

# St Martins School - Te Kura Hato Mātene

Strategic Plan 2021 - 2023



**St Martins School**

*Kia Maiangi awe ake te mātauranga*  
Inspiring a passion for learning

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## **Purpose**

This document outlines St Martins School's strategic direction for the period 2021 - 2023. It details four key focus areas which will support the school to establish a pathway for achieving equity and excellence: Wellbeing and pathways, Culture and identity, Community engagement, and Ako.

This plan is a living document that will be revised as needed to address changing needs or priorities, comply with Ministry requirements or incorporate national and international best practice. It is intended that this document will guide the Board's decision making, and ensure that both governance and operational decision advance the strategic goals outlined in this plan.

## **Consultation**

This plan has been developed with input by the Board and information from a range of stakeholder groups. The School has carried out consultation in the following areas:

- Wellbeing – staff and student
- Overall curriculum delivery
- Caregiver Reporting
  - Learning Conversations NE - Y8
  - Learning Conferences NE - Y8
  - Written Reports NE - Y8
- Engagement with the whānau group

We have used a variety of methods – surveys, SWOTs, workshops, and staff meetings to gather voice from teaching staff and students. In considering consultation responses we use an internal self-review tool (refer to Appendix 1).

**St Martins School Mission Statement**

*Kia Maiangi awe ake te Mātauranga.  
Inspiring a passion for learning.*

**St Martins School Vision**

*Our best always.*

**St Martins School values**

These values are deeply held beliefs highlighting what our school community considers most important for our learners so that they will thrive in diverse communities. These values will be reflected in all actions and interactions within the school.

“Our learning community is built on the foundation of RESPECT and CARING, providing opportunities to participate and contribute, to be RESPONSIBLE actively involved global citizens. We aim high to achieve PERSONAL BEST in all areas of our LEARNING.”

**Manaaki - Respect**

At St Martins all learners will show respect for others, the environment, and ourselves.

**Aroha - Caring**

At St Martins we value caring as a way of relating to each other, our environment and ourselves.

**Haepapa - Responsibility**

At St Martins we value learners who are responsible, active citizens.

**E Ranga! - Personal best**

At St Martins we value a community in which all learners strive for personal best.

**Ako - Learning**

At St Martins we value learning. We believe learning is building on what we know and moving forward.

## Diversity Statement

St Martins celebrates diversity in all its forms, including ethnicity, race, culture, gender, sexual orientation, religion, disability, and socioeconomic status. St Martins has core values of respect and care, supporting students to be global citizens with a strong sense of self, and who are respectful of others.

Our school community is increasingly diverse and multicultural, and we provide a welcoming and inclusive environment for students of all backgrounds. We particularly emphasise valuing the identity, language and culture of our Māori, Pasifika and tauwiwi (new migrants) students and whānau/aiga.

St Martins School ensures both the articles and the principles of Te Tiriti o Waitangi are reflected within our curriculum delivery programmes. The school further embraces its responsibility to ensure Māori success and uphold the cultural heritage of Aotearoa and our partnership with Māori through Te Tiriti o Waitangi by ensuring in both policy and practice that Māori learners achieve educational success as Māori.

St Martins School recognises and celebrates the diversity of its students and community, particularly Aotearoa's unique bicultural heritage, through:

- Wherever possible, including whānau in the decision making of the school, particularly through consultation and collaboration with our whānau group;
- Incorporating components of te reo me ona tikanga Māori into the development of long-term plans;
- Incorporating and celebrating aspects of students' identity, culture and language in the classroom;
- Tuakana / teina roles included in teaching and learning for recognition of what students and staff are good at, and areas for growth and development;
- Regularly reviewing policy documents and practices which highlight the unique position of Māori learners and their needs;
- Developing policies and practices which reflect the diversity of learners and whānau;
- Kaitiakitanga woven into the curriculum and physical school environment through community action;
- Hauora promoted as a framework of holistic wellbeing;
- Regularly reviewing policy documents and practices which highlight the unique position of Māori learners and their needs; and
- Developing policies and practices which reflect the diversity of learners and whānau;

The board will also respond to requests from parents / caregivers of full-time learners for instruction in te reo Māori by:

- Summarising the current level of te reo and Tikanga Māori available at St Martins School; and
- Aligning students, based on their current level of te reo and Tikanga Māori, with services including:
  - In-house instruction from teachers with Māori expertise;
  - Dual enrolment with a correspondence school; and
  - Consultation with Māori school advisors.

### **Inclusiveness**

At St Martins School, students' identities, languages, abilities and talents are recognised and affirmed in an inclusive culture which:

- Has agreed, shared values
- Welcomes everyone
- Is collaborative and respectful
- Encourages respect for all human rights

Inclusive policies which:

- Have a participatory development process
- Makes resources and buildings accessible to all

Inclusive practices which:

- Engages all children fully in the New Zealand Curriculum
- Require teachers to take responsibility for learning and progress of all learners

Inclusive cultural practices which:

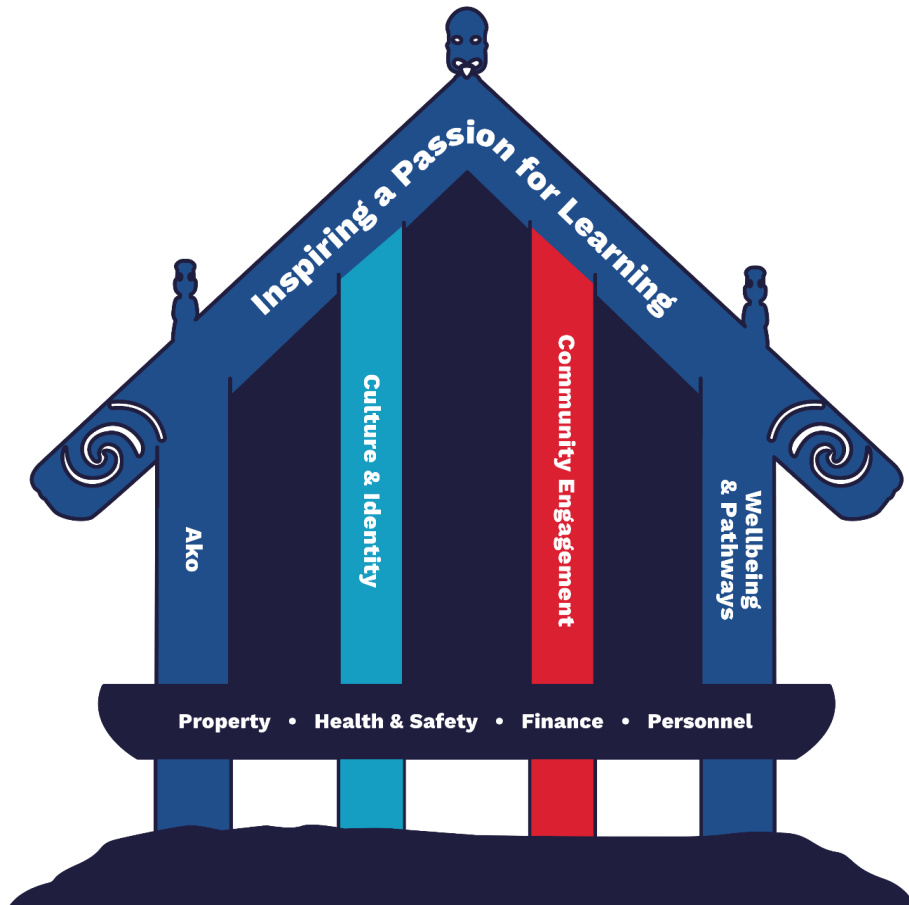
- Recognise, support and provide for the learning needs of Māori, Pasifika and children of other ethnic identities
- Recognise and accept the cultural views and differences of Māori, Pasifika and children of other ethnic identities
- Expect teachers to understand the value of meeting the needs of all learners

Inclusive processes and systems which:

- Linked to an agreed definition of what constitutes special education
- Are directed by the staff members (principal, leadership team, SNAC)
- Ensure that transition is effectively managed and monitored for all learners

## Strategic goals

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St Martins School views its mission as being achieved or upheld through focusing on its four key strategic areas.

This is depicted through the whare model shown to the left, in which the four strategic areas form the four pou (supporting pillars), which support the roof which is the school's mission statement.

At the base of the whare are the Board's enabling mechanisms, through which these objectives are achieved.

These are:

- Property
- Health and Safety
- Finance
- Personnel



## Strategic goals and objectives

Wellbeing and Pathways	2021	2022	2023
<p>The holistic wellbeing of students and whānau is nurtured and grown as students transition into, through, and out of St Martins School.</p> <p>This includes emotional, spiritual, physical and mental wellbeing.</p>	<ul style="list-style-type: none"> <li>Tamariki and parents will transition effectively to and from St Martins through strong school, parent / caregiver, and student relationships.</li> </ul>		
	<ul style="list-style-type: none"> <li>Students' wellbeing and resilience will be nurtured through pastoral care programmes and networks, teaching and learning programmes, and relevant learning opportunities for parents/caregivers.</li> </ul>		
	<ul style="list-style-type: none"> <li>EOTC events and programmes will provide children with rich, safe experiences to enhance learning.</li> </ul>		
	<ul style="list-style-type: none"> <li>Staff will role model self-care by leading or engaging in opportunities and initiatives that focus on enhancing and protecting their own holistic wellbeing.</li> </ul>		

Community Engagement	2021	2022	2023
<p>Parents, whānau, community, and iwi feel a sense of welcome, belonging, and connection with the school, and engage in supporting both the learning of their tamariki and wider activities of the school.</p>	<ul style="list-style-type: none"> <li>St Martins School will develop a culture of community action which encourages participation and engagement in school events and community action.</li> </ul>		
	<ul style="list-style-type: none"> <li>St Martins School will be leaders of action in the community on issues relevant and topical to the community.</li> </ul>		

Culture and Identity	2021	2022	2023
St Martins School recognises, values, and celebrates the diversity that constitutes culture and identity in its various forms, and encourages students to have a strong sense of who they are and what they value.	<ul style="list-style-type: none"> <li>Teachers will develop programmes that deliberately engage children in values based learning.</li> <li>Students will demonstrate a strong understanding of the St Martins School values through their own actions and their interactions with others.</li> </ul>		
	<ul style="list-style-type: none"> <li>St Martins School will develop a culturally rich and responsive environment.</li> <li>St Martins School culture will celebrate the diversity of all learners.</li> </ul>		
	<ul style="list-style-type: none"> <li>St Martins School will develop a greater understanding of Te Ao Maori documents</li> </ul>		

Ako – Everyone is a learner	2021	2022	2023
Students receive high quality collaborative teaching and learning that promote both equity and excellence, with a focus on students who are not currently achieving or are at risk of not achieving, as well as supporting all students to achieve their personal best.	<p><b>Growing students</b></p> <ul style="list-style-type: none"> <li>Students will have quality, effective, evidence based <b>literacy and numeracy</b> school wide learning experiences.</li> <li>Levels of student <b>achievement in literacy</b> will be increased through students developing an understanding of languages, texts and literacy practices across the curriculum.</li> </ul>		
	<ul style="list-style-type: none"> <li>Levels of student <b>achievement in numeracy</b> will be increased through embedding and enhancing mathematical problem solving.</li> </ul>		
<p><b>Growing students</b></p> <p>All learners have agency and personalised learning opportunities to experience success in their learning.</p>	<p><b>Kaitiakitanga</b> (caring for ourselves, others and the environment) will be embedded in teaching and learning programmes, co-curricular opportunities, and the physical school environment.</p> <ul style="list-style-type: none"> <li>To serve the school and the wider community.</li> <li>To be responsive to the bi-cultural and multi-cultural nature of the school, environment and local community and contribute to the richness that brings to our school.</li> </ul>		

Students benefit from high expectations in a supportive, safe and inclusive environment.		<ul style="list-style-type: none"> <li>To develop an understanding of environmental sustainability through active, engaging, inquiry based, environmental learning experiences.</li> </ul>
	<b>Digital Technologies</b> <ul style="list-style-type: none"> <li>Students have the technological capability for learning and to enhance their learning.</li> <li>Students develop an understanding of digital literacy.</li> <li>Students use technology and digital communication tools with understanding, integrity and safety.</li> <li>Ensure the school and staff / people have the technological capability for learning and to enhance learning.</li> </ul>	
		<b>Learning to Learn – St Martins School Inquiry Based Learning Model</b> will be embedded across <b>all</b> learning programmes: <ul style="list-style-type: none"> <li>To ensure students have quality effective evidence based student centred authentic learning experiences across the curriculum.</li> <li>To enable students to make informed choices when engaging in their own learning inquiry regardless of the curriculum context.</li> </ul>
<b>Growing staff/people</b> All staff commit to leading innovative teaching methods and to develop learning communities, social capacity and to contribute as a whole to the wider Kāhui Ako.	<b>Growing Staff / People</b> <ul style="list-style-type: none"> <li>Teachers' professional learning programmes will continue to be aligned with teacher appraisal.</li> <li>Teachers engage with Literacy / Digital Technologies Professional Learning providers and curriculum leaders to develop / embed programmes.</li> </ul>	
	<ul style="list-style-type: none"> <li>Teachers work collaboratively through planned and professional coaching and mentoring opportunities to develop innovative teaching methods within the context of Kaitiakitanga (caring for ourselves, others and the environment) through the use of Teaching as Inquiry.</li> </ul>	
		<ul style="list-style-type: none"> <li>Teachers work collaboratively to ensure inquiry based learning programmes have deep, rich, cross curricular learning opportunities.</li> </ul>

## Enabling functions

The Board gives effect to these strategic goals through its enabling functions of property, health and safety, finance and personnel. The following table outlines the Board's short to medium term direction in each of these functional areas.

Property	Health and safety	Finance	Personnel
<p>Ensure the school's rebuild continues as planned and per the rebuild schedule and in line with the BOTs, Senior Management and Communities fundamental values and beliefs as represented in the original design brief.</p> <p>Source and purchase functional and aesthetic equipment and furniture to meet the needs of the new learning environments.</p> <p>Explore options for landscaping and outdoor play areas as part of the school rebuild.</p>	<p>Meet the legal requirements implicit in the new Health and Safety Act.</p> <p>Improve the structure, organisation and actions of the Health and Safety Team with a focus on EOTC</p> <p>Improve personnel's capacity and understanding of procedures to ensure the safety of all.</p> <p>Continue to regularly meet with key stakeholders to ensure a highly effective Health and Safety programme.</p>	<p>Work closely with the MOE, Architect, Project Manager and BOT to ensure the build budget is effectively used to meet the brief outline and ensure a successful build outcome.</p> <p>Ensure budget prioritises the ICT infrastructure and hardware of the whole school.</p> <p>Locally raised funds/SMART Community prioritised towards enhancing learning programmes.</p> <p>Ensure effective use of the budget enhances learning and the learning environment at St Martins School.</p>	<p>Continue to recruit, employ and retain high quality, effective teachers, staff and leaders.</p> <p>Ensure ongoing professional learning and attestation programmes that enhance learning.</p> <p>Provide a high quality induction programme for new staff to ensure ongoing effective learning programmes and student outcomes.</p> <p>Introduce leadership coaching for new emerging leaders.</p> <p>Ensure a robust induction process is undertaken for incoming BOT members.</p>

# ANNUAL TARGETS 2021

STRATEGIC GOALS <b>Wellbeing and Pathways</b>	ACTION TIMELINE												COORDINATED BY	BUDGET / COMMENT	
	J	F	M	A	M	J	J	A	S	O	N	D			
<ul style="list-style-type: none"> <li>Tamariki and parents will transition effectively to and from St Martins through strong school, parent / caregiver, and student relationships.</li> <li>Students' wellbeing and resilience will be nurtured through pastoral care programmes and networks, teaching and learning programmes, and relevant learning opportunities for parents / caregivers.</li> </ul>															
Transition to School Leader undertakes regular liaison with pre schools, lead transition to school meetings.														Transition to School Lead Teacher	1 FTU + 0.1 release
Ensure students and families experience a positive transition from ECE to St Martins School.														Transition to School Lead Teacher	1 FTU + 0.1 release
Develop / review the wellbeing framework														SLT	
Continue to fund CMM, prioritising students as appropriate														Board SENCO / DP	\$15 000
Engage with a number of outside agencies <ul style="list-style-type: none"> <li>Mana Ake in school support and parent programs</li> </ul>														SENCO / DP	Release 0.6 Clear structures to refer and access Mana Ake
Complete the 'Me and My School' / Wellbeing @ School survey for Y5 - 8 children, analysing data for trends.														DP Y5 - 8 Teachers	Release 0.6 \$500 - \$750
Teachers undertake a Teaching as Inquiry focus to build enhanced positive relationships with identified children.														Implementation Tm Classroom Teachers	
<ul style="list-style-type: none"> <li>EOTC events and programmes will provide children with rich, safe experiences to enhance learning.</li> </ul>															
Review and develop EOTC systems and processes.														DP	0.6 release
<ul style="list-style-type: none"> <li>Staff will role model self-care by leading or engaging in opportunities and initiatives that focus on enhancing and protecting their own holistic wellbeing.</li> </ul>															

Complete a staff survey based on wellbeing - either 'Me and My School' / Wellbeing @ School or an internal survey.																			SLT BoT	NZCER cost \$0 for internal survey
Thoughtful of applications for leave.																			Board of Trustees	Reliever cost

STRATEGIC GOALS <b>Community Engagement</b>	ACTION TIMELINE												COORDINATED BY	BUDGET / COMMENT						
	J	F	M	A	M	J	J	A	S	O	N	D								
<ul style="list-style-type: none"> <li>St Martins School will develop a culture of community action which encourages participation and engagement in school events and community action.</li> </ul>																				
Develop clear processes to engage the community in classroom programmes (beyond simply supporting events or trips) eg reading mileage, extension groups, interest sessions.																			Implementation Tm Classroom Teachers	
Include parents / whānau in assembly sharing everyday learning.																			Implementation Tm Classroom Teachers	
Each team holds two celebrations of learning events throughout the year.																			Implementation Tm Classroom Teachers	
Hold regular parent workshops / drop in sessions with the Mana Ake team or other outside agencies.																			SLT SENCO	
All teachers attend either a S'MART Community or Whānau Group meeting throughout the year.																			Teachers	
Greater participation by teaching staff attending events children represent the school in.																			Teachers	
All classrooms / pods engage with their families with an online platform sharing a 'window into learning'.																			DT Team Mandy Dempsey	PL Budget = \$10 000 Staff Meeting
<ul style="list-style-type: none"> <li>St Martins School will be leaders of action in the community on issues relevant and topical to the community.</li> </ul>																				



															Kāhui Ako	<a href="#">Mātauraka Mahaanui indicators of success.</a>
Teaching staff JD includes a focus on meeting the indicators in the standards for <a href="#">Te Tiriti o Waitangi Partnership.</a>															Implementation Tm Classroom Teachers	

STRATEGIC GOALS <b>Ako – Everyone is a learner</b>	ACTION TIMELINE												COORDINATED BY	BUDGET / COMMENT		
	J	F	M	A	M	J	J	A	S	O	N	D				
<b>Growing students</b> <ul style="list-style-type: none"> <li>Students will have quality, effective, evidence based <b>literacy and numeracy</b> (mathematics) school wide learning experiences.</li> <li>Levels of student <b>achievement in numeracy</b> will be increased through embedding and enhancing mathematical community inquiries.</li> <li>Levels of student <b>achievement in literacy</b> will be increased through students developing an understanding of languages, texts and literacy practices across the curriculum.<sup>1</sup></li> </ul>																
Engage in professional learning based on Structured Literacy / Science of Reading / The Code / online Murray Gadd writing															Literacy Leads	Within School Roles 1 FTU Literacy Budget = \$7500 Professional Learning Budget
Continued focus on problem solving in maths programmes across all levels of the school.															Maths Leads	
Teachers develop programmes to meet the needs of all children through differentiated programmes.															Implementation Tm Classroom Teachers Support Agencies	
Review and develop assessment practices in core curriculum areas, developing sharing of learning across a															Implementation Tm	

<sup>1</sup> The aim is to enable students to use texts (texts being digital, printed or multimodal) in the following ways: read and understand texts, construct texts appropriate to the area of study and think about, discuss, interact with, and use texts in subject specific ways.



greater number of curriculum areas.																					
Lead teachers in core curriculum areas oversee discussion and implementation within teams and syndicates, including moderation of activities.																				Literacy and Maths Lead Teachers	1 Fixed Term Units Within School Roles Maths Budget = \$4000 Literacy Budget = \$7500
<p><b>Kaitiakitanga</b> (caring for ourselves, others and the environment) will be embedded in teaching and learning programmes, co-curricular opportunities, and the physical school environment.</p> <ul style="list-style-type: none"> <li>To serve the school and the wider community.</li> <li>To develop an understanding of environmental sustainability through active, engaging, inquiry based, environmental learning experiences.</li> <li>To be responsive to the bi-cultural and multi-cultural nature of the school, environment and local community and contribute to the richness that brings to our school.</li> </ul>																					
Students are actively engaged in environmental programmes that make a difference to self / others / school / wider environment.																				Implementation Tm Classroom Teachers	Garden to Table = \$14 000
Inquiry topics result in social action when appropriate.																				Implementation Tm Inquiry Leads	Team Budgets = \$2500
<p><b>Growing Staff / People</b></p> <ul style="list-style-type: none"> <li>Teachers lead their own learning.</li> <li>Teachers' professional learning programmes will continue to be aligned with teacher appraisal.</li> <li>Teachers engage with our Literacy / Maths / Digital Technologies curriculum leaders to develop / embed programmes.</li> </ul>																					
Unpack the Code of Standards and Professional Responsibility, link these to the JD																				Principal	
Engage in professional learning based on Structured Literacy / Science of Reading / The Code / online Murray Gadd writing																				Literacy Leads	Within School Roles 1 FTU Literacy Budget = \$7500 PL budget = \$10000
Engage in professional learning based on Digital Technologies Curriculum development																				DT Leads	Within School Roles 1 FTU PL budget = \$10000 Addn Devices = \$10000

Provide funding to allow for the professional learning development of individual staff members based on needs identified as part of the performance management programme																			All Staff	Make funding available for teachers to attend Professional Learning sessions as they arise or undertake and contribute to the costs of further study as appropriate. PL budget = \$10000
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STRATEGIC GOALS <b>NAG #4 Property</b>	ACTION TIMELINE												COORDINATED BY	BUDGET / COMMENT
	J	F	M	A	M	J	J	A	S	O	N	D		

**Enabling Functions**

- Ensure the school’s rebuild continues as planned and per the rebuild schedule and in line with the BOTs’, Senior Management and Communities fundamental values and beliefs as represented in the original design brief.
- Explore options for landscaping and outdoor play areas as part of the school rebuild.

Complete Hall extension																			BoT MoE	SIPs Funding
Design and Complete Lachie Memorial Garden																			Landscaping Tm	SIPs Funding
Demolish four classrooms, rebuild two roll growth classrooms																			BoT MoE	MoE Funding
Review Programmed Property Maintenance - make a decision on maintenance																			BoT	
Relocate materials from the Music Room, Teacher Resource Room and Hall before demolition or extension.																			Caretaker	

# ACHIEVEMENT TARGETS 2021

## Writing

### Growing students

- Students will have quality, effective, evidence based **literacy and numeracy** (mathematics) school wide learning experiences.
- Levels of student **achievement in literacy** will be increased through students developing an understanding of languages, texts and literacy practices across the curriculum.

**Strategic Aim:** All students are able to access The New Zealand Curriculum as evidenced by progress and achievement

### Annual objective:

- 50% of children below the expected level of writing will make accelerated progress, by the end of the 2021 school year be at the expected level
  - Learning Teams will
    - analyse data, respond to learning needs, grouping children to enhance learning opportunities
    - create an overview for the year to focus on accelerating learners, this will include
      - Utilising Structured Literacy resources appropriate to the learning level
      - Rich learning experiences
      - Sharing of Professional Learning
      - Changes in Practice

## St Martins School Curriculum

**Strategic Aim:** The local curriculum is reviewed, updated and relevant to National changes and the needs of the current community

**Annual Objectives:** Provide greater clarity for teachers in developing learning programmes.

- Review aspects of the St Martins School Curriculum
  - Tikanga Māori
  - Writing
  - Physical Education
- Develop an understanding and implement the Digital Curriculum
  - Engage in Professional Learning
    - Staff Meetings
    - Observation of Practice
  - Changes to programmes
- Develop an understanding of Structured Literacy to enhance programmes
  - Utilise decodable readers in the New Entrant area

- Development of phonics (The Code) across the school
- Engage in Professional Learning
  - Staff Meetings
  - Observation of Practice

# Appendix 1

## Internal Self Review Tool

The school will employ a self-review strategy that is learner focused, evidence based, evaluative and improvement driven. Woven throughout the process will be ongoing capturing of learner and community voice. We have classified our review priorities in a similar way as outlined in the ERO evaluation Indicators.

1. Strategic Evaluations – These reviews focus on activities related to the vision, values, goals and targets of the school community.
2. Regular Evaluations – These reviews are business-as-usual evaluations or inquiries, where boards, leaders and teachers gather data, monitor progress towards goals, and assess the effectiveness of programmes and interventions.
3. Emergent Evaluations – These evaluations are a response to an unforeseen event or an issue identified by routine scanning or monitoring.



# Appendix 2

## Schedule of consultation, review and reporting for 2021

	Term 1	Term 2	Term 3	Term 4
<b>2021 - Consult</b>	KapaHaka Programme		Strategic Plan	Health Programme
<b>2021 – Review</b>		EOTC Systems and Processes		Tikanga Māori Programme
<b>2021 – Report</b>	Variance Report Student Achievement		Student Achievement	Student Achievement

# Pastoral Support Plan

Plan is supported by the staff at St Martins School.

