

















St Heliers School Strategic Plan 2024-2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Vision Statement: St Heliers is a welcoming community that stands for academic excellence in academic achievement in all other areas of school life and fosters independent, well-rounded students. A community that is innovative and encouraging, where sound values underpin all school activities							
Summary of the information used to develop this plan/How did you create this plan (e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)							
Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i> Refer Regulations 7(1)(b)	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i> Refer Regulations 7(1)(b)	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)		What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i> Refer Regulations 7(g)		How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i> Refer Regulations 7(e), 7(f)	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i> Refer Regulations 7(g)
Strategic Goal 1 To engage ākonga and our community with a robust local school curriculum based on Te Mātaiaho (the refreshed New Zealand Curriculum)	All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi		Our local school curriculum actively reflects Te Mātaiaho and our communities' priorities for their children and local tangata whenua priorities for our school		We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua. <i>We will strive to build partnerships with local hapu /iwi to determine the matauranga Māori, te reo Māori, and tikanga included in the local curriculum</i>	Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance <i>Tangata whenua satisfaction that the local curriculum has been codesigned with them</i>
				School leaders, teachers, whānau and children are excited and engaged with their local school curriculum		We will build awareness and grow understanding of Te Mātaiaho with teachers and our school community	Annual learners, teachers and whānau consultation to measure engagement and understanding of our local school curriculum
				We will publish our local school curriculum on our website		We will engage in ongoing professional learning and development opportunities about Te Mātaiaho for school leaders and teachers	Annual student learning and progress achievement data analysis with respect to our local school curriculum
				Teachers are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with learners		We will engage in ongoing professional learning and development opportunities about Te Mātaiaho for school leaders and teachers	Annual student learning and progress achievement data analysis with respect to our local school curriculum
				We have established systems and processes to measure and report on individual and school-wide student progress and achievement with respect to our local school curriculum			Annual student and whānau feedback to measure satisfaction with reporting Annual student wellbeing and belonging measures

Strategic Goal 2 Working together to achieve equity and excellence in reporting practices where learner agency is central to reciprocal communication with teachers, parents and whanau	127(2)(b)	NELP Priorities: 1, 2, 3, 4, 5, 6 The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi		Learners leading the reporting of their progress, achievement and next learning steps to parents Strengthened engagement and relationships with whanau, parents, families, and communities that are focused on learning Strengthened teacher practice that promotes the agency of learners through Assessment for Learning Pedagogy We have established systems and processes to measure and report on individual and school-wide student progress and achievement	   	We will consult with our school community, teachers and students on our current reporting practices to build learner focused relationships We will gather stakeholder voice that focuses on reporting of learning We will develop a plan for implementation of learner led conferences We will engage in ongoing professional learning and development for teachers that promotes learner agency	   	Annual tracking and evaluation of our consultation groups on our changes to the reporting systems and processes Annual tracking and evaluation of our consultation groups on our changes to the reporting systems and processes that focus on learning Tangata whenua satisfaction that our reporting processes and systems has been codesigned with them Annual learners, teachers and whānau consultation to measure engagement and understanding of our updated reporting practices Annual tracking and evaluation of teacher practices around assessment for learning /learner agency through Professional Growth Cycle coaching
Strategic Goal 3 Rejuvenate our vision and values to reflect our connection belonging and identity		NELP Priorities: 1, 2, 3, 4, 5, 6 The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi		We will see our place of learning as safe and inclusive. Free from racism, discrimination and bullying We are all connected with a culture of belonging and identity through our vision and values Collaborate with Maori communities and involve them in the decision making and partner with them to support rangiatiratanga and Maori educational success as Maori Seek advice from Maori on how best to include tikanga Maori and vision, values, practices and organisational culture The vision and values are woven through everything we do at school and lived by our tamariki, staff and whanau We will publish our vision and values on our school website.	   	We will consult with our school community, teachers and students on our current school vision and values to ensure the aspirations of our community are considered. We will gather stakeholder voice around vision and values. We will continue investing in the support of the diverse needs of our students and maintain discussions with teachers to ensure that we are identifying and catering to students whose needs have not yet been well met. We will engage a facilitator to guide us through professional learning on rejuvenating our vision and values to reflect the principles of Tiriti o Waitangi.	   	Annual analysis and evaluation of consultation and review on feedback supporting the rejuvenation of the school vision and values Tangata whenua satisfaction that our rejuvenated vision and values have been codesigned with them Annual tracking of learners, teachers and whānau consultation to measure engagement and understanding and use of our rejuvenated vision and values Regular tracking and evaluation of teacher and ākonga discourse of our rejuvenated vision and values throughout the rejuvenation process