



SWIS

Strategic Plan 2024-2025



Challenge – Engage – Inquire – Inspire

Theme

Te ao Māori

Ngā hau e whā - our school values the diverse cultures that make up our community. Strengthen culturally relevant practices that support Te Tiriti o Waitangi and nourish, through our actions, our taonga - te reo Māori, tikanga Māori and mātauranga Māori, to enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

Our Curriculum

Curriculum delivery designed so all ākonga succeed. Ākonga are challenged at appropriate levels and experience being part of a diverse kura that prepares them for the future by fostering their love of learning.

Hauora

Everyone at SWIS feels they belong. We use the holistic hauora approach to ākonga and kaimahi wellbeing.

Stakeholder

Ākonga

All ākonga, particularly ākonga Māori, are supported in their te reo and te ao Māori development through a localised curriculum.

Kaimahi

Our kaimahi know and understand the positive impact that te ao Māori, te reo Māori, and identity have for our ākonga. Kaimahi develop their own skills and understanding of these.

Whānau

We partner with our whānau community and Te Ātiawa as mana whenua as we develop a powerful, engaging local curriculum.

Ākonga

All ākonga are active participants in the design of the localised curriculum and their own learning, taking on opportunities, challenges, and extensions that allow them to be future-ready.

Kaimahi

Our kaimahi know and understand the positive impact that te ao Māori, te reo Māori, and identity have for our ākonga. Kaimahi develop their own skills and understanding of these.

Whānau

Our whānau community understand the intent of our curriculum and feel able to partner in the curriculum design and delivery.

Ākonga

All ākonga are confident and resilient learners who know and value their own and others' identities, languages, cultures, and beliefs.

Kaimahi

Kaimahi know and understand the identity, languages, values and cultures of our ākonga. They can also support themselves and each other to maintain optimal well-being.

Whānau

Our whānau community understand and support the school's teaching of different strategies for strengthening hauora for our ākonga and kaimahi.



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Ākonga

Goal	Te ao Māori Strengthen culturally relevant practices that support Te Tiriti o Waitangi and nourish, through our actions, the taonga that is te reo Māori, tikanga Māori and mātauranga Māori.	Our Curriculum Curriculum delivery designed so all ākonga succeed. Ākonga are challenged at appropriate levels and experience being part of a diverse kura that prepares them for the future by fostering their love of learning.	Hauora Everyone at SWIS feels that they belong. We use the holistic hauora approach to ākonga and kaimahi wellbeing.
Measure	Outcomes for students tracked against the 2024 Curriculum Targets for ākonga Māori Survey data is tracked twice a year (mid and end) and compared to biannual student well-being surveys from the Kāhui Ako.	Outcomes for students tracked against the 2024 Curriculum Targets for ākonga Māori Samples of Integrated and Core Curriculum Plans undertaken	TIP Framework is drafted and used in 2024
Successful outcome	All ākonga, particularly ākonga Māori, supported in their te reo and te ao Māori development through a localised curriculum. <ul style="list-style-type: none">Programmes developed support us in accelerating curriculum outcomes for ākonga Māori and all ākonga.Our kaimahi implement culturally responsive practices, uphold our commitment to Te Tiriti o Waitangi, and understand that for improved learning to take place, we actively:<ol style="list-style-type: none">Use te reo Māori in our environmentCelebrate the achievement and success of ākonga Māori across a range of curriculum areas, not just the academicExplicitly plan our learning with a Māori focus, including the use of local storiesSeek out and use ākonga Māori and whānau voices in the development of our curriculumDevelop powerful partnerships with whānau and local iwi that include, but are not limited to, Whānau HuiAll ākonga can retell local stories and connect with these on a personal levelAll ākonga use local tikanga, te reo Māori and mātauranga Māori as a foundation within their Integrated Learning	All ākonga are active participants in the design of their learning, taking on opportunities, challenges, and extensions that allow them to be future-ready. <ul style="list-style-type: none">Programmes developed support us in accelerating curriculum outcomes for ākonga Māori and all ākonga.Our kaimahi implement culturally responsive practices, uphold our commitment to Te Tiriti o Waitangi, and understand that for improved learning to take place, we actively:<ol style="list-style-type: none">Use te reo Māori in our environment.Celebrate the achievement and success of ākonga Māori across a range of curriculum areas, not just the academic.Explicitly plan our learning with a Māori focus, including using local stories.Seek out and use ākonga Māori and whānau voices in the development of our curriculum.Develop powerful partnerships with whānau and local iwi that include, but are not limited to, Whānau Hui.All ākonga deeply integrate their learning across the NZCAll ākonga can articulate the purpose of their learning, make links to their own selves and see pathways for future development of their ideas (next steps in their learning)All ākonga feel heard, and their ideas are valuedDifferentiation of learning is evident and meets the needs of all ākonga	All ākonga are confident and resilient learners who know and value their own and others' identities, languages, cultures, and beliefs. <ul style="list-style-type: none">Kaimahi use the Student Management System to track behaviours, outcomes for ākonga and learning support documentation. It is monitored, and the data is analysed for trends and opportunities.Transition structures are clear, and time is given to kaimahi to transition students effectively.The Learning Support Team (SENCO, School Counsellor and Specialist Support Teacher) meet regularly to ensure the best care (academically, emotionally, socially and mentally) for all ākonga.Kaimahi undertake professional development in Restorative Practice, the teaching of Pause, Breathe, Smile, Kura Ahurea and any relevant teaching programmes.Kaimahi develop and use a trauma-informed practice (TIP) framework to support all ākonga.
How	Ākonga Māori to achieve success as Māori. All ākonga and ākonga Māori connect, understand and use local stories, te reo Māori, our Te Tititi history and tikanga. <ul style="list-style-type: none">Use assessment and curriculum data focusing on outcomes for ākonga Māori and all ākongaImplement teaching and learning practices that connect with:<ol style="list-style-type: none">Local stories through Kura AhureaThe wider Kāhui Ako frameworkWhānau and Te Atiawa	Ākonga Māori to achieve success as Māori. <ul style="list-style-type: none">Use assessment and curriculum data focusing on outcomes for ākonga Māori and all ākongaImplement teaching and learning practices that connect with:<ol style="list-style-type: none">Local stories through Kura AhureaThe wider Kāhui Ako frameworkWhānau and Te Atiawa All ākonga experience learning opportunities that challenge, engage and strengthen their learning. <ul style="list-style-type: none">Our Learning is designed to meet the needs of all ākonga. We ensure that learning is supported by:<ul style="list-style-type: none">Ākonga and whānau voice that puts ākonga at the centre of the learningThe Key CompetenciesTikanga values and mātauranga knowledgeThe NZCInclusive practices	All ākonga experience culturally responsive and inclusive care. <ul style="list-style-type: none">Ākonga are supported with a range of practices and networks that include:<ol style="list-style-type: none">Restorative Practices implemented by all kaimahiPause, Breathe, SmileKura AhureaKeeping Ourselves SafeUnderstanding Behaviour and Responding Safely (UBRS)SENCO (with external agencies and networks including BGI and the School Counsellor)Transition to and from SWIS is prioritised
Led by	<ul style="list-style-type: none">Te reo and Kapa Haka kaimahiSenior Leadership TeamWhānau and Mana WhenuaYear 8 Kapa Haka students	<ul style="list-style-type: none">Te reo and Kapa Haka kaimahiSenior Leadership TeamWhānau and Mana Whenua	<ul style="list-style-type: none">SENCO/DPThe PrincipalTeam LeadersSenior Leadership Team



Goal	Te ao Māori	Our Curriculum	Hauora
Measure	Involvement in and attendance of PLD is tracked in appraisal documentation and kaimahi self reviews.	Samples of Integrated and Core Curriculum Plans undertaken with a lens on teaching practice.	Survey data is tracked twice a year (mid and end) and compared to biannual student well-being surveys from the Kāhui Ako. Undertake survey of staff twice yearly along with ongoing feedback from Team Leaders.
Success outcome	<p>Kaimahi know and understand the positive impact that te ao Māori, te reo Māori, and identity have for our ākonga. Kaimahi seek to develop their own skills and understanding of these.</p> <ul style="list-style-type: none"> Kaimahi undertake ongoing te reo Māori learning and use their knowledge in the classroom to support all ākonga in their learning. SWIS will seek appropriate te reo lessons for staff and provide resources to support this. Kaimahi use their knowledge of Te Tiriti, tikanga Māori and mātauranga Māori principles in their teaching and support roles. Self-monitoring and review tools are developed by staff and used to track personal and professional progression. 	<p>Kaimahi recognise the diversity of teaching needed for each ākonga to be successful and work to help them achieve through their own agency.</p> <ul style="list-style-type: none"> Planning, led by Team and Curriculum Leaders, reflects structured progressions for all ākonga in their class. Planning is collaborative and shows thought and consideration for the learning progression of all ākonga. Kaiko can explain the role of the refreshed NZC and the impact it has on the learning of all ākonga. All ākonga feel heard and can see their ideas are reflected in the learning programmes. 	<p>Kaimahi know and understand the identity, languages, values and cultures of our ākonga.</p> <ul style="list-style-type: none"> Kaimahi can confidently use aspects of all ākonga's home language, cultures and values within the teaching and learning programmes. These are represented in the environment and influence the design of the school environment. Learning is influenced by and supportive of the home language/s, cultures and values of all ākonga. <p>They can also support themselves and each other to maintain optimal well-being.</p> <ul style="list-style-type: none"> Kaimahi share a sense of personal well-being. Kaimahi are supported and celebrated for their work across the school (publicly and privately as appropriate). Feedback from well-being surveys is reviewed by SLT and actions taken to further develop a positive professional environment.
How	<p>Kaimahi use te reo Māori to Level 2 by end of 2026.</p> <ul style="list-style-type: none"> Kaimahi access te reo lessons supported by the Kahui Ako and SWIS. Kaimahi self select te reo course/s to suit their needs (if Kahui Ako ones don't meet this). <p>Kaimahi understand and uphold Te Tiriti along with tikanga Māori and mātauranga Māori principles.</p> <ul style="list-style-type: none"> Kaimahi participate in school and Kahui Ako organised professional development. 	<p>Kaimahi identify, implement and review best practice approaches that meet the needs of all ākonga and the refreshed NZC.</p> <ul style="list-style-type: none"> Kaimahi undertake Professional Development (PLD) with Learning Architects. Kaimahi develop and use collaborative planning tools that reflect the Local Curriculum and changes to the NZC. 	<p>Kaimahi understand the different identities, languages and cultures at SWIS and the important role this knowledge has in building effective learning relationships.</p> <ul style="list-style-type: none"> Kaimahi undertake professional development both independently and within the Kahui Ako PLD programme. <p>All kaimahi feel that their input is valued and understand the personal role they have in their own well-being.</p> <ul style="list-style-type: none"> Opportunities are developed to seek and further implement staff voice within the decision-making processes of the school. Kaimahi well-being and celebration opportunities are regularly undertaken. SLT team support staff within the teaching spaces. Coaching programme for Middle and Senior Leaders is strengthened.
Led by	<ul style="list-style-type: none"> Kaimahi Senior Leadership Team Kāhui Ako WSL 	<ul style="list-style-type: none"> Kaimahi Senior Leadership Team Kāhui Ako WSL 	<ul style="list-style-type: none"> Curriculum Leaders The Principal Kāhui Ako WSL Senior Leadership Team



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Whānau

Goal	Te ao Māori	Our Curriculum	Hauora
Measure	Track attendance at Hui, learning conferences and celebrations of learning	Track attendance at hui and seek feedback from whānau	Survey whānau in their first language review practices
Successful outcome	<p>We partner with our whānau community and Te Ātiawa as mana whenua to develop a powerful, engaging local curriculum.</p> <p>The school and whānau collaborate in powerful learning relationships that have ākonga at the centre</p>	<p>Our whānau community understand the intent of our curriculum and feel able to partner in the curriculum design and delivery.</p> <p>Parents (especially Māori whānau, Pacific Peoples and families who have English as their second language) feel connected to the learning programmes and the school environment</p>	<p>Our whānau community understand and support the school's teaching of different strategies for strengthening hauora for our ākonga and kaimahi.</p> <p>Whānau provide input into our learning programmes and the school environment. Whānau connect with teachers, the SENCO and bi-lingual (if needed) team to share goals, ideas and inputs into learning programmes for their own children</p>
How	<p>Authentic relationships with whānau and mana whenua allow SWIS to build on knowledge and local histories to shape the SWIS curriculum.</p> <ul style="list-style-type: none"> Develop connections within our community that are culturally responsive and broadly representative of our community Broaden the connections we have with whānau, Te Ātiawa and Tangata Whenua and, through our actions, ensure these are authentic and culturally responsive 	<p>Whānau hear their voice and understand the role the local curriculum has in the teaching and learning programmes.</p> <ul style="list-style-type: none"> Seek authentic input from key stakeholders and families within our community Seek to understand the behavioural, cultural and academic needs of all ākonga from their own whānau 	<p>Whānau feel welcome to support us in the teaching and learning at SWIS and are supported to co-construct learning for their child.</p> <ul style="list-style-type: none"> Ensure opportunities to participate in parent information events, learning conversations and learning opportunities (such as te reo Māori courses) are offered to everyone. Seek to understand the behavioural, cultural and academic needs of all ākonga from their whānau.
Led by	<ul style="list-style-type: none"> Principal Senior Leadership Team/Bi-lingual team Pacific Peoples and te reo Māori Leaders 	<ul style="list-style-type: none"> Principal Senior Leadership Team/Bi-lingual team Pacific Peoples and te reo Māori Leaders 	<ul style="list-style-type: none"> Kaiako The Principal SENCO/Bi-lingual team