

Sefton School

Strategic Plan 2023



Sefton School
Ahead in the country



Purpose

This document outlines Sefton School strategic direction for the period 2023. It details four key focus areas which will support the school to establish a pathway for achieving equity and excellence: Curriculum and Reporting, PB4L & Wellbeing, Cultural Diversity and Inclusiveness and Engagement with Puketeraki Kahui Ako these have been linked to objectives from NELP for the 2023 year.

This plan is a living document that will be revised as needed to address changing needs or priorities, comply with Ministry requirements or incorporate national and international best practice. It is intended that this document will guide the Board's decision making, and ensure that both governance and operational decisions advance the strategic goals outlined in this plan.

Mission Statement

Sefton School is committed to providing a positive learning environment in which students strive for excellence and fully develop their potential in order to face the future with confidence.



School Values

Manaakitanga



Respect

Manawaroa



Resilience

Whanaungatanga



Relationships

Whaiawhakaaro



Reflection



SEFTON SCHOOL

2023 Strategic Goals and Annual Plan

Our Strategic Goals

Goal 1	Goal 2	Goal 3	Goal 4
<p>Curriculum & Reporting</p> <p><i>Provide a creative and sustained effective learning environment and continue to develop its localised curriculum and learning resources to meet the needs of its students.</i></p>	<p>Positive Behaviour for Learning (PB4L) & Well Being</p> <p><i>Build an inclusive culture where behaviour expectations are clear and consistent to achieve personal excellence in all tamariki.</i></p>	<p>Cultural Diversity and Inclusiveness</p> <p><i>Support and empower <u>all</u> students to learn and achieve personal equitable excellence.</i></p>	<p>Engagement with Puketeraki Kāhui Ako</p> <p><i>Actively participate in all relevant activities and initiative to support increased student achievement levels within the school and across the wider community of learning</i></p>

Mana Ākonga

Each Ākonga has a divine spark, is born of greatness, is connected through whakapapa and whānau and stands on the shoulders of their tupuna, is unique, has agency, and has the inherent capacity to learn and be successful.

In our Kura, every Ākonga has the right to an exemplary education – to be nurtured, supported and challenged, to have their successes championed, to have opportunities to extend their horizons, have choices, be enabled to develop their senses of self and identity, to be heard, to have opportunities to thrive, learn, contribute and connect.



STATEMENT OF NATIONAL EDUCATION AND LEARNING PRIORITIES AT SEFTON SCHOOL

Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality
Whaia te pae tawhiti kai tata – Explore beyond the distant horizon and draw it near.

NELP One LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.					
NELP 1	Context	Actions	Indicators (Traffic Light System)	Coordinated / supported by	Budget Commitment
PRIORITY 1 1.1 Safe places of learning, inclusive and free from racism, discrimination and bullying.	Providing a safe, secure, inclusive environment for all tamariki. . Strengthen the presence of our school values.	Gather voice of learners, whānau and staff to reduce behaviours against racism, discrimination and bullying Review systems and implement processes that promptly address and resolve complaints or concerns about racism, discrimination and bullying. Create a safe and inclusive culture where	Continue to develop a shared understanding to learning and behaviour support <ul style="list-style-type: none"> Sefton School Learning Support Model PB4L Restorative Practice Staff update on new restraint procedures Staff will continue to have specific training through the COL and support agencies (RTLb) Through the digital fluency PLD update cyber safety procedures Parent Education evenings (Sexuality Education etc) Continue to develop and implement staff and student team building activities for wellbeing and positive culture Build capacity in our staff using strengths based approach	Snr Mgmt All Staff Lead Teacher of Digital Tech, PB4L LSC WSL	60 hrs PLD - Digital Tech 60 hrs PLD Structured Literacy DP & Lead Teachers - \$4,000 per MU LSC as part of the DP role.



		diversity is valued and all learners / ākongā and staff feel they belong.	Ensure support networks are in place to build capabilities Continue to develop and model our school values		
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<p>PRIORITY 2 1.2 High aspirations for every learner/Ākongā, and support these by partnering with whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. Know the Learner.</p>	<p>All Akonga will be supported to reach their full potential and have celebrational moments to shine</p> <p>We are committed to building strong partnerships to ensure we design and deliver rich learning opportunities for all.</p>	<p>Grow strong partnerships with whānau to equip every learner/ākongā to build and realise their aspirations.</p> <p>Develop staff to have an awareness of bias and have high expectations of children</p> <p>Identify and respond to learner / ākongā strengths, progress and needs and learner / ākongā and whānau aspirations</p> <p>Build relationships with Māori.involve them in decision making and partner with them to support rangatiratanga and Māori educational success as Māori.</p> <p>Collaborate with Māori communities to invest in,</p>	<p>Develop opportunities for whānau hui to engage and socialise together.</p> <p>Continue to develop our reporting systems through HERO - engaging in parent feedback</p> <p>Develop systems monitor all children</p> <p>Using practices to dig deeper and understand why behaviours are present</p>	<p>Snr Mgmt All Staff LSC WSL Whānau Hui Group</p>	<p>60 hrs PLD - Digital Tech</p> <p>60 hrs PLD Structured Literacy</p> <p>\$2,000 Structured Literacy</p> <p>PLD \$ in Budget</p> <p>DP & Lead Teachers - \$4,000 per MU</p> <p>LSC as part of the DP role.</p>
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		develop and deliver te reo māori language opportunities and tikanga.			
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NELP 2
BARRIER-FREE ACCESS
 Great education opportunities and outcomes are within reach for every learner

NELP 2	Context	Actions	Indicators	Coordinator / supported by	Budget Commitment
<p>PRIORITY 3 2.1 Reduce barriers to education to all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>	<p>We will dig deep to identify individuals and groups of students with specific needs and ensure holistic support is put into place to enhance their learning.</p>	<p>Identify and understand barriers that may prevent learners / ākonga from accessing, participating or remaining engaged in schooling and work to address them.</p> <p>All learners and staff are safe and included in their school, their needs are supported, and that learning support programmes are robust and effective</p> <p>Reduce non-fee costs, including costs associated with BYOD policies and take advantage of policies to reduce financial dependence on families and whānau.</p>	<p><u>2023 Learning Support Model</u></p> <p>School contributes to assessments and extra support when needed.</p> <p>Seek sponsorship of students to meet their needs (uniform, stationary, lunch etc)</p> <p>Ensure all EOTC programmes cater for all needs</p>	<p>Snr Mgmt All Staff LSC WSL Whānau Hui Group Parents</p>	<p>PTA to commit funds for experiences</p> <p>DP & Lead Teachers - \$4,000 per MU</p> <p>LSC as part of the DP role.</p>

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<p>PRIORITY 4 2.2 Every learner/ākonga gains sound foundation skills, including language, literacy and numeracy - inclusive of oral language as a first language and sign language.</p>	<p>During 2023 Sefton School will begin their journey to refresh the NZC and localised curriculum.</p> <p>We will continue to develop our shared understandings of the following in our school through the lens of the curriculum refresh :</p> <ul style="list-style-type: none"> • Structured Literacy • Mathematics • ANZ Histories • Digital fluency 	<p>Ensure all learners / ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.</p> <p>Identify learners / ākong who are not making sufficient progress in key foundation skills and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</p> <p>Value the heritage languages spoken by learners / ākonga (pacific), and provide opportunities to use and to build on them.</p>	<p>Staff development and creation of the NZC refresh at Sefton School</p> <p>Engagement with Puketeraki and key supporting documents</p> <p>PLD Projects to support our journey development</p>	<p>Snr Mgmt All Staff Lead Teachers in the refresh</p> <ul style="list-style-type: none"> • Lizzie - ANZ histories • Jane - Literacy • Kirsty - Maths • Heidi - Mapping the journey & development <p>BSLA - Kim, Max, Jane and Nora</p> <p>Puketeraki engagement Refresh - Lizzie, JANE and Kirsty He Tipu - Nora and Heidi Principal Mgmt Mtgs WSL - Nora</p>	<p>60 hrs PLD - Digital Tech</p> <p>60 hrs PLD Structured Literacy</p> <p>\$2,000 Structured Literacy</p> <p>PLD \$ in Budget</p> <p>Classroom budgets</p>
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NELP 3
QUALITY TEACHING AND LEADERSHIP
 Quality teaching and leadership make the difference for learners and their whānau

NELP 3	Context	Actions	Indicators	Coordinated / supported by	Budget Commitment
<p>PRIORITY 5 3.1 Meaningfully incorporate te reo Māori and kīkanga Māori into everyday life in the place of learning.</p>	<p>Develop pathways for kaiako to enhance their understanding of Tikanga Māori and their use of Te Reo Māori</p> <p>Support our whānau to build their capabilities alongside their tamariki</p>	<p>Seek advice from Māori on how best to include tikanga Māori values, practices and organisational culture.</p> <p>Use development opportunities for teachers / kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.</p> <p>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.</p>	<p>Focus of this within Team Meetings</p> <p>Teachers will increase the amount of Te Reo use in a sustainable way</p> <p>Teachers / students to share mihi / pepeha regularly to become more fluent</p> <p>Daily routines to be established to normalise routines</p> <p>Te reo to be used in all areas of the school life - signs, newsletters, school environment</p> <p>Establish a new vision using Te Reo</p> <p>Rename year level groups and classrooms from the cultural narrative work</p> <p>Whānau hui to align beliefs and aspirations of whānau group for ākonga - welcoming new whānau</p> <p>Funds to support new ideas</p> <p>Kapahaka uniform consultations and development</p>	<p>Snr Mgmt All Staff Whānau Hui Group Kapahaka Tutors</p>	

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<p>PRIORITY 6 3.2 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>Within the NZC refresh our focus for PLD for 2023 is:</p> <ul style="list-style-type: none"> • Structured Literacy • Mathematics • ANZ Histories • Digital fluency <p>2023 is a journey to grow the capabilities of all staff at Sefton School to strengthen and support teaching, leadership and the learner.</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers / kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners / ākaonga with varying needs and to appropriately modify teaching approaches.</p> <p>Expect and support teachers / kaiako to build their understanding of learners' / ākongā contexts, including languages spoken at home, histories, stories and cultural values to provide culturally responsive teaching. h</p>	<p>PLD opportunities for all staff</p> <p>Staff Meeting / Team Meeting development to incorporate and develop school wide strategic goals, plans & PLD</p> <p>Development of curriculum - driving the school wide change and direction</p> <p>COL - Professional development</p>	<p>Snr Mgmt All Staff</p> <p>PLD / Lead Teachers</p> <ul style="list-style-type: none"> • Maths - Kirsty • Literacy - Jane • BSLA - Kim, Max, Jane and Nora • PB4L - Lizzie • Digi Tech - Kirsty • Creatives in Schools - Nora • WSL - Nora 	<p>60 hrs PLD in Structured Literacy and Digital Fluency</p>
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NELP 4 Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives

NELP 3	Context	Actions	Indicators	Coordinated / supported by	Budget Commitment
<p>PRIORITY 7 Collaboration with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>At this stage not a focus for primary schools</p> <p>However, be mindful of the two actions and our impact on them to our students.</p>	<p>Support learners / ākonga to see their connection between what they are learning and the world of work</p> <p>Breakdown ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and women.</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners /</p>	<p>Learning experiences and activities connect to real world problems, solutions and contexts</p> <p>Engaging Whānau voice with localised curriculum</p> <p>Staff to develop their capacities that break down inequalities, inequity, bias, stereotypes in our teaching and learning programmes.</p>	<p>Snr Mgmt Yr 7 & 8 teacher All Staff Whānau Hui / Parents</p>	



		ākonga to succeed in education.		
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The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5			
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable			
PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 Have 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	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātāuranga Māori in addressing local and global challenges (TES ONLY)

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language.

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others. The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters. The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

It is noted that this Strategic Plan is for the 2023 year in recognition of the following:

From 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

pg 11 The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES).



SEFTON SCHOOL

2023 Targets

Start of Year

In Brief Target Reading	In Brief Target Writing	In Brief Target Mathematics
50% to achieve at 85% progress 25% accelerate	50% to achieve at 85% progress 25% accelerate	50% to achieve at 85% progress 25% accelerate
Reading Target	Writing Target	Mathematics Target
<p>The students assessed as reading <i>below</i> the age appropriate curriculum level expectation at the end of 2022 will be targeted to achieve the following expectations. (will make at least...)</p> <ul style="list-style-type: none"> • 50% of the group to achieve at curriculum level • 85% of the group will progress within the curriculum level 	<p>The students assessed as writing <i>below</i> the age appropriate curriculum level expectation at the end of 2022 will be targeted to achieve the following expectations. (will make at least...)</p> <ul style="list-style-type: none"> • 50% of the group to achieve at curriculum level • 85% of the group will progress within the curriculum level 	<p>The students assessed as mathematics <i>below</i> the age appropriate curriculum level expectation at the end of 2022 will be targeted to achieve the following expectations. (will make at least...)</p> <ul style="list-style-type: none"> • 50% of the group to achieve at curriculum level • 85% of the group will progress within the curriculum level



<ul style="list-style-type: none"> ● 25% of the groups will make accelerated progress to achieve age appropriate curriculum level expectation. <p>Target area:</p> <ul style="list-style-type: none"> ● 28 Students in 2022 are below and well below in Reading (HERO) ● 18 Students in 2022 made No Progress in 6 months in Reading (HERO) <p>The Maori students assessed as reading <i>below</i> the age appropriate curriculum level expectation at the end of 2022 will be targeted to achieve the following expectations. (will make at least...)</p> <ul style="list-style-type: none"> ● 50% of the group to achieve at curriculum level ● 85% of the group will progress within the curriculum level ● 25% of the groups will make accelerated progress to achieve age appropriate curriculum level expectation. 	<ul style="list-style-type: none"> ● 25% of the groups will make accelerated progress to achieve age appropriate curriculum level expectation. <p>Target area:</p> <ul style="list-style-type: none"> ● 20 Students in 2022 are below and well below in Writing (HERO) ● 43 Students in 2022 made No Progress in 6 months in Writing (HERO) <p>The Maori students assessed as writing <i>below</i> the age appropriate curriculum level expectation at the end of 2022 will be targeted to achieve the following expectations. (will make at least...)</p> <ul style="list-style-type: none"> ● 50% of the group to achieve at curriculum level ● 85% of the group will progress within the curriculum level ● 25% of the groups will make accelerated progress to achieve age appropriate curriculum level expectation. 	<ul style="list-style-type: none"> ● 25% of the groups will make accelerated progress to achieve age appropriate curriculum level expectation. <p>Target area:</p> <ul style="list-style-type: none"> ● 19 Students in 2022 are below and well below in Mathematics (HERO) ● 25 Students in 2022 made No Progress in 6 months in Mathematics (HERO) <p>The Maori students assessed as writing <i>below</i> the age appropriate curriculum level expectation at the end of 2022 will be targeted to achieve the following expectations. (will make at least...)</p> <ul style="list-style-type: none"> ● 50% of the group to achieve at curriculum level ● 85% of the group will progress within the curriculum level ● 25% of the groups will make accelerated progress to achieve age appropriate curriculum level expectation.
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<ul style="list-style-type: none"> ● Five Māori children working towards curriculum expectation <p><i>Beyond this group are individual children at each level who will need careful monitoring through consistent observation and collection of data.</i></p>	<ul style="list-style-type: none"> ● Four Māori children working <p><i>Beyond this group are individual children at each level who will need careful monitoring through consistent observation and collection of data.</i></p>	<ul style="list-style-type: none"> ● Five Māori children working <p><i>Beyond this group are individual children at each level who will need careful monitoring through consistent observation and collection of data.</i></p>
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