



Windsor North School

Strategic Plan 2023-2025

Section 1 Introduction

Our School, Our Vision, Our Values

Windsor North is the 2nd oldest Primary School in Invercargill. The schools logo of the heart and shield entwined, radiates aroha, where we value connection, diversity and the contribution of our past and present.

Our School's learning philosophy rests on the two key vision principles:

Learning Living - Ako Oranga:

- We want learning to be purposeful and future focused
- We strive for continued growth and progress, the belief that every learner can stretch and continue to grow.

Be our Best - Kia pai rawa atu au

- Strive to achieve success and happiness, in learning and life.

Our Values

RESPECT (manaakitanga), RESPONSIBILITY (whakaute) and RESILIENCE (Manawaroa) are woven into our learning process - STRIVE!



Our Activators (Goals)

We have 3 drivers that we believe are relevant, rich, engaging and future focused to support the continued progress of our school. Each activator connects with all stakeholders and focuses on being our best and continued growth.

The activators reflect the vision, the longer term goals of the school, NZ Curriculum Refresh and National Education Learning Priorities (NELPS)

This strategic plan aims to:

- Provide educational success for all learners/ ākonga,
- particularly providing continued progress for those that are already doing well.
- Lift the learning progress of our priority learners, and students with special education needs.

Our Learning Principles

High Expectations: supporting and empowering all learners ākonga (students, staff) to learn and achieve personal excellence, regardless of their individual circumstances.

Learning to Learn: encouraging all learners to reflect on their own learning processes and to learn how to learn.

Community engagement: our curriculum has meaning for learners. Connects with a future focus to their wider lives and community.

Treaty of Waitangi: acknowledging the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa.

Inclusion: our curriculum ensures that learners' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed



Achieving Our Strategic Goals

When planning to achieve our Strategic Goals, we will aim to incorporate the following steps:

First Year of Strategic Goal:

- Identifying
- Consulting
- Researching
- Developing
- Liaising
- Training

Second Year of Strategic Goal:

- Developing
- Introducing
- Consulting
- Communicating
- Integrating
- Monitoring

Third Year of Strategic Goal:

- Full implementation
- Integrating
- Consulting
- Reviewing
- Articulating
- Embedding



OUR ACTIVATORS

Learning for Living **Ako Oranga**

Be our best **Kia pai rawa atu au**

Leaderful Learning

Taking Responsibility
Whakaute

Standing Tall With Respect
Manaakitanga

Resilient Thinkers
Manawaroa

Continued Improvement

Engagement
Whakauru

Value All
Hauora

Inclusivity
Te Tiriti o Waitangi

Collaborative Connections





VISION Learning for Living, Be our Best!

VALUES / LEARNER QUALITIES

Section 3
Our 3 Year Strategy

2023-2025



Take Responsibility

Resilient Thinkers

Inclusivity



Value All



Engagement



OUR ACTIVATORS



LEADERFUL LEARNING

Growing high performing and capable leaders (Staff/ Akonga)



CONTINUED IMPROVEMENT

Moving forward with a future focus learning framework and bringing everyone on the journey



COLLABORATIVE CONNECTIONS

Strengthening partnerships and nurturing relationships

OUR INITIATIVES

- 1.1. Governance** - building strong structures. (NELP 4&6)
- 1.2. Develop student agency** - students owning and understanding their learning process, and progress (assessment capability) (NELP 3&4)
- 1.3 Invest in leadership growth including:**
 - coaching capabilities to enable stretch and support needs of the learner
 - student leadership (NELP 1, 4 &6)

- 2.1 Build a strong learning framework** - with and understanding of deep thinking and transference (NELP 2,3,4,6&7 and ERO Evaluation Focus)
- 2.2. NZ curriculum refresh** - engage in external facilitators to form coherent practice. Stage 1 Mathematics, Stage 2 Literacy (NELP 3,4,6&7 & ERO evaluation)
- 2.3 Support and encourage students** to be resilient, responsible, respectful and demonstrate STRIVE (NELP 1, 2,4 &6)

- 3.1 Develop a framework for Cultural Responsiveness** (NELP 1.2,5 &8)
- 3.2. Strengthen community learning partnership** - whānau and wider community to be engaged for wider educational gain (NELP 1,3,4, 6, 7&8)
- 3.3 Build engaging environment** - Our practices, and programmes align to provide a culturally responsive, safe and inclusive environments (NELP 1, 2,5 &8)

OUR SUCCESS IN CREATING LEARNING FOR THE FUTURE THAT HAS ...



Transparency - and is built on high expectations. Where akonga, staff know **WHY** we do what we do, **HOW** we go about it, and **WHAT** we are focusing on.



Strong Learning Framework - Te Mātaiaho. Where staff continually refine and develop learning to ensure student engagement and progress.



Connection - where staff, students and whānau are valued and collaborate to ensure progress is key for the learner.

BUSINESS AS USUAL

Planning and Evaluation: On-going programme of evaluation and self-review to gauge how well we are achieving our objectives.
Personnel: Maintain a positive, supportive environment for staff, promoting high levels of performance. **Community Partnership:** Keeping the school community well informed of the school's plans and activities. **Finance:** Allocating and monitoring funds to the best advantage of teaching and learning. **Property and Health and Safety:** Ensure the school's facilities and equipment provide a safe and healthy environment. Ensure a safe, emotional and inclusive learning environment.



Learning for Living, Be Our Best

Section 5 Our Annual Plan 2023

Growing high performing and capable leaders (Staff/Akonga)

Leaderful Learning

1.1. Governance - building strong structures. (NELP 4&6)

What We Plan To Do Our Actions

- Continue to build effective governance portfolios and understandings
- Grow team work and accountability including coms strategy
- Develop a self review process to know the impact including feedback from key stakeholder

Resources Personnel, Budget and Timeframe

- Attend at least 2 NZSTA Courses linked to portfolio's - all new board members with focus on governance, budgeting, personnel, self review and strategic planning
- Collect feedback from key stakeholders on 2 focus areas - Term 2 and 3

Our Outcomes and Planned Success

Form Strong Self Review Process so we all have key understanding **WHY** we do what we do, **HOW** we go about it, and **WHAT** we are focusing on.

1.2. Develop student agency students owning and understanding their learning process, and progress (assessment capability) (NELP 3&4 + ERO evaluation)

Working with Evaluative Associates

- Research to gain clarity on effective student agency
- Review current practices
- Teams developing coherent structures to trial assessment capability that supports progress shift, and purpose. Focus trial in Mathematics.

- Term 1 Team Development - Research and Review - DD and JF lead
TL lead within teams
JF, MM, LC, MD,
- Teacher Only Days x 2 - school visits to see in action
- \$5000

60% of students can demonstrate and talk about their learning by sharing why, how and what learning progress they have achieved and learning processes they use

1.3 Invest in leadership growth including: coaching capabilities to enable stretch and support needs of the learner

Leadership team working with Mark Sweeney as mentor and coach

- Link into Professional Growth Cycle - TAPS, Development in 'Know thy Impact' and WHY.
- Look at effective ways to collect voice/ including student voice
- Grow student leadership design with school house/ PALS and school council system.

- DD lead with support of outside provider Mark S
- JF, MM, LC, MD,
- 3 sessions T1, T2, T3
- \$5000
- Potential Leadership conference

- Evidence of leadership growth in coaching with staff when reviewing, designing programme & TAPS
- Self review collection from teacher survey



Learning for Living, Be Our Best

Section 5 Our Annual Plan 2023

Moving forward with a future focus learning framework and bringing everyone on the journey

Continous Improvement

What We Plan To Do Our Actions

Resources Personnel, Budget and Timeframe

Our Outcomes and Planned Success

2.1 Build a strong learning framework - with and understanding of deep thinking and transference (NELP 2,3,4,6&7 and ERO Evaluation Focus)

Research and Review current practices and realign to form a connected learning framework which weaves and aligns into STRIVE learning qualities including:

- School values, 5C 's inquiry practices
- Learning progressions

Trial pro-types and collect student voice to see if it is making positive impact to learning.

- Term 1 Team Development - Research and Review using STRIVE planning structure- DD and JF lead
 - TL lead within teams JF, MM, LC, MD.
- Teacher Only Day at start of year linking into Learning to Learn Mitey/ Pb4L focuses
- \$1000

% of coherence in learning progressions and use and understanding of learning principle development 2023 60% understanding.

2.2. NZ curriculum refresh - engage in external facilitators to form coherent practice. Stage 1 Mathematics, Stage 2 Literacy (NELP 3,4,6&7 & ERO evaluation) (ERO Evaluation Focus)

Working with Evaluative Associates in review and development of the new mathematics progression framework, and curriculum refresh Unpack:

- Progression development Yr 1-3 and Yr 4-6
- Assessment Monitoring Early Years Kete/ data gathering
- Linking student agency

- DD lead with support of outside provider - Team Leaders connect development with team JF, MM, LC, MD.
- 9 sessions T1, T2, T3 twice a term and linking in class / team support
- \$8000
- Potential tour of schools connecting maths and assessment capability.

Research key principles on new curriculum design and progression development.

- Research and gain understanding that is clear of WHY WHAT we need to do so together ready for 2024 to develop HOW we develop it
- Teacher survey on confidence mid and end of year to support professional growth

2.3 Support and encourage students to be resilient, responsible, respectful and demonstrate STRIVE

- Introduction and development of Mitey Well being/ Mental Health Programme - Friday morning Mitey Time
- Provide STRIVE exploration opportunities in class and wider

- Work with the Mitey team Term 1 PLD day start of Term 1
- Key focus in development linking to PB4L and school structures and systems - Lead coordinator/ Teams

60% of our students, recognised by their peers, staff and Whānau demonstrating STRIVE values/ learning qualities

- Gather Student/ Whanau voice



Learning for Living, Be Our Best

Section 5 Our Annual Plan 2023

Strengthening partnerships and nurturing relationships

Colloborative Connections

3.1 Develop a framework for Cultural Responsiveness (NELP 1,2,5 &8)

3.2. Strengthen community learning partnership - whānau to be engaged for wider educational gain (NELP 1,3,4, 6, 7&8)

3.3 Build engaging environment - Our practices, and programmes align to provide a safe and inclusive environments (NELP 1, 2, 5 &8)

What We Plan To Do Our Actions

Connect with outside providers including local Iwi to support school development in forming a cultural responsiveness (Whanau whakamahere) plan
This includes:

- At least once a term Whānau Hui
- Engage and collect voice understandings from all stakeholders
- Continue to build our local curriculum and form draft plan

To enhance, sustain and expand opportunities for learning and connection with the community. Focus on:

- learning partnership and student agency sharing learning electronically and face to face
- develop transition further Pre School - NE/ Yr 1 and Yr 6- Yr 7
- refining communication systems so we are clear

To enhance, sustain and expand on practices with the focus on inclusivity, diversity and cultural responsiveness by:

- working on linking STRIVE
- make visual connections in the environment for engagement and belonging
- PD opportunities for staff

Resources Personnel, Budget and Timeframe

Development - Research and Review - MM lead and DD and TL support

- Community Whanau Hui's to gather, learn and grow understanding
- MM and DD to attend PLD course
- Connect with local iwi
- Form plan November to present draft to Board and Community

\$2000

TL leaders (JF, MM, LC, MD) work within teams on building learning partnerships focus on consistent team sharing implementation

- trial and investigate ideas
- JF / MM and DD look at transition
- DD/ DS and Team Leaders refining communication systems and new ETAP development

\$3000 (Etap training and configuration)

TL leaders (JF, MM, LC, MD) work within teams on building learning partnerships focus on consistent.

Our Outcomes and Planned Success

Develop a framework for Cultural Responsiveness that will develop a 3 year overview which will include understandings and next steps. Form expectations around what partnership and engagement will look like including:

- Te Reo Māori development
- Tikanaga Māori development - School waitiata / School Karakia
- Cultural development - Kapa Haka/ School haka
- Other Cultural Group Connections

3.2. Strengthen community learning partnership - Year on Year increase in the number of whānau and people participating in students learning, and school 2023-50% 2024-60%, 2025-70%

3.3 Build engaging environment % increase (through and surveys) parents being informed and

Add NZ curriculum design



Learning Principles

VALUES

5 C'S

Strategies



S

Standing Tall with **Respect**

Respect

Communication
Collaborate

PB4L, Mitey

T

Taking **Responsibility**

Responsibility

COLLABORATE
Challenge

PB4L, Mitey
Wellbeing

R

Being **Resilient** thinkers

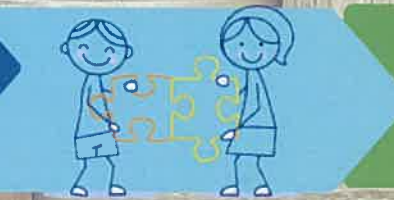
Resilience

Critical Thinking

Learning Pit
Power of Yet

I

Being **Inclusive**



Collaboration
Create

Te Tiriti o Waitangi
Cultural Responsiveness

V

By **Valuing** all



Communication

Neurodiversity
Transition
Haurora

E

Being **Engaged**



Communication
Creative
Curious
Challenge

Inquiry Process
Student Agency



The Learning Pit

This looks hard



Be ready to learn, you have this

Embrace the challenge

Accept help

Listen to feedback

Use your time wisely

Be ambitious have high expectations of your self

Work hard and make an effort

Reflect and redirect



Be Engaged

Stand tall with Respect



Take Responsibility

Be curious ask questions

Be a problem solver

Learn from and with others



Be Resilient



Be Inclusive

Make adaptations Try new things



Valuing All

YAH!!! Success



Learning for Living, Be Our Best

Windsor North School