

EBBETT PARK SCHOOL

STRATEGIC PLAN 2024 - 2025



TE HOROPAKI

CONTEXT

Ebbett Park School was opened in 1960 and is situated on the southern boundary of Hastings.

Ebbett Park School is situated in the suburb of Raureka. It is a contributing primary school catering for children from Years 1 – 6. It has a roll of approximately 160 children with an ethnic mix of Maori, Pacifica and European students, all of whom contribute to the overall positive culture of the school. The school draws its pupils from a range of socio and economic groups. Many of our students come from all over Hastings.

Our core values of EXCELLENCE, PRIDE & SPIRIT are embedded in our beliefs and systems. We are proud to be a PB4L school. At Ebbett Park School you will see settled classrooms with engaged learners. We have an outstanding team of teachers who work extremely hard to provide engaging learning situations for our students.

The predominately Maori community is very supportive and is involved in many aspects of school life. The school prides itself on its ability to provide positive class pupil/teacher ratios as one strategy in enhancing learning opportunities. We have an amazing Kapa Haka ropu with a focus on performance and tikanga.

We are a school that provides outstanding school-wide inclusiveness. This has been best seen through Ebbett Park School becoming the pilot school for The Van Asch Deaf Education Centre in setting up NZSL communicators for students with hearing issues. We cater for learners of diverse needs through individual curriculum and assessment.

We use our diversity and our focus on inclusion to show students the importance of using their knowledge, skills and abilities to help themselves, their whānau, their communities and society become a better place.

TE WHĀINGA TĀHUHU

VISION

*Empowering ākonga to be culturally inclusive and engaged community members of the future.
Striving to excel, standing with pride and connecting with spirit.*

TE KAUPAPA MĀTAMUA

PURPOSE

*Ebbett Park School will challenge students to excel and provide them with all they require to
be lifelong learners.*

AT EBBETT PARK SCHOOL WE...

Harness creativity for teaching and learning: *We are creative in our approaches to growing knowledge, skills and abilities in order to create confident and capable learners, citizens and human beings.*

Celebrate social and cultural diversity: *We weave together the different backgrounds and aspirations of our families to create a community that celebrates diversity. We see diversity as a key asset to learning.*

Champion inclusion: *We remove barriers to learning so that all children are welcome and can thrive through their education at school.*

Embrace neurodiversity: *We understand that each person is unique with their own gifts and strengths.*

NGĀ WHANONGA PONO

VALUES



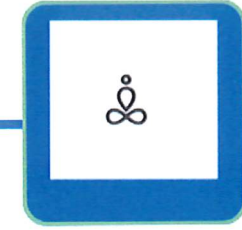
EXCELLENCE MATATAU

- Excellence in my attitude
- Excellence in my behaviour
- Excellence in my learning



PRIDE KAHA

- Pride in myself
- Pride in my relationships
- Pride on my community



SPIRIT MANA

- Spirit in my individuality
- Spirit in my relationships
- Spirit in my team work

NGĀ RAUTAKI

STRATEGIC PRIORITIES



Foster a positive and inclusive school culture through collaboration

- Te Ao Māori is acknowledged, celebrated and integrated into Learning programmes, school processes and practices.
- Increase engagement and achievement through timely and effective learning through targeted, monitored programmes.
- Develop our students' emotional-regulation skills and strategies incorporating principles of a growth mindset.

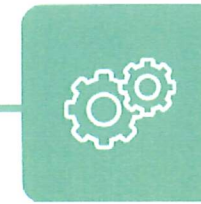
Teaching staff are culturally aware and responsive to the individual learners, their needs and who they are. As a result ākonga feel confident in who they are as learners and play an active role in their own learning, progress and achievement.



Embedding student agency (and great self-belief) through localised curriculum

- Develop a curriculum that reflects the special character of EPS and is culturally responsive and pedagogically engaging.
- Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum.
- Develop progress and achievement rubrics to evidence progress and achievement for all learners.

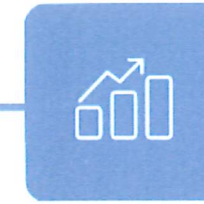
Our learners are engaged in learning and feel confident, valued and successful at school. We have equitable learning outcomes across our diverse student population and are driven to better themselves.



Growing Productive Community Partnerships

- Our school works in close partnership with whānau on all matters that affect student wellbeing and learning.
- Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through localised curriculum.
- Organise the environment (i.e; grouping students and designing tasks to develop inclusive learning communities).

Our community is invested in and take collective responsibility for the success of our kura and learners.



High Expectations for Growth and Achievement

- Design a curriculum plan that ensure consistent teaching and learning expectations.
- Teachers monitor the progress of individuals to identify learning difficulties/enrichment opportunities.
- Teachers use a range and balance of research and directed teaching methods to maximise student learning.
- Teachers identify themselves as learners and work to enhance their own practice.

Our learners develop academically, socially and emotionally towards their own full potential and feel successful and motivated to learn.

MAHERE HUARAHI

ROAD MAP

GOAL	Initatives	Term 1, 2024	Term 2, 2024	Term 3, 2024	Term 4, 2024	2025
Foster a positive and inclusive school culture through collaboration	<ul style="list-style-type: none"> Te Ao Māori is acknowledged, celebrated and integrated into Learning programmes, school processes and practices. Increase engagement and achievement through timely and effective learning through targeted, monitored programmes Develop our students' emotional-regulation skills and strategies incorporating principles of a growth mindset. 	<ul style="list-style-type: none"> School calendar identifies cultural celebrations that encompass the cultures of the school and local area. Staff participate in Te Ahu O Te Reo PD. Sound practice for teachers to track attendance. Weekly curriculum communications via 'Seesaw' regarding ākonga learning and achievement. Curriculum Programmes, lead by Curriculum leads, that supports sound practice, regular assessment, moderation and discussion and learning and achievement established. - Structured Literacy etc. School Wide PD regarding 'Pause, Breathe, Smile' and 'Trauma Informed Practice' Establish "Pause, Breathe, Smile" to equip ākonga to manage the ups and downs of life and set up for a healthy future. 				<ul style="list-style-type: none"> Two year Learning and celebration programme, school processes and practices that encompasses all cultures within the EPS community is finalised. Targeted and monitored learning programmes established 'Pause, Breathe, Smile' and 'Trauma Informed Practice' formally established and regularly used at EPS.
Embedding student agency (and great self-belief) through localised curriculum	<ul style="list-style-type: none"> Develop a curriculum that reflects the special character of EPS and is culturally responsive and pedagogically engaging. Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum. Develop progress and achievement rubrics to evidence progress and achievement for all learners. 	<ul style="list-style-type: none"> School calendar identifies cultural celebrations that encompass the cultures of the school and local area. General school practice are develop and established and demonstrate Māori tikanga Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS. Curriculum leads establish regular 'self, peer, and teacher' reflections via school wide tasks and weekly curriculum posts on Seesaw. Learners take ownership of sharing evidence against their learning goals in Seesaw Students are able to discuss their learning goals and next steps across a wide range of subjects. Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS. 				<ul style="list-style-type: none"> A curriculum that reflects the special character of EPS and is culturally responsive and pedagogically engaging is finalised Student agency is everyday practice at EPS. Progress and achievement rubrics to evidence progress and achievement for all learners finalised and ready to be used in everyday school practice.
Growing Productive Community Partnerships	<ul style="list-style-type: none"> Our school works in close partnership with whānau and outside agencies on all matters that affect student wellbeing and learning. Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through localised curriculum. Organise the environment (i.e; grouping students and designing tasks to develop inclusive learning communities. 	<ul style="list-style-type: none"> Engage with SHB HAL programme to strengthen resources, planning and delivery of Health, PE and sport Increase opportunities for learners to learn through play across all levels of the school. Active connections between all outside agencies of value to our tamariki. Curriculum leads establish regular 'self, peer, and teacher' reflections via school wide tasks and weekly curriculum posts on Seesaw. Termly 'showcasing' and 'whānau engagement events open the school to the EPS community and public. Directed teaching methods used in core curriculum areas - Structured Literacy, Reading, Writing and Math. While Student Inquiry is evident in Social Science, Science, Health and other curriculum areas. Groupings remain fluid. 				<ul style="list-style-type: none"> Close partnership with whānau and outside agencies are every day practice for ākonga wellbeing and learning. Purposeful culturally inclusive celebrations and learning beyond the classroom set through the EPS localised curriculum. Inclusive learning communities sound practice at EPS.
High Expectations for Growth and Achievement	<ul style="list-style-type: none"> Design a curriculum plan that ensure consistent teaching and learning expectations. Teachers monitor the progress of individuals to identify learning difficulties/enrichment opportunities. Teachers use a range and balance of research and directed teaching methods to maximise student learning. Teachers identify themselves as learners and work to enhance their own practice. 	<ul style="list-style-type: none"> Kaiako learn and familiarise themselves with curriculum refresh documents. Develop EPS curriculum (localised) that to support learning and achievement across the school. Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS. Weekly curriculum communications via 'Seesaw' regarding ākonga learning and achievement. Curriculum Programmes, lead by Curriculum leads, that supports sound practice, regular assessment, moderation and discussion and learning and achievement established. Directed teaching methods used in core curriculum areas - Structured Literacy, Reading, Writing and Math. While Student Inquiry is evident in Social Science, Science, Health and other curriculum areas. Kaiako have access to formal school wide and personal learning oportunites that fit thier personal learning focus. 				<ul style="list-style-type: none"> EPS curriculum that ensure consistent teaching and learning expectations is finalised and ready to be used. Teachers monitor of progress to identify learning difficulties/enrichment opportunities is regular and ongoing Using a range and balance of research and directed teaching methods to maximise student learning is established. Teachers identify themselves as learners and work to enhance their own practice.

Foster a positive and inclusive school culture through collaboration

Teaching staff are culturally aware and responsive to the individual learners, their needs and who they are. As a result ākonga feel confident in who they are as learners and play an active roll in their own learning, progress and achievement.

Initiatives	Board Primary Objective	Links to Education requirements	Expected Outcome(s)	Actions	Measure
<p>Te Ao Māori is acknowledged, celebrated and integrated into Learning programmes, school processes and practices.</p>	<p>The school gives effect to Te Tiriti o Waitangi (i and ii)</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>Māori learners feel valued, heard and proud of who they are and where they come from.</p>	<p>School calendar identifies cultural celebrations that encompass the cultures of the school and local area. Staff participate in Te Ahu O Te Reo PD. Cultural Practices take place on a daily basis school wide: Karakia, karakia mō te kai, Tikanga, NZSL etc</p>	<p>Community consultation Greater use of te reo Māori in school communications</p>
<p>Increase engagement and achievement through timely and effective learning through targeted, monitored programmes</p>	<p>Every student at the school is able to attain their highest possible standard in education and achievement.</p>	<p>Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Kaiako, ākonga and whānau have a clear understanding of what their tamariki are doing at school and how they are progressing and achieving.</p>	<p>Sound practice for teachers to track attendance. Weekly curriculum communications via 'Seesaw' regarding ākonga learning and achievement. Curriculum Programmes, lead by Curriculum leads, that supports sound practice, regular assessment, moderation and discussion and learning and achievement established ie: Structured Literacy,</p>	<p>School wide progress and achievement data An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Develop our students' emotional-regulation skills and strategies incorporating principles of a growth mindset.</p>	<p>The school is a physically and emotionally safe place for all students and staff</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>Tamariki (and staff) have skills and strategies that allow them to manage responses to overwhelming emotions.</p>	<p>School Wide PD regarding 'Pause, Breathe, Smile' and 'Trauma Informed Practice' Establish "Pause, Breathe, Smile" to equip ākonga to manage the ups and downs of life and set up for a healthy future.</p>	<p>PB4L referral data will evidence a decrease in referrals and tamariki actively use strategies.</p>

Foster a positive and inclusive school culture through collaboration

Teaching staff are culturally aware and responsive to the individual learners, their needs and who they are. As a result ākonga feel confident in who they are as learners and play an active roll in their own learning, progress and achievement.

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
<p>Establish a school calendar that identifies cultural celebrations that encompasses the cultures of the school and local area: NZSL, Māori, Pacifica and Philipines, Art Deco, Matariki etc</p>	<p>All staff across the school</p>	<p>Term dates, NZ and HB celebration dates and a preplanned school calendar</p>	<p>End of term 4 2023 and reviewed to ensure inclusion prior to 2024 academic year starting</p>	<p>Community and ākonga will be 'consulted' regarding their connection to school adn their personal culture - do they feel their culture is represented and celebrated at EPS.</p>
<p>Staff participate in Te Ahu o Te Reo PD</p>	<p>Principal Identified staff wanting to participate in this professional development opportunity.</p>	<p>Release time may be required time for implementation of learning into classroom practices</p>	<p>Survey interest end of 2023 Register and enrol in the PD beginning of term 1 2024 PD runs over two terms - one night a week for 2 hours per session.</p>	<p>Increase in the number of staff that have completed Te Ahu o Te Reo PD. Increased reo capabilities across staff at EPS. Increased use of reo in school newsletter</p>
<p>Cultural Practices take place on a daily basis school wide: Karakia, karakia mō te kai, Tikanga, NZSL etc</p>	<p>Full staff PB4L team to implement into a values lessons</p>	<p>Knowledge of and expertise in tikanga Māori</p>	<p>Initiated at the beginning of the school year and on going</p>	<p>Increase in cultural competencies, reo and practices across the staff. All staff can recite pepeha, karakia mō te kai etc.</p>
<p>Sound practices for teachers to track attendance</p>	<p>Classroom teachers Principal</p>	<p>Sound procedure identifying who is responsible to tracking and following up of ākonga absences.</p>	<p>Plan established at the end of 2023 ready to be implemented in 2024 and reviewed at the end of term one.</p>	<p>Increase of and consistency in ākonga attendance. School attendance will be at 80% rate throughout the year.</p>

Foster a positive and inclusive school culture through collaboration

Teaching staff are culturally aware and responsive to the individual learners, their needs and who they are. As a result ākonga feel confident in who they are as learners and play an active roll in their own learning, progress and achievement.

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
<p>Weekly curriculum communications via 'Seesaw' regarding ākonga learning and achievement.</p>	<p>All staff across the school Classroom teachers Curriculum leads</p>	<p>Assessment rubrics for subjects, units, learning activities Activities that meet the assessment focus of curriculum areas All ākonga, kaiako and whānau connected to Seesaw Seesaw subscription</p>	<p>Ongoing throughout the school year.</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki.</p>
<p>Curriculum Programmes, lead by Curriculum leads, that supports sound practice, regular assessment, moderation and discussion and learning and achievement established ie:Structured Literacy,</p>	<p>Curriculum Leads</p>	<p>Staff meeting allocated to curriculum PD - Structured Literacy and any other focus across core learning areas Sound curriculum delivery plan</p>	<p>Initiated at the beginning of the year and ongoing</p>	<p>Consistency in 'subject' language evident via student voice. Data progress reviewed across the term by curriculum lead evidences progress, improvement and achievement.</p>
<p>School Wide PD regarding 'Pause, Breathe, Smile' and 'Trauma Informed Practice'</p>	<p>Principal Full staff</p>	<p>Allocated time for Professional Development session(s)</p>	<p>Within the first two terms of the 2024 academic year.</p>	<p>Kaiako reflections on PBS PD. Kaiako reflections on practice and how they can ensure they are providing a Trauma Informed environment.</p>
<p>Establish "Pause, Breathe, Smile" to equip ākonga to manage the ups and downs of life and set up for a healthy future.</p>	<p>Classroom teachers Principal</p>	<p>Resources provided from the PD accessible to each and every member of staff Any resources that the programme requires in order to be successful and sustainable</p>	<p>Term 3 and 4 of 2024 after completing the PD</p>	<p>Kaiako teaching the strategies to ākonga Ākonga using strategies to manage themselves during periods of need.</p>

Embedding student agency (and great self-belief) through localised curriculum

Our learners are engaged in learning and feel confident, valued and successful at school. We have equitable learning outcomes across our diverse student population and are driven to better themselves.

Initiatives	Board Primary Objective	Links to Education requirements	Expected Outcome(s)	Actions	Measure
<p>Develop a curriculum that reflects the special character of EPS and is culturally responsive and pedagogically engaging.</p>	<p>Every student at the school is able to attain their highest possible standard in education and achievement.</p> <p>The School is inclusive of, and caters for, students with differing needs</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>The school curriculum provides opportunities for progress and achievement no matter the learners and their needs.</p>	<p>School calendar identifies cultural celebrations that encompass the cultures of the school and local area.</p> <p>General school practice are develop and established and support Māori tikanga, NZSL and our diverse learners.</p> <p>Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum.</p>	<p>Every student at the school is able to attain their highest possible standard in education and achievement.</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>Kaiako, ākonga and whānau have a clear understanding of what their tamariki are doing at school and how they are progressing and achieving.</p>	<p>Curriculum leads establish regular 'self, peer, and teacher' reflections via school wide tasks and weekly curriculum posts on Seesaw.</p> <p>Learners take ownership of sharing evidence against their learning goals in Seesaw</p> <p>Students are able to discuss their learning goals and next steps across a wide range of subjects.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Develop progress and achievement rubrics to evidence progress and achievement for all learners.</p>	<p>The School is inclusive of, and caters for, students with differing needs</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>The school curriculum provides opportunities for progress and achievement no matter the learners and their needs.</p>	<p>Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>

Embedding student agency (and great self-belief) through localised curriculum

Our learners are engaged in learning and feel confident, valued and successful at school. We have equitable learning outcomes across our diverse student population.

Actions	Who Is Responsible	Resources Required	Timeframe	Measuring Success
<p>Establish a school calendar that identifies cultural celebrations that encompasses the cultures of the school and local area: NZSL, Māori, Pacifica and Philipines, Art Deco, Matariki etc</p>	<p>All staff across the school</p>	<p>Term dates, NZ and HB celebration dates and a preplanned school calendar</p>	<p>End of term 4 2023 and reviewed to ensure inclusion prior to 2024 academic year starting</p>	<p>Community and ākonga will be 'consulted' regarding their connection to school adn their personal culture - do they feel their culture is represented and celebrated at EPS.</p>
<p>General school practice are develop and established and support Māori tikanga, NZSL and our diverse learners.</p>	<p>All staff across the school</p>	<p>Knowledge of and expertise in tikanga Māori</p>	<p>Initiated at the beginning of the school year and on going</p>	<p>Increase in cultural compentencies, reo and practices across the staff. All staff can recite pepeha, karakia mō te kai etc.</p>
<p>Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS.</p>	<p>Principal Curriulum Leads Kaiako</p>	<p>Access to PD connected to the Curriculum Refresh documents Kowhai Special School support Neurodivergent Student Profile - Lydia Meem Financial Support to access PD</p>	<p>Ongoing throughout the school year with the aim to have the document trailed in a given classroom and then further use across the school in 2025</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>

Embedding student agency (and great self-belief) through localised curriculum

Our learners are engaged in learning and feel confident, valued and successful at school. We have equitable learning outcomes across our diverse student population.

Actions	Who Is Responsible	Resources Required	Timeframe	Measuring Success
<p>Curriculum leads establish regular 'self, peer, and teacher' reflections via school wide tasks and weekly curriculum posts on Seesaw.</p>	<p>Curriculum Leads</p>	<p>Assessment rubrics for subjects, units, learning activities Activities that meet the assessment focus of curriculum areas All ākonga, kaiako and whānau connected to Seesaw Seesaw subscription</p>	<p>Leads identified term 4 2023 Action to begin term 1 2024 and is ongoing throughout the term.</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>
<p>Learners take ownership of sharing evidence against their learning goals in Seesaw</p>	<p>Curriculum leads Kaiako</p>	<p>Assessment rubrics for subjects, units, learning activities Activities that meet the assessment focus of curriculum areas All ākonga, kaiako and whānau connected to Seesaw Seesaw subscription</p>	<p>Leads identified term 4 2023 Action to begin term 1 2024 and is ongoing throughout the term.</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>
<p>Students are able to discuss their learning goals and next steps across a wide range of subjects.</p>	<p>Curriculum Leads Kaiako</p>	<p>Assessment rubrics for subjects, units, learning activities Activities that meet the assessment focus of curriculum areas All ākonga, kaiako and whānau connected to Seesaw Seesaw subscription</p>	<p>Leads identified term 4 2023 Action to begin term 1 2024 and is ongoing throughout the term.</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>

Growing Productive Community Partnerships

Our community is invested in and take collective responsibility for the success of our kura and learners.

Initiatives	Board Primary Objective	Links to Education requirements	Expected Outcome(s)	Actions	Measure
<p>Our school works in close partnership with whānau and outside agencies on all matters that affect student wellbeing and learning.</p>	<p>The school is a physically and emotionally safe place for all students and staff</p> <p>The school is inclusive of, and caters for, students with differing needs.</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 thier needs, and sustains their identities, languages and cultures.</p>	<p>Kaiako, ākonga and whānau have a clear understanding of what their tamariki are doing at school and how they are progressing and achieving. All support and opportunities are provided to each and every ākonga.</p>	<p>Engage with SHB HAL programme to strengthen resources, planning and delivery of Health, PE and sport</p> <p>Increase opportunities for learners to learn through play across all levels of the school.</p> <p>Active connections between all outside agencies of value to our tamariki.</p>	<p>School wide progress and achievement data</p> <p>IEP records and growth in individuals and their learning and behaviour plans.</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through localised curriculum.</p>	<p>Every student at the school is able to attain their highest possible standard in education and achievement.</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 thier needs, and sustains their identities, languages and cultures.</p>	<p>Kaiako, ākonga and whānau have a clear understanding of what their tamariki are doing at school and how they are progressing and achieving.</p>	<p>Curriculum leads establish regular 'self, peer, and teacher' reflections via school wide tasks and weekly curriculum posts on Seesaw.</p> <p>Termly 'showcasing' and 'whānau engagement events open the school to the EPS community and public.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Organise the environment (i.e; grouping students and designing tasks to develop inclusive learning communities.</p>	<p>The School is inclusive of, and caters for, students with differing needs</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>School structure and organisation is set up to benefit all tamariki, their learning, progress and achievement.</p>	<p>Directed teaching methods used in core curriculum areas - Structured Literacy, Reading, Writing and Math. While Student Inquiry is evident in Social Science, Science, Health and other curriculum areas.</p> <p>Groupings remain fluid.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>

Growing Productive Community Partnerships

Our community is invested in and take collective responsibility for the success of our kura and learners.

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
Engage with SHB HAL programme to strengthen resources, planning and delivery of Health, PE and sport	Principal HALs Lead - Health and PE.	Bikes and helmets for daily access	Continuing on from 2023 and ongoing throughout the year.	Increase of ākonga active participation in recreational and competitive activities/sport.
Increase opportunities for learners to learn through play across all levels of the school.	Junior Kaiako Ākonga PALs Leaders	Play Pods - Loose parts materials, physical sports equipment, Cultural play items and imaginative play items/Resources.	Continuing on from 2023 and ongoing throughout the year.	Number of ākonga accessing the Play Pods during break times - recorded by ākonga PALs Leaders Learning stories from Junior classrooms recording and evidencing 'Play Learning' and its connections to the curriculum.
Active connections between all outside agencies of value to our tamariki.	LSC MTD Team Curriculum Leads	Time allocation within staff meetings to discuss ākonga needs and agencies/programmes that could be accessed.	Continuing on from 2023 and ongoing throughout the year.	Data evidencing the support being accessed for ākonga Before and after intervention/support programme reviews.
Curriculum leads establish regular 'self, peer, and teacher' reflections via school wide tasks and weekly curriculum posts on Seesaw.	Curriculum Leads	Assessment rubrics for subjects, units, learning activities Activities that meet the assessment focus of curriculum areas All ākonga, kaiako and whānau connected to Seesaw Seesaw subscription	Leads identified term 4 2023 Action to begin term 1 2024 and is ongoing throughout the term.	Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of posts per ākonga and classroom. Kaiako and whānau are regularly engaged through learning through feedback and feedforward to tamariki

Growing Productive Community Partnerships

Our community is invested in and take collective responsibility for the success of our kura and learners.

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
Termly 'showcasing' and 'whānau engagement events open the school to the EPS community and public.	All staff across the school	Time	Continuing on from 2023 and ongoing throughout the year.	Number of whānau / community present at EPS events.
Directed teaching methods used in core curriculum areas - Structured Literacy, Reading, Writing and Math. While Student Inquiry is evident in Social Science, Science, Health and other curriculum areas.	Curriculum Leads Kaiako	Sound curriculum plan that informs, guides and identifies expectations of teaching and learning across curriculum areas.	Continuing on from 2023 and ongoing throughout the year.	School wide progress and achievement data An increase in the number of ākonga reaching curriculum expectations in core learning areas.
Groupings remain fluid.	Curriculum Leads Kaiako	Staff Meetings dedicated to ākonga learning and achievement IEPs termly	Continuing on from 2023 and ongoing throughout the year.	School wide progress and achievement data An increase in the number of ākonga reaching curriculum expectations in core learning areas.

High Expectations for Growth and Achievement

Our learners develop academically, socially and emotionally towards their own full potential and feel successful and motivated to learn.

Initiatives	Board Primary Objective	Links to Education requirements	Expected Outcome(s)	Actions	Measure
<p>Design a curriculum plan that ensure consistent teaching and learning expectations.</p>	<p>The school is inclusive of, and caters for, students with differing needs.</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 thier needs, and sustains their identities, languages and cultures.</p>	<p>Kaiako, ākonga and whānau have a clear understanding of what their tamariki are doing at school and how they are progressing and achieving.</p> <p>All support and opportunities are provided to each and every ākonga.</p> <p>Consistency of language, practice and understanding amongst teaching staff</p>	<p>Kaiako learn and familiarise themselves with curriculum refresh documents.</p> <p>Develop EPS curriculum (localised) that to support learning and achievement across the school.</p> <p>Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p> <p>Ākonga voice</p>
<p>Teachers monitor the progress of individuals to identify learning difficulties/enrichment opportunities.</p>	<p>Every student at the school is able to attain their highest possible standard in education and achievement.</p> <p>The school is inclusive of, and caters for, students with differing needs.</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 thier 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>Intervention requirements are noticed and actioned early</p> <p>Greater learning progress and achievement across all ākonga</p>	<p>Weekly curriculum communications via 'Seesaw' regarding ākonga learning and achievement.</p> <p>Curriculum Programmes, lead by Curriculum leads, that supports sound practice, regular assessment, moderation and discussion and learning and achievement established.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Teachers use a range and balance of research and directed teaching methods to maximise student learning.</p>	<p>Every student at the school is able to attain their highest possible standard in education and achievement.</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>Learning skills and straegies are taught early setting up ākonga for learning sucess.</p>	<p>Directed teaching methods used in core curriculum areas - Structured Literacy, Reading, Writing and Math. While Student Inquiry is evident in Social Science, Science, Health and other curriculum areas.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Teachers identify themselves as learners and work to enhance their own practice.</p>	<p>The School is inclusive of, and caters for, students with differing needs</p>	<p>Develop staff to stregthen teaching, leadership and learner support capabilities across the education workforce.</p>	<p>School structure and organisation is set up to benefit all tamariki, their learning, progress and achievement.</p>	<p>Kaiako have access to formal school wide and personal learning opportunities that fit thier personal learning focus.</p>	<p>School wide progress and achievement data</p> <p>An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>

High Expectations for Growth and Achievement

Our learners develop academically, socially and emotionally towards their own full potential and feel successful and motivated to learn.

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
<p>Kaiako learn and familiarise themselves with curriculum refresh documents.</p>	<p>Principal Curriculum Leads Kaiako</p>	<p>Access to PD connected to the Curriculum Refresh documents Kowhai Special School support Neurodivergent Student Profile - Lydia Meem Financial Support to Access PD Allocated/Dedicated PD sessions</p>	<p>Ongoing throughout the school year with the aim to have the document trailed in a given classroom and then further use across the school in 2025</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>
<p>Develop EPS curriculum (localised) that to support learning and achievement across the school.</p>	<p>EPrincipal Curriculum Leads Kaiako</p>	<p>Access to PD connected to the Curriculum Refresh documents Kowhai Special School support Neurodivergent Student Profile - Lydia Meem Financial Support to Access PD Allocated/Dedicated PD sessions</p>	<p>Ongoing throughout the school year with the aim to have the document trailed in a given classroom and then further use across the school in 2025</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>
<p>Using the curriculum refresh documents, Kowhai Special School Curriculum, current learner profile and 'neurodivergent student profile' design curriculum progression and achievement guidelines that allows for progress across all ākonga at EPS.</p>	<p>Principal Curriculum Leads Kaiako</p>	<p>Access to PD connected to the Curriculum Refresh documents Kowhai Special School support Neurodivergent Student Profile - Lydia Meem Financial Support to Access PD Allocated/Dedicated PD sessions</p>	<p>Ongoing throughout the school year with the aim to have the document trailed in a given classroom and then further use across the school in 2025</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>
<p>Weekly curriculum communications via 'Seesaw' regarding ākonga learning and achievement.</p>	<p>The School is inclusive of, and caters for, students with differing needs</p>	<p>Develop staff to strengthen teaching, leadership and learner support capabilities across the education workforce.</p>	<p>School structure and organisation is set up to benefit all tamariki, their learning, progress and achievement.</p>	<p>School wide progress and achievement data An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>

High Expectations for Growth and Achievement

Our learners develop academically, socially and emotionally towards their own full potential and feel successful and motivated to learn.

Actions	Who is Responsible	Resources Required	Timeframe	Measuring Success
<p>Curriculum Programmes, lead by Curriculum leads, that supports sound practice, regular assessment, moderation and discussion and learning and achievement established.</p>	<p>Curriculum Leads</p>	<p>Assessment rubrics for subjects, units, learning activities Activities that meet the assessment focus of curriculum areas All ākonga, kaiako and whānau connected to Seesaw Seesaw subscription</p>	<p>Leads identified term 4 2023 Action to begin term 1 2024 and is ongoing throughout the term.</p>	<p>Increased number of ākonga articulating their own learning, progress and next steps independently. Progress and achievement is documented and evidenced via the number of post per ākonga and classroom. Kaiako and whānau are regularly engaged through in learning through feedback and feedforward to tamariki</p>
<p>Directed teaching methods used in core curriculum areas - Structured Literacy, Reading, Writing and Math. While Student Inquiry is evident in Social Science, Science, Health and other curriculum areas.</p>	<p>Curriculum Leads Kaiako</p>	<p>Sound curriculum plan that informs, guides and identifies expectations of teaching and learning across curriculum areas.</p>	<p>Continuing on from 2023 and ongoing throughout the year.</p>	<p>School wide progress and achievement data An increase in the number of ākonga reaching curriculum expectations in core learning areas.</p>
<p>Kaiako have access to formal school wide and personal learning opportunities that fit thier personal learning focus.</p>	<p>Kiaako</p>	<p>Subscription to Appraisal Connector for staff to use self review tool to identify areas they can/could work on Access to relevant and appropriate PD Funding to access relevant and appropriate PD</p>	<p>Continuing on from 2023 and ongoing throughout the year.</p>	<p>Appraisal Connector reflections by Kaiako ākonga voice Kaiako self reviews with senior management team communcity consultation</p>