



# Strategic Plan 2025...



Vision	Goals	Implementation
<b>1. Excel</b>  <i>Swanson School Local Curriculum</i>  <i>Maths</i>  <i>Literacy</i>	a. Embed our vision, values and skills.	Develop a Tiriti Centric 'essence' statement for each of our values.  Continue to develop a resource bank for our values teaching for teachers and TAs - examples, role plays, lesson plans etc.  Focus each term clearly around a values branch (develop a Term values plan that includes resources)  Create tangible 'values in action' statements for different physical areas of the school.  Develop with staff/students the Swanson Way from local curriculum docs. Do a free play refresh.
	b. Children's learning is connected to their local heroes, local whenua and individual roots.	Actively engage with the local area to build a sense of place/turangawaewae.  Keep working on the development of our School Pepeha, with the next step being the inclusion of students and whanau.  Continue to engage with Te Kawerau ā Maki through the Mana Kura programme.
	c. Facilitate the implementation of the new NZ Maths and Literacy Curriculum, providing clarity on what students need to learn and by when.	Connect teachers with appropriate Professional Development for Maths and Literacy.  Continue to create awareness of how each of our whanau teams are working, connect and share.  Develop 'Understand, Know, Do' framework to guide teaching and learning.  Co-create a school wide, bi-yearly curriculum overview (curriculum map) that is Tiriti Centric and related to our values.

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<b>2. Engage</b>  <i>Swanson School Culture</i>  <i>Pasifika</i>  <i>Māori</i>	a. Remove cultural barriers to learning to support improved engagement.	Targeted Professional development - with a focus on Māori and Pasifika.  Mana Enhancing Practices - Mana model (Webber & MacFarlane)  Actively encourage and invite different cultural role models into school for students to connect with.  Add to the Pasifika focussed events, encouraging teachers to support and use resources in their spaces.  Ko wai au? (Ko Hai au? O ai a'u? Who am I?) - Evolve and expand Celebrating Cultures/Identities week to be all about... Ko wai au? - Who am I? Include activities, celebrations, community and performances.
	b. Te Reo and Tikanga Māori are normalised across the school.	Encourage access to Te Wānanga O Aotearoa courses.  School wide learning celebrations of specifically Te Reo Māori progress.  Develop Swanson specific tikanga under guidance of Te Kawerau ā Makio.  Continue with Kapa Haka group growth Adding performance opportunities and Wānanga, and Continue to develop carving access.  Development of Māori lead teacher role to access more Māori focussed events.  Continue to engage with professional development from MAC and Te Kawerau ā Maki.  Continue to review (audit) Te Reo programmes across school aiming for consistent 36 minutes per day.
	c. Consolidate reciprocal relationships with whānau	Hold regular Hui and Fono to connect with our whānau / Fāмили / Aiga etc  Explore appropriate ways to gather community voice and guidance.  Include the community in Ko Wai Au... and other school wide initiatives.

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<b>3. Empower</b>  <i>Formative Practice</i>  <i>Planning</i>  <i>Assessment</i>  <i>Data</i>	a. Tamariki have ownership of their own learning	Goal setting - Explore using a system where students/Teachers/whānau collaboratively set goals for their learning.  Reflections on success criteria? Do s's understand how they measure / recognise their success  Encourage student-led conferences, self-reflection, and goal setting.
	b. Critically evaluate our reporting system making adjustments as needed.	Establish a school wide assessment schedule (including which assessments are used and how)  Ensure the effective application of assessment directives from the M.O.E.  Te Manawa (Etap version) is well used to identify children's needs and establish support.  Have an outline of what Formative Practice at SS looks like.
	c. Foster an inclusive learning environment by developing practices that support the diverse backgrounds and abilities of our students.	Further deepen our understanding of how to effectively support our neuro diverse students.  Define what GIFTED students 'look like' across groups at our kura, and develop support systems - academic, social, cultural.

"Please note that this is a working document and may be updated or revised as needed."