

Bathgate Park School Strategic Plan 2024-2025

Mission:

He kākano ahau i ruia mai i a Rakiātea.
I am a seed born of greatness.

Vision:

A place to stand and grow.
A place to weave futures.

Values

Āwhina

Respect yourself, others and the environment

Own your actions

Have a positive attitude

Angitu

Learner Profile:

Growing *confident, creative, connected* and *capable* ākonga.

Summary of the information used to develop this plan/How did you create this plan?

- Community Consultation 2022 Re-vision of Bathgate Park School
- Community Consultation 2023- Strategic Planning
- Student Achievement and Progress Report to the Board of Trustees December 2023
- Ngai Tahu Strategic Plan: *Ngai Tahu 2025*
- Health Community Consultation 2023

Strategic Goal 1	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	Improvement Priorities	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you monitor progress and success?
To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.	All of section 127 (1) applies	NELP Objectives 1.2.3 Te Mātaiaho and the Common Practice Model The Literacy and Communication and	Action Plan developed from improvement priorities to meet desired outcomes for ākoka. School Improvement Team (SIT) Members	Action Plan with timeframe and responsibilities. Leadership actively leading the learning. Review and revision of	Regular engagement and progress checkpoints. Classroom teachers and Salote have discussed the linked assessment plan for the year. The	Principal's Report to the School Board. Ongoing review and monitoring with ERO partners Attendance focused

		<p>Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Ka Hikina- Ka Hāpaitia</p> <p>Teu Mai te Reo The Action Plan for Pacific Education 2020- 2030</p>	<ul style="list-style-type: none"> - Leadership - Board - MoE - ERO 	<p>attendance policy & procedures.</p> <p>Prioritisation of commitments and focus.</p> <p>Sense of urgency to actions</p> <p>Develop and embed coherent systems and processes to support consistent and effective teacher practise across the school, including assessment.</p> <p>Our school curriculum aligns with Te Mātaiaho and with the priorities of our community and tangata whenua.</p>	<p>triangulation of Overall Teacher Judgement and Standardised testing will be implemented and used to direct teaching and learning by all staff.</p> <p>Assessment Overview MASTER document</p> <p>Accessing support resources</p> <p>Maths resources such as Numicon and Maths No Problem! Have been ordered and are being used within the school to support the teaching and learning in maths. This offers a sequential programme to follow in line with the new education policies around teaching mathematics.</p> <p>Set attendance targets. Strengths based approach</p> <p>Reflective practise in place.</p> <p>Time has been set aside in team meetings regularly to discuss assessment and reflect on teachers practise. This will be documented and easily tracked in Team meetings Minutes.</p> <p>Puāwai Team Minutes</p>	<p>Other curriculum reports to the School Board.</p> <p>Regular progress reports and updates on student achievement and progress in Reading, Writing and Mathematics and Statistics.</p> <p>Poutama Reo</p>
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					<p>We will implement the necessary Te Mātaiaho changes throughout our local school curriculum (within a sustainable model).</p> <p>Review and develop an aligned assessment plan that links to Te Mātaiaho</p>	
					<p>We will use Ngai Tahu resources to support the development of the matauranga Māori, te reo Māori and tikanga in our local curriculum.</p>	
					<p>We will engage in ongoing Ministry of Education professional learning opportunities about Te Mātaiaho for school leaders and kaiako.</p>	
				<p>School leaders, kaiako, ākonga and whānau are engaged with their local school curriculum.</p>	<p>We will use learner voice to co-construct the curriculum plan.</p> <p>As part of our Assessment for learning PLD we have collected data through a questionnaire gathering student voice on how teaching and learning is going for each individual child. Results will be linked here.</p> <p>We will embed the learner profile in curriculum plans.</p>	<p>Ākoka, kaiako and whānau feedback methods to measure engagement and understanding of our local curriculum.</p>

				School leaders, kaiako, ākonga and whānau are engaged in continuous improvement to achieve the desired planned outcomes.		
				Student achievement and progress in Reading, Writing and Mathematics has lifted.	<p>The local curriculum will include a revised and responsive assessment plan.</p> <p>We will create a school improvement plan that focuses on school-wide consistent approaches to teaching Reading, Writing and Mathematics.</p> <p>We will have robust systems and processes for collecting, collating, analysing and using school-wide evidence of learning.</p> <p>We will have co-constructed and fit-for- purpose reporting to parents.</p>	<p>Teacher reflection on progress of individuals, groups and cohorts.</p> <p>Regular progress reports and updates on student achievement and progress in Reading, Writing and Mathematics and Statistics.</p>

Strategic Goal 2	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you monitor progress and success?
To provide ākoka, families and whānau with a strong sense of belonging and community where diversity is valued and celebrated.	All of section 127 (1) applies.	NELP 1,2,3 Attendance and Engagement Strategy Ka Hikitia- Ka Hāpaitia	Regular whānau hui/ fono with agenda that are co-constructed.	We will consult with the families of Māori and Pacific learners about why, how and when they would like to meet.	Attendance at hui. Feedback from attendees. Feedback from invited guests.

		<p>The Action Plan for Pacific Education 2020- 2030</p> <p>The New Zealand Child and Wellbeing Strategy</p>	<p>Staff have met with whānau for an informal gathering with the purpose to strengthen relationships. Those that attended had a lot of fun. Students and parents joined in activities run by the Kaiako, and food was available to share.</p> <p>We will work with the community to co-construct the agenda for the meetings.</p> <p>We will draw on the expertise within our community to support the meetings.</p> <p>Salote will run Culturally responsive Professional Development with all staff at Bathgate park with the main objective to share how to successfully reach our Pacific Learners.</p>	<p>Principal's Report to the School Board.</p>	
			<p>A responsive culturally-responsive local curriculum is created with the community.</p>	<p>The curriculum plan will be shared with families in advance and families will be invited to school to share their knowledge/ perspectives.</p> <p>Prior knowledge will be gathered from learners in advance of teaching.</p>	<p>Regular ākonga, kaiako and whānau feedback methods to measure engagement and understanding of our local curriculum.</p>
			<p>Programmes that address bias, racism and stereotyping are included in teaching programmes.</p>	<p>All staff will participate in professional learning around unconscious bias, unteaching racism and inclusive practice.</p> <p>As per above, this will be</p>	<p>Health Community Consultation</p>

				covered in the Professional development shared with all staff by Salote.	
			Communications will be in multiple languages.	<p>We will develop a network of support from many different communities.</p> <p>As a direct result the need to uplift our Pacifica Māori Learners, contact has been made with both Kings High School and Queen's High school. Both schools will send older students of Māori and Pacific learners to work on Literacy and Numeracy with our Māori and Pacific learners. This is for our Bathgate students to have teachers that reflect themselves. We are excited about this happening.</p> <p>We will use digital technologies to enhance our communications.</p> <p>Kings high school has been approached to offer our Year 7 and 8 students digital technology. 3 consecutive sessions will be run for our students to increase their capabilities in Digital Technology. The same will occur for Science and Hard Materials as Bathgate park cannot cater for the needs of our students in the current workspace environment.</p>	Regular ākonga, kaiako and whānau feedback methods.