



Te Ara Koropiko West Spreydon School Strategic Plan 2024-2025

Strategic Goals

1. Attitude

Our kura; a place of belonging and identity for everyone. He iwi kotahi.

2. Adventure, Achievement

Deliver a curriculum that meets the needs of all akonga/tamariki

How did we create this plan-consult, select themes etc

Research base:

Attachment Theory. *Dr Gordon Neufeld*
Niho Taniwha. *Melanie Riwai - Couch (professional learning day and leadership research)*
Teaching to the North-East; Leading to the North-East. *Russell Bishop*
Kahukura Conference with *Russell Bishop*
Kahukura Community of Practice collaboration with principals and lead teachers of performing Arts, SENCO, Curriculum, Maori and Pasifika
Whānau/Tamariki Voice/Student leaders
ECE partnership
Parent/Community surveys (Niho Taniwha adapted - p 62)
Board survey
Board Training with a consultant
Formal and informal parent feedback
Fono/hui
Staff feedback
Enviro Schools
Healthy and Active Schools (Sport Canterbury as part of our consult)
Consultation with Iwi
Professional development with MOE providers
PLD Impact Analysis Cycles (PACT)
Clifton Strengths
Maori Achievement Collaboration Conference and partnership (10 year partnership)
Better Start Literacy Approach (University of Canterbury)
UFLI PD (University of Florida Literacy institute in collaboration with RTLB)
Building Mathematical Capability (Rob Proffitt-White as a Kuhukura Collaboration)

Strategic Goal 1

Attitude

Our kura; a place of belonging and identity for everyone. He iwi kotahi.

Objective 1: Learners at the centre

Priority 1: *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying*

Priority 2: *Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures*

Objective 2: Barrier-free access

Priority 3: *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

Priority 4: *Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy*

Objective 3: Quality teaching and leadership

Priority 5: *Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning*

Priority 6: *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

Objective 4: Future of learning and work

Priority 7: *Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work*

Objective 5: World-class inclusive public education

Priority 8: *Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)*

Refer Section 127 Education and Training Act 2020 <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html>

Annual Plan 2024 - Strategic Goal 1

Our kura; a place of belonging and identity for everyone. He iwi kotahi.

He Iwi Kotahi

1.1. Honour the articles of Te Tiriti o Waitangi in the daily learning and life of our kura

Refer to Action Plan for Maori Lead teacher

- Improve te reo fluency and confidence in kaimahi and tamariki (Introduce at least 20 sentences and weekly kupu in te reo Maori across all learning areas)
- Learn new waiata, whakataukī and karakia that are appropriate to Ngai Tahu
- Build strong relationships with Rapaki and Ngāi Tūāhuriri hapu by reciprocating manaaki
- Consult regularly with whānau for their perspective and aspirations for their tamariki
- Promote cultural values and leadership skills in our tamariki
- Integrate Aotearoa New Zealand Histories in partnership with our Kahukura colleagues
- Attend the MAC conference at Waitangi
- Read Niho Taniwha/Leading to The North East and partner with Russell Bishop in collaboration with Kahukura Colleagues
- Ensure there is evidence of te reo around the school and evidence of te ao Māori and matauranga Māori in our teaching and learning

Progress to date:

1.2. Champion Pasifika culture and languages

Refer to Action Plan for Pasifika Lead Teacher and Action Plan for Maori Lead teacher

- Promote Samoan, Tongan language weeks
- Strengthen Pasifika culture schoolwide through sasa, siva, songs and traditions

Progress to date:

1.3. Create opportunities for connecting with whānau

Refer to Action Plan for Pasifika and Maori Lead Teacher

- Review fono/hui so we gather whānau voice and meet their needs for connection and support
- Review reporting and interview formats so we are continuing to improve our communication with parents

	<ul style="list-style-type: none"> ● Regularly engage with whānau formally and informally ● Utilize the strengths and knowledge of whānau, runanaga and the wider community to ensure we are addressing te matauranga and te ao Māori ● Promote the voices and values of Pasifika whānau so that their cultures are evident in the school ● Engage with local organisations and businesses to support
<p>Progress to date:</p>	
<p>1.4. Embed Attachment Theory as a foundation for relationships, connection and flourishing of all tamariki <i>(Whanaungatanga and honotanga)</i></p>	<ul style="list-style-type: none"> ● Induct new staff in an 8 hour intensive in Attachment Theory 101 ● Provide ongoing professional learning in staff professional learning sessions ● Share the good news with other schools and agencies and be an agent for positive change in pedagogy and practice ● Host Attachment Theory Seminars in March 2024
<p>Progress to date:</p>	
<p>Property</p>	
<p>1.6. Complete the design process of the new hall that reflects our cultural narrative and creates a sense of belonging and significance</p>	<ul style="list-style-type: none"> ● Work with the project manager, MOE, architects, Ngai Tāhu ● Determine the construction site of the new hall ● Consult with staff, tamariki and community to ensure we are reflecting the values and needs of our kura and whānau ● Consult with Ngai Tahu to place value on the cultural narrative and design ● Include the design and construction of pou and waharoa (<i>We can apply for Creatives in Schools funding for designing the Waharoa and Pou around school. Damien Mackie at Whakaraupo. This would mean we can commission a carver to create the piece.</i>)

<i>Progress to date:</i>	
1.7. Complete the fencing project around the school	<ul style="list-style-type: none"> • Work with the project manager, MOE, sub-contractors to secure a safe environment for all tamariki
<i>Progress to date:</i>	
1.8. Complete the replanting and development of the school grounds and promote our Enviro group to engage in school environment projects	<p><i>Refer to the Action Plan 2023 for Ecologista</i></p> <ul style="list-style-type: none"> • Consult with architects, iwi, Kaiako, whānau and tamariki for the future design of the grounds in relation to the hall build-marakai, hāngī pit • Partner with Trees For Canterbury etc for planting native planting • Ecologista and kaitiaki work in partnership to plan planting to ensure the grounds are developed in alignment with our Masterplan and medium term build plans (hall and fencing) • Design, build and maintain edible gardens • Establish composting, recycle, reuse and reduce practices • Partner with Canterbury Waterways and Christchurch City Council to maintain the Mokihi and the river banks • Include tamariki in the projects and provide leadership opportunities for them as kaitiaki
<i>Progress to date:</i>	

Strategic Goal 2

Adventure, Achievement

Deliver a curriculum that meets the needs of all akonga/tamariki

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

Annual Plan 2024 - Strategic Goal 2

Deliver a curriculum that meets the needs of all akonga/tamariki

2.1. Ensure all staff are upskilled in Te Mātaiaho

Refer to action plans for Senior leadership, Maths Lead Teacher, Sport/PE/Health/Performing Arts

- Participate in MOE webinars, seminars etc.
- Partner with our Kahukura colleagues to provide quality professional learning for our kaimahi
- Continue with Rob Profitt-White (and Kahukura) Building Mathematical Capabilities
- Write a math long term plan
- Partner with PACT and IAC professional learning to ensure that data is rigorous and reliable
- ensure that lead teachers deliver the latest Te Mātaiaho developments at staff meetings, in a timely manner
- Develop a long term plan for Health and PE in collaboration with Sport Canterbury and the Champion Team

Progress to date:

2.2.Promote programmes for gifted and talented and learners requiring support who have not yet achieved their potential

Refer to Action Plans for Student Leadership, OOSSport, Ecologista Action Plans, Cultural Leads, Performing Arts

- Introduce the structured literacy programme UFLI at years 2-6 with support from RTLB and RTLit
- Utilize the Reading Recovery teacher to support structured literacy BSLA and Tier 2
- Review learning programmes for supported learning to ensure alignment with structured literacy approaches
- Strengthen the Literacy Club for competition
- Boost existing programmes: Epro8, Digi Whānau, choirs, ukulele, guitar, fuse drumming, Lego, Dance Club, Jump Jam
- Train teacher assistants in the delivery of structured literacy programmes (BSLA and UFLI)

	<ul style="list-style-type: none"> ● Train junior school kaiako in UFLI ● Work with Sport Canterbury to ensure that our Physical Activity and Health programmes are adapted for the needs of all students, including those with disabilities and different needs ● Identify learners who are at risk of not achieving and ensure that planning and teaching address their needs ● Investigate membership of the Children’s University
<i>Progress to date:</i>	
2.3. Develop leadership capabilities and opportunities for kaiako and tamariki	<i>Refer to Action Plans: Student Leadership, OOSSport, Ecologista , Cultural Leads, Performing Arts, Middle Leaders, SLT</i> <ul style="list-style-type: none"> ● Extend the training and opportunities for student leaders-PALs, Enviro, Sports, Performing Arts, Culture ● Promote leadership opportunities and coaching for kaiako- CPPA Middle Leaders, internal mentoring and coaching, team and/or curriculum leadership ● Collaborate with Kahukura Leadership, Teams-SENCO, Performing Arts, Cultural Leads, Curriculum leads, Middle Leaders ● Celebrate the successes at fono/hui, in newsletters and on the website ● Organize weekly Induction meetings with new staff members
<i>Progress to date:</i>	
2.4. Promote wellbeing and health as self management strategy and as a collective focus	<i>Refer to Action Plans: SLT, Middle Leaders 2024 HPE Coordination, Health, Out of School Sport and PALS</i> <ul style="list-style-type: none"> ● Promote play and physical activity as a strategy for wellbeing and health for kaiako and tamariki ● Partner with Healthy and Active Schools (Sport Canterbury) ● Continue or Partnership with Bikes in Schools ● Promote the work of Origin Sport in coaching and upskilling kaiako and tamariki ● Continue Triple A’s as a strategy for developing attachment with tamariki who are struggling to find their place
<i>Progress to date:</i>	