



# Tisbury School

*"Growing lifelong learners in an inclusive environment"*

## Strategic Plan 2024-2025



Manaakitanga

Respect

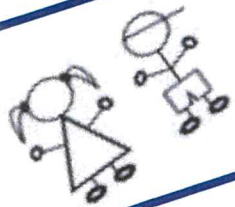
Takohanga

Responsibility

Whanaungatanga

Belonging





## "Growing lifelong learners in an inclusive environment"

### Information informing this plan (7b/7c):

Community consultation : online surveys; two community event days; a community hui; student and staff voice, initial joint discussion with the Waihōpai Rūnaka, through the Invercargill Primary Principals Associations forum, on developing connections and directions for education across Waihopai.

Themes from consultation: Community Involvement (especially after all the covid years); belonging; communication; connected; inclusive; inspiring; potential; kindness; local area: history, culture.

### Strategic Goal (71b):

#### Actions (7e,7f):

*Define one to three high level tangible steps for each strategic goal to inform the annual targets.*

#### Success (7g):

*Define what you expect to see at the end of two years*

#### NELPS & Relevant Strategies (7di,ii,iii):

#### Board Primary Objectives (71b):

<b>Tahi</b> <b>Develop a rich school curriculum that encompasses cultural connectedness through the Te Tiriti o Waitangi principles, to enhance learning for all ākonga.</b>	a) Provide kaiako with a strong foundation and confidence in cultural connectedness through the Te Tiriti o Waitangi principles to support all ākonga in their learning.  b) Refresh and align our school curriculum with the NZC refresh.	<ul style="list-style-type: none"> <li>- Kaiako will have a deeper understanding of cultural connectedness / Te Tiriti o Waitangi Principles.</li> <li>- Culture will be evident in planning and teaching.</li> <li>- Teaching and learning at our kura will be aligned with the curriculum refresh.</li> </ul>	1/2/3	127
<b>Rua</b> <b>Build partnerships with whānau and the wider community that create opportunities for engagement and participation in school life.</b>	c) Create a welcoming and inclusive environment where whānau see themselves as active members of the school community.  d) Developing relevant and engaging opportunities for ākonga to interact with the community.	<ul style="list-style-type: none"> <li>- Whānau feel a strong a sense of community.</li> <li>- Higher levels of whānau engagement.</li> <li>- Akonga will have stronger connections to the schools values in the wider community.</li> </ul>	1/3/4	127

### Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii): Through the development and understanding of cultural connectedness and Tiriti o Waitangi principles, Tisbury School will:

- Host cultural events and celebrations that reflect the richness of Māori culture and tikanga, such as Matariki, Polyfest and involve the community in these celebrations.
- Ensuring curriculum reflects and celebrates the diverse cultures in our school community, including Māori culture.
- Monitor the progress and success of all ākonga to support them to strive and pursue their full potential.
- Fostering a strong sense of community among whānau and increasing their engagement honors the Treaty of Waitangi's principles of partnership and participation.
- Building positive and respective relationships with whānau, students, iwi and the community by actively listening to their needs and perspective, and collaborating to meet these needs effectively.





# Tisbury School

*"Growing lifelong learners in an inclusive environment"*

## Annual Plan 2024



Manaakitanga   Respect   Takohanga   Responsibility   Whanaungatanga   Belonging



to enhance learning for all ākonga.

Annual Target/Actions:

a) Provide kaiako with a strong foundation and confidence in cultural connectedness through the Te Tiriti o Waitangi principles to support all ākonga in their learning.

Action (9b)	Resources (9c)	Evidence/Measure of success (9d)	Timeframe	Personnel	Achieved ✓ Working towards ➡ Next Steps
Work alongside PLD provider to build kāiako knowledge and understanding of cultural connectedness / Te Tiriti o Waitangi. PLD Providers CORE through the Invercargill Kāhui Ako.	<ul style="list-style-type: none"><li>- allocated time to work with a PLD facilitator</li><li>- Kahui Ako across school leads / WSTs to share back to their own schools.</li></ul>	Staff are implementing knowledge and tools gained from sessions with PLD provider/ WSTs. This is evident in through planning and practice.	Terms 1 – 2	PLD Provider Kaiako	
Develop achievement challenges and identify next steps within the Kāhui Ako	<ul style="list-style-type: none"><li>- Allocated time to work with CORE Education on:</li><li>- Staff Well Being</li><li>- Student attendance &amp; engagement</li></ul>	Annual surveys and analysis of data to monitor progress.	Terms 1 – 4	AST's/WST's/School Leaders	
PLD Provider , Evaluation Associates s, to develop an understanding about how Niho Taniwha provides a foundation for learning for all, hat has ,at it sfoundation, Te Tiriti o Waitangi Principles. PLD awarded 80 hours to delivery this PLD.	<ul style="list-style-type: none"><li>- allocated time to work with a PLD facilitator</li><li>- 1 staff meeting per month under RAPLD hours)</li><li>- team meetings for implementation</li></ul>	Staff are implementing knowledge and tools gained from sessions with PLD provider. This is evident in their planning and practice.	Terms 1 – 4	PLD Provider Kaiako	

Annual Target/Actions:

b) Refresh and align our school curriculum with the NZC refresh.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Time Frame	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
Build kaiako capacity around the NZC refresh with maths as our initial focus area.	<ul style="list-style-type: none"><li>- The Learner First</li><li>- PLD time and working with another school.</li><li>- Revise school wide common practice planning</li></ul>	Staff are implementing knowledge and tools gained from sessions with PLD provider. This is evident in their planning and practice.	Terms 1 / 4	Lead Teacher Maths	
Create robust assessment for learning practices across the school in maths	<ul style="list-style-type: none"><li>- The Learner First PLD</li><li>- Time for kaiako to moderate and collaborate around Afl</li><li>- Creating folders of exemplars</li><li>- HERO for tracking and monitoring</li></ul>	Data to be gathered anal analysed, with next steps identified, for all ākonga,. For students who need additional support to ensure they make progress, support register will be filled in and student progress monitored over time.	Terms 1 / 2 / 4	All Teaching Staff	
Track and monitor progress for our year 3 & year 6 cohorts for maths	<ul style="list-style-type: none"><li>- Team/moderation meetings x3 each term</li><li>- HERO for tracking and monitoring</li><li>- school wide monitoring and review process each term (triangulating assessment data)</li><li>- shared practice each term (what's working well for our below level students, what's not)</li><li>- allocated time to work with a PLD facilitator around curriculum development (1 staff meeting per month &amp; 1 team meeting per month)</li></ul>	<p>Moderation meetings are documented and next steps are implemented.</p> <p>Data is triangulated, gathered and mapped/tracked termly for Y3 &amp; 6 ākonga.</p> <p>Kaiako are sharing practice regularly – classroom visits.</p>	Terms 1 / 4	Principal Lead Teacher Maths All Teaching Staff	



Annual Target/Actions:

c) Create a welcoming and inclusive environment where whānau see themselves as active members of the school community.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Resources (9c)	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
On a termly basis, provide events where the community are invited to participate/attend cultural, sporting school events.	School long-term plan of events, term by term.	Feedback from community and attendance.		Staff	

Annual Target/Actions:

d) Develop relevant and engaging opportunities for ākonga to interact with the community.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Resource(9c)	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
On a termly basis, students will have opportunities to participate in events where they engage meaningfully in the local community.	School’s long-term plan of events, term by term.	Feedback from community.	ETOC Funds.	Staff	