



SELWYNRIDGE

2025 Annual Plan

Kia Hokahoka Kahurangi

A school's strategic plan serves the purpose of communicating intended outcomes, values and goals, and its plan for teaching and learning programmes and associated activities, to its staff and community as well as to the government.

Our School Vision

SELWYNRIDGE

Learners Soaring High

Kia Hokahoka Kahurangi



Growing mind, heart and toolbox:
whakāro, manawa, kete

Current position

Selwyn Ridge school's vision is "Kia hokahoka kahurangi - Kids On The Ridge Soaring High," reflecting our commitment to achieving the best outcomes for each child. We embrace powerful learning, continually exploring what it is and how to achieve it.

Feedback from whānau consultation in 2023 was extremely positive with 95.83% of respondents agreeing or strongly agreeing that SRP supports their children to soar high in their learning and achievement. Overall, feedback emphasises the desire to create a well-rounded education that addresses various aspects of personal development, academic growth, life skills, community involvement, cultural understanding and practical knowledge. The desire for incorporating more cultural representation and diversity in the schools activities was presented. Feedback indicated we are taking meaningful steps toward promoting bi-cultural partnership and Te Tiriti o Waitangi and it would be appreciated if this was strengthened further.

Our ākonga survey shared valuable insights with students greatly valuing the school and its diverse range of offerings. These include various extracurricular options such as podcasts, choir, and cultural activities like Kapa Haka, as well as hands on lessons and numerous sports opportunities. Ākonga have a diverse range of interests and focal points they would like to explore this year including historical and cultural exploration, te reo māori and māori history, stem and technical subjects and also across the arts.

Culturally empowered ākonga

In 2023, we integrated Te Mātaiaho into our curriculum, emphasizing connections with the concept of Te Hononga. Key curriculum areas included social sciences, visual arts, and physical science. Our professional development focused on understanding Te Mātaiaho's whakapapa and its alignment with our curriculum. Draft common practice models in literacy and mathematics were explored, pending government and Ministry of Education reconsideration.

In 2024, we deepened cultural empowerment through staff PLD, the integration of Te Tai Whanake, and strengthened te reo Māori across the kura. We celebrated diverse cultures with events like Diwali, Chuseok, Pasifika Language Weeks, and Matariki, while kaiako embedded cultural learning in classrooms. Kapa haka flourished, mihi whakatau welcomed new whānau, and staff expanded their understanding of Tapasā with Pasifika-focused PLD.

Pedagogically enriched kaiako

In 2023, we introduced the *Te Mataiaho* draft curriculum alongside *Te Whanake* local curriculum and began implementing the *Better Start Literacy Approach* in the junior team. Our structured literacy journey started, and our partnership with Sport Bay of Plenty continued, strengthening Healthy Active Learning in classrooms.

In 2024, we reviewed and refined our Powerful Learning Principles to align with contemporary research and best practices. Our curriculum focus was literacy, with Phase 1 embedding the Better Start Literacy Approach in Years 1-3 and Phase 2 strengthening reading, writing, and spelling instruction in Years 4-6. We also enhanced assessment practices using e-asTTle, enabling more targeted teaching and support for learner progress.

Strategic planning for 2025 emphasizes 'culturally empowered ākonga' and 'pedagogically enriched kaiako.' Our 2025 annual plan prioritises empowering teachers to address diverse learning needs and deliver highly effective teaching programmes aligned with *Te Mātaiaho* and the Selwyn Ridge Curriculum.

Summary of the plan

Our 2025 annual development plan falls from our 2024 - 2025 strategic plan. It has been formulated following consultation with community, ākongā, kaiako and school leadership.

There are two umbrella areas of focus:

1- Culturally Empowered Ākongā - All ākongā are increasingly knowledgeable and respectful towards their own and others' cultures.

Growing culturally empowered ākongā builds on mahi of previous years in giving effect to Te Tiriti o Waitangi and enhancing tikanga and te reo māori across the kura. We will extend this through professional learning for kaiako, growing whakaro, manawa and kete with a particular focus on the use of Te Whanake curriculum and Poutama Reo. Tapasa will also be reintroduced with Pasifika in the Bay Trust lead professional learning. We will also build our knowledge of other cultures in our kura and how we can use cultural knowledge to deepen relationships and learning outcomes for tamariki.

2 - Pedagogically Enriched Kaiako - Kaiako use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Selwyn Ridge Powerful Learning Principles will be reviewed based on contemporary research and then applied in practice. This goal will engage kaiako in research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with additional needs and trauma informed teaching. Te Mataiaho - English and Mathematics and Statistics will be the focus in 2025.



Growing mind, heart and toolbox: whakāro, manawa, kete

Areas of strategic focus - 2023 to 2025

National Education Learning Priority (NELP) FOCUS AREA	<u>2023</u>	<u>2024</u>	<u>2025</u>
<p style="text-align: center;"><u>Quality Teaching and Leadership</u></p> <p>Quality teaching and leadership make the difference for learners and their whānau (NELP Objective 3)</p>	<p><u>Healthy active learning</u> Year 2</p> <p><u>Better Start Literacy</u> Year 1-2 <u>Mathematics</u> Year 3 - 6</p>	<p><u>Pedagogically enriched kaiako</u></p> <p><u>Learning principles to practice - Literacy</u> Better Start Literacy Year 1-3 Continuing Literacy Year 4-6</p>	<p><u>Pedagogically enriched kaiako</u></p> <p><u>Learning principles to practice</u> Te Mataiaho - Mathematics Literacy</p>
	<p><u>Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum</u></p>		
	<p><u>Culturally Empowered Ākonga</u></p> <p>All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.</p> <p style="text-align: center;"><u>Te ao Māori</u> Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.</p> <p style="text-align: center;"><u>Pasifika</u> Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.</p>		
	<p><u>Inclusion</u></p> <p>Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.</p>		

Strategic Goal 1 - Culturally Empowered Ākonga

Strategic goal - All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.

Te ao Māori

Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.

Pasifika

Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual Target:

1.1. Strategic leadership growth for ta ao Māori at Selwyn Ridge and to support kaiako to further grow practice with tikanga and te reo māori

1.2 - For kaiako to grow whakaro, manawa and kete with Tapasa - the Pasifika Education Plan

1.3 - Cultural celebrations and learning with whakaro, manawa and kete about different cultures in our kura.

What do we expect to see by the end of the year?

Key Improvement Strategies

Actions	Who is responsible	Resources	Outcomes / Measuring success
Grow sustainability of leadership practice in te ao and te reo Māori. Identify staff who are ready to take on leadership roles in te ao and te reo Māori, ensuring ongoing capacity beyond the year.	Leadership team Leah Mikaere	Time for mentoring / coaching support. Professional learning for staff	<ul style="list-style-type: none"> Track how key staff mentor or coach others in applying te ao and te reo Māori, fostering wider capability across the school.
Foster stronger partnerships with whānau by building on insights from the whānau consultation survey to co-create meaningful opportunities for collaboration. Facilitate regular hui and culturally affirming events to deepen relationships, celebrate shared successes, and promote collective ownership of ākonga learning and wellbeing.	Craig Price Kim Abbott Leah Mikaere	Resources for whānau collaboration - kai. Communication tools	<ul style="list-style-type: none"> Gather qualitative data through focus groups or informal conversations about how whānau feel valued and included in the school community. Evaluate the establishment of sustainable systems or traditions for whānau collaboration, such as recurring hui or annual events.
Stage 2 of learning for kaiako in Tapasa - 8 hours across 2025	Mel Cottingham (Pasifika in the Bay) Tracey Hall Craig Price	PLD funding from MOE for Tapasa professional learning	<ul style="list-style-type: none"> Kaiako surveys (as part of MOE PLD) Conducting ākonga interviews on the impact of culturally responsive practices
Celebrations of Matariki Pasifika cultures Chuseok Diwali	Leadership and teaching team Community members	Support for different cultural celebrations. Hangi - Diwali etc Community involvement	<ul style="list-style-type: none"> Cultural celebrations are planned for, completed and reviewed. Seek feedback from iwi, Pasifika groups, or other community leaders on the authenticity and impact of culturally affirming events and practices.

Strategic Goal 2 - Pedagogically Enriched Kaiako

Strategic goal - Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment.

Annual Targets:

1.1 - Selwyn Ridge Powerful Learning Principles will be reviewed and aligned with the 2025 curriculum focus areas, ensuring a seamless integration of Te Mātaiaho, with a particular emphasis on the implementation of English, Mathematics, and Statistics. This will be supported by effective, ongoing professional learning for kaiako to strengthen their practice and capability in delivering these focus areas.

What do we expect to see by the end of the year?

- Kaiako confidently teaching aligned with Te Mātaiaho, showcasing deep understanding and integration of English, Mathematics, and Statistics within Selwyn Ridge's Powerful Learning Principles.
- Kaiako utilizing diverse, culturally responsive, and innovative teaching strategies that reflect the integration of Te Mātaiaho's principles.
- Kaiako engaging in reflective practices, collaborative planning, and sharing successful strategies, demonstrating the impact of professional learning.
- Evidence of improved student engagement and achievement in English, Mathematics, and Statistics, reflecting effective teaching practices and curriculum alignment.

Key Improvement Strategies

Actions	Who is responsible	Resources	Outcomes / Measuring success
Mathematics and statistics / English Curriculum Deepen kaiako understanding and implementation of the Te Mātaiaho English and Mathematics and Statistics curriculum, emphasizing its language and vocabulary.	Leadership team . Katie McKenzie - Leadership - Mathematics Phase 1 team - Kim Abbott Phase 2 team - Tanya Healy	Charlotte Wilkinson professional learning. Numicon resourcing	<ul style="list-style-type: none"> • Use appraisal processes to gauge improvements in teaching strategies and alignment with Te Mātaiaho. • Standardized Assessments: Use nationally benchmarked tools, such as e-asTTle to measure progress in English, Mathematics, and Statistics. • School-Based Assessments: Track performance through Selwyn Ridge's formative and summative assessment tools, aligned with Te Mātaiaho curriculum objectives. • Progress Over Time: Analyze individual and cohort data to assess shifts in achievement levels compared to the beginning of the year.
Literacy development - Better Start Literacy embedding for phase 1 kaiako Expanding literacy support for phase 2 learners (years 4-6) identified as requiring accelerated progress in reading and writing	Phase 1 - Kim Abbott / Becky Smith Phase 2 - Tanya Healy / Linda Hales	BSLA resources - readers. Assessment tools. Studyladder Staffing resources - 1.16 FTTE.	<ul style="list-style-type: none"> • Outcomes for literacy - BSLA and junior literacy achievement and outcomes • Achievement report outlining progress and achievement for identified cohort

Giving effect to Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

At Selwyn Ridge, commitment to giving effect to the principles of Te Tiriti o Waitangi is woven into the fabric of our educational ethos. Recognizing the dual cultural heritage of Aotearoa, the school embraces the principles of partnership, participation, and protection, as outlined in the Treaty. Through a curriculum that integrates Māori perspectives and values, students at Selwyn Ridge gain understanding of the rich cultural tapestry that defines New Zealand. Te Reo Māori is not only taught as a language but is also infused across the curriculum, fostering a sense of belonging and understanding. Additionally, the school actively engages with the local Māori community, seeking input and involvement in decision-making processes to ensure that the school operates in a manner that respects and upholds the spirit of the Treaty. By embodying the principles of the Treaty of Waitangi, Selwyn Ridge strives to create an inclusive and harmonious learning environment that prepares students to be culturally competent and socially aware citizens of Aotearoa.

Selwyn Ridge policies, practices and action plans reflect New Zealand's cultural diversity and meet the needs of its Māori and Pacific Island students

- ākonga have tikanga and te reo Māori integrated through the curriculum
- parents who would like the opportunity to have their child take part in bilingual or full immersion programmes are told about the network of local schools which makes this possible
- an active kapahaka programme is available for all those students who wish to take part
- twice yearly consultation with whānau

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at Selwyn Ridge Primary can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at Selwyn Ridge will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others

Key Links to the Statement of National Education and Learning Priorities in Schools and Kura

Objective 3 - Quality Teaching And Leadership

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- Use development opportunities for teachers / kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Talk with learners / ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.

