School Number: 3067   **Principal:** Aaron Sangster   **Board of Trustees Endorsement:** Hannah Throssell   **Date:** 18/12/2023
Address: P. O. Box 41, Ward, Marlborough 7248.   **PH:** 03 57 56837   **Email:** office@ward.school.nz   **Website:** https://www.ward.school

National Education and Learning Priorities

Objectives	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD-CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
Priorities	1. Ensure places of learning are 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 and deliver education that responds to their needs, and sustains their identities, languages and cultures	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.*Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language	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 learners/ ākonga have the skills, knowledge and pathways to succeed in work	8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

Strategic Goal 1: Hauora

Develop positive social, emotional, mental and physical well-being for all learners.

Annual Aims:

1.1 Review and reset PB4L systems within the school to develop school wide consistency
1.2 Align strategic documents, planning, systems and processes with PB4L.
1.3 All staff model, and guide the practices of expected behaviours and develop an understanding of procedures for positively acknowledging these.
1.4 Review Health curriculum and develop plans to implement a progression of relevant programmes across the school
1.5 Ensure all students have access to learning through consistent attendance and engagement.

Annual Achievement Target: For all our students to be learning, progressing and achieving in **Reading,** Writing and Maths.

Evaluation Term 1: Student voice/Parent Survey/Board Report	**Term 2:** Board Report	**Term 3:** Board Report, Wellbeing Survey	**Term 4:** Board Report

Implementation: What will we do?			**Monitoring and Evaluation:** Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	**Resources**	**Who? When?**	**Indicator of Progress: Outcome (behaviour)**	**Indicator of Progress: Output (product and process)**
1.1.Review and reset PB4L systems within the school to develop school wide consistency	PB4L Leaders- AD/ AS Funding Staff/Students	Term 1 - 4.	Teachers, support staff, and students will have a clear understanding of PB4L strategies and how to implement them successfully	Attendance at PB4L training days and regular meetings for lead PB4L staff. Regular opportunities at staff meetings to discuss and share progress Lesson and strategies evident in everyday teaching and

	Whānau			celebrated at weekly assemblies. PB4L strategies understood, implemented and evident in the playground.
1.2 Align strategic documents, planning, systems and processes with PB4L.	PB4L Funding Staff/Students Whānau	Term 1 - 4.	All staff committed to the PB4L philosophy and demonstrated this by being active in the work. Whānau contributes to the Health curriculum review	Lead staff attend workshops and planning meetings School planning documents include PB4L philosophy Teachers and support staff understand and can talk about the purpose of PB4L Parents and Whānau understand the purpose of PB4L
1.3 All staff model, and guide the practices of expected behaviours and develop an understanding of procedures for positively acknowledging these.	Time Staff Students Whānau	BOT members Term 1 - 4.	Staff, students and Whānau revisit values and what they mean. Teachers and support staff implement strategies that are agreed on collaboratively and are consistently implemented.	Professional Growth Cycles, Staff meetings, learning programmes and playground behaviour show and reflect PB4L philosophy and understanding of individual wellbeing
1.4 Review Health curriculum and develop plans to implement a progression of relevant programmes across the school	Time Staff Students Whānau Funders	BOT Staff Term 1 - 4.	Student, Whānau and staff voice is gathered. Consistent and transparent curriculum plan that shows natural progression of learning outcomes to meet whanau and curriculum well being needs .	Health and well being survey's completed at the start of term 1 Progressions document developed to identify key needs and coverage of the curriculum Lessons and programmes delivered in class
1.5 Ensure all students have access to learning through consistent attendance and engagement.	Time Staff SMS Whānau	BOT Staff Term 1 - 4	Student attendance monitored thorough school SMS system. Families with attendance between 85% and 90% to be contacted and followed up. Below 85% to be met face to face and under 80% to be refferedd to attendance services	Every Day Matters Reports to be followed and monitored Termly checks through SMS system

Evaluation and next steps:
   1.

Strategic Goal 2: Curriculum, Community/Iwi, and Māori Engagement	Annual Aims:
Strengthening of curriculum and iwi connections through building positive relationships with the local and wider community.	2.1 Connect with local community and iwi to develop a local curriculum plan 2.2 Improve te Reo Māori planning, teaching, and learning in meaningful contexts. 2.3 Develop an understanding of culturally responsive practices that promote success for all and give effect to Te Tiriti o Waitangi

Annual Achievement Target: For all our students to be learning, progressing and achieving in **Reading,** Writing and Maths.

Evaluation Term 1: Baseline data	Term 2: SOI and Board Report	Term 3: SOI and Board Report	Term 4:SOI and Board Report

Implementation: What will we do?			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Who/Resources	When	Indicator of Progress: Outcome (behaviour)	Indicator of Progress: Output (product and process)
2.1.Connect with local community and iwi to develop a local curriculum plan	Time Relievers Resource Teacher Whānau Local Iwi Piritahi COL Niho Taniwha	TODs Term 1-4	Teachers research local stories and include them in programmes. Students develop an understanding of local stories and places. Annual consultation with Maori Whanau with a Hui focusing on aspirations and progress	Teachers know students' iwi, histories and mihi. Effective, culturally responsive pedagogical practices and shared understandings are agreed and implemented. Staff PD undertaken through the Piritahi COL looking at the Niho Taniwha resource Community are informed and have input into Community/ Iwi and Maori engagement strategy.
2.2. Improve te Reo Māori planning, teaching, and learning in meaningful contexts.	All staff ASL/WSL Facilitators Resource Teacher of Māori	Term 1 Term 1 - 4	Teachers successfully integrating and using Te Reo Maori in the classroom Teachers are able to articulate and show evidence of how they have given effect to te Tiriti.	Staff to develop a consistent and school wide local curriculum plan that gives effect to Te Tiriti incorporating Maori Reo and Tikanga Culturally responsive classrooms/environments. Student understanding of tikanga and te reo Māori is increased and can be evidenced.
2.3.Develop an understanding of culturally responsive practices that promote success for all	Time All Staff Piritahi COL Students/Whānau	TODs Term 1 - 4 NZSTA ASL	Teachers demonstrate a commitment to understanding The Niho Taniwha resource through P.D Classroom practices and programmes give effect to Te Tiriti with clear evidence and understanding from children The BOT understands the importance of improving our culturally responsive practice	Teachers take part in Piritahi COL PD relating to Niho Taniwha Teachers include and demonstrate deliberate acts of teaching that give effect to Te Tiriti and promote succes for all. Principal Board Reports to reflect ongoing development of culturally responsive practice
Evaluation and next steps:				

Strategic Goal 3: Strengthening Teacher & Leadership Capability Reflective Inquiry, teaching, and leadership creating equity and excellence for all learners.	Annual Aims: 3.1 All students are making progress and achieving the expected curriculum level. 3.2 Accelerate the progress of priority learners, specifically in Literacy.

Annual Achievement Target:			Piritahi Achievement Challenge:	
For all our students to be learning, progressing and achieving in **Reading**, Writing and Maths			All learners to make expected progress in Reading, Writing and Mathematics. **Equity:** All priority learners make accelerated progress - 2 +sub-levels in one year.	

Evaluation Term 1: Baseline data.	Term 2: Board Report	Term3: Board Report	Term 4: Board Report

Implementation: What will we do?			Monitoring and Evaluation: Evidence. How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	**Resources**	**Who? When?**	**Indicator of Progress: Outcome (behaviour)**	**Indicator of Progress: Output (product and process)**
3.1. All students are making progress and achieving the expected curriculum level.	Time Relievers ASL/WSL PLD Facilitators Piritahi COL	Teachers WSL/ASL Term 1 - 4	Assessment data gathering Term 1, 2 & 4. Achievement data reported to the BOT Regular review and monitoring of student progress and achievement.	Teacher Professional Growth Cycles (PGC) are regularly reflected on and updated Assessment data gathered, analysed and planning reflects student needs. Learning goals, next steps and how to achieve them are verbalised by students. Goals and successes are shared through Parent Conferencing, Written reports and celebration events Take part in Piritahi moderation and P.D
3.2.2 Accelerate the progress of priority learners, specifically in Literacy.	Time/Funds ASL/WSL SENCo LLLL Resource Sheena Cameron/Louise Dempsey Work shops	All Staff Term 1 - 4	Junior Teacher Professional Learning in Little Learners love Literacy (Astructured approach). Teachers will use the language of our values and curriculum. Teachers will use collaborative planning and developed curriculum progressions	Priority students identified. Teacher PGCs will reflect commitment to Literacy P.D Literacy progressions reflected in local curriculum development Teacher Aide support to help identified priority learners

Consultation Process
Community consultation was held at the end of Term 3 at our Community Wow event with 3 key questions posted, **1 -** What Skills do you want your child to have when they leave Ward School? **2 -** How does your child learn best? What is the best approach to obtaining these skills? **3 -** How can we better give effect to the Treaty of Waitangi? This was followed with a Google survey sent to everyone to make sure we captured as wide an audience as possible. The above plan is a direct result of this consultation as well as consultation with our ERO Partners and our Board of Trustees. Analysis of these surveys and collated data from end of year achievements have led us to identify the above goals to focus on over this next 2 year cycle.We believe working on these goals will help us deliver the confident, responsible, resilient and connected students that our community desires.

Evaluation and next steps: