



TE KURA O WHAKAOHORAHI  
BROAD BAY SCHOOL

# STRATEGIC PLAN 2024 – 2026

**OUR KAUPAPA:** Empowered learners, grounded in community and inspired by the natural world.

## OUR GOALS

**ĀKOKA/LEARNERS AT  
THE CENTRE**

**BARRIER FREE ACCESS**

## OUR INITIATIVES

### ENVIRONMENT

Extend our connection to the whenua/land and moana/ocean to provide a broad range of authentic learning opportunities

### CURRICULUM

Embed evidence-based practice within our literacy and numeracy programmes across the kura, fostering strong foundations for our tamariki/children to progress in their learning journey

### TE TIRITI O WAITANGI

Grow mātauraka Māori/Māori knowledge in our kura through developing kaimahi/Kaimahi and tamariki/children’s knowledge and confidence in Te Tiriti centred practice

### COMMUNITY

Develop our local curriculum to strengthen community relationships with a focus on answering the question, “Do ākoka/learners know the place where their feet stand?”

## OUR SUCCESS

*A kura that reflects our community, values, and kaupapa*

*Tamariki/children that are confident in their tūrakawaiwai/ place they stand*

**WHANONGA PONO  
OUR VALUES**

### WHAKAMANA

We uphold the mana of others

### MANAAKI

We are part of our community

### KAITIAKI

We are guardians of our environment

### WHAKAOHO

We inspire excellence in one another

# 2026 Annual Plan

## Goal 1: Ākoka/Learners at the Centre

### Annual Goal

Environment: Deepen place-based learning through authentic environmental leadership and local curriculum integration

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

- 1. Sailing programme re-established and embedded in annual planning
- 2. Garden to Table year overview integrates wider curriculum areas and clear link between gardening and cooking established
- 3. Clear integration of local environmental narratives (e.g. Tarewai) within inquiry planning
- 4. At least three active environmental partnerships sustained
- 5. Student voice evidencing increased environmental identity and leadership

Actions	Responsibility	Resources	Timeframe	Success looks like
1. Re-establish sailing programme with BBBC and collaborate with Portobello School to strengthen across schools relationships	Tumuaki, Lead Teacher, BBBC,	Transport, RAMs, equipment access, time for planning and communication	Terms 1 & 4	Programme runs with high participation and curriculum links evident
2. Develop Garden to Table Year Overview integrating science, literacy, maths and Enviroschools	Kaimahi, Tumuaiki	Planning release time	Draft Term 1-2, implement Term 3-4	Documented overview shows curriculum integration and progression
3. Embed local environmental narratives (e.g. Tarewai) in inquiry units	Kaimahi	Planning time, Rūnaka input	Terms 1-4	Student work reflects local environmental history
4. Strengthen environmental partnerships (DCC, Enviroschools etc.)	Tumuaki Kaimahi	Meeting time	Ongoing	At least one authentic environmental engagement per term
5. Gather student voice on environmental identity and leadership	Kaimahi	Survey tools	Term 4	Students articulate connection to whenua and moana

# 2026 Annual Plan

## Goal 1: Ākoka/Learners at the Centre

### Annual Goal

Curriculum: Embed the refreshed English and Mathematics curriculum through evidence-based practice and coherent schoolwide systems.

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

- 1. Documented Broad Bay Effective Mathematics Practice Overview (Years 1–8)
- 2. Refreshed English and Mathematics curriculum visible in planning documentation
- 3. Learning Support Coordinator systems embedded and evidenced
- 4. Attendance increased compared to 2025 baseline

Actions	Responsibility	Resources	Timeframe	Success looks like
1. Develop Effective Mathematics Practice Overview	Tumuaki, Kaimahi	Kaimahi Hui time, release time for planning	Draft Term 1, final Term 3	Document shows progression and shared expectations
2. Implement refreshed English & Maths curriculum	Kaimahi, Tumuaiki	Planning time, MoE resources	Terms 1-4	Planning reflects updated curriculum language
3. Embed Learning Support Coordinator systems	Tumuaki (LSC), Kaimahi	Documentation tools, release time	Term 1 systems, ongoing review	Clear referral pathways and board reporting evident
4. Set and monitor attendance target	Tumuaki, Board	Attendance data, STAR guidance	Target Term 1, review each term	Attendance rate higher than 2025 baseline

# 2026 Annual Plan

## Goal 2: Barrier Free Access

### Annual Goal

Te Tiriti o Waitangi: Strengthen authentic partnership and localised curriculum through mana whenua collaboration and visible te reo Māori practice

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

- 1. Clear evidence of progress through the Rūnaka partnership readiness matrix
- 2. Classroom spaces renamed using mana whenua guidance
- 2. Local history unit implemented across the school
- 3. Learning Support Coordinator systems embedded and evidenced
- 4. Attendance increased compared to 2025 baseline

Actions	Responsibility	Resources	Timeframe	Success looks like
1a. Meet with Ōtakau Rūnaka to clarify expectations and confirm partnership readiness matrix	Tumuaki, Board Chair	Meeting time	Term 1	Agreed understanding of matrix stages and current positioning
1b. Identify current stage and co-construct 2026 progression goals	Principal, Rūnaka representative	Planning time	Terms 1-2	Documented goals aligned to matrix
2. Rename classrooms/spaces	Tumuaki, Board, Rūnaka	Signage funding, time for kōrero/conversations	Consult Terms 1&2, Launch Term 3 or 4	Names adopted confidently by students
3. Develop and teach Tarewai local history unit	Kaimahi,	Planning time, Rūnaka input	Terms 1-4	Student work reflects local narratives
4. Whānau voice affirms authenticity and visibility of Māori identity	Tumuaki,	Survey/hui time	Term 4	Feedback evidences strengthened relationship and clarity of next steps

# 2026 Annual Plan

## Goal 2: Barrier Free Access

### Annual Goal

Community: Grow community engagement, visibility, and strategic partnerships to strengthen student hauora and school sustainability.

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

- 1. Active participation in small schools network
- 2. Strengthened relationship with Portobello School, especially Year 7&8 collaborations
- 3. Clear social media strategy implemented
- 4. Increased positive community engagement and school visibility measured through: Increased attendance at school events (compared to 2025 baseline); Increased engagement analytics on social media (reach, interactions, shares) Increased participation in collaborative inter-school events; Positive whānau feedback collected informally

Actions	Responsibility	Resources	Timeframe	Success looks like
1. Actively engage in Small Schools Network	Tumuaki	Meeting time, coordination	Ongoing (min. 2 events)	Students participate in at least two collaborative events; shared cost/transport arrangements evident
2. Strengthen structured collaboration with Portobello School, particularly Year 7-8 initiatives.	Tumuaki, Kaimahi	Planning time	Terms 1-4	Minimum four collaborative events evident during the year
3. Embed Kererū Club (after-school care) as a sustainable community initiative	Tumuaki,	Staffing, communication materials	Launch Term 1, review Term 4	Sustainable enrolment; positive whānau feedback; evidence of cross-school participation
3. Develop and implement a termly Social Media Plan, broadening content to increase engagement	Tumuaki	Planning time, analytics tracking	Plan Term 1; review each term	Consistent weekly posts; improved engagement analytics from Term 1 baseline
4. Monitor and report community engagement indicators (event attendance, social media analytics)	Tumuaki, Board	Survey/hui time, data tracking	Ongoing	Measurable increase in event attendance and online engagement compared to 2025



# 2025 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 1: ĀKOKA/LEARNERS AT THE CENTRE

### ANNUAL TARGET

Our tamariki can confidently engage with their local environment and become the tuakana of their space, sharing their knowledge with others. .

### LINKS TO BOARD PRIMARY OBJECTIVES

Section 127 (1) (2) (3) and (4) of the [Education and Training Act 2020](#)

### LINKS TO EDUCATION REQUIREMENTS

[NELP priorities: 1, 2, 4, 6](#)    [Te Mātaiaho](#)    [Common Practice Model](#)    [Ka Hikitia](#)    [Child and Youth Wellbeing Strategy](#)  
[Attendance and Engagement Strategy](#)    [School Planning and Reporting Regulations 2023](#)  
[The Literacy and Communication and Maths Strategy](#)

### WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

- Increased ownership of school garden evident through the Garden to Table programme
- Analysis of open water safety programme which includes safety, skills, and extension opportunities
- Assessment of open water safety skills evident in reports.

INITIATIVES	R.A.C.I. & RESOURCES	ACTIONS	TIMEFRAME	PROGRESS
<p><b>ENVIRONMENT</b></p> <p>Refine our developing connection to the whenua/land and moana/ocean to enhance the learning and hauora/wellbeing of our tamariki, kaimahi, whānau, and community</p>	<p><b>RESPONSIBLE:</b> Tumuaki/Tumuaki  <b>ACCOUNTABLE:</b> Tumuaki/Tumuaki, kaimahi/Kaimahi,  <b>CONSULT:</b> Community, kaimahi/Kaimahi, whānau/families, mana whenua  <b>INFORM:</b> Tumuaki/Tumuaki, Board</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>● Community expertise &amp; knowledge of local area, including mana whenua</li> <li>● Connections with local schools &amp; organisations</li> <li>● Providers eg Garden to Table regional coordinator, Surf Life Saving, DOC, EnviroSchools</li> <li>● Targeted funding for programmes eg Garden to Table</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work with BBBC to get sailing programme running</li> <li><input type="checkbox"/> Develop new Garden to Table responsibilities for tamariki where they take ownership of patch of garden to nurture</li> <li><input type="checkbox"/> Engage with DCC, EnviroSchools, and other groups to broaden knowledge of kaimahi and tamariki and offer engaging learning experiences</li> <li><input type="checkbox"/> Develop an assessment matrix of Open Water Safety alongside Drowning Prevention Auckland, Surf Lifesaving, and other relevant organisations</li> </ul>		



# 2025 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 1: ĀKOKA/LEARNERS AT THE CENTRE

### ANNUAL TARGET

Our kaiako can utilise the New Zealand Curriculum and supporting resources to create engaging mathematics opportunities where the 'what, how, and why' are easily identifiable.

### LINKS TO BOARD PRIMARY OBJECTIVES

Section 127 (1) (2) and (3) of the [Education and Training Act 2020](#)

### LINKS TO EDUCATION REQUIREMENTS

[NELP priorities: 1, 2, 4, 6](#)    [Te Mātaiaho](#)    [Common Practice Model](#)    [Ka Hikitia](#)    [Child and Youth Wellbeing Strategy](#)  
[Attendance and Engagement Strategy](#)    [School Planning and Reporting Regulations 2023](#)  
[The Literacy and Communication and Maths Strategy](#)

### WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

- Expectations, routines, timetables and teaching practice schoolwide all reflect a deliberate change in numeracy pedagogy
- Ākoka engagement and enjoyment in mathematics increased - measure through survey/quantitative assessment data
- Kaiako appraisal goals and observations reflect the change in practice and improvement of kaiako/teacher knowledge

INITIATIVES	R.A.C.I. & RESOURCES	ACTIONS	TIMEFRAME	PROGRESS
<p><b>CURRICULUM</b> Embed evidence-based practice within our literacy and numeracy programmes across the kura, fostering strong foundations for our tamariki/children to progress in their learning journey</p>	<p><b>RESPONSIBLE:</b> Tumuaki/Tumuaki, kaimahi/Kaimahi  <b>ACCOUNTABLE:</b> Tumuaki/Tumuaki, kaimahi/Kaimahi,  <b>CONSULT:</b>, kaimahi/Kaimahi, whānau/families  <b>INFORM:</b> Tumuaki/Tumuaki, Board</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>● Oxford University Press resources (MoE)</li> <li>● Targeted funding for resources and teacher only day provision</li> <li>● Ministry of Education Curriculum Lead support</li> <li>● Time in kaimahi hui to explore new mathematics curriculum</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Commitment with cluster of schools to engage Rob Proffitt White to provide support in numeracy</li> <li><input type="checkbox"/> Attend in-person and online training for Ministry resources</li> <li><input type="checkbox"/> Utilise Ministry of Education resources to supplement practice opportunities for mathematics</li> <li><input type="checkbox"/> Conduct RPW survey of student confidence and attitude to mathematics.</li> <li><input type="checkbox"/> Develop an overview of effective mathematics practice at Broad Bay School that shows progression and consistency</li> </ul>	<p>Term 4</p> <p>Summer holidays &amp; Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 3 - 4</p>	



# 2025 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 2: BARRIER FREE ACCESS

### ANNUAL TARGET

Three hours per week of targeted te reo Māori instruction is evident across our kura

### LINKS TO BOARD PRIMARY OBJECTIVES

Section 127 (1) (2) and (4) of the [Education and Training Act 2020](#)

### LINKS TO EDUCATION REQUIREMENTS

[NELP priorities: 1, 2, 3, 4,5, 6](#)    [Te Mātaiaho](#)    [Common Practice Model](#)    [Ka Hikitia](#)    [Child and Youth Wellbeing Strategy](#)  
[Attendance and Engagement Strategy](#)    [School Planning and Reporting Regulations 2023](#)  
[The Literacy and Communication and Maths Strategy](#)

### WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

- Kaimahi are utilising Te Puna Reo resource to upskill each week in kaimahi hui/Kaimahi meetings and apply new knowledge to lessons
- Deliberate teaching is evident of te reo Māori, and te ao Māori is woven into the school in new ways
- Our relationship with our local Runaka at Ōtakau Marae continues to grow, with increased communication and reciprocal relationship evident

### INITIATIVES

### R.A.C.I. & RESOURCES

### ACTIONS

### TIMEFRAME

### PROGRESS

#### TE TIRITI O WAITANGI

Utilise online and local resources to embed te reo and mātauraka Māori in our practice at Broad Bay School, so tamariki, kaiako, whānau, and our wider community can see this as a natural part of school life

**RESPONSIBLE:** Tumuaki/Tumuaki, kaimahi/Kaimahi  
**ACCOUNTABLE:** Tumuaki/Tumuaki, kaimahi/Kaimahi, tamariki  
**CONSULT:** kaimahi/Kaimahi, whānau/families, mana whenua  
**INFORM:** Tumuaki/Tumuaki, Board

- RESOURCES:**
- [Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki](#) - te reo curriculum guidelines
  - [Te Whare Tapu o te Ngakau Māori](#) - growth framework & graduate profile
  - Māori Achievement Collaborative
  - Te Rūnaka o Ōtakau
  - Curriculum Leaders MoE
  - Targeted funding to support kaupapa

- Kai Tahu tamariki have opportunities to visit Ōtakau marae to build connections
- ✓ School to purchase licence for Te Puna Reo in preparation for 2025
- Kaimahi will engage with Te Puna Reo every week during Kaimahi hui and share learning with tamariki (tuakana/teina)
- Engage with MAC facilitator for support with resources and guidance
- Te Kura o Whakaohorahi to host MAC hui for wider Ōtepoti cluster of tumuaki using mihimihi process to welcome manuhiri/guests
- Build a bank of karakia and waiata that can be selected for specific occasions that the tamariki feel confident using

Terms 1-4  
 Term 4 2024  
 Terms 1-4  
 Terms 1-4  
 Term 1



# 2025 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 2: BARRIER FREE ACCESS

<b>ANNUAL TARGET</b>	Grow our list of Peninsula community connections to offer new, engaging learning opportunities that link to the year overview Increased termly attendance compared to 2024 data measured through Attendance Matters statistics
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<b>LINKS TO BOARD PRIMARY OBJECTIVES</b>	Section 127 (1) and (2) of the <a href="#">Education and Training Act 2020</a>
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<b>LINKS TO EDUCATION REQUIREMENTS</b>	<a href="#">NELP priorities: 1, 2, 3, 4,5, 6</a> <a href="#">Te Mātaiaho</a> <a href="#">Common Practice Model</a> <a href="#">Ka Hikitia</a> <a href="#">Child and Youth Wellbeing Strategy</a> <a href="#">Attendance and Engagement Strategy</a> <a href="#">School Planning and Reporting Regulations 2023</a> <a href="#">The Literacy and Communication and Maths Strategy</a>
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<b>WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?</b>
<input type="checkbox"/> PB4L school-wide values are unpacked, and work undertaken to explore these by utilising local community supports <input type="checkbox"/> Specific engagement with local community groups through deliberate planning, linking directly to learning themes <input type="checkbox"/> Increased presence of the Broad Bay community on school grounds and at school events - measured by head count

INITIATIVES	R.A.C.I. & RESOURCES	ACTIONS	TIMEFRAME	PROGRESS
<b>COMMUNITY</b> Deliberately plan and initiate community connections that relate directly to the 2025 learning journey around hauora	<b>RESPONSIBLE:</b> Tumuaki/Tumuaki <b>ACCOUNTABLE:</b> Tumuaki/Tumuaki, kaimahi/Kaimahi, <b>CONSULT:</b> kaimahi/Kaimahi, whānau/families, mana whenua, community, <b>INFORM:</b> Tumuaki/Tumuaki, Board, community <b>RESOURCES:</b> <ul style="list-style-type: none"> <li>Contact details of key people in Broad Bay organisations</li> <li>Targeted funding for whanaukataka events, building relationships and establishing new ones</li> <li>Supporters - adult help with coordinating events eg sailing</li> <li>Time for building relationships and exploring opportunities</li> </ul>	<input type="checkbox"/> Foster our new connection with Ōtakau Rūnaka, establish new connections with ECE, Broad Bay Boating Club, and reignite connection with Broad Bay Community Centre. <input type="checkbox"/> Work with Portobello School to build relationship with Year 7 & 8s <input type="checkbox"/> Review attendance policy and procedure to align with STAR <input type="checkbox"/> Host 4x whakawhanaukataka events at Broad Bay School <input type="checkbox"/> Host 1x large fundraising event that will encourage on-site interactions with the school <input type="checkbox"/> Expand marketing, seeking advice from Otago Polytechnic and wider supports to grow our visibility	Terms 1-4  Terms 1,2,3,4  Term 3  Terms 1-4	



# 2024 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 1: ĀKOKA/LEARNERS AT THE CENTRE

### ANNUAL TARGET

Our tamariki can identify the local environment opportunities they have experienced in their learning programme

### LINKS TO BOARD PRIMARY OBJECTIVES

Section 127 (1) (2) (3) and (4) of the [Education and Training Act 2020](#)

### LINKS TO EDUCATION REQUIREMENTS

[NELP priorities: 1, 2, 4, 6](#)    [Te Mātaiaho](#)    [Common Practice Model](#)    [Ka Hikitia](#)    [Child and Youth Wellbeing Strategy](#)  
[Attendance and Engagement Strategy](#)    [School Planning and Reporting Regulations 2023](#)  
[The Literacy and Communication and Maths Strategy](#)

### WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

- ✓ Yearly plans reflect deliberate use of the whenua/land and moana/ocean to support learning programmes.
- ✓ Reduction of landfill waste evidenced in reduced rubbish removal requirements.
- ✓ Garden to Table programme contains both gardening and cooking aspects and genuine connections to mātauranga Māori are made.
- ☐ Assessment of open water safety skills evident in reports.

### INITIATIVES

### R.A.C.I. & RESOURCES

### ACTIONS

### TIMEFRAME

### PROGRESS

#### ENVIRONMENT

Extend our connection to the whenua/land and moana/ocean to provide a broad range of authentic learning opportunities

**RESPONSIBLE:** Tumuaki/Tumuaki  
**ACCOUNTABLE:** Tumuaki/Tumuaki, kaimahi/Kaimahi,  
**CONSULT:** Community, kaimahi/Kaimahi, whānau/families, mana whenua  
**INFORM:** Tumuaki/Tumuaki, Board

#### RESOURCES:

- Community expertise & knowledge of local area, including mana whenua
- Connections with local schools & organisations
- Providers eg Garden to Table regional coordinator, Surf Life Saving, DOC, Enviroschools
- Targeted funding for programmes eg Garden to Table

☐ Mapping of local area and identifying key resources within the whenua/land and moana/ocean to utilities in learning programmes.

☐ Utilising identified resources within the 2024 learning programme

✓ Reconfiguring Garden to Table programme, and utilising maramataka (Māori lunar calendar) for planting.

☐ Develop an assessment matrix of Open Water Safety and swimming skills programme.

Terms 1-4

Terms 1-4

Terms 1-4

Terms 1 & 4

Resources such as local camps (Broad Bay & Otago)

GTT programme has been full reconfigured to include practical garden and table sessions bi-weekly in Terms 1&4, and tri-weekly Terms 2&3. Significant funding has been invested to purchase resources to support the programme.



# 2024 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 1: ĀKOKA/LEARNERS AT THE CENTRE

### ANNUAL TARGET

Our kaiako can utilise evidence-based literacy practice to create clarity in student teaching and learning

### LINKS TO BOARD PRIMARY OBJECTIVES

Section 127 (1) (2) and (3) of the [Education and Training Act 2020](#)

### LINKS TO EDUCATION REQUIREMENTS

[NELP priorities: 1, 2, 4, 6](#)   [Te Mātaiaho](#)   [Common Practice Model](#)   [Ka Hikitia](#)   [Child and Youth Wellbeing Strategy](#)  
[Attendance and Engagement Strategy](#)   [School Planning and Reporting Regulations 2023](#)  
[The Literacy and Communication and Maths Strategy](#)

### WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

- ✓ Expectations, routines, timetables and teaching practice schoolwide all reflect a deliberate change in literacy pedagogy
- ✓ Common literacy practice is evident across the school
- ✓ Appraisal goals and observations reflect the change in practice and improvement of kaiako/teacher knowledge

### INITIATIVES

### R.A.C.I. & RESOURCES

### ACTIONS

### TIMEFRAME

### PROGRESS

#### CURRICULUM

Embed evidence-based practice within our literacy and numeracy programmes across the kura, fostering strong foundations for our tamariki/children to progress in their learning journey

**RESPONSIBLE:** Tumuaki/Tumuaki  
**ACCOUNTABLE:** Tumuaki/Tumuaki, kaimahi/Kaimahi,  
**CONSULT:**, kaimahi/Kaimahi, whānau/families  
**INFORM:** Tumuaki/Tumuaki, Board

**RESOURCES:**

- Tātai Aho Rau/CORE Education provider
- Targeted funding for literacy resources in 2024

- ✓ Commitment to professional learning and development with Tātai Aho Rau/CORE Education for 50 hours in 2024.
- ✓ Tātai Aho Rau/CORE Education facilitator visiting termly for in-class demonstrations, team teaching and observations.
- ✓ Community engagement through Facebook posts, photos, articles, discussion at whānau interviews.

Terms 1-4

Terms 1-4

Terms 2&3

- Kaimahi set PGC goals centred around evidence based literacy practice and worked through inquiry process.



# 2024 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 2: BARRIER FREE ACCESS

### ANNUAL TARGET

Our tamariki and kaiako have a goal to work towards and feel more confident with mātauraka Māori

### LINKS TO BOARD PRIMARY OBJECTIVES

Section 127 (1) (2) and (4) of the [Education and Training Act 2020](#)

### LINKS TO EDUCATION REQUIREMENTS

[NELP priorities: 1, 2, 3, 4,5, 6](#)    [Te Mātaiaho](#)    [Common Practice Model](#)    [Ka Hikitia](#)    [Child and Youth Wellbeing Strategy](#)  
[Attendance and Engagement Strategy](#)    [School Planning and Reporting Regulations 2023](#)  
[The Literacy and Communication and Maths Strategy](#)

### WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

- ✓ Deliberate teaching is evident of te reo Māori, and te ao Māori is woven into the school in new ways
- ❑ Kaimahi and tamariki have identified a personal area of growth
- ✓ Children understand how our local history links in with tangata whenua, and the significance of our local landmarks and resources
- ✓ Our relationship with our local runaka at Ōtakau Marae is strengthened and empowered with our kura and wider community

INITIATIVES	R.A.C.I. & RESOURCES	ACTIONS	TIMEFRAME	PROGRESS
<p><b>TE TIRITI O WAITANGI</b></p> <p>Grow mātauraka Māori/Māori knowledge in our kura through developing kaimahi/Kaimahi and tamariki/children's knowledge and confidence in Te Tiriti centred practice</p>	<p><b>RESPONSIBLE:</b> Tumuaki/Tumuaki</p> <p><b>ACCOUNTABLE:</b> Tumuaki/Tumuaki, kaimahi/Kaimahi, tamariki</p> <p><b>CONSULT:</b> kaimahi/Kaimahi, whānau/families, mana whenua</p> <p><b>INFORM:</b> Tumuaki/Tumuaki, Board</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki</a> - te reo curriculum guidelines</li> <li>• <a href="#">Te Whare Tapu o te Ngakau Māori</a> - growth framework &amp; graduate profile</li> <li>• Māori Achievement Collaborative</li> <li>• Te Rūnaka o Ōtakau</li> <li>• Curriculum Leaders MoE</li> <li>• Targeted funding to support kaupapa</li> </ul>	<ul style="list-style-type: none"> <li>✓ Work to develop relationship with local Rūnaka</li> <li>❑ Explore the progression framework for te reo Māori and capability identification to take place</li> <li>❑ Goal setting: tamariki/children and kaimahi/Kaimahi</li> <li>✓ Attendance at national and regional MAC Hui a Tau (tumuaki/Tumuaki) &amp; feedback to kaimahi/Kaimahi</li> <li>✓ Koha process established</li> <li>✓ Explore wider sources of knowledge that can support this mahi eg people</li> <li>❑ Survey of confidence</li> </ul>	<p>Terms 1-4</p> <p>Term 1</p> <p>Term 1</p> <p>Terms 1-4</p> <p>Term 1-2</p> <p>Terms 1-4</p> <p>Terms 1 &amp; 4</p>	



# 2024 BROAD BAY SCHOOL ANNUAL PLAN



## GOAL 2: BARRIER FREE ACCESS

### ANNUAL TARGET

Use whānau and community to increase ākoka/learners' sense of belonging

### LINKS TO BOARD PRIMARY OBJECTIVES

Section 127 (1) and (2) of the [Education and Training Act 2020](#)

### LINKS TO EDUCATION REQUIREMENTS

[NELP priorities: 1, 2, 3, 4,5, 6](#)    [Te Mātaiaho](#)    [Common Practice Model](#)    [Ka Hikitia](#)    [Child and Youth Wellbeing Strategy](#)  
[Attendance and Engagement Strategy](#)    [School Planning and Reporting Regulations 2023](#)  
[The Literacy and Communication and Maths Strategy](#)

### WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

- ✓ Yearly plan reflects local learning opportunities and school values
- ✓ Whanaukataka events for whānau have taken place each term
- ✓ Increased connections between school and Broad Bay community to provide local learning opportunities

### INITIATIVES

### R.A.C.I. & RESOURCES

### ACTIONS

### TIMEFRAME

### PROGRESS

#### COMMUNITY

Develop our local curriculum to strengthen community relationships with a focus on answering the question, "Do ākoka/learners know the place where their feet stand?"

**RESPONSIBLE:** Tumuaki/Tumuaki  
**ACCOUNTABLE:** Tumuaki/Tumuaki, kaimahi/Kaimahi,  
**CONSULT:** kaimahi/Kaimahi, whānau/families, mana whenua, community,  
**INFORM:** Tumuaki/Tumuaki, Board

#### RESOURCES:

- Time for analysis, consultation, and connection

- ✓ Increase opportunities for whānau involvement within the school and learning programme
- ☐ Work with Tātai Aho Rau/CORE Education to develop a better understanding of local curriculum and Aotearoa NZ Histories
- ✓ Identify areas in learning programme that can be targeted more locally and in line with school values
- ✓ Use feedback from community hui in 2023 to drive new local initiatives and learning opportunities
- ✓ Connect with local families to grow our community

Terms 1-4

Terms 1-4

Term 1

Terms 1-3