



GOAL 1. Hauora: Empowering Ākonga & Kaimahi

INITIATIVE A: Ākonga Hauora: Ākonga have the relevant supports to develop their regulation.

SUCCESS STATEMENT: Kaimahi will be more competent in identifying and teaching relevant programmes and Ākonga will have access to a range of strategies relevant to their specific needs

ANNUAL TARGET: Ākonga will experience targeted programmes and support for regulation and engagement in learning.
By the end of 2026...

ACTIONS:	KAIMAHI RESPONSIBILITIES:	RESOURCING:	MEASURES & EVIDENCE:
<ul style="list-style-type: none"> Introduce framework for kura improvement (high quality practice and relationships including kaimahi actions and responsibilities). Kaimahi and Leadership use a range of strategies and supports to lift ākonga attendance and reduce unjustified absence. <p>PLD Topics: (Staff Only Days, Staff Meetings, Collaborative Practice Team Meetings)</p> <ul style="list-style-type: none"> Tier 1 Approach for the whole kura, e.g. <ul style="list-style-type: none"> Replacement Behaviours Alert Program RULER Approach to Emotional Intelligence TEACCH other regulation strategies, such as, breathing, interoception... SPELL (focus on 'Structure') Develop and implement Tier 3 system Introduce specified elements of social skills into teaching and learning (planning and delivery) (e.g. games for specific skills). Engage kaimahi in planning for the utilisation of the different learning spaces in the new Base School environment. <p>Preparation for 2027:</p> <ul style="list-style-type: none"> Develop Trauma-informed practice PLD for 2027 Develop Tier 2 PLD for 2027 	<ul style="list-style-type: none"> Teach and embed strategies from the Tier 1 approach. Continue to develop understanding and delivery of Tier 3 approach (e.g. explicit teaching of replacement behaviours) and promote consistency of strategies. Plan and deliver structured social skills programme Base Kaimahi: Consider and plan for the effective use of the new spaces for teaching and learning 	SLG Kaimahi, LL, SLG SLG (delivery) Kaimahi (implementation) SLG & some Kaimahi (delivery) Kaimahi (implementation) SLG / relevant Kaimahi SLG SLG	<ul style="list-style-type: none"> Behaviour tracking & analysis; Illness and Injury tracking & analysis Sprint Goals & data collection; Ākonga voice; Kaimahi feedback/ surveys; Planning, Evaluation, Reporting; PGC & Observations;



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INITIATIVE B: Kaimahi Hauora: Create opportunities that grow school culture & positive self-wellbeing.

SUCCESS STATEMENT: Kaimahi will be familiar with strategies and supports that assist them to maintain their own hauora.

ANNUAL TARGET:
By the end of 2026... Kaimahi will increase the use of targeted practices to support ākonga regulation.

ACTIONS:	KAIMAHI RESPONSIBILITIES:	RESOURCING:	MEASURES & EVIDENCE:
<ul style="list-style-type: none"> Introduce framework for kaimahi hauora (including board, leadership & kaimahi actions and responsibilities) <ul style="list-style-type: none"> Positive, professional, problem-solving culture Staff Structure Leadership responsibilities for hauora Individual responsibilities for hauora Provide access to helpful strategies (e.g. Healthy Habits, EAP, supportive conversations...) Review workload and develop a response plan 	<ul style="list-style-type: none"> Utilise relevant and preferred strategies 	SLG	<ul style="list-style-type: none"> Kaimahi feedback/surveys (inc Healthy Habits) Reviews (inc MATES Agreements review)
PLD Topics: (Staff Only Days, Staff Meetings, Collaborative Practice Team Meetings) <ul style="list-style-type: none"> Coaching skills PLD (beginners & intermediate), School Culture & Team culture, including <ul style="list-style-type: none"> MATES Agreements Models for Courageous Conversations Introduce tools that support efficient practice (e.g. AI) 	<ul style="list-style-type: none"> Practice and utilise coaching skills Implement and follow MATES Agreements, review/update as necessary. Be brave, utilise models when necessary Trial tools for efficiency 	SLG (delivery) Kaimahi (implementation) SLG	External Provider
Preparation for 2027: <ul style="list-style-type: none"> Hauora PLD for 2027 		SLG	



GOAL 2. Accelerating Ako for Ākonga & Kaimahi

INITIATIVE C: Adapt learning and strengthen teaching to maximise ākonga progress.

SUCCESS STATEMENT: Responsive teaching accelerates measurable learning outcomes for ākonga.

ANNUAL TARGET: Kaimahi will have implemented new literacy practices and be using the Expanded NZC and NZC in English & Mathematics.
By the end of 2026...

ACTIONS:	KAIMAHI RESPONSIBILITIES:	RESOURCING:	MEASURES & EVIDENCE:
PLD Topics: *Curriculum Staff Only Days <ul style="list-style-type: none"> Cognitive Load and Explicit Teaching* (English & Maths) Expanded NZC and NZC* Specialist Structured Literacy* (BSLA) Intensive Interaction (induction/maintenance) Shared Reading (induction/maintenance) Assessment* (inc Afl, induction/maintenance) Te Reo Māori, Tīkanga Māori and Te Ao Māori 	<ul style="list-style-type: none"> Implement learnings from training 	SLG (delivery) Kaimahi (implementation)	<ul style="list-style-type: none"> Student Achievement Goals (SAGs) Planning and Evaluations IEP/ITP/GLPs
Resourcing: <ul style="list-style-type: none"> Develop English and Mathematics resources that reflect Te Ao Māori Purchase relevant resources to support teaching and learning in English and Mathematics Develop resourcing to upskill whānau 	<ul style="list-style-type: none"> Create and use resources 	SLG Kaimahi SLG	
Preparation for 2027: <ul style="list-style-type: none"> Emergent Writing practices 		SLG	



INFO ABOUT THE PREVIOUS YEAR'S PERFORMANCE:

 **GOAL 1**
INITIATIVE A:
 Ākonga Hauora:
 Ākonga have the
 relevant supports to
 develop their
 regulation

 **GOAL 2**
INITIATIVE C:
 Adapt learning &
 strengthen teaching
 to maximise ākonga
 progress.

Initiative A

All ākonga have experienced an increased use of programmes and supports for regulation including the re-introduction of the Alert Program to support ākonga developing their emotional intelligence alongside the continuing use of the RULER program. Kaimahi have also increased the use of targeted regulation practices with ākonga. This year we have introduced the Tier system to identify and support specific students' needs, focusing on introducing school wide change for all tiers and specifically trialling our Tier 3 process. Kaimahi have supported ākonga to develop co-regulation/self-regulation through this process. Increased supports has been used to reduce unjustified absence.

Initiative B

Kaimahi directly supporting ākonga hauora as above. Kaimahi being supported through the Ferndale Te Ahu process and supports including: school culture, coaching, Healthy Habits and social events.

Initiative C

Kaimahi have embedded emergent shared reading practices and introduced new literacy practices with Specialist Structured Literacy Approaches (SSLA) through BSLA. We have introduced and are using two literacy assessments, our emergent shared reading assessment and the SSLA/BSLA literacy assessments. This year we have also focused on developing kaimahi understanding and use of structured maths approaches that have then been implemented with ākonga. Both the English and Mathematics curricula have been introduced and are being used where this is relevant - depending on each ākonga's level of learning.

HOW THE PREVIOUS YEAR'S UNACHIEVED TARGETS WILL BE ADDRESSED:

Initiative A

Further work is required in this area of development to embed practices and continue to upskill kaimahi in other areas related to ākonga regulation. Our next steps include:

- Continue to use supports to reduce unjustified absence
- PLD to upskill kaimahi in further strategies to support ākonga to learn to co-regulate then self regulate trauma aware education, teaching replacement behaviours, restorative practice and team leadership as well as ongoing embedding of the Alert and RULER Programs
- Continue to develop the Tier 3 approach
- Develop the Tier 2 approach
- Resourcing

Initiative B

Further work is required to continue to develop kaimahi knowledge and skills to support ākonga hauora as above. Further focus needs to be given to development of the MATES agreement and team and school culture, coaching and supporting kaimahi in their personal wellbeing journey with continued focus on Healthy Habits and social events.

Initiative C

- Introduce and teach from the updated English, Mathematics and Statistics curricula
- Introduce and teach from the Expanded NZC in English and Mathematics
- Consolidate kaimahi knowledge and implementation of SSLA practices through PLD and supporting practices
- Embed and consolidate II and emergent shared reading practices for staff new to Ferndale Te Ahu through PLD and supporting practices
- Continue to increase our number of resources including ongoing development of our in-school created resources reflect te ao Māori and Te Reo Māori
- Implement English and Mathematics assessment practices
- Analyse & review data collected from assessment information & use this to inform next steps.

TEACHING & LEARNING PROGRAMMES & STRATEGIES:

(with a particular focus on literacy, maths, and te reo matatini & pāngarau, inc how the needs of learners who needs have not yet been well met will be addressed)

 **GOAL 1**
INITIATIVE A:

INITIATIVE B:
Initiative A

Embed the Alert program being used alongside the RULER program (EI programs), trauma informed practice, teaching replacement behaviours, co-regulation/self regulation strategies. Continued focus on SPELL.

Initiative B

As per above, and re-focus on the MATES agreement, team and school culture, continuation of coaching & Healthy Habits.

 **GOAL 2**
INITIATIVE C:

Initiative C

English, Mathematics and Statistics NZC, Expanded NZC in English and Mathematics, Comprehensive Literacy For All (literacy programme), Specialist Structured Literacy Approach through BSLA, increased use of AAC, structured mathematics.

HOW TARGETS & ACTIONS WILL SUPPORT TE TIRITI O WAITANGI:

Initiative A & B

By living Māori values such as manaakitanga, whanaungatanga and wānanga so that ākonga Māori can achieve success as Māori.

Initiative C:

By resourcing English, Mathematics and Statistics programmes with resources that demonstrate the importance of te ao Māori enabling ākonga Māori to see themselves within resources. By using te reo Māori across the day.