



Motto: **Learning Together** Students | Teachers | Community

Mission Statement: **Learning together to develop individual potential a love of learning and responsible citizenship**

Values: **Respect Responsibility Excellence Integrity**

Dispositions: **Commitment Collaboration Resilience Perseverance Self-motivation Independence Communication Creativity Reflection Risk-Taking Confidence Curiosity**

This plan was created following consultation with the Point View School community through surveys carried out on line and face to face. [\(LINK TO ONLINE SURVEY\)](#)




Consultation took place in Term 4, 2023. All families were invited to attend hui. A special consultation session was arranged for Māori and Pacific whānau. The times of hui were set at the end of the school day and in the evenings to allow as many community members as possible to attend. The Board of Trustees also met to discuss and document their views.

Data used was taken from results of the consultation. ie responses to questions about school vision.

Data was gathered from online community consultation from 2020 to 2022 carried out to inform the annual plan for the following year.

Student achievement data used was taken, since 2020, from the PVS HERO student learning and management system.

The plan builds on progress made on the annual plan for 2022 , 2023 and 2024 by teachers through their PGCs. This is supported by schoolwide and individual professional learning and regular coaching opportunities for every teacher.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>	How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Integrate and Develop Strategies for Teaching and Learning of Literacy and Mathematics	Ensure: <ul style="list-style-type: none"> every student is able to attain their highest possible standard in educational achievement the school: – is physically and emotionally safe – gives effect to relevant student rights – takes all reasonable steps to eliminate racism, stigma, bullying, and any other 	NELPs: Learners at the centre / Barrier free access / Quality Teaching & Leadership Reduce barriers to education for all, including for Māori and Pacific learners/ākonga disabled learners/ākonga and those with learning support needs	 <p>The NZ Curriculum Framework of Te Mātaiaho in the learning areas of Mathematics and Statistics and English incorporating BSLA, is integrated in our Local Curriculum well understood, valued and supported by the whole Point View community</p> <p>We have a balanced approach to teaching and learning in these areas using a range of the best resources available. This includes</p>	 <p>Track specific group who have continuous BSLA journey.</p> <p>Provide Reading Recovery, now with benefit of Early Literacy Support.</p> <p>Ongoing BSLA training for all Junior Syndicate teachers</p>	 <p>Use HERO to structure data input.</p> <p>Track progress of cohorts of students as they progress through literacy and mathematics programmes</p>

	forms of discrimination within the school <ul style="list-style-type: none"> the school is inclusive of, and caters for, students with differing needs the school gives effect to Te Tiriti o Waitangi, including by: <ul style="list-style-type: none"> working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori students. 	Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy		human resources as well as research-based programmes				
Review assessment practices and tracking and reporting processes across the school		NELPs: Learners at the centre / Barrier free access / Quality Teaching & Leadership 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	➔	Real-time reporting across the school throughout the year. Reporting includes reference to competencies and Āheitanga (capabilities agreed across Kāhui Ako) to provide a broader picture of each child around their academic achievement. System allows students to share their reflections about their progress and achievement Assessment practices are aligned with NZ Curriculum Framework of Te Mātaiaho	➔	Continue to make use of training modules, SMS experts outside and within school for real-time reporting to continue to upskill teachers Students will be actively choosing learning goals in collaboration with teachers from the SMS	➔	Systems are up and running and built into our annual processes. Whānau are accessing real time reporting regularly and report that they are finding it valuable informally and through their responses to Community surveys
Apply our local curriculum in the classroom and embed it into everyday practice whilst continuing its development in line with culturally responsive pedagogy and practices, and the changes brought about from the refresh of the New Zealand Curriculum		NELPs: Learners at the centre / Barrier free access / Quality Teaching & Leadership Build a culture embedded within Te Tiriti o Waitangi by recognising equity, diversity, professionalism and wellbeing that supports high expectations for all. In so doing, give effect to Te Tiriti o Waitangi Hold a broad view of student success (Further descriptions in Te Mātaiaho Curriculum Principles Pp13-14)	➔	A supportive and responsive local curriculum that creates lifelong inquirers is evident in all classrooms and used confidently by staff to inform teaching and learning. A clear articulation of our Local Curriculum which demonstrates how it is underpinned by Te Tiriti An emphasis on lifelong strategies for students to build personal and collective wellbeing with strong links to education for sustainability. Students have a clearer idea about their cultural identities and where they sit in Aotearoa Society Curriculum builds learners competencies and develops Āheitanga, capabilities agreed across the Waipaparoa Kāhui Ako.	➔	Classroom teaching time values delving into cultural backgrounds and identities	➔	Students will confidently speak about their own cultural identity and what it means to them Students will be genuinely interested and respectful in the cultural identity of others. This will be seen in student-to-student interactions and willingness to learn from their peers