



**Te Ara Koropiko West Spreydon School
Strategic Goals
Annual Plan
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

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 (in Collaboration with Cognition and Kahukura Community of Practice)*
Kahukura Conference
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 Ngai Tahu and Ngai Tuahuriri
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)

The Learner First (Rob Profitt-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 2025 - 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)
- Revise the structure of kapahaka and Pasifika culture learning for all tamariki, and learn new waiata, whakataukī and karakia that are appropriate to Ngai Tahu
- Prepare the lead children for the opening of The World Dodgeball Championships Oct 23 at Te Puna Wai
- 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
- Engage with Cognition Teaching and Leading to The North East and partner with Russell Bishop in collaboration with Kahukura Colleagues: Train the Impact Coaches with our Kahukura colleagues: Implement the Impact Coaching Cycle: attend The Cognition Conference T3/4
- Ensure there is evidence of te reo around the school and evidence of te ao Māori and matauranga Māori in our teaching and learning
- Support all staff to use te reo with confidence

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 Pasifika language weeks with deliberate focus and the regular use of language and incorporation of values and traditions
- Strengthen Pasifika culture schoolwide through sasa, siva, songs and traditions

Progress to date:	
1.3. Create opportunities for connecting with whānau	<p>Refer to Action Plan for Pasifika and Maori Lead Teacher</p> <ul style="list-style-type: none"> ● Plan a successful community hangi to celebrate the start of the year and to welcome whānau ● Hold termly mihi whakatau to welcome new whānau ● 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 ● 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 all kaiako and tamariki
Progress to date:	
1.4. Embed Attachment Psychology as a foundation for relationships, connection and flourishing of all tamariki <i>(Whanaungatanga and honotanga)</i>	<ul style="list-style-type: none"> ● Induct new staff in an 8 hour intensive in Attachment Psychology 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
Progress to date:	
Property	
1.6. Complete the	<ul style="list-style-type: none"> ● Work with the project manager, MOE, architects, Ngai Tāhu

<p>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"> ● Consult with staff, tamariki and community to ensure we are reflecting the values and needs of our kura and whānau ● Continue to consult with Ngai Tahu to place value on the cultural narrative and design as the design and build process continues (hall motif, manifestations, planting) ● 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>)
<p><i>Progress to date:</i></p>	
<p>1.7. Complete the fencing project around the school</p>	<ul style="list-style-type: none"> ● Work with the project manager, MOE, sub-contractors to secure a safe environment for all tamariki
<p><i>Progress to date:</i></p>	
<p>1.8. Complete the replanting and development of the school grounds and promote our Enviro group to engage in school environment projects</p>	<p><i>Refer to the Action Plan 2025 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
<p><i>Progress to date:</i></p>	
<p>Strategic Goal 2</p>	

Adventure, Achievement

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

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Annual Plan 2025 - Strategic Goal 2

Deliver a curriculum that meets the needs of all akonga/tamariki	
2.1. Ensure all staff are upskilled in Te Mātaiaho	<p><i>Refer to action plans for Senior leadership, Maths Lead Teacher, Sport/PE/Health/Performing Arts</i></p> <ul style="list-style-type: none"> ● Participate in MOE webinars, seminars etc. ● Partner with our Kahukura colleagues to provide quality professional learning for our kaimahi as we develop our understanding of the curriculum ● Partner with Cognition and Kahukura Community of Practice to ensure that we have the balance of relationships first and high quality teaching and learning ● ensure that lead teachers deliver the latest Te Mātaiaho developments at staff meetings, in a timely manner
Reading and Writing	<ul style="list-style-type: none"> ● Establish our Structured Literacy Teacher role to the best effect for all tamariki (<i>This teacher/s will work in close collaboration with classroom teachers to ensure that the targets for intervention are regularly reviewed and assessed</i>) ● Embed the structured literacy programme UFLI at years 2-6 with support from RTLB and RTLit ● Review learning programmes for supported learning to ensure alignment with structured literacy approaches ● Continue to use the strategies of The Writing Revolution to strengthen writing achievement across the school ● Continue to upskill teacher assistants in the delivery of structured literacy programmes (BSLA and UFLI) ● Train junior school kaiako in UFLI
The NZC Mathematics and Statistics Y0-8	<ul style="list-style-type: none"> ● Continue with Rob Profitt-White (and Kahukura) The Learner First ● Develop familiarity with assessment strategies in partnership with Rob and our Kahukura Colleagues ● Engage in professional learning for Numicon and Maths No Problem (<i>preferably not at night from 5.30 to 7</i>) ● Ensure that teacher release time is utilised for professional learning and that all

	teachers have access to learning videos, webinars or Zoom meetings
<p>Health and PE Joint Healthy Active Learning Outcomes</p> <p>1. Education settings value and prioritise quality play, active recreation, sport, and health and physical education.</p> <p>2. Education settings support and promote quality food and drink environments.</p> <p>3. Education settings value Mātauranga Māori and promote culturally distinctive approaches to play, active</p>	<p>Develop a long term plan for Health and PE in collaboration with Sport Canterbury and the Champion Team</p> <p>Health and PE</p> <p>Sport Canterbury have finalized a new MOU with strategic goals for 2025-2027. They have been tailored to fit the rapid change and huge workload being placed on teachers and leadership to accommodate the immediate demands of other curricular review.</p> <p>Healthy Active Learning vision – the why</p> <p>Quality Physical Activity is acknowledged as positively contributing to learning and to the hauora/wellbeing of tamariki, schools and communities. Because of this it is prioritized accordingly by schools and supported by strategy, systems, structures, and processes that ensure that it is embedded and sustainable.</p> <p>In the context of Healthy Active Learning, this looks like – the what</p> <p>Quality Health and Physical Education affirms all ākonga through inclusive, culturally responsive practice.</p> <p>It is:</p> <ul style="list-style-type: none"> ● responsive to the needs of ākonga – their context, environment, culture, and world ● informed by tamariki voice, meaningfully consulted on with whānau & wider community and supported by school senior leadership, the Board of Trustees and school wide systems. ● positively impacts all dimensions of hauora and equips ākonga with the tools to take responsibility for their own hauora. ● develops Physical Literacy - the confidence, competence, and motivation to be physically active for life. ● provides challenge, promotes critical thinking and action. ● purposefully planned, underpinned by the NZC, a school’s local curriculum ● is delivered with quality pedagogy by qualified teachers.

recreation, sport, kai and inu, and curriculum delivery.
4. Teachers and kaiako implement active teaching and learning approaches and deliver quality health and physical education.
5. Education settings work effectively with whānau and their local community to enable inclusive and equitable access to play, active recreation, sport, and quality food and drink.

As with all learning areas, in Health and Physical Education ākonga understand what they are learning, why they are learning it, how they are progressing and what are their next steps.

Why should Quality HPE remain a priority:
Given the current education environment and some of the changes that have thrust upon schools from the government, there is some discourse around not having time to prioritise Health & Physical Education. In response to this, we refer the MoE of education expectations around this which can be found here on Tāhūrangi.
‘Schools are expected to develop a balanced teaching programme for their students based on all learning areas within the 2007 New Zealand Curriculum’.
‘Each learning area has rich opportunities for teaching reading, writing, and maths skills’.
‘Teachers are encouraged to use this opportunity to consider how reading, writing, and maths can be taught during a dedicated time and where these skills can be integrated across the curriculum.’

‘During dedicated times for reading, writing, and maths, teachers will engage in a range of learning experiences, including collaborative tasks, investigations, problem solving, and games that support the aim of the lesson.’
‘When taught as an integrated part of the curriculum, reading, writing, and maths will be deliberately and purposefully planned.’

Play is enabled by giving tamariki time, space and permission to do so. This is achieved through the provision of quality, accessible environments and conditions that allow all tamariki to explore, lead themselves, interact positively with their peers, be physically active in a diverse range of ways, take risks, learn, and make sense of their world.

A wide variety of extra-curricular Physical Activity opportunities (including sport and active recreation/EOTC) are available and accessible for all and complement opportunities that exist outside of school. These opportunities are

	<p>reflective of the culture and identity of the tamariki that make up the school, their whānau and the wider community. Where appropriate, these opportunities are supported by engagement with whānau and the wider community.</p>
<p><i>Progress to date:</i></p>	
<p>2.2.Promote programmes for gifted and talented and learners requiring support who have not yet achieved their potential</p>	<p><i>Refer to Action Plans for Student Leadership, OOSSport, Ecologista Action Plans, Cultural Leads, Performing Arts</i></p> <ul style="list-style-type: none"> ● Strengthen the Literacy Club for competition ● Boost existing programmes: Epro8, Digi Whānau, choirs, ukulele, guitar, fuse drumming, Lego, Dance Club, Jump Jam ● 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 ● Review Code Club to ensure that we are extending all participating students ● Promote Performing Arts opportunities to foster and grow talent: Monsta Music, Fuse Drumming, Guitar, Choirs, Ukulele
<p><i>Progress to date:</i></p>	
<p>2.3. Develop leadership capabilities and opportunities for kaiako and tamariki</p>	<p><i>Refer to Action Plans: Student Leadership, OOSSport, Ecologista , Cultural Leads, Performing Arts, Middle Leaders, SLT</i></p> <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

Progress to date:

2.4. Promote wellbeing and health as self management strategy and as a collective focus

Refer to Action Plans: SLT, Middle Leaders 2024 HPE Coordination, Health, Out of School Sport and PALS

- Promote play and physical activity as a strategy for wellbeing and health for kaiako and tamariki
- Partner with Healthy and Active Schools (*Sport Canterbury see above*)
- 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

Progress to date: see statement in 2:1.