



# James Street School Annual Plan

January 2024 - December 2024

We Love to Learn  
Kei te Aroha Matou Ki te Matauranga

NELP 1: Learners with their whānau are at the centre of education.

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

We are committed to honouring Te Tiriti o Waitangi and further developing our teacher practice to truly reflect the principles of partnership, participation, and protection.

Achievement of Māori students is analysed termly in Reading, Writing and Maths.

All students have the opportunity to actively engage in Te Reo me ona Tikanga daily.

The school starts its day with Karakia and himene followed by a weekly kiwaha. The ākongā lead this each day. The plan is currently written by kaiako. There is a weekly draw for Te Reo Māori Akomanga o te Wiki.

The school is in its fourth year of engaging in Iwi Connections mahi with the Whakatāne Kāhui Ako; developing kaiako practice and knowledge, developing a school-wide understanding of Ngāti Awa as mana whenua, learning the purakau of Ngāti Awa and the significant historical sites within, hearing the history of colonisation and raupatu, and learning the karakia and waiata. The school has an annual Noho Marae. Priority is being given to local knowledge.

This year we are developing the Whakatāne Kāhui Ako Graduate Profile ensuring there are measurable goals / outcomes for students.

The school is developing kaiako knowledge and confidence to teach a weekly half hour Te Reo Maori lesson. Previously the school has received professional learning support with the Principles of Instructed Second Language Acquisition (Ellis Erlam Sakui 2004) and using these principles to teach Te Reo Maori kupu and kiwaha. A curriculum team meets regularly to plan and support this aspect of teacher professional development. All staff are supported in developing their confidence and use in Te Reo Māori.

We value and spend time weekly on growing tuakana - teina relationships across the school.

Professional learning time with all staff on Ka Hikitia - Ka Hāpaitia and Tātaiako.

The Board will take part in PLD in relation to the Hautu tool through the Kāhui Ako.

The school developed a Māori Strategic Plan in 2014. It needs to be reviewed.

| <p><b>Strategic Goal 1:</b><br/>All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.</p> |   |   |  |   |
|---|---|---|--|---|
| <p><b>NELPS</b><br/>Objectives 1.2, 2.4, 3.5, 3.6<br/>Te Mātaiaho</p>   |   |   |  |   |
| <p><b>Board Primary Objectives:</b><br/>All of Section 127</p>  |   |   |  |   |
| <p><b>Annual Target:</b><br/>All students will achieve success in literacy and mathematics enabling them to access Te Mātaiaho NZC.</p>   |   |   |  |   |
| Actions   | Who is Responsible                                      | Resources Required  | Timeframe                              | How will we measure success?  |
| Engage in the BSLA with the University of Canterbury, to develop structured literacy practices across Years 1 to 3  | DP<br>All Year 1 to 3 teachers                          | Timetable - weekly PLD to view webinars.<br>Release time for teachers to meet with the facilitator. | Terms 1 and 2 training<br>Ongoing 2024 | All Year 1 to 3 teachers will engage in BSLA PLD  |
| Provide a balanced literacy programme which will include guided reading, writing, spelling and oral language.   | All teaching staff                                      |   | Ongoing 2024                           | Weekly timetables will reflect curriculum delivery; 'One hour a day'.   |
| Engage with and utilise the knowledge and expertise of outside agencies (RTLb, RTLit, MoE, Ko Taku Reo)   | All teaching staff<br>SENCo<br>LSC<br>All support staff | RTLb<br>RTLit<br>MoE key workers<br>Ko Taku Reo   | Ongoing 2024                           | Support is accessed for identified students.  |
| Engage in Mathematics - DMIC to embed practice across the school. A balanced mathematics programme will include all   | All teaching staff                                      |   | Ongoing 2024                           | All teachers will engage in using the Participation and Communication Framework.<br>A range of assessments will be collected and moderated across the |

|   |  |  |              |   |
|---|--|--|--------------|---|
| strands.  |  |  |              | strands.  |
| Delivery of the Science curriculum - community voice priority   | Science lead teacher<br>All teaching staff | Science budget<br>House of Science<br>subscription                 | Ongoing 2024 | Students actively exploring and engaged in science capabilities   |
| Delivery of the Health and PE curriculum - community voice priority   | Health and PE team<br>All teaching staff   | Kiwi Sport funding   | Ongoing 2024 | Students engaged in sporting opportunities at school, inter school and district level.<br>Te Whare Tapa focus for hauora.<br>Keeping Ourselves Safe   |
| Opportunities provided for students to be kaitiaki in their community - community voice priority  | All teaching staff<br>All support staff    | Engagement with: Trees for Survival, HALO, Kiwi Trust              | Ongoing 2024 | Students engaged, actively involved and/or taking a lead role in Restoring the Mauri of Otamakaokao   |
| Use quality data to identify students requiring literacy support and mathematics support<br>Use quality data to identify cohorts of need / priority areas for further development | All teaching staff<br>SLT<br>LSC           | Literacy budget<br>Maths budget<br>PLD budget to provide expertise |              | Assessment practices will effectively identify and monitor student achievement in literacy and mathematics.<br>Data is collected and analysed at the end of each term.<br>Teachers complete 9 Grid, evaluate, complete strategies required.<br>Students are identified and supported with a Tier 2 intervention.<br>Additional Needs Register is updated at the end of each term. |

**Strategic Goal 2:**

Our Māori tamariki are engaged in their learning and are achieving educational success as Māori.

**NELPS**

Objectives 1.2, 2.3, 2.4, 3.5, 3.6

Ka Hikitia - Ka Hāpaitia

Tātaiako

**Board Primary Objectives:**

All of Section 127

**Annual Target:**

Māori ākongā will have improved outcomes and achievements.

| Actions  | Who is Responsible  | Resources Required   | Timeframe    | How will we measure success?   |
|--|---|--|--------------|--|
| Strengthen educational partnerships with our Māori whānau  | Principal<br>All staff  | Timetabled days for our kuia and kaumatua, Matariki. Small whānau groups for consultation. | Ongoing 2024 | Whānaungatanga days will be planned and attended. Whānau will engage in consultation.  |
| Strengthen educational partnerships with Ngāti Awa   | Principal<br>All staff  | Kāhui Ako Teacher Only Day<br>Ngāti Awa Runanga  | Ongoing 2024 | Relationships will continue to develop with Ngāti Awa marae - Ngāti Hokopū (Te Hokowhitu a Tu ki te Rahui and Te Whare-o-Toroa) and Te Patuwai me Ngāti Maumoana (Pupuāruhe Marae - Toroa Marae). Tuakana Teina relationships will grow with Te Kura o Te Pāroa. |
| Continue to work in partnership with the Kāhui Ako and Ngāti Awa to develop Ngāti Awatanga within our school | IST - Kāhui Ako<br>Principal<br>Te Reo Māori me ona Tikanga team<br>All staff | Release days for IST - PLD budget  | Ongoing 2024 | Ngāti Awa purakau will be learned and shared with ākongā. Ākongā identify and visit places of significance in local purakau. Ākongā will be involved in Kapa Haka.   |

|  |   |   |              |   |
|--|---|---|--------------|---|
| Work in partnership with the Kāhui Ako to develop and implement a graduate profile.                | IST - Kāhui Ako<br>Principal<br>Assistant Principal<br>Te Reo Māori me ona<br>Tikanga team<br>All staff | Release days for IST and AP -<br>PLD budget                             | Ongoing 2024 | A graduate profile will be developed,<br>to trial by the end of 2024                  |
| Staff will grow their understanding of Te Ao Māori, Ngāti Awatanga, Tikanga Maori and Te Reo Māori | All staff<br>Te Reo Māori me ona<br>Tikanga team  |   | Ongoing 2024 | Classrooms will reflect ākonga achieving success as Māori. It will be seen and heard. |
| Ākonga develop relationships across the school through purposeful tuakana teina taima.             | All staff.<br>Ākonga  | Planning specific activities to encourage cooperation and collaboration |              | Positive relationships developed across all levels                                    |

|   |                           |                           |                  |   |
|---|---------------------------|---------------------------|------------------|---|
| <b>Strategic Goal 3:</b><br>Our students with diverse learning needs are supported in their hauora and learning to successfully engage with Te Mātaiaho and to achieve positive outcomes. |                           |                           |                  |   |
| <b>NELPS / EDUCATION STRATEGIES</b><br>Objectives 1.2, 2.3, 2.4, 3.6<br>Inclusive Education   |                           |                           |                  |   |
| <b>Board Primary Objectives:</b><br>All of Section 127  |                           |                           |                  |   |
| <b>Annual Target:</b><br>All students with diverse learning needs make measured progress in relation to Te Mātaiaho, towards their individual learning goals - academic and social.       |                           |                           |                  |   |
| <b>Actions</b>  | <b>Who is Responsible</b> | <b>Resources Required</b> | <b>Timeframe</b> | <b>How will we measure success?</b>                               |
| Commit to providing financial support for support   | Board                     | Budget                    | Ongoing 2024     | Financial support will be budgeted for and spent as budgeted for. |

|   |   |   |                                   |   |
|---|---|---|-----------------------------------|---|
| staff personnel - to top up what is provided through ORS, Learning Support Behaviour, IWS, RTLB and Oranga Tamariki             |   |   |                                   | Students supported for allocated hours for learning and/or behaviour  |
| Commit to providing financial support for professional development  | Board<br>Principal<br>All teaching staff                    | PLD Budget                                      | Ongoing 2024                      | Teachers and support staff will engage in professional learning as required / requested.  |
| Support teachers in the school to lift their capability to better meet the needs of our learners with additional learning needs | Principal<br>DP / AP<br>LSC<br>All teaching staff           | RTLB<br>RTLit<br>MoE key workers<br>Ko Taku Reo | Ongoing 2024                      | Teachers will engage in new learning as required to support student learning and student need.  |
| ORS students will be supported to participate in learning and social activities across the school and with their peers          | Principal<br>SENCo<br>ORS Team - teachers and support staff |   | Ongoing 2024                      | ORS students' learning and social activities needs / goals are met in a variety of learning spaces across the school.<br>Tuakana Teina taima will be looked forward to by all students.<br>Non ORS students will grow empathy and understanding of diversity. |
| ORS students will take part in a variety of learning and social activities outside of school                                    | Principal<br>SENCo<br>ORS Team - teachers and support staff | Matai Curriculum budget                         | Ongoing 2024                      | Learning and social activities will be planned for outside of school: RDA, Aquatic Centre, Restoring the Mauri of Otamakaokao, Parafed - Sport BOP, Tuakana Teina relationship with Te Kura o te Pāroa  |
| Individual Learning Plans will be written in consultation with the teacher, key worker and whānau                               | SENCo<br>ORS team<br>Teaching staff                         | RTLB<br>RTLit<br>MoE key workers<br>Ko Taku Reo | Ongoing 2024<br>6 monthly reviews |   |
| Self regulation will be   | All staff   | RTLB  | Ongoing 2024                      | Students will be able to express their  |

|  |           |  |              |   |
|--|-----------|--|--------------|---|
| explicitly taught through experiencing co-regulation |           | MoE key workers<br>Additional Learning Needs budget<br>Pause Breathe Smile facilitator |              | state through explicit teaching and use of a variety of tools: reset space, sensory requirements in Hē Wahi Rongoa or the playground . Students will actively engage in PBS learning. |
| All classrooms will use a visual timetable           | All staff | RTLB<br>MoE key workers  | Ongoing 2024 | The students who require this support will respond  |