



Strategic Plan 2020 - 2023

Vision

Learning Together for Tomorrow: Kei te Ako Tahi Tatou Mo Apopo

Values^ : These values summarise our school beliefs and underpin our daily actions. They help us thrive while learning together in the present, and for ensuring tomorrow's success.

- **Kotahitanga:** *we learn together*
- **Hauora:** *we build wellbeing*
- **Manaakitanga:** *we are respectful and kind*
- **Pakikitanga:** *we are curious*

Essence Statement:

We are a large full primary school in a little village by the sea. With Kāpiti island as our backdrop, our ākonga are learning together for tomorrow.

We are part of a strong community with connections to our neighbouring early childhood centres and Kapiti College. We support and develop great teachers who help our tamariki thrive through student centered learning and the use of restorative practice to repair harm.

We celebrate diversity, value well-being and inclusion, and are committed to building and maintaining strong relationships within and across the community. We are focused on ensuring equity and excellence in achievement and progress through enhancing student engagement.

We have a rich curriculum, acknowledging and embracing our bi-cultural heritage and on-going partnership with local iwi: Te Ati Awa, Ngāti Toa and Ngāti Raukawa.

Celebrating Diversity

We are an inclusive school, valuing the diversity of our school community and the bi-cultural foundations of Aotearoa New Zealand. We reflect this in our policies and practices.

We are committed to Te Ao Māori and use Te Reo in our learning spaces. Haka and waiata are included in our school events and our powhiri and Matariki celebrations are an important part of our school traditions. Our Māori Education procedure gives action to the aspirations set out in Ka Hikitia: Māori Education Strategy.

To prepare for a more global future, our students benefit from opportunities to learn several languages: Mandarin, Japanese, Spanish.

Our Strategic Plan

Planning was undertaken by the Board of Trustees in 2018/19. It was informed by feedback from parents, staff and students throughout that time. This plan directs our actions over the next three years. The strategic elements and respective principles that underpin this plan are: -

1. Leadership

- All staff and students have the opportunity to contribute and lead.
- Leaders are competent, effective and committed to the schools' vision and direction.
- Leaders influence the school through a positive and collaborative approach.

2. Community

- Whanau and the wider school community are welcomed, respected, and actively involved in our school;
- Contribute to, support and celebrate the learning and wellbeing of our staff and students

3. Learning & Teaching

- Learning reflects the breadth of the NZ curriculum, the interests and diverse needs of students, and our school character.
- Contexts are presented authentically, enhancing the use of the key competencies and tools that will be relevant for our tamariki in the future.
- Our teachers are positive, confident practitioners who exhibit evidence based practices, and focus on achievement and progress through student engagement.

4. Growth

- The quality of teaching and learning is continually enhanced through professional development, strategic reviews and effective teacher inquiries.

5. Governance

- Governance enhances desired outcomes through valuable support and direction.

1. Leadership

| Key Objectives | Outcomes |
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| <p>Creating Opportunities <i>A wide variety of leadership opportunities are available</i></p> | <ul style="list-style-type: none"> ● An annual description of leadership opportunities is available ● Clear role descriptions and expectations related to a range of leadership roles. ● All staff and students are encouraged to consider leadership roles. |
| <p>Building Collaboration <i>Middle leaders display effective collaborative practice</i></p> | <ul style="list-style-type: none"> ● The school’s middle leadership group has a shared leadership vision and criteria for effective leadership. ● The school’s middle leadership group operates collaboratively to make necessary decisions and inform school programmes. ● Leaders exhibit confidence, skills and knowledge. |
| <p>Supporting Participation <i>All students and staff contribute to the wider school through developing their own strengths and sharing these.</i></p> | <ul style="list-style-type: none"> ● A range of staff are involved in delivering professional development. ● Professional development of individual staff is supported and structured to ensure growth and momentum are sustained. ● Student voice and feedback is sought as part of both learning and event feedback. ● Students have opportunities to develop and implement their leadership skills. |

Implementation/Action Plan

| | 2019/2020 | 2020/21 | 2021/22 |
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| Creating Opportunities | <p>Roles and responsibilities list is developed, with clear role descriptions itemized.</p> <p>Identify and create leadership opportunities available within the school: enviro, PALS (Physical Activity Leaders - students) Activities coordinator.</p> <p>Recognition of leadership throughout the school through a range of means</p> | <p>Responsibilities list available annually.</p> <p>Create opportunities for staff to contribute to leading: Digital Curriculum, Library Liaison, Literacy Lead</p> <p>→ →</p> <p>Develop a leadership appraisal model/format that builds leadership capabilities.</p> | <p>Annual responsibilities description is reviewed.</p> <p>Create opportunities for staff to contribute to leading.</p> <p>Embed a leadership appraisal Model</p> |
| Building Collaboration | <p>A collaborative Team Lead model is introduced.</p> <p>Professional development for Lead Team (Kaitiaki and Team Leads) in leadership and collaboration with Mark Sweeney. Kaitiaki provide coaching of Team Leads.</p> | <p>Continue with Collaborative Model: Professional development for Lead Team, focused on coaching.</p> <p>A procedure around Team Leadership is developed to reflect systems and processes necessary for effective implementation.</p> | <p>Evaluate the collaborative Team Lead model through inquiry process to determine effectiveness.</p> |

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| <p>Ensuring Participation</p> | <p>Staff development: - Kaitiaki to note staff interests, strengths and aspirations through appraisal conversations and discuss development opportunities.</p> | <p>Planned approach to Professional Development that involves staff leading sessions.</p> | <p>A staff coaching model is introduced to all staff. Evaluation of leadership roles and identification of strengths and areas for improvement.</p> |
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2. Community

| Key Objectives | Outcomes |
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| <p>Community Learning <i>Education of, and consultation with, all members of the community regarding school initiatives</i></p> | <ul style="list-style-type: none"> ● Parents are knowledgeable about our school’s philosophies, initiatives, processes and systems. ● Parents are supported to understand school initiatives |
| <p>Effective Communication <i>Communication between the school and the community is effective: regular, consistent, clear</i></p> | <ul style="list-style-type: none"> ● We are clear on how we communicate key messages through our multiple communication channels. ● Whanau have a voice in the school. ● Communication is of a high standard and is as necessary ● A clear communication procedure outlines purpose and processes. |
| <p>Community Contribution <i>Involvement of community with the school and school with the community</i></p> | <ul style="list-style-type: none"> ● Community contribution and connection is evident in our physical environment. ● We have an active supportive parent body who know how they can contribute. ● We are working with our local, schools, early childhood centres, businesses and community groups to support each other and maximise mutual benefit, in our events, facilities and ideas. |

Implementation/Action Plan

| | 2019/20 | 2020/21 | 2021/22 |
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| Community Learning | <p>Enhance enrolment information to include clear links to school documents.</p> <p>Launch our school values and vision statement.</p> <p>Hold Parent Information Evenings with Marg Thorsborne and Dinah Harvey.</p> <p>Enhance website content to reference key school initiatives</p> | <p>Create a transition program from Year 8 to college</p> <p>Parent open day: drop in on learning.</p> <p>Hold parent information evenings: Nathan Wallis, Project Energize: games night</p> | <p>Hold parent information evenings: literacy focus</p> |
| Effective Communication | <p>Focus on developing a wider range of communication strategies between members of the school community: -</p> <ul style="list-style-type: none"> ● BoT to parents - Feature Friday ● Student to BoT ● Students to staff ● Staff to parents ● Staff to BoT ● Parents to school/staff <p>Develop a communication policy and procedure and implement a school mobile app.</p> | <p>Established communication links are in place and are being implemented.</p> | <p>Established communication links are reviewed.</p> |

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| <p>Community Contribution</p> | <p>Involving our parents and broader community in student learning and classrooms:</p> <ul style="list-style-type: none"> ● Introduce whanau tuition for parent help in Years 1-4 ● Develop a code of conduct, and resources ● Ensure information about parent-involvement is readily accessible - website <p>Inquire into ways that a home-school link can enable and enhance consultation and parent voice.</p> <p>Plan 'give back' sessions for the community and seek whanau involvement E.g.: nursing homes, beach clean-up, work days etc</p> | <p>Involving our parents and broader community in learning and classrooms:</p> <ul style="list-style-type: none"> ● Continue with whanau tuition to support math and reading in Years 1-4 ● Provide opportunities for whanau tuition for Years 5-8 ● Investigate ways to 'tap into' parent strengths and use these within the school: 'Expert' database, careers expo etc. <p>Develop a school environment plan with students and whanau. Seek community support to implement.</p> <p>Develop effective links with community organisations to support learning and activities e.g.: marine conservation and dive shop etc.</p> | <p>Sustain parent involvement/ review processes.</p> <p>Develop Parent support for Education opportunities that are aligned with the school's understanding. E.g.: education outside the classroom, play, 'forest-school'</p> <p>Continue to enhance the school environment for engagement.</p> |
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3. Learning & Teaching: Ako

| Key Objectives | Outcomes |
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| <p>Excellent practice <i>Excellent practice is evident across the school: learning reflects brain-based pedagogy and our constructivist learning model, teaching meets student needs and is guided by effective formative assessment practices.</i></p> | <ul style="list-style-type: none"> ● Students, staff and community express satisfaction with engagement, progress and achievement of students. ● Staff share their strengths and passions in the wider school community ● Students have positive relationships and learning experiences at school ● Opportunities for teacher innovation are encouraged and supported. ● The school curriculum is utilised as a core document in designing and delivering learning. ● Daily programmes take into account HAUORA ● Students display PAKIKITANGA in their learning. ● Staff sustain their growth and learning from previous professional development: restorative practice, math, PLGs/Teaching as Inquiry, Te Ao Māori/Cultural competencies etc |
| <p>Enhanced Learner Dispositions <i>Teaching and learning programmes integrate the use of the Key Competencies, Social and Emotional Literacy and the school's vision and values.</i></p> | <ul style="list-style-type: none"> ● There is a planned approach to Social Emotional Literacy at each level. ● A wide variety of resources are available to support Social Emotional Literacy learning. ● Key competencies are integrated into planning and students readily use and discuss these as part of their learning goals |

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| | <ul style="list-style-type: none"> ● The school’s vision and values are visibly displayed and referenced in a variety of media: community events, classrooms, publications |
| <p>Achievement of Neuro-Diverse* Learners <i>We have appropriate access to support, and resources to enable, the achievement and progress of Neuro-Diverse learners</i></p> | <ul style="list-style-type: none"> ● Clarity around how Neuro-Diverse Learners needs are identified and met ● Neuro-Diverse learners are considered in the setting of annual targets. ● Teacher planning reflects diverse needs and an awareness of a range of strategies to meet these needs; they are supported by on-going professional learning. |
| <p>Implementation of STEAM & Digital Technology <i>Class programmes are designed to enrich students learning in Science, Technology, Engineering, Arts and Mathematics (STEAM) subjects.</i></p> | <ul style="list-style-type: none"> ● Students access all areas of the New Zealand Curriculum in an authentic manner. ● Teachers display curriculum knowledge and passion ● Reporting includes key ideas relating to Science, The Arts, Technology and Social Sciences ● STEAM and Digital technology are resourced and staff implementation supported. |

Implementation/Action Plan

| | 2020 | 2021/22 | 2022/23 |
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| Excellent Practice | <p>Kaitiaki coaching conversations with Team Leads include reflective questions on the school's learning model.</p> <p>Upskilling of Team Leads in Pedagogy: constructivism and development of a school Pedagogy Procedure.</p> <p>Consolidate understandings on effective practice and draft an Effective Teaching Profile</p> <p>Team Leads to guide reflective conversations about practice.</p> <p>Gather evidence of current staff practice in measuring Progress and Achievement across the curriculum Learning conversations with parents early Term 2, focused on key competencies and learner dispositions.</p> <p>Introduce student led conferences in Term</p> | <p>Staff use of learning model is reviewed.</p> <p>Review of concepts of curriculum document.</p> <p>Coaching of all staff includes conversations about practice and collation of student voice around agency and contexts</p> <p>Professional development for staff in teams with constructivist learning: including the use of integrated units etc</p> <p>Include Effective Teaching Profile in Employment package.</p> <p>Ensure school curriculum documentation outlines specific effective practice criteria for learning areas.</p> <p>Begin development of progressions of learning to measure progress and achievement across the curriculum: Science, Social Sciences, Physical Education, Health and the Arts.</p> <p>Development of reporting in other curriculum areas: - this is to include a range</p> | <p>Student use of learning model implemented Years 1-8 and reported on to parents.</p> <p>Formal establishment of coaching throughout the school?</p> <p>Professional development continuation or review</p> <p>Continue to develop progressions of learning, and use these to measure progress and achievement across the curriculum. Teachers respond to this information in their planning for individuals and class</p> |

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| | <p>3.</p> <p>Team Leads to monitor early and timely reporting (to parents) of target students</p> | <p>of tools such as on-line exemplars, narratives etc</p> | |
| <p>Enhanced Learner Dispositions</p> | <p>Lead teacher training in Pause-Breathe-Smile and Yoga.</p> <p>Teacher development with Marg Thorsborne to support Social Emotional Literacy messages: Connection before content</p> <ul style="list-style-type: none"> • Staff implement weekly circle-time • Vision and Values launched: posters, and unpacking in classrooms • Inquire into teachers understandings and practice relating to Key Competencies. <p>Introduction of Play- Eat - Learn, Fitness, Food breaks and 'Drink-to-Learn'</p> | <p>Lead teachers in Pause-Breathe-Smile and Yoga to train a teacher per team.</p> <p>Vision and values reinforced. Share with Kindergarten and Colleges to enhance transference of skills.</p> <p>Launch school wide approach to use of Key Competencies, including reporting these to parents.</p> <p>Introduce vertical groupings (whanau groups) to develop integration and connection across the school: Tuakana/teina*</p> | <p>Weekly Mindful and Yoga practice implemented throughout Years 1-8.</p> <p>Vision and values embedded in conversations and practice: evident in planning.</p> |
| <p>Achievement of Neuro-Diverse Learners</p> | <p>Review the school's Neuro-Diverse Learners Procedure (currently Diverse Learners), including a review of how the School Management System (SMS) supports the management of student needs information.</p> <p>Inclusion of Below children in school target for 2019 to support a focus on this.</p> | <p>Implement the key findings of the review of the programmes relating to Neuro-Diverse Learners.</p> <p>Inclusion of Below children in school target for 2020 to support a focus on this. Professional development in identifying</p> | <p>Review of changes to the schools Neuro-Diverse Learners programmes implemented in 2020.</p> <p>Review on how progress and achievement of Neuro-Diverse learners is reported.</p> <p>Inclusion of Below children in school target for 2020 to support a focus on this.</p> |

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| | Build up on-line resources to support staff. | <p>strategies to support learners.</p> <p>Build up on-line resources to support staff. Professional Development for Lead Teacher/s</p> | <p>Professional development in identifying strategies to support learners.</p> <p>Professional Development for Lead teacher/s</p> |
| Implementation of STEAM and digital Technology Curriculum | <p>Review of staff planning and delivery of Science, Technology, Engineering, Arts and Mathematics (STEAM) subjects, including inquiry into reporting progress and achievement in these areas.</p> <p>Prepare a Digital Technology draft Learning Area statement and plan for Professional Development in 2020.</p> | <p>Develop staff understanding of content of STEAM subjects and effective practice. Review the school's curriculum documentation (Learning Area statements): STEAM, education outside the classroom, Digital Technology, Financial Literacies and Key Competencies - including the use of rubrics for reporting.</p> <p>Professional Development in Digital Technologies: Team planning for units of work.</p> <p>Planning for Robotics as an 'option' at Years 7 and 8</p> | <p>School wide 'STEAM' activity weeks.</p> <p>Confirm STEAM reporting processes. Trial reporting to parents on STEAM progress and achievement.</p> <p>Implementing Robotics as an option for Years 7 and 8</p> |

5. Growth

| Key Objectives | Outcomes |
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| <p>Effective Appraisal <i>Expectations are defined and teachers are supported to reach these through a robust and authentic appraisal procedures.</i></p> | <ul style="list-style-type: none"> ● Effective practice is defined, and school policies and procedures are developed to outline professional expectations ● Appraisal processes meet Ministry of Education guidelines and provide sufficient support to develop reflective practitioners. ● Needs based interventions support staff to reach goals and meet requirements. |
| <p>On-going Professional Development <i>Teacher capability and capacity are enhanced through on-going professional development</i></p> | <ul style="list-style-type: none"> ● A long and short term professional development plan is developed. ● Staff routinely access professional development specific to their own needs, strengths and interests. ● Outcomes of professional development are sustained through immediate and long-term implementation plans. ● Skills in core curricula are evident across the staff. |
| <p>Staff Recognition <i>Staff excellence, commitment and achievements are celebrated, and challenges of the profession acknowledged.</i></p> | <ul style="list-style-type: none"> ● Staff feel supported and recognised. |
| <p>Review Process <i>A quality review process ensures the school is focused on deep and realistic improvement</i></p> | <ul style="list-style-type: none"> ● A review process is designed and implemented. ● Reviews focus on engagement, achievement and best practice. ● The annual plan actions recommendations from reviews and sets milestones ● The school enquires into events, policies and procedures in an on-going manner |
| <p>Review Cycle</p> | <ul style="list-style-type: none"> ● Regular cycles of inquiry evaluate staff capacity, and student engagement and achievement |

Implementation/Action Plan

| | 2020 | 2021/22 | 2022/23 |
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| Review Process | Develop a school wide review process: reference teaching-as-inquiry, ERO indicators, Design Thinking | Develop staff capability in utilizing the review process. | |
| Review Cycle | Implement a triennial curriculum & Pedagogy review timetable: <ul style="list-style-type: none"> ● The Arts ● Science <p>Begin to review reporting to parents on ALL learning areas.</p> | Implement a triennial curriculum review timetable: <ul style="list-style-type: none"> ● Literacy ● Technology ● Te Ao Maori ● <i>Neuro-Diverse Learner Procedure</i> ● <i>Gifted and Talented Procedure</i> | Implement a triennial curriculum review timetable: <ul style="list-style-type: none"> ● Physical Education and Health ● Key Competencies / Values ● <i>Assessment and Reporting Procedure</i> ● Review of School Management System |
| Effective Appraisal | Develop updated Cycle of Growth Plan (Formally Appraisal) | Implementation of Cycle of Growth procedure. | Team Lead / Coaches to implement aspects of Cycle of Growth procedure |
| On-Going Professional Development * | Professional development including: <ul style="list-style-type: none"> ● Math Year 2 / 3- Dinah Harvey ● Physical Education and Health - Project Energise Y1 | Professional development including: - <ul style="list-style-type: none"> ● Math Year 3 (T1 Only) - sustainability ● Digital Technologies (T2-T4) ● The Arts – as per review ● Values PD – based on identified needed skills from unpacking of these concepts | Professional development including: - <ul style="list-style-type: none"> ● Literacy (Year 1) ● Science – as per review ● Restorative |

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| Staff Recognition | BoT and Kaitiaki team to actively monitor staff well-being and re-negotiate meetings and Professional Development timetables to take into account work load. Principal to inform BoT of staff requiring acknowledgement in his BoT report. | BoT and Kaitiaki team to actively monitor staff well-being and re-negotiate meetings and Professional Development timetables to take into account work load. Principal to inform BoT of staff requiring acknowledgement in his BoT report. | BoT and Kaitiaki team to actively monitor staff well-being and re-negotiate meetings and Professional Development timetables to take into account work load. Principal to inform BoT of staff requiring acknowledgement in his BoT report |
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* Three Year Cycle with Professional Development

Year 1a: *Lead Teachers upskilled to deliver and support on-going PD*

Year 1: Key School Focus : *CAPTURE Experimenting with ideas, gathering information*

Year 2: *DEVELOP deepening knowledge and skills, embedding in classroom practice*

Year 3: *CREATE Sustaining change, school procedures & staff practice reflects new learning*

Incidental: These are opportunities for staff to learn new initiatives, deepen previous understandings etc.

6. Governance

| Key Objectives | Outcomes |
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| <p>Student Achievement and Progress <i>Apply best practice governance that supports the ongoing improvement of student progress and achievement.</i></p> | <ul style="list-style-type: none"> ● The BoT is focused on student progress and achievement. ● The BoT understands the school’s achievement profile and the initiatives in place to meet areas of need. |
| <p>Effective Communication <i>Establish effective communication pathways between the BoT and the school whanau/community.</i></p> | <ul style="list-style-type: none"> ● The school whanau/community has a clear understanding of the role and priorities of the BoT. ● It is evident that systems are robust and BoT is fulfilling all responsibilities. ● Every member is contributing effectively to the work of the BoT. ● The BoT acts in an ethical and respectful manner. |
| <p>Financial Support <i>Maintain/provide financial support and direction.</i></p> | <ul style="list-style-type: none"> ● The school has a sustainable plan for sourcing funds for strategic initiatives. ● Funds are managed appropriately and effectively to ensure student progress and achievement is enhanced. This includes support for staff professional development. |

Implementation/Action Plan

| | 2020 | 2021 | 2022 |
|---|--|---|---|
| Student Achievement and Progress | <p>The BoT critically analyses reports (bi-annually) on student achievement and progress and uses this information to resource areas of identified need.</p> <p>Identify specific goals and resources required to support most at-risk students</p> <p>Develop capability in effective governance through ongoing training of BoT members.</p> <p>The BoT will implement and develop policies which give effect to their obligations under the Treaty of Waitangi.</p> | <p>The BoT critically analyses reports (bi-annually) on student achievement and progress and uses this information to resource areas of identified need.</p> <p>Lodge the final strategic plan with Secretary*.</p> <p>Identify specific goals and resources required to support most at-risk students.</p> | <p>The BoT critically analyses reports (bi-annually) on student achievement and progress and uses this information to resource areas of identified need.</p> <p>Approve the first new Annual Implementation plan for 2021 (based on new strategic plan).</p> <p>Identify specific goals and resources required to support most at-risk students.</p> <p>Undertake a BoT property review with our stakeholders and community to determine priority projects over the next 5 years.</p> |
| Effective communication | <p>Prepare a community consultation plan.</p> <p>Each Board member is assigned a specific responsibility i.e. chair, treasurer, property portfolio, strategic plan etc.</p> | <p>Implement the community consultation plan.</p> | <p>Review the community consultation plan</p> |

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| <p>Financial Support</p> | <p>Approve new renovation plans for Rooms 1,2,3 and 5.</p> <p>Lodge an application to host International students which will provide additional funds which will be directed towards enhancing students progress and achievement for all.</p> <p>Equity & Excellence: Evaluate the financial procedure in relation to student costs for activities (education outside the classroom) – to provide discretionary funds to ensure inclusion and participation in key activities.</p> | <p>Renovation of Rooms 1, 2, 3 and 5 is complete.</p> <p>Host international students.</p> <p>Explore ways in which locally raised funds can support the school’s strategic direction: fundraising initiatives, increasing uptake of school donations etc</p> | <p>Host international students.</p> <p>Design and implement a sustainable fundraising plan</p> |
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- Note: the exact timing is still to be confirmed by the Government.

^As is the case with many Māori words - the meanings of Kotahitanga, Hauora, Manaakitanga or Pakikitanga are much broader than a one word or direct translation.

Kotahitanga incorporates community, collaboration, teamwork, diversity, inclusion and participation.

Manaakitanga incorporates respect, kindness, integrity, honesty and responsibility of care. Hauora incorporates wellbeing, holistic balance and resilience.

Pakikitanga incorporates inquisitive, learning, creative, exploring and innovative.

GLOSSARY

Neuro-diverse: Neurodiversity is a concept where **neurological** differences are to be recognized and respected as any other human variation. These differences can include those labeled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others.