



**ALFRISTON
SCHOOL**

CHALLENGE
PRIDE
EXCELLENCE
EMPATHY

Alfriston School Strategic Plan 2024 – 2025

VISION: A community of learners supporting each other to ensure everyone reaches their full potential.

SCHOOL CONTEXT: Alfriston School is a semi-rural full Primary school situated on the outskirts of Manurewa. The school caters for learners from Year 0–8, making it a full Primary. Currently, the school has approximately 360 learners. Māori learners make up 9.89% percent of the roll, 13.84% are Pacific Peoples, 17.51% are NZ European and 40.68% are Indian.

COMMUNITY CONSULTATION : Over the past 2 years Alfriston School senior leaders and Board have been committed to proactively and intentionally engaging with our school community to ensure we understand their needs and wants.

How? Below are some of the ways we gathered voice:

Formal and Informal approaches are prioritised equally

- Kōrero within the school and at the school gate
- Phone calls to whānau (Teacher phone calls to all whānau at the beginning of each year and Senior Leaders phone calls at regular intervals)
- Use of digital interaction (digital surveys, app use and email newsletters)

- Kōrero and pātai at Three Way Conferences
- Engaging at community events (EG: Time to Shine Concert)
- Written material – postcard survey
- Staff and community hui

Level of Engagement:

High level of participation in all community consultation. Some examples:

- Attendance level at all 2022 and 2023 Three Way Conferences 95% or above
- 82 whānau responses to our 2023 Strategic Goals postcard survey
- We consistently have a high attendance rate of over 88%
- School events e.g Disco, Time to Shine concert, Powhiri, Whānau Assemblies, F&F events, School Camp, EOTC outings

What we heard:

- 2012 / 2022: Vision and Values Community, Staff and Learner Consultation
 - Akonga and whānau no knowledge of the school's vision
 - Kaiako very little knowledge of the school's vision
 - Some learners able to talk about the school's 8 values, however unsure what the purpose of the 3 principles is
 - Some staff referring to / prioritising the 3 principles, others the 8 values
 - Community feel more connection to the 3 principles, the additional 8 values can fit under these
- 2023: Strategic Goals Review
 - Community feedback – Responses a high level of support for current Strategic Goals. The following ratings of importance (average): Hauora:Well Being 9.8 / 10, Ako:Teaching and Learning 9.7 / 10 and Arotake:Internal Evaluation for Improvement 9.3 / 10
 - Staff response: Strong belief that values are embedded and vision is our guiding statement/way of being
- 2023: Vision and Values Review
 - Some learners know the school vision and its meaning. Beginning of the year focuses on schoolwide.
 - Learners are confident in stating the values, able to talk about what these look like / mean and aware of schoolwide values systems.
 - Staff know the school vision and values and believe the values are embedded. Further work around the vision in 2024.

Giving Effect to te Tiriti o Waitangi

Under the Education and Training Act 2020, a primary objective of the board of Alfriston School is giving effect to te Tiriti o Waitangi. We do this by:

- Working to ensure our 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 to reo Māori
- Achieving equitable outcomes for Māori students
- Providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori

Alfriston School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

<i>OBJECTIVE</i>	<i>STRATEGIC GOALS</i>	<i>WHAT DO YOU EXPECT TO SEE</i>	<i>HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS</i>	<i>HOW WILL WE MEASURE SUCCESS</i>
HAUORA – WELL-BEING Provide a positive, learning focused culture that is committed to inclusion of all ALIGNMENT TO NELP PRIORITIES <i>Obj 1,2 and 4</i> PARTNERSHIP PARTICIPATION	We will partner with akonga, kaiako, whānau and local iwi to further develop a learning community that reflects our community ensuring our akonga, kaiako and whānau feel a sense of belonging and support.	-Development of a Local Curriculum that reflects the needs and wants of our school community -Development of school environment to ensure it reflects the people within our learning community, as well as reflecting Aotearoa NZ -Awareness of and recognition of Cultural celebrations and language weeks	-Continue to work to develop connections with iwi and Indian community -Principal working with local DP to establish iwi connections -Cultural Connections Unit holder to continue to develop community connections -Develop the school's physical environment -meaningful creations	-Connections with groups has been established -Collaborative focus with cultural groups -Learner voice -Improved school environment
	Provide opportunities for akonga, kaiako and whānau to be actively involved in school life	-Increased whānau engagement -Increased opportunities for akonga -Learners feeling supported by all -A positive, safe environment for all -Positive school culture maintained -All learners fully involved in all aspects of school life -Support for learners as required	-Review communication methods -Ensure dates are communicated early so that whānau have time to organise attendance -Target community members with expertise/strengths -Have periodic focused group meetings with small groups in the school community	-Survey/feedback results -Feedback/Feedforward from the focus groups has been heard -Attendance rates – at events / conferences has increased

<i>OBJECTIVE</i>	<i>STRATEGIC GOALS</i>	<i>WHAT DO YOU EXPECT TO SEE</i>	<i>HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS</i>	<i>HOW WILL WE MEASURE SUCCESS</i>
<p>AKO – TEACHING AND LEARNING Provide high quality teaching and learning programmes that enable every learner to reach their full potential</p> <p>ALIGNMENT TO NELS PRIORITIES <i>Obj 2,3 and 4</i></p> <p>PROTECTION PARTICIPATION</p>	Alfriston School's P.G.C is relevant and meaningful to our context and is having a positive impact on teaching and learning	<ul style="list-style-type: none"> -Deliberately planned for – staff meetings -Regular conversations and reflection -Teachers trying new strategies/approaches 	<ul style="list-style-type: none"> -Provide opportunities for all staff to work collaboratively or individually on their record of P.G.C -Systems in place to record reflections and learning -Prioritise time for conversations/reflection -SLT and Whānau Leaders to do walk throughs and provide constructive informal feedback to teachers 	<ul style="list-style-type: none"> -Staff will have a record or body of evidence that demonstrates a positive impact on teaching and learning -Staff voice
	P.L.D. is co-constructed with staff in order to meet the needs of teachers and learners	<ul style="list-style-type: none"> -Staff positively engaged in PLD -Development / improvement in teacher practice -Growing future leaders -Continued commitment to developing current school leaders 	<ul style="list-style-type: none"> -Explicit coaching and mentoring to grow leadership in the school -Provide a range of leadership opportunities and support systems to promote leadership success -Collect staff voice at T.O.D in Feb -Use staff voice to investigate and plan for 2024 PLD -Provide funding to support PLD 	<ul style="list-style-type: none"> -Formal collection of staff voice: Engagement level -Termly feedback: Senior leader discussions with staff -Development of staff: leadership progression

<i>OBJECTIVE</i>	<i>STRATEGIC GOALS</i>	<i>WHAT DO YOU EXPECT TO SEE</i>	<i>HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS</i>	<i>HOW WILL WE MEASURE SUCCESS</i>
AROTAKE – INTERNAL	Akonga, kaiako and whānau will be given opportunities to provide regular,	<ul style="list-style-type: none"> -Termly focus group meetings -Senior leaders phoning whānau to check in, gather voice -Learners feeling confident/safe in 	<ul style="list-style-type: none"> -Proactive and intentional in collecting voice -Periodic whānau focused group meetings with small groups in the school 	<ul style="list-style-type: none"> -Analysis of feedback /feedforward -Record of data/information

<p>EVALUATION FOR IMPROVEMENT</p> <p>Establish a culture of effective, ongoing internal evaluation for improvement</p>	constructive feedback/feedforward	<p>sharing their thoughts, feelings and ideas</p> <ul style="list-style-type: none"> -Discussions at all levels (Board, staff) to reflect on voice -Changes implemented and monitored for effectiveness -Whānau communication is acknowledged and actioned within a reasonable timeframe 	<p>community</p> <ul style="list-style-type: none"> -Teachers phone every whānau 3 weeks into the year to touch base -Staff voice collected and recorded regularly -Learner voice collected as per 'Learner voice schedule' -Prioritise phone and face to face 	<p>collected as well as the actions and monitoring</p> <ul style="list-style-type: none"> -Parents show a level of confidence and comfort in approaching any staff member about any concern/question or wondering
	<p>ALIGNMENT TO NELS PRIORITIES</p> <p><i>Obj 1,2,3,4 and 5</i></p> <p>PARTNERSHIP PROTECTION PARTICIPATION</p>	<p>Systems and Processes are established for Teaching and Learning engagement and achievement (T.L.E.A) .Mtgs</p> <ul style="list-style-type: none"> -T.L.E.A. Meeting template and resources created and shared -Modelling of the process by Senior leaders -Twice termly T.L.E.A. Mtgs -Record of T.L.E.A. Mtgs in Shared Google Drive folder -Staff reflecting with colleagues -Staff valuing the ideas/knowledge of their colleagues -Staff feeling safe to try new ideas/approaches -Learners making progress due to improved teacher practice 	<ul style="list-style-type: none"> -Planned time to enable T.L.E.A meetings to take place. -Check in with teachers both collectively and individually -Senior leaders support process initially -Documents are clear and easy to follow 	<ul style="list-style-type: none"> -Evidence of the processes/systems are being implemented -See feedback and feedforward from staff - evaluate and make changes if required. -Increased Learner Achievement -Teacher voice -Anecdotal notes in google drive

APPROVED BY: *Alfriston School Board*

DATED: *12.02.2024 (Feb Board Mtg Minutes)*

VERSION: *FINAL*

kōrero = to talk
tikanga Māori = cultural principles
mātauranga Māori = cultural practices
te ao Māori = Māori language
akonga = student / learner
kaiako = teacher
whānau = family (extended family group)

2024 Targets -

These targets were decided upon by our staff through data analysis

READING

85% of our Year 5 and 6 learners to be at or above their expected curriculum level

WHY? 19/87 (22%) of our Year 5 and 6 learners are currently not achieving at their expected curriculum level.

	BELOW	AT	ABOVE	NARRATIVE
YEAR 5	19% (8)	58% (25)	23% (10)	35/43 (81%) at or above expected curr level
YEAR 6	25% (11)	48% (21)	27% (12)	33/44 (75%) at or above expected curr level
TOTAL	22% (19)	53% (46)	25% (22)	68/87 (78%) at or above expected curr level

WRITING

At least 84% of our ALL learners to be at or above their expected curriculum level

WHY? 233/303 are currently tracking at or above their expected curriculum level. This is 77% of the learners.

	<i>Below</i>	<i>At</i>	<i>Above</i>	<i>Narrative</i>
Year 2	9% (4)	70% (30)	21% (9)	39/43 (91%) at or above expected curr level
Year 3	8% (3)	72% (28)	21% (8)	36/39 (93%) at or above expected curr level
Year 4	16% (7)	53% (23)	30% (13)	36/43 (83%) at or above expected curr level
Year 5	28% (12)	60% (26)	12% (5)	31/43 (72%) at or above expected curr level
Year 6	36% (16)	62% (28)	2% (1)	29/45 (64%) at or above expected curr level
Year 7	35% (19)	61% (33)	4% (2)	35/54 (65%) at or above expected curr level
Year 8	25% (9)	58% (21)	17% (6)	27/36 (75%) at or above expected curr level

TOTAL	23% 70	62% 189	15% 44	233/303 are currently tracking at or above their expected curriculum level. This is 77% of the learners.
--------------	--------	---------	--------	--

<u>MATHS</u>				
83% of our Year 4-6 learners to be at or above their expected curriculum level				
WHY? 95/130 (73%) of our Year 4 - 6 learners are currently not achieving at their expected curriculum level.				
	<i>Below</i>	<i>At</i>	<i>Above</i>	<i>Narrative</i>
Year 4	26% (11)	51% (22)	23% (10)	32/43 (74%) at or above expected curr level
Year 5	23% (10)	53% (23)	23% (10)	33/43 (76%) at or above expected curr level
Year 6	32% (14)	50% (22)	18% (8)	30/44 (68%) at or above expected curr level
TOTAL	27% (35)	52% (67)	21% (28)	95/130 (73%) at or above expected curr level

APPROVED BY: *Alfriston School Board*

DATED: *12.02.2024 (Feb Board Mtg Minutes)*

VERSION: *FINAL*

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.




Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5								
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION								
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable								
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	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	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	7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours		Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations		Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them		Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills		Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture		Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support		Support learners/ākonga to see the connection between what they're learning and the world of work		Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying		Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau		Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective		Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists		Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori		Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches		Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching		Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong		Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations		Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori		Where possible, reduce non-fee costs, including costs associated with BYOD ² policies, and take advantage of policies to reduce financial dependence on families and whānau		Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement							
		Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning													



Actions for schools and kura

2 Bring your own device.

2 Bring your own device.

Appendix B

7 Content of strategic plans

- (1) A board's strategic plan must include—
 - (a) the board's vision for its school;
 - (b) the board's strategic goals, as developed in consultation with the school community, for meeting the board's primary objectives as set out in [section 127](#) of the Act;
 - (c) information relating to how the board has prioritised its strategic goals;
 - (d) information relating to the link between the board's strategic goals and—
 - (i) the statement of national education and learning priorities issued by the Minister under [section 5](#) of the Act; and
 - (ii) any other relevant national education strategies or plans, including Ka Hikitia, the Action Plan for Pacific Education, and the oranga tamariki action plan; and
 - (iii) the foundation curriculum policy statements and national curriculum statements made under [section 90](#) of the Act;
 - (e) the board's strategies for achieving or making progress towards its strategic goals based on the identities, needs, and aspirations of its school community, including, without limitation, strategies for identifying and catering to students whose needs have not yet been well met;
 - (f) the board's strategies for giving effect to Te Tiriti o Waitangi, including strategies for—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) achieving equitable outcomes for Māori students; and
 - (iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori;
 - (g) information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals.
- (2) In addition, if a board is—
 - (a) the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect Te Aho Matua and local tikanga;
 - (b) a specified kura board that is not the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect local tikanga.
- (3) If a board is a specified kura board,—
 - (a) the requirement in subclause (1)(f) does not apply; and
 - (b) the board's strategic plan must instead include a general statement about how the kaupapa of the board's school reflects Te Tiriti o Waitangi.