



Our vision

Confident

Connected

Shining brightly

Our whakatauāki

Kia Tāwera kia pūkauri te tū

Shine brightly, achieve your aspirations

Our strategic goals



Enhancing **Hauora** through belonging, and valuing self and others



Strengthening **community** through valuing connections and identity



Growing capable, empowered, and **successful learners**

Our initiatives

Embed E tū Tāngata within our school community

Utilise Te Whare Tapa Whā model of wellbeing across the school

Celebrate the identities, languages and cultures of ākonga

Embed cultural narrative and the stories of our place within our school community

Increase engagement with our school community to strengthen connections

Provide a rich curriculum that engages our learners, prepares them for the future, and encourages them to shine

Enhance professional learning to support the curriculum refresh

Our success

Ākonga and kaimahi feel a sense of value, connection, and belonging in our school

Confident ākonga equipped to manage challenges and opportunities in ways that promote positive wellbeing

Ākonga have a strong sense of self-identity supported by recognising, valuing, and celebrating culture

Kaimahi, ākonga and whānau are able to articulate stories of our place

Whānau feel a sense of value, connection, and belonging in our school

Engaged learners taking responsibility for their learning and experiencing success

Curriculum programmes updated and staff confident implementing them

Our values

Whakaute
Respect



Kawenga
Responsibility



Ngākau atawhai
Kindness



Kakama me te Tino Rangatiratanga
Initiative and Independence



Pononga
Honesty

Harewood School: Strategic Planning Overview

Goals	2023				2024				2025				Success
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Enhancing hauora through belonging, and valuing self and others	Embed e Tū Tāngata within our school community												Ākonga and staff feel a sense of value, connection, and belonging in our school Confident ākonga are equipped to manage challenges & opportunities in ways that promote positive wellbeing
	Introducing the Te Whare Tapa Whā model to kaimahi and ākonga				Te Whare Tapa Whā model of wellbeing used across the school								
Strengthening community through valuing connections and identity	Connecting with own and school culture, language & identity stories				Celebrating culture and identity								Ākonga have a strong sense of self-identity supported by recognising, valuing, and celebrating culture Kaimahi, ākonga and whānau are able to articulate stories of our place Whānau feel a sense of value, connection, and belonging in our school
	Embedding cultural narrative and stories of our place, using He Poutama resource												
	Increase engagement with community to strengthen connections												
	E Tū Tangata parent session	HAL engagement. Health & Sexuality Consultation			Parent education sessions, hui, feedback surveys								
Growing capable, empowered, and successful learners	Provide a rich curriculum that engages our learners, prepares them for the future, and encourages them to shine: Learning own and local history Learning / identity maps House of Science kits												Engaged learners taking responsibility for their learning and experiencing success Curriculum programmes updated and staff confident in implementing them
	Enhance professional learning to support the curriculum refresh:												
	Adapt H&PE school curriculum following HAL PD				Embed Social Studies Embed Health & PE changes and align with refresh								
	Adapt Social Studies school & ANZH curriculum in line with NZC refresh				PD NZC Refresh Science/technology/Arts								
				Review Literacy and Maths school curriculum with NZC refresh				Embed Literacy changes					

Harewood School Annual Plan 2023

Goal 1	Initiative 1: Embed E tū Tāngata within our school community			
<p>Success: Ākonga and staff feel a sense of value, connection, and belonging in our school</p>	<p>Measures: Me and My School Survey and focus groups annually - improving engagement score and metrics for identified questions Observation of E Tū Tāngata values 6 monthly staff check-ins Annual Whānau pulse survey</p>			
Key actions	Accountable	Responsible	Resources	Complete by
Parent education E tū Tāngata session- including newsletter promotion article	Janine Kroening	E tū Tāngata team	PD budget -\$300	End of term 1
Newsletter articles sharing positive stories and promoting E tū Tāngata values	Julie Greenwood	Leadership team		Wk 7 each term
Staff incorporating E tū Tāngata into class culture and classroom practice	Janine Kroening Team Leaders	Teachers	E tū Tāngata resources	Ongoing all year
Sharing E tū Tāngata through Seesaw learning post	Team leaders	Teachers	Team meeting time	End of year
Me and My school Survey Y4-6 and focus group annually	Janine Kroening	Janine Kroening	Assessment budget - \$250 annually	By end of Term 3 each year

Goal 1		Initiative 2: Utilise Te Whare Tapa Whā model of wellbeing across the school		
Success: Confident ākonga are equipped to manage challenges and opportunities in ways that promote positive well being		Measures: Observation Me and My School Survey and focus groups annually - improving engagement score and metrics for identified questions Annual Whānau pulse survey		
Key actions	Accountable	Responsible	Resources	Complete by
Develop staff understanding of Te Whare Tapa Whā	Alistair Campbell	Rebecca Stokes Healthy Active Schools (HAS) team	Staff meeting time /TOD sessions	End of Term 1
Staff explore model to help strengthen their wellbeing	Team leaders	Team meeting check ins	Team meeting time	End of Term 2
Introduce the model to students including classroom visual	Team leaders	Teachers	Sparklers HAS resources	End of Term 1
Build upon understanding of model with students able to explain the model	Team leaders	Teachers	Learning time	Week 3, Term 4
Student wellbeing team to organise school wide events that support wellbeing	Amber Perriam	Wellbeing team	\$100 budget	Ongoing
Annual whānau pulse survey	Julie Greenwood	Julie Greenwood	2 hrs to collate	By end of Term 3

Goal 2	Initiative 1: Celebrate the identities, languages, and cultures of ākonga			
Success: Ākonga have a strong sense of self-identity supported by recognising, valuing, and celebrating culture	Measures: Me and My School Survey and focus groups annually - improving engagement score and metrics for identified questions Evidence of culture included in planning, learning and across our school			
Key actions	Accountable	Responsible	Resources	Complete by
Learning in Term 1 connected to own history, culture and stories, which teachers can build on through the year	Team Leaders	Teachers	NZ Histories resources Social Studies	End of Term 1, 2023
Cultures represented within our school displayed	Julie Greenwood	Julie Greenwood Joanna Woods		End of Term 3
Support first Canterbury/National Unity week promoting diversity, inclusion and culture 13-19 March 2022	Sharna Davis	Teachers		Week 8 Term 1
School wide culture experience related Samaon language week May 28 to June 3 2023	Sharna Davis	Gafa Tuiloma	\$200	End of Term 2
Strengthen student whānau hui for Māori students, including promoting greater use and confidence with Te Reo Māori	Sharna Davis	Sharna Davis Rheanna Scoullar	\$200	Week 5, Term 4
Māori whānau group strengthened	Julie Greenwood	Julie Greenwood	\$500	Week 5, Term 4
Staff to continue to develop Te Reo Māori use and confidence - at least two to participate in Te Ahu o te Reo	Julie Greenwood	Julie Greenwood	Te Ahu o te Reo learning	End of year
All teaching staff to have attended Tuahiwi Education workshop 1	Julie Greenwood	Julie Greenwood	PD budget	End of Term 2

Goal 2	Initiative 2: Embed cultural narrative and the stories of our place within our school community			
Outcome Kaimahi, ākonga and whānau are able to articulate stories of our place	Measures: Ākonga able to articulate stories of our place - observation and discussion			
Key actions	Accountable	Responsible	Resources	Complete by
Staff using He Poutama to guide the learning around our cultural narrative	Team Leaders	Teachers	He Poutama	Ongoing
New staff induction in cultural narrative and names of of our learning spaces	Julie Greenwood	Julie Greenwood	Website - Our Stories Meeting time	As needed
Learning on an aspect of our cultural narrative shared with whānau through Seesaw learning post (eg role play, art)	Team Leaders	Teachers	Team meeting time	End of Term 3
Learning in Term 2 connected to our school history and stories	Team Leaders	Teachers	School history booklet /file / photo archives Shirley Bastin Cultural narrative information	End of Term 2
Sharing of stories by students on website and through our newsletter	Julie Greenwood	Julie Greenwood		End of Term 4

Goal 2	Initiative 3: Whānau feel a sense of value, connection, and belonging in our school			
Outcome Increase engagement with our school community to strengthen our connections	Measures: Annual Whānau pulse survey Engagement with Seesaw Record of parents participating in events, initiatives and feedback			
Key actions	Accountable	Responsible	Resources	Complete by
Opportunities for families to share their culture, interests and passions through Give it a Go,	Joanna Woods	Joanna Woods	\$200 budget 4hrs Planning and organisation time	End of Term 3
Parent engagement as part of Healthy Active Schools learning	Alistair Campbell	Rebecca Stokes Alistair Campbell	2.5hrs release time	End of Term 3
Class on assembly parents invited in for informal tea coffee prior to assembly	Julie Greenwood	Teachers	\$200 budget	Ongoing. with regular newsletter reminders
School wide Health consultation and Sexuality Education meeting	Julie Greenwood	Amber Perriam	\$250 PD budget	Mid Term 3
Parent Education sessions offered at least twice a year	Julie Greenwood	Team Leaders/ Leadership Team	Planning time at team meeting	ongoing
Parents invited to contribute to learning eg parent help, sharing expertise, passions or interests,	Team leaders	Teachers		Week 1 newsletter each term

Goal 3	Initiative 1: Provide a rich curriculum that engages our learners, prepares them for the future, and encourages them to shine			
Outcome Engaged learners taking responsibility for their learning and experiencing success	Measures: Identity/ learning maps created and shared Me and My School Survey and focus groups annually - improving engagement score and metrics for identified questions Observation			
Key actions	Accountable	Responsible	Resources	Complete by
15 minute interview with teacher, child, parent at the start of the school year with Identity/Learning maps	Julie Greenwood	Teachers	2 days set aside Learning maps	30 & 31 January
Learning /identity maps used across the school by students and shared with whanāu	Janine Kroening	Teachers	Kahui PD support WSL time	Week 8, Term 4
Enhancement opportunities provided for students	Joanna Woods	Joanna Woods	Release to implement	2 blocks each year
House of Science resource boxes used across the school	Joanna Woods	Teachers	Time \$800 budget	TBC
Integrating learning areas when planning	Team leaders	Teachers	Team meeting planning time	Ongoing
Celebrating students shining in different areas through newsletter, assembly,	Julie Greenwood	Teachers		Ongoing
Student achievement target focus on literacy learning progress for identified students	Team leaders	Teachers	Team meeting time PD budget for Ideal for Matai team	Ongoing End of the year

Goal 3		Initiative 2: Enhance professional learning to support the curriculum refresh			
Outcome Curriculum programmes updated and staff confident in implementing them		Measures: Learning area programmes that have been adapted and aligned with the Curriculum Refresh Staff feedback around confidence and needs			
Key actions	Accountable	Responsible	Resources	Complete by	
Healthy Active Schools - participate in and complete second year of PD	Alistair Campbell	Rebecca Stokes	2 staff meeting sessions per term 1 TOD session HAL release funding	End of 2023	
Adapt and draft H&PE curriculum in line with HAS PD and stakeholder feedback	Alistair Campbell	Alistair Campbell Amber Perriam Sophie Lawson Andrea Smith	2 staff meeting sessions per term 4 days release across the year	End of term 3, 2023	
Draft Social Studies curriculum to include ANZH content and adapt inline with NZC refresh content and format	Sharna Davis	Sharna Davis Joanna Woods Rheanna Higgins Janine Kroening	3 staff meeting sessions 3 days release across the year	End of term 3, 2023	
Literacy refresh PD to support staff with this new direction	Julie Greenwood	TBC	Literacy Refresh PD Kahui support Staff meeting time PD budget	Initial session by end of Term 2, 2023	
Adapt and review Literacy programme of work in line with NZC refresh	Joanna Woods	Joanna Woods Amber Perriam Sharna Davis Alistair Campbell Janine Kroening	5 days release across the time Meeting time	End of Term 3, 2024	
Maths curriculum aligned to refresh in Mathematics	Rheanna Higgins	Rheanna Higgins Andrea Smith Sophie Lawson	1.5 days release across the year Meeting time	End of Term 4, 2023	