

STRATEGIC GOALS - PARUA BAY SCHOOL - 2024 TO 2026

Strategic Goals	What would we expect to see?	How will we achieve or make progress toward the goal?	How will we measure success?
<p>Enable progress, achievement and equitable outcomes for all students.</p> <p>Related 'National Education and Learning Priorities' (NELPs):1, 2, 3 (see summary of NELPs below this Strategic Plan)</p>	<p>2024</p> <ul style="list-style-type: none"> ● Embedding of 'Russel Bishop Profiles 1&2' into daily practice. ● Consolidating structured literacy. ● Embedding Mathematical best practice. ● Developing a culturally responsive and localised curriculum. ● Respond to EOY data. 	<p>See 2024 Annual Plan</p>	<p>See 2024 Annual Plan</p>
	<p>2025</p> <ul style="list-style-type: none"> ● Further develop a culturally responsive and localised curriculum. ● Participate in Kahui Ako PLD where relevant to student and staff needs. ● Respond to EOY data patterns. ● Review impacts of reducing disparity. 	<ul style="list-style-type: none"> ● Continue to evolve, update, consult around the localised curriculum. ● Attend relevant Kahui Ako meetings, incl WSTs and ASTs. ● Analyse EOY data for patterns. ● Use of Russell Bishop's 'profiles' to aid video staff reflections. PGC. 	<ul style="list-style-type: none"> ● Indications of engagement and agency from students; feedback and aspirations from whānau hui. ● Kahui Ako PLD, AST and WST interactions with staff benefit staff and ākongā. ● Disparity gaps reduce.
	<p>2026</p> <ul style="list-style-type: none"> ● Review and refine culturally responsive and localised curriculum. 	<ul style="list-style-type: none"> ● Continue to evolve, update, consult around the localised curriculum. 	<ul style="list-style-type: none"> ● Parents and Whānau know they have influenced the curriculum. Ākongā voice

	<ul style="list-style-type: none"> Respond to EOY data 	<ul style="list-style-type: none"> Analyse EOY data for patterns. 	<p>indicates a local and relatable curriculum.</p>
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Strengthen Connections with school whānau for the benefit of ākongā (learners). Related ' National Education and Learning Priorities ' (NELPs):1, 2, 3	2024 <ul style="list-style-type: none"> Engaging whānau and families in mana enhancing ways, including: growing student population; hui; events; Learning support; attendance; Hero; BASC; Community waiata/Te Reo/Kapa Haka. 	<ul style="list-style-type: none"> See 2024 Annual Plan 	<ul style="list-style-type: none"> See 2024 Annual Plan
	2025 <ul style="list-style-type: none"> Reviewing the School Values with the community. Reviewing the school's culturally responsive and localised curriculum and whanau expectations. 	<ul style="list-style-type: none"> Ongoing hui to receive parental and whānau aspirations. Consultation with ākongā and kaiako. As above. 	<ul style="list-style-type: none"> Values either endorsed or changed to reflect stakeholders' aspirations. Ākongā voice indicates high levels of engagement with curriculum. Positive impact on assessment data.
	2026 <ul style="list-style-type: none"> Identifying needs from whānau, parents and grandparents. 	<ul style="list-style-type: none"> Providing multiple avenues for communication, including kanohi ki te kanohi hui. 	<ul style="list-style-type: none"> Positive voice from hui and parental surveys.
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Develop an	2024 <ul style="list-style-type: none"> Maximising resources 	<ul style="list-style-type: none"> See 2024 Annual Plan 	<ul style="list-style-type: none"> See 2024 Annual Plan

inspiring school environment Related ' National Education and Learning Priorities ' (NELPs): 1, 2	available to improve grounds and facilities, including: pump track, shade structure; pool seating; waharoa; outdoor classroom beginning.		
	2025 <ul style="list-style-type: none"> • Enviroschool practices being shared across school - apply for Gold. • Outdoor classroom being further developed. • Actions and improvements related to 10 year plan taking place. 	<ul style="list-style-type: none"> • Enviroschool initiatives intertwined with localised curriculum. • Money spent creating shelter structures in the outdoor classroom space. • Actions as per 10YPP. 	<ul style="list-style-type: none"> • Enviroschool practices broadened and embedded. Gold-Green award achieved. • Outdoor classroom in use. • 10YPP items achieved according to timeline.
	2026 <ul style="list-style-type: none"> • Outdoor classroom being further developed. • Actions and improvements related to 10 year plan taking place. 	<ul style="list-style-type: none"> • Staff include the outdoor classroom as a feature of EOTC experiences. • Actions as per 10YPP. 	<ul style="list-style-type: none"> • Outdoor classroom use becomes a 'normal' and regular feature across the school. • 10YPP items achieved.

NATIONAL EDUCATION & LEARNING PRIORITIES (NELPs)

Government has set the following **objectives** and *priorities* for the education system of New Zealand in accordance with the Education and Training Act 2020. NELPs have replaced the 'NEGs' and 'NAGs' from 1st January 2023. **NELPs inform the role of Parua Bay School and the Board of Trustees:**

NELP 1 - Learners at the centre -

- *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying;*
- *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.*

NELP 2 - Barrier free access -

- *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs;*
- *Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.*

NELP 3 - Quality teaching and leadership -

- *Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning;*
- *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.*

NELP 4 - Future of learning and work -

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