

James Street School Strategic Plan 2024 - 2025 We Love to Learn Kei te Aroha Matou Ki te Matauranga

School Vision

To develop in our children a love of learning enabling them to reach their potential as confident, contributing citizens secure in who they are and where they have come from.

Our school will become the hub of our local community - a place of learning and sharing for our tamariki and their whanau - inclusive learning for all.

Summary of the information used to develop this plan

The Board consulted with the school whanau in Term 4 2023.

The school is an active participant in the Whakatane Kāhui Ako - with the key focuses of Hauora (Improved Hauora), Partnerships (Community and Iwi Connections) and Achievement (Literacy for All).

The school is building stronger relationships with Ngati Awa through its Iwi Connections work within the Kāhui Ako. Partnerships with Ngāti Hokopū (Te Hokowhitu a Tu ki te Rahui and Te Whare-o-Toroa) and Te Patuwai me Ngāti Maumoana (Pupuāruhe Marae - Toroa Marae).

ERO and the school are working together to evaluate the effectiveness of assessment and evaluation systems in informing responsive and adaptive practice to meet the needs of all learners.

Giving effect to Te Tiriti o Waitangi

James Street School is committed to honouring Te Tiriti o Waitangi and further developing our teacher practice to truly reflect the principles of partnership, participation, and protection.

The school starts its day with Karakia and himene followed by a weekly kiwaha. The ākonga lead this each day. The plan is currently written by kaiako. There is a weekly draw for Te Reo Māori Akomanga o te Wiki.

The school is in its fourth year of engaging in Iwi Connections mahi with the Whakatāne Kāhui Ako; developing kaiako practice and knowledge, developing a school-wide understanding of Ngāti Awa as mana whenua, learning the purakau of Ngāti Awa and the significant historical sites within, hearing the history of colonisation and raupatu, and learning the karakia and waiata. The school has an annual Noho Marae.

This year we are developing the Whakatāne Kāhui Ako Graduate Profile ensuring there are measurable goals / outcomes for students.

The school is developing kaiako knowledge and confidence to teach a weekly half hour Te Reo Maori lesson. Previously the school has received professional learning support with the Principles of Instructed Second Language Acquisition (Ellis Erlam Sakui 2004) and using these principles to teach Te Reo Maori kupu and kiwaha. A curriculum team meets regularly to plan and support this aspect of teacher professional development.

We value and spend time weekly on growing tuakana - teina relationships across the school. The school developed a Māori Strategic Plan in 2014. It needs to be reviewed.

2024 - 2025 Strategic GoalsNELP's - LEARNERS AT THE CENTRE

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Strategic Goal 1:

All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.

Strategic Goal 2:

Our Māori tamariki are engaged in their learning and are achieving educational success as Māori.

Strategic Goal 3:

Our students with diverse learning needs are supported in their hauora and learning to successfully engage with Te Mātaiaho and to achieve positive outcomes.

To be read in conjunction with the JSS Annual Implementation Plan.

Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.

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| NELP's Objectives | Priorities | | | | | |
| LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | | 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 | | | | |
| BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner | | Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy * Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language | | | | |
| QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau | | Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | | | | |
| Action to be taken | Who is Responsible | Resourcing | Timeframe | Evidence of Success | Annual report & Variance statement | |
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Strategic Goal 2: Our Māori tamariki are engaged in their learning and are achieving educational success as Māori through the development of, and implementation of a graduate profile.

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| BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner | | Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy * Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language | | | | | |
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Strategic Goal 3: Our students with diverse learning needs are supported in their hauora and learning to successfully engage with Te Mātaiaho and to achieve positive outcomes.

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