

# Johnsonville School Strategic Plan for 2024–2025

## Our Vision

We want every student to leave Johnsonville School a confident, connected, actively involved, lifelong learner.



**Te Tiriti o Waitangi**

**Learning and Growing Together**

*Ka whānau me te pēpi, ka takaia ki te harakeke. Ka noho te harakeke, hei kākahu, hei rongoā, hei mea tākaro, hei oranga mōna a mate noa ia*

When a child is born, they will be wrapped in the muka cloth made of flax. The flax shall provide clothing, medicine, toys for play and leisure and shall provide the means for living and survival, health and wellbeing, throughout life's journey.



## School Values

### Our Values – Ngā Uara

As we grow together as learners, we develop our core values – the things that make us both strong and unique as a community.

This is the cipher (or code) for successful learning at our school.

**Courage**  
Māia

We give things a try, even if they are new or hard to do.

**Inclusion**  
Whakawhāiti

We work and play with all.

**Perseverance**  
Hiringa

We never give up.

**Honesty**  
Ngākaupono

We are truthful and fair.

**Empathy**  
Aroha

We show kindness and understanding to all.

**Respect**  
Whakaute

We show respect for people, places and property.



## How community engagement shaped the development of the strategic priorities

The Johnsonville School Board worked together at the end of 2022 and through 2023 to develop this 2024–2025 Strategic Plan. It is underpinned by our commitment to uphold te mana o Te Tiriti o Waitangi as we Learn and Grow Together.

A huge thank you to our Johnsonville School kaiako (teachers and staff), ākonga (learners), whānau (families) and community for the generous feedback you shared during our community engagement.  
[1]

Your feedback, along with government education requirements,[2] has shaped the strategic direction for Johnsonville School over the next two years and how we plan to implement the 3 strategic priorities: Identity and Belonging, Equity and Variety, and Hauora Wellbeing.

You can see the activities and initiatives the Board is committed to supporting in 2024–2025 in the Action Plan below.

We look forward to ongoing engagement with our kaiako, ākonga, whānau and community over the coming two years.

Ngā mihi nui ki a koutou katoa.

[1] A graphic showing the key themes from community engagement is attached as Appendix 1 to this Strategic Plan.

[2] Including the National Education Learning Priorities (NELPs), Ka Hikitia – Ka Hāpaitia (the Māori Education Strategy), the Action Plan for Pacific Education 2020–2030, and the New Zealand Curriculum. The specific links to these education requirements is set out in Appendix 2.

# Our strategic priorities

## 1. Identity and belonging

*Kia whakatōmuri te haere whakamua* - I walk backwards into the future with my eyes fixed on my past

**Goal:** Our school is inclusive and celebrates the diverse cultures which make up our school community. Each ākonga (learner) and their whānau (families) feel valued, respected and celebrated for who they are.

**What we hope to see over the next 2 years:**

- our **ākonga (learners)** feel valued and proud of who they are and bring their whole selves to school every day
- our **ākonga (learners) and their whānau (families)** feel connected to our school.

## 2. Equity and variety

*Mā te huruhuru ka rere te manu* - adorn the bird with feathers so it may soar

**Goal:** Our school provides a wide range of 'hands on' learning experiences and methods, enhanced through sharing and connecting with our community, which are designed to meet the specific needs and aspirations of our ākonga Māori, Pacific and all other ākonga.

**What we hope to see over the next 2 years:**

- our **ākonga (learners)** are exposed to a variety of learning experiences and environments that include the arts (in particular music and drama), sport and physical activity, environmental sustainability and STEM
- our school is connected to and partnered with the **school and wider community**, to enhance the experience of the students including whānau (family) networks, local organisations (including sporting and leisure), local businesses, Te Kāhui Ako o Tarikākā and community ethnic groups.

## 3. Hauora wellbeing

*He oranga ngākau, he pikinga waiora* - positive feelings in your heart will raise your sense of self-worth

**Goal:** Our school is a safe place for all, fostering physical, mental and emotional hauora and well-being of kaiako (teaching staff), ākonga (learners) and their whānau (families).

**What we hope to see over the next 2 years:**

- the needs and aspirations of **ākonga (learners) and their whānau (families)** are at the heart of our school. Our values, behaviours and activities promote safety, connection and hauora for all ākonga and their whānau.
- **kaiako (teachers and staff)** experience a school environment which promotes safety, healthy work-life balance, hauora, job satisfaction, professional and personal growth.



## Action Plan for 2024

Strategic Priority	Initiative	
	Goal	Action
<b>Identity and belonging</b>	Provide language and cultural support for ākonga (learners) and their whānau (families)	Support and resource Whaea Adrienne and Matua Alwyn to continue mahi alongside ākonga and Kaiako in te reo Māori me ōna tikanga, kapa haka, and local curriculum. Engage with Kāhui Ako initiatives regarding connections with Te Atiawa.
		Support and resource a Hindi bilingual support group worker.
		Cultural identities of our ākonga are celebrated and visible within our classrooms and school environment.
<b>Equity and variety</b>	Provide Te reo, kapa haka, te ao Māori and STEM opportunities for ākonga (learners)	Continue to support te reo, kapa haka and te ao Māori learning, in particular ākonga Māori.
		Dedicated STEM room/Te Reo Māori set up for ākonga to enjoy, experience and learn.
		Calendar of hui with whānau Māori and Pacific families established. Consult with Māori whānau to ensure best outcomes for Māori learners.
<b>Hauora Wellbeing</b>	Ensure all ākonga can access learning experiences outside of the classroom	Continue to support dedicated welfare budget for ākonga and their whānau.
	Create positive and inclusive connections for ākonga and kaiako across the school	Implement the "Cool School" programme to promote positive relationships between students. Continue with whānau house activities with a curriculum and building relationships (tuakana/teina) focus.
	Support suggestions from 2023 staff health and wellbeing survey	Provide fruit bowl for Kaiako to enjoy in staffroom. Provide morning tea shouts for Kaiako. Acknowledge staff contributions and achievements (including by attending staff breakfasts and other occasions)

## Action Plan for 2025

Strategic Priority	Initiative	
	Goal	Action
<b>Identity and belonging</b>	Provide language and cultural support for ākonga (learners) and their whānau (families)	Support and resource Whaea Adrienne and Matua Alwyn to continue mahi alongside ākonga and Kaiako in te reo Māori me ōna tikanga, kapa haka, and local curriculum. Engage with Kāhui Ako initiatives regarding connections with Te Atiawa.
		Continue to support and resource a Hindi bilingual support group worker.
		Bi/Multilingual signage around the school. Cultural identities of our ākonga are celebrated and visible within our classrooms and school environment.
<b>Equity and variety</b>	Provide Te reo, kapa haka, te ao Māori and arts opportunities for ākonga (learners)	Continue to support te reo, kapa haka and te ao Māori learning, in particular ākonga Māori
		Dedicated arts/music room/space set up for ākonga to enjoy, experience and learn.
		Hui-ā-whānau Māori and Pacific families are established with focus based on whānau needs.
<b>Hauora Wellbeing</b>	Ensure all ākonga can access learning experiences outside of the classroom	Continue to support dedicated welfare budget for ākonga and their whānau.
	Create positive and inclusive connections for ākonga and Kaiako across the school	Cool Schools programme operating in the playground to support student relationships. Whānau house activities provide tuakana/teina opportunities for students' relationship building.
	Support suggestions from 2023 staff health and wellbeing survey	Provide fruit bowl for Kaiako to enjoy in staffroom. Provide morning tea shouts for Kaiako. Acknowledge staff contributions and achievements (including by attending staff breakfasts and other occasions) Insert any new actions identified by staff in the 2024 health and wellbeing survey

## Appendix 1: Key themes from community engagement

### Johnsonville School Key themes from Community Engagement





## Appendix 2: Links to government education requirements

Strategic priority	Which Board Primary Objective does the strategic priority work towards meeting? (s 127 Education and Training Act 2020)	Links to government Education requirements
<b>Identity and belonging</b>	<p>Sections 127(1)(c) and 127(1)(d)</p> <p>(c) The school is inclusive of, and caters for, students with differing needs.</p> <p>(d) The school gives effect to Te Tiriti o Waitangi by:</p> <p>a. working to ensure its plans, policies and local curriculum reflect local tikanga Māori, Mātauranga Maori and te ao Māori</p> <p>b. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori students.</p>	<p>NELP 1: Learners at the Centre</p> <p>NELP 2: Barrier free access</p> <p>Ka Hikitia measures:</p> <p><u>Te Kanorautanga</u>: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.</p> <p><u>Te Tuakiritanga</u>: Identity, language and culture matter for Māori learners.</p> <p><u>Te Rangatiratanga</u>: Māori exercise their authority and agency in education.</p> <p>Action Plan for Pacific Education:</p> <p><u>Key Shift 1</u>: Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways.</p> <p><u>Key Shift 3</u>: Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.</p>
<b>Equity and variety</b>	<p>Sections 127(1)(a) and 127(1)(d)</p> <p>(a) Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>(d) The school gives effect to Te Tiriti o Waitangi by:</p> <p>a. working to ensure its plans, policies and local curriculum reflect local tikanga Māori, Mātauranga Māori and te ao Māori</p> <p>b. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori</p>	<p>NELP 1: Learners at the Centre</p> <p>NELP 2: Barrier free access</p> <p>NELP 3: Quality Teaching and Leadership</p> <p>NELP 4: Future of Learning and Work.</p> <p>Ka Hikitia measures:</p> <p><u>Te Whānau</u>: Education provision responds to learners within the context of their whānau.</p> <p><u>Te Kanorautanga</u>: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.</p>



<p><b>Hauora wellbeing</b></p>	<p>Section 127(1)(b)</p> <p>The school is:</p> <ul style="list-style-type: none"> <li>· a physically and emotionally safe place for all students and staff</li> <li>· gives effect to relevant student rights</li> <li>· takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</li> </ul>	<p>NELP 1: Learners at the Centre.</p> <p>Ka Hikitia measure:</p> <p><u>Te Tangata</u>: Māori are free from racism, discrimination and stigma in education.</p> <p>Action Plan for Pacific Education:</p> <p><u>Key Shift 2</u>: Confront systemic racism and discrimination in education.</p>
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## Student Achievement Targets 2024

### Annual Aim 1:

To increase the number of students achieving at or above the year-level curriculum expectations for writing.

#### **Part 1**

Eighty percent of **boys in years 2 to 5** who did not meet the curriculum achievement expectations for writing in 2023 will make **at least** one year's progress in writing in 2024. Of the boys who make at least one year's progress, **at least** a quarter will have made more than a year's progress (accelerated progress).

#### **Part 2**

Eighty percent of **Year 6** students who did not meet the curriculum achievement expectations of writing in 2023 will make **at least** one year's progress in writing in 2024. Of the students who make **at least** one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).

### Annual Aim 2:

To increase the number of students achieving at or above the year-level curriculum expectations for mathematics.

#### **Part 1**

Eighty percent of **Māori and Pasifika students' years 2 to 6** who did not meet the curriculum achievement expectations for mathematics in 2023 will make **at least** one year's progress in mathematics in 2024. Of the students who make **at least** one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).



## Annual Plan 2024

### Actions to achieve Target: Writing – Boys; Year 6 students

#### Mathematics – Māori and Pasifika students

When	What	Who	Indicators of Progress
Term 1	Review assessment data and determine the particular learning needs of target students.	Teachers with support from Syndicate Leaders, Deputy Principals and Principal	Tracking sheet of target students completed with data.
Ongoing throughout the year	Literacy/Mathematics Theme Teams review documentation and implementation of literacy and numeracy programmes/expectations across the school. Unpack in syndicate meetings – timetables 1 hour: reading, writing and mathematics daily. Unpack in syndicate meetings handwriting/book expectations	English/Mathematics Theme Teams  Syndicate Leaders	Documents reviewed. Changes implemented. Shared understanding of expectations across the school.
Ongoing throughout the year	Y0-2 teachers implementing Better Start Literacy Programme  Introduction of the “Code” across the school	Y0-2 teachers (Muka)  Liz Kane: External facilitator, all teachers	Programme implemented. Shared understanding with junior teachers.  Progress for students indicated in data.
Ongoing throughout the year	Additional targeted needs-based writing instruction within the classroom programme in-line with the principles and learnings gained from <i>Accelerated Learning in Literacy (ALL)</i> for students below the achievement expectation and from school-wide development.	Teachers with support from Syndicate Leaders, Deputy Principals and Principal	Targeted instruction documented through teacher planning. Teachers follow school guidelines for effective pedagogy and organisation and management of writing programmes. Teachers implement new learning, including feedback

			from Syndicate Leaders and peers following classroom observations.
Ongoing throughout the year	Students are identified for intervention programmes appropriate to need. Teachers work collaboratively with Teacher Aides to deliver targeted intervention programmes.  Team Approach to Language Learners for teacher aides working with English as Second Language (ESoL) learners  Professional learning and development through school-based PLD programme (Trialling and embedding Collaborative Practice, Culturally responsive practice: Kura Ahurea, Tapasa, collaboration with colleagues within the Kāhui Ako, external courses, utilising the strengths of staff within the school, peer and leader observations and feedback. Focus on: <ul style="list-style-type: none"> <li>• Accelerating the learning of our priority learners, knowledge of our learners</li> <li>• Developing student agency and efficacy</li> <li>• Enhanced collaboration between teachers within the school and across schools</li> <li>• Enhanced teacher mentoring and coaching by leaders</li> </ul>	Syndicate Leaders Teacher Aides  Deputy Principal Teacher aides  Teachers and supporting teaching staff with support from the leadership team, external facilitators and outside expertise	Students make expected progress.  Students make expected progress.  Teachers' document and reflect on their professional learning and development through the school's appraisal system (professional growth cycle).  Teacher practice reflects new learning.
Ongoing throughout the year	Culturally responsive and sustaining pedagogy professional development that supports teaching practices and learning of our Māori and Pasifika learners.  Continuation of a Culturally Responsive Team to investigate and share findings from inquiry.	Teachers with the support of the leadership team and Kāhui Ako Cultural responsive team	Record of professional learning.  Findings and new learning shared with teachers and reflected in teacher practice.



	Unpack Tapasa.	All staff	
Term One	Review PLC framework to ensure it's effectiveness. Focus on regularity, barriers and impact on instructional programmes within classrooms and across syndicates.	Leadership Team	Consistency in using PLC framework across syndicates.
Ongoing throughout the year	Regular monitoring meetings where professional learning conversations are held using the school's PLC framework. These meetings focus on monitoring the progress of target students, and any other students 'at risk' of not progressing. Review the effectiveness of classroom and intervention programmes.	Syndicate teams, supported by Syndicate Leader, Deputy Principals and Principal.	Teachers document their use of teaching as inquiry process to analyse progress and achievement information and reflect on their practice.  Assessment data analysed and used to inform teaching and learning programmes as well as monitor student progress.
Ongoing throughout the year	Integrate digital technologies into classroom and intervention programmes, including further development of Seesaw as a tool that promotes student agency and efficacy.	Teachers with the support of the e-learning team.	PLC Framework and monitoring sheets kept to track student progress and achievement.  Use of digital technologies documented through teacher planning.
End of year	Analyse year-end data to determine progress and inform planning for 2024	Principal and leadership team	Year-end data used to inform next steps.
Monitoring	Ongoing by Principal and Deputy Principals. Mid-year progress report to Board of Trustees.		
Resourcing	Provision made within the annual budget, PLD plan and staffing budget.		