Mahere Rautaki / Strategic Plan 2021 - 2023

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This Mahere Rautaki (Strategic Plan) explains what we intend to do over the next three years to improve student outcomes. It outlines key goals, targets and initiatives for improvement, which in turn guide resourcing priorities. It provides an important means for involving the school community in setting the school's direction.

Our school is located in Kohimarama and caters for students from Years 1 to 8. Our roll of 758 students (as at December 2020) shows increasing cultural diversity, with a large number of students speaking more than one language. The School employs 78 staff and engages with a range of local educational and service organisations to deliver the curriculum and extra-curricular learning opportunities for students.

Consultation process:

St Thomas's School Documentation Review, Community, Staff, Board of Trustees. This Strategic Plan was ratified by the Board of Trustees on *17/02/2020* and will be submitted to the Ministry of Education by 1/03/2020.

Board of Trustees Chairperson: Michael Morton
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Date: 08/12/2021

The July 2019 ERO's External Evaluation Report reported that St Thomas's is 'well placed' for success:

Whirikoka / Strengths:
- the principal's inclusive approach to building collaborative leadership that promotes high expectations and a culture of professional learning
- teaching and learning strategies that enable students to lead their own learning

Whakapakari / Continue to develop:
- students' sense of agency as curious, collaborative, resilient, critical learners
- teachers' capability to accelerate student progress and achievement
- a more culturally responsive curriculum
- educationally powerful learning partnerships with whānau and parents

Whakaarotau / Priorities for further development:
- board training to strengthen stewardship
- extending the use of effective teaching strategies that accelerate student progress and learning
- strengthening teachers' analysis and use of assessment information
- continuing to build leadership capability at all levels to support the school's achievement of parity for its Pacific students

Tūruapō / Vision

St Thomas's Learning Community

To value who we are, connect to those around us, and successfully play our part in the world.

Built on the pillars of passion, ambition, encouragement, tolerance and leadership.
Guided by an unrelenting pursuit of excellence.

Driven by people owning a strong sense of self, community and place, actively questioning the unknown and confidently challenging the known.

Where values are lived, differences are welcomed, resilience is fostered and global connectivity is embraced.

Welcome to our place in the world!

Mahere Rautaki / Strategic Plan 2021-2023

Changing Learning for a Changing World

Kaupapa (Our Why)

Learner Outcomes

Through learning at St Thomas's School we are:
- Striving for HIRANGA / EXCELLENCE in all we do
- Making HONONGA / CONNECTIONS at every opportunity
- Willing to take on HAUTŪTANGA / LEADERSHIP as we grow
- Showing a NGAKAU WHIWHITA / PASSION for our learning

Learner Attributes

We show progress in our learning at St Thomas's School by:
- Being MAHI TAHI / COLLABORATIVE
- Being AUMANGEA / RESILIENT
- Being AUAHA / CREATIVE
- Being PĀKIHI / CURIOUS

. . . in all areas of the curriculum

Graduate Profile

HONONGA / CONNECTIONS – I have a strong sense of who I am as a person and I am connected to my family, friends, community and the world.

HAUTŪTANGA / LEADERSHIP – I manage myself, am ambitious and a team player.

HIRANGA / EXCELLENCE – I have experienced my personal best & have confidence in my own potential.

NGAKAU WHIWHITA / PASSION – I embrace a passion for life-long learning.

Nga Whāinga (Goals) 2021-2023

1. Ako / Learning

- **Academic excellence** - Develop high levels of competency in literacy and numeracy with opportunities to participate and excel in the arts, sciences, sports and leadership.

- **Quality Teachers** - Develop staff capability, with particular focus on learner agency.

2. Pāhekoheko / Engagement

- **Parents as Partners** - Engage with parents, whanau and care givers as key partners in students' learning and wellbeing, welcoming their voice and contribution to our school.

- **Māori & Pasifika** - Reflect Māori & Pasifika identity, language and culture within the curriculum, improving parity, learning opportunities and outcomes.

3. Taiao / Environment

- **Safety** - Ensure a safe learning environment that supports different learning styles and connects us to each other & the natural world.

- **Wellbeing/Hauora** – Strengthen our student-centred culture where we live our St Thomas's values and prioritise hauora/wellbeing (physical, social, emotional, mental).

Nga Hinonga (Initiatives) 2021

1. Ako / Learning
1. Academic Achievement *Existing Initiative*
2. Learner Agency *Existing Initiative*
   - St Thomas's Language of Learning *Existing Initiative*
   - Learning Through Play *Existing Initiative*
   - Coherent Pathways (Y8 to Y9) *Existing Initiative*
   - Self Perception Tool *New Initiative*
3. COL Initiatives (see also COL strategic goals)
   - Learner Agency Self-Perception Tool *Existing Initiative*
   - Reporting on Learning Progressions *New Initiative*
4. STEAM Centre *New Initiative*

2. Pāhekoheko / Engagement
1. Hauora/Wellbeing Plan Rollout *Existing Initiative*
2. Māori and Pasifika Connections *Existing Initiative*
3. Hero Communications & Reporting App *New Initiative*
4. Board training and succession planning *Existing Initiative*

3. Taiao / Environment
1. 5 Year Property Plan (5YA) *New Initiative*
2. Implement and reflect on learning spaces across Year 0-8 and communal spaces *Existing Initiative*
3. School Environment Plan – Outdoor Spaces *Existing Initiative*

Nga whanonga pono (Values)

Hiranga / Excellence, Hautūtanga / Leadership, Hononga / Connection, Ngakau whiwhita / Passion

St Thomas's Strategic Plan 2021-2023

Strategic Goals Initiatives and Expected Outcomes

GOALS	INITIATIVES	EXPECTED OUTCOMES
Creating coherent **Learner Pathways** through the transitions; with initial emphasis on core curriculum	• Define, design and implement key elements of pathway alignment • Enhance the coherency of our pathways for students with identified learning support needs • Share data and insights as well as teaching and learning practices that support the ongoing development of each of our learner's achievement and agency	*Learners transition seamlessly*
Enhancing and embedding **Learner Agency**; with an aligned language of learning	• Map the alignments and continue to develop each Te Roopu Pourewa school's languages of learning • Evaluate the impact of our learner agency practices and identify and share what is working • Build teachers' capabilities in rich learning design	*Agentic learners with self-awareness and self-efficacy*

Nga hinonga / Initiatives

2021

Ako / Learning

- Academic Achievement
  - o Develop contingency plan for learning disruption
  - o Develop learning support centre
- Learner Agency
  - o St Thomas's 'Language of Learning'
  - o Learning Through Play
- COL initiatives
  - o Reporting on Learning Progressions
  - o Self-Perception Tool
- STEAM centre with specialist teachers

Pāhekoheko / Engagement

- Wellbeing/hauora plan – rollout
  - o Positive Behaviour for Learning (PB4L)
- Hero communications and reporting app
- Māori and Pasifika connections
- Board training and succession planning

Taiao / Environment

- School environment plan – 5YA
- Implement and reflect on teaching and learning spaces across Year 0-8 and communal spaces
- School environment plan - design and begin to implement outdoor spaces based on the intent for them across the school

2022

Ako / Learning

- Academic achievement
- COL initiatives
- New Zealand history curriculum
- New entrant transition review

Pāhekoheko / Engagement

- Wellbeing/hauora plan – rollout
- Board training, elections and succession planning
- Māori and Pasifika connections

Taiao / Environment

- School environment plan rollout – 5YA
- Review STEAM programme and requirements for space

2023

Ako / Learning

- Academic achievement
- COL initiatives

Pāhekoheko / Engagement

- Māori and Pasifika connections

Taiao / Environment

- School environment plan rollout – 5YA

Goal 1 – Ako / Learning

1.1 Academic Achievement

	GOVERNANCE		OPERATIONAL
Initiative/Strategy	**Objective**	**Key Performance Indicators**	**Actions**
1.1.1 **Academic Achievement**	• St Thomas's students achieve to their potential.	• Achievement of targets at each year level. • eAsTTle data shows St Thomas's students achieving at higher level than national average. • Learning Progressions data shows evidence of student learning. • OTJ data shows overall achievement level for individual and groups of students. • Learning support interventions (SENCo & ESOL) are improving student academic outcomes.	• Develop a contingency plan for learning disruptions. • Develop learning support centre to include all ESOL and SENCo functions. • Year level teams to set targets for academic learning. Achievement against these targets to be reported back to the Board by team leaders. • Comparative eAsTTle data to be presented to Board end Term 1 and end Term 3. • OTJ data, broken down by target groups, to be presented to Board start Term 3 and start Term 1 (for previous year). • Collect and analyse data on the number of students receiving learning interventions (SEN) and ESOL support (ELLPs) school-wide. • Compare pre- and post-data for all students receiving learning interventions (SEN).

1.2 Learner Agency

	GOVERNANCE		OPERATIONAL
Initiative/Strategy	**Objective**	**Key Performance Indicators**	**Actions**
1.2.1 **St Thomas's Language of Learning**	• St Thomas's Language of Learning tool is the foundation for planning at all year levels including STEAM, ESOL and Learning Support.	• Language is evident within team planning, teaching and learning. • Staff use the language to describe teaching and learning.	• All staff to use tool during planning to ensure Language of Learning is embedded within learning activities. • Include Language of Learning within classroom observations and appraisal discussions.
1.2.2 **Learning Through Play**	• The strategic implementation plan for Learning Through Play is rolled out within Years 1 & 2.	• Learning Through Play opportunities, underpinned by sound curriculum planning, are evident within Years 0 - 2.	• Longworth Education to be contracted to support Year 0-2 staff with ongoing implementation and professional development. • Learning Through Play to be included within planning, assessment, and team meetings at Year 0-2 level.

1.3   COL Initiatives

GOVERNANCE			OPERATIONAL
Initiative/Strategy	**Objective**	**KPI's**	**Actions**
1.3.1 **Learner Agency Self-Perception Tool**	• The Learner Agency Self-Perception Tool data is used and understood by staff and students in Years 4-8.	• An aspect of the Learner Agency Self-Perception Tool is focused on each term within each year level. • Data shift is analyzed to assess agentic initiatives as developed by teams and the classroom teacher.	• All students complete the full Learner Agency Self-Perception Tool twice per year. • Selected aspects of the Learner Agency Self-Perception tool are re-surveyed at the end of terms 1-3 in years 4-8. • Learner Agency Self-Perception Tool results are used as a basis for discussion at Term 3 Student Led Conferences for years 4-8. • Year 0-3 teachers begin to use Learner Agency Self-Perception language with learners to prepare them for completing the survey in Year 4.
1.3.2 **Reporting on Learning Progressions**	• Reporting to parents against Learning Progressions is established and rolled out throughout the year. • Teachers use digital version of Learning Progressions (Hero system) and students use paper copy version of Learning Progressions to track goal achievement.	• Parents have access to details of their child's learning goals and achievement of these in real-time throughout the year. • Student learning goals are set within Hero and achievement of these goals is reported on in real-time. • All students have at least one learning goal, set within Hero, in each of Reading, Writing and Maths at any time.	• Teachers use previous year's Learning Progressions (and results of Term 1 eAsTTle for Years 4-8) to set initial learning goals in Reading, Writing and Maths within Hero by end of Week 3, Term 1. • More than one learning goal may be set in each learning area to ensure learning progress is evident. • Student's learning goals are signed off within Hero and on the paper copy as they achieve them in real time. A new learning goal is set at the same time.

1.4   STEAM Centre

GOVERNANCE			OPERATIONAL
Initiative/Strategy	**Objective**	**KPI's**	**Actions**
1.4.1 **STEAM centre**	• All students at St Thomas's School have regular access to learning in the key STEAM areas.	• A STEAM Centre with specialist teachers is set up and operational. • Students within each year level partake in STEAM activities for a minimum of six learning blocks per term. • GATE Programmes (e.g. EPro8, Food Technology, TV Studio, Future Problem Solving) are run through the STEAM Center and involve a wide variety of students from across the school.	• A school-wide roster is established to ensure all students visit the STEAM Centre for learning for a minimum of 6 learning blocks per term. • STEAM Centre activity planning should follow whole-school overarching theme for each term. • Year level planning is shared with STEAM Centre leader to ensure learning activities are aligned with or support in-class learning where possible. • The STEAM Centre leader is available one day per week to facilitate small group and GATE learning in STEAM subject areas.

GOAL 2 – Pāhekoheko / Engagement

2.1   Hauora/wellbeing plan rollout

GOVERNANCE			OPERATIONAL
Initiative/Strategy	**Objective**	**Key Performance Indicators**	**Actions**
2.1.1 **Hauora/wellbeing plan rollout**	• Our approach to school culture and hauora/wellbeing supports the needs of our community.	• Recommendations from 2020 Wellbeing Review are implemented throughout the year. • Tier 1 of the Positive Behaviour for Learning Programme is launched school-wide. • A minimum of 4 staff wellbeing initiatives (e.g. functions, activities) and 2 staff wellbeing Teacher Only Days are implemented.	• Refer to Wellbeing Review documentation upon completion. • PB4L team to be established and follow programme recommendations for launching. • SLT to schedule 2x staff wellbeing Teacher Only Days. • Wellbeing team to schedule 4x staff wellbeing initiatives/events. • Year Level Leaders to schedule 1x wellbeing initiative/event for their team.

2.2   Maori and Pasifika Connections

GOVERNANCE			OPERATIONAL
Initiative/Strategy	**Objectives**	**Key Performance Indicators**	**Actions**
2.2.1 **Hononga Māori** **(Māori connections)**	• Our Māori students enjoy education success as Māori and whanau are given opportunities to share their cultural expertise within the school setting.	• Establish a formal plan for Māori student engagement and roll out plan throughout the year. • Continue to monitor progress of Māori students as a separate group (eAsTTle, termly assessments, OTJs, Learner Agency survey).	• Allocate a Māori/Pasifika leader role within the school. This leader would consult with teaching staff and SLT regarding all Māori/Pasifika matters. • Māori/Pasifika leader to consult with teachers in a coaching capacity around strategies to support Māori student achievement, informed by results from eAsTTle, termly assessments, OTJs, Learner Agency survey. • Continue with Kapa Haka group using Whaea Vikki Demant. • Develop contingency plan for continued disruption to ensure a full year of traction then embed learning throughout school from 2020. • Continue with informal discussions with Māori whānau. • Continue holding Pōwhiri for new staff, students and whanau (termly).
2.2.2 **Hononga Pasifika** **(Pasifika connections)**	• Our Pasifika students enjoy education success as Pasifika and whanau are given opportunities to share their cultural expertise within the school setting.	• Establish a formal plan for Pasifika whānau engagement and roll out plan throughout the year. • Record Pasifika whānau engagement throughout the year (e.g. sasa teaching, sports involvement, cultural day, in-class expertise shared).	• Allocate a Māori/Pasifika leader role within the school. This leader would consult with teaching staff and SLT regarding all Māori/Pasifika matters. • Māori/Pasifika leader to consult with teachers in a coaching capacity around strategies to support Pasfika student achievement, informed by results from eAsTTle, termly assessments, OTJs, Learner Agency survey. • Establish STS programme for Pasifika learners using elements of Kohiko Mai. • Develop contingency plan for continued disruption to ensure a full year of traction then embed learning throughout school from 2020. • Continue to develop relationship with St John's College Principal and Deans. • Continue with informal discussions with Pasifika families.

2.3   Hero Communications and Reporting App

GOVERNANCE			
Initiative/Strategy	**Objective**	**Key Performance Indicators**	**Actions**
2.3.1 **Hero Communications and Reporting App**	• Hero is used a our main method of communication with our parent community.	• All parents have downloaded and are using the Hero app to receive push notifications. • Parents engage with real-time reporting of learning goals and St Thomas's Learner Attributes through the Hero app.	• Information about downloading and using Hero is made available regularly and to all new parents. • Admin staff follow up parents without access, to support them to download and use the app. • Parents are requested to provide feedback/comment on their child's progress twice per year. • Data on usage and engagement is gathered and reported to the Board.

2.4   Board training and succession planning

GOVERNANCE			
Initiative/Strategy	**Objective**	**Key Performance Indicators**	**Board Actions**
2.4.1 **Board training**	• The Board understands its strengths and weaknesses and has a plan to address these throughout the year.	• A training plan is developed to maximise the Board's strengths and support any weaknesses.	• Review findings from the NZSTA Governance Internal Evaluation Tool to formulate a shortlist of focus areas for 2021. • Work with each other and the NZSTA to address these areas. • Continue to attend NZSTA courses and training.
2.4.2 **Board succession planning**	• The Board identifies skill and diversity gaps and seeks to co-opt new board members as and if required.	• Skill sets and gaps versus the current Strategic Plan are identified and a plan is established to fill these.	• Identify if there are any gaps. • Identify a list of suitable candidates. The Board/Board Sub Group to approach and gauge the interest in being co-opted onto the Board.
2.4.3 **Board policy reviews**	• Board Policies & Operational Policies and Delegations are reviewed and understood.	• One policy to be reviewed at each Board Meeting, rotating between a Board Policy and Operational.	• List of Policies to be reviewed and added to the Annual Work Plan. • Policies reviewed and any changes to them, or to delegations, agreed and actioned.

GOAL 3 – Taiao / Environment

3.1   5 Year Property Plan (5YA)

GOVERNANCE			OPERATIONAL
Initiative/Strategy	Objectives	Key Performance Indicators	Actions
3.1.1 **5 Year Property Plan (5YA)**	• Our Ministry funded allocation of money for the next 5 years is used to improve the quality of teaching and learning spaces.	• A 5-year plan is developed. • St Thomas's School is allocated 5YA funding by the Ministry of Education	• Develop a 5-year plan for the school property in consultation with Ministry consultants and the Board of Trustees. • 5YA funding allocation is communicated with the Board.

3.2   Implement and reflect on teaching and learning spaces across year 0-8 and communal spaces

GOVERNANCE			OPERATIONAL
Initiative/Strategy	Objectives	Key Performance Indicators	Actions
3.2.1 **Implement and reflect on teaching and learning spaces across year 0-8 and communal spaces**	• Learning and communal spaces are optimised around learner needs and the intent of the learning taking place.	• Student and teacher voice shows that teaching and learning spaces are set up to maximise learning. • Students and teachers have a sense of belonging within their spaces. • Teaching and learning spaces have a range of learning settings to accommodate the various needs of all learners. • Student, staff and community voice indicates that communal spaces are set up in a manner that is suited to their purpose. • Transition in and out of communal spaces is seamless and considers health and safety. • Spaces around the school are clearly labelled in both Maori and English and there is a consistent use of terminology relating to learning and spaces.	• Survey students and teachers in Years 3-8 about new learning space set ups and their functionality for teaching and learning. • Continue to look at how our environment supports teaching and learning programmes e.g. purposeful (designed with intent), agile (responsive to change over time, Diverse (catering for all students). • Engage with Lisa Horton as required to ensure all spaces are functioning effectively. • Continue to reflect on spaces and track our journey through this process via the existing Google Form. • Develop a resource for staff to use in future. • Purchase furniture to support the needs of staff, various learning spaces and the learners within them. • Engage an external agency to develop a school-wide vocabulary around learning and spaces (e.g. learners vs students, hubs vs pods, whānau vs family) including dual signage and naming of spaces.

3.3 School Environment Plan

GOVERNANCE			OPERATIONAL
Initiative/Strategy	Objectives	Key Performance Indicators	Actions
3.3.1 **School environment plan – outdoor spaces**	• Design and begin to implement outdoor spaces based on the intent for them across the school.	• Environment plan developed and signed off for implementation in 2021 and beyond.	• Continue to develop a plan for the intent of all outdoor spaces. • Engage a specialist/outside agency to develop a plan for outdoor spaces which includes student, staff and parent voice. • Implementation of plan begins in at least 1 area of the school (e.g. front entrance, bank)

Cultural Diversity at St Thomas's School
Including specific reference to Te Ao Māori and Pasifika

Cultural Diversity
St Thomas's School acknowledges Aotearoa, New Zealand's unique cultural diversity and values the histories, traditions and beliefs of all its peoples.

Bicultural Partnership
St Thomas's School acknowledges the principles of Te Tiriti o Waitangi, The Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand. The school will continue to develop an understanding of Te Ao Māori, including tikanga and kawa Māori and Te Reo Māori. This will include developing a stronger relationship with our local iwi, Ngāti Whātua o Ōrākei and utilising the expertise and environment of our local Ngāti Whātua o Ōrākei Marae.

Tikanga and Kawa Māori*
St Thomas's School will incorporate Tikanga Māori into the school's curriculum by:
- Using the strengths of teachers and visiting experts
- Having dual signage, art and artefacts in the physical environment
- Welcoming manuhiri (guests) and new whānau to our school with pōwhiri
- Acknowledging annual celebrations including Matariki and Te Wiki o te Reo Māori, Māori Language Week
- Creating a garden area of native plants suitable for raranga (weaving) and rongoā (medicine)
- Have school-wide kapa haka rōpū (groups)
- Selecting a karakia for our school to use at the start of the day or to begin a hui

Te Reo Māori**
St Thomas's School will incorporate Te Reo Māori into the school's curriculum by:
- Classrooms having visible greetings, commands, labels and calendar in Te Reo Māori
- A school-wide expectation for Te Reo Māori instruction in the classroom to be set
- Including Te Reo Māori vocabulary across curriculum areas
- Promoting the correct pronunciation of all Te Reo Māori words

St Thomas's will provide fulltime instruction in Te Reo Māori for learners whose whānau request it.
The school will take all reasonable steps to meet the needs of parents who request fulltime Te Reo Māori. Such requests must be made in writing to the BoT. The BoT will consider personnel, finance and property options. If none of these are viable options, the whānau will be advised of alternative places in the community which may meet their needs.

NZ History 2022
St Thomas's will work towards the 2022 expectation for NZ History to be part of the curriculum and taught in all classrooms by:
- Informing staff in 2021 of the expectations for 2022
- Gathering further information in 2021 regarding the expectation's outlines
- Locating resources in 2021 to support the teaching of these expectations
- Considering and organising Professional Learning and Development for 2021
- Supporting teachers to deliver NZ History expectations to students

- Include connections to Ōrākei and Ruapotaka Marae

Pasifika

St Thomas's will implement the recommendations from the 2019 Pasifika Review by:

- Establishing a formal plan for Pasifika student engagement and roll-out plan throughout the year
- Continuing to monitor the progress of Pasifika students as a separate group (e-AsTTle, Termly Assessments, OTJs, Agency Survey).
- Establish a formal plan for Pasifika whanau engagement and roll-out plan throughout the year.
- Record Pasifika whanau engagement throughout the year (e.g. Sasa teaching, sports involvement, cultural day, in-class expertise shared).

Community

St Thomas's School will ensure a relationship with our Māori and Pasifika communities is strengthened by:

- Consulting with our Māori and Pasifika learners and whānau to help identify ways the school can support learners and whānau to feel valued as Māori and/or Pasifika
- Talking with whānau about ways to ensure all Māori and Pasifika whānau are welcomed into our school
- Finding opportunities that allow St Thomas's School and the local Ngāti Whātua o Ōrākei Marae to collaborate together
- Offering regular Whānau Hui (1 per term) to gather together collectively
- Curriculum reports to the Board of Trustees (BoT) on literacy and numeracy contain specific reference to the achievement of Māori and Pasifika learners

*Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context.
Taken from māoridictionary.co.nz

**The Māori Language