

## Thornton School Strategic Plan 2024 - 2025

### Statement of National Education and Learning Priorities (NELP)

#### Objective 1: Learners with their whanau are at the centre of education

**NELP Priority 1:**

Ensure that places of learning are safe, inclusive, and free from bullying

**NELP 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

**Strategic Goal 1:**

Develop a physically and emotionally safe place for students and staff, with a positive culture of wellbeing, giving effect to relevant student human rights, and take all reasonable steps to eliminate discrimination

**Strategic Goal 2:**

To nurture an inclusive and reciprocal relationship between staff, ākonga/learner, and whanau to further involve them in the learning of their tamariki and enhance student outcomes

**Expected Outcomes**

- Be a safe, welcoming and inclusive place for all and all reasonable steps taken to provide an innovative safe environment conducive to student learning and wellbeing, that allows learners to develop their full potential free from racism, discrimination and bullying.
- The school will focus on hauora/ wellbeing policies that enable students to develop key competencies, self-confidence and learner agency.
- Promote and celebrate culturally responsive collaborative practice in classrooms and between staff for planning and delivering learning programmes
- Ensure the school and playground is well resourced, well maintained and fit to work and play in.
- A positive culture of wellbeing will be embedded across our school achieved through a focus on hauora-wellbeing
- Students physical, emotional, social, and learning needs are supported
- Tamariki engaged in learning and attending regularly
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- Learning support programmes put in place in partnership with their whanau for students identified as needing more support
- Improved whanau connections across the school and community which enhance student outcomes
- Genuine and reciprocal learning partnership evident
- Whanau feel connected and listened to
- Clear, quality forms of reporting to parents on a regular basis is embedded within the school curriculum and relationships with parents become partnerships regarding their children's education

**Statement of National Education and Learning Priorities (NELP)**

**Objective 2: Great education opportunities and outcomes are within the reach for every learner**

**NELP Priority 3:**

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

**NELP Priority 4:**

Ensure that every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy

**Strategic Goal 3:**

Take all reasonable steps to ensure the school is safe, inclusive and happy place to learn — a place where children want to come to school every day and barriers are actively identified and reduced or eliminated

**Strategic Goal 4:**

To enable our curriculum to provide rich and authentic learning opportunities that meet every ākonga/student needs

**Expected Outcomes**

- Provide IEP plans for specific students and programme adaptations
- Each teacher knows who the tamariki are in their class and they track and identify students who need more support
- Learning designed to maximise student engagement
- Teachers aware of social and emotional barriers to learning
- Classroom environment set up for learning with physical access to materials, resources, and workspaces
- School is inclusive of and caters for students with differing needs
- Every student to attain their highest possible standard in educational achievement

- The local curriculum will sustain the identities, languages and cultures that make up the school community.
- The curriculum refresh, including the common practice model, will be implemented with confidence, intelligent design and fit for purpose for our students.
- Teaching staff will collaboratively develop a consistent approach to teaching maths, (NZ Maths), writing (WTB), and reading (BSLA and Structured Literacy)
- Understand Know Do and the phase progressions in English and Maths from the refreshed curriculum will be used in planning by the end of the 2024 year
- Growing collective understanding of and beginning to implement Te Mātaiaho in planning and teaching
- Leadership and teaching staff will be up to date with changes that are released by the MOE in relation to te Mātaiaho and the Common Practice Model
- Ensure the mandated one hour a day in reading, writing, and maths

**Statement of National Education and Learning priorities (NELP)**

**Objective 3: Quality teaching and leadership make the difference for learners and their whanau**

**NELP Priority 5:**

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

**NELP Priority 6:**

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

**Strategic Goal 5:**

Staff to grow their cultural competencies to recognise and respect the diversity within in our school community and uphold and consider the Treaty to protect Māori knowledge and language

**Strategic Goal 6:**

Kaiako are clear and confident on the learning that matters within our local school curriculum and are supported to be critically conscious and reflective of their practice

**Expected Outcomes**

- Work to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori
- Seek input from local iwi on the strategic direction of the school and the local curriculum programme development and for property work
- To continue to build relational trust and effective participation and collaboration at every level of the school community
- To continue participation in the Māori Achievement Collaboration as a staff and in the principal group
- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- All staff members are expected to develop an awareness of Tikanga Māori and Te Reo Māori and incorporate these into their class programme
- Authentic and culturally affirming teaching and learning programmes
- Teachers confident to share and teach areas

- Clarity PLD continued and staff supported
- Staff and students feel valued and connected to our school
- Teachers are clear and confident on the learning that matters within our local school curriculum and can access it easily with ākongā
- A strong culture of ongoing PLD is positively associated with good practice classroom strategies and practices
- Professional Growth Cycle (PGC) is linked to student needs
- Staff monitoring and responding to any priority learners

### Thornton School Annual Plan 2024 - 2025

Strategic Goals	What We Plan to Do Our Actions	Resources, Personnel, Budget, and Timeframe	2024	2025
<p><b>1.</b> Develop a physically and emotionally safe place for students and staff, with a positive culture of wellbeing, giving effect to relevant student human rights, and take all reasonable steps to eliminate discrimination</p>	<p>Provision of wellbeing services, systems, procedures and pastoral care practice</p> <p>Regular monitoring and reporting of attendance/truancy</p> <p>Provide a safe environment that will enable all staff to be heard and feel valued</p>	<p>Principal Teachers</p>	<p>Establish and integrate a comprehensive school Wellbeing programme tailored to individual needs, fostering a positive and secure school environment</p> <p>Implement strategies such as Mindfulness, Zones of Regulation, Life Education</p> <p>Ensure easy access to support services for all children</p>	<p>Establish and integrate a comprehensive school</p> <p>Wellbeing programme tailored to individual needs, fostering a positive and secure school environment.</p> <p>Implement strategies such as Mindfulness, Zones of Regulation, Life Education</p>
<p><b>2.</b> To nurture an inclusive and reciprocal relationship between staff, ākongā/learner, and whānau to further involve them in the learning of their tamariki and enhance student outcomes</p>	<p>Regular opportunities for communication with parents and whānau – learning conversations, events, trips</p> <p>Literacy reading whānau engagement – BSLA</p>	<p>Principal Teachers</p> <p>BSLA facilitator Teachers Principal</p>	<p>Learning Conversation – T1 Written reports – mid &amp; end Calendar of events, trips</p> <p>BSLA implementation hui</p>	<p>Learning Conversation – T1 Written reports – mid &amp; end Calendar of events, trips</p> <p>BSLA hui</p>
<p><b>3.</b> Take all reasonable steps to ensure the school is safe, inclusive and happy place to learn — a place where children want to come to school every day and barriers are actively identified and reduced or eliminated</p>	<p>Provide a range of opportunities for all ākongā to participate in and shine across the curriculum</p> <p>Well researched literacy and numeracy programmes are in place to support student learning</p> <p>Programmes of learning support offered in our school</p>	<p>Principal Teachers</p> <p>Board</p> <p>Programmes funded SENCO support Resources</p>	<p>Variety of opportunities sourced and resourced</p> <p>Students identified and appropriate programmes put in place</p>	<p>Variety of opportunities sourced and resourced</p> <p>Students identified and appropriate programmes put in place</p>

<p><b>4.</b> To enable our curriculum to provide rich and authentic learning opportunities that meet every ākonga/student needs</p>	<p>Deliver a Reading, Writing, and Maths teaching for 1 hour per day as per new Government policy</p> <p>Embed Te Mātaiaho in planning and teaching</p>	<p>Principal Teachers MAC facilitator</p> <p>Accord TOD day</p>	<p>Develop, implement, and embed a Thornton localised curriculum</p>	<p>Embed and review local curriculum</p>
<p><b>5.</b> Staff to grow their cultural competencies to recognise and respect the diversity within in our school community and uphold and consider the Treaty to protect Māori knowledge and language</p>	<p>Review and refresh our curriculum to reflect greater support for Te Tiriti o Waitangi and our bicultural values</p> <p>Develop culturally sustaining pedagogies through PLD – MAC</p> <p>The designing of differentiated approaches for ākonga to acknowledge their unique identities and diversity of talents</p>	<p>Principal Teachers</p> <p>MAC facilitator</p> <p>Dedicated staff meetings</p> <p>Principal involvement in principal MAC group</p>	<p>Include aspects of Te Ao Māori In all staff meetings</p> <p>Expectation that teachers take responsibility for growing and upskilling themselves in Te Reo and Tikanga</p> <p>Establish appropriate open communication with our Māori whanau</p>	<p>Include aspects of Te Ao Māori In all staff meetings</p> <p>Expectation that teachers take responsibility for growing and upskilling themselves in Te Reo and Tikanga</p>
<p><b>6.</b> Teachers are clear and confident on the learning that matters within our local school curriculum and are supported to be critically conscious and reflective of their practice</p>	<p>Techers engage in an annual PGC where their professional goals are linked to students needs and the strategic direction of the school</p> <p>Schedule of PLD around good practice</p> <p>Implement and embed assessment practices in all core subjects to ensure assessment is used to inform teaching and learning in real time</p> <p>Regular professional conversations regarding student progress</p>	<p>BSLA programme, facilitator Board &amp; MOE funded</p> <p>Literacy Lead</p> <p>Principal Teachers Dedicated TODs x 2</p> <p>Copies of Te Mātaiaho Common Practice Models provided by Curriculum Refresh</p>	<p>Grow teacher and teacher aide capability in BSLA approach in Year 1 &amp; 2 through internal and external PLD</p> <p>Continue WTM refreshers</p> <p>Review the outcome of the Government’s maths and statistics and English learning areas</p> <p>Dedicated TODs to use understand know do and the phase progressions in English and Maths in the Refreshed Curriculum</p>	<p>Embed BSLA in to practice</p> <p>Continue WTB</p> <p>Understand, Know, Do and the phase progressions in English and Maths from the refreshed curriculum will be in planning from beginning of year</p> <p>Leadership and teaching staff will be up to date with changes that are released by the MOE in relation to Te Mataiaho and the Common Practice Model</p>