

Kaupapa o te kura Spotswood

Spotswood Primary Strategic Plan

2023 – 2025



Approved: 5.12.2022

Presiding Member: Dulcina Beynon

A stylized signature in blue ink, consisting of a few loops and a long horizontal stroke.

Tumuaki: Mark Fisher

A handwritten signature in blue ink, appearing to read 'Mark Fisher'.



Kaupapa o te kura Spotswood

Our Vision:
Me ako tātou
We are all learning together

We work to uphold the principles of Te Tiriti o Waitangi:
 Kāwanatanga – governing of Aotearoa by the Crown
 Tino rangatiratanga – Māori have control over their resources
 Ōritetanga – Māori have equal rights as citizens of Aotearoa

Our Values:
Aroha
Love myself, others and the environment
Kōrero
Know my story, your story and our stories
Ora
Well-being for myself, others and the environment

National Education and Learning Priorities

1
 Ensure Spotswood Primary is safe, inclusive and free from racism, discrimination and bullying

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

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

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

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

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

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

Our Goals to meet action these priorities

Consult with ākonga, whānau and staff about their well-being to provide a safe, inclusive environment
 Review and improve processes and procedures around well-being

Consult with whānau to design a localised curriculum that responds to their needs and sustains their identities, languages and cultures
 Consult with whānau on their aspirations for individual ākonga through goal setting interviews
 Create opportunities to build connections with whānau and local iwi each term

Consult with whānau to identify individual barriers to learning and implement strategies to counter them
 Consult with whānau to identify barriers to learning for Māori and Pacific, disabled and those ākonga with learning support needs and implement strategies to counter them
 Provide individualised and regularly reviewed programmes for ākonga with additional needs

Build the skills of ākonga in the key competencies
 Focus teaching and learning upon strengthening the language, literacy and numeracy skills of all ākonga

Consult with Māori whānau and community leaders annually for advice and guidance around teaching and learning tikanga and te reo
 Upskill staff in tikanga and te reo Māori
 Increase the use of tikanga and te reo Māori school-wide.
 Employ a Māori language and tikanga teacher for all ākonga and staff within three years

Provide individualised support for staff to improve teaching, learning and leadership through effective appraisal and attestation processes.
 Provide effective professional development to build the teaching, learning and leadership skills of all staff.

Invite people to talk to ākonga about their jobs and the skills they use
 Invite people who are in non-stereotypical roles to talk to ākonga about their education and career pathways

These goals are supported by the National Administration Guidelines

1
 Student learning, progress and achievement

2
 Effective teaching

3
 School culture

4
 Engaging whānau

5
 Leadership and management

6
 Governance

| NELP | Strategic Goals | Annual Goals | Evaluation What has happened so far? Why did this happen? What will happen next? |
|--|--|--|--|
| <p style="text-align: center;">1</p> <p>Ensure Spotswood Primary is safe, inclusive and free from racism, discrimination and bullying</p> | <p>Consult with ākonga, whānau and staff about their well-being to provide a safe, inclusive environment</p> | <p>Survey ākonga in Term 1 and Term 3 about their well-being, design strategies for improvement, implement and review the strategies</p> | |
| | | <p>Survey whānau in Term 1 and Term 3 about their well-being, design strategies for improvement, implement and review the strategies</p> | |
| | | <p>Survey staff in Term 1 and Term 3 about their well-being, design strategies for improvement, implement and review the strategies</p> | |
| | <p>Review and improve processes and procedures around well-being</p> | <p>Use the information gathered from to review and improve all school procedures around well-being annually</p> | |

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|---|--|---|--|
| <p style="text-align: center;">2</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design deliver education that responds to their needs, and sustains their identities, languages and culture</p> | <p>Consult with whānau to design a localised curriculum that responds to their needs and sustains their identities, languages and cultures</p> | <p>Survey whānau in Term 2 to ascertain their needs in relation to a localised curriculum</p> | |
| | | <p>Host whānau hui to discuss results of the survey and further ascertain their needs relation to a localised curriculum</p> | |
| | | <p>Use results from the survey and whānau hui to design a localised curriculum that responds to their needs and sustains their identities, languages and cultures</p> | |
| | <p>Consult with whānau on their aspirations for individual ākonga through goal setting interviews</p> | <p>Consult with whānau on their aspirations for individual ākonga through goal setting interviews in April and July and act upon them</p> | |
| | <p>Create opportunities to build connections with whānau and local iwi each term</p> | <p>Use home learning activities on Seesaw to actively encourage whānau to engage with their children around learning</p> | |
| | | <p>Invite iwi and whanau to whole school events such as pōwhiri and sports days</p> | |
| | | <p>Connect with iwi to gather information on their educational aspirations for ākonga</p> | |

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| <p style="text-align: center;">3</p> <p style="text-align: center;">Reduce barriers to education for all, including for Māori and Pacific Learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <p>Consult with whānau to identify individual barriers to learning and implement strategies to counter them</p> | <p>Consult with whānau at goal setting interviews in April and July to identify barriers to learning, co-construct strategies to counter them and review the strategies with whānau</p> | |
| | | <p>Communicate with whānau regularly when barriers to learning are identified, co-construct strategies to counter them and review the strategies with whānau</p> | |
| | | <p>Design and implement strategies to improve attendance for all students from 22% of students attending 90-100% of days to 70% of students attending 90-100% of days</p> | |
| | | <p>Increase access to mobile ICT hardware to 1 device for 3 students</p> | |
| | <p>Consult with whānau to identify barriers to learning for Māori and Pacific, disabled and those ākonga with learning support needs and implement strategies to counter them</p> | <p>Survey Māori, Pasific and whānau of ākonga with additional needs to identify barriers to learning</p> | |
| | | <p>Host hui for Māori, Pasific and whānau of ākonga with additional needs to design strategies to counter these identified barriers and implement and review these strategies</p> | |
| | <p>Provide individualised and regularly reviewed programmes for ākonga with additional needs</p> | <p>Host regular IEP meetings for ākonga with additional needs to design programmes and evaluate progress</p> | |

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| <p style="text-align: center;">4</p> <p style="text-align: center;">Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> | Build the skills of ākonga in the key competencies | Teaching teams collaborate to research, plan and design class activities to practice and evaluate key competency skills of ākonga | |
| | | Senior Leadership Team to lead professional development of all staff in designing and implementing activities to build key competencies | |
| | | Teachers to report upon key competencies with whānau in goal setting reports | |
| | Focus teaching and learning upon strengthening the language, literacy and numeracy skills of all ākonga | Teachers collaborate to research, plan and implement language, literacy and numeracy activities to build the skills of all ākonga | |
| | | Teachers collaborate to research, plan and implement language, literacy and numeracy co-operative activities | |

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| <p style="text-align: center;">5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> | Consult with Māori whānau and community leaders for advice and guidance around teaching and learning tikanga and te reo Māori | Survey whānau in Term 2 for advice and guidance around the teaching and learning of tikanga and te reo Māori | |
| | | Host whānau hui to discuss results of the survey and ask for further advice and guidance around the teaching and learning of tikanga and te reo Māori | |
| | Upskill staff in tikanga and te reo Māori | Senior Leaders to provide weekly professional development in tikanga te reo Māori for all teachers | |
| | | Senior Leaders to teach, use, encourage and reward a reo Māori phrase each week for all staff | |
| | | Attestation and appraisal processes to evaluate and support staff skill in tikanga and te reo Māori | |
| | | Encourage staff to participate in their own professional development in tikanga and te reo Māori | |
| | Increase the use of tikanga and te reo Māori school-wide. | Tikanga and te reo Māori to be the target curriculum area | |
| | | Teaching staff to collaborate, develop and refine assessment tools to measure student skill in tikanga and te reo Māori | |
| | Employ a Māori language and tikanga teacher for all ākonga and staff within three years | Employ a Māori language and tikanga teacher for all ākonga part-time (.4 or two days per week) | |

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| <p style="text-align: center;">6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> | Provide individualised support for staff to improve teaching, learning and leadership through effective appraisal and attestation processes | Conduct Best Practice Checklist Observations for all teaching staff in Term 1, identify and action areas for improvement, review progress in Term 3 | |
| | | Conduct appraisal for all non-teaching staff, identify and action areas for improvement | |
| | Provide effective professional development to build the teaching, learning and leadership skills of all staff | Provide internal professional development in tikanga and te reo Māori for all staff | |
| | | Provide external professional development for teaching staff in tikanga and te reo Māori through a paid tutor | |
| | | Provide external professional development in the implementation of the Aotearoa New Zealand histories curriculum through Kate Horton | |

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| <p style="text-align: center;">7</p> <p>Collaborate with industries and employers to ensure ākonga have the skills, knowledge and pathways to succeed in work</p> | Invite people to talk to ākonga about their jobs and the skills they use | Invite people from the community once per term to talk about their jobs and the skills they use | |
| | Invite people who are in non-stereotypical roles to talk to ākonga about their education and career pathways | Invite people who are in non-stereotypical roles to talk about their education and career pathway | |