



Newfield Park School Te Kura o Nga Purapura

Strategic Plan 2024 - 2025



Our vision

Happy. We are optimistic about the future. We look for joy. We are ever hopeful.

Caring. We 'care enough' to act. We connect to powerful ideas with passion and curiosity.

Successful. We experience success being who we are. We benefit later in life from our experiences at school.

Our values

Manaakitanga Ako Whanaungatanga

Background Information

Goals are as a result of the following over the 2023 year:

talking to

- different groups of children about their experiences at school

looking at

- achievement and progress data
- behaviour and wellbeing data
- attendance information

consulting with

- Whānau of Year 6 Leavers
- Whānau of Māori akongā
- Whānau of children with complex needs
- Whānau of current akongā
- Teachers and staff

The same processes will be used to measure progress in 2024 and 2025.

Strategic Goal Alignment Education and Training Act 2020

	Goal 1	Goal 2
s127 - Objectives of boards in governing schools		
Every student at the school is able to attain their highest possible standard in education achievement	✓	✓
The school: • is a physically and emotionally safe place for all students and staff • gives effect to relevant student rights • takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school	✓	✓
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi including by: • working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori • achieving equitable outcomes for Māori students.	✓	✓

Strategic Goal Alignment

National Education Learning Priorities

		Goal 1	Goal 2
1	LEARNERS AT THE CENTRE – Learners with their whānau are at the centre of education		
1	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	✓	✓
2	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	✓	✓
2	BARRIER FREE ACCESS – Great education opportunities and outcomes are within reach for every learner		
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	✓	✓
4	Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy	✓	✓
3	QUALITY TEACHING AND LEADERSHIP – Quality teaching and leadership make the difference for learners and their whānau		
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	✓	✓
6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	✓	✓
4	FUTURE OF LEARNING AND WORK – Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work		

STRATEGIC GOAL 1: Children are active participants in their own and others' success.		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	- Enable children to see writing as an effective tool for communicating their ideas with others. - Build children's assessment capability. - Build children's ability to coach others in learning.		✓	✓
2025			✓	✓

STRATEGIC GOAL 2: Children's learning will foster whanaungatanga, manaakitanga and elicit joy.		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	- Value and raise up te reo Māori. - Nothing without Joy.	✓	✓	✓
2025		✓	✓	✓

Te Tiriti o Waitangi

Article 1 Kāwanatanga/Governance – Article 2 Rangatiratanga/ Agency – Article 3 Ōritetanga/ Equity

Annual Plan 2025

STRATEGIC GOAL 1: Children are active participants in their own and others' success.

Strategy – Enable children to see writing as an effective tool for communicating their ideas with others.	
Outcomes Expected	
Ākonga will	Kaiako will
Make expected or accelerated progress in literacy.	Explicitly and systematically teach all important components of literacy, using the scope and sequence identified in the Better Start Literacy Approach..

Strategy – Build children's assessment capability.	
Outcomes Expected	
Ākonga will	Kaiako will
Work with their teacher and classmates to use evidence to work out their learning goals in literacy and mathematics.	- Use structured literacy and AssTLe assessments to identify next learning goals in literacy and mathematics. - Give effective formative feedback that helps ākonga identify their strengths and areas for improvement

Strategy – Build children's ability to coach others in learning.	
Outcomes Expected	
Ākonga will	Kaiako will
- Ask coaching questions. - Listen to understand.	Provide repeated and varied opportunities for learning coaching strategies such as multiple explanations, examples and diverse contexts.

Targets are highlighted

STRATEGIC GOAL 2: Children's learning will foster whanaungatanga, manaakitanga and elicit joy.

Strategy – Value and raise up te reo Māori.	
Outcomes Expected	
Ākonga will	Kaiako will
- Increased knowledge of Kāi Tahu hītori and stories. - Gain insight into Māori beliefs, values and how Kai Tahu Māori interact with and treasure their surroundings. - Learn important elements of te ao Māori, to better understand, appreciate, take part in and show respect to those practices.	- Increased knowledge of localised Mātauraka Māori and Hītori. - Have an improved understanding of Te Ao Māori. - Have an improved understanding of elements of tikanga Māori. - Collaborate with whānau to plan Māori language programmes and develop resources that are useful to everyone.

Strategy – Nothing without joy.	
Outcomes Expected	
Ākonga will	Kaiako will
Experience activities in the school day that elicit joy and help them to self-regulate.	Draw on a range of activities including physical breaks to help children self-regulate.

Actions	
- The implementation of the Better Start Literacy Approach across the school. - Implement the Lexia reading programme in the school. - Incredible Years Teacher professional learning and development for staff new to the school. - ALiM and MST programme implementation	- Participation in Te Pōhā. Mātauraka o Murihiku - Use of classroom release time to support the valuing and raising up of te reo Māori. - Regular whānau hui
Timelines – all actions will run all year Resourcing – budget, staffing and M unit allocation prioritised to meet actions above Priority given to learners' whose needs have not yet been met within the actions and resourcing above.	

Annual Targets 2025

Strategic Goal	STRATEGIC GOAL 1: Children are active participants in their own and others' success.
Strategy	Build children's assessment capability. Build children's ability to coach each other.
Outcomes Expected	• <i>Show evidence of learning.</i> • <i>Identify their next learning steps.</i>

2024 Data	Achievement Target
77% of Year 0 were proficient after 10 weeks in initial phoneme identity. 67% of Year 0 were proficient after 10 weeks in letter sound recognition (set 1 & set 2). 67% of Year 0 were proficient after 10 weeks in phoneme blending. The 2024 data does not include children who were already proficient.	In 2024, 67% of Year 0 were proficient after 10 weeks in the three areas of phonemic awareness. Our target in 2025 After 10 weeks, 80% of Year 0 will be proficient in the three areas of phonemic awareness.

Strategic Goal	STRATEGIC GOAL 2: Children's learning will foster whanaungatanga, manaakitanga and elicit joy.
Strategy	Nothing without joy.
Outcomes Expected	• <i>Experience activities in the school day that elicit joy including those that allow discovery, connection, movement and play.</i>

2024 Data	Achievement Target
47% of year 1 & 2 children were working <u>towards expectation</u> in non word reading & 52% non word spelling 35% of year 1 & 2 children were working within expectation in non word reading & 33% in non word spelling. 18% of year 1 & 2 were working beyond expectation in non word reading & 15% in non word spelling. The 2024 data is based on 10 weeks of BSLA teaching. This is due to when teachers began the programme.	In 2024, after 10 weeks of BSLA teaching 53% of year 1 & 2 children were working within or beyond expectation in non word reading and 48% were working within or beyond expectation in non word spelling. Our target in 2025 After 30 weeks of BSLA teaching, 65% of year 2 & 3 children are working within or beyond expectation in non word reading and spelling.