



Mahere Rautaki / Strategic Plan 2025 – 2027

and Annual Implementation Plan 2025

Mahere Rautaki / Strategic Plan 2025-2027

This Mahere Rautaki (Strategic Plan) explains what we intend to do over the next three years to improve student outcomes. It outlines key goals, targets and initiatives for improvement, which in turn guide resourcing priorities. It provides an important means for involving the school community in setting the school's direction.

Our school is located in Kohimarama and caters for students from Years 1 to 8. Our roll of 807 students (as at March 2025) shows increasing cultural diversity, with a large number of students speaking more than one language. The School employs 78 staff and engages with a range of local educational and service organisations to deliver the curriculum and extra-curricular learning opportunities for students.

Consultation process:

St Thomas's School Documentation Review, Community, Staff, Board of Trustees. This Strategic Plan was ratified by the Board of Trustees on 3/12/2024 and will be submitted to the Ministry of Education by 1/03/2025.

Board of Trustees Chairperson: Nick Chapman

Date: 24/03/2025



The July 2019 ERO's External Evaluation Report reported that St Thomas's is 'well placed' for success:

Whirikoka / Strengths:

- the principal's inclusive approach to building collaborative leadership that promotes high expectations and a culture of professional learning
- teaching and learning strategies that enable students to lead their own learning


Whakapakari / Continue to develop:

- students' sense of agency as curious, collaborative, resilient, critical learners
- teachers' capability to accelerate student progress and achievement
- a more culturally responsive curriculum
- educationally powerful learning partnerships with whānau and parents

Whakaarotau / Priorities for further development:

- board training to strengthen stewardship
- extending the use of effective teaching strategies that accelerate student progress and learning
- strengthening teachers' analysis and use of assessment information
- continuing to build leadership capability at all levels to support the school's achievement of parity for its Pacific students

Nga Whanonga Pono / Values Overview



Well prepared for an ever-changing world, the St Thomas's School Learning Community is:

- **Whakaute / Respectful**
Valuing who we are as individuals, welcoming of diversity in others and caring for our environment.
- **Aumangea / Resilient**
Ambitious, persistent in overcoming challenges and driven to be the best we can be.
- **Takohanga / Responsible**
For ourselves, and for our connection to those around us.

We live these values to successfully play our part in the world.

Mahere Rautaki / Strategic Plan 2025-2027

Changing Learning for a Changing World



Whāinga Rautaki (Strategic Goals) 2025-2027

1. Ako / Teaching & Learning

- ▶ All St Thomas's School students and staff experience success in their learning across an extensive curriculum.

2. Taiao / Environment

- ▶ St Thomas's School ensures a safe physical and cultural environment with high quality facilities that supports different learning styles and connects us to each other and the natural world.

3. Kaitiakitanga / Future Sustainability

- ▶ St Thomas's School works to maintain effective stewardship to ensure a self-sustaining economic future that benefits current and prospective students.



Nga Whāinga (Strategic Objectives) 2025-2027

1. Ako / Teaching & Learning

1. Deliver rich and responsive academic programmes that accelerate student learning.
2. Enhance our culture of learning to support student outcomes.
3. Ensure whānau engagement through effective reporting and connection to learning.
4. Create a development culture for staff to succeed in their career goals and retain them for longer.

2. Taiao / Environment

1. Continue to evolve our school culture to represent and celebrate our diverse student backgrounds and enhance student belonging.
2. Continue to enhance our physical assets to create a leading New Zealand learning environment.
3. Continue to use innovative technologies to enrich teaching and learning, ensuring development of future-focused skills and equitable access to digital resources.

3. Kaitiakitanga / Future Sustainability

1. Enhance our governance opportunities to improve succession and support strong and consistent leadership.
2. Improve economic outcomes to maximise benefits for our school community.
3. Ensure we utilise resources to continue to attract and retain high quality staff to our community.

Annual Implementation Plan Overview 2025

1. Ako / Teaching & Learning

1.1 Deliver rich and responsive academic programmes that accelerate student learning

- 1.1.1 *Literacy – refreshed curriculum implementation*
- 1.1.2 *Maths – refreshed curriculum implementation*

1.2 Enhance our culture of learning to support student outcomes

- 1.2.1 *Special Education Needs (SEN) review*
- 1.2.2 *Implementation of recommendations from 2024 Learning Extension Programme review*

1.3 Ensure whānau engagement through effective reporting and connection to learning

- 1.3.1 *Update reporting to parents to reflect curriculum changes*
- 1.3.2 *Educate community about new academic practices*

1.4 Create a development culture for staff to succeed in their career goals and retain them for longer

- 1.4.1 *Ensure a distributive leadership model*
- 1.4.2 *Provide effective staff professional development*

2. Taiao / Environment

2.1 Continue to evolve our school culture to represent and celebrate our diverse student backgrounds and enhance student belonging

- 2.1.1 *Strengthen school transition points (ECE to school and school to college)*
- 2.1.2 *Further develop school-wide cultural practices*

2.2 Continue to enhance our physical assets to create a leading New Zealand learning environment

- 2.2.1 *5YA improvements*
- 2.2.2 *Food technology room refurbishment*
- 2.2.3 *Outdoor learning spaces*

2.3 Continue to use innovative technologies to enrich teaching and learning, ensuring development of future-focused skills and equitable access to digital resources

- 2.3.1 *SNUP and data cabinet upgrade*

3. Kaitiakitanga / Future Sustainability

3.1 Enhance our governance opportunities to improve succession and support strong and consistent leadership

- 3.1.1 *Promote board membership to ensure succession*

3.2 Improve economic outcomes to maximise benefits for our school community

- 3.2.1 *International student programme*
- 3.2.2 *Explore other avenues for income*

3.3 Ensure we utilise resources to continue to attract and retain high quality staff to our community

- 3.3.1 *Staff support plan*
- 3.3.2 *APTEC programme*

Goal 1 – Ako / Teaching & Learning

1.1 Deliver rich and responsive academic programmes that accelerate student learning

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
1.1.1 Literacy – refreshed curriculum implementation	<p>Curriculum Alignment & Delivery</p> <ul style="list-style-type: none"> All teachers will implement the refreshed year 1-6 literacy curriculum. Teachers will engage in professional learning and development (PLD) on best practices in literacy instruction. <p>Student Progress & Achievement</p> <ul style="list-style-type: none"> 80% of students will achieve 'At', 'Above', or 'Well Above' curriculum expectation in reading and writing. Māori and Pasifika students will demonstrate equitable progress in literacy. Identified priority learners (including Māori, Pasifika, and students needing extra support) will show a improvement in achievement levels. <p>Assessment & Monitoring</p> <ul style="list-style-type: none"> All students will have literacy learning goals which are regularly reviewed and reported to parents. Teachers will use formative assessment tools (e.g., anecdotal notes, in-class assessments, government mandated testing and OTJs) to inform targeted teaching. Moderation meetings will take place to ensure consistency in assessment and reporting. <p>Teacher Capability & Professional Growth</p> <ul style="list-style-type: none"> Teachers will demonstrate improved confidence and competence in teaching literacy, evidenced through classroom observations and professional growth cycles. Teachers will participate in collaborative planning meetings, share best practices and analyse student progress data. <p>Engagement & Whānau Partnerships</p> <ul style="list-style-type: none"> Literacy-focused whānau engagement opportunities will be offered. Communication about literacy learning will be sent to parents to support learning at home. 	<p>BSLA</p> <ul style="list-style-type: none"> Books Facilitators Professional development <p>New Zealand Curriculum Scope and Sequence</p> <ul style="list-style-type: none"> Curriculum learning goals/progressions
1.1.2 Maths – refreshed curriculum implementation	<p>Curriculum Alignment & Delivery</p> <ul style="list-style-type: none"> All teachers will implement the refreshed year 1-8 maths curriculum. Teachers will engage in professional learning and development (PLD) to strengthen capability in delivering the refreshed curriculum. <p>Student Progress & Achievement</p> <ul style="list-style-type: none"> 80% of students will achieve 'At', 'Above', or 'Well Above' curriculum expectation in maths. Māori and Pasifika students will demonstrate equitable progress in maths. Identified priority learners (including Māori, Pasifika, and students needing extra support) will show a improvement in achievement levels. <p>Assessment & Monitoring</p> <ul style="list-style-type: none"> All students will have maths learning goals which are regularly reviewed and reported to parents. 	<p>Numicon</p> <ul style="list-style-type: none"> Professional development Equipment to deliver programme in classrooms <p>Prime</p> <ul style="list-style-type: none"> Professional development Teacher and student workbook resources to deliver programme in classrooms <p>New Zealand Curriculum Scope and Sequence</p> <ul style="list-style-type: none"> Curriculum learning goals/progressions

	<ul style="list-style-type: none"> Teachers will use formative assessment tools (e.g., anecdotal notes, in-class assessments, government mandated testing and OTJs) to inform targeted teaching. Moderation meetings will take place to ensure consistency in assessment and reporting. <p>Teacher Capability & Professional Growth</p> <ul style="list-style-type: none"> Teachers will demonstrate increased confidence and competence in delivering the refreshed maths curriculum evidenced through classroom observations and professional growth cycles. Teachers will participate in collaborative planning meetings, share best practices and analyse student progress data. <p>Engagement & Whānau Partnerships</p> <ul style="list-style-type: none"> Maths-focused whānau engagement opportunities will be offered. Communication about learning in maths will be sent to parents to support learning at home. 	
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1.2 Enhance our culture of learning to support student outcomes

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
<p>1.2.1 Special Education Needs (SEN) review</p>	<p>Review Process</p> <ul style="list-style-type: none"> Carry out a review of the current SEN structure to identify strengths, challenges, recommendations and to gain increased clarity on SEN processes and support available. Develop a clear, documented SEN structure and process that can be communicated to staff and whānau. Make adjustments to staffing, PD, and resources based on review outcomes. <p>Data-Driven Decision Making</p> <ul style="list-style-type: none"> Audit SEN student data to ensure accurate identification and tracking of progress. Complete Individual Education Plans (IEPs) that are reviewed twice per year for those students identified as needing one. Map and compare SEN resourcing (staffing, funding, interventions) against student needs. <p>Alignment with Best Practices</p> <ul style="list-style-type: none"> Benchmark the school's SEN structure against Ministry of Education guidelines and best-practice models. Provide recommendations for improvement that align with current research on inclusive education. 	<ul style="list-style-type: none"> Staff member to oversee the review process and undertake the SENCo role for 2025. Support to assist with SENCo administrative workload and lead the Teacher Aide team. SEN student tracking system (Learning Support Register). RTLB (Resource Teacher: Learning & Behaviour) for consultation and feedback. MOE Learning Support team.
<p>1.2.2 Implementation of recommendations from 2024 Learning Extension Programme review</p>	<p>Implementation of Review Recommendations</p> <ul style="list-style-type: none"> Priority recommendations from the 2024 Learning Extension Programme (LEP) Review are actioned. The process for student selection and access to LEPs is communicated to staff and whānau. Whānau receive communication about the purpose and benefits of the LEP. <p>Student Engagement & Participation</p> <ul style="list-style-type: none"> There is an increase in participation in Learning Extension Programmes by identified target groups. Participating students report high engagement and satisfaction through student voice surveys. <p>Programme Diversity & Accessibility</p> <ul style="list-style-type: none"> New LEP activities focused on hands-on, outdoor learning are introduced. 	<p>Staff & External Expertise</p> <ul style="list-style-type: none"> Continued facilitation by experienced LEP teachers. Partnerships with external partners. Collaboration with Environmental Science teams to integrate sustainability-focused projects (e.g., school garden, beekeeping). <p>Learning Resources</p> <ul style="list-style-type: none"> Construction materials for outdoor projects (e.g., timber, soil, plants, tools). STEAM-based learning kits to expand hands-on engagement.

	<ul style="list-style-type: none"> Increased collaboration with external partners to enhance hands-on learning experiences is evident. Equitable access to LEP programmes ensures students from diverse backgrounds and learning needs can participate. 	<ul style="list-style-type: none"> Funding for specialist workshops (e.g., tradespeople, artists, scientists).
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1.3 Ensure whānau engagement through effective reporting and connection to learning

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
1.3.1 Update reporting to parents to reflect curriculum changes	Integration of New Curriculum Scope & Sequence <ul style="list-style-type: none"> Curriculum learning goals (progressions) in Hero that reflect the refreshed New Zealand Curriculum are in place and used by all teachers. Real-time student progress reporting continues uninterrupted. Whānau Engagement & Accessibility <ul style="list-style-type: none"> Parent engagement with real-time learning updates is monitored and action is taken to raise engagement. Student-led learning conferences are held twice a year and parent attendance is tracked and compared to previous years. Whanau Friday's, learning showcases and parent open mornings are provided to ensure students have opportunities to share their work with families. Parent guides are developed and distributed to improve accessibility and usability of real-time reporting tools. Whānau understanding of their child's learning progress provided through all reporting means is measured by an end-of-year survey. 	Technical & System Support <ul style="list-style-type: none"> Staff member administrator to update curriculum progressions and milestones/expectations within Hero. Professional Learning & Development (PLD) <ul style="list-style-type: none"> Within team training for new staff on using Hero reporting to communicate student progress effectively to parents. Parent & Community Engagement <ul style="list-style-type: none"> Scheduled parent workshops on navigating Hero and understanding reporting. Multilingual guides and/or video tutorials available to ensure diverse whānau can access and engage with reporting
1.3.2 Educate community about new academic practices	Community Awareness & Understanding <ul style="list-style-type: none"> Whānau receive clear, accessible information about curriculum changes and practical strategies for supporting learning at home. Information about the refreshed New Zealand Curriculum is available on the school website. Whānau Participation in Learning <ul style="list-style-type: none"> Whānau attendance at student-led learning conferences is tracked and compared with previous years. Whānau Friday's, learning showcases and open mornings continue to highlight student work reflecting refreshed curriculum practices and ensure all students have opportunities to share their learning with family. 	<ul style="list-style-type: none"> Resources to support teachers in explaining refreshed curriculum shifts during conferences and open days. Translators to convert material to other languages.

1.4 Create a development culture for staff to succeed in their career goals and retain them for longer

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
1.4.1 Ensure a distributive leadership model	Implementation of Distributed Leadership <ul style="list-style-type: none"> Teaching staff have opportunities to take on leadership roles within the school. Staff report feeling supported and valued in their leadership development, as measured by an end-of-year survey. Staff Growth & Career Progression <ul style="list-style-type: none"> Classroom teachers participate in leadership development initiatives, such as professional growth cycles, coaching, mentoring, or professional learning groups. Teaching staff engage in leadership roles outside their immediate teaching responsibilities (e.g., curriculum leadership, pastoral care, mentoring). Retention & Job Satisfaction <ul style="list-style-type: none"> Reasons for staff leaving are recorded and analysed. Staff express a high level of job satisfaction in staff well-being surveys. Collaboration & Leadership Impact <ul style="list-style-type: none"> Staff other than senior leaders have the opportunity to lead professional learning and development sessions. Strategic school improvement initiatives are led by a range of staff. Peer coaching and mentoring systems are in place for beginning teachers. Year level teams work collaboratively to ensure professional growth. 	Professional Learning & Development (PLD) <ul style="list-style-type: none"> Leadership training for teachers. Access to external leadership courses. Mentoring & Coaching Structures <ul style="list-style-type: none"> Mentoring programme pairing emerging leaders with experienced staff. Release time used for staff to observe staff members in their specialist roles. Recognition & Career Pathways <ul style="list-style-type: none"> Leadership roles created for a range of curriculum areas and functions in the school. Celebrations of leadership achievements.
1.4.2 Provide effective staff professional development	Professional Growth Cycles <ul style="list-style-type: none"> Teaching staff have Professional Growth Cycles aligned with school strategic goals and personal career aspirations. Participation in PLD Opportunities <ul style="list-style-type: none"> Staff attend professional development workshops, meetings, courses, or Kāhui Ako sessions aligned with school goals. Impact on Teaching Practice <ul style="list-style-type: none"> Year level teams participate in sharing-back sessions regarding how PLD has influenced their teams teaching practice. Classroom observations and teacher reflections show new strategies learned in PLD sessions are being implemented. Student Achievement Linked to PLD <ul style="list-style-type: none"> The impact on school-wide student achievement data is considered in selection of all PLD sessions. 	Budget Allocation for PLD <ul style="list-style-type: none"> Funding for external courses, guest facilitators, etc if needed. Time for Professional Learning <ul style="list-style-type: none"> Dedicated PLD sessions built into staff meeting schedules. Release time used for teachers to attend workshops or observe peers. Access to Expert Mentors & Coaches <ul style="list-style-type: none"> Collaboration with Kāhui Ako networks.

GOAL 2 – Taiao / Environment

2.1 Continue to evolve our school culture to represent and celebrate our diverse student backgrounds and enhance student belonging

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
2.1.1 Strengthen school transition points (ECE to school and school to college)	Collaboration with ECEs & Colleges <ul style="list-style-type: none"> Strengthened relationships with feeder Early Childhood Education centres and local colleges to ensure alignment in transition practices. Transition Plan Implementation <ul style="list-style-type: none"> A structured transition framework is developed and implemented, including orientation sessions, parental engagement strategies and external agency support (MoE, RTLB service) for both ECE to school and school to college transitions. Cultural Representation & Inclusivity <ul style="list-style-type: none"> Increased visibility of cultural identity in transition materials and processes (e.g. bilingual resources). 	Dedicated Transition Coordinator <ul style="list-style-type: none"> A staff member allocated responsibility for transition from early learning services to school. Parent & Whānau Workshops <ul style="list-style-type: none"> Continuation of transition info sessions, parent open mornings and school visits to support families in navigating transition. Funding <ul style="list-style-type: none"> Classroom release time to enable transition coordinator to attend Kāhui Ako workshops.
2.1.2 Further develop school-wide cultural practices	School Cultural Identity Development <ul style="list-style-type: none"> Further development, and regular use of, unique cultural practices that reflect our school's history, values, and location. Integration of Local History & Heritage into Curriculum <ul style="list-style-type: none"> Explicit teaching about the history of the school, local iwi, and community significance across a range of curriculum learning areas. Establish St Thomas's School Customs & Practices <ul style="list-style-type: none"> Development of school-wide customs, traditions, and ceremonies that reflect the school's unique identity and cultural heritage. Staff, Student, Whānau & Community Engagement <ul style="list-style-type: none"> Increased participation from iwi, local historians, kaumātua, and cultural advisors in shaping school cultural practices. 	Cultural Experts & Iwi Partnerships <ul style="list-style-type: none"> A staff member allocated to lead culturally responsive practice. Collaboration with mana whenua and local historians to further develop school customs and traditions. Appoint someone to act as kapa haka group tutor and to develop our own school waiata. Professional Learning & Development <ul style="list-style-type: none"> Culturally responsive practice training for staff, focused on local history, tikanga Māori, and integrating cultural practices authentically into school life. Curriculum Resources <ul style="list-style-type: none"> Development of localised history and cultural learning material, aligned with Aotearoa NZ Histories Curriculum. Annual Cultural Events & Celebrations <ul style="list-style-type: none"> Dedicated budget and planning for events like Matariki, Te Wiki o Te Reo Māori celebrations, and community engagement days.

2.2 Continue to enhance our physical assets to create a leading New Zealand learning environment

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
2.2.1 5 Year property plan (5YA) roll out	<ul style="list-style-type: none"> Planned projects are completed within the allocated 5YA funding period. Compliance with Ministry of Education (MoE) property standards and regulations. Regular property audits show improved infrastructure quality. 	<ul style="list-style-type: none"> MoE 5YA funding allocation. Property consultants and project managers. Building contractors and maintenance teams. Community and board consultation.
2.2.2 Refurbishment of food technology room	<ul style="list-style-type: none"> Quotes sourced for planned refurbishment of the food technology room. Upgrades comply with health and safety regulations. 	<ul style="list-style-type: none"> Funding for refurbishment. Professional design and construction teams. Equipment and appliances. H&S compliance resources.
2.2.3 Development of covered outdoor play space / basketball court	<ul style="list-style-type: none"> Progress towards completion of construction. 	<ul style="list-style-type: none"> Funding for project.

2.3 Continue to use innovative technologies to enrich teaching and learning, ensuring development of future-focused skills and equitable access to digital resources

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
2.3.1 School Network Upgrade Project (SNUP)	<ul style="list-style-type: none"> SNUP (School Network Upgrade Project) completed. Increased internet speed and network reliability. All learning spaces have stable Wi-Fi access supporting digital learning. Compliance with MoE digital infrastructure standards. New data cabinet, cabling, switches, routers and WAPs. 	<ul style="list-style-type: none"> MoE SNUP funding and technical support. Onsite support from PC Media during 4-day transition phase.

GOAL 3 – Kaitiakitanga / Future Sustainability

3.1 Enhance our governance opportunities to improve succession and support strong and consistent leadership

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
3.1.1 Promote the role of the board to the community and co-opt new members to ensure succession	Increased Board Interest & Membership <ul style="list-style-type: none"> New potential board candidates are identified for each election cycle. New potential board candidates are identified for co-opting if required off-cycle. A full board with a diversity of skills and representation is maintained. Engagement in Board Development <ul style="list-style-type: none"> New board members attend governance training (NZSTA). There is a structured induction programme for new board members within one month of appointment. Succession Planning & Retention <ul style="list-style-type: none"> At least one board member is mentored a future chairperson. Board members complete at least two years of their term. Community Awareness & Involvement <ul style="list-style-type: none"> Newsletters or updates containing board information are circulated at least once per term to keep the school community informed. Board membership is promoted at key community engagement events (e.g. Prizegiving) 	Professional Development <ul style="list-style-type: none"> Funding for NZSTA governance training. Mentorship Programme <ul style="list-style-type: none"> Allocate time for current board members to mentor potential successors. Digital Tools <ul style="list-style-type: none"> Website updates, newsletters and online resources to educate the school community about board roles and responsibilities.

3.2 Improve economic outcomes to maximise benefits for our school community

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
3.2.1 International student programme	<ul style="list-style-type: none"> Maintain international student enrolments at around 20 students annually. Maintain a high satisfaction rate in international student and family surveys. Achieve full compliance with International Student Codes of Practice. There is a diverse composition of international student ethnicities. 	<ul style="list-style-type: none"> International Student Coordinator. Marketing materials for key target markets (website, brochures, translated resources). Partnerships with international education agencies. Cultural integration and support programmes for international students.
3.2.2 Explore other avenues for income	<ul style="list-style-type: none"> New revenue-generating initiatives are identified and implemented. School-generated income is increased. The school community supports fundraising initiatives. 	<ul style="list-style-type: none"> Grant application specialist or training for staff in funding applications. Strategy to identify income opportunities (e.g., property rentals, sponsorships, facility hire). Engagement with local businesses and alumni for sponsorship and fundraising support. Digital fundraising platforms for easier community contributions (e.g. Kindo).

3.3 Ensure we utilise resources to continue to attract and retain high quality staff to our community

ANNUAL IMPLEMENTATION PLAN		
Strategic Initiatives	KPIs	Resources Required
3.3.1 Staff support plan	<ul style="list-style-type: none"> Implement staff well-being initiatives and strategies to boost staff retention (e.g. minimise unnecessary workload, EAP programme membership). Staff satisfaction is evident in annual well-being and engagement surveys. Statistics indicate that reasons for staff departure are beyond school control (e.g. relocating, retirement) PD opportunities are provided to all staff. New staff complete an induction programme within their first term. 	<ul style="list-style-type: none"> Mentoring and coaching programmes for new and existing staff. Professional development funding and release time to attend PLD sessions. Funding and support for staff well-being initiatives. Leadership development opportunities and career progression pathways. Competitive remuneration incentives (e.g. RRRs, distributed MU allocation).
3.3.2 APTEC Programme	<ul style="list-style-type: none"> Our APTEC programme successfully trains new teachers onsite. Potential new recruits for the APTEC programme are identified annually. APTEC graduates are employed by the school post-qualification as Beginning Teachers. 	<ul style="list-style-type: none"> Involvement in the APTEC programme. Funding for APTEC participant university fees and teacher aide wages. Collaboration with MoE, Waikato University, and professional teaching networks.

Cultural Diversity at St Thomas's School

Including specific reference to Te Ao Māori and Pasifika

Cultural Diversity

St Thomas's School acknowledges Aotearoa, New Zealand's unique cultural diversity and values the histories, traditions and beliefs of all its peoples.

Bicultural Partnership

St Thomas's School acknowledges the principles of Te Tiriti o Waitangi, The Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand. The school will continue to develop an understanding of Te Ao Māori, including tikanga and kawa Māori and Te Reo Māori. This will include developing a stronger relationship with our local iwis, Ngāti Whātua o Ōrākei and Ngāti Paoa, and utilising the expertise and environment of our local Ngāti Whātua o Ōrākei and Ruapōtaka Maraes.

Tikanga and Kawa Māori*

St Thomas's School will incorporate Tikanga Māori into the school's curriculum by:

- Using the strengths of teachers and visiting experts
- Having dual signage, art and artefacts in the physical environment
- Welcoming manuhiri (guests) and new whānau to our school in a culturally appropriate manner
- Acknowledging annual celebrations including Matariki and Te Wiki o te Reo Māori, Māori Language Week
- Creating a garden area of native plants suitable for raranga (weaving) and rongoā (medicine)
- Have school-wide kapa haka rōpū (groups)
- Selecting a karakia for our school to use at the start of the day or to begin a hui
- Singing our school waiata during assemblies and cultural events

Te Reo Māori**

St Thomas's School will incorporate Te Reo Māori into the school's curriculum by:

- Classrooms and shared spaces having visible greetings, commands, labels and calendar in Te Reo Māori
- A school-wide expectation for Te Reo Māori instruction in the classroom to be set including Te Reo Māori vocabulary across curriculum areas
- Promoting the correct pronunciation of all Te Reo Māori words

St Thomas's will provide fulltime instruction in Te Reo Māori for learners whose whānau request it.

The school will take all reasonable steps to meet the needs of parents who request fulltime Te Reo Māori. Such requests must be made in writing to the BoT. The BoT will consider personnel, finance and property options. If none of these are viable options, the whānau will be advised of alternative places in the community which may meet their needs.

Aotearoa NZ Histories 2024

St Thomas's will continue to implement the Aotearoa NZ Histories curriculum in all classrooms by:

- Informing staff of the expectations for 2025
- Locating resources in 2025 to support the teaching of these expectations
- Organising relevant Professional Learning and Development for 2025
- Supporting teachers to deliver Aotearoa NZ Histories expectations to students
- Include connections to Ōrākei and Ruapōtaka Marae

Pasifika

St Thomas's will support our Pasifika learners by:

- Referring to our 2019 formal plan for Pasifika student engagement and continuing to implement aspects of this as relevant
- Continuing to monitor the progress of Pasifika students as a separate group (e-AsTTle, Termly Assessments, OTJs, Kāhui Ako initiatives)
- Establish targets for Pasifika students and report on these at key stages during the year.
- Encourage Pasifika whānau engagement throughout the year (e.g. sasa teaching, sports involvement, cultural day, in-class expertise shared).

Community

St Thomas's School will ensure a relationship with our Māori and Pasifika communities is strengthened by:

- Consulting with our Māori and Pasifika learners and whānau to help identify ways the school can support learners and whānau to feel valued as Māori and/or Pasifika
- Talking with whānau about ways to ensure all Māori and Pasifika whānau are welcomed into our school
- Finding opportunities that allow St Thomas's School and the local Ngāti Whātua o Ōrākei and/or Ruapōtaka Maraes to collaborate together
- Offering regular opportunities for whānau engagement
- Curriculum reports to the Board of Trustees (BoT) on literacy and numeracy contain specific reference to the achievement of Māori and Pasifika learners

**Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context.*

Taken from māoridictionary.co.nz

***The Māori Language*