valued and positive about their learning. There will be positive reciprocal relationships between home and school where all feel able to approach each other.	The school will align itself with the goals of the Ngaati Tamaoho strategic plan. The school will continue to strengthen positive reciprocal relationships with Ngaati Tamaoho and whanau and will be supported. Teachers/Support Staff will attend Professional Development opportunities with the Kaahui Ako and Ngaati Tamaoho. Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi.	Target group of students will be identified and monitored and shifts in attendance, engagement, involvement, academic and social areas will be measured. Staff and aakonga survey on how well our school values are being exhibited will be undertaken. A NZCER Well-Being survey will be used for older students and results analysed. Records will be kept by teachers of whanau engagement in school events and learning opportunities.

<p>evaluation processes to identify what is working for which groups of students and plan accordingly.</p>	<p>stigma, bullying, and any other forms of discrimination within the school; and (c) the school is inclusive of, and caters for, students with differing needs; and (d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by— (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.</p> <p>Section 164 Teaching and Learning Programmes</p> <p>Section 165 Monitoring of and reporting on student performance.</p>	<p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia – Ka Hapaitia</p> <p>Tau Mai te Reo The Action Plan for Pacific Education 2020 – 2030</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi.</p>	<p>Whanau are involved in supporting their children’s well-being leading to positive academic gains.</p> <p>The school will be providing an increasing amount of te ao Maori, te reo and tikanga for learners/aakonga.</p> <p>Teacher knowledge of the history of the local area and its people and stories, has increased and they are confident to teach the Aotearoa NZ Histories curriculum strand.</p>	<p>A schoolwide te reo plan will be implemented.</p> <p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for students.</p> <p>Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maori, te reo and tikanga.</p>	<p>Tracking of teacher growth and change in practice through surveys, discussions, observations of practice.</p> <p>Analysis of schoolwide data of te reo programmes and cultural events.</p> <p>Annual whanau feedback carried out by leadership team/Board to measure satisfaction with implementation of programmes, events, etc.</p>
<p>To build and consolidate teacher pedagogical content knowledge through professional development of a Foundational Literacy Skills approach, to accelerate the reading and writing progress of all our learners/aakonga.</p>	<p>All of section 127 (1) applies but particularly: (a) every student at the school is able to attain their highest possible standard in educational achievement; (b) the school is inclusive of, and caters for, students with differing needs.</p>	<p>NELP Priorities 1, 2, 3, 4, 6.</p> <p>Te Maataiaho and the Common Practice Model</p> <p>The Te Maataiaho Implementation support packs</p> <p>The Literacy and Communication and Maths Strategy.</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy & NZ Child and Wellbeing Strategy</p>	<p>Internal evaluation processes have been strengthened. Improved outcomes in Reading and Writing for all students, particularly Maori, Pacifica students and students with Additional Needs.</p> <p>Literacy programmes use elements of a Foundational Literacy Skills approach alongside other successful approaches to enhance learning.</p> <p>Teachers knowledgeable of and confident to use the Foundational literacy skills approach, and teaching and assessment resources.</p> <p>Whanau knowledge of the teaching of literacy is enhanced and supportive of school efforts.</p>	<p>We will identify individuals and groups of students who need to be targeted particularly Maori and Pacifica, additional needs students who are not achieving or progressing to expectation levels.</p> <p>We will work with an external facilitator to build pedagogical content knowledge of Foundational literacy skills.</p> <p>We will engage in professional development opportunities from our Kaahui Ako workstreams.</p> <p>We will use within school and across school teachers, and internal expertise of colleagues to support classroom practice.</p>	<p>Assessment and internal evaluative processes to identify what is working for which groups of students in Literacy and to plan accordingly.</p> <p>Ongoing and regular aakonga learning and progress achievement data analysis with respect to our literacy programmes (in particular 6 year net results.)</p> <p>Tracking of teacher growth and change in practice through surveys, discussions, observations of practice.</p>

<p>To provide aakonga with a robust, relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.</p>	<p>All of section 127 (1) applies::</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the <u>New Zealand Bill of Rights Act 1990</u>, and the <u>Human Rights Act 1993</u>; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i) working to ensure that its plans, policies, and local</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6. Te Maataiaho and the Common Practice Model</p> <p>The Te Maataiaho Implementation support packs</p> <p>The Literacy and Communication and Maths Strategy.</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia – Ka Hapaitia</p> <p>Tau Mai te Reo The Action Plan for Pacific Education 2020 – 2030</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi.</p>	<p>Our local school curriculum actively reflects our communities’ and local tangata whenua priorities for their tamariki as well as curriculum changes indicated in Te Maataiaho.</p> <p>School leaders, Kaiako, whanau and aakonga are excited and engaged with our local school curriculum.</p> <p>Our local curriculum will be published on our website and available to our whanau.</p> <p>Kaiako are clear and confident on the learning that matters within our local school curriculum and accesses and utilises it easily with aakonga.</p> <p>We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum.</p>	<p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with mana whenua, whanau and tangata whenua.</p> <p>We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community.</p> <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p> <p>We will engage in ongoing local Kaahui Ako professional development opportunities and workstreams about Te Maataiaho for school leaders and Kaiako.</p> <p>We will use the progressions model and ‘Understand, Know and Do’ elements in the design of our existing learning programmes.</p>	<p>Annual tracking of our local school curriculum development and implementation plan against the Te Maataiaho implementation guidance.</p> <p>Annual aakonga, Kaiako and whanau feedback methods to measure engagement and understanding of our local school curriculum.</p> <p>Annual aakonga learning and progress achievement data analysis with respect to our local school curriculum.</p> <p>Annual Kaiako learning and progress data analysis with respect to our local school curriculum.</p> <p>Annual aakonga and whanau feedback to measure satisfaction with reporting.</p> <p>Annual aakonga wellbeing and belonging measures.</p>
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	<p>curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>					
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ANNUAL IMPLEMENTATION PLAN

Summary of the plan

Our Strategic goals relate to our Improvement Framework goals, the new direction of New Zealand education, the Refreshed Curriculum and the continuing journey we are on to have positive and reciprocal relationships with our school community, whanau, mana whenua and tangata whenua.

Where we are currently at:

[Regulation 9\(1\)\(e\)](#)

In 2023 the school worked with ERO, using the School Improvement Framework, and identified two areas that it agreed to develop further: Te Tiriti o Waitangi and Responsive Curriculum/Planning. This work began and progress was made in a number of areas where the school provided additional opportunities for students, whanau and staff to develop and value a responsive curriculum. There was a focus throughout the school on implementing the Aotearoa, New Zealand History strand. Planning and classroom programmes were enthusiastically delivered by teaching staff and students were responsive to new learning. Evaluation of the school plan by the teaching staff took place with adaptations made to the plan for 2024.

Staff undertook a range of Professional Learning Development opportunities including working with a PLD provider on Maori History, visits to significant sites, Te Tiriti o Waitangi. The school were well represented at our local Kaahui Ako workstreams.

During 2023 our Local Curriculum document was finalized and communicated to our school community.

During 2023 we began working on the new directions by the Government and Ministry of Education and the work on refreshing our New Zealand Curriculum by being involved in initial discussions and presentations by Ministry personnel. As a staff we began looking into the two initial draft documents: literacy and mathematics. Goals within this strategic plan continues this work ensuring our Local Curriculum reflect current trends and initiatives.

How will our targets and actions give effect to Te Tiriti o Waitangi:

[Regulation 9\(1\)\(g\)](#)

Our targets and actions give effect to Te Tiriti o Waitangi by abiding by the principles of Te Tiriti o Waitangi: reciprocity, active protection, partnership, equity, equal treatment, and being responsive to the needs of our community, mana whenua and tangata whenua.

How plan includes the teaching and learning strategies and programmes to support students to progress and achieve:

[Regulation 9\(1\)\(f\)](#)

This school plan includes teaching and learning strategies and programmes that will support students to progress and achieve across the curriculum but in particular in the literacy area and in building te reo and tikanga in the school.

Strategic Goal 1

To continue to develop the two areas: Te Tiriti o Waitangi and Responsive Curriculum/Planning as agreed by the school and ERO in 2023. This includes increasing te ao Maori, te reo and tikanga within teaching and learning programmes across the school which is supported by professional development for teachers and a strengthening of school-wide internal evaluation processes to identify what is working for which groups of students and plan accordingly.

Regulation 9(1)(a)

Annual Target/Goal:

Our Curriculum and Planning will show an increase in building knowledge of te ao Maori, te reo and tikanga that will be responsive to our students and to the Principles of the Te Tiriti o Waitangi.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

- Kaiako have a growing understanding of the Principles of Te Tiriti o Waitangi.
- Kaiako will continue to develop their knowledge and confidence in cultural capability and the teaching of tea o Maori, te reo and tikanga.
- Aakonga will have experienced new learning opportunities and be increasingly knowledgeable of te ao Maori and tikanga.
- Aakonga will be using te reo with more confidence and frequency.
- School-wide internal evaluation processes will be strengthened.

Regulation 9(1)(d)

<p>Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>
<p>The school will align itself with the goals of the Ngaati Tamaoho strategic plan.</p> <p>The school will develop a positive reciprocal relationship with Ngaati Tamaoho and whanau and will be supported.</p> <p>Teachers/Support Staff will attend Professional Development opportunities with the Kaahui Ako and Ngaati Tamaoho.</p> <p>Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi.</p> <p>A schoolwide te reo plan will be implemented.</p>	<p>Board Principal Staff</p> <p>All Staff members Ngaati Tamaoho personnel Whanau</p> <p>Teachers involved in Localized Curriculum Kaahui Ako Workstream</p> <p>All Staff</p> <p>All teaching staff</p> <p>SLT Leadership team</p>	<p>Ngaati Tamaoho Strategic Plan</p> <p>Release for work with Ngaati Tamaoho personnel Planning for Staff meetings</p> <p>Funding for Ngaati Tamaoho personnel to be involved in the school</p> <p>Release for Workstream leaders Funding of any costs involved Planning for Team/Staff meetings</p> <p>Course costs Leytia Preston (facilitator) involvement</p> <p>Funding for any resources required.</p>	<p>2024 Strategic plan</p> <p>On-going</p> <p>Throughout 2024</p> <p>2024 On-going for new staff</p> <p>Term 1 2024</p>	<p>The school will incorporate the goals of Ngaati Tamaoho into their strategic plan and will be making progress in meeting these.</p> <p>A positive and reciprocal relationship will exist with Ngaati Tamaoho that helps with the development of the school and values the support, input and efforts of both groups.</p> <p>Staff will be responsive to professional development and gain understanding and skills to support students better through their involvement in professional development.</p> <p>Te Tiriti o Waitangi professional development opportunities will recorded.</p> <p>All classes will be following the Te Reo plan.</p> <p>All students will have met the requirements of Level 1 with older children working towards Level 2</p> <p>Te Reo will be spoken more frequently throughout the school.</p>

<p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for students.</p> <p>Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maori, te reo and tikanga.</p>	<p>ERO All Staff</p> <p>All Staff SLT Team members</p>	<p>Release for observations, moderation, assessment</p> <p>Costs involved in the running of events.</p>	<p>On-going</p> <p>On-going 2024</p>	<p>Assessment of the use of Te Reo and tikanga will take place. On-going evaluation of classroom programmes and schoolwide practices will be evident and recorded.</p> <p>Students and whanau will experience a range of cultural activities, e.g. marae visit, powhiri, visits to sites of local significance.</p>
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<p>Strategic Goal 2 To build and consolidate teacher pedagogical content knowledge through professional development of a Foundational literacy Skills approach, to accelerate the reading and writing progress of all our learners/aakonga. Regulation 9(1)(a)</p>																								
<p>Annual Target/Goal: The teaching of Literacy programmes will be using a balanced approach including the teaching of foundational literacy skills. Regulation 9(1)(a)</p>																								
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> • Kaiako have a growing understanding of the Foundational Literacy skills and will be using new resources in classroom programmes to enhance literacy development of students. • Aakonga will be making steady progress in literacy and will be meeting progressions at their level. • School-wide internal evaluation processes will be strengthened. <p>Regulation 9(1)(d)</p>																								
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<p>Through observation and modelling of within school and across school teachers, and colleagues with expertise we will support classroom practice, use of the progressions and 'Understand, Know, Do of the Refreshed Curriculum.</p>	<p>Literacy Lead Teachers Reading Recovery teacher ELS teachers</p>	<p>Assessment resources Funding of Teacher Aides Meeting allocation</p>	<p>Throughout the year</p>	<p>Planning will include the progressions and 'Understand, Know, Do' of the Refreshed curriculum. Teaching staff will be open to and involved in modelling and observation. They will participate in discussions to improve teaching practice and support colleagues – Professional Growth cycle. New MOE literacy resources and Assessment resources will be updated and being used effectively to support programmes of learning for individuals and groups.</p>
<p>We will provide a range of specific programmes to support students who are not making the desired progress.</p>	<p>Reading Recovery teacher Classroom teachers SENCO Teacher Aides RTLb/RTLit</p>		<p>Throughout the year</p>	<p>Students will have access to programmes that will support their Literacy learning and will be making steady progress. Resources will be allocated to support individuals and groups of students – ESL/RR/Teacher Aides/On-line programmes e.g. Agility with Sound, etc RTLb/RTLit/LSC/MOE will be involved with our students where necessary.</p>
<p>We will provide opportunities for parents and whanau to learn about what we are doing at school to support their children's learning in literacy at home.</p>	<p>Junior Teachers Reading Recovery Teacher Classroom teachers SLT</p>		<p>Term 1 Term 3</p>	<p>Literacy sessions for parents have been held. Three-way conferences/visits to classroom. Individual meetings with parents. Sharing of student learning – Class DoJo, emails, newsletters etc. Parents/whanau will feel empowered to share their knowledge and expectations and support their children's learning.</p>

Strategic Goal 3
To provide aakonga with a robust, relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.

Regulation 9(1)(a)

Annual Target/Goal:

We will build awareness and grow understanding of Te Maataiaho with Kaiako and whanau.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

1. Kaiako have developed in-depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Maataiaho. This will include aakonga and whanau having had opportunities to engage in understanding Te Maataiaho and the changes that are happening.
2. Kaiako have a growing understanding of Te Maataiaho: Social Sciences, (in particular ANZH) Technology and Arts learning areas
3. Kaiako will have knowledge of and confidence to use 'Understand, Know, Do' within the curriculum areas.
4. Kaiako will continue to develop their knowledge and confidence in cultural capability
5. We understand our communities' priorities for their tamariki
6. We have a developing relationship with mana whenua and tangata 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 curriculum.

Regulation 9(1)(d)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with whanau and tangata whenua.	Principal/DP Lead Teachers Teaching Staff	School's Local Curriculum Document Leadership Unit Allocation PLD Budget	On-going Throughout the year	Teacher planning and implementation of programmes will reflect local curriculum documents, refreshed curriculum documents and will be responsive to the needs of aakonga. – Progress of students against progressions.
We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community.	Principal Lead Teachers	Operations Budget Staffing (FTTE) allocation Te Maataiaho Curriculum Document	On-going Throughout the year	Kaiako will have a good knowledge of the Refreshed curriculum and will be implementing this in class programmes. Our school community will be informed of the changes due to the Refreshed curriculum and the timeframes. Our reporting formats will be revised to come in-line with the new NZ education direction.

<p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p>	<p>Principal/DP All Staff</p>	<p>English Refresh Document Maths & Stats Refresh Document Common Practice Model Science, Technology & Arts Refresh Documents</p>	<p>On-going Throughout the year 4 June</p>	<p>School leaders and curriculum leaders will attend MOE PLD opportunities. All teaching staff will attend Kaahui Ako teacher only day and within school teacher only day.</p>
<p>We will engage in ongoing local Kaahui Ako professional development opportunities and workstreams about Te Maataiaho for school leaders and Kaiako.</p>	<p>Curriculum Lead Teachers Across School & Within-School Kaahui Lead Teachers Monique – Ngaati Tamaoho Educational leader</p>	<p>Literacy & Communication & Maths Strategy The Te Maataiaho Implementation support pack and on-line resources Timetabling for release/observation/modelling Assessment resources Funding of Teacher Aides Meeting allocation</p>	<p>On-going Throughout the yea</p>	<p>School leaders and curriculum leaders will attend Kaahui Ako professional development opportunities on Te Maataiaho. Leaders will share their new knowledge with the rest of the staff. We will work with the Ngaati Tamaoho Education Lead to build knowledge and skill in the delivery of our Local Curriculum.</p>
<p>We will use the progressions model and 'Understand, Know and Do' elements in the design of our existing learning programmes.</p>	<p>Teaching Staff</p>		<p>On-going Throughout the year MOE Timeframes</p>	<p>Planning documents and learning programmes will use the elements: Understand, Know and Do and the progressions. The school is prepared for full implementation of the Refreshed curriculum as directed by the Ministry of Education timeframes.</p>