



ADDINGTON
TE KURA TAUMATUA
STRATEGIC PLAN
2024-2025

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STRATEGIC PLAN 2024-2025

Responding to our diverse and culturally rich community

Growing our future together - E tipu e rea



Awesome Achievement



To mātou mahi

Our curriculum is inclusive and responsive

Literacy
Mathematics

Every student will experience success through having their diversity acknowledged, strengths appreciated and individual needs met

RESPONSIVE CURRICULUM

Brilliant Behaviour



To mātou tukanga

Our practices are mana enhancing, culturally responsive

Inclusive and Culturally Responsive Practices
Reo Roa Hub Pilot

Every student will feel valued and supported to be who they are by recognising their unique selves in what they see, hear and feel every day.

RESPONSIVE PRACTICES

Connected Citizens



To mātou iwi

Our culture is one of belonging and where potential is realised and celebrated

Wellbeing

Everyone will flourish feel safe, well and that they belong. They will have the tools and connections they need to thrive

RESPONSIVE CULTURE

Te Mātaiaho

ADDINGTON TE KURA TAUMATUA

STRATEGIC PLAN 2024-2025



Growing our future together
E tipu e rea

Goals

Initiatives

Success Statement

Principles

RESPONSIVE CURRICULUM

We will have a curriculum that is inclusive and responds to our diverse and culturally rich community

Tō mātou mahi

- Further develop and implement our structured literacy scope and sequence across the school
- Further develop and implement our school's Mathematics programme

Every student will experience success though having their diversity acknowledged, strengths appreciated and individual needs met across the curriculum so they can reach their full potential.

- NELP 2, 4
- Board Objectives 1a
- Te Tiriti Waitangi

- Structured Literacy
- The Learner First Maths

RESPONSIVE PRACTICES

We will use mana enhancing and culturally responsive practices that empower our inclusive, diverse and culturally rich community

Tō mātou tukanga

- Fully embed inclusive and culturally responsive practices in all areas of what we do: thinking about what and how we teach & what and how students learn across the wider curriculum
- Establish a Level 3 bilingual whānau class, (Maori Language in English Medium)

Every student will feel valued and supported to be who they are as a learner and a member of our school community by recognising their unique selves in what they see, hear and feel every day.

- NELP 2, 4
- Board Objectives 1ab
- Te Tiriti o Waitangi

- Niho Taniwha
- Teaching to the NE
- Deep Learning
- Neurodiversity (IYTA)
- ESOL /ELLPS
- Conductive Education

RESPONSIVE CULTURE

We will ensure well being and belonging practices support and encourage the potential in all our staff, students and their whānau in our inclusive, diverse and culturally rich community

Tō mātou iwi

- Ensure well being is upheld for all in our community by using Te Whare Tapa Wha as a model and Niho Taniwha as a driver to plan events, to talk about, enhance and celebrate wellbeing

Everyone will flourish from feeling safe, well and that they belong. They will have the tools and connections they need to survive and even thrive when life gets tough

- NELP 1, 2, 7
- Board Objectives 1 b
- Te Tiriti o Waitangi

- Te Whare Tapa Wha
- Niho Taniwha
- CEd /SSS



Awesome Achievement



Brilliant Behaviour



Connected Citizens

ADDINGTON TE KURA TAUMATUA

DECISION MAKING PROCESS



Growing our future together
E tipu e rea

OUR VALUES

WHAT WE HEARD / CURRENT STATE

DECISION MAKING PROCESS

Awesome Achievement

- Students are beginning to having structure literacy lessons using BSLA in Y1/2 and The Code Y3-6
- We need to grow the capacity and knowledge of teacher in the delivery of The Learner First Maths programme

2023 End of Year Achievement Data

- Reading - 45% of students working below expected curriculum level
- Maths - 35% of students working below expected curriculum level

Brilliant Behaviour

- There is an inconsistency or a gap with what new knowledge we have and understand from recent PLD and with what plays out in daily classroom/school practices (Deep Learning, Culturally Responsive Practices)
- All our students have a 30 minute Te Reo Māori lesson planned and delivered by a specialist with varied levels of co-teaching from the teacher.

Community Voice / Matariki Consult

I'd love to see even more Te Reo in school, ideally an immersion class, but bilingual would be wonderful too - even if it was only 1 day a week to start. This would be amazing for our tamariki, whānau and community.

Connected Citizens

- We have a large amount of traditional / historical ways of celebrating which may no longer reflect our school values and the changes in our community/culture
- We are unsure whether what we do to encourage wellbeing is balanced or understood by our students, their whānau, community and our kaiako

Community Voice / Health Curriculum Consult-

Our kids have survived a few years of deeply traumatic community experiences, between the 2019 terrorist attack, disruptions from covid 19, and the current cost of living crisis. They need tools in their kete around taking care of themselves, their communities, and their environment. They also need tools to advocate for themselves and their peers around their boundaries, especially our neurodivergent tamariki.

Staff Voice / Matariki Consult

One of our strengths is our willingness to celebrate and acknowledge the many different cultures that make up our kura its uniqueness and opportunities to learn from each other. - do we always get it right?

We used a range of relevant feedback which we have gathered as part of our internal self review process

Including

- Matariki Community Consult
- Parent Focus group
- Matariki Staff Consult
- Health Curriculum Consult
- Board & Leadership Team Strat Day
- Achievement Data

This feedback was then moderated against the following **National Legislative Requirements and Priorities** to support us to sift and find what really mattered for us to focus on in the next 2 years

- **Te Mātaiaho: The Refresh NZ Curriculum**
- **Board primary Objectives** (these are set out in Section 127 of the Education and Training Act 2020)
- **Links to Education Requirements** (this includes **National Learning Priorities (NELPS)**)
- **Te Tiriti o Waitangi Articles**

And from this process we landed on 3 main goals

- **Responsive Curriculum**
- **Responsive Practices**
- **Responsive Culture**