



Ngāti Toa School Strategic Plan 2018-2020

Kindled by heritage and sparked by learning to fuel the future.

What are the critical success factors in us achieving our vision?

Vision: Passion, excitement and commitment to being a learning-focused school

- Teacher and leader capability - knowledge around effective pedagogy, Te Ao Māori
- Positive relationships with whanau, iwi, community
- Well resourced in terms of property, resources, technology
- Digital capability
- Engaged children and whanau around children's learning

Key goal areas:

1. Motivation, engagement and achievement

Students, teachers, leaders and whanau are learning-focused, achieving excellent results.

2. Identity

Students, whanau and staff take pride in knowing and telling their story and their connection to our school and local area.

3. Curriculum delivery and content.

The school is able to attract quality staff, have well maintained, modern learning environments and adequate resourcing to provide quality teaching programmes.

Goal One: Students are sparked by learning to be the best they can be. Engaged students who are achieving highly.

Target: By 2020, Ngāti Toa School students are achieving on par with expected curriculum levels.

85% of Years 4-6 students at or above their appropriate curriculum level in reading.

70% of Years 4-6 students at or above their appropriate curriculum level in writing.

80% of Years 4-6 students at or above their appropriate curriculum level in mathematics.

65% of Year 3 students reading at level 22 (2b).

65% of Year 3 students writing at level 2b.

Measures: Raised achievement results for all students, especially those at risk of not achieving.
Students operating at stage 3 or 4 of the student capability matrix (assessment for learning).
85% of the parents with students not achieving at appropriate curriculum level are effectively engaged in their child's learning.

Strategic initiatives:

- 1 a) Students are progressing and achieving highly in relation to the NZC levels.
- b) students are involved in planning components of their learning.
- c) students and teachers know, understand and use the curriculum learning progressions to guide learning and teaching.

Outcome: Students are engaged, motivated and achieving to the best of the ability. 85% of students are achieving at expected curriculum levels.

Goal Two: Students, whanau and staff are strongly connected to the school.

Target: By 2020, Ngāti Toa school is founded on culturally-responsive practice.

On average, 30 families attending each school-led community activity

Measure: Staff, students and whanau operating at the 'highly responsive' stage of the Culturally Responsive Framework.

Strategic initiatives:

- 2 a) engage with iwi regarding content and support of CRF.
- b) building and implementing the Culturally Responsive Framework
- c) engaging the community with the culturally responsive framework and action plan

Outcome: Children are confident in, and proud of their identity, and that of Ngāti Toa School and their community.

Goal three: Curriculum content and delivery that sparks motivation and engagement

Curriculum content and delivery sparks motivation and engagement.

Target: By the end of 2020, the Ngāti Toa school curriculum and teaching practice support tamariki to be high achievers, thinkers, learners and kaitiaki.

Priorities for professional learning and development are determined, resourced and delivered.

Measure: Completed matrix for models/programmes showing coverage across graduate profile competencies of learners, thinkers, kaitiaki.

Strategic initiatives:

3. a) implement a curriculum that includes programmes/approaches that deliver on the graduate profile competencies of being a learner, thinker and kaitiaki

b) integrate programmes/approaches into current curriculum and delivery.

c) provide support to upskill staff where needed to deliver the relevant programmes/approaches.

Outcome: Students are excelling in achievement; they are excited about, and engaged in learning.

Enabler: Well resourced and financially stable

To build equity and enable choice and security by attracting more income and using funds strategically.

One year plan 2019

Goal One: Students are sparked by learning to be the best they can be

Students are sparked by learning to be the best they can be.	Strategic initiative 1a. Students are progressing and achieving highly in relation to the NZC levels.	
Initiative 1a	12 month milestone	Key actions
Students are progressing and achieving highly in relation to the NZC levels.	<ul style="list-style-type: none"> • There are positive shifts in progress and achievement for all students. 	<ul style="list-style-type: none"> • Robust baseline data as to students current achievement levels. • Expected rates of progress are identified and known to teachers, students and whanau. • Monitoring to ensure students are making positive progress and problem-solving next steps where necessary. • Interventions provided when progress is not moving positively. • Interventions are closely monitored and evaluated for effectiveness. Adjustments are made where necessary.

Students are sparked by learning to be the best they can be.	Strategic initiative 1b. Students are involved in planning components of their learning.	
Initiative 1b	12 month milestone	Key actions
Students are involved in planning components of	<ul style="list-style-type: none"> • Student voice indicates that students think 	<ul style="list-style-type: none"> • Longer term planning (year, term) has

their learning.	they have some choice in what and how they learn.	input from students. <ul style="list-style-type: none"> • Content of learning includes teacher input and student-led learning determined by interests and passions. • Approaches to learning are determined and designed by teacher and students.
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Students are sparked by learning to be the best they can be.	Strategic initiative 1c. Students and teachers know, understand and use the curriculum learning progressions	
Initiative 1c	12 month milestone	Key actions
Students and teachers know, understand and use the curriculum learning progressions to guide learning and teaching.	<ul style="list-style-type: none"> • Most students are able to articulate their current achievement levels and what they need to do to progress. 	<ul style="list-style-type: none"> • Teaching is intentional i.e. thoughtful, deliberate, purposeful. • Learning progressions are available and visible to students and parents. • Students are expected to use learning progressions to describe their progress and achievement. • Teachers and students use the learning progressions to design appropriate learning experiences.

Goal Two: Students, whanau and staff are strongly connected to the school.

Identity	Strategic initiative 2a. Engage with iwi regarding content and support of CRF.	
Initiative 2a	12 month milestone	Key actions
Engage with iwi regarding content and support of CRF.	<ul style="list-style-type: none"> • Iwi is aware of, and has advised on CRF 	<ul style="list-style-type: none"> • Review the CRF and determine if it serves our purpose. • Iwi review.

Identity	Strategic initiative 2b.	
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Building and implementing the Culturally Responsive Framework		
Initiative 2b	12 month milestone	Key actions
Building and implementing the Culturally Responsive Framework	<ul style="list-style-type: none"> Community is aware of, and has had input into the CRF. Involvement of iwi and community in the development of the CRF. 	<ul style="list-style-type: none"> Whanau review. Review the CRF in light of community feedback.

Identity		
Strategic initiative 2c. Engaging the community with the culturally responsive framework and action plan.		
Initiative 2c	12 month milestone	Key actions
Engaging the community with the culturally responsive framework and action plan.	<ul style="list-style-type: none"> .Baseline data collected from staff and community self assessment against the culturally responsive framework. 	<ul style="list-style-type: none"> Use the CRF to assess current level of culturally responsive practice and identify aspects for further development. Prioritise the identified aspects and plan how we will address them.

Goal Three: Curriculum

Curriculum		
Strategic initiative 3a. Implement a curriculum that includes programmes that deliver on the graduate profile competencies of being a learner, thinker and kaitiaki		
Initiative	12 month milestone	Key actions
Implement a curriculum that includes programmes that deliver on the graduate profile competencies of being a learner, thinker and kaitiaki.	<ul style="list-style-type: none"> A Ngāti Toa School curriculum framework identifying approaches that align with our values and beliefs. 	<ul style="list-style-type: none"> Complete the Ngāti Toa School curriculum Include strong rationales for the approaches that will deliver on our graduate profile. Make the curriculum document accessible and visible to whanau and community through school website, Facebook, office, kindergartens.

		<ul style="list-style-type: none"> Complete the delivery section of the curriculum identifying key approaches and content.
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Curriculum	Strategic initiative 3b. Integrate appropriate programmes into current curriculum	
Initiative	12 month milestone	Key actions
Integrate appropriate programmes into current curriculum and delivery.	<ul style="list-style-type: none"> The programmes used to deliver the Ngati Toa curriculum are aligned to graduate profile, school values and NZC. 	<ul style="list-style-type: none"> Ensure there are staff assigned to oversee the programmes that underpin our curriculum. Develop indicators for what each programme will look like in action. Identify professional learning needs for staff in relation to each programme.

Curriculum	Strategic initiative 3c. Upskill teachers to deliver the programmes.	
Initiative	12 month milestone	Key actions
Provide support to upskill staff to deliver the relevant programmes.	<ul style="list-style-type: none"> A rigorous and appropriate professional learning and development programme. Staff report their confidence in delivering programmes 	<ul style="list-style-type: none"> From identified needs analysis prioritise and source professional learning required.

Stakeholder analysis

To achieve our vision: (left side - importance of them to us to achieving our vision)

High

Communicate/listen	Plan and actively manage
ECE Board of Trustees Local community	Parents Teachers/staff Children

	Iwi/Puna Matauranga
Consider Other schools Enviroschools Programme providers	Consult and keep on board Iwi Property consultant RTL/Health Nurse/SWIS

Low

Interest

High