



Horahora School

Strategic and Annual Plan 2023





Vision:

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



Mission Statement:

To create a learning community in a positive environment where students have a voice.



The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>OBJECTIVE 5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
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PRIORITIES	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>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</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

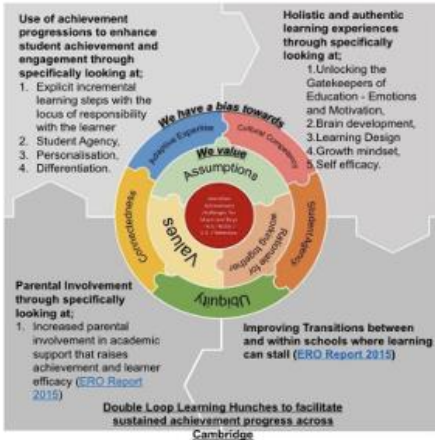
In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



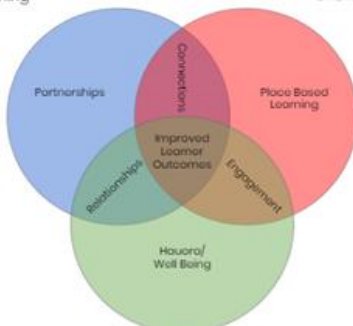
Te Kaahui Ako o Te Oko Horoi

Annual Plan - 2023



"We are committed to developing partnerships that strengthen and support student learning"

"We are committed to delivering learning opportunities that are responsive to the needs of our local contexts and issues"



"We are committed to the Hauora and Well-being of all members of our Kahui Ako"

Revised Te Oko Horoi Achievement Challenge

As we reflect on the years that have been, Te Kaahui Ako o Te Oko Horoi has much to celebrate. Moving forward on the cusp of many changes in education, we want to acknowledge Ngaati Korokii Kahukura and Ngaati Hauaa, our partners in co-governance.

Whakamana Aakonga
Uplifting Learners

Kei te awahi o Te Maataiaho
Embrace the Curriculum Refresh

E haere ana ki te ao Maori
Walking towards Te Ao Maaori

Always doing our very best work.

- We are learning to have persistence & resilience to keep going, and never give up.
- We are learning to reflect on our learning and find our next steps.
- We are learning to work collaboratively.

We Take Care of "Our World."

- We are learning to use sustainable practises
- We are recycling, and working towards near zero waste
- We notice the world and our impact on it..

We Work Together.

- We participate in all activities.
- We contribute to all activities.
- We recognise that we are part of a wider community
- We can participate & contribute to the wider community

Horahora School's Values

We Celebrate and Value Differences.

- We celebrate the significant events within the cultures of our students.
- We integrate Te Reo & Tikanga Maaori into our everyday classroom programmes & environment in authentic ways.
- We seek community input into cultural events.

We are "Life-long Learners"

- We are learning to be effective self-managers of our learning.
- We are developing independence in our learning.
- We are learning to set goals, evaluate our learning and assess our next steps.
- We are learning to be digitally literate.
- We know that EOTC experiences are valuable learning experiences.

We have rights and responsibilities.

- We have the right to....learn, be safe and be respected.
- We have a responsibility toallow ourselves and others to learn, keep ourselves and others safe, and respect ourselves, others and property.

Horahora Scool Learning Tree



The **soil** represents the four dimensions of well-being present in our community that form the rich foundation in which our school and students can flourish.

The **roots** represent the values that underpins how the staff at Horahora School engage with their students.

The **tree** represents the student, growing with the support of the birds, into a well-balanced graduate student, with strong foundations and roots to sustain and nourish them.

The **birds** represent the “experts” that guide the student to develop and embody the school competencies.

Kura, (year 6) and **Kaha**, (year 8) represent our graduates as they leave Horahora School to head out into the world equipped with all they need to be *self-confident learners who can make a difference to their world.*

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




HHS School Competencies

Horahora School have developed our own competencies based on the NZC Key Competencies of Thinking, Self, Relating to others, Participating and contributing and Using Language, symbols and texts.

Citizen

- Has respect for themselves, others and the environment (locally & globally)
- Helps others at school, at home and in their community.
- Participates actively and can take on different roles within a group.
- Can work well together.
- Makes a difference.
- Shares (learning, ideas, strategies...)
- Thinks about others' feelings.
- Is a good role model.
- Takes care of the environment.
- Shows empathy and tolerance.




Uses manners.

Thinker




think all day, every day!

- Has opinions & ideas, and can justify them.
- Thinks critically about what they know and how they know it.
- Thinks creatively.
- Is open to others' ideas and opinions and can compare & contrast these with their own.
- Can use thinking tools.
- Can be reflective.
- Allows themselves to learn.




Explorer

- Asks good questions & wonders about the world.
- Thinks about their thinking.
- Takes risks.
- Shows creativity and curiosity.
- Can follow an Inquiry process.
- Takes action/control of their own learning by.....using different sources of information to find answers / solve problems.
- Understands that learning takes time

Self Manager

- Is responsible for themselves..... learning behaviour, time and belongings.
- Has consistently high expectations of themselves.
- Shows perseverance.
- Self reflects honestly about their learning by asking for help or more challenge when they need it.
- Sets goals and knows when they have met them.
- Has a positive mindset.
- Is a role model to others

Communicator

- Uses lots of different communication tools to share their message confidently.
- Can make meaning of others' messages.
- Listens and responds carefully and respectfully.
- Speaks clearly.





Using these competencies the Horahora learner will....

- Recognise challenges and find ways to incorporate Growth Mindsets
- Develop age, and socially appropriate strategies to deal with challenge or disappointment.



Strategic Vision 2023 - 2030



- Build strong relationships with whaanau and community.
- Use culturally responsive practices in all we do.
- Build our school roll to be stable at or above 51 to maintain a 3 classroom/teacher status.
- Maintain our students through to Year 8.
- Develop a Tech Arts programme that challenges and excites our Year 7 & 8 aakonga.
- Create a student leadership structure that builds capability, responsibility and care.
- Ensure transitions within our community are as smooth as possible – Play Group to School, School to High School.
- Work towards being a Zero Waste school through more sustainable practices – vegetable gardens, compost, worm farm, recycling, re-using.
- Build a Pump Bike track that is challenging for all levels and that can be used by our community.
- Re-instate the Flying Fox.
- Continue development of the outdoor classroom and native plant area.
- Continue to value what is unique about our school – Ag Day, Riparian tree growing and planting locally, family centred
- Create a school environment that is inviting and attractive.



Horahora School Targets 2023

	Target	How will we achieve this?
Attendance	<p>In alignment with the Te Mahau (MoE) goals for akonga....</p> <p>70% of students will attend school regularly (attending 90% , 9 days per fortnight)</p>	<ul style="list-style-type: none">Track attendance and ensure students with greater absences are tracked and encouraged to be at school.Support whaanau to increase attendance, where possible.
Reading	<p>2022 – 71% Year 3 – 8 akonga were achieving at or above expected curriculum levels....</p> <p>Our target for 2023 is that 75% of Year 3-8 students will be at or above expected curriculum levels.</p>	PLD & Support <ul style="list-style-type: none">iDeal Structured Literacy ModulesQuick 60 Accelerated Reading programmeTeacher Aides across all classroomsTarget students' IEPReading Eggs for Year 1 - 3 students
Writing	<p>2022 – 68% of all akonga were achieving at or above expected curriculum levels....</p> <p>Our target for 2023 is that 75% of Year all students will be at or above expected curriculum levels.</p>	PLD & Support <ul style="list-style-type: none">iDeal Structured Literacy ModulesWriters' Toolbox PLD for teaching staffTeacher Aides across all classroomsTarget students' IEPReading Eggs for Year 1 - 3 students
Mathematics	<p>2022 – 79% of all akonga were achieving at or above expected curriculum levels....</p> <p>Our target for 2023 is that 85% of all students will be at or above expected curriculum levels.</p>	PLD & Support <ul style="list-style-type: none">Maths Whizz on-line programme for Year 3 – 8 akongaMaths Seeds on-line programme for Year 1 – 3 students.Extra Math on-line programme for Year 3 – 8 students to accelerate Basic Facts recall speed.Target students' IEP
Science	<p>To develop a School Science Implementation Plan</p> <p>Ensure akonga engage in Science Units at least twice per term</p> <p>Increase Teacher capability to teach Science through the use of <i>House of Science, Science Kits</i>.</p>	PLD & Support <ul style="list-style-type: none">50 hours PLD with House of Science FacilitatorScience Kits 2 – 3 times each term
Key Competencies	<p>To increase akonga understanding of the Key Competencies and how to use them within their learning day.</p>	Support <p>Teachers to focus on school competencies using them to help students to develop their understanding and skills through how these look, sound and feel.</p>

Horahora School Annual Plan 2023

Strategic Goal 1

To create a culturally responsive environment and build capacity in our learners through nurturing and coaching to achieve their personal best.

- Report to students, parents, community and MoE about students' progress in Literacy and Numeracy.
- Set student achievement targets for 2023.
- Review assessment & reporting procedures to ensure they align with the NELPs and Te Maataiaho, Curriculum Refresh.
- Implement additional supports in Literacy and/or Mathematics for identified target students.
- Meet the needs of all students within the classroom programme to extend, grow and challenge all learners across the spectrum.
- Support teachers to build capacity in Tikanga and Te Reo Maaori to ensure NELPs are kept to the fore.
- Review and adapt Individual Education Plans (IEP) for identified aakonga and ORs students.
- Participate in Writers' Toolbox PLD provided by Kahui Ako, to provide staff with the skills and capability to implement changes to teaching and learning of Writing.
- Continue to build capability and knowledge in Structured Literacy through on-line learning on the iDeal platform.
- Continue to refine and develop our school's local curriculum plan.
- To work with the Kahui Ako Whangai ki te kaihoe and Mana Whenua to build our knowledge of local stories to inform our work with Aotearoa NZ Histories.
- Science PLD – build staff capability through the House of Science PLD and kits
- EOTC – Big Day Out at Finlay Park for the whole school, and Ski Camp & Waiouru War Memorial Museum for 3 days, in term 3, and Rural Schools' Sports events

Strategic Goal 2

To create a learning environment, where aakonga develop a thirst of learning, a drive for personal excellence, and skills to become a lifelong learner, achieved through play-based engagement and increased student agency.

- Kahui Ako Within School Teacher will be released for professional development within, and across the Kahui Ako to gain an understanding of Te Maataiaho, the Refreshed Curriculum, our local stories and the NELPs and build capacity in our teachers and teacher aides
- Consultation with families of diverse learners, and ensure we are responsive to student engagement in the learning environment.
- Continue with iDeal Structured Literacy to ensure all aakonga are equipped with the tools necessary to read and write confidently.
- Allow students' interests to drive their learning.
- The school will consult with our community and Poutama Pounamu to ensure the continued development of mana enhancing practice that allows all aakonga to succeed to their personal best.
- Senior Maaori aakonga and others will continue to attend twice each term, the Te Oko Horoi Kahui Ako across school group, Te Ohu Kaiaraahi o te Kapua iti to develop their leadership skills and knowledge of kaupapa Maaori which over time as they develop confidence, they will then share with all our students.
- Continued consultation with Maaori/Pasifika whanau to ensure their children achieve as Maaori/Pasifika
- Explore opportunities to develop our knowledge and skills of Kaupapa Maaori through employing a tutor for whole school Kapa haka.
- To connect, consult and strengthen the links with Pohara Marae and Mana Whenua to build our knowledge of local stories.
- To use our model of learning to ensure the concepts of Mason Durie's Te Whare Tapa Wha (holistic health), Tataiako competencies and the NELPs to inform teaching practice and student learning.
- Give effect to Te Tiriti by using Te Reo and Tikanga Maaori within classroom programmes daily.
- Explore opportunities that promote leadership for the Year 7 & 8 students, including Physical Activity Leaders programme, Leadership Days & conferences.
- To implement a Horahora School Tech Arts programme using our Tech Arts room for our Year 7 & 8 aakonga..

Strategic Goal 3

To ensure aakonga to continue to value and have the knowledge and capability to contribute to the creation and maintenance of an ecologically sustainable school.

- Implement our up-dated Enviro-school vision plan to continue development of the outdoor classroom and native plant learning area.
- Create a Rongoa garden with the help of Mana Whenua, Enviroschools, parents and the BoT.
- Investigate use of plastic at school and work towards Zero Waste
- Grow Trees for Survival seedlings and plant on local farms for wetland reclamation.
- Use enviro-gardens and orchard to learn about sustainable food growing.
- Improve and promote Caring for the environment.
- Continue to monitor pest traps.

Strategic Goal 4

To manage the school organisation and finances that allows three classrooms to operate, in order to support the best educational, social and emotional outcomes of all students at Horahora School.

- To maintain roll at, at least 51 to allow for MoE funding of 3.6 FTTE & ensure a 3 classroom structure.
- To maintain the stability and consistency of staff.
- To ensure appraisal systems for all staff adhere to good employer criteria & comply with relevant employment contracts.
- Monitor finance, budget, banked staffing & SUE reports monthly.
- To monitor & manage Policy & Procedure changes through the School Docs alert system.

Strategic Goal 5 - Health & Safety

To ensure the school's learning environment continues to minimise health and safety risks to staff and aakonga.

- Update the Health & Safety Plan for Horahora School, as required.
- Maintain an Accident and Near Misses Register, & a Hazard Register.
- Prepare SAPs and RAMs as required for EOTC events.
- Staff & students are always informed and prepared for emergencies.
- Complete monthly checks of identified hazards (
- Ensure the staff, students, visitors, and contractors are always informed, and prepared for emergencies.
- Ensure up to date Internet safety protection through virus software and N4L.
- Police checking, and vehicle checks are carried out
- Regular property inspections, including the school house, as required.

