



Strategic Plan 2024-2025

This strategic plan has been developed in consultation with staff, students, school board and community using a variety of tools and assessment data. It is in line with Ministry of Education guidelines and documentation. It is the result of many conversations, both formal and informal with transitioning families, families of students who are receiving additional support via our learning support co-ordinator, office staff and educational leaders and mentors who are connected to our school.

Vision: Summerland Primary School; to be recognised as a high-achieving school, where one size fits one

Ambition: Adding depth and value to the learning lives of our students; enriching this community.

This focus narrows down to one purpose: We are all here doing what we do, in order to cause learning to occur

Strategic Aim: Academic progress for 100% of our students

Values: Fun, team, respect, integrity, success

Principles:

- High Expectations - Institutional gravity towards personal and collective excellence
- Learning to learn - Self-awareness, reflection, knowing self as a learner
- Treaty of Waitangi- Acknowledgement of the bicultural foundations of Aotearoa and access to and through te reo me ona tikanga Māori
- Community Engagement - Engaging the support of the community and whanau for learning Cultural
- Diversity - Valuing and acknowledging the traditions and history of our new community
- Coherence - learning transitions into and out of Summerland/kahui ako - Curriculum for all Inclusion- a curriculum that is relevant, meaningful and where all learners are visible and active in their learning
- Future focus - Technology, sustainability, citizenship, globalisation, conservation, embracing new technologies that will assist us in achieving the ambition above (eg: AI)

Resources used to develop Strategic Plan:

- Education (School Planning and Reporting) Regulations 2023
- Objectives of boards in governing schools (Section 127 Education and Training Act 2020)
- Statement of National Education and Learning Priorities (NELPs)
- Te Mātaiaho (Refreshed National Curriculum statements)
- ERO School Improvement Framework
- Poutama Reo
- Kahui Ako – Achievement objectives

To be recognised as a high-achieving school, where one size fits one

Pedagogical approaches are based on research and evidence

When teachers are engaged with relevant data, the focus of their teaching changes from simply teaching students, to finding out what students know and then trying to help them learn (Johnson, 1995)

One size fits one / Every student as a learner

We will pace the learner at the centre of all decision making at a leadership and classroom level.

We are aiming for 100% of our students to show academic progress.

Connections to the community

Schools need to become a whanau, a supportive collective wherein teachers are able to provide an education for all students that will realise North-East goals of equity, cultural sustainability, and benefit to others. (Dr Russell Bishop)

**Adding depth and value to the learning lives of our students; enriching this community - this focus narrows down to one purpose:
We are all here doing what we do, in order to cause learning to occur**

Supporting success in reading, writing and mathematics is possibly the most concrete thing we can provide to support student hauora

Academic progress for 100% of learners in the school is an attainable challenge

All children come to school and expect to learn how to read, write and do maths

Learning is not a secret, nor is it a spectator sport

Goal #1: Learners' success, health and well-being

We will	So that	References / Success Measures
<p>Have a consistent focus on supporting all learners to gain sound foundation skills in literacy</p>	<p>Teachers are supported after undertaking PD/PL with coaching and mentoring</p>	<p>NELPS priority 7</p> <p>School improvement framework Leadership L1 Learner success and well-being C1</p> <p>Section 127 Education and Training Act 2020 Board Objective S127 1a; 1d iii</p>
	<p>The number of children across the school who need intensive [tier three] support is reduced to 15% or less, through consistency of practice, explicit, cumulative and systematic teaching</p>	
	<p>Our writing instruction is developed in order to align with evidence based practice.</p>	

We will	So that	References / Success Measures
<p>Ensure a comprehensive range of policies, programmes and practices that promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning - specifically in sports and physical education and well-being</p>	<p>Students are actively encouraged to participate in sports/physical activity in different contexts</p>	<p>NELPS Priority 4, 6</p> <p>School Improvement Framework Inclusion and Wellbeing IW 1 Te Tiriti TT12 Professional capabilities PCCE 4 Stewardship and governance SG3</p> <p>Section 127 Education and Training Act 2020 Board Objective S127 1b; 1c; 2b i,ii,iii</p>
	<p>Staff pursue and support student well-being in all areas that relate to the learner at school including opening an opportunity for teachers to be trained in Pause, Breathe, Smile.</p>	
	<p>Teachers have an opportunity to improve their knowledge and skills in teaching sport and PE</p>	
	<p>Staff will focus on the bigger picture of health and well-being (eating well, keeping active,</p>	

	digital safety/citizenship, sleep etc)	
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We will	So that	References / Success Measures
Ensure the school's vision, goals and priorities are reflected in communication with key stakeholders , in order to enhance student success	Our partnerships with parents/school board are strengthened	NELPS Priority 1,2 School Improvement Framework Teaching and learning TL6 Te Tiriti TT8
	Maori whanau are represented	
	Parents feel welcome and safe in the school	

Goal #2: Curriculum / teaching and learning

We will	So that	References / Success Measures
Ensure a collaborative and orderly learning environment that fosters inclusive participation in which learning time is maximised and learners are supported to meaningfully engage, experiment and apply new learning in innovative ways – specifically exploring the science of learning.	In reference to Russell Bishop's work, we can see fidelity of practice in key areas of the curriculum-teachers /leaders teaching and leading to the NorthEast.	Best Evidence Synthesis NELPS priority 6,8 School Improvement Framework Teaching and Learning TL1, TL4, TL2 Te Tiriti TT7 Bishop, R (2019) <i>Teaching to the North East</i>
	Positive and mutually respectful teacher/learner relationships are evident in the classroom	
	Assessment practices are consistent, rigorous and useful	

Goal #3: Honouring the treaty

We will	So that	References / Success Measures
Engage in effective professional learning to improve confidence and capability in te reo me nga tikanga Maori, matauranga Maori and te ao Maori knowledge and capability in teaching and learning	Te ao Maori perspectives are integrated in the fabric of the school and its programmes	Te Tiriti TT10 Professional capabilities PCCE 10 NELPS priorities 1,5
Increase the provision of Māori language (Te Reo) school-wide	A plan is in place to support and continuously improve the provision of te reo within our school. Teachers are increasingly confident in using te reo in their everyday conversation	School Improvement Framework Te Tiriti TT9 Poutama Reo

Ethnicities Breakdown, March 2024



