

KAIKŌURA SUBURBAN SCHOOL STRATEGIC PLAN 2024

VISION STATEMENT Reaching New Heights Kia Eke Eke Taumata Fyffe FORCE learners will commit to climb the mountain of learning for life				
Summary of information used in plan development: <ul style="list-style-type: none"> ● EOY data ● Feedback from the board ● Feedback from the staff ● Feedback from the students ● Feedback from the community ● Feedback from ERO 				
Strategic Goal 1	National Education Learning Priorities	What do you expect to see?	How will we achieve this?	How will success be measured?
Collaborative Practice To share collective knowledge to support all learners so teaching practice improves. Engage in reflective dialogue.	Objective 3 Quality Teaching and Leadership #5 Use development opportunities for teachers and leaders to build their teaching capability, knowledge and skills in Te Reo and tikanga #6 Develop teacher confidence and	Working together for our ākonga Evidence of work on walls, in books and via various media	Build teacher capability to use Te Reo Modify teaching approaches for diverse learners Sharing of information Sharing of ākonga work Providing quality feedback and feed forward Share teaching and learning strategies to improve professional practice Plan collaboratively to better understand the	Evidence in classrooms Staff meeting notes Feedback to ākonga Visibility of ākonga work throughout the school Learning stories on HERO Evidence of teacher planning Evidence of moderation Attendance at all PLD

	competence to teach diverse learners with various needs and to appropriately modify teaching approaches		ākonga Use assessment data to plan for ākonga Moderate the work of ākonga Discuss target students Attend CORE Education PLD	
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Strategic Goal 2	National Education Learning Priorities	What do you expect to see?	How will we achieve this?	How will success be measured?
<p>Wellbeing</p> <p>To be satisfied with work knowing we are effective educational professionals</p>	<p>Objective 1</p> <p>Learners at the Centre</p> <p>#1 Create a safe and inclusive culture where diversity is valued and all people (LGBTQIA, disabled, learning support, neurodiverse, ethnic) feel they belong</p> <p>#2 Build relationships with Māori, involve them in decision making and partner with them to support rangatiratanga and Māori educational success as Māori</p>	<p>Effective communication</p> <p>Code of Ethics followed</p> <p>Manage own health and workload</p> <p>Support colleagues</p> <p>Improved attendance</p>	<p>Create a safe and inclusive environment where diversity is valued</p> <p>Build relationships with Māori involving them in decision making</p> <p>Whānau kai time</p> <p>Continue to partner with parents, iwi and our community networks</p>	<p>Staff report that they are feeling happy</p> <p>Staff willing to share, support and collaborate</p> <p>Ability to discuss respectfully</p> <p>Reflect on the Code of Ethics honestly</p> <p>Staff attendance at all community events</p> <p>Significance</p> <p>Visit whānau, listen, take notes for future planning</p>

Strategic Goal 3	National Education Learning Priorities	What do you expect to see?	How will we achieve this?	How will success be measured?
<p>Culturally Responsive Practice</p> <p>To be involved in all aspects of cultural practice supporting our colleagues to implement new cultural practices</p>	<p>Objective 3</p> <p>Quality Teaching and Leadership</p> <p>#5 Use development opportunities for teachers and leaders to build their teaching capability, knowledge and skills in Te Reo and tikanga</p> <p>#6 Develop teacher confidence and competence to teach diverse learners with various needs and to appropriately modify teaching approaches</p>	<p>Treaty of Waitangi discussed and visible</p> <p>Kahui Ako engagement</p> <p>Create a culturally responsive environment</p>	<p>Seek advice from Māori</p> <p>Use of Aronuitia cards at PLD</p> <p>Pūrākau</p> <p>Attend Kahui Ako marae visit</p>	<p>Use resources provided at staff hui</p> <p>Staff visit to places of cultural</p>

Strategic Goal 4	National Education Learning Priorities	What do you expect to see?	How will we achieve this?	How will success be measured?
<p>Curriculum</p> <p>To ensure appropriate coverage of all curriculum areas</p>	<p>Objective 1</p> <p>Learners at the Centre #1</p> <p>Create a safe and inclusive culture where diversity is valued and all people (LGBTQIA, disabled, learning support, neurodiverse, ethnic) feel they belong</p> <p>#2</p> <p>Build relationships with Māori, involve them in decision making and partner with them to support rangatiratanga and Māori educational success as Māori</p>	<p>An alive, lived curriculum</p>	<p>1 x unit Curriculum</p> <p>1 x unit Environmental Education</p> <p>Devise a curriculum to suit the changing needs of our kura</p> <p>Use Te Reo in our classrooms</p> <p>Enter the Kapahaka festival</p> <p>Follow the Enviroschools kaupapa</p> <p>Use Enviroschools resources</p> <p>Practice sustainably</p> <p>Create new projects</p> <p>Use WALTs</p> <p>Ākonga verbalise their next steps</p> <p>Improve HERO data inputting</p> <p>School resources are organised systematically for learning</p> <p>Appropriate resources are sourced and purchased for effective instruction</p> <p>Discuss with ākonga their interests</p> <p>Use our rich, diverse</p>	<p>Meeting job description targets</p> <p>Staff meeting notes</p> <p>Participate in kapahaka practices</p> <p>Take a lead role in learning</p> <p>Implement lessons from Enviroschools resources to be visible in classes and competently feedback to the staff</p> <p>Be fully involved in past and new environmental projects</p> <p>Ākonga confidently discuss what, why and how they are learning</p> <p>HERO tailored to school system needs</p> <p>Filing of all resources is neat and tidy and can be accessed by all</p> <p>Ākonga work is proudly displayed in classrooms, hallways, library and Whare Ako</p> <p>FORCE is explicitly taught, understood and known by all</p> <p>Evidence of timetabling to suit new policy</p>

			environment to drive our curriculum Display ākonga work in key school spaces Continue with Fyffe FORCE Timetable and implement "100 hour" policy	Rotations of classrooms for staff meetings
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