

Bathgate Park School Strategic Plan 2024-2026

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* ākoka

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 **2025**
- Ngai Tahu Strategic Plan: *Ngai Tahu 2025*
- Health Community Consultation **2025**

Strategic Goal 1	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.	The New Zealand Curriculum Te Mātaiaho English Curriculum Mathematics & Statistics Curriculum	Place ākoka achievement at the centre of all decision-making to ensure that every learner makes sustained progress and experiences	Action Plan with timeframe and responsibilities. Leadership actively leads the learning. Prioritisation of	Our school curriculum aligns with Te Mātaiaho and with the priorities of our community and tangata whenua. We will implement the necessary Te Mātaiaho	Principal's Report to the School Board. Ongoing review and monitoring with ERO partners. Other curriculum reports to

		<p>success across the curriculum.</p> <p>Action Plan developed from improvement priorities to meet desired outcomes for ākoka.</p> <p>School Improvement Team (SIT) Members</p> <ul style="list-style-type: none"> - Leadership - Board - MoE - ERO 	<p>commitments and focus.</p> <p>Sense of urgency to action.</p> <p>School leaders, kaiako, ākonga and whānau are engaged with their local school curriculum.</p> <p>School leaders, kaiako, ākonga and whānau are engaged in continuous improvement to achieve the desired planned outcomes.</p> <p>Student achievement and progress in Reading, Writing and Mathematics has lifted.</p>	<p>changes throughout our local school curriculum (within a sustainable model).</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 engage in ongoing Ministry of Education professional learning opportunities about Te Mātaiaho for school leaders and kaiako.</p> <p>We will use learner voice to co-construct the curriculum plan.</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>Numicon - School-wide Mathematics programme across both teams. This offers a sequential programme to follow in line with the new education policies around teaching Mathematics.</p>	<p>the School Board.</p> <p>Regular progress reports and updates on ākoka focused achievement and progress in Reading, Writing, Mathematics and Statistics.</p> <p>Ākoka, kaiako and whānau feedback methods to measure engagement and understanding of our local curriculum.</p>
		<p>To strengthen teaching, learning, and equity outcomes</p>	<p>Develop and embed coherent systems and processes to support</p>	<p>Classroom teachers and SLT have discussed the linked assessment plan for</p>	<p>Teacher reflection on the progress of individuals, groups and cohorts.</p>

		<p>through the consistent use of high-quality assessment and Aromatawai information to inform responsive practice.</p>	<p>consistent and effective teacher practise across the school, including assessment.</p>	<p>the year. The triangulation of Overall Teacher Judgement and Standardised testing will be implemented and used to direct teaching and learning by all staff.</p> <p>Review and develop an aligned assessment plan that links to Te Mātaiaho</p> <p>The local curriculum will include a revised and responsive assessment plan.</p> <p>Assessment Overview MASTER document</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 the Team Meetings Minutes.</p> <p>We will have robust systems and processes for collecting, collating, analysing and using school-wide evidence of learning.</p> <p>Using reliable, valid, and culturally responsive assessment tools and Aromatawai approaches.</p>	<p>Regular progress reports and updates on student achievement and progress in Reading, Writing as well as Mathematics and Statistics.</p> <p>Analysing data to inform targeted teaching, acceleration strategies, and resourcing decisions.</p> <p>Through strong moderation practices that ensure dependable and shared judgments across the school.</p>
--	--	---	---	---	---

				<p>Ensuring assessment information is used consistently to identify strengths, needs, and next learning steps.</p> <p>Using assessment information to engage students and whānau in meaningful learning conversations.</p> <p>We will have co-constructed and fit-for-purpose reporting to parents.</p>	
	<p><u>Attendance Management Plan</u></p>	<p>Strengthen ākoka engagement and achievement by taking all reasonable steps to ensure every ākoka attends school regularly and participates fully in learning.</p>	<p>Review and revision of attendance policy & procedures.</p>	<p>Set attendance targets.</p> <p>Monitoring attendance patterns regularly and identifying ākoka at risk of irregular attendance early.</p> <p>Working in partnership with whānau to remove barriers to attendance and promote the importance of regular schooling.</p> <p>Establishing clear expectations, consistent processes, and supportive interventions that align with Ministry of Education guidelines.</p> <p>Celebrating and reinforcing positive</p>	<p>We will have a tiered attendance response:</p> <ul style="list-style-type: none"> ● Tier 1: Whole school promotion and positive reinforcement ● Tier 2: Early contact and monitoring ● Tier 3: Individualised plans and agency involvement

				attendance to build a strong culture of belonging and responsibility.	
			Reduce barriers to education for all, including those ākoka with learning support needs.	Regular engagement and progress checkpoints. Accessing support resources Strengths-based approach.	<u>Poutama Reo</u> Maintain a Learning Support Register. Track IEP goals termly. Ensure SENCO reports to the Board twice yearly.

Strategic Goal 2	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, families and whānau with a strong sense of belonging and community where diversity is valued and celebrated.	Ka Hikitia- Ka Hāpaitia Action Plan for Pacific Education 2020-2030 The New Zealand Child and Wellbeing Strategy	Seeks to achieve equitable outcomes for Māori students Policies and practises reflect New Zealand's cultural diversity. Regular whānau hui/fono with co-constructed agendas.	Increased sense of belonging reported by ākonga across all year levels. Strong participation in whānau hui, fono and community events. Māori and Pacific learners are experiencing success as Māori and as Pacific.	Hold regular whānau hui and fono with co-constructed agendas. Consult with Māori and Pacific families about preferred ways of engaging. Provide culturally responsive professional learning for all staff. Embed mātauranga Māori, te reo Māori and tikanga within the local curriculum.	Attendance and participation rates at community events. Feedback from whānau hui and fono. Principal's reports to the Board outlining progress. Analysis of engagement and attendance data for priority learners.

			<p>Clear evidence of culturally responsive teaching practices across classrooms.</p> <p>School environments that visibly reflect the languages, cultures and identities of our community</p>	<p>Implement programmes that address bias, racism and stereotyping.</p> <p>Strengthen communication channels using digital technologies and multilingual approaches.</p> <p>Develop authentic partnerships with local schools and community organisations.</p> <p>Gather and respond to ākoka and whānau voices regularly.</p> <p>Staff will run Culturally Responsive Professional Development with all staff at Bathgate Park with the main objective to share how to successfully reach our Māori & Pacific Learners.</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 ākoka, kaiako and whānau feedback methods to measure engagement and understanding of our local curriculum.</p>
			<p>Communications will be in multiple languages.</p>	<p>We will develop a network of support from many different communities.</p>	<p>Regular ākoka, kaiako and whānau feedback methods.</p>

				We will use digital technologies to enhance our communications.	
			Programmes that address bias, racism and stereotyping are included in teaching programmes.	All staff will participate in professional learning around unconscious bias, unteaching racism and inclusive practice.	