



# BULLS SCHOOL - 2024



<b>P</b>	<b>R</b>	<b>I</b>	<b>D</b>	<b>E</b>
<b>WHANAUNGATANGA POSITIVITY</b>	<b>MANAAKITANGA RESPECT</b>	<b>PONO INTEGRITY</b>	<b>MANA MOTUHAKE DETERMINATION</b>	<b>WHAKAMANA EXCELLENCE</b>

<p><b>BULLS SCHOOL</b></p> <p><b>TŌ TĀTOU MANAĀKO - OUR MISSION</b></p> <p>To create collaborative, connected and active lifelong learners in an innovative community school environment.</p>	<p><b>SOUTH RANGITIKEI KĀHUI AKO</b></p> <p><b>TŌ TĀTOU MANAĀKO - OUR VISION</b></p> <p>A community that promotes collaboration through Manaakitanga and Whanaungatanga to engage and empower learners.</p>
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<b>KEY COMPETENCIES</b>				
<b>PARTICIPATING &amp; CONTRIBUTING</b>	<b>RELATING TO OTHERS</b>	<b>MANAGING SELF</b>	<b>THINKING</b>	<b>USING LANGUAGE SYMBOLS &amp; TEXTS</b>
<ul style="list-style-type: none"> <li>Engage and contribute</li> <li>Class Community</li> <li>School Community</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Group work</li> <li>Sharing ideas</li> <li>Cooperate with others</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Responsible for learning</li> <li>Responsible for actions</li> <li>Reliable, resilient and resourceful</li> </ul>	<ul style="list-style-type: none"> <li>Share thinking (including prior knowledge)</li> <li>Ask good questions - (intellectually curious)</li> <li>Reflect on my learning</li> <li>Challenges ideas</li> </ul>	<ul style="list-style-type: none"> <li>Understands information that is communicated in words, numbers and images</li> <li>Make connections to other areas</li> <li>Digital Fluency</li> </ul>
<b>WHAIWĀHITANGA</b>	<b>MANAAKITANGA</b>	<b>RANGATIRATANGA</b>	<b>TĀTARITANGA</b>	<b>TE REO MĀORI</b>
Attaining a sense of space and place within the general scheme of things	A context of caring relationships	Taking responsibility for, and control over, one's own learning, whereby individual agency is accorded by belonging to a group	Thinking and making meaning: thinking, problem solving and having a commitment to supporting the group	Integration of Te Reo Māori into learning and conversation

## OUR PROCESS

- Gather voice of our community (iwi, hapū, whānau, tamariki, and kaiwhakaako) to inform next steps
- Our process will be iterative throughout the year
- Planned termly reflection, review and reset based on iterative evidence
- BOT input and review - Hautu Tool
- Authentic connections to National Education Learning Priorities (NELP)
- Beginning with the Whakapapa of Te Mātaiaho we will step into the framework of the Curriculum Refresh

## TE TIRITI O WAITANGI

Bulls School is committed to honouring Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand. As a Crown entity, our school recognises that this agreement underpins our commitment to tangata whenuatanga, ongoing and mutually beneficial relationships with Māori and mana whenua of the Rangitikei area.

At Bulls School you will see ...	At Bulls School you will hear ...	At Bulls School you will feel ...
<ul style="list-style-type: none"> <li>● Equitable representation of Māori and non-Māori in our physical environment</li> <li>● Signs, posters and labels will be in English and Māori in all spaces where possible</li> <li>● Increased use of Te Reo Māori in school communications including our website, newsletter and social media</li> <li>● Te Puna Reo - being implemented throughout the school</li> <li>● Equitable representation of Māori in Governance, Leadership and decision making</li> </ul>	<ul style="list-style-type: none"> <li>● Greetings in Te Reo Māori by staff</li> <li>● Staff and students able to communicate their mihimihi/pepeha</li> <li>● Te Reo Māori being integrated into teaching and learning conversations</li> <li>● Explicit teaching and learning of Te Reo Māori through the use of the resources provided in Te Puna Reo</li> <li>● NZ history from Māori and non-Māori perspective being integrated into learning</li> <li>● Integration of Tikanga Māori including karakia, waiata, pūrākau</li> <li>● Integration of localised curriculum</li> <li>● Reciprocal and meaningful communication with whānau</li> <li>● Termly powhiri/mihi whakatau to welcome new taura, whānau and kaiwhakaako</li> <li>● Correct pronunciation of people and places</li> </ul>	<ul style="list-style-type: none"> <li>● Maori values being lived</li> <li>● Te Reo Māori being actively revitalised and valued</li> <li>● Māori learning through and about their own culture</li> <li>● Shared decision making process with whānau, hapū and iwi</li> <li>● Kōrero that supports the learning journey of staff and students in Te Reo Māori and Tikanga Māori</li> </ul>

## SOUTH RANGITIKEI KĀHUI AKO ACHIEVEMENT CHALLENGE & EXPLICIT CONNECTIONS TO BULLS SCHOOL

GOAL 1 Building Teacher and Learner Efficacy	GOAL 2 Developing & Strengthening Cultural Revitalisation	GOAL 3 Developing Our Localised Curriculum through Place Based Learning
<p style="text-align: center;">Shared belief from feedback.... Importance of Relationships</p> <p>There is collective knowledge and skill amongst us - we want to be able to share this across the 10 kura in order to grow as teachers and leaders of learning.</p> <p style="text-align: center;"><b>How?</b></p> <p style="text-align: center;">Ako Critical Contexts for Change Building Capacity Hui Professional Learning Development e.g. Digital Fluency Data gathering, sharing, reviewing Lead Coordinator, Across &amp; Within School Teachers Our Code Our Standards Ka Hikitia Te Takanga o Te Wā - Māori History Aotearoa NZ Histories Curriculum <a href="#">South Rangitikei Kāhui Ako Review Process</a></p>	<p style="text-align: center;">Shared belief from feedback.... Importance of Relationships</p> <p>The belief that all of us as individuals, no matter where we sit on a continuum, could do better and could learn from each other.</p> <p style="text-align: center;"><b>How?</b></p> <p style="text-align: center;">Ako Critical Contexts for Change Continued use of Rongohia Te Hau Data/Feedback Professional Learning Development e.g. Blended Learning Engagement with Iwi Lead Coordinator, Across &amp; Within School Teachers Our Code Our Standards Ka Hikitia Te Takanga o Te Wā - Māori History Aotearoa NZ Histories Curriculum Education Perfect PLD Whole School <a href="#">South Rangitikei Kāhui Ako Review Process</a></p>	<p style="text-align: center;">Shared belief from feedback... Importance of Relationships</p> <p>What is it that makes us here in the Rangitikei unique? How can we build on local history and connections to develop the sense of belonging of each of our tamariki?</p> <p style="text-align: center;"><b>How?</b></p> <p style="text-align: center;">Ako Critical Contexts for Change Professional Learning Development e.g. Iwi Partnership Engagement with Iwi Rongohia Te Hau Lead Coordinator, Across &amp; Within School Teachers Our Code Our Standards Ka Hikitia Local Haka, Waiata &amp; Pūrākau Te Takanga o Te Wā - Māori History Aotearoa NZ Histories Curriculum <a href="#">South Rangitikei Kāhui Ako Review Process</a></p>

# RESPONSIVE CONNECTIONS

## Goals 1,2,3

### HOW WILL WE START? (Actions that will inform next steps)

- Create opportunities to connect with whānau and community
  - School based
  - Potential fundraising opportunities
  - Recurring events
  - Interactive events where whānau and community participate
- Actions responding to whānau voice
- Create opportunities for educationally powerful connections
  - Learning alongside and with whānau
  - Reviewing systems including reporting and communication to ensure they reflect Ako:Critical context for change and Te Whare Tapa Whā
  - Understanding the aspirations of whānau, Māori and iwi for their tamariki mokopuna
  - Ensure that whānau and community can see the impact of their voice
- Maintain and sustain transitions from ECE to Bulls School
- Strengthen and develop transitions from Bulls School to Rangitikei College.
- Hui with the College to develop this together (potential for this to

### HOW WILL WE KNOW? (Short/Long term measures)

- Whānau End of Term Celebrations:
  - Term 1 - Top Town Competition
  - Term 2 - Matariki Showcase
  - Term 3 - Enviro & Pet Day
  - Term 4 - Community Cultural Concert



- Aspirational Conversations - Term 1 & 3
- NZSTA Meet & Greet - sharing the Kāhui Ako journey
- Conversations with staff from Te Puna of Ngā Wairiki Ngāti Apa to develop a education plan
- Refined communication process in response to whānau voice eg: reduced facebook pages, communication options through newsletter to define use of school app, website, facebook, seesaw and newsletter as well as sharing Concerns and complaints procedure.
- Whole School Camp Out - inviting all whānau to camp overnight at school with their tamariki (first time for this event).
- Te Tiriti o Waitangi hui with Board members from across the South Rangitikei Kāhui Ako (series of 4 sessions)
- Partnership with Sport Whanganui and Healthy Active Learning - includes support

happen as a Kāhui Ako)

Internal review of reporting systems including gathering voice of all invested stakeholders (staff, students, whānau, iwi)

- BOT self review using Hautu
- Continue to build reciprocal relationships with Ngāti Apa Ngā Wairiki through iwi based learning, embedding learning to date and continuing to strengthen knowledge of mana whenua through pūrākau, waiata, ruruku, haka etc

Rongohia Te Hau:

- Reviewing systems including reporting and communication to ensure they reflect
- Interactive events where whānau and community participate
- Ensure that whānau and community can see the impact of their voice and have a part in deciding what supporting each other as learners and achieving as learners looks and sounds like
- Sharing with our taura and whānau what supporting each other looks and sounds like
- Sharing with our taura and whānau what achieving looks and sounds like

for EOTC events, increasing physical activity across the kura, focusing on engagement and action, strengthening iwi connections, PLD for beginning teachers, PLD for hauora and wellbeing.

- Engagement with other PLD providers to improve teacher and learner efficacy

## Goals 1,2,3

HOW WILL WE START? (Actions that will inform next steps)	HOW WILL WE KNOW? (Short/Long term measures)
<ul style="list-style-type: none"> <li>● Staff and students explore Mauri Ora/Hauora together</li> <li>● Leadership, staff and children will ensure that tangata whenua, tangata tiriti and mana whenua are seen, heard and felt in classroom and school spaces</li> <li>● Staff and students will explore the aspects that make up Te Whare Tapa Whā to understand how this relates to themselves and others</li> <li>● Review systems and processes through a lens of Te Whare Tapa Wha e.g. Mana Potential</li> <li>● Genuinely engage in partnering with whānau to enhance the Mauri Ora of their tamariki</li> <li>● Evidence based personalised learning in response to information gathered e.g. Co-Inquiring, Rongohia te Hau</li> <li>● Ensure visibility and connection to National Education and Learning Priorities</li> </ul>	<ul style="list-style-type: none"> <li>● Engaging with Mana Potential Kaupapa through PLD provider and creator, Waikato University - Angeline McDonald.</li> <li>● Iwi Engagement hui</li> <li>● Staff PLD - Te Puna Reo and the flow on effect in classrooms</li> <li>● Ongoing auditing of white spaces in classrooms and in our wider school environment</li> <li>● Language of Mana Potential - beginning to develop the skills and confidence to utilise this language in all aspects of a child's learning journey</li> <li>● Centering the students with their own Taonga Tōku Iho and the staff also having theirs available to readily connect to and with.</li> <li>● Positive outcomes for neurodiverse learners - engagement and sense of mana ora.</li> <li>● NELPS reported on at each BoT hui and discussed for clarity, vision and next steps.</li> <li>●</li> </ul>

## RESPONSIVE CURRICULUM Goals 1,2,3

HOW WILL WE START? (Actions that will inform next steps)	HOW WILL WE KNOW? (Short/Long term measures)

- Staff and students will have an appreciation for local whenua
  - Kaitiaki
  - History
  - Enviroschools
- Tutaeporoporo Pūrākau
- Oho & Ata resources will be utilised across our school to support the inclusion of the principles of Te Tiriti o Waitangi, NELP's and Aotearoa New Zealand Histories
- Te Mātaiaho - PLD process of unpacking to implement

#### Rongohia Te Hau

- Communicating with whānau our responsive curriculum journey and seeking input
- Iwi based learning models eg: Puanga
- Communicating the connections (as we grow them) between responsive curriculum and assessment for learning
- Responding to the question 'what does achievement look like?' and 'how do we share this with our community?' alongside a responsive curriculum.

#### Aotearoa New Zealand Histories

- Consider the perspective of what we teach - who's history are we retelling? Who does this rhetoric serve? Why have we chosen to teach this?

#### Te Mātaiaho

- The Whakapapa of Te Mātaiaho compliments and supports our journey of conscientisation.
- Giving effect to Te Tiriti o Waitangi and the NELP's

- Footsteps programme schoolwide
- Green/Enviro Day
- Staff TO Day to Whanganui Musuem to hear local kōrero
- Staff hikoi to places of significance in rohe
- Iwi Engagement hui around Te Whakaputanga and Te Tiriti o Waitangi
- Staff PLD - Haunui a Nanaia the the pūrakau of this tūpuna from Ngāti Apa Ngā Wairiki perspective
- Unpacking the whakapapa of Ki o Rahi with staff (and in time with students)
- Leaders meeting with Iwi to future plan
- Iwi sharing their hauora strategy plan with our Kāhui Ako so that we can see where we fit in the iwi plans for the future - from pēpī to kaumatua.

The whakapapa of Te Mātaiaho have formed our beleif system around integration of new/revised/additional curriculum expectations.

Maintaining our integrity in the space of giving effect to Te Tiriti o Waitangi as educators and being unapologetic about that and how it shows up in our kura - from Board meetings (and the governance space) through to community connections and communications and the teaching and learning programmed we endorse.