

Hampstead School

3367
2021-2021
Strategic Plan



Living to Learn, Learning to Live

Principals' endorsement:
Board of Trustees' endorsement
Submission Date to Ministry of Education:

1. TYPE OF SCHOOL:

Hampstead School is a State Contributing Primary School which enrolls Students at five years of age and educates them as they move through the classes until they reach Year Six. Our School is a secular and co-educational institution.

DESCRIPTION:

Hampstead School consists of six main building areas, one of which includes the Administration Area, seventeen classrooms, Hall and Library. A Special Programmes room caters for remedial and extension studies. There are various store areas, garage, caretaker's room and sets of covered bicycle stands.

Our two Adventure Playgrounds are a dominant feature, the older wooden Playground will be renovated over 2021. A Swimming Pool is sited to one corner of the large playgrounds. Hard surface areas, sandpits, an all-weather cricket pitch, scooter track, bike track and expansive grass areas cater for students' recreational needs. We encourage students to be active and develop their skills.

The Student Roll at Hampstead ranges between 330 in February and 400 Students in December.

Our experienced School Staff are well qualified to carry out all aspects of education. The Leadership Team provides able direction for the school and is complimented by the responsibilities undertaken by Staff. Additionally, Staff offer a variety of options covering both Cultural and Sporting experiences.

We maintain a friendly and open-door relationship with our supportive Community. The School's web site www.hampsteadschool.co.nz provides copies of Newsletters, Analysis of Variance, photos of recent events and general school information. The Facebook page, *Hampstead School Ashburton*, provides up-to-the minute postings, photos and events.

The School Vision is captured in our Mission Statement ...

Living to Learn, Learning to Live

Our Community define this as; *working to acquire skills and knowledge for life.*

The Board works on strategic leadership rather than administrative detail. They work to learn from reviews and prepare the school for the future. Operational organisation is delegated to the principal. Our school has a focus on the provision of a rich learning environment: A wide range of sports is on offer and supplemented by our Sports Co-ordinator. Regular performances are scheduled providing a range of cultural experiences. The opportunities for leadership include the Student Council, Year 6 responsibilities and Red Aiders who assist in the playground.

Hakatere Community of Learning

We recognise the Col's Broad Goals:

1. Through effective inquiry we will implement policy, programme and pedagogy to meet the needs of all our learners.
2. Develop and promote a community that demonstrates and celebrates success, equity, inclusion and compassion.
3. Enable all students to experience challenge, choice and well-being, at every stage of their education and so enjoying success.

Our School works to the Vision, Principles, Values and Key Competencies of the New Zealand Curriculum Framework. The Ministry of Education's objectives given to us in the form of the National Education Guidelines and the National Administrative Guidelines, provide direction for our operation. Both Guidelines help to steer the School onward.

2. RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Hampstead School, as appropriate to its community, develops procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori culture, Hampstead School will take all reasonable steps to provide instruction in tikanga (Maori culture) and Te Reo Maori (Maori language.) Staff are supported through professional development to extend their skills.

The School has in place:

- A school policy leading to the formation of long-term plans and curriculum programmes related to the Curriculum document- involvement in liaison with other schools
- Assessment that features Maori achievement and how we work to improve this
- Programmed Maori curriculum review leading to the formation of action points
- An equity programme that focuses on Maori – ensuring outcomes are equitable
- A range of Cultural activities for the students to develop in Tikanga and Te Reo so that they: appreciate Maori culture and language through song, dance, games and art; know about and respect Maori values and protocols; use correct pronunciation of Maori words, greetings etc.
- A focus on Maori achieving success- Teaching practice that recognises both the Ka Hikitia Strategy and the Pasifika Strategy documents.
- Staff lead the Te Huka Tai Trust which promotes and organises cultural activities including the Hakatere Cultural Festival

3. INCLUSION

Learners with special education needs have a welcome place at Hampstead School. The Government has noted the importance of a culture of inclusion, participation and engagement. The School currently has enrolled 11 In-Zone ongoing resource students.

We also operate our Special Programmes which caters for extension and remedial work through the School. Students are closely monitored to develop the best possible outcomes.

4. OUR VALUES

With Community consultation we decided upon six Values: Respect- Atawhaitia, Responsibility- Manakita nga, Pride- Whakamara mana, Courtesy & Manners- Atawhaitanga, Consideration- Makoha and Honesty- Whakapono. The Values are posted in the Office Foyer and are part of our Curriculum. Our Values align with the NZ Curriculum and thread through our everyday interactions.

At Hampstead School we believe that learners will:

Have opportunities to be active learners	Respect others and their teachers	Enjoy respect of other cultures
Be engaged in learning	Demonstrate confidence, enthusiasm and a positive sense of self-esteem	
Develop the ability to inquire, problem solve, work independently and make informed choices and decisions		

At Hampstead School we believe that teachers will:

Care about the learners	Engage in professional development	Be part of the Hampstead Team	Celebrate learning
Be risk takers	Respect students	Provide feedback and feedforward	Have a positive attitude
Challenge learners	Be organised and planned	Promote the Hampstead Values	Make community connections
Be consistent	Form partnerships with whanau	Create an optimal classroom environment for learning	

We believe that a Student leaving Hampstead School will have the following characteristics:

Be confident, happy and have a sense of fun– prepared to be a leader or a team member. Someone who makes healthy lifestyle choices. Is prepared to take risks, face challenges and solve problems. Knows about their heritage. Is curious, creative and caring. Communicates well. Is trustworthy, respectful, responsible, considerate, cooperative and honest.

5. PROFESSIONAL DEVELOPMENT

In 2020 there was a focus on Maths and Cultural Competency (looking at the way teachers teach) – in 2021 we will progress students through teaching interventions and collaborative training in Mathematics and Reading. As a member of the Hakatere Kahu Ako- we share practice and expertise across members. In-school hours, funded by the CoL, will support student groups and teacher development. CoL hours will also support the continuation of Cultural Responsiveness training begun in 2020. This is part of our ongoing reflective practice that works to grow capacity and capability.

6. STRATEGIC DIRECTION:

Property Strategic Goal 1: Maintain and develop the physical environment for the benefit of student learning.

Physical			
	2021	2022	2023
Capital Works	<ol style="list-style-type: none"> Construct Car park Prepare 10 Year Property Plan 	<ol style="list-style-type: none"> Build Resource Room 	<ol style="list-style-type: none"> Extend Hall
Maintenance	<ol style="list-style-type: none"> Renovate Wooden Playground Renovate Sport Store Areas 	<ol style="list-style-type: none"> Block 2 Attend to veranda roofing 	<ol style="list-style-type: none"> Consider Block 2 interiors

Culture and Identity Strategic Goal 2: Maintain and grow the understanding of our culture and identity so that it meets the needs of Hampstead School.

Hampstead School will celebrate and respect the cultural composition of its community

2021	2022	2023
<ol style="list-style-type: none"> Celebrate Cultural groups that reflect the School's composition Embed guidelines for practices and programmes to pursue cultural responsiveness of teaching 	<ol style="list-style-type: none"> Assess and progress Student agency and ownership of learning Whanau engagement-survey the Community on their cultural needs in relation to the school 	<ol style="list-style-type: none"> Review our current practices to ensure we celebrate and respect the cultural diversity of our community. Review communications

Learning Partnerships Strategic Goal 3: To further develop the partnerships between our family, whānau, community and school.

Hampstead School will further develop communication between partners		
2021	2022	2023
Engage with and celebrate the cultures of our students' families through Cultural Weeks. Promote Dojos, Newsletters, Class Newsletters, Facebook and attendance/engagement at report interviews- Leadership Team	Implement recommendations	Embed recommendations and review progress
Ongoing review of teacher pedagogy and our Cultural Responsiveness- Teacher with responsibility and Leadership Team		
Community participation in programmes; Maths Week, School Open Afternoon		
1. Students will be allocated support based on relevant assessment of learning priorities		
Students requiring support or differentiation are identified and support programmes put in place- Learning Support staff and Leadership Team. Trial of new system and use of LSR.		
Students achievement targets are prioritised to accelerate learning for priority students- Learning Support staff and Leadership Team		
Maths and Reading professional development is prioritised and implemented- Science, Language Committee and Leadership Team		

Leadership Team Goals	Other Goals
<ol style="list-style-type: none"> 1. Implement Action plans 2. Students with needs are monitored and catered for 3. Maths support students are part of teacher Inquiry appraisal focus 	<ol style="list-style-type: none"> 1. Appraisal format to consider- professional growth cycles 2. Survey the Students odd years/ Staff even years on needs being met- Student Voice 3. Kahui Ako participation and In-school teacher appointment 4. Digital Technologies progress professional development and integration to curriculum 5. Curriculum - review content <u>Science</u> -Measurement/ Geometry and <u>Arts</u>- Performing Arts

Hampstead School provides varied opportunities for learning. This means we attend to:

1. **Learning Partnerships** where teachers, students and the wider community work together to achieve deep learning outcomes. Student voice and agency will be an integral contributor to classroom programmes.
2. **Our Learning Environments** create a culture for learning which includes authentic and virtual learning environments.
3. **Effective pedagogies** where we apply proven pedagogical practices that best meet the learning needs of the students.
4. Making effective use of **Digital Technologies** to motivate, accelerate and connect with real world learning.

Our localised curriculum makes use of connections such as:

Advance Ashburton, The Hakatere Marae, Kapa Haka Group/Tutor, Te Huka Tai Trust, Pasifika community/ in-school cultural group, Museum and Art Gallery, Vinnies Community service group, Gardening Club- Mitre 10 resource, Choirs, Music lessons, Performances, Duffy Book Scheme, Camp for Yr 6, Sporting involvement, use of Sports Coordinator, internal Learning Support- both remedial and extension and Clubs such as the Photography group. We have made commitments to connect our students to the surrounding district- study trips to Mt Somers Quarry, Ferrymead, Orana Park, Antarctic Centre, Rocky Shore and the local airport.

We know our students, their relationships and their whanau well. We work to link and support them; agencies such as Mana Ake are promoted and involvement in community clubs and activities is encouraged.

Reporting Plan 2021:

School Terms	Term 1			Term 2			Term 3			Term 4		
	January	Feb	March	April	May	June	July	August	September	October	November	December
Strategic Plan & Charter		Analysis of Variance										Analysis of Variance-trends
		Approve Strategic Plan & Targets	Draft Financial Statements to auditor	Review Strategic Plan	Reports to MoE							Approve Budget
Policy		Board Responsibilities Chair elect									Code of Behaviour	
NAGs Dimension				Legislation & Consultation				Finance				
Curriculum		Performing Arts						Reading				
Health & Safety	Playground checks Building Warrant of Fitness checks and reporting											
	Trial Evacuation			Trial Evacuation			Trial Evacuation			Trial Evacuation		

Our Aims:

1. Assessment of student achievement and plan future steps.
2. Students will achieve at or above their curriculum level.
3. Students will demonstrate confidence, enthusiasm and a positive sense of self-esteem.
4. Students will develop as independent learners.
5. Students' individual gifts and talents will be recognised and developed.
6. Priority students' needs are met.
7. We will communicate with and report to families.
8. We will make use of financial and physical resources for the benefit of students

7. National Priorities

The School recognises the **National Priorities**.

National priorities are currently determined to be:

All students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement. We will use assessment to support improvement in student outcomes. Students have ownership of their own learning.

- Provide a safe physical and emotional environment for students
- Provide opportunity for success in all areas of the New Zealand Curriculum 2007 and Te Marautanga o Aotearoa
 - Improve Numeracy and Literacy, especially in years 1- 6
 - An emphasis on providing for gifted and talented students
 - Give priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
 - Develop a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students
 - Improve the achievement of Maori and Pasifika students
 - Report in plain language to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students in plain language at least twice a year
 - The School will include school-level and year data in the annual report including the numbers and proportions of students achieving at, above and below the Standard including Maori, Pasifika and gender
 - **Kiwisport Funding:** Each year the School receives funding to promote students' inclusion in sport. After consultation we have allocated this funding to the employment of a Sports Coordinator who has increased the range and number of sports on offer- and increased the students' participation.

Local priorities will be identified through:

- The School's programme of self-review.
- Analysis of the School's assessment data.

Priorities can be seen within the Strategic Plan Goals and Targets noted in this document. Progress towards Goals and Targets are recorded in our **Action Plans**- Raising Achievement Plans.

8. Review Cycle of Strategic Planning 2021-2026

Alignment of School Evaluative Indicators ERO	2021	2022	2023	2024	2025	2026
Responsive Curriculum Curriculum Reviews Scrutinising & interrogating reports to understand their implications for decision making	Term 1: Sci C Measurement/ Geometry	Term 1 Arts Visual Arts	Term 1 Arts -Phys Edu	Term 1 Science -ICT	Term 1 Lang Maori Number/ Algebra	Term 1 Lang Performing Arts
	Term 3: Arts Performing Arts	Term 3 Science -Technology	Term 3 Arts -Health	Term 3 English -Written	Term 3 English Visual/Present	Term 3 English Reading
Stewardship Board of Trustees Focusing on how well the board is enacting its stewardship roles & responsibilities	Term 2: Nag 3 Personnel	Term 2: Nag 4 Finance	Term 2: Nag 5 Health & Safety	Term 2: Nag 6 Legislation and Consultation	Term 2: Nag 1 Curriculum Delivery	Term 2: Nag 2 Self-Review Programme
	Term 3: Nag 1 Curriculum Delivery	Term 3: Nag 3a b Personnel	Term 3: Nag 4 c Property	Term 3: Nag 4 a b Finance	Term 3: Nag 5 a b Health and Safety	Term 3: Nag 6 Legislation & Consultation
Policies	Annual: T1 Complaints, Smoking, EEO, Equity	Annual: T1 Complaints, Smoking, EEO, Equity	Annual: T1 Complaints, Smoking, EEO, Equity	Annual: T1 Complaints, Smoking, EEO, Equity	Annual: T1 Complaints, Smoking, EEO, Equity	Annual: T1 Complaints, Smoking, EEO, Equity
Educationally Powerful Connections	Term 2 Survey Maori, Students on success	Term 2 Survey Maori, Staff	Term 2 Survey Maori, Families	Term 2 Survey Maori, Students on provisions	Term 2 Survey Maori, Staff Review parent attendance at interviews	Term 2 Survey Maori, Families on performance
Professional Capability	Maths		Students knowing their goals	Writing, CoL Cultural Responsiveness	Writing, CoL Cultural Responsiveness	Students knowing their goals emphasis
Evaluation, Inquiry for Improvement & Innovation Special Education Programme	1. Special Programmes Provision Term 2 Programme 2. Teacher targeted students Maths Inquiry Projects	Teacher targeted students Inquiry Projects	Teacher targeted students Inquiry Projects	1.Special Progs Provision Term 2 Programme 2.Teacher targeted students Inquiry projects	Teacher targeted students Inquiry Projects	Term 1-2 Teacher targeted students Inquiry Projects Term 3-4 Area Inquiry
Leadership Of Conditions for Equity & Excellence	Leaders setting clear expectations of teachers & students	Teacher goals linked to student improvement	Review reporting to Whanau		Mentoring teachers, engage in conversations & provide structure to support teacher reflection	Review Induction Programme

Other Areas of Review undertaken as required on the following.

Abuse Reporting	EOTC	Reading Recovery
Accident Injury Reporting	Evacuation	Religious Education
Appraisal	Harassment	Reporting to Parents
Attestation	Hazard Management	Student Attendance
Behaviour	Health- Sick Bay	Student Voice
Community	Induction Programme	Sun Sense
Crisis Management	Maori Success	Swimming Pool
Cyber Safety	Playground	Teacher Aides
Emergency Responses	Privacy	Visitors
Enrolment Zone	Property Planning	Unit Allocation

Location of Planning Documentation	
Plans for:	Where they are Found:
<p>Learning Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting learning needs of students with special needs <p>Personnel</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance management <input type="checkbox"/> Staff / Board development <input type="checkbox"/> EEO <p>Property</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10-Year Property <p>Finance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direction for next 3-5 years <input type="checkbox"/> Procedures for controlling and monitoring board/school expenditure <input type="checkbox"/> Annual Budget (include statement on increase/decrease in the school's cash investments) <input type="checkbox"/> Fixed asset purchasing <p>Health & Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> Procedures/Policies reporting and monitoring arrangements with respect to staff and students <input type="checkbox"/> Annual Smoking Policy review <p>Consultation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents, staff, school communities <input type="checkbox"/> Maori Community 	<p>Special Needs Folder -Pr. Individual Student Profiles- Class. Individual Education Plans- Class. Specialist Teacher records- with Sp T.</p> <p>Performance Management and Appraisal Folder. Inservice Records- Self Review Folder EEO file – EEO Committee – all Pr.</p> <p>Filing Cabinet – Pr.</p> <p>Financial Policy- Pr.</p> <p>Budget File – Pr. Audit File – Pr.</p> <p>Asset Purchasing Policy/ Procedures. Asset Register. – Pr.</p> <p>Health and Safety Folders and File –Pr. ACC File. Work Safe Folder –Pr. Historical Records –Pr. Health & Safety audits. Fire Safety File</p> <p>Board Historical records. Policy Folder.</p> <p>Historical Records – Pr. Consultation File – Strategic Folder.</p>

9. ANNUAL SECTION Organisational Plan

<p>Nag 1 Teaching and Learning Programmes</p> <ol style="list-style-type: none"> 1. Set Budgets and allocate funds to Curriculum Committees 2. Strategic Target testing 3. Inquiry priority grouping 4. Complete LTP/Timetetable/Weekly Plan/Routines 5. Communicate with parents 6. Allocate Teacher Aide time <p>Pr led/Staff/BoT</p> <ol style="list-style-type: none"> 1. Identification of priority Students not achieving/ at risk/ special needs and identify aspects of Curriculum that require special attention 	<p>Nag 2 Strategic Plan/ Self review/ Reporting to community BoT</p> <ol style="list-style-type: none"> 1. Review of policies; Non-smoking/Equity/ 2. Nag Areas – Health and Safety 3. Curriculum: <ol style="list-style-type: none"> 1. Technology –Science Committee 2. Writing- Languages Committee <p>Barbara: Curriculum Reviews /Action Plans/ Cultural Claudine: Behaviour/ Maths focus/ CoL See separate for AP full list of responsibilities</p>
<p>Nag 3 Staff Growth Cycles</p> <p>Principal’s Appraisal undertaken by Chair and University of Canterbury Allocation of Responsibilities and units Inquiry areas Maintain monitoring of Registrations</p>	<p>Nag 4 a Finance</p> <ol style="list-style-type: none"> 1. Budget preparation and minute 2. Prepare for Audit/ Turnover 3. Ongoing review of spending 4. Monitoring of bankable staffing ongoing 5. Payroll-requirements
<p>Nag 4 b Property</p> <ol style="list-style-type: none"> 1. Develop 10 Year Maintenance Plan and Implement 10 Year Property Plan 3. Maintain Building Warrant of Fitness 	<p>Nag 5 Health and Safety</p> <ol style="list-style-type: none"> 1. Evacuation trials held each term 2. Fire extinguishers checked 3. Monitor Attendance/ Behaviour Records 4. Playground Inspections 5. Induction of new Staff to Health & Safety
<p>Nag 6 Legislation</p> <ol style="list-style-type: none"> 1. Review Board Operations 2. Board Elections 2022 or as required 	<p>Consultation</p> <ol style="list-style-type: none"> 1. PTA Agm March 2. BoT Election/Agm May 3. Profile in media ongoing 5. Meet the Teacher Term 1 6. Community Newsletter Term 3 7. Web site promotion 8. Class Dojo promotion 9. Weekly Newsletter- move to online

10. Review of Additional Activities undertaken in 2020

Sporting	Number of Students Involved	Cultural	Number of Students Involved
County Cross Country	58	Choir- Senior	50
County Swimming	12	Garden Club	Covid
County Athletics	45	Guitar/ Singing	20
Have-a-go Days	Covid- in-school	Kapa haka / Jnr and Snr	52
Rippa Rugby	Covid	Pasifika Dance	11
Ski	75	Photography	20
Triathlon	6		
Winter Tournament	Covid		
Extension		Leadership Activities	
ICAS English	12	PALs	15
ICAS Maths	11	Red Aiders	12
Junior Extension	16	School Council	Covid
Research Project	22	Vinnies	Worker left
Science Extension	9	Wardens	46
		Year 6 Duties	55

11. ANNUAL IMPROVEMENT TARGETS

STUDENT ACHIEVEMENT TARGET AND ACTION PLAN 2021

Strategic Goal #1: Mathematics Moving students below level to, at or above by the end of the year. An emphasis on our underachieving Maori and Pasifika will occur. In a whole-school approach we wish to lift overall student achievement in Mathematics and reduce disparities in achievement.		Target Area: Sciences: -Maths	
Annual Aim: All students identified as below and well below for Maths will make accelerated progress to be at or above their year level for maths by the end of the year.		Student Group: Students achieving below	
Baseline Data: Improvement of Students' Math's Skills: Analysis of school wide Maths data in November 2020 identified 36% of total students were below or well below level for their year. Maori were 43% below or well below. Pasifika were 47% below or well below. (includes ors and Esol)		Gender All Ethnicity Particularly Maori and Pasifika Year Group(s) Particularly Year 4 and 5	
Key Improvement Strategies:			
What will the school do to meet the target?	When will it be done by?	Who is involved / responsible?	What resources will be allocated to meet the target?
Student priority groups formed. Target learning needs of individuals and groups through the use of Teaching as Inquiry and Intervention programme for those Year 4-5 students identified as 'just below'. Link to teacher expectation with Inquiry focus. Peer observations using the modified shadow coaching tool to analyse and evaluate our mathematical teaching methods. Professional development in use of the PaCT tool for moderation of Maths OTJ data. Ongoing monitoring of achievement and progress of learners, particularly in the Year 4-5 area where students are transitioning into Stage 6. Focus not only on achievement of standard but at progress across all domains.	Ongoing In Term 1 of 2021 Identify in Term 1, work on Term 2-3	All Staff & In School Kahu Ako teacher Leadership designated with responsibility Staff with CoL	Engagement of the PaCT tool through CoL PD. Assessment information gathered and analysed through JAM, GLoSS, OTJ information to target needs to address through teacher inquiry.

STUDENT ACHIEVEMENT TARGET AND ACTION PLAN 2021

Strategic Goal #2: Writing Moving students below level in Writing to, at or above by the end of the year. An emphasis on our underachieving Maori and Pasifika will occur. In a whole-school approach we wish to lift overall student achievement in Writing and reduce disparities in achievement.		Target Area: Languages: -Writing	
Annual Aim: By the end of 2021, all children who were below level will be at or above their Curriculum Level in Writing.		Student Group: Students achieving below	
Baseline Data: Improvement of Students' Writing Skills: Analysis of school-wide Writing data in November 2020 identified 29% of students who were operating below or well below level for their year. Maori students were 24% below or well below and Pasifika 32%. (includes ors, ICS & Esol)		Gender Particularly Males Ethnicity Māori Pasifika NZers Year Group(s) Particularly Yr 2 and 4	
Key Improvement Strategies:			
What will the school do to meet the target?	When will it be done by?	Who is involved / responsible?	What resources will be allocated to meet the target?
All Staff moderate writing using the PacT framework, find trends to assist students to move towards meeting the Standards. Continue to use the Inquiry process to ensure lessons are delivered to meet needs, especially the under achieving males. Continue to utilise the Storytelling programme and Long-Term Plan throughout the school. Utilise staff expertise to improve the outcome for males, Maori and Pasifika. Senior Area to continue spelling programme, Yr 2-3 trial in 2021. Yrs 0-1 trial Yolanda Sorryl and other phonetic based programmes.	Through the year Through the year PD sessions Through the year	Languages Committee All Staff Appraisal Staff All Staff	PacT School resources. Utilise the Storytelling programme to support language development. RTLit, I can spell, Y Sorryl, Decodable text

Strategic Plan A: Digital Technology

Development	Action	Who	Outcome	When
Shift in Pedagogy	Use of devices as tools to enhance, modify and redefine learning. Devices used to teach, learn, communicate, collaborate, consolidate and create information digitally across the curriculum.	Professional Development. Staff- ict lead	Students actively using laptops and iPads for cross curricula learning. Staff using devices to plan, collaborate and share learning outcomes.	Year long
Responsible Use	Students understand responsible use and apply everyday values when online. Whānau Engagement. Being collaborative.	P.D. Staff	Sharing skills for Staff and Students. Whānau engagement through Dojos, consultation.	Year long
Utilise technologies that support Education	Resourcing and maintaining devices and tools that support education. Appropriate software and hardware		Existing devices supported and maintained. Look at purchase of replacement laptops and investigate a 3-D printer.	Year long

Strategic Plan B: Active and Healthy

Development	Action	Who	Outcome	When
Life Education	Whole school involved with Health Programmes	Life Education Trust Educators	Students aware and supportive of others.	
Swimming Coaching	Swimming Programmes enhanced by swimming Coaches at EA Stadium.	Professional Coaches	Swimming instruction provided daily by instructors for season. Effectiveness of programme reviewed by teachers and student feedback. Resourced by Board.	
Healthy Eating	Nutrition Programmes. Garden to Table concept with school garden, Consult with Community. School Lunches programme commenced.	Staff, MoE	Health and Nutrition programmes delivered. Advice provided. School Lunch programme operational.	Term 2

Development	Action	Who		When
Active Physical Education and Sports Programme	Children exposed to and participating in a variety of Sports Promoting respectful and positive attitudes. Engagement of Sports Coordinator- Juniors/ Mondays	Staff Sports Co-ordinator	P.E. Programmes in-place and planned for. Variety of sports opportunities provided and supported. High levels of participation	Year long

Strategic Plan C: Student Leadership

Development	Action	Who	Outcome	When
Students actively seeking involvement and leadership opportunities	Value appreciate and care for our local environment-quarry-School Fair. Fundraising, community work and school projects.	Staff and Students	Environmental Education. Students will take part in Fundraising. Students can join the Eco Club. Leadership encouraged across the school. Opportunities provided for leadership.	Year long

STRATEGIC GOAL D: Te Ao Māori: Developing a culturally responsive school environment

Development	Action	Who	Outcome	When
Tangata Whenuatanga—High expectations for staff and students to be a part of a culturally responsive environment.	Te Reo is taught in classes each week for students and teachers. Students know stories and history of NZ/ Aotearoa. Teachers engage in Kahui Ako reflections and professional growth.	Staff	Staff share their knowledge/ understanding of Te Reo. Te Reo heard and tikanga a regular part of teachers' practice.	Year long
Manaakitanga—to embed tikanga as part of practice.	Kapa Haka for students. Waiata/ Powhiri for occasions. Develop School waiata across the school.	Staff and Te reo Tutor. Across School liaison.	Staff and students trained/ supported in powhiri. Kapa Haka group takes part in Hakatere cultural festival. New waiata learnt.	Year long

Wananga—Lift the achievement of Maori students. Our Māori students gaining success as Māori.	Early identification of learning needs. Staff P.D. and Inquiry to attend to Māori achievement.	Staff, Special Programmes	Maori achievement results lift.	Year long
Values	Focus on Value Courtesy and Manners promoting the expectation. Use of the Values posted in the foyer to underscore what we work to achieve.	Staff, Special Programmes	Behaviour reports continue to promote positive interactions.	Year long

12. PROCEDURAL INFORMATION

The Board formally consults every year with the Maori Community through a variety of means. These are recorded by the principal and reported to the Board.

The Board will lodge a copy of its updated Strategic Plan, including the Analysis of Variance, by 1 March each year. The Board will also lodge a copy of its Charter, Analysis of Variance Assessment data with its financial annual report, with the Ministry of Education.

a. Lodging copies

Ministry of Education:

Data Portal via Education Sector Logon

<https://education.govt.nz/>