



Te ao Māori

Our Curriculum

Hauora

Year 1 (2024)

Year 2 (2025)

Year 1 (2024)

Year 2 (2025)

Year 1 (2024)

Year 2 (2025)

- Investigate the Te reo Māori programmes that is in place at contributing schools and understand the positive impact these are having on our students so we can build our own Te reo Māori programme to progress all students in this area.
- Timeframe: Term 2 and 3 2024
- Budget: PLD and Teacher release budgets (Including connections with Kahui Ako/contributing schools)
- Connect with Whānau and Te Atiawa to source (Kura Ahurea) or develop a local stories framework that enables our students to connect, understand and strengthen their understanding of Te reo Māori and our commitment to Te Tiriti o Waitangi
- Timeframe: Term 3 and 4 2024
 - Budget: Contribution already paid to Kahui Ako alongside MOE PLD hours allocated to SWIS through PLD applications (15 hours per term)

Further initiatives to be developed as the impact of Year 1 is reviewed

Ākonga will be able to connect their knowledge of their own identities, cultures and values with local stories and represent this in the learning they undertake at SWIS.

- Support all staff to undertake professional learning so we are learning and understand Level 1 Te reo Māori, while continuing to source more advanced language learning opportunities for those who need it.
 - Timeframe: Term 2/3, 2024
 - Budget: PLD Budget and Teacher release alongside access to Te Ahu o Te Reo through Kahui Ako (for Level 2 and 3)
- Kaimahi will recognise the role of Te Tiriti o Waitangi in the school setting and understand the taonga it is. This will begin to underpin the design of teaching and learning across the school
 - Timeframe: Term 2/3, start of Term 4 2024
 - Budget: PLD Budget and Teacher release alongside access to Te Ahu o Te Reo through Kahui Ako (for Level 2 and 3)

Further initiatives to be developed as the impact of Year 1 is reviewed

The majority of teaching staff are undertaking Te reo Māori to level 2 and beyond, with the support of the school and the board of trustees.

Te ao Maori will underpin all teaching and be evidenced in our planning tools.

- Undertake planned Whānau Hui and develop trusted engagement that builds on and strengthens the local curriculum design.
 - Timeframe: Throughout 2024
 - Budget: Whānau Hui Budget \$2000
- Develop a framework for Whānau engagement that builds sustainability across multiple years.
 - Timeframe: Term 1/2, 2024
 - Budget: Whānau Hui Budget \$2000

Further initiatives to be developed as the impact of Year 1 is reviewed

Ensure these relationships are mutually empowering as evidenced through the collaborative development of our local curriculum.

Revision the planning tools used at SWIS to ensure our commitment to Te reo Māori and Te ao Māori concepts underpin our planning and reporting

- Timeframe: Term 1/2, 2024
- Budget: \$0 - part of the work SLT and Curriculum Leaders undertake

Further initiatives to be developed as the impact of Year 1 is reviewed

Strengthen ākonga's understanding of the local curriculum and the connections to them as learners

Seek to ensure ākonga have a voice in the development of the learning that is undertaken at SWIS

- Undertake Professional Learning in Literacy and Mathematics to ensure learning progressions meet the needs of our students.
 - Timeframe: Terms 2/3, 2024
 - Budget: \$4000 per teacher per year and mentoring to upskill in accelerative teaching - sponsored by the Ministry of Education and supplemented by the SWIS PLD and teacher release budgets.
- All teaching staff to engage in professional Development that focuses on Structured Literacy
 - Timeframe: Term 1/2/3, 2024
 - Budget: Internal PLD (Teacher Release budget to support planning of these sessions)

Further initiatives to be developed as the impact of Year 1 is reviewed

Strengthen the Literacy and Numeracy training by expanding the number of teachers involved in the Professional Learning undertaken by staff.

Connect future professional development to the guiding principles of the Curriculum Refresh and understand its impact on our Local Curriculum.

- Building on the trusting relationships developed in the Whānau Hui, develop a shared understanding of the local curriculum and seek input and feedback on what is being taught and reported on.
 - Timeframe: Throughout 2024
 - Budget: Whānau Hui Budget \$2000

Further initiatives to be developed as the impact of Year 1 is reviewed

Review the co-constructed local curriculum to ensure it is meeting the needs of our current students.

Develop *Trauma Informed Practices Framework* to use with students alongside investigating key educational programmes such as KiVA (The anti-bullying programme)

- Timeframe: Terms 2/3/4 2024
- Budget: Not assigned in current budget (investigation underway for sponsored KiVA programme)

Further initiatives to be developed as the impact of Year 1 is reviewed

Students understand their own wellbeing needs and can articulate their next steps within the framework that has been developed.

- Kaimahi understand the key role of our identities, culture and language play in their own wellbeing and that of our ākonga through professional development in Te reo Māori and with the Kahui Ako
 - Timeframe: Terms 2/3, 2024
 - Budget: Not assigned in the current budget
- Establish the Within School Led role to focus on staff and student Hauora
 - Timeframe: Terms 1/2, 2024
 - Budget: Two Management Units and release time supported by the NZEI Collective Agreement

Further initiatives to be developed as the impact of Year 1 is reviewed

Ensure staff have shared understanding of our approach to staff and student Hauora

- Whānau are engaged and provide input into ways to strengthen student Hauora. This is done through explicit invitation to key events,
- Timeframe: Terms 2/3/4, 2024
- Budget: Whānau/Fono hui \$3000

Further initiatives to be developed as the impact of Year 1 is reviewed

Ensure Whānau understand the tools and strategies in place for student hauora development, including PBS and KiVA. Parents can support the use of these tools at home.

Ākonga

Kaimahi

Whānau



Academic Targets 2024

Goal	Reading (Literacy)	Writing (Literacy)	Maths (Numeracy)
Successful outcome	<p>All ākonga: Maintain an expected outcome of 90% for all ākonga within or above the expected curriculum level at the end of Year 8.</p> <p>Ākonga Māori: We aim for ākonga Māori in Year 8 to be achieving at the same rates as their peers (93% at the expected curriculum level or higher) by the end of 2024.</p> <p>ESOL Learners: We aim to increase the percent of English as Second Language learners achieving at Level 3 of the curriculum from 50% achieving to 85% by the end of the year.</p>	<p>All ākonga: Aim for an expected outcome of 90% at the expected curriculum level in writing for all ākonga at the end of the school year.</p> <p>Ākonga Māori: We aim for ākonga Māori in Year 8 to be achieving at the same rates as their peers (90% at the expected curriculum level or higher in writing) by the end of 2024.</p> <p>ESOL Learners: We aim to increase the percentage of English as Second Language learners achieving at Level 3 of the writing curriculum from 30% achieving to 85% by the end of the year.</p>	<p>All ākonga: Aim for an expected outcome of 90% at the expected curriculum level in maths for all ākonga at the end of the school year.</p> <p>Ākonga Māori: We aim for ākonga Māori in Year 8 to CONTINUE to be achieving at the same rates as their peers (90% at the expected curriculum level or higher in Numeracy) at the end of 2024.</p> <p>Pasifika Students: We aim for our Pasifika students in Year 8 to CONTINUE to be achieving at the same rates as their peers (90% at the expected curriculum level or higher in Numeracy) at the end of 2024.</p> <p>ESOL Learners: We aim to increase the percentage of English as Second Language learners achieving at Level 3 of the maths curriculum from 60% achieving to 90% by the end of the year.</p>
Why	<p>We are seeing the expected shift in data towards <i>Working Towards Level 4</i> for the year groups as a whole.</p> <p>10% of all ākonga are working below the expected Year 8 curriculum level at the end of the school year.</p> <p>However, when we look closer at this data, we find that the 2023 Year 7 Reading Data for our ESOL students is 50% under the expected level of Working AT Level 3 at the end of the year while for our Year 7 Māori cohort this sits at 13%.</p>	<p>The end of Year 8 writing data shows a continued shift in students <i>Working Towards Level 4</i> and beyond. The data shows that boys are not achieving at the same rate as girls.</p> <p>28% of Year 8 boys are <i>Working Towards Level 4</i> at the end of Year 8 compared to 17% of girls. This trend is evident at Year 7 as well, with 33% of boys versus 26% of girls under the expected curriculum level.</p> <p>35% of our Year 7 students are Working Towards the expected level at the end of the school year, while 70% of our ESOL cohort are Working Towards the expected level by the end of their time at SWIS.</p>	<p>When looking at the end of Year 8 data, we see positive shifts towards and exceeding the Level 4 Curriculum target.</p> <p>60% of our ESOL group is currently at level 3 of the maths curriculum.</p>
Solutions	<p>The ALL (<i>Accelerating Learning in Literacy</i>) programme supports kaiako to accelerate learning for all ākonga in years 1-10 who would benefit from targeted support in reading and writing.</p> <p>Programmes for Students provides mentor support for participating kaiako and teachers to:</p> <ul style="list-style-type: none"> accelerate the learning of ākonga who have been identified as needing further support - those who are at risk of not achieving the progress outcome for their phase or who are behind in the progress steps. use accelerative practices - kaiako and teachers will be supported to challenge, scaffold, and shift their practice & behaviour. integrate approaches into their overall school literacy strategies so that the impact of Programmes for Students is sustained over time. work with ākonga Māori on essential literacy skills where the learning is ākonga-centred, empowering ākonga Māori to learn and succeed as Māori. <p>Strengthen the ESOL support programme to include:</p> <ul style="list-style-type: none"> Specialist teacher/s working closely with kaiako to develop differentiated classroom practice and individualised student supports Programmes (such as Structured Literacy) implemented for students who need this Specialised programmes focusing on language development and acquisition, such as cooking, project-based learning and community engagement <p>Further investigation, PLD and support for a Structured Literacy programme could also benefit students with a focus on accelerating their learning progressions.</p>		<ul style="list-style-type: none"> Spring Into Maths Programme - develop the resources, train Kaiako and Teacher Aides to implement the programme Use the Maths Extension Programme to challenge, excite and stretch all ākonga at the higher levels of the maths curriculum while explicitly seeking Maori and Pasifika students to join this group as well. <p>Strengthen the ESOL support programme to include:</p> <ul style="list-style-type: none"> Specialist teacher/s working closely with kaiako to develop differentiated classroom practice and individualised student supports focusing on language development and acquisition of mathematical terms and challenging word problems Specialised programmes focusing on cooking, project-based learning and other hands-on activities that are linked to the maths curriculum to link in and explicitly teaching the mathematical concepts needed.