



2024 -2025

Our School Vision



About our strategic plan

The Selwyn Ridge School Board of Trustees and leadership team have great pleasure in presenting our 2024-2025 strategic plan for teaching and learning. Our plan takes into account all the excellent work that has gone before and provides a future focus for the next two years. The strategic plan is a living document and is revisited on an ongoing basis. This document gives a framework for the future and provides a plan for the implementation of the New Zealand curriculum, Te Mātaiaho at Selwyn Ridge School.

School Background and Description

Selwyn Ridge school is located in Welcome Bay, Tauranga. The school was established in 1997 to cater for a growing community. Governed by an enrolment zone our school currently has a roll of between approximately 430 and 510 students. Selwyn Ridge is a contributing school (year 0-6) and at the end of the 2023 school year had a roll of 500 students.

Partnership

Partnering with community is a foundational principle of strategic planning and therefore seeking voice from our community has been an important part of the development process.

We have done this by:

1. Whānau survey : an opportunity to contribute for all whānau of the school. The data was collated and analysed to inform next steps for the school.
2. Whānau Māori hui and survey - an opportunity for whānau Māori to share whakāro on education for Māori at Selwyn Ridge
3. Ākonga (learner) survey - All tamariki had the opportunity to share their thinking about our kura and strategic direction. Year 5 and 6 completed individual surveys, year 4 held focus groups and year 1 - 3 completed whole class reflection. The data was collated and analysed to inform next steps for the school.
4. Staff feedback - A range of opportunities was given for staff to feedback and share thinking. These were collated and analysed and included in thinking for next steps for the school.
5. Board of Trustees Strategic Planning hui - Time to unpack feedback from consultation and determine future pathways

Achievement analysis

Outcomes of goals set in our 2023 annual plan and school level core curriculum data also are also a key foundation in the development of our strategic plan. This is outlined in detail in our 2023 Annual Report.

Current position

Selwyn Ridge school's vision is "Kia hokahoka kahurangi - Kids On The Ridge Soaring High," reflecting our commitment to achieving the best outcomes for each child. We embrace powerful learning, continually exploring what it is and how to achieve it.

Feedback from whānau consultation in 2023 was extremely positive with 95.83% of respondents agreeing or strongly agreeing that SRP supports their children to soar high in their learning and achievement. Overall, feedback emphasises the desire to create a well-rounded education that addresses various aspects of personal development, academic growth, life skills, community involvement, cultural understanding and practical knowledge. The desire for incorporating more cultural representation and diversity in the schools activities was presented. Feedback indicated we are taking meaningful steps toward promoting bi-cultural partnership and Te Tiriti o Waitangi and it would be appreciated if this was strengthened further.

Our ākonga survey shared valuable insights with students greatly valuing the school and its diverse range of offerings. These include various extracurricular options such as podcasts, choir, and cultural activities like Kapa Haka, as well as hands on lessons and numerous sports opportunities. Ākonga have a diverse range of interests and focal points they would like to explore this year including historical and cultural exploration, te reo māori and māori history, stem and technical subjects and also across the arts.

In 2023, we integrated Te Mātaiaho into our curriculum, emphasizing connections with the concept of Te Hononga. Key curriculum areas included social sciences, visual arts, and physical science. Our professional development focused on understanding Te Mātaiaho's whakapapa and its alignment with our curriculum. Draft common practice models in literacy and mathematics were explored, pending government and Ministry of Education reconsideration.

Planned for 2024 is the integration of the science, technology, and arts refresh in Te Mataiaho into our curriculum. With shifts in government priorities, we remain responsive and committed to enriching learning experiences.

Te Tai Whanake, an online localised curriculum, was launched in 2023, based on a regional Te Ao Māori Poutama and Te Reo Māori Poutama. We will integrate Te Tai Whanake into our 2024 curriculum.

In 2023, year one and two teachers implemented the Better Start Literacy Approach. In 2024, year three teachers will undertake this program. Our healthy active learning commitment continues, aligning with our strategic focus areas.

Strategic planning for 2024/2025 emphasizes 'culturally empowered ākonga' and 'pedagogically enriched kaiako.' Challenges include addressing the needs of students with high needs, behavioral issues, and trauma. Ongoing professional development, including exploring the Berry Street learning approach, is crucial to effectively address diverse learning needs and trauma-informed teaching.

Summary of the plan

Our 2024 annual development plan falls from our 2024 - 2025 strategic plan. It has been formulated following consultation with community, ākonga, kaiako and school leadership.

There are two umbrella areas of focus:

1- Culturally Empowered Ākonga - All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.

Growing culturally empowered ākonga builds on mahi of previous years in giving effect to Te Tiriti o Waitangi and enhancing tikanga and te reo māori across the kura. We will extend this through professional learning for kaiako, growing whakaro, manawa and kete with a particular focus on the use of Te Whanake curriculum and Poutama Reo. Tapasa will also be reintroduced with Pasifika in the Bay Trust lead professional learning. We will also build our knowledge of other cultures in our kura and how we can use cultural knowledge to deepen relationships and learning outcomes for tamariki.

2 - Pedagogically Enriched Kaiako - Kaiako use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Selwyn Ridge Powerful Learning Principles will be reviewed based on contemporary research and then applied in practice. This goal will engage kaiako in research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with additional needs and trauma informed teaching. Literacy will be the curriculum content area of focus in 2024.



Growing mind, heart and toolbox: whakāro, manawa, kete

Giving effect to Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

At Selwyn Ridge, commitment to giving effect to the principles of Te Tiriti o Waitangi is woven into the fabric of our educational ethos. Recognizing the dual cultural heritage of Aotearoa, the school embraces the principles of partnership, participation, and protection, as outlined in the Treaty. Through a curriculum that integrates Māori perspectives and values, students at Selwyn Ridge gain understanding of the rich cultural tapestry that defines New Zealand. Te Reo Māori is not only taught as a language but is also infused across the curriculum, fostering a sense of belonging and understanding. Additionally, the school actively engages with the local Māori community, seeking input and involvement in decision-making processes to ensure that the school operates in a manner that respects and upholds the spirit of the Treaty. By embodying the principles of the Treaty of Waitangi, Selwyn Ridge strives to create an inclusive and harmonious learning environment that prepares students to be culturally competent and socially aware citizens of Aotearoa.

Selwyn Ridge policies, practices and action plans reflect New Zealand's cultural diversity and meet the needs of its Māori and Pacific Island students

- ākonga have tikanga and te reo Māori integrated through the curriculum
- parents who would like the opportunity to have their child take part in bilingual or full immersion programmes are told about the network of local schools which makes this possible
- an active kapahaka programme is available for all those students who wish to take part
- twice yearly consultation with whānau

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at Selwyn Ridge Primary can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at Selwyn Ridge will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others

Key Links to the Statement of National Education and Learning Priorities in Schools and Kura

Objective 3 - Quality Teaching And Leadership


- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- Use development opportunities for teachers / kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Talk with learners / ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.



Areas of strategic focus - 2023 to 2025

National Education Learning Priority (NELP) FOCUS AREA	<u>2023</u>	<u>2024</u>	<u>2025</u>
<p><u>Quality Teaching and Leadership</u></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> <p>(NELP Objective 3)</p>	<p><u>Healthy active learning</u> Year 2</p> <p><u>Better Start Literacy</u> Year 1-2 <u>Mathematics</u> Year 3 - 6</p>	<p><u>Pedagogically enriched kaiako</u></p> <p><u>Learning principles to practice - Literacy</u> Better Start Literacy Year 1-3 Continuing Literacy Year 4-6</p>	<p><u>Pedagogically enriched kaiako</u></p> <p><u>Learning principles to practice</u> Specific curriculum areas of priority to be determined based on 2024 data and self review.</p>
	<u>Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum</u>		
	<p>Te Ao Tangata / Social Sciences Mathematics and Statistics English</p>	<p>Science Technology The Arts</p>	<p>Health and Physical Education Learning Languages</p>
	<p><u>Culturally Empowered Ākonga</u></p> <p>All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.</p> <p><u>Te ao Māori</u> Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.</p> <p><u>Pasifika</u> Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.</p>		
	<p><u>Inclusion</u></p> <p>Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.</p>		

Strategic Goal 1 - Culturally Empowered Ākonga

Strategic goal 1	School Board Priorities	Link to Education Requirement	Outcomes After two years we expect to see:
Culturally empowered ākonga 	Highest possible student achievement Physically and emotionally safe environment for all Inclusive and caters for students' differing needs Giving effect to Te Tiriti o Waitangi	National Education Learning Priority (NELPS) NELP 1 - Learners at the centre NELP 3 - Quality teaching and leadership NELP 5 - meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Increasingly equitable and excellent outcomes for all within a culture that promotes identity and belonging 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 An increasingly bicultural localised curriculum that is reflective of the intent of Te tiriti o Waitangi with growth and normalisation of tikanga and te reo Maori in daily school life


How will we achieve or make progress towards this strategic goal?

Te Tai Whanake curriculum development across the kura including Te Ao Māori Poutama (learning ladder) and Te Reo Māori Poutama. Strategic leadership for Leah Mikaere to support kaiako to grow practice with te ao and te reo māori
 Tapasā | Our Sea of Islands Professional Development for Selwyn Ridge. 15 hours of Tapasā PLD (across 2 years).
 Cultural celebrations and learning with whakaro, manawa and kete about different cultures in our kura.

How will we measure success?

NZCER Taku Reo ākonga survey - pre and post assessment for ākonga - increasing te reo use in the classroom and across the kura.
 Ākonga feedback through consultation and focus groups
 ERO Poutama Reo tool used as self reflection and formative assessment tool at 6 months intervals.
 Kaiako professional growth cycle that outlines individual goals and growth in teaching te reo and tikanga across the curriculum. Includes classroom observation and team collaboration.
 Kaiako survey to review confidence and efficacy of teaching learners from different cultures
 Whānau hui to share progress and collectively monitor the use of our Te Reo Maori Poutama
 Outcomes in core curriculum show increasingly equitable and excellent outcomes for all

Strategic Goal 2 - Pedagogically Enriched Kaiako

Strategic goal 2	School Board Priorities	Link to Education Requirement	Outcomes After two years we expect to see:
Pedagogically Enriched Kaiako 	Highest possible student achievement Inclusive and caters for students' differing needs	National Education Learning Priority (NELPS) NELP 1 - Learners at the centre NELP 3 - Quality teaching and leadership NELP 6 - develop teacher / kaiako confidence and competence to teach diverse learners / ākonga with varying needs, and to appropriately modify teaching approaches	Increased kaiako confidence and repertoire for teaching ākonga with diverse needs Sustained implementation of Healthy Active Learning Kaupapa Te Mataiaho common practice - Selwyn Ridge common practice models. Greater alignment of key SRP principles of learning in practice (Berry street model example). Improved outcomes for learners - literacy Assessment capable learners - ākonga, kaiako and whānau are assessment capable

How will we achieve or make progress towards this strategic goal?

Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment. Exploring the Berry Street learning approach and how we might further apply key principles and practices to Selwyn Ridge. Continuing to embed Healthy active learning as a learning principle across the curriculum at Selwyn Ridge.

Providing ongoing professional learning for teachers to enhance their skills in responding to diverse learning and/or behavioural needs and trauma informed teaching.

Literacy development - Better Start Literacy embedding for year 1 and 2 ākonga, introduced for year 3.

Continuing literacy practices for years 4 -6. Key learning principles and practices explored across the curriculum.

How will we measure success?

Kaiako observation as part of professional growth cycle. Kaiako share professional growth in use of an increasing repertoire of teaching strategies, approaches, learning activities and assessment for learning strategies and how these have been adapted in response to the needs of individuals and groups of learners.

Ākonga feedback through consultation and focus groups - how are they experiencing curriculum?

School wide data collected from above and analysed to track alignment, improvement, challenges and strengths over time.

Outcomes in core curriculum show ongoing growth in ākonga progress and achievement (reading, writing, mathematics)



2024 Annual Plan

Kia Hokahoka Kahurangi

A school's strategic plan serves the purpose of communicating intended outcomes, values and goals, and its plan for teaching and learning programmes and associated activities, to its staff and community as well as to the government.

Strategic Goal 1 - Culturally Empowered Ākonga

Strategic goal - All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.

Te ao Māori

Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.

Pasifika

Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual Target:

1.1. - Te Tai Whanake curriculum development across the kura including Te Ao Māori Poutama (learning ladder) and Te Reo Māori Poutama. Strategic leadership for Leah Mikaere to support kaiako to grow practice with te ao and te reo māori

1.2 - For kaiako to grow whakaro, manawa and kete with Tapasa - the Pasifika Education Plan

1.3 - Cultural celebrations and learning with whakaro, manawa and kete about different cultures in our kura.

What do we expect to see by the end of the year?

Key Improvement Strategies

Actions	Who is responsible	Resources	Outcomes / Measuring success
Te Tai Whanake Curriculum - focus on migration - Growing knowledge and understanding of local purakau including hikoi to Pāpāmoa Hills and Maketu Melanie Cottingham to facilitate professional learning around Tapasa and principles to classroom practice	Leadership team Melanie Cottingham - Pasifika in the Bay Trust	Cost of bus and food for hikoi to Maketu Travel Ed support facilitation	<ul style="list-style-type: none"> Kaiako grow understanding of local purakau and implement these into term 1 curriculum focus of Turangawaewae. Knowledge and use of Tapasa is built and integrated into practice
Growth of Te Reo for kaiako through targeted professional learning (coaching model and team development) Translation of this into classroom practice with ākonga growth in understanding and using te reo.	Leah Mikaere Team leaders	Leah Mikaere - budget for release for leadership and coaching	<ul style="list-style-type: none"> Kaiako survey to review confidence and efficacy of teaching learners from different cultures NZCER Taku Reo ākonga survey - pre and post assessment for ākonga - increasing te reo use in the classroom and across the kura.
Vertical learning team focus - Te Ao Māori and Te Reo Māori poutama Russel Bishop - Leading to the North East professional learning for leadership team	Leah Mikaere Roz Salter Erin Neilson Kim Abbott	Professional learning for leadership team - \$500 for Russel Bishop	<ul style="list-style-type: none"> team meeting minutes show pathway of learning Te Tai Whanake curriculum including Te Ao and Te reo māori are included in all planning Reflection and next steps from Russel Bishop leadership development planned and implemented
Teacher professional growth cycle. Observations of practice. Goal setting.	Leadership team	Staffing and time for observations and PGC connection	<ul style="list-style-type: none"> Professional growth cycle documentation - including observation feedback. Outcomes from classroom assessment / te reo. Ākonga feedback
Explore cultural celebrations	Tracey Hall, leadership team	Support for different cultural celebrations. Community involvement	<ul style="list-style-type: none"> Cultural celebrations are planned for, completed and reviewed. Feedback from attendees on the experience

Strategic Goal 2 - Pedagogically Enriched Kaiako

Strategic goal - Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment.

Annual Targets:

1.1 - Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment. 2024 curriculum focus area - Literacy. Better Start Literacy embedding for year 1 and 2 ākonga, introduced for year 3. Continuing literacy practices for years 4 -6.

1.2 - Professional learning for teachers to enhance their skills in responding to diverse learning and/or behavioural needs and trauma informed teaching.

What do we expect to see by the end of the year?

Increased kaiako confidence and repertoire for teaching ākonga with diverse needs

Sustained implementation of Healthy Active Learning Kaupapa

Te Mataiaho common practice – Selwyn Ridge common practice models. Greater alignment of key SRP principles of learning in practice (Berry street model example).

Improved outcomes for learners in literacy

Key Improvement Strategies

Actions	Who is responsible	Resources	Outcomes / Measuring success
Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment. Exploring the Berry Street learning approach and how we might further apply key principles and practices to Selwyn Ridge.	Tanya Healy Leadership team	2 teacher only days (MOE provided to implement pedagogy to practice). Leadership development (Tanya Healy and Shelley Handley)	Kaiako observation as part of professional growth cycle. Kaiako share professional growth in use of an increasing repertoire of teaching strategies, approaches, learning activities and assessment for learning strategies and how these have been adapted in response to the needs of individuals and groups of learners.
Continuing to embed Healthy active learning as a learning principle across the curriculum at Selwyn Ridge.	Sport BOP - Apanui Heemi Teaching team	Release for teachers to attend professional learning	Healthy active learning imbedded across curriculum. Identified teachers attend professional learning in healthy active learning. Tu Manawa grants applied for.
Literacy development - Better Start Literacy embedding for year 1 and 2 ākonga, introduced for year 3.	Literacy leadership team Year 1 -3 team	Year 3 teachers - BSLA resourcing	Outcomes for literacy - BSLA and junior literacy achievement and outcomes
Transition to school review	Shelley Handley	Release for visiting other kura, further research	Active inquiry with changes made. Feedback from whānau of new entrant tamariki
Continuing literacy practices for years 4 -6. Key learning principles and practices explored across the curriculum. Update on assessment practices with Asstle	Tanya Healy Kim Abbott	Asstle course	Outcomes in core curriculum show ongoing growth in ākonga progress and achievement (reading, writing, mathematics).
How to teach reading, writing and spelling professional learning for teachers of year 4-6	Tanya Healy Year 4 - 6 team	\$750 for resource	Ākonga outcomes in literacy. Teacher increase in knowledge and efficacy in literacy teaching