



BLENHEIM SCHOOL



Growing future focused learners
with **respect, initiative** and
tenacity.

*Kia tupa ākonga manaaki, kakama, hiringa
hoki mō ināianeī, mō āpōpō*

TE KURA O WAIHARAKEKE

STRATEGIC PLAN
2024-2026
www.blenheim.school.nz

GOALS

INITIATIVES

MEASURES

SUCCESS

Strengthening Teacher and Leadership Capabilities

Create a culture that acknowledges progress and success in teaching and learning

- 1a. Develop a culturally responsive and engaging localised curriculum that challenges tamariki to build and apply new knowledge
- 1b. Develop assessment practices which drives individual progress
- 1c. Build akonga and kaimahi competencies in Mātauranga Māori and te reo Māori

- We will work closely with all stakeholders to develop a new vision and values for Blenheim School that is authentic and culturally responsive
- We will create a graduate profile where learners can contribute meaningfully to their future
- We will work closely with ASLs to guide us in new learning of the Curriculum Refresh and utilise their expertise in powerful assessment
- We will participate in Te Ahu o te reo Maori professional development

- Increasing opportunities for learner agency so that learners can direct and have ownership of their own learning contexts and pathways
- Increased progress of all learners across the curriculum
- Daily practice of te reo Maori, tikanga Maori, and te ao Maori in all school settings by all staff and students
- Culture and equity will shape relationships around learning

Hauora

Embrace Te Whare Tapa Wha to support the wellbeing of students and staff

- 2a. Implement effective wellbeing practices with focus on social and emotional capabilities
- 2b. Enable a barrier-free environment so every student has the potential to succeed
- 2c. Actively engage Taha Whanau, Taha Hinengaro, Taha Tinana, Taha Wairua

- We will participate in Social and Emotional Regulation professional development
- We will implement Universal Design for Learning (UDL) environments through the guidance of RTLB
- We will encompass the 4 walls of Te Whare Tapa Wha in our whole school Inquiry planning, teaching, and learning.

- Whānau participating in their children's everyday learning
- Co-determination of learner's achievement with whānau, hapu and iwi
- Students and staff thriving in their all environments

Educationally powerful Connections and Relationships

Grow authentic partnerships to strengthen connections with tangata whenua, local community and whānau

- 3a. Increase opportunities for learners to share their learning with parents, so that the presence of whānau in school is normalised
- 3b. Inspire a reciprocated relationship with connected local iwi
- 3c. Develop a transition plan with ECE and Intermediate

- We will engage in termly interactive celebrations with our whanau which align with our school theme/topic
- We will actively promote and carry-out service within our local marae and community
- We will seek experts within our village - kaimahi/whanau/hapori to ignite our curiosity

- Whānau empowered to share their knowledge and skills across the school community
- Termly lwi initiated interactions normalised between iwi and kura (kaimahi me nga tamariki)
- A positive presence of whanau and community within the school grounds before, during, and after
- Increased Transition



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GOALS	INITIATIVES	MEASURES	TERM 1	TERM 2	TERM 3	TERM 4
<p>Strengthening Teacher and Leadership Capabilities</p> <p>Create a <u>culture</u> that acknowledges progress and success in teaching and learning</p>	<p>1a. Develop a culturally responsive and engaging localised curriculum that challenges tamariki to build and apply new knowledge</p>	<ul style="list-style-type: none"> We will work closely with all stakeholders to develop a new vision and values for Blenheim School that is authentic and culturally responsive We will create a graduate profile where learners can contribute meaningfully to their future 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Continued consultation with all stakeholders Continued planning and refining with BoT Term 1 Value to be explored by staff and presented to tamariki <p><u>WHO:</u></p> <ul style="list-style-type: none"> Management Team Teaching Staff Whanau and students BoT Cultural Responsiveness Unit Holder 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Curriculum Team to hui brainstorm Term 2 Value to be explored by staff and presented to tamariki Pasifika Consultation Evening Maori Consultation Evening <p><u>WHO:</u></p> <ul style="list-style-type: none"> Management Team Teaching Staff Whanau and students BoT Cultural Responsiveness Unit Holder 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Present draft copy of vision and values to BoT Present draft copy of vision and values to community and iwi representatives Present draft Graduate Profile to Iwi and BoT Term 3 Value to be explored by staff and presented to tamariki Visit Broadgreen School in Nelson <p><u>WHO:</u></p> <ul style="list-style-type: none"> Management Team Teaching Staff Whanau and students BoT Cultural Responsiveness Unit 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Present Graduate Profile to Community Present Graduate Profile to Maori and Pasifika whanau Term 4 Value to be explored by staff and presented to tamariki Potential rebranding of current school vision and values <p><u>WHO:</u></p> <ul style="list-style-type: none"> Curriculum Team Management Team Whanau and students BoT Cultural Responsiveness Unit Holder
	<p>1b. Develop assessment practices which drives individual progress</p>	<ul style="list-style-type: none"> We will work closely with ASLs to guide us in new learning of the Curriculum Refresh and utilise their expertise in powerful assessment 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> WSL and Management to catch up and plan direction with ASLs ASLs to run staff hui - Assessment ASLs to support 1:1 PD opportunities <p><u>WHO:</u></p> <ul style="list-style-type: none"> ASLs Teaching Staff Management Team 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> ASL to provide and support cross-school moderation ASLs to run staff hui - Curriculum Refresh (English) Staff moderation hui and comparative data analysis <p><u>WHO:</u></p> <ul style="list-style-type: none"> ASLs Teaching Staff Management Team 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Management Team to analysis midyear data with ASLs Streamline and review current Assessment Map ASLs to run staff hui - Curriculum Refresh (NZ Histories) <p><u>WHO:</u></p> <ul style="list-style-type: none"> ASLs Management Team 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> 2025 Assessment Map completed and shared with BoT EOY 2023/2024 data. compared and analysed ASLs to run staff hui - Curriculum Refresh (Maths) 2025 Curriculum plan for school designed with ASLs <p><u>WHO:</u></p> <ul style="list-style-type: none"> Management Team BoT ASLs
	<p>1c. Build ākonga and kaimahi competencies in Mātauranga Māori and te reo Māori</p>	<ul style="list-style-type: none"> We will participate in Te Ahu o te reo Maori professional development 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Meet and Plan programme with NMIT Tutors <p><u>WHO:</u></p> <ul style="list-style-type: none"> Whole Staff Tutors: Whaea Ang Tutors: Whaea Connie 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Fortnightly PD sessions - Thursdays (even weeks) Fortnightly 1:1 sessions for all staff with tutors Classroom and planning to have evidence of te reo Maori learning and teaching <p><u>WHO:</u></p> <ul style="list-style-type: none"> Whole Staff Tutors: Whaea Ang Tutors: Whaea Connie 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Fortnightly PD sessions - Thursdays (even weeks) Fortnightly 1:1 sessions for all staff with tutors Classroom and planning to have evidence of te reo Maori learning <p><u>WHO:</u></p> <ul style="list-style-type: none"> Whole Staff Tutors: Whaea Ang Tutors: Whaea Connie Iwi 	<p><u>ACTIONS:</u></p> <ul style="list-style-type: none"> Planning around 2025 vision of Mātauranga Maori me nga Te Reo Maori implementation Taipenga Staff confidently starting led hui with own Pepeha Te Reo heard regularly in classrooms and playground <p><u>WHO:</u></p> <ul style="list-style-type: none"> Whole Staff Tamariki Management Team



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GOALS	INITIATIVES	MEASURES	TERM 1	TERM 2	TERM 3	TERM 4
<p>Hauora</p> <p>Embrace Te Whare Tapa Wha to support the <u>wellbeing</u> of students and staff</p>	<p>2a. Implement effective wellbeing practices with focus on social and emotional capabilities</p>	<ul style="list-style-type: none"> We will participate in Social and Emotional Regulation professional development 	<p>ACTIONS:</p> <ul style="list-style-type: none"> SEL Team to guide direction RTLB - to provide at least 2 PD Purchase Zones of Regulations Book as a school planning guide Fortnightly Whole School SEL Hui <p>WHO:</p> <ul style="list-style-type: none"> Blair Walker and SEL Team RTLB - Amanda Barsanti Teaching Staff 	<p>ACTIONS:</p> <ul style="list-style-type: none"> RTLB - to provide at least 2 PD Blair and SEL Team training Fortnightly Whole School Hui led by individual teachers Daily allocated classtime for SEL focus (Zones of Regulation) <p>WHO:</p> <ul style="list-style-type: none"> Blair Walker and SEL Team RTLB - Amanda Barsanti Teaching Staff Tamariki 	<p>ACTIONS:</p> <ul style="list-style-type: none"> RTLB - to provide at least 2 PD Fortnightly Whole School Hui led by individual teachers Daily allocated classtime for SEL focus Student check-in Assessment of SEL/ZoR knowledge <p>WHO:</p> <ul style="list-style-type: none"> Blair Walker and SEL Team RTLB - Amanda Barsanti Teaching Staff Tamariki 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Fortnightly Whole School Hui led by individual teachers Daily allocated classtime for SEL focus Vision and Values to reflect SEL <p>WHO:</p> <ul style="list-style-type: none"> Blair Walker and SEL Team Teaching Staff Tamariki Management Team BoT
	<p>2b. Enable a barrier-free environment so every student has the potential to succeed</p>	<ul style="list-style-type: none"> We will implement Universal Design for Learning (UDL) environments through the guidance of RTLB 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Teachers to know their learners and identify the diverse makeup of needs so that equity in the classroom can be explored Allocate kaiawhina to student need and funding requirement Staff PD to be held in different classrooms fortnightly <p>WHO:</p> <ul style="list-style-type: none"> Staff/Kaiawhina Tamariki SENCO/ORS 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Regular RTLB involvement with SENCO and Teaching staff Staff professional buddies to discuss and reflect on ideas that are working/not working Highlighting individual class barriers Highlighting student barriers Individual staff to hui with RTLB <p>WHO:</p> <ul style="list-style-type: none"> Staff/Kaiawhina Tamariki SENCO/ORS RTLB 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Regular RTLB involvement with SENCO and Teaching staff Staff to reflect on Term 2 learning and developing next steps Staff ongoing discussion regarding what is going well/not well in classroom environment <p>WHO:</p> <ul style="list-style-type: none"> Staff/Kaiawhina Tamariki SENCO/ORS RTLB 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Regular RTLB involvement with SENCO and Teaching staff Transition discussion with staff for 2025 students Next steps established regarding staff needs to start off strong in 2025 <p>WHO:</p> <ul style="list-style-type: none"> Staff/Kaiawhina Tamariki SENCO/ORS RTLB
	<p>2c. Actively engage Taha Whanau, Taha Hinengaro, Taha Tinana, Taha Wairua</p>	<ul style="list-style-type: none"> We will encompass the 4 walls of Te Whare Tapa Wha in our whole school Inquiry planning, teaching, and learning. 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Te Whare Tapa Wha to be visible in Inquiry Planning: T1 Taha Whanau/Taha Hinengaro Shared Language to be brainstormed by staff and added to with tamariki, then implemented in classroom <p>WHO:</p> <ul style="list-style-type: none"> Tamariki Staff 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Te Whare Tapa Wha to be visible in Inquiry Planning: T2 Taha Tinana/Taha Hinengaro Shared language to be used by staff and tamariki Hold a HAUORA DAY for tamariki, whanau, community <p>WHO:</p> <ul style="list-style-type: none"> Tamariki/Staff Whanau/Community Health Organisations Paula Kole - Nurse 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Te Whare Tapa Wha to be visible in Inquiry Planning: T3 Taha Wairua/Taha Hinengaro Shared language to be used by staff, tamariki and whanau <p>WHO:</p> <ul style="list-style-type: none"> Tamariki Staff Whanau 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Te Whare Tapa Wha to be visible in Inquiry Planning: T4 Taha Hinengaro Shared language to be used by staff, tamariki and whanau <p>WHO:</p> <ul style="list-style-type: none"> Tamariki Staff Whanau



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GOALS	INITIATIVES	MEASURES	TERM 1	TERM 2	TERM 3	TERM 4
<p>Educationally powerful Connections and Relationships</p> <p>Grow <i>authentic</i> partnerships to strengthen connections with tangata whenua, local community and whānau</p>	<p>3a. Increase opportunities for learners to share their learning with parents, so that the presence of whānau in school is normalised</p>	<ul style="list-style-type: none"> We will engage in termly interactive celebrations with our whanau which align with our school theme/topic 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Building relationships with whanau: Whanaungatanga. Top Teams Event at start of term End of Term Celebration Hui <p>WHO:</p> <ul style="list-style-type: none"> Whole Staff Tamariki Whanau 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Celebration of learning with whanau: Manaakitanga. Matariki Event Plan and implement our first Hauora Day and Jumping June with tamaiki and whanau End of Term Celebration <p>WHO:</p> <ul style="list-style-type: none"> Whole Staff Tamariki Community Health Organisations Paula Kole - Nurse 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Celebration of learning with whanau: Value and event to be confirmed End of Term Celebration <p>WHO:</p> <ul style="list-style-type: none"> Whole Staff Tamariki Community Management Team 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Celebration of learning with whanau: Value to be confirmed End of Year whanau lunch End of Term Celebration Year 6 Leavers Celebration <p>WHO:</p> <ul style="list-style-type: none"> Whole Staff Tamariki Community Management Team
	<p>3b. Inspire a reciprocated relationship with connected local iwi</p>	<ul style="list-style-type: none"> We will actively promote and carry-out service within our local marae and community 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Cultural Responsive Unit Holder to continue to build relationships with local iwi <p>WHO:</p> <ul style="list-style-type: none"> Jane Tibble and CR Team Iwi - Rangitane/Ngati Kuia 	<p>ACTIONS:</p> <ul style="list-style-type: none"> EnviroSchools Team to visit Grovetown Lagoon for planting Enviroschools/ KEGs to establish best seasons for certain crop and to plant these in the mara kai <p>WHO:</p> <ul style="list-style-type: none"> Enviroschools Team Rachel Ellis 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Noho Marae for Whole Staff at Ukaipo and Tuamatene. Establish relationships and ongoing mahi the school can offer Plan and implement community service to marae with students - Te Hora Marae, Tuamatene <p>WHO:</p> <ul style="list-style-type: none"> Jane Tibble and CR Team Whole Staff/Tamariki Iwi - Rangitane 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Plan with iwi the development of a Pa Harakeke on school site or on the riverbank close to school <p>WHO:</p> <ul style="list-style-type: none"> Iwi Management Team Jane Tibble and CR Team Council
	<p>3c. Develop a transition plan with ECE and Intermediate</p>	<ul style="list-style-type: none"> We will seek experts within our village - kaimahi/whanau/hapori to ignite our curiosity 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Identify staff strengths and utilise this within out school and classroom environments <p>WHO:</p> <ul style="list-style-type: none"> Whole staff 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Plan and implement a Hauora Day for our tamariki and our whanau/community Omaka Observatory to visit and utilise their skills around our Matariki Event EnviroSchools established and visits into the community <p>WHO:</p> <ul style="list-style-type: none"> Health Organisations Paula Kole - Nurse Omaka Observatory Rachel Ellis - EnviroSchools 	<p>ACTIONS:</p> <ul style="list-style-type: none"> NE visits to ECE to promote Blenheim School Whole staff Noho Marae - Ukaipo and Tuamatene to start and continue a genuine relationship with iwi <p>WHO:</p> <ul style="list-style-type: none"> NE Staff Whole Staff Iwi - Rangitane 	<p>ACTIONS:</p> <ul style="list-style-type: none"> Bohally Intermediate visits for our Year 6 leavers Ex-Blenheim Students to visit our Year 6 leavers to discuss their current experience at intermediate school <p>WHO:</p> <ul style="list-style-type: none"> Year 6 staff Year 6 leavers Intermediate school staff (Bohally, St Marys, Redwoodtown, RVS)