



Vision:

To have the self-confidence to make a difference to my world.

Refer Regulation 7 (a)




Summary of the plan:

Refer Regulation 7 (c)




In 2023 a community-wide survey was conducted. The community survey identified - a need for timely, accurate communication from the school, and connection to our local area including the Maungatautari Maunga, Waikato River, (awa) and Karapiro Lake. (roto). - concern that there wasn't a clear Behaviour Plan and that there was a need to assist senior students with some social issues. - a desire to get "Back to the Basics".




The Board identified three key themes that came through in the survey – Communication & Connection, Achievement & Assessment and School Culture & Behaviour. These have formed our Strategic Goals as listed below and the Annual Plan has come out of these Goals.

Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>	How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)	Refer Regulations 7(g)	Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)

Strategic Goal	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education Requirements		What do you expect to see?		How will we achieve or make progress towards our strategic goals?		How will you measure success?
<p>Objective 1 Communication and Connection</p> <p>Horahora School will strengthen the connection with our local environment and community.</p>	<p>Board Primary Objective 2a;2b; and 2e</p> <p>https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html</p>	<p>NELP- Objective 1 Learners with their whaanau are at the centre of education.</p> <p>Objective 2 Great education opportunities and outcomes are within reach for every learner.</p> <p>Objective 3 Quality teaching and leadership make the difference for learners and their whanau.</p>		<p>We will see students increase their understanding of who and what makes up their local community and how these influences and contributes to the way we live.</p> <p>Students will know the local physical environment – Maungatautari, the river, Karapiro Lake and other features and understand the local history and stories of the region.</p> <p>The teaching and learning programme and local curriculum use these features to support the learning.</p> <p>Parents and families will understand the learning outcomes associated to the learning opportunities and trips.</p> <p>We will see an increase in our visibility and brand as we link with ECE’s, playgroup and local high schools.</p>		<p>The Annual Implementation Plan for 2024 identifies the community features or community members that relate to the focus of the local curriculum and teaching and learning programme across the year. The teaching programme identifies the learning outcomes, and the teaching plan is written. The year planner tracks the curriculum.</p> <p>Kahui Ako resources that are offered are utilised. Trips are planned and organised with articulate learning outcomes for the parents and families to understand.</p> <p>We plan to organize open days specifically tailored for Early Childhood Education centres (ECEs) and extend invitations to the local playgroup, hosting them once every term.</p> <p>Additionally, Horahora School Board is committed to fostering connections with local high school boards. We aim to arrange meetings to facilitate collaboration and extend invitations to these boards to participate in our school events, fostering stronger ties within the broader educational community.</p>		<p>Student opportunities to engage in learning with local community members, businesses and the local environment increases.</p> <p>Student understanding and retelling of local history and stories is evident.</p> <p>There is an increase in our school roll and we retain our year 7 and 8 students.</p> <p>There is improved communication to our ECE’s, high schools and community resulting in engagement and enhanced school brand.</p> <p>There is an increase of local visitors invited to the school to share their expertise and stories. There is also an increased awareness of Horahora School and the part our school plays in the community.</p> <p>The local curriculum is understood by all.</p>

Refer Regulations 7(d)

Strategic Goal	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education Requirements		What do you expect to see?		How will we achieve or make progress towards our strategic goals?		How will you measure success?
<p>Objective 2 Achievement and Assessment</p> <p>Horahora School will deliver a comprehensive curriculum with an emphasis on numeracy and literacy.</p>	<p>Board Primary Objective 2a ; 2b and 2c</p> <p>https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html</p>	<p>NELP-Objective 1 Learners with their whaanau are at the centre of education.</p> <p>Objective 2 Great education opportunities and outcomes are within reach for every learner.</p> <p>Objective 3 Quality teaching and leadership make the difference for learners and their whanau.</p> <p>Objective 4 Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p> <p>Refer Regulations 7(d)</p>		<p>Achievement levels in Reading, Writing and Maths will have increased.</p> <p>Data will show that increased teacher knowledge from the PLD investment in 2023 will result in changed teacher practice resulting in increased achievement levels.</p> <p>There will be an increased participation in the rest of the curriculum as basic skills improve – e.g. more participation and increased knowledge in science ready for high school science.</p>		<p>End of year data has will have identified numeracy and literacy levels for all students. This will identify target students who need support and also those that need extending. Ensure deliberate teaching of numeracy and literacy is scheduled every day.</p> <p>Teachers are supported through Professional Growth Cycle to take the 2023 investment into PLD and change their teaching practice to reflect their learning. Teacher observations occur once a term and professional feedback and conversations are documented.</p> <p>Individualized Education Plans (IEPs) for students are established and closely monitored. Teaching Assistants receive training to equip them with the necessary skills and knowledge to develop IEPs for their designated students.</p> <p>Develop an integrated local curriculum to ensure comprehensive coverage of all learning areas, with a particular emphasis on fostering literacy and numeracy skills across the entire spectrum of subjects.</p> <p>Continue to use House of Science kits to teach a wide range of science topics. Take part in the CPS Science extension programme.</p>		<p>All achievement targets are met or exceeded.</p> <p>Reading: By the end of 2024 80% of students will be Reading at or above the expectation for their year level. Writing: By the end of 2024 80% of students will be Writing at or above the expectation for their year level. Mathematics: By the end of 2024 90% of students will be Mathematics at or above the expectation for their year level.</p> <p>By Week 5 of Term One in 2024, all teachers have established Professional Growth Cycles. They receive professional and formal support once a term, with regular reporting to the Board on the ensuing impact.</p> <p>The integrated local curriculum supports connection with local environment and community. There is an increased level of achievement in all curriculum areas this is evident by participation, classroom work and data.</p> <p>Science engagement is high. Cambridge High School feedback on ex-students is evident. Students show increased levels of confidence on approaching science learning.</p>

Strategic Goal	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education Links		What do you expect to see?		How will we achieve or make progress towards our strategic goals?		How will you measure success?
<p>Objective 3 School Culture (Includes behaviour plan)</p> <p>Horahora School will cultivate a school culture where everyone feels heard, seen and safe.</p>	<p>Board Primary Objective 1b</p> <p>https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html</p>	<p>NELP-Objective 1 Learners with their whaanau are at the centre of education.</p> <p>Objective 2 Great education opportunities and outcomes are within reach for every learner.</p> <p>Objective 3 Quality teaching and leadership make the difference for learners and their whanau.</p> <p>Objective 4 Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>		<p>Happy confident students, staff and community</p> <p>There will be clear leadership expectations from the Board to the Principal through to staff and students, who know, understand and rely on the expectations of the behaviour management plan and communication policy.</p> <p>We will understand the teaching and learning programmes with clear learning outcomes articulated for staff, students, and community.</p> <p>Student progress will be communicated in straightforward and simple language.</p> <p>All families see their values and cultures reflected in the school learning programmes.</p> <p>We will have defined expectations in the way we behave, communicate, and learn.</p>		<p>A communications policy will be written, put in place and visible to staff, community and students.</p> <p>We will establish a well-structured communication system to ensure clarity for all parties involved, ensuring everyone understands and knows what to expect.</p> <p>There will a revised Behaviour Management Policy written and published. We will implement this early in the year so all understand the expectations.</p> <p>We will implement a social programme focussed on social skills and learning. With an age-appropriate programme for the Year 7-8.</p> <p>The Strategic Plan and Annual Implementation Plan will be displayed in a format accessible to all, utilizing easily understandable infographics.</p> <p>The term planner will show the teaching and learning programme and the intended learning outcomes. These will be regularly communicated to the community, so the community are connected and understand the learning programme.</p>		<p>We will ask the community, staff and students at the end of the year to assess our communications policy against the year's communications activity.</p> <p>We will ask for feedback on what has worked well and what we could improve on.</p> <p>There will be increased efficiency in the running of the school and connection with community due to more communication and organisation.</p> <p>There will be a reduction in behaviour incident reporting and increase in students reporting feeling happy. and safe</p> <p>There will be an increase in community involvement in school activities and learning due to the teaching and learning programme being well understood by parents and families.</p> <p>They will support more offsite educational trips as they understand the purpose of them</p> <p>The school competencies of self-management, exploration, communication, critical thinking, citizenship, and values (learning tree) are seamlessly integrated into the curriculum, evident and actively practiced in the everyday life of the school.</p>