

## Bainesse School Strategic Plan 2025-2026

<b>School Vision</b>		
To develop confident, connected, actively involved life-long learners.		
<b>School Motto</b>		
Taiwhenua hiranga, Taiwhenua taonga whakahi, Tawhenua ahuatanga – Rural Excellence, Rural Pride, Rural+		
<b>School Values</b>		
Whakaute - Respect	Manaaki - Understanding	Manawanui - Resilience
Whakaute/Respect – We respect people, property and the environment.	Manaaki/Understanding – We are accepting of difference and diversity.	Manawanui/Resilience – We support one another and keep trying when we encounter hardship or hurdles.
Tiaki - Actions	Pono - Loyalty	Matatoa - Positivity
Tiaki/Actions – We make good choices within and outside of our school environment.	Pono/Loyalty – We contribute to our community.	Matatoa/Positivity – We believe in ourselves and our ability to succeed.

## Giving Effect to Te Tiriti o Waitangi

Te Tiriti o Waitangi is recognised as a founding document of government in New Zealand and a fundamental component of our constitution. Te Tiriti sets out obligations for the Crown and Māori that guide how Tangata Tiriti and Tangata Whenua can live together with mutual respect. This provides for the active protection of taonga such as Te Reo Māori, Tikanga Māori and Mātauranga Māori. We understand that this enables fair and equitable educational processes and outcomes for Māori and all ākonga. By acknowledging and addressing historical injustices and their ongoing impacts, kura can contribute to the process of reconciliation between Māori and non-Māori. We aim to create a space where Māori students feel a sense of belonging, identity and pride in their culture, leading to improved educational outcomes. At Bainesse School, we are active Tiriti partners and ensure Te Ao Māori is valued. Examples include: Daily Kōrero implemented in class, Daily teaching of Te Reo Māori, Weekly Waiata/Kapa Haka, Partnership with our Mana Whenua - Biennial Marae Visits, Hosting and participation in our Cluster Ki-O-Rahi Competition, Teaching staff and student learning through Te Puna Te Reo, annual hangi and celebration of Matariki and Tutoring for our tamariki through Whakapai Hauora.

## National Education and Learning Priorities

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELP) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELP's, sit three core components: wellbeing, equity and inclusion. The NELP's outline five key objectives to achieve change across our system, which embody those components. The NELP's also should align with our Strategic Goals and demonstrate how we are ensuring we provide these to our tamariki.

Objective 1. Learners at the Centre	Objective 2. Barrier Free Access	Objective 3. Quality Teaching and Leadership	Objective 4. Future of Learning and Work	Objective 5. World Class Inclusive Public Education
Learners with their whānau are at the centre of education.	Great educational opportunities and outcomes are within reach for every learner.	Quality teaching and leadership make the difference for learners and their whānau.	Learning that is relevant to the lives of New Zealanders today and throughout their lives.	New Zealand education is trusted and sustainable.

## Strategic Goals for 2025-2026

1. Give effect to Te Tiriti and promote a diverse and culturally inclusive environment.	2. To provide kura classroom environments that are well-resourced and future-focussed.	3. Strengthen our localised curriculum ensuring relevance to all parties.	4. Further strengthen our connections with whānau and our local iwi.	5. To ensure our kura outdoor environment meets all our tamariki well-being/hauora needs.
---	--	---	--	---

During 2024-2025, we conducted surveys with the three parties of our school community; Whānau, Kaiako and Tamariki to gather their voice about the strategic direction for our kura. We achieved this through consultation opportunities to ensure their views were personified in this document. Common themes that came out through the surveys that helped select these goals included: Open communication with whanau, continued focus on reading, writing & maths, welcoming school environment, the focus on school values, strong leadership, inclusive practices, quality of education being provided, exciting and engaging education, great governance and management, continued inclusion of Te Reo and cultural initiatives.

## Annual Implementation Plan for 2025

### Strategic Goal 1. Give effect to Te Tiriti and promote a diverse and culturally inclusive environment.

- Annual Goal - Review and revise all aspects of kura through the lens of Te Tiriti o Waitangi.

Target	Actions	Resources	Measures	Progress
- Have Te Tiriti embedded in the day to day running of our school.	-Staff PLG meetings to brainstorm and discuss what the target would look like when achieved. -Analyse what we are doing now, what needs to be altered and what needs to be added. -Ensure we communicate with whanau and tamariki when changes are implemented and the reasoning for them. -Become familiar with the principles of Te Tiriti to instigate them in the appropriate manner.	- <b>Te Puna Te Reo</b> online course/modules to support teaching and professional development of Tamariki and Kaiako. -Visit <b>other kura</b> around the Manawatu region that are currently well along the pathway of embedding of Te Tiriti. -Source <b>readings</b> and appropriate material to further our teaching staffs background knowledge of Te Tiriti. -Utilise <b>Whakapai Hauora</b> delivery to assist with modelling of Te Tiriti instruction.	-Documentation of steps being taken will be evident through teacher planning, staff PLG meetings, budget allocations, etc. -There will be a visible transformation of how our classroom and school environments have become more culturally inclusive. -Our Tamariki will be more confident when performing waiata, kapa haka and when conversing with each other and their Kaiako using Te Reo Maori.	<b>Working towards</b>
-Te Reo Māori instruction integrated into classroom deliveries and taught explicitly.	-Kaiako timetabling Te Puna Te Reo instruction daily. -Kaiako upskilling their own personal kete of knowledge through Te Puna Te Reo modules to improve familiarity for classroom practice. -Continue Kapa Haka every Thursday afternoon. -Staff PLG meetings utilised to upskill collegially with regards to school-wide tikanga.		-Review the impact of the Te Puna Te Reo delivery at the end of the year. -Assess the effect of the focus on Te Tiriti on our Kaiako pedagogy and delivery, as part of classroom observations. - Observe during informal walk-arounds how Tamariki are utilising Te Reo in and out of the classroom.	<b>Embedding</b>
-Ensure the classroom and school environment is presented in a culturally inclusive manner.	-Update school signage to reflect bi-cultural perspectives. -Ensure every classroom environment is reflective of a bicultural nature through signage, resources, displays, etc. -Instigate displays around prominent areas of our school outside of our classrooms that reflect our dedication to Te Tiriti principles and Te Ao Maori.		- Evaluate changes made to classroom environments and the wider school environment.	<b>Embedding</b>

### Strategic Goal 2: To provide kura classroom environments that are well-resourced and future-focussed.

- Annual Goal – Evaluate the school classroom environments to ensure the health and well-being needs of our students are being met.

Target	Actions	Resources	Measures	Progress
-Ensure that all classrooms have the physical and educational resources they require.	-Hold a hui with our Kaiako to discuss any perceived physical or educational needs for their Tamariki. -Gather 'student voice' as to any resources that our Tamariki feel are missing with regards to aiding their physical or educational needs. -Utilise whanau surveys to gather their opinions with regards to resources that may benefit their Tamariki.	- <b>Budget allocation</b> for the purchase of I-Pads and chrome books to ensure outdated and broken resources can be replaced. -Kaiako to be presented with the opportunity to purchase necessary <b>curriculum resources</b> through	- Apply for grants for ICT equipment through Pub Charity - \$10,000. - Put funding aside in case ICT grant is unsuccessful. - Kaiako to be given an allocation of \$500 each to purchase 'extra' classroom resources to support	<b>Embedding</b>

		allocation of applicable funding through the budget. -Kaiako to be able to purchase 'supporting classroom items' through a 'wish list' provided by our Friends of School.	Tamariki learning.	
-Illicit support from our Board of Trustees at a governance level to instigate identified changes.	-Provide feedback to our Board of Trustees with regards to; Kaiako discussions, student voice and whanau surveys that have culminated in suggestions to improve in the areas of physical and educational resource provision. -Budget for the use of operational funding to support any necessary changes. -Having evaluated suggestions, present to the Board the positive outcomes that could result of changes being made and the cost associated with them.	-Board to continue to strategically plan for the innovation of school playground environment, to ensure our tamariki have enough resources to enjoy, and are being encouraged to remain physically active. - Board to continue to assess maintenance of all school buildings and structures to ensure they are safe and look respectable.	- Monthly hazard and maintenance checks to continue to be carried out by the school caretaker. - Property reports to be given every Board meeting to reflect needs and actions taken. -Cyclical maintenance funding to be put aside to ensure future painting, etc can be carried out. -Board to be kept regularly updated with regards to tamariki educational needs through our Staff representative report and the Principal's report.	Embedding

**Strategic Goal 3: Strengthen our localised curriculum ensuring relevance to all parties.**

- Annual Goal - Students empowered with knowledge of self, culture and local history.

Target	Actions	Resources	Measures	Progress
-Learn the history of Aotearoa New Zealand with all views covered.	-Schedule and plan for relevant curriculum opportunities for students. -Utilise the Aotearoa Histories curriculum resources to support teaching and learning.	- Source reading material that contains a bicultural perspective of Aotearoa's history. - Peruse and choose appropriate support resources.	-Teacher planning will show evidence of bicultural historical perspectives being taught through learning objectives and resources utilised. - The classroom environment will also reflect current learning in this area.	Working towards
-Tamariki will research, learn and be supported to find out more, about their local context.	-Schedule excursions around our local area to learn about its local history through a bicultural perspective. -Source local Kaumatua to give korero about what they know about developments in our area over time, and the significant impacts of change. -Tamariki will use a range of resources to research and extend their knowledge of our local context.	-Utilise learning projects that enable tamariki to independently research and analyse knowledge gained. -Contact made with local Kaumatua and local experts to gain a range of perspectives.	-Planned excursions with relevant paperwork will be put in place. - Tamariki will be able to recite and recall the knowledge they have been given. - Student work produced as a result of their research.	Working towards

**Strategic Goal 4: Further strengthen our connections with whānau and the local iwi.**

- Annual Goal - Continue to build on our external relationships.

Target	Actions	Resources	Measures	Progress
-Grow our connections with a range of external partners.	-Regular planned school initiatives that support connection, partnerships and learning. -Create opportunities to build on relationships with whānau.	-Te Rangimarie Marae. -Whakapai Hauora. -Local farming community.	- Planned excursions and evidential paperwork.	Working towards

-Continue strong relationship with whānau.	-Maintain a strong connection with our school Friends of School to gather parent voice on next steps. -Increase our use of Seesaw and E-Tap to ensure parents are engaged in all aspects of school life. -Continue to plan events that encourage whanau involvement with our school.	-Seesaw subscription. -E-Tap subscription. -Manawatu College hall. -School site.	-Parental feedback through surveys and korero.  -Parent engagement on Seesaw via comments.	Embedding
--	--	---	--	-----------

**Strategic Goal 5. To ensure our kura outdoor environment meets all our tamariki well-being/Hauora needs.**

- Annual Goal – Maintain and implement school structures that support student health and well-being needs.

Target	Actions	Resources	Measures	Progress
-Provide an outside environment that encourages activity and creative play.	-Evaluate what we currently have and which areas are popular with our Tamariki. - Carry out research into other kura environments to see what they are providing. -Gather student and parental voice regarding our current school environment.	-Student surveys. -Parent surveys. -Other school sites.	- Analysis of student survey data. -Analysis of parent survey data. - Paperwork pertaining to other school site research.	Embedding
-Ensure that our school environment is aesthetically pleasing and maintained.	- Board analysis of our current environment. - Management feedback regarding our kura outdoor environment, having gathered student and parental voice.	-Hazard checks. -5YA overview.	-Resource room property maintenance folder. -5YA plan.	Embedding