** Paremata School Strategic Plan 2025**

**Mission Statement**

Mā te whai pānga mai a ngā mātua me te hāpori, e rite ai wā tātou tamariki mō te paeako tawhiti

With the involvement of parents and community our children will be prepared for life long learning.

Mā roto atu I ngā whakaakoranga hiranga me ngā tūhae wheiako whai kounga.

Through excellent teaching and a range of high quality learning experiences.

Ka whai uara, ka whakautea te tuakiri me te mana o ia tamaiti.

The individuality and dignity of each child will be valued and respected.

**Paremata School Values**

**Whakaute- Respect**

**Tuakiri -Identity**

**Aroha - Empathy**

**Kia Ngangahau te Ako- Active Learning**

**Manahau- Resilience**

**Ngakau Mohio Ki te Ae Whanuia-Global Awareness**

**Te Mātaiaho**

**Curriculum**

Understand

Know

Do

***2025 Goals***

**Goal #1 Whānaungatanga**

Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion.

**Goal #2 Kaitiakitanga**

Demonstrating Kaitiakitanga through sustainable practice, responsibly managing resources, protecting our environment and investing in the future of the school community.

**Goal # 3 Whakamanawa**

For students to demonstrate whakamanawa, being encouraged and developed in positive curiosity, in exploring and discovering possible futures.

**Goal #4 Mahitahi**

To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).

**Goal #5 Matauranga**

To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude Taking responsibility to develop an attitude that broadens perspective and builds resilience towards learning.

**Goal # 6 Turangawaewae**

For students of Paremata School to develop a strong sense of turangawaewae (belonging) that celebrates all identities equally, based on mutual respect, understanding, acceptance and support.

**PAREMATA SCHOOL STRATEGIC PLAN 2025**

**Statement of National Education and Learning Priorities**

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| **LEARNERS AT THE CENTRE**  **Learners with their whānau are at the centre of education**  Student work posted on Seesaw regularly with whanau feedback  Weekly communication with Whanau over school events and happenings  Teachers sharing classroom information with whanau  Open door policy at all times with teachers available to meet families outside designated formal interviews. | **BARRIER FREE ACCESS**  **Great education opportunities and outcomes are within reach for every learner**  Assessment data to inform deliberate acts of teaching  Equity and opportunity available for all learners inclusive practice is the school’s ethos.  Accelerated Literacy for struggling readers  Screening and specialized programmes for Dyslexic students  Speech Language programmes for special needs ORS pupils  EOTC outings are encouraged in all classes  Ensuring the use of Te Reo and Tikanga Maori is prevalent in class and around the school. | **QUALITY TEACHING AND LEADERSHIP**  **Quality teaching and leadership make the difference for learners and their whānau**  New Pedagogies of Deep Learning Curriculum lens, Student Voice and our Teaching as Inquiry model is prevelant.  Continue to develop our skills in delivering quality structured literacy and mathematics teaching.  Ensuring the use of Te Reo and Tikanga Maori is prevalent in class and around the school.  Ensure equity with our moderate and high needs learners that they are not disadvantaged in classroom programmes or any assessment tasks. Support will be provided so they are set up to succeed.  Whanau will be invited in at any time to discuss their tamariki’s learning | **FUTURE OF LEARNING AND WORK**  **Learning that is relevant to the lives of New Zealanders today and throughout their lives**  Local curriculum that is real, inclusive and in context to our demographic and school community.  Each student is given opportunity to access and participate within the NZ curriculum positively at their Year level.  Engage with the local industries to support classroom programmes and EOTC outings | **WORLD CLASS INCLUSIVE PUBLIC EDUCATION**  **New Zealand education is trusted and sustainable**    Ensure school programmes are robust equitable and are available for all learners to succeed    Develop and sustain a school culture that is inclusive and welcoming so families and people from outside agencies feel a sense of belonging and are treated as active participants in the school community. |

**PAREMATA SCHOOL STRATEGIC PLAN 2025**

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| Goal Target Key Actions Measurement Responsibility Self Review/ Progress |

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| **2025**  **Goal #1**  **Whānaungatanga**  **Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion**. | To encourage Whānaungatanga  creating shared experiences and working together providing people with a sense of belonging. It comes with rights and obligations, which serve to strengthen each member of that whānau or group. | Focus further on trialing/ developing a concept curriculum all 11 elements of NPDL Student Voice, the four quadrants and 6 C’s of Deep Learning into the school curriculum  (Collaboration, Creativity, Critical Thinking, Citizenship, Character, Communication)  Remain focused on providing student voice/agency within classrooms. Students encouraged to speak up and share vision for the school.  Children will be encouraged to share their learning with their teachers, parents and peers  Tuakana teina  Modelling values, acknowledging specifically when values are used, providing effective feedback.  Teaching learning theories (Habits of Mind, De Bono’s hats, Multiple Intelligences and more) | School community work together with staff to support children’s learning at school and home  Students have large role in setting the school direction  Positive school culture in the class and the playground.  classroom programmes (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals  Positive environment | *Principal Senior management team leaders and teaching staff* |  |
| **2025**  **Goal #2**  **Kaitiakitanga**  **Demonstrating Kaitiakitanga through sustainable practice, responsibly managing resources, protecting our environment and investing in the future of the school community.** | Teachers to promote Kaitiakitanga concepts through an integrated Te Mātaiaho curriculum  The Māori concept of Kaitiakitanga relates to the protection and guardianship of the environment. This includes the land, sea and sky | .  Teachers to promote Kaitiakitanga environmental concepts through an integrated curriculum  Use the Te Mātaiaho Curriculum in classroom programmes and the school environment as a learning resource to learn about sustainability, children learn to grow and harvest food as part of the school curriculum, recycle and upcycle.  Continue to provide funding for the development of our Ki Waho and Enviroschools programme.  Integrate Environmental Studies in curriculum inquiry.  'Kaitiaki' means guardian and this can include an individual or a group.  'Tanga' also means conservation and protection. | Kaitiatanga concepts are evident classroom learning  The Ki Waho environmental group is fully operational  School recycling is efficient and our rubbish is kept to a minimum  Evidence of upcycling in environmental studies and topic work is visible in school. | *Principal Senior management Team leaders and teaching staff*      *Principal Curriculum leaders and teaching staff* | *.* |

**PAREMATA SCHOOL STRATEGIC PLAN 2025**

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| Goal Target Key Actions Measurement Responsibility Self Review/ Progress |

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| **2025**  **Goal # 3**  **Whakamanawa**  **For students to demonstrate whakamanawa, being encouraged and developed in positive curiosity, in exploring and discovering possible futures.**  **Support the empowerment of tamariki and whānau to reach their full potential.**  **Whakamanawa highlights words like encouragement, inspiring and instilling confidence to achieve and freedom. The concept is about supporting tamariki and whānau.** | Children are also empowered when the Te Mātaiaho curriculum programme enables them to explore learning with teachers intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.  Cultural awareness and cultural competencies will be expected in all programme delivery. | The principle of empowerment | whakamana encourages teachers and leaders in early childhood education settings to recognise the mana of the children and families they work with  Consider how teachers’ approach to learning and care might enhance this mana.  Children will be empowered, respected and trusted to pursue their individual interests and intentions in relation to learning activity, and involved in decision-making around their care and learning.  Children are also empowered when the curricular programme enables them to explore learning in a variety of activities and teachers are intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.  Allow pupils opportunities to come up with new initiatives for school | Increase in Levels of student engagement in school decision making  Feedback to the BOT is valued and worthwhile to strategic planning  Our special children continue to thrive in our school environment and have plenty of EOTC opportunities  Clubs are self -managed and all children are enjoying themselves  School wide programmes are all running successfully with high engagement. | *Principal Senior Management*  *All Staff*    *Principal*  *All Staff*  *Board of Trustees* |  |

**PAREMATA SCHOOL STRATEGIC PLAN 2025**

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| **2025****Goal #4**  **Mahitahi**  **To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).**  **Mahitahi engenders collaborating with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.**    **2025**  **Goal #5**  **Matauranga**  **To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude Taking responsibility to develop an attitude that broadens perspective and builds resilience towards learning.**  To ensure Māori and Pacific cultures continue to thrive in the school. | In all aspects of the school we will endeavor to provide positive care and support in all programme delivery at Paremata School.    To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude in all school wide programmes and celebrate hard mahi and achievement | Welcoming visitors and whanau/families and staff  New Families meetings  Greeting family/whanau /children  Senior children on office duty  Buddy classes/systems  Powhiri to welcome staff and new families  Farewells  All staff/support staff acknowledged and valued.  Dealing with issues immediately and communicating clearly and respectfully with families.  Embracing individuality  identifying barriers to learning  Planning and adapting programmes according to needs.  Support for children’s needs  Community response to issues and needs  Outside agency support  Mātauranga Māori is a body of knowledge encapsulating these specific life experiences that form the basis of our identity, language, cultural practices and value systems.  Mātauranga Māori in our mahi is not just creating a space for Māori ways of being and knowing, but valuing the richness that these whakaaro (ideas) bring to our kaupapa  (agenda).  It is understanding that there is no ‘one’ way to ‘know’ something. It is also understanding that the strength in our mahi (work) comes from multiple world views  and the acknowledgement that Mātauranga Māori can deepen and enhance other theories (e.g. critical theories). | High levels of community engagement in school events  Feedback from parents is positive and that they feel their input with their child’s education is valued.  Outside agencies are able to play an integral role at school and their input is valued.  NPDL competencies relating to Mahitahi are clearly evident in classrooms ad around the school  School community work together with staff to support children’s learning at school and home  Students have large role in setting the school direction  Positive school culture in the class and the playground.  Great classroom programs (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals  Positive environment  Reflective practice - why are we doing things and what is working / not working | Principal  All Staff  Board of Trustees                            *BOT Principal and all staff.*    *.* |  |
| **2025**  **Goal # 6 Turangawaewae**  **For students of Paremata School to develop a strong sense of turangawaewae (belonging) that celebrates all identities equally, based on mutual respect, understanding, acceptance and support.** | Tūrangawaewae are places where we feel especially empowered and connected. They are our foundation, our place in the world, our home.  To continuing celebrating cultural milestones and increase levels of Global Citizenship awareness  at Paremata School  Reintroduce school wide student led fundraising | School acknowledges and celebrates a variety of cultural milestones such as Ramadan, Ede, The Festival of Colour, the Chinese new year, and Matariki. Bastille Day, Children’s Day (Japan)  Further develop Year 7/8 Languages programme with French, Japanese, German, Dutch, Māori and Spanish  Promote growing the vegetable garden outside Room 17 and caretakers shed  Continue composting and recycling throughout the school  Using the school’s Jump rope competition students to fundraise | Increased awareness and cultural interaction across the school in global and national events.  Range of languages offered at school.  Composting and enviroschools committee meeting regularly with student voice evident. | *Principal and all teaching staff* |  |