



Pūtahi
Belfast School

Pūtahi Belfast School

Strategic Plan/Annual Implementation Plan, 2025

Ref: Collins, J. Lazier, B Turning your
business into a great enduring company

Education (School Planning and Reporting) Regulations 2023

Board must prepare an annual plan effective from 1 January following a general election.

Must be submitted on or before 1 March

Board's Strategic Plan must contain:

- Vision
- Strategic goals developed in consultation with the school community
- Information relating to how the Board has prioritised its strategic goals (Purpose/Values) and their links to:
 - NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education
 - Foundation curriculum policies and national curriculum statements.

Strategies for making progress towards its strategic goals (M elaborations) ensure:

- at least one mention is made of strategies for identifying and catering for students whose needs have not been well met)
- Te Tiriti o Waitangi - this might be a new 'M'

Information describing measures, evidence and process to evaluate progress towards strategic goals - Waypoints

Annual Plan

- Annual targets for each strategic goal (Priorities)
 - Intended actions
 - Resourcing actions
 - Measures and evidence
 - Relationship to last year's priorities (Threats)
 - Teaching and learning strategies and programmes (Success is...)
 - Give effect to Te Tiriti o Waitangi

Clause 10 should be part of the Board annual work programmes

Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

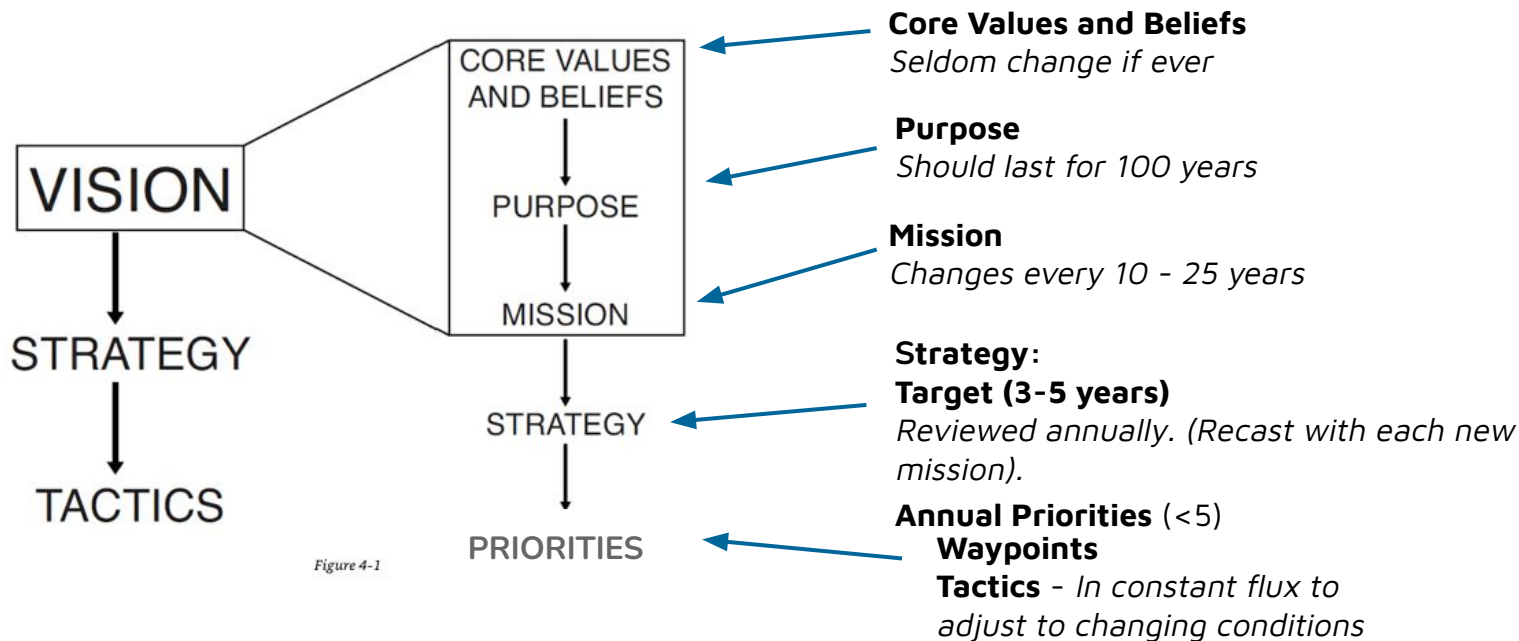
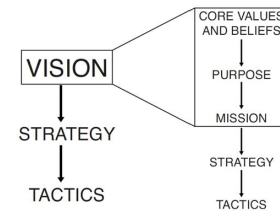


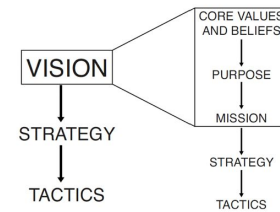
Figure 4-1

Vision



<div>Core Values → Purpose → Mission</div>		
Timeless	100 Years	10-25 years
Enduring principles to live by; a guiding philosophy	The fundamental reason for the organisation's existence. Like a guiding star; always pursued, never fully attained	Like a big mountain to climb, a clear finish line to shoot for in a compelling and galvanizing way.
Reflect the values of community that the school serves.	Articulates how the school delivers to the community's expectations.	The school's priorities for the next 10-25 years as it grows its capability to realise the community's ambitions for their children.
Would continue to hold, even when costly to do so; practices and strategies change, but not core values	Should guide the organization for at least 100 years	Not a 100% chance of success; requires a leap in capabilities Compelling and galvanising; easy to grasp

Strategy



Strategic Plan	Annual Plan
Prepared by the Board to be effective from 1 January following a General Election. (Or from an earlier date determined by the Secretary) Submitted to the MoE by 1 March.	Annual targets
The Board's strategy, in consultation with the community, as to the priorities for delivering their Mission, including measures, evidence and process.	No more than five each year with responsibility shared across SLT
Information relating to how the Board has prioritised its strategic goals and their links to: <ul style="list-style-type: none"> NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education Foundation curriculum policies and national curriculum statements. 	Tracked via Waypoints with regular adjustments to meet changing conditions.

Vision - Core Values, Purpose & Mission

<p>Core Values (Timeless)</p>	<p>Awhina Care, Mahi Tahi Share, Ako Learn and E Tipu Grow</p>
<p>Purpose (100 years)</p>	<p>Navigating a successful future together</p>
<p>Mission (10-25 years)</p>	<p>M1: Achievement- Learner/ākonga will reach their potential with success in literacy and mathematics (<i>Education and Training Act 2020: 127 1 (a), (c) and (d))</i></p> <p>M2: Wellbeing- Learners/ākonga will build and sustain positive relationships. (<i>Education and Training Act 2020: 127 1 (b), (c), (d))</i></p> <p>M3: Learning Culture - Our kura will have a strong, unified identity within the community. (<i>Education and Training Act 2020: 127 1 (a), (b), (c) and (d))</i></p>



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Strategic Goals (2024-2025)

M1 -Achievement- Learner/ākonga will reach their potential with success in literacy and mathematics

To achieve this we will		Our measures, evidence and process
A	Grow staff capacity for teaching Literacy and Mathematics	Increased numbers of girls achieving at expected levels in mathematics
B	Strengthen staff capacity in culturally responsive practice	Increased numbers of boys achieving at expected levels in writing
C	Use digital technology to embed Learn Create Share	Improve equitable outcomes for Māori students.
D	Move our Student Management System to HERO	Staff confidently respond to the learning needs of ākonga through differentiated teaching and learning programmes.
Foundation curriculum policy statements <u>Curriculum delivery policy</u>		National curriculum statements NZC
		National Education Strategies Ka Hikitia, Pacific Education Plan, Oranga Tamariki Action Plan, Learning Support Action Plan
		NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6

Strategic Goals (2024-2025)

M2 - Wellbeing- Learners/ākonga will build and sustain positive relationships.

To achieve this we will		Our measures, evidence and process
A	Grow student capabilities with Restorative Practice	Ākonga demonstrate respect and care for each other Ākonga are connected and engaged Ākonga experience physical and emotional wellbeing Education Counts attendance reports Wellbeing@School survey results PB4L MOE Facilitator Reflection
B	Develop PB4L Framework Tier 2	
C	Principles of Healthy Active Schools underpin ākonga learning and engagement	
D	Increase the number of ākonga attending regularly	
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies Ka Hikitia, Pacific Education Plan, Oranga Tamariki Action Plan, Learning Support Action Plan
		NELP: 1.1, 1.2, 2.3, 3.5, 3.6

Strategic Goals (2024-2025)

M3 - Learning Culture - Our kura will have a strong, unified identity within the community.

To achieve this we will		Our measures, evidence and process
A	Develop teacher capacity for collaborative teaching and learning.	Student and whānau will successfully transition from the Junior to Senior Campus. Student learning will progress coherently from Years 1-8
B	Implement our school Model of Inquiry	
C	Grow student capability through Assessment for Learning	
Foundation curriculum policy statements <u>Curriculum delivery policy</u>		National curriculum statements
		National Education Strategies Ka Hikitia, Pacific Education Plan, Oranga Tamariki Action Plan, Learning Support Action Plan
		NELP: 1.1, 1.2, 2.3, 2.4, 3.5, 3.6

Priorities (<5)

P1	Implementing new curriculum and assessment requirements
P2	Lifting the Lid of Learning



Priority 1 - Implementing new curricula and assessment requirements

Success is

Teachers delivering the new English and Maths curricula, aligning it to the phases of learning and progressions relevant to the individual year level.

Ākonga reflecting on their learning and able to articulate their next learning steps.

Teachers use assessment data to inform curriculum planning, and to identify the additional learning support and extension required to meet individual needs.

BSLA, Numicon, and structured literacy being delivered with fidelity by all teachers.

Strategic Links

M1 - A, D

M2 -

M3 - A, C

Internal Threats

Teachers feeling overwhelmed and reverting back to past practices.

Teachers implementing new curricula ahead of fully understanding the underpinning frameworks.

Teachers not understanding how to utilise Hero to its full potential.

External Threats

Ministry of Education timelines misaligned to school needs.

Parents feeling confused by all the changes.

Timing of professional learning giving insufficient time for teachers to adapt their practice.

Waypoints

1. All communication to whānau going through Hero.
2. Teachers using reporting overview to underpin their Hero posts.
3. Annual overviews for new curricula completed.
4. Unit and weekly plans aligned to new curricula.

Building on Victories

Successful TO day in 2024

Willingness of staff to embrace new curricula and Hero

DP with Hero experience and expertise

Some staff already trained in and using BSLA

Resources

Management Unit/WIST for Maths & Eng

Teacher Only Days - MoE and Numicon

On-going training to support the implementation of Numicon, BSLA and structured literacy

Hero training

Tactics

Teacher Only (TO) Day Hero training.

Accessing HERO experts

System to audit Hero use.

Parent information evenings

Priority 2 - Lifting the Lid of Learning

Success is

The implementation of the Pūtahi Belfast Local curriculum continuing to build on prior learning. Staff actively promoting extended discussion utilising Manaiaikalani's resources ([Appendix 1](#))

Ākonga supported to have agency over their learning through an assessment capability that allows them to locate their current and next learning step within a progression.

SOLO taxonomy being used to:

- Expand teacher planning to include open-ended tasks linked to higher-order cognitive processes
- Inform rubric development to underpin ākonga assessment capability
- Develop summative assessment tasks
- Track progress of school-wide cognitive growth

Strategic Links

M1 - A, B, C, D

M2 - A, B, C, D,

M3 - A, B, C

Internal Threats

Teachers feeling overwhelmed and reverting back to past practices.

Teacher inexperience with SOLO taxonomy.

Teachers not using ChatGPT as a draft.

External Threats

Pressure to accelerate at-risk students limiting ability to extend able learners.

Waypoints

Role job crafting system established.

SOLO taxonomy being used by all staff

Rubrics being used to increase agency

School-wide data reports based on SOLO

Building on Victories

Local curriculum has been implemented well by teaching staff in 2024.

Teaching staff have demonstrated a willingness to utilise new tools (including AI) to improve teaching and learning.

Celebration of learning events successfully held by each team.

Resources

Recognition of leadership for teachers with Management Unit to lead:

- Extending Learners
- Inquiry and Science
- Manaiaikalani Literacy Special Project and Leader of Learning
- Maths and English Lead

Tactics

Introduce SOLO with ChatGPT on TO Day
SOLO integrated into Unit plans and rubrics
Sharing and celebrating kaiako practice

Appendix One

