



Tipu
Growth



Whanaungatanga
Connection



Hauora
Wellbeing (Values)

HAUORA – WELLBEING

GOAL 1: SUPPORTING

ĀKONGA & KAIMAHI TO FLOURISH.

Mātaaitipu hei papa whenuakura. Grow & nourish a thriving community.

Initiatives:

1. Identify and scope the barriers and supports for ākonga hauora*.
2. Plan and develop the Ferndale Te Ahu approach to supporting ākonga hauora*.
3. Implement and embed practices, programmes, processes and systems as identified in the scope and planning - ākonga.
4. Identify and scope the barriers and supports for kaimahi (staff) hauora*.
5. Plan and develop the Ferndale Te Ahu approach to supporting kaimahi hauora*.
6. Implement and embed practices, programmes, processes and systems as identified in the scope and planning - kaimahi.

**Hauora includes:*
 taha tinana – physical health, taha hinengaro – mental health & emotions,
 taha wairua – spiritual health, and taha whānau – whānau.

Success:

Ākonga have the relevant supports that enable them to flourish and learn.

Kaimahi feel supported and valued in their workplace; they know and can implement a range of strategies to support ākonga with regulation. Kaimahi take ownership of their hauora.

Measurement Tools:

Int1-3: Staff survey, Student survey, Staff interviews, Review of current practices, Observation, Behaviour tracking and analysis, Staff engagement, Focus group workshops;
Int4-6: Staff survey, Student survey, Staff interviews, Review of current practices, Observation, Behaviour tracking and analysis, Staff engagement, Staff engagement workshops, Kaimahi wellbeing survey;

Board Objectives: bi, bii, biii, diii

NELP: Obj1 P1; Obj2 P3



AKO – LEARNING

GOAL 2:

CREATING BARRIER-FREE, EQUITABLE & ACCELERATED LEARNING FOR ĀKONGA.

Te piko o te māhuri. Connecting learning to each learner.

Initiatives:

Literacy: Ko te reo te tuakiri, ko te reo tōku ahurei, ko te reo te ora.
 Language is my identity; language is my uniqueness; language is life.

7. Develop and implement PLD for staff and whānau focused on best practice in specialised literacy programs.
 8. Give effect to Te Tiriti o Waitangi for the active protection of taonga, including Te Reo Māori, tikanga Māori, & mātauranga Māori through literacy teaching & learning.
 9. Assess, analyse and evaluate student achievement in literacy so that teaching and learning can be adapted to accelerate student learning.
- Te Mātaiaho: Te piko o te māhuri.*
 Connecting learning to each learner.
10. Implement the content of Te Mātaiaho within the released phases/timeframes building staff capability and confidence.

Success:

Ferndale Te Ahu has a specialist approach that ensures barrier free, equitable and accelerated learning for every ākonga supporting ākonga to be part of the wider Ferndale Te Ahu inclusive education network and have the skills to be active included members of their community.

Measurement Tools:

Int7: Staff engagement workshop, Self Assessment AAC skills, Observation, PGC, Student Achievement Targets;
Int8: Staff engagement workshop, Observation, PGC; Staff engagement/review workshops, Emergent Literacy; Wharangi Arotake Self Review
Int9: Assessment, Analysis and evaluation of data; **Int10:** Classroom planning, Observation, Survey;

Board Objectives: a, bii, c, di, dii, diii

NELP: Obj1 P2, Obj2 P3&4; Obj3 P5&6;