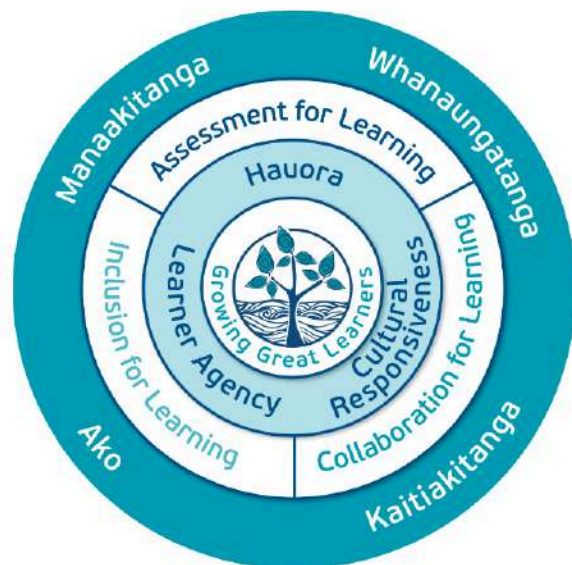


# Chelsea Primary School Strategic Plan 2024-2025

## Growing Great Learners Te Whakatipu Akonga Miharo

### Our Key Approaches



### Our Values



### Our DNA



### Our Guiding Whakatauki

He aha te mea nui o te ao? He tangata! He tangata! He tangata! What is the most important thing? The People! The People! The People!

#### Aim One

##### Curriculum

- Turangawaewae
- Assessment for Learning
- Inclusion for Learning
- Structured Literacy

#### Aim Two

##### Culturally Responsive Practice

- Te Tiriti o Waitangi
- Te Reo and Tikanga Māori

#### Aim Three

##### Hauora

- Chelsea Hauora Statement
- Chelsea Hauora Model

## **Strategic Goal One**

### **Curriculum**

Our localised curriculum will support the delivery of Te Mātaiaho. Our learners will connect with the local rohe (area) through a deepening understanding of our turangawaewae and the history of 'our place'. Akōnga will be challenged to think critically about the world around them. They will have the skills to lead, and have input into the design and direction of their learning. Learners will enjoy success across the curriculum without barriers. Our key approaches will ensure equitable and excellent outcomes for all.

## **Strategic Goal Two**

### **Culturally Responsive Practice**

Our people are strong in their identities, languages, cultures and values, so they can confidently carry who they are wherever they go. We give mana to te Tiriti o Waitangi and continue to develop our understanding of how it shapes our country. Whanaungatanga, one of our key values, underpins our approach in this space.

## **Strategic Goal Three**

### **Hauora/Wellbeing**

Our people understand what it means to have balanced hauora. They can talk about and make decisions about their wellbeing in relation to our Chelsea Hauora Model.

<b>Rationale</b> Why this important	<b>Progress Outcome</b> So that	
<b>Turangawaewae</b>	<b>All community members know and connect with our tūrangawaewae and the history of our rohe.</b>	
	<b>2024</b>	<b>2025</b>
<p>Knowing the history of our tūrangawaewae empowers our learners and gives us a sense of connection and belonging.</p> <p><b>NELPs 1, 2 &amp; 5</b></p>	<p>Through thorough consultation with whānau, plan and design a tūrangawaewae video (virtual hikoi) using learner voice and knowledge to ensure clarity and sustainability.</p> <p>Begin planning and designing a visual representation of our tūrangawaewae throughout the school grounds to support and sustain knowledge and understanding of the place we stand.</p>	<p>Finalising our virtual tūrangawaewae.</p> <p>Installing our visual tūrangawaewae representation.</p>
<b>How will we know we've achieved it?</b>	<b>Measurable outcome</b>	<b>Measurable outcome</b>
<p>All members of our community will have a deepening understanding of our tūrangawaewae.</p> <p>This will be assisted by a video and visual representation throughout our school grounds.</p>	<p>Lead staff, alongside whānau and learners have created a script and clear direction that captures the essence of our tūrangawaewae. Engage with a videographer to begin filming.</p> <p>Use the script to identify key elements of our story. Work with whānau to decide the best ways to tell this story within our physical environment. E.g. waharoa, pou,</p>	<p>Video will be complete and in use within our school e.g. website, induction, teaching &amp; learning.</p> <p>Design finalised, and visual elements are being created/commissioned.</p>

	mural, ACM Panels. Consult with local schools about their process for their pou/waharoa. Begin the design stage of this project, early overview drafts created.	
<b>Resourcing</b>	\$1,000	\$15,000
<b>Rationale</b> Why this important	<b>Progress Outcome</b> So that	
<b>Assessment for Learning (AfL)</b>	Our learners are active and powerful agents of their own learning. Our teachers and learners will have clarity about what they're learning and why. They can have conversations about their next steps and how they will be successful.	
	<b>2024</b>	<b>2025</b>
<p>The AfL approach empowers teachers and learners to make decisions about what they are learning, why they are learning it and how they are learning it. Clarity of the learning is the heart of AfL.</p> <p><b>NELPS 3, 5, 4, 6</b></p>	<p>Monitoring and supporting teacher growth in relation to AfL, using the Chelsea AfL rubric for decision-making on key areas for development.</p> <p>Induction of new staff.</p>	<p>Full, formal AfL Review.</p> <p>Next steps from the review will inform future areas for development in the AfL space.</p>
<b>How will we know we've achieved it?</b>	<b>Measurable outcomes</b>	<b>Measurable outcomes</b>
Our learners can talk about their progress and achievement, including current learning and next steps. Our teachers can discuss each learner's current and next steps in depth.	<p>Movement of teachers along the rubric, with more working at advanced level.</p> <p>Evidence from future-focused PLG impact cycle.</p>	<p>Movement of teachers along the rubric, with more working at advanced level.</p> <p>Evidence from future-focused PLG impact cycle.</p>

	Number of teachers trained in the impact cycle.	Number of teachers trained in the impact cycle.
<b>Resourcing</b>	Releasing teachers - AfL Impact Cycle sessions. 4 days \$1500	Releasing teachers - AfL Impact Cycle sessions. Costs to be confirmed.
<b>Rationale</b> Why this important	<b>Progress Outcome</b> So that	
<b>Inclusion for Learning (IfL)</b>	All learners experience success across the curriculum.	
	<b>2024</b>	<b>2025</b>
<p>Inclusion for Learning ensures all learners experience success through barrier-free access to learning across the curriculum.</p> <p><b>NELPS 1, 2, 3, 6</b></p>	<p>Partnering with our stakeholders to define what inclusion means at Chelsea School.</p> <p>Creating a bank of tools and frameworks to ensure inclusion across the curriculum.</p>	<p>Using the inclusion statement to review further areas for development.</p> <p>Review and refine the tools for inclusion.</p>
<b>How will we know we've achieved it?</b>	<b>Measurable outcomes</b>	<b>Measurable outcomes</b>
All staff will have a deepening understanding of inclusion and create barrier-free opportunities for all learners to succeed. Learners will have agency over how their individual learning can be catered for.	<p>A statement of Inclusion at Chelsea is created, shared with the school community and is a central part of our local curriculum.</p> <p>There is a bank of tools and frameworks in use to ensure inclusion across the curriculum.</p>	<p>Review the Inclusion statement to identify areas for future growth.</p> <p>Review bank of tools and frameworks to identify areas for future growth.</p>

<b>Resourcing</b>	ESOL PD - in house and outside provider (2 staff meetings) Cost to be determined. \$800 per session (4 hours) + release	Texthelp.com - subscription if approved
<b>Rationale</b> Why this important	<b>Progress Outcome</b> So that	
<b>Structured Literacy</b>	We build a solid foundation of literacy knowledge for future learning across the curriculum.	
	<b>2024</b>	<b>2025</b>
Structured Literacy provides an inclusive and systematic approach to teaching literacy, which will ensure a solid foundation for all learning.  <b>NELPS 2, 3, 4, 6</b>	Embed Structured Literacy teaching in classrooms across the school.  Align intervention programmes with Structured Literacy approaches.	Full review of Structured Literacy programmes.
<b>How will we know we've achieved it?</b>	<b>Measurable outcomes</b>	<b>Measurable outcomes</b>
Teachers will be using a scope and sequence to teach foundational literacy skills.	Modelling and observation of practice that reflects teacher understanding and confidence.  Improved literacy outcomes - comparative data - EOY 2023 and Mid 2024.  The Intervention programme will support classroom learning and accelerated progress at a tier 2 & 3 level.	Analyse review areas to identify future growth.  Improved literacy outcomes - comparative data - EOY 2024 and Mid 2025.  Review of the intervention programme and its success.
<b>Resourcing</b>	40 hrs PD - MoE funded (Liz Kane Literacy)	Future PD as a result of review.

	\$20,000 for additional resourcing. Grant funding priority.	
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## Strategic Goal Two

### Culturally Responsive Practice

<b>Rationale</b> Why this important	<b>Progress Outcome</b> So that we	
<b>Giving effect to Te Tiriti o Waitangi</b>	We give mana to te Tiriti o Waitangi and continue to develop an authentic understanding of our history and how it continues to shape our country.	
	2024	2025
<p>We recognise Te Tiriti is a partnership between Māori and The Crown and understand that we have a moral and legal obligation to protect and uphold this.</p> <p><b>NELPS 1, 2, 3, 5, 6</b></p>	<p>Create a statement and graphic about how we give mana to Te Tiriti o Waitangi.</p> <p>Develop the conceptual framework so that it explicitly captures how we give mana to Te Tiriti.</p>	<p>Continue to review and refine our statement about how we give mana to Te Tiriti.</p> <p>Ensure that the conceptual framework explicitly captures how we give mana to Te Tiriti.</p>
How will we know we've achieved it?	Measurable outcomes	Measurable outcomes
You will be able to see, hear and feel that Chelsea School is a place where Te Tiriti is respected and valued through our actions, words and the way we interact with each other.	<p>Continue to engage with whānau to measure progress and identify future growth in relation to our statement and graphics.</p> <p>Our planning documents will reflect the importance of Te Tiriti.</p>	Continue to engage with whānau to review progress and identify future growth in relation to our statement and graphics.
<b>Resourcing</b>	Unit allocation x2	Unit allocation x2

<b>Rationale</b> Why this important	<b>Progress Outcome</b> So that	
<b>Te Reo &amp; Tikanga Māori</b>	Our people will have the ability to use and understand basic Te Reo Māori in context with emphasis on correct pronunciation.	
	<b>2024</b>	<b>2025</b>
<p>We recognise that Te Reo Māori is an official language of Aotearoa and we have a shared responsibility to protect and promote this.</p> <p><b>NELPS 1, 3, 5, 6</b></p>	<p>Progressions are being used on Hero.</p> <p>Opportunities to learn, experience and connect Te Reo and tikanga through meaningful, authentic contexts.</p>	<p>Review of progressions.</p> <p>Continue to provide opportunities to learn, experience and connect Te Reo and tikanga through meaningful, authentic contexts.</p>
<b>How will we know we've achieved it?</b>	<b>Measurable outcomes</b>	<b>Measurable outcomes</b>
<p>We will hear the use of correct Te Reo pronunciation by teachers and learners.</p> <p>Use of tikanga will be evident in practice by teachers, learners and our community.</p>	<p>Evidence of progressions used in planning.</p> <p>Teacher and learner goals set and tracked to continue developing confidence in pronunciation and use.</p>	<p>Review of progressions to identify future growth.</p> <p>Teacher and learner goals set and tracked to continue developing confidence in pronunciation and use.</p>
<b>Resourcing</b>	Funds allowed in the budget Unit allocation	Funds allowed in budget Unit allocation



# Strategic Goal Three

## Hauora

Rationale Why this important	Progress Outcome So that	
Chelsea Hauora Model	Our people can nurture their own hauora and the hauora of others so that our school community is well-balanced and healthy.	
	2024	2025
<p>Balanced Hauora is an essential foundation for successful outcomes. People who are able to recognise triggers, stresses or imbalances, can respond to their needs and the needs of others using a range of tools, in order to rebalance.</p> <p>NELPS 1, 2, 3, 4, 5, 6</p>	<p>Hauora leads will work alongside whānau to create a statement capturing what it means to have a balanced sense of Hauora.</p> <p>In response to the consultation, a Chelsea draft Hauora Model will be created and shared with whānau for feedback.</p> <p>Hauora leads will respond to the outcomes of the 2023 survey, setting development goals for 2024. 2024 Hauora surveys to be administered T3.</p> <p>Health outcomes will be added to the Conceptual Planning Overview to support a healthy community. (Mitey, Pubertal Change, Anti-bullying programmes)</p>	<p>Chelsea Hauora Model to be finalised. Graphics to be created.</p> <p>Chelsea Hauora Model to be embedded in planning and wider school life.</p> <p>Hauora leads will respond to the outcomes of the 2024 survey, setting development goals for 2025.</p> <p>Review of Health Programmes and how they are impacting on improving Hauora.</p>

How will we know we've achieved it?	Measurable outcomes	Measurable outcomes
<p>Our people will be able to nurture their own Hauora and the hauora of others so that our school community is well-balanced and healthy.</p>	<p>A draft statement capturing what it means to have balanced hauora will be created and shared with whānau.</p> <p>A draft Chelsea Hauora Model will be created.</p> <p>Areas recognised as needing development from Staff and Learner surveys will show improvement.</p> <p>Our Conceptual Plan will include key Health and Hauora links.</p>	<p>Chelsea Hauora model graphics in place.</p> <p>Our people can talk about their wellbeing and areas of focus in relation to the Chelsea Hauora Model.</p>
<p><b>Resourcing</b></p>	<p>Unit established for Health and Wellbeing role.</p> <p>Funds allowed in the budget.</p>	<p>Unit allocation to continue.</p> <p>Funds allowed in the budget.</p>

The Chelsea cycle - Stages of learning & energy expended				
Researching	Learning & Exploring	Consolidating	Refining & Reviewing	Responding to outcomes
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Initiative	2023	2024	2025
Turangawaewae	Consolidating	Consolidating	Refining & Reviewing
AFL	Consolidating	Consolidating	Refining & Reviewing
UDL	Consolidating	Consolidating	Refining & Reviewing
Structured Literacy	Learning & Exploring	Learning & Exploring	Consolidating
Te Tiriti	Researching	Learning & Exploring	Consolidating
Te Reo Māori & Tikanga Māori	Learning & Exploring	Learning & Exploring	Consolidating
Hauora	Learning & Exploring	Consolidating	Consolidating