



HOME OF THE BAREFOOT LEARNER

Kainga o ngā akonga māhorahora

Strategic Plan 2021 - 2023



# Home of the barefoot learner where curious free -spirited learners belong, connect, explore and thrive.

## Initiatives



Nurture a thriving school by focusing on the capability and capacity of our staff and students.

1. Leaders are skilled, competent and focused on sustainable continual improvement.
2. Staff feel valued and are therefore engaged with the school's vision and direction.
3. Students are confident, resilient, inspired and successful



Deliver a curriculum that improves the outcomes for curious barefoot learners



1. Paekākāriki's rich history, local environment and diverse people are integral to our curriculum.
2. Whānau understand learning and teaching at Paekākāriki School.
3. Te Ao Māori and te reo Māori are valued and central to our curriculum.



A sustainable future with wellbeing at the heart of the school

1. Staff have what they need to be their best and do their best work
2. Students are supported to be their best and we use a strengths-based approach.
3. We work with whānau to foster our home and school partnerships.

2023

2020

Our goals


**A culture where people are valued and understood**

**Our students embody the barefoot learners principles**

**We are the school of choice**

# Nurture a thriving school by focusing on the capability and capacity of our staff and students.


2021

<p><b>Initiative 1.1</b> Leaders are skilled, competent and focused on sustainable continual improvement</p> 	<p><b>Initiative 1.2</b> Staff feel valued and are therefore engaged with the school's vision and direction</p>	<p><b>Initiative 1.3</b> <b>Students are confident, resilient, inspired and successful</b></p>
<p><i>QUALITY TEACHING AND LEADERSHIP</i></p>	<p><i>QUALITY TEACHING AND LEADERSHIP</i></p>	<p><i>BARRIER FREE ACCESS</i></p>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•PLD, goals and performance are reflected on and evaluated through the growth coaching process.</li> <li>•Budget enables opportunities to be taken where possible.</li> <li>•Leaders are supported to 'step outside' of our school in order to explore and lead best practice.</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•Personal Development one-on-ones focus on self-assessment and goal setting</li> <li>•Staff are supported and encouraged to work in areas they are passionate about.</li> <li>•Call back days are used for PLD</li> <li>•Teaching as Inquiry and valued friends make use of the IRIS Connect software for reflection and feedback.</li> <li>•Support staff involved in PLD</li> <li>•Contract teacher only days are used for team planning.</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•Students are supported to be leaders and to reach their full potential by seeking internal and external opportunities to develop and celebrate leadership.</li> <li>•Special programmes are implemented and evaluated ensuring student needs and passions are met ( GATE, Performing Arts, Whaikorero)</li> <li>•Screening tools are used to identify students with additional learning needs.</li> <li>•The PB4L programme builds positive relationships and supports an inclusive and restorative culture.</li> </ul>




# Deliver a curriculum that improves the outcomes for curious barefoot learners.

2020

<p><b>Initiative 2.1</b> Paekākāriki's rich history, local environment and diverse people are integral to our curriculum.</p>	<p><b>Initiative 2.2</b> Whānau understand learning and teaching at Paekākāriki School</p>	<p><b>Initiative 2.3</b> Te Ao Māori and te reo Māori are valued and central to our curriculum.</p>
<p><i>QUALITY TEACHING AND LEADERSHIP</i></p>	<p><i>LEARNERS AT THE CENTRE</i></p>	<p><i>QUALITY TEACHING AND LEADERSHIP</i></p>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•Identify and appoint learning area leaders, deliver the local curriculum and map this to the NZC (includes Science, Digital Technologies, Quick 60, PE). Provide appropriate budgets for each area.</li> <li>•Pedagogies such as project-based learning and play are explored and evaluated by learning area leaders.</li> <li>•The physical aspects of learning environments are improved (10YPP)</li> <li>•PB4L and Mana Potential programmes are monitored</li> <li>•STEM PLD is well resourced, including Teaching as Inquiry time</li> <li>•Students and staff work collaboratively with community members on the gardening curriculum.</li> <li>•The Enviro Schools programme is explored as an option for supporting the gardening curriculum</li> <li>•External expertise are accessed whenever</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•Monitor the reporting to parents schedule and effectiveness via whanau survey</li> <li>•Celebrate and share success (school wide, project and individual) and achievement</li> <li>•Create a multilayered communication and media strategy which focuses on our key messages, our 'story' using video and print and our "graduate" successes.</li> <li>•Develop and implement a "How To" for using the Hero platform for whanau. Including a video about accessing student information.</li> <li>•Publish the Reporting to Parents Schedule</li> </ul> <div style="text-align: center;">  </div>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•The local curriculum continues to develop the Te Ao Māori Concept Curriculum and links with the local environment and important sites.</li> <li>•Kapa Haka, tikanga and te reo are sustainably resourced</li> <li>•The BOT employs additional staff to support the development of a pilot programme to strengthen and embed Te Reo and Tikanga across the kura.</li> <li>•The Rongoa project is adequately resourced and is part of the weekly programme</li> </ul>

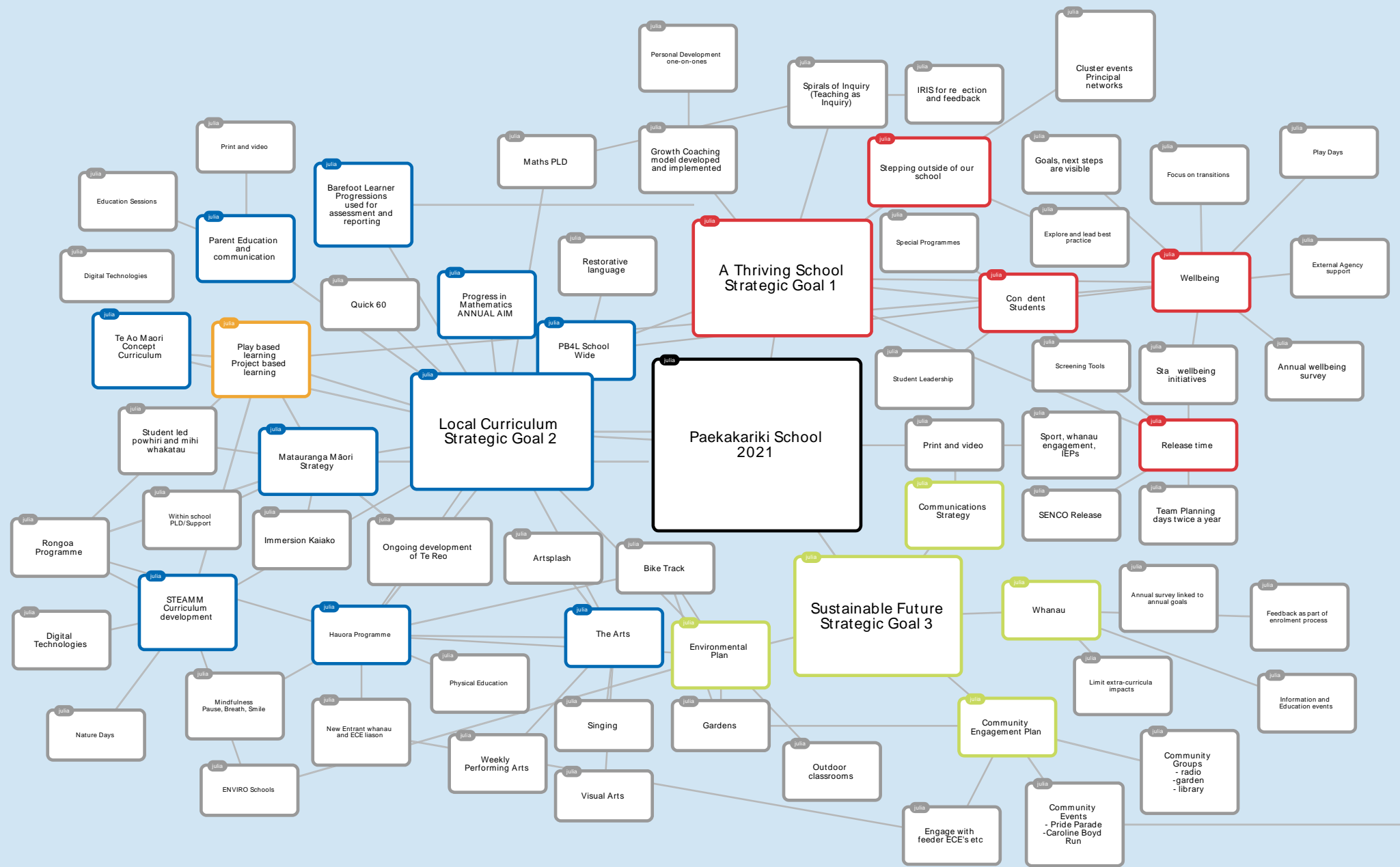
# A sustainable future with wellbeing at the heart of the school

## 2020

<p><b>Initiative 3.1</b> Staff have what they need to be their best and do their best work</p>	<p><b>Initiative 3.2</b> Students are supported to be their best and we use a strengths-based approach.</p>	<p><b>Initiative 3.3</b> We work with whānau to foster our home and school partnerships.</p>
<p><i>QUALITY TEACHING AND LEADERSHIP</i></p>	<p><i>BARRIER FREE ACCESS LEARNERS AT THE CENTRE</i></p>	<p><i>LEARNERS AT THE CENTRE</i></p>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•Staff wellbeing plan is created and implemented then evaluated</li> <li>•New staff are involved in an induction programme that outlines the school vision, philosophy and approaches to learning and teaching</li> <li>•Balance time for staff PLD and meetings</li> <li>•Appropriate IT support and resources are provided to all staff</li> <li>•Counselling services are available to all staff</li> <li>•Staff are given opportunities to share and celebrate their successes/joys</li> </ul> 	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•Student wellbeing plan is developed including a focus on transitions</li> <li>•Student Leaders are trained and other options for student leadership explored.</li> <li>•Monitor student wellbeing using an annual student survey.</li> <li>•PB4L programme is underway</li> <li>•Student voice is gathered from current and past students.</li> <li>•The International Student programme is reviewed and revised with staff, students and whanau.</li> <li>•BYOD is promoted for learners in years 5 - 8</li> <li>•Source support from external agencies wherever possible to address student wellbeing and diverse learner needs</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>•Evaluate the impact of the MOE Donations scheme</li> <li>•Gather feedback from new families within the first 10 weeks of being at Paekākāriki School as per the enrolment process</li> <li>•Parent Information evenings are held to provide parents with up to date research and information pertaining to learning and teaching.</li> <li>•Annual whānau survey aligned with strategic/annual goals</li> <li>•Limit the impact of extra-curricular activities so that they don't place extra pressure on whanau</li> <li>•Advertise and provide options for whanau to "pay it forward"</li> </ul>

# Annual Achievement Targets 2021

Target	Aim
Progress in Mathematics	<p>To monitor the progress of the target group of learners whose progress has slowed.</p> <p>To ensure that students in this group make a year's worth of progress for a year's worth of learning.</p>
Boys Literacy	<p>To raise the percentage of boys achieving at or above expectations in writing to 93%.</p> <p>To continue to close the gap between boys achievement in reading and girls achievement in reading.</p>
Maori Student Achievement	<p>To raise the percentage of Māori students achieving at or above expectations in writing and reading to 90%</p> <p>To continue to close the gap between Maori student achievement and NZ European student achievement.</p>





# 3 Year Calendar

[Link to spreadsheet?](#)