



Strategic Plan 2020 - 2022

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This Strategic Plan explains what we intend to do over the next three years to improve student outcomes. It outlines key goals, targets and initiatives for improvement, which in turn guide resourcing priorities. It provides an important means for involving the school community in setting the school's direction.

Our school is located in Kohimarama and caters for students from Years 1 to 8. Our roll of 781 students (as at Sept 2019) shows increasing cultural diversity, with a large number of students speaking more than one language. The School employs 75 staff and engages with a range of local educational and service organisations to deliver the curriculum and extra-curricular learning opportunities for students.

Consultation process:

St Thomas's School Documentation Review, Community, Staff, Board of Trustees. This Strategic Plan was ratified by the Board of Trustees on 17/02/2020 and will be submitted to the Ministry of Education by 1/03/2020.

Board of Trustees Chairperson: Michael Morton

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Date: 21/02/2020



The July 2019 ERO's External Evaluation Report reported that St Thomas's is 'well placed' for success:

Strengths:

- the principal's inclusive approach to building collaborative leadership that promotes high expectations and a culture of professional learning
- teaching and learning strategies that enable students to lead their own learning

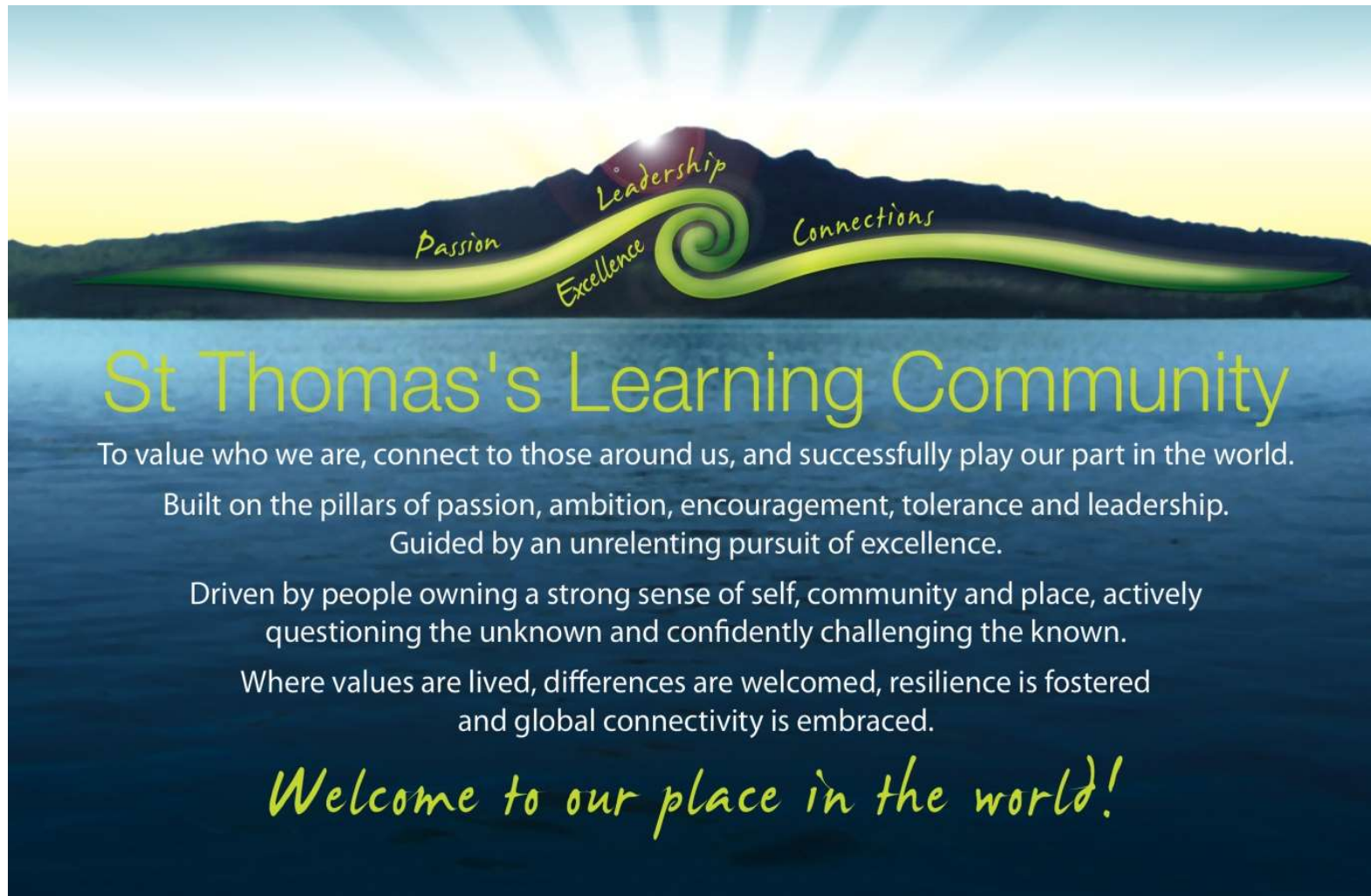
Continue to develop:

- students' sense of agency as curious, collaborative, resilient, critical learners
- teachers' capability to accelerate student progress and achievement
- a more culturally responsive curriculum
- educationally powerful learning partnerships with whānau and parents

Priorities for further development:

- board training to strengthen stewardship
- extending the use of effective teaching strategies that accelerate student progress and learning
- strengthening teachers' analysis and use of assessment information
- continuing to build leadership capability at all levels to support the school's achievement of parity for its Pacific students

Vision



Strategic Plan 2020-2022

Our Why

Changing Learning for a Changing World

Learner Outcomes

Through learning at St Thomas's School we are:

- Striving for EXCELLENCE in all we do
- Making CONNECTIONS at every opportunity
- Willing to take on LEADERSHIP as we grow
- Showing a PASSION for our learning

Learner Attributes

We show progress in our learning at St Thomas's School by:

- Being COLLABORATIVE
- Being CREATIVE
- Being RESILIENT
- Being CURIOUS

... in all areas of the curriculum

Graduate Profile

CONNECTIONS – I have a strong sense of who I am as a person and I am connected to my family, friends, community and the world.

LEADERSHIP – I manage myself, am ambitious and a team player.

EXCELLENCE – I have experienced my personal best & have confidence in my own potential.

PASSION – I embrace a passion for life-long learning.

Goals

2020-22



1. Learning

- ▶ **Academic excellence** - Develop high levels of competency in literacy and numeracy with opportunities to participate and excel in the arts, sciences, sports and leadership.
- ▶ **Quality Teachers** - Develop staff capability, with particular focus on learner agency.

2. Engagement

- ▶ **Parents as Partners** - Engage with parents, whanau and care givers as key partners in students' learning and wellbeing, welcoming their voice and contribution to our school.
- ▶ **Māori & Pasifika** - Reflect Māori & Pasifika identity, language and culture within the curriculum, improving parity, learning opportunities and outcomes.

3. Environment

- ▶ **Safety** - Ensure a safe learning environment that supports different learning styles and connects us to each other & the natural world.
- ▶ **Wellbeing/Hauora** - Strengthen our student-centred culture where we live our St Thomas's values and prioritise wellbeing/hauora (physical, social, emotional, mental).

Initiatives

2020

1. Academic achievement **Existing Initiative**
2. Learner Agency (see also COL strategic goals)
 - Learning Progressions **Existing Initiative**
 - St Thomas's Language of Learning **Existing Initiative**
 - Collaborative Teaching and Learning **Existing Initiative**
 - Learning Through Play **New Initiative**
 - Coherent pathways (Y8 to Y9) **New Initiative**
3. Student leadership **Development**
4. Education outside the classroom (EOTC) **Development**
5. Digital strategy development **New Initiative**

1. Communications and engagement plan **New Initiative**
2. Board training and succession planning **New Initiative**
3. Pasifika engagement **New Initiative**

- Wellbeing/Hauora review **New Initiative**
- Design, implement and reflect on learning spaces across Year 0-8 and communal spaces (e.g. library, hall, makerspace, learning support, etc) **Existing Initiative**
- School environment plan - reflect on outdoor and single cell learning spaces and the intent for them across the school **New Initiative**

Values

Excellence, Leadership, Connection, Passion



Strategic Goals Initiatives and Expected Outcomes

GOALS

INITIATIVES

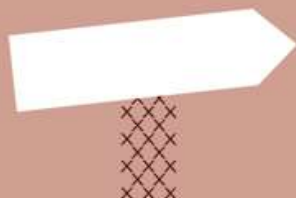
EXPECTED OUTCOMES



Creating coherent **Learner Pathways** through the transitions; with initial emphasis on core curriculum

- Define, design and implement key elements of pathway alignment
- Enhance the coherency of our pathways for students with identified learning support needs
- Share data and insights as well as teaching and learning practices that support the ongoing development of each of our learner's achievement and agency

Learners transition seamlessly



Enhancing and embedding **Learner Agency**; with an aligned language of learning

- Map the alignments and continue to develop each Te Roopu Pourewa school's languages of learning
- Evaluate the impact of our learner agency practices and identify and share what is working
- Build teachers' capabilities in rich learning design

Agentic learners with self-awareness and self-efficacy

Initiatives

2020

Learning

- Academic achievement
- Learner Agency (see also COL Strategic Goals)
 - Learning Progressions
 - St Thomas's Language of Learning
 - Collaborative Teaching and Learning
 - Learning Through Play
 - Coherent pathways (Y8 to Y9)
- Student leadership
- Education outside the classroom (EOTC)
- Digital strategy development

Engagement

- Communications and engagement plan
- Board training and succession planning
- Pasifika engagement

Environment

- Wellbeing/hauora review
- Design, implement and reflect on learning spaces across Year 0-8 and communal spaces
- School environment plan - reflect on outdoor and single cell learning spaces and the intent for them across the school

2021

Learning

- COL initiatives
- STEAM centre with specialist teachers
- New entrant transition
- Digital technology curriculum rollout

Engagement

- Wellbeing/hauora plan – rollout
- Māori and Pasifika connections
- Board training and succession planning

Environment

- School environment plan rollout (indoor and outdoor) – 5YA

2022

Learning

- Digital technology curriculum
- COL initiatives
- New Zealand history curriculum

Engagement

- Board training and succession planning
- Māori and Pasifika connections

Environment

- School environment plan rollout (indoor and outdoor) – 5YA

Cultural Diversity at St Thomas's School

Including specific reference to Te Ao Māori and Pasifika

Cultural Diversity

St Thomas's School acknowledges Aotearoa, New Zealand's unique cultural diversity and values the histories, traditions and beliefs of all its peoples.

Bicultural Partnership

St Thomas's School acknowledges the principles of Te Tiriti o Waitangi, The Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand. The school will continue to develop an understanding of Te Ao Māori, including Tikanga Māori and Te Reo Māori. This will include developing a stronger relationship with our local iwi, Ngāti Whātua o Ōrākei and utilising the expertise and environment of our local Ngāti Whātua o Ōrākei Marae.

Tikanga Māori*

St Thomas's School will incorporate Tikanga Māori into the school's curriculum by:

- Using the strengths of teachers and visiting experts
- Having dual signage, art and artefacts in the physical environment
- Welcoming manuhiri (guests) and new whānau to our school with pōwhiri
- Acknowledging annual celebrations including Matariki and Te Wiki o te Reo Māori, Māori Language Week
- Creating a garden area of native plants suitable for raranga (weaving) and rongoā (medicine)
- Have school-wide kapa haka rōpū (groups)
- Selecting a karakia for our school to use at the start of the day or to begin a hui

Te Reo Māori**

St Thomas's School will incorporate Te Reo Māori into the school's curriculum by:

- Classrooms having visible greetings, commands, labels and calendar in Te Reo Māori
- A school-wide expectation for Te Reo Māori instruction in the classroom to be set
- Including Te Reo Māori vocabulary across curriculum areas
- Promoting the correct pronunciation of all Te Reo Māori words

St Thomas's will provide fulltime instruction in Te Reo Māori for learners whose whānau request it.

The school will take all reasonable steps to meet the needs of parents who request fulltime Te Reo Māori. Such requests must be made in writing to the BoT. The BoT will consider personnel, finance and property options. If none of these are viable options, the whānau will be advised of alternative places in the community which may meet their needs.

NZ History 2022

St Thomas's will work towards the 2022 expectation for NZ History to be part of the curriculum and taught in all classrooms by:

- Informing staff in 2020 of the expectations for 2022
- Gathering further information in 2020 regarding the expectations outlines
- Locating resources in 2020 and 2021 to support the teaching of these expectations
- Considering and organising Professional Learning and Development for 2021
- Supporting teachers to deliver NZ History expectations to students

Pasifika

St Thomas's will implement the recommendations from the 2019 Pasifika Review by:

- Establishing a formal plan for Pasifika student engagement and roll-out plan throughout the year
- Continuing to monitor the progress of Pasifika students as a separate group (e-AsTTle, Termly Assessments, OTJs, Agency Survey).
- Establish a formal plan for Pasifika whanau engagement and roll-out plan throughout the year.
- Record Pasifika whanau engagement throughout the year (e.g. Sasa teaching, sports involvement, cultural day, in-class expertise shared).

Community

St Thomas's School will ensure a relationship with our Māori and Pasifika communities is strengthened by:

- Consulting with our Māori and Pasifika learners and whānau to help identify ways the school can support learners and whānau to feel valued as Māori and/or Pasifika
- Talking with whānau about ways to ensure all Māori and Pasifika whānau are welcomed into our school
- Finding opportunities that allow St Thomas's School and the local Ngāti Whātua o Ōrākei Marae to collaborate together
- Offering regular Whānau Hui (1 per term) to gather together collectively
- Curriculum reports to the Board of Trustees (BoT) on literacy and numeracy contain specific reference to the achievement of Māori and Pasifika learners

**Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context.*

Taken from māoridictionary.co.nz

***The Māori Language*