**School Wide Priorities 2023.**

*Due to required changes later this year to Planning and Reporting the decision ha been made to develop and work from this interim Annual Plan that can be developed, subject to consultation, at a latter date into our 3 year plan.*

1. **To continue to develop and incorporate the emphasis on teaching from children’s strengths.**

1a. Staff will have identified the strengths of children in their care, and ensure that they use these strengths as the springboard for all learning

1. **To explore the history of Aotearoa / New Zealand with our students, with an emphasis on local events (e.g. Northland, Whangārei)**

2a. We work with local Iwi and kaumatua to further develop our knowledge of localised history pertinent to Hora Hora School and community.

2b. We continue developing this knowledge with a Tatou Tatou Approach as part of PD.

2c. Expectation is that all staff will be fully involved in this.

1. **To continue to develop trauma informed practice throughout the school.**

3a. To give staff especially teachers opportunities to increase knowledge and skills with regards trauma informed practices

3b. To continue with the Hauora Programme involving approximately 100 akonga each day.

3c. To utilise services of school Councillor and Social Worker with regards this.

1. **To use the Y6 GP / Pou to drive our curricula**.

4a. To ensure all staff are familiar with the Y6 Graduate Profile /Pou, and are using them within programmes at an appropriate level, that enables all children to achieve these by the end of their Year 6,

4b. That teams involve these as a regular part of their professional discussion, with anemphasison how in practicality, the team is carrying out 4a.

1. **To increase the use of Te Reo / Tikanga throughout the school**.

5a. We work towards increasing the minimum level of te reo in mainstream, through professional development as a school and within teams being the vehicle to carry this out.

5b. We continue to fund to a high level para professional support/

5c. We incorporate the knowledge and skills already on staff, to help with this on a Tatou Tatou Approach.

1. **To ensure the concepts found in the NELPs(Below) relevant to us are implemented.**

|  |  |
| --- | --- |
| **OBJECTIVE 1: LEARNERS AT THE CENTRE** | |
| Priority 1: | **Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying**  1a.We look after each other. Actions. Repeated discussion, play acting situations etc around what does Looking after each other in different scenarios actually mean. We look after each other in class, in playground, at home, we people say/do nasty things  1b. We continue to fund to a high level para professional support/ |
| Priority 2: | **Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures**  2a We identify individual needs/strengths of all our akonga, across curriculum, cultural, tikanga, sport etc. and as far as possible cater for them  2b We continue to fund to a high level para professional support/ |
| **OBJECTIVE 2: BARRIER-FREE ACCESS** | |
| Priority 3: | **Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs**  3a.We will identify barriers for learning, be they physical, emotional, educational and put in place actions/programmes to reduce/nullify these.  3.b We will workshop with Dr Melanie Riwai – Couch author of Neho Taniwha and as well make this book the resource for all teams professional discussion.  3.c We continue to fund to a high level para professional support |
| Priority 4: | **Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy**  4a. We will ensure as far as possible, that as part of each child’s fully rounded education, that we do our utmost for every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. Included in this action, is our Tatou Tatou Approach to Literacy development  4.bWe continue to fund to a high level para professional support/ |
| **OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP** | |
| Priority 5: | **Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning**  5a. We work towards increasing the minimum level of te reo in mainstream, through professional development as a school and within teams being the vehicle to carry this out.  5b. We continue to fund to a high level para professional support/  5c. We incorporate the knowledge and skills already on staff, to help with this on a Tatou Tatou Approach. |
| Priority 6: | **Develop staff to strengthen teaching, leadership and learner support capability across the education workforce**  6a. We have a strong emphasis on Professional Development of all staff, including paraprofessionals, via identified strengths, areas for development and through professional debate and discussion. |