

## PAREMATA SCHOOL ANNUAL IMPLEMENTATION PLAN 2024



Goal	Annual Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p><b>2024</b></p> <p><b>Strategic Goal #1</b></p> <p><b>Whānaungatanga</b></p> <p><b>Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion.</b></p>	<p>To encourage Whānaungatanga creating shared experiences and working together providing people with a sense of belonging.</p>	<p>Focus further on all 11 elements of NPDL Student Voice, the four quadrants and 6 C's of Deep Learning into the school curriculum (Collaboration, Creativity, Critical Thinking, Citizenship, Character, Communication)</p> <p>Remain focused on providing student voice/agency within classrooms. Students encouraged to speak up and share vision for the school.</p> <p>Children will be encouraged to share their learning with their teachers, parents and peers Tuakana teina</p> <p>Modelling values, acknowledging specifically when values are used, providing effective feedback. Teaching learning theories (Habits of Mind, De Bono's hats, Multiple Intelligences and more)</p>	<p>School community work together with staff to support children's learning at school and home Students have large role in setting the school direction Positive school culture in the class and the playground.</p> <p>Classroom programmes (unit plans/ are authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals Positive environment</p>	<p><i>Principal Senior management team leaders and teaching staff</i></p>	

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<p><b>2024</b>  <b>Strategic Goal #2</b>  <b>Kaitiakitanga</b>  <b>Demonstrating</b>  <b>Kaitiakitanga through</b>  <b>sustainable practice,</b>  <b>responsibly managing</b>  <b>resources, protecting</b>  <b>our environment and</b>  <b>investing in the</b>  <b>future of the school</b>  <b>community.</b></p> <p>The Māori concept of Kaitiakitanga relates to the protection and guardianship of the environment. This includes the land, sea and sky</p>	<p>Teachers to promote Kaitiakitanga concepts through an integrated Te Mātaiaho curriculum</p> <p>Continue to foster our Enviroschools ethos across the school</p>	<p>Teachers to promote Kaitiakitanga environmental concepts through an integrated curriculum</p> <p>Use the Te Mātaiaho Curriculum in classroom programmes and the school environment as a learning resource to learn about sustainability, children learn to grow and harvest food as part of the school curriculum, recycle and upcycle.</p> <p>Continue to provide funding for the development of our Ki Waho and Enviroschools programme.</p> <p>Integrate Environmental Studies in curriculum inquiry.</p> <p>'Kaitiaki' means guardian and this can include an individual or a group.</p> <p>'Tanga' also means conservation and protection</p>	<p>Kaitiatanga concepts are evident classroom learning</p> <p>The Ki Waho environmental group is fully operational</p> <p>School recycling is efficient and our rubbish is kept to a minimum</p> <p>Evidence of upcycling in environmental studies and topic work is visible in school.</p>	<p><i>Principal Senior management Team leaders and teaching staff</i></p> <p><i>Principal Curriculum leaders and teaching staff</i></p>	

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<p><b>2024</b></p> <p><b>Strategic Goal # 3</b></p> <p><b>Whakamanawa</b></p> <p><b>For students to demonstrate whakamanawa</b></p> <p><b>To support the empowerment of tamariki and whānau to reach their full potential.</b></p>	<p>Children are also empowered when the Te Mātaiaho curriculum programme enables them to explore learning with teachers intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.</p> <p>Cultural awareness and cultural competencies will be expected in all programme delivery to ensure Māori and Pacific cultures continue to thrive in the school</p>	<p>The principle of empowerment whakamana encourages teachers and leaders to recognise the mana of the children and families they work with</p> <p>Consider how teachers' approach to learning and care might enhance this mana.</p> <p>Children will be empowered, respected and trusted to pursue their individual interests and intentions in relation to learning activity, and involved in decision-making around their care and learning.</p> <p>Children are also empowered when the curricular programme enables them to explore learning in a variety of activities and teachers are intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.</p> <p>Allow pupils opportunities to come up with new initiatives for school</p>	<p>Increase in Levels of student engagement in school decision making</p> <p>Feedback to the BOT is valued and worthwhile to strategic planning</p> <p>Our special children continue to thrive in our school environment and have plenty of EOTC opportunities Clubs are self - managed and all children are enjoying themselves</p> <p>School wide programmes are all running successfully with high engagement.</p>	<p><i>Principal</i></p> <p><i>All Staff</i></p> <p><i>Board of Trustees</i></p>	

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<p><b>2024</b>  <b>Strategic Goal #4</b>  <b>Mahitahi</b>  <b>To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).</b></p>	<p>In all aspects of the school we will endeavor to provide positive care and collaborative support in all programme delivery at Paremata School.</p>	<p>Welcoming visitors and whanau/families and staff                      New Families meetings                      Greeting family/whanau /children                      Senior children on office duty                      Buddy classes/systems                      Powhiri to welcome staff and new families                      Farewells                      All staff/support staff acknowledged and valued.                      Dealing with issues immediately and communicating clearly and respectfully with families.                      Embracing individuality identifying barriers to learning                      Planning and adapting programmes according to needs.                      Support for children’s needs                      Community response to issues and needs                      Outside agency support</p>	<p>High levels of community engagement in school events</p> <p>Feedback from parents is positive and that they feel their input with their child’s education is valued.</p> <p>Outside agencies are able to play an integral role at school and their input is valued.</p> <p>NPDL competencies relating to Mahitahi are clearly evident in classrooms ad around the school</p>	<p>Principal</p> <p>All Staff</p> <p>Board of Trustees</p>	

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<p><b>2024</b>  <b>Strategic Goal #5</b>  <b>Matauranga</b>  <b>To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude Taking responsibility to develop an attitude that broadens perspective and builds resilience towards learning about the world around us.</b></p>	<p>To apply the school motto of <b>Whakapono Kia koe (Self Belief) and Attitude determines Altitude</b> in all school wide programmes and celebrate hard mahi and achievement</p>	<p>Mātauranga Māori is a body of knowledge encapsulating these specific life experiences that form the basis of our identity, language, cultural practices and value systems. School programmes will embrace this.</p> <p>Tamariki will be acknowledged and rewarded for self belief and a positive attitude through class and assembly certificates.</p>	<p>School community work together with staff to support children’s learning at school and home                      Students have large role in setting the school direction                      Positive school culture in the class and the playground.</p> <p>Great classroom programs (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals                      Positive environment</p> <p>Reflective practice - why are we doing things and what is working / not working</p>	<p>Principal                       All Staff                       Board of Trustees</p>	

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<p><b>2024</b></p> <p><b>Strategic Goal # 6</b></p> <p><b>Turangawaewae</b></p> <p><b>For students of Paremata School to develop a strong sense of turangawaewae (belonging) that celebrates all identities equally, based on mutual respect, understanding, acceptance and support.</b></p>	<p>To continuing celebrating cultural milestones and increase levels of Global Citizenship awareness at Paremata School</p> <p>Reintroduce school wide student led fundraising</p>	<p>School acknowledges and celebrates a variety of cultural milestones such as Ramadan, Ede, The Festival of Colour, the Chinese new year, and Matariki. Bastille Day, Children’s Day (Japan)</p> <p>Further develop Year 7/8 Languages programme with French, Japanese, German, Dutch, Māori and Spanish</p> <p>Promote growing the vegetable garden outside Room 17 and caretakers shed</p> <p>Continue composting and recycling throughout the school</p> <p>Using the school’s Jump rope competition students to fundraise</p>	<p>Increased awareness and cultural interaction across the school in global and national events.</p> <p>Range of languages offered at school.</p> <p>Composting and enviroschools committee meeting regularly with student voice evident.</p>	<p><i>Principal and all teaching staff</i></p>	

