

Paremata School Strategic Plan 2024/2025

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 Whanua-Global Awareness

2024-2025 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.

Te Mātaiaho Curriculum

KNOW

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PAREMATA SCHOOL STRATEGIC PLAN 2024-2025
Statement of National Education and Learning Priorities

LEARNERS AT THE CENTRE	BARRIER FREE ACCESS	QUALITY TEACHING AND LEADERSHIP	FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
<p>Learners with their whānau are at the centre of education</p> <p>Student work posted on Seesaw regularly with whanau feedback</p> <p>Weekly communication with Whanau over school events and happenings</p> <p>Teachers sharing classroom information with whanau</p> <p>Open door policy at all times with teachers available to meet families outside designated formal interviews.</p>	<p>Great education opportunities and outcomes are within reach for every learner</p> <p>Assessment data to inform deliberate acts of teaching</p> <p>Equity and opportunity available for all learners inclusive practice is the school's ethos. Accelerated Literacy for struggling readers</p> <p>Screening and specialized programmes for Dyslexic students</p> <p>Speech Language programmes for special needs ORS pupils</p> <p>EOTC outings are encouraged in all classes</p> <p>Ensuring the use of Te Reo and Tikanga Maori is prevalent in class and around the school.</p>	<p>Quality teaching and leadership make the difference for learners and their whānau</p> <p>New Pedagogies of Deep Learning Curriculum lens, Student Voice and our Teaching as Inquiry model is prevalent.</p> <p>Continue to develop our skills in delivering quality structured literacy and mathematics teaching.</p> <p>Ensuring the use of Te Reo and Tikanga Maori is prevalent in class and around the school.</p> <p>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.</p> <p>Whanau will be invited in at any time to discuss their tamariki's learning</p>	<p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Local curriculum that is real, inclusive and in context to our demographic and school community.</p> <p>Each student is given opportunity to access and participate within the NZ curriculum positively at their Year level.</p> <p>Engage with the local industries to support classroom programmes and EOTC outings</p>	<p>New Zealand education is trusted and sustainable</p> <p>Ensure school programmes are robust equitable and are available for all learners to succeed</p> <p>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.</p>

PAREMATA SCHOOL STRATEGIC PLAN 2024-2025

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2024-2025</p> <p>Goal #1</p> <p>Whānaungatanga</p> <p>Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion.</p>	<p>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.</p>	<p>Focus further on 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)</p> <p>Remain focused on providing student voice/agency within classrooms. Students encouraged to speak up and share vision for the school.</p> <p>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)</p>	<p>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.</p> <p>classroom programmes (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals Positive environment</p>	<p><i>Principal Senior management team leaders and teaching staff</i></p>	

<p>2024-2025</p> <p>Goal #2 Kaitiakitanga Demonstrating Kaitiakitanga through sustainable practice, responsibly managing resources, protecting our environment and investing in the future of the school community.</p>	<p>Teachers to promote Kaitiakitanga concepts through an integrated Te Mātaiaho curriculum</p> <p>The Māori concept of Kaitiakitanga relates to the protection and guardianship of the environment. This includes the land, sea and sky</p>	<p>Teachers to promote Kaitiakitanga environmental concepts through an integrated curriculum</p> <p>'Kaitiaki' means guardian and this can include an individual or a group. 'Tanga' also means conservation and protection.</p> <p>Kaitiakitanga is founded on traditional Māori world views. This involves the conservation, restoration and sustainability of the environment. The aim is to ensure New Zealand's land, rivers, lakes and coasts are protected for future generations. Recycling and Upcycling will be encouraged.</p>	<p>Kaitiakitanga concepts are evident in classroom learning</p> <p>The Ki Waho environmental group is fully operational</p> <p>School recycling is efficient and our rubbish is kept to a minimum</p> <p>Evidence of upcycling in environmental studies and topic work is visible in school.</p>	<p><i>Principal Senior management Team leaders and teaching staff</i></p> <p><i>Principal Curriculum leaders and teaching staff</i></p>	
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PAREMATA SCHOOL STRATEGIC PLAN 2024-2025

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2024-2025</p> <p>Goal # 3 Whakamanawa</p> <p>For students to demonstrate whakamanawa, being encouraged and developed in positive curiosity, in exploring and discovering possible futures.</p> <p>Support the empowerment of tamariki and whānau to reach their full potential.</p> <p>Whakamanawa highlights words like encouragement, inspiring and instilling confidence to achieve and freedom. The concept is about supporting tamariki and whānau.</p>	<p>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.</p> <p>Cultural awareness and cultural competencies will be expected in all programme delivery.</p>	<p>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</p> <p>Consider how teachers' approach to learning and care might enhance this mana.</p> <p>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.</p> <p>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.</p> <p>Allow pupils opportunities to come up with new initiatives for school</p>	<p>Increase in Levels of student engagement in school decision making</p> <p>Feedback to the BOT is valued and worthwhile to strategic planning</p> <p>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</p> <p>School wide programmes are all running successfully with high engagement.</p>	<p><i>Principal Senior Management</i></p> <p><i>All Staff</i></p> <p><i>Principal</i></p> <p><i>All Staff</i></p> <p><i>Board of Trustees</i></p>	

PAREMATA SCHOOL STRATEGIC PLAN 2024-2025

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2024-2025 Goal #4 Mahitahi To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).</p> <p>Mahitahi engenders collaborating with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.</p>	<p>In all aspects of the school we will endeavor to provide positive care and support in all programme delivery at Paremata School.</p>	<p>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</p>	<p>High levels of community engagement in school events</p> <p>Feedback from parents is positive and that they feel their input with their child’s education is valued.</p> <p>Outside agencies are able to play an integral role at school and their input is valued.</p> <p>NPDL competencies relating to Mahitahi are clearly evident in classrooms ad around the school</p>	<p>Principal</p> <p>All Staff</p> <p>Board of Trustees</p>	

<p>2024-2025 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.</p> <p>To ensure Māori and Pacific cultures continue to thrive in the school.</p>	<p>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</p>	<p>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.</p> <p>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).</p> <p>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).</p>	<p>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.</p> <p>Great classroom programs (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals Positive environment</p> <p>Reflective practice - why are we doing things and what is working / not working</p>	<p><i>BOT Principal and all staff.</i></p>
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<p>2024 -2025</p> <p>Goal # 6</p> <p>Turangawaewae</p> <p>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.</p>	<p>Turangawaewae are places where we feel especially empowered and connected. They are our foundation, our place in the world, our home.</p> <p>To continuing celebrating cultural milestones and increase levels of Global Citizenship awareness at Paremata School</p> <p>Reintroduce school wide student led fundraising</p>	<p>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)</p> <p>Further develop Year 7/8 Languages programme with French, Japanese, German, Dutch, Māori and Spanish</p> <p>Promote growing the vegetable garden outside Room 17 and caretakers shed</p> <p>Continue composting and recycling throughout the school Using the school’s Jump rope competition students to fundraise</p>	<p>Increased awareness and cultural interaction across the school in global and national events.</p> <p>Range of languages offered at school.</p> <p>Composting and enviroschools committee meeting regularly with student voice evident.</p>	<p><i>Principal and all teaching staff</i></p>	
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