



Strategic Plan 2024- 2025

Mission

In partnership with our community, Port Chalmers School will provide a happy and healthy centre of learning where every child receives equal opportunity and encouragement to develop their potential.

Vision

Creative, enthusiastic, and resilient learners becoming leaders.

Values

Whanaungatanga, Ako, Manaakitanga
Caring, Courtesy, Co-operation, Common Sense

Our mission, vision and values have been developed as a result of ongoing consultation with our community.

2023 consultation included whānau aspirations about our school, learning, and community and what these mean for our ākonga

Background Information

Goals are as a result of the following consultation over the 2023 year

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| <ul style="list-style-type: none"> ● Data collection and analysis around curriculum learning ● Ākonga voice ● Whānau aspirations and feedback ● Initial korero with Puketeraki Marae though our partnership agreement | <ul style="list-style-type: none"> ● Meetings with specific groups - early childhood kaiako, secondary kaiako, Kāhui Ako ● Internal review and evaluation processes ● Kaiako voice - Te Mātaiaho Readiness Tool |
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The two school goals are based on the key elements or concepts of our kura vision and values.

Similar processes will be used to measure progress in 2024 and 2025

Strategic Goal Alignment Education and Training Act 2020

| S127 – Objectives of boards in governing schools | Goal 1 | Goal 2 |
|--|--------|--------|
| Every student at the school is able to attain their highest possible standard in education achievement | ✓ | ✓ |
| The school: <ul style="list-style-type: none"> ● Is a physically and emotionally safe place for all students and staff. ● Gives effect to relevant student rights. ● Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school | | ✓ |
| The school is inclusive of and caters for students with differing needs | ✓ | ✓ |
| The school gives effect to Te Tiriti o Waitangi including by: <ul style="list-style-type: none"> ● Working to ensure its 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 te reo Māori. ● Achieving equitable outcomes for Māori students. | ✓ | ✓ |

Strategic Goal Alignment
National Education Learning Priorities

| | | Goal 1 | Goal 2 |
|---|---|-----------|-----------|
| 1 | Learners at the centre – Learners with their whānau are at the centre of education | | |
| 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. | ✓ | ✓ |
| 2 | Barrier Free Access – Great education opportunities and outcomes are within reach of every learner | | |
| 3 | Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs | ✓ | ✓ |
| 4 | Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy | ✓ | ✓ |
| 3 | Quality teaching and leadership – quality teaching and leadership make the difference for learners/ākonga and their whānau | | |
| 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 | ✓ | ✓ |
| 4 | Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives | | |
| 7 | Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work. | ✓ | |

| Strategic Goal 1 <i>Inspire and engage, through partnerships, all students, their whānau and community in authentic, innovative, and localised curriculum learning so that they can be successful in their lives, now and in the future</i> | | Te Tiriti o Waitangi | | |
|---|---|----------------------|-------|-------|
| | | Art 1 | Art 2 | Art 3 |
| 2 0 2 4 | To evaluate the consistency of teaching and learning practices in mathematics across the school (2023 ERO priorities for Improvement). | | ✓ | ✓ |
| | A strong partnership is developed with Puketeraki Marae. | ✓ | ✓ | |
| | The science of learning (including evidenced based pedagogy in mathematics and literacy learning) is embedded as best-practice at Port Chalmers School. | | ✓ | ✓ |
| | To have informed and supportive whānau involved in the school, supporting their children's endeavours. | | ✓ | ✓ |
| 2 0 2 5 | Build awareness and grow understanding of Te Mātaiaho with kaiako and whānau. | | ✓ | ✓ |
| | Alignment of Te Mātaiaho with school systems and processes particularly in literacy and mathematics. | ✓ | | |
| | Regular opportunities are provided for whānau to connect and engage through school wide social and curriculum events. | | ✓ | ✓ |
| | To have effective relationships and communication between home, school and the wider community, including involvement in the Ōtepoti ki te Raki. | | ✓ | ✓ |

| Strategic Goal 2 <i>Giving effect to Te Tiriti o Waitangi to build on our positive environment embracing our rich cultural diversity in all we do</i> | | Te Tiriti o Waitangi | | |
|---|---|----------------------|-------|-------|
| | | Art 1 | Art 2 | Art 3 |
| 2 0 2 4 | To develop effective and culturally responsive pedagogy which supports and promotes student learning. | ✓ | ✓ | ✓ |
| | Teachers are confident and competent with using te reo Māori and tikanga, integrating and embedding this into daily classroom practices | | ✓ | ✓ |
| 2 0 2 5 | Emphasise the importance of local history and practices incorporating Aotearoa New Zealand Histories. | | ✓ | ✓ |
| | Grow our aspirations with mana whenua, reflecting their aspirations. | | ✓ | ✓ |

Te Tiriti o Waitangi

Article 1 Kāwanatanga/Governance – Article 2 Rangatiratanga/ Agency – Article 3 Ōritetanga/Equity