



2024-2025 Amesbury School Strategic Plan

Section 1: Amesbury School's Vision, Values, Purpose, Graduate Profile, Pedagogical Approaches

Section 2: The long look forward: Strategic Goals 2024 – 2025

Section 1: Amesbury School's Vision, values, purpose, graduate profile

Our BIG purposes for education:

- To assist an increasing understanding of ourselves, the world, and how it work, so that we can all live better in and for the world
- To positively influence our students, the world and its future – by working at the nexus of theory and practice to design, prototype and create the future of education

Our vision for a HUMANISING Education is:

*For all students to experience what it means to be fully human
and continually fulfil their potential*

Learning for life - learning to live

Joy for learning - joyful living

Our mission: Amesbury School will create confident, connected, capable, contributing,
continuous learners

Amesbury School Glossary

A humanising education - *One in which tamariki are seen as full human beings, not as human 'becomings' or as less than adults in some way. This approach acknowledges that there are particular ways of being human, such as being seen as agentic, unique, an insider in your own learning, on your own personal journey, needing a sense of place and sense of self, being a connected human being.*

Holistic - *Recognising the connectedness of mind, body and spirit; paying attention not just to cognitive aspects of learning, but also to Te Whare Tapa Whā (four dimensions of Māori wellbeing) - taha tinana (physical health), taha wairua (spiritual health), taha whānau (family and social health), taha hinengaro (mental health).*

Future focused learning - *Equipping our ākonga with the skills and capabilities they will need in their future, such as collaboration, resilience, flexible and critical thinking, contribution etc. It also means preparing ākonga to deal with future-focused issues - wicked and complex problems such as climate change, sustainability, poverty etc. Given the more complex and intertwined nature of this, future focused learning also looks at different ways of personalised learning to better meet the varied needs of our ākonga.*

Middle ground - *A concept developed by educational philosopher Gert Biesta, who talked about 'grown up-ness' - the ability to be in and with the world, but not see yourself as the centre of it. The middle ground is the space in between 'world destruction' (behaving in a way where the other person or people are not as valued as you) and self destruction (stepping back and behaving in a way as though you do not have as much worth and value as the other person or people). The middle ground is the space that does justice to all - both you and 'other' are valued and of worth, and have worthy contributions to make.*

Insiderness - *Seeing ākonga as 'inside' their own learning, assisting them to know themselves as learners and learning - knowing their own unique ways of learning, their strengths and weaknesses and the ways they learn best. This is also about adults seeing ākonga as knowledgeable and knowing about themselves, that they have valuable contributions to make around their own learning.*

Unlearn and relearn - *In a rapidly changing and evolving world, we need to be able to learn, and also unlearn - realise that things we have done in the past may not now be the best or most useful approach. Ākonga need to be able challenge their own behaviours and thinking, and change their approach if they can see a better way of doing something - relearn.*

Learner agency - *Ākonga being able to make meaningful plans and carry them out. It means that students have the skills and capabilities to carry out their plans, but also that they are given the space and freedom to do so.*

Intercultural competency - *Having the skills, knowledge and attitudes to be able to communicate, work and socialise with people from different cultural backgrounds. Being able to interact positively and effectively with people who have different perspectives, values, beliefs and experiences from you.*

Culturally sustaining practice - *Practices that invite and encourage students to use and maintain cultural practices from home in school. These practices are about honouring, including and extending students' cultural practices, seeing their cultural background as a taonga (treasure) to be valued and honoured.*

Curriculum - *Curriculum can be viewed as the learning programmes and content taught at school. However, a broader definition can be that the curriculum is the sum total of all messages students gain from their educational experiences - the totality of their lived experience in the educational process. Therefore the ways people behave, the environment and the culture of the school all become part of the curriculum that is experienced.*

Kaimahi - *Staff*

Kaiako - *Teacher/s*

Ākonga / Tauira - *Student/s*

Our High Five: Amesbury School's Five "C"s

At Amesbury School, we value:

- ***Confidence** – *the ability to stand and act confidently in the world and maintain good health and well-being; supporting others to be confident (**rangatiratanga, tangata toa**)*
- ***Connectedness** – *valuing each other and the world in which we live; including diverse others (**whanaungatanga, whakapapa, kaitiakitanga, manaakitanga**)*
- ***Capability** – *having the power and ability, skills and competencies to take meaningful actions and achieving meaningful outcomes; helping others to act powerfully in/on the world (**mana**)*
- ***Contribution** – *sharing our unique contribution with the world; seeking and valuing the contributions of others (**koha**)*
- ***Continuous learning** – *continual growth and development; learning, unlearning and relearning (**ako**)*



Our Graduate Profile

This graduate profile describes what our school community wishes for its tamariki. Our High Five Values directly align with the graduate profile. Our Graduate Profile was developed through consultation with our school community and our teachers. This is also written in a version for our tamariki to use as part of their ongoing learning. ([Student version](#)) We are now looking to work with our tamariki to design a visual representation of this graduate profile.

- **Future-focused academic capability** – *having the skills, capacities, knowledge and qualifications so that ākonga are able to access and participate in the world in any way they might want – now and in the future.*
- **Learner capabilities** – *learner agency and insiderness, a continuous learner who can learn, unlearn and relearn.*
- **Confidence** – *able to stand and act confidently in the world, with a developing knowledge of who they are and where they stand on issues.*
- **Contribution** – *understands that each individual has a unique and valuable contribution to make in and to the world; realises that the world will be better off with each person's positive and thoughtful contribution. Feels a personal responsibility to make their contribution. Encourages others to make their contribution, and values the contribution of others.*
- **Ability to collaborate and work effectively in teams with diverse others** – *understands that they need others and others need them. Values diversity and different perspectives. Listens, asks questions, seeks to understand as well as to be understood.*
- **Maintaining a positive outlook, health and well-being (optimism)** – *having the skills, knowledge, capacities (self-control, self-awareness, resilience, for example) and strategies to maintain a healthy lifestyle and a positive outlook; and to re-establish it when it is lost for a time. Understands the need to continually pay attention to this for self and others.*

Pedagogical approaches and practices

These pedagogical approaches describe the teaching and learning methods, strategies and interactions (between teachers, between students, and between teachers and students; the learning environment; and the learning tasks), that are central to education at Amesbury School. They are closely aligned with Our Mission, Our Vision, Our Motto, Our Whakatauki, Our High Five Values, Our Graduate Profile and are the vehicles for the implementation of all of these as learning programmes. Our pedagogical approaches have been developed over time, and as a part of our commitment to a future-focused curriculum, we have continually reconfirmed or revised them to ensure alignment with our “big picture” ideas and to ensure they are still relevant for now and in the future. We regularly collect data to see how well we are putting these pedagogical approaches into practice and how they are impacting students. They were most recently explored as part of the New Build Consultation with staff, students and parents.

A humanising education – focusing on the whole child

**Personalisation of learning – knowing students well and designing teaching and learning programmes to meet their individual and collective needs*

**Student agency and insiderness – students being powerful learners and acting powerfully in and on the world; students as insiders in their learning; learning as a child’s right and a responsibility; students with voice, choice and self-direction.*

**Future-focused curriculum – equipping all students with the knowledge, skills and values to be successful in a world that is increasingly complex, fluid and uncertain. Constantly reviewing and revising the curriculum to ensure it remains future-focused. Focuses and approaches include:*

- critical thinking
- collaboration
- coaching
- questioning
- problem-solving and problem-posing
- curiosity
- place-based learning
- play-based learning
- an environment where it is safe to take risks and fail
- leveraging the affordances of technological developments

**Culturally sustaining pedagogies and practices – promoting, celebrating and critiquing the multiple and shifting ways that students engage with culture*

**Ako – where teachers and students are always reflective and seek learning from/with others. They understand that for effective learning “we need each other”. Some strategies that are important to our school include:*

- tuakana-teina*
- flipped classroom*
- coaching leadership approach – with students and teachers*
- collective responsibility-taking*

**Team teaching and collaboration – working together, leveraging the efficiencies provided by a team approach and valuing the strengths and diverse perspectives of the individuals within the team to better meet the needs of every student.*

**A culture of continuous learning and growth and development for all – school as a constantly self-improving algorithm; students and teachers in constant cycles of growth and development*

**An integral, holistic curriculum – acknowledging that the world and, therefore, knowledge, is intertwined and holistic. Designing teaching and learning programmes to acknowledge and emphasis the interconnected nature of knowledge and curriculum*

**Real world authentic learning contexts – making it clear that the purpose of learning is to assist the development of practical knowledge and practical wisdom so that we can live better in the world*

**High expectations of all students - providing tasks that are academically challenging, engaging and of high interest. Being committed to scaffolding and pacing learning differentially so that all students can achieve success.*

**Flexibility and agility – in a rapidly changing world, in order to remain relevant, schools need to be quickly responsive to even nuanced changes in the environment and context; hence, the need for flexible and agile curriculum, pedagogies and practices, processes, systems and structures as well as people, so they can change quickly in response*

**Evidence-based and evaluative – we want to know the impacts of all our actions, therefore, we continually gather data, analyse it and evaluate outcomes and impacts.*

Our commitment to te Tiriti o Waitangi / the Treaty of Waitangi: A Bicultural Partnership

Amesbury School will meet the requirements of the National Education and Learning Priorities

Amesbury School is committed to the National Education and Learning Priority of: *Meaningfully incorporating te reo Māori and tikanga Māori into the everyday life of the place of learning.* We will do this by completing the following actions from the National Education and Learning Priorities:

- *Seeking advice from Māori on how best to include tikanga Māori in values, practices and organisational culture;*
- *Using development opportunities for kaiako (teachers) and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori*
- *Talking with ākonga and staff about why correct pronunciation of te reo Māori is important, and providing them with opportunities to learn and practice without judgement*

It is an important requirement for us to focus on our bicultural partnership, as biculturalism acknowledges that Māori are tangata whenua (people of the land) and have a special relationship with the land. As Treaty partners Māori should have equal rights, protection and status. (Please see our glossary and our section on pedagogical approaches in this document to understand more about our focus on multiculturalism.)

Under the terms of its Treaty of Waitangi Policy, Amesbury School aims:

1. To develop pride in Aotearoa New Zealand's bicultural heritage and build high levels of awareness of the unique role of Te Tiriti in our nation and for all individuals through its teaching and learning programmes.
2. To provide opportunities for all students to experience and develop competence in te reo Māori (Māori language) me ona tikanga Māori (Māori customary practices and behaviours). All students will receive regular instruction in te reo Māori me ona tikanga Māori. Noho Marae (overnight visits to local marae) and Mihi Whakatau (school welcomes) will be a regular part of school life, and the use of waiata (song) and karakia (blessings) will be an ongoing aspect of our daily routines.
3. To develop students who will be well equipped to live in an increasingly globalised world through the development of intercultural competence including an understanding of, and respect for, the importance of culture to all people.
4. To assist the revitalisation and resurgence of te reo Māori me ona tikanga Māori and establish its position as a national language of Aotearoa New Zealand and a taonga treasured by all New Zealanders.

Section 2: Strategic Goals and Actions: 2024 - 2025

Design and maintain a humanising curriculum; ensure curriculum delivery that is joyful, deeply engaging, and personalized to meet the needs of every ākonga

Within a joyful and optimistic environment, grow, develop, and affirm highly effective staff committed to meeting the needs of every ākonga

Be a connected and joyful community with a strong sense of place and belonging

Continue to grow and maintain an inclusive, safe and healthy environment for all ākonga, staff, and whānau

Strategic Goal 1 – Curriculum

Design and maintain a humanising curriculum; ensure curriculum delivery that is joyful, deeply engaging, and personalized to meet the needs of every ākonga

- i. Design and maintain programmes that are integral, holistic, engaging, fun, joyful, broad, encourage creativity; and develop deep knowledge of the world and the capacities and values that will enable ākonga to flourish throughout their lifetime.
- ii. Continue to develop, adapt and maintain systems and processes that allow highly effective and collaborative design of learning across the school.
- iii. Design and maintain learning programmes that engage ākonga with their local, national and global communities. Ensure opportunities for all ākonga to actively participate in, and contribute to, these communities.
- iv. Design and maintain learning programmes that enable ākonga to experience joy and optimism in living well in and for the world.
- v. Through the development of environments, structures, processes, systems and programmes, increasingly and more deeply customise and personalise learning to reflect the needs, interests and talents of learners balanced with the needs of the world.
- vi. Develop and maintain systems, programmes and processes to ensure that ākonga are routinely consulted about matters that affect them, that all ākonga are acknowledged as insiders in their learning, and are appropriately and authentically given choices and involved in decision making.
- vii. Design and maintain contemporary assessment philosophies and practices to align with the goals, principles, priorities and values of Amesbury School's vision for learning and with the priorities outlined in the National Educational and Learning Priorities.
- viii. Ensure that te reo me ona tikanga Māori is meaningfully, authentically, and consistently integrated into daily learning programmes
- ix. Utilize modern technology to recognize and reflect the holistic and integral nature of the world and assess/provide evidence of the development of the “whole” child.

- x. Raise the achievement of all students in relation to the New Zealand Curriculum, particularly in communication arts (literacy) and mathematics.
- xi. Ensure early identification of, and effective support for, children who are at risk of not continually fulfilling their potential.
- xii. Ensure that the school's High Five values are deliberately taught and integrated into learning programmes

Strategic Goal 2 – Staff

Within a joyful and optimistic environment, grow, develop and affirm highly effective staff committed to meeting the needs of every ākonga

- i. Accelerate the induction of new teachers to Amesbury School to minimize the “implementation dip” and to ensure maximum effectiveness of all teachers.
- ii. Work with teachers to implement our [Amesbury High Leverage Teaching Practices](#), so that teachers are intentional in the choices they make, have clarity (precise knowledge) about key learning pedagogies and content, get the basics right all of the time, and ensure alignment between intentions and actions.
- iii. Strengthen growth cycle processes and practices to ensure maximum teacher effectiveness and a highly professional staff; ensure teacher voice and agency is included in this process.
- iv. Grow and develop a highly effective middle leadership to work with teachers to improve outcomes for students.
- v. Explore the effectiveness and impact of a range of different teaching and learning roles (such as Learning Partners, ELL teacher, Learning Support Assistant) on effective outcomes for ākonga at Amesbury School.
- vi. Develop and maintain open, transparent, collaborative, shared practices and move beyond a “culture of nice” to honest discourse in which staff encourage and challenge each other to better outcomes.
- vii. Create and maintain systems and processes for open communication within and between teams, between kaimahi and the leadership team, and between kaimahi and the school board.

- viii. Develop and maintain effective practices (such as coaching and mentoring) that acknowledge all people as “knowing and knowledgeable”, as whole and unique human beings, and encourage all people’s involvement in continual cycles of growth and development.
- ix. Be mindful of staff work/life balance and ensure healthy, engaged and happy teachers.
- x. Leveraging the affordances of the latest technology, consider the aspects of teacher workload that can appropriately be automated. Enable teachers to focus on their core business and make their most significant contribution.

Strategic Goal 3 - Community

Be a connected and joyful community with a strong sense of place and belonging

- i. Develop welcoming, caring, hospitable, generous and inclusive practices.
- ii. Recognise the school’s accountability to parents through the development of anytime, anywhere, transparent reporting practices that acknowledge parents as first educators and as integral to the learning process.
- iii. Include parents and extended whānau in the full life of the school by using technology and a range of activities to provide a window into the life of the school and a space for connection.
- iv. Develop open and collaborative approaches to engage staff, students and the school community in the ongoing dialogue about the development of education at Amesbury School in which all stakeholders – parents, students, staff and the wider community – feel they have a voice.
- v. Enable a range of activities, events and opportunities that bring people together and develop a sense of community, belonging, and involvement with the school.
- vi. Develop and maintain systems and processes that meaningfully and purposefully celebrate the successes of ngā ākonga in a range of ways.

- vii. Enhance recreational and other opportunities within the Churton Park community. Support community activities. Encourage engagement and involvement in wider community activities and events, for ākonga and whānau.
- viii. Promote understanding, appreciation and respect for ourselves, all cultures, all people and all environments; and actively recognize and value the bicultural and multicultural nature of New Zealand society. Actively honour and support the resurgence and revitalization of te reo Māori me ona tikanga Māori.
- ix. Ensure success for Māori as Māori through learning programmes that engage Māori students, are culturally responsive and consistent with the Te Tiriti o Waitangi.
- x. Seek to build meaningful connection and engagement with Ngāti Toa, in order to develop an ongoing relationship.
- xi. Embrace the diverse cultures and ethnicities in the Churton Park community.
- xii. Actively seek input from the wider education community, but also from those involved in powerful innovation outside of education and proactively share our experiences and emerging thinking with others.
- xiii. Challenge ourselves (staff, students and community) to take responsibility for our collective future by adopting sustainable behaviours and practices that will ensure the well-being of our world and of all life on earth.

Strategic Goal 4: Environments

Continue to grow and maintain an inclusive, safe and healthy environment for all ākonga, staff, and whānau

- i. Develop and maintain an environment that is open, warm, welcoming and inviting, and that encourages a sense of belonging and wellbeing.
- ii. Ensure learning resources effectively enhance the Amesbury vision for learning, including the appropriate and meaningful provision of ICT tools and cloud based technologies.

- iii. Develop and maintain a business department of the school to generate additional income and explore a range of educational opportunities.
- iv. Continue to implement a long-term plan for the development of the school grounds to align with the vision and values of the school and needs of the community, and to treasure and share the story of the land and our people; ensure sustainability and inclusivity of all whānau and community members are an integral part of plans for our school grounds.
- v. Develop and maintain systems and processes for working with ākonga around genuine and embedded kaitiakitanga of our environment and resources, particularly in our school environment and local community.
- vi. Implement and continually review a long-term maintenance plan for the buildings to maximize their value and longevity.
- vii. Develop and maintain the grounds, buildings and other facilities to ensure they comply with occupational health and safety standards and relevant legislation, and provide students and staff with a safe, healthy, hygienic learning and working environment.
- viii. Ensure plans are in place for the effective ongoing maintenance and then replacement of all assets. In particular, ensure a plan is in place for the ongoing replacement of effective ICT equipment.
- ix. In all aspects/dimensions of the school, develop long-term sustainable strategies and the best response or solutions by employing quality processes and working for quality outcomes that will last.
- x. Ensure that in all its development, the school enhances the 5 Green Star Environmental Rating of the school.
- xi. Develop and embed the use of a range of sensory spaces and resources to support and enhance the wellbeing of ākonga