# **Strategic Plan Overview 2023 - 2026**

## Vision:

Resilient, excited learners achieving beyond their personal belief

## Mission:

Grow our students academically and socially, to be learners for life, showing confidence and resilience to contribute to their community and a changing world

# Purpose:

To be an inclusive, engaging, forward thinking, professional school

Strategic Goals	2023	2024	2025	2026	After 3 yrs we will see:
Aroha ki te Akotanga Love of Learning  Resilient excited students, teachers and teacher aides who are achieving beyond their personal belief.	Improving student outcomes in Literacy     Greater use of Dorie School; values, building resilience, building responsibility and key competencies.	Improving student outcomes in Numeracy – Junior School with Pr1me Maths , (NELP 1:1, 2:4) Identify and cater for students with diverse learning needs (ESOL, diagnosed SLD, at risk of not achieving, high achieving, social needs) (NELP 1:2, 2:3)	•		Improved student outcomes in literacy and numeracy  Students who are confident and enjoy coming to school
	Curriculum refresh – building staff awareness Developing knowledge of ANZH Improving systems for reporting to parents Strengthen further, Structured Literacy teaching of staff Assessment for Learning PLD	Curriculum refresh – grow staff understanding (NELP 3:6)  Develop/implement school program for ANZH (NELP 3:5, 3:6)  Develop curriculum statements for Maths, English and Literacy in line with curriculum refresh (NELP 3:6)  Undertake professional development in Assessment for Learning. Begin to implement strategies for Assessment for Learning (NELP 3:6)	Curriculum refresh – implement change     Shaw of ANZH school     Shaw of ANZH school	Curriculum refresh = exist is all uniques made	Well embedded reporting processes that give parents confidence they know where their children are at All staff confidently use tikanga and te reo maori Strength in teaching Structured Literacy and numeracy
Whanaunatanga Relationships  Create a school that is the hub and heart of the Dorie Community	Establish regular links with Dorie Pre-school     Establish more regular connection with whanau at classroom level	Plan family social events at school (1 per term) (NELP 1:2) Recognising and celebrating special days of cultural significance (NELP 1:2) Greater parental involvement in school (NELP 1:2)			Greater attendance at and involvement in school events Community that feels a greater connection to their school
Hauora Well-Being  The Dorie School Community will nurture staff/students to have a strong sense of identity, acceptance and responsibility through positive wellbeing (TWTW)	Cool Schools training TOD Trial of Peer Mediation BOT lead Well-Being Survey of all staff Student Well-Being survey	Fully implement Peer Mediation (NELP 1:1)     Student Well-Being survey (NELP 1:1)     Staff Well-Being     Jar with coloured beads     Box for recording stressors     Critical friend (on staff)			Student mediators operating successfully Students are happy at school Staff are happy in their work

Strategic Goal	Annual Plan Targets (What do we want to achieve?)	Actions to Achieve (What will we do?)	Outcomes (What happened as a result?)
Aroha ki te Akotanga (Love of Learning)  Resilient excited students, teachers and teacher aides who are achieving beyond their personal belief.	<ul> <li>Improving student outcomes in Numeracy, (NELP 1:1, 2:4)</li> <li>Identify and cater for students with diverse learning needs (ESOL, diagnosed SLD, at risk of not achieving, high achieving, social needs) (NELP 1:2, 2:3)</li> <li>Curriculum refresh – grow staff understanding (NELP 3:6)</li> <li>Develop/implement school programme for ANZH (NELP 3:5, 3:6)</li> <li>Develop curriculum statements for Maths, English and Literacy in line with curriculum refresh (NELP 3:6)</li> <li>Undertake professional development in Assessment for Learning. Begin to implement strategies for Assessment for Learning (NELP 3:6)</li> </ul>	<ul> <li>programme – purchase necessary resources</li> <li>Stock take of maths equipment across school and purchase equipment as necessary</li> <li>Update and regularly review Special/Diverse Needs Register – supply reports (3) to BOT</li> <li>Continue with staff PD of Curriculum Refresh as new documents/requirements come to hand</li> <li>Staff to undertake further PD in ANZH, as deemed necessary.</li> <li>Produce a school statement on ANZH</li> <li>Produce school statements for English and</li> </ul>	
Whanaunatanga (Relationships)  Create a school that is the hub and heart of the Dorie Community	<ul> <li>Plan family social events at school (at least 1 per term) (NELP 1:2)</li> <li>Celebrate/recognise significant cultural dates of the countries students identify with (NELP 1:2)</li> <li>Greater parental involvement in school (NELP 1:2)</li> </ul>	Organise; family picnic tea and Meet The Teacher Evening (Term 1) Parents "Walk Through" to observe what has been achieved in cultural identity (Term 1) Matariki evening, bring your takeaways (Term 2) Our Celebrations presentation of dance, drama, fine arts (Term 3) parents vs students tabloid sports games (Term 4) Record significant cultural dates on calendar Arrange for flag/national anthem ceremony for countries as necessary — photo/video for sharing Where possible, consult with parents about how, with their help, we can bring greater understanding of their culture to students and staff	

### Hauora (Well-Being)

The Dorie School Community will nurture staff/students to have a strong sense of identity, acceptance and responsibility through positive wellbeing (Te Whare Tapa Wha)

- Fully implement Peer Mediation (NELP 1:1)
- Student Well-Being survey (NELP 1:1)
- Celebrate/recognise significant cultural dates of the countries students identify with (NELP 1:2)
- · Staff Well-Being
- Jar with coloured beads
- Box for recording stressors
- Critical friend/Trust friend (on staff/outside staff)

- Train new students in peer mediation, implementing and reporting to teachers, as necessary
- Student survey completed and report presented
- See above for celebrating and recognising significant cultural dates
- Analyse number of coloured beads placed in jar – green for positive, red for negative. Keep running total. Discuss with staff any trends
- Each week, share stressors in box, discuss how to overcome
- Encourage staff to engage with a critical/trust friend to share issues with, seek advice, to have as a "sounding board"

# 2024 Annual Plan

(see above)

# N.E.L.P's

(National Education and Learning Priorities)

#### овјест<u>і</u>че **З** 2 **FUTURE OF LEARNING LEARNERS AT BARRIER FREE QUALITY TEACHING WORLD CLASS INCLUSIVE PUBLIC** THE CENTRE ACCESS **AND LEADERSHIP AND WORK EDUCATION** Learning that is relevant to the Learners with their whanau are Great education opportunities Quality teaching and leadership lives of New Zealanders today at the centre of education and outcomes are within make the difference for New Zealand education reach for every learner learners and their whanau and throughout their lives is trusted and sustainable Ensure places of learning Collaborate with Reduce barriers to Meaningfully incorporate Enhance the contribution of are safe, inclusive and education for all, te reo Māori and tikanga industries and employers research and mātauranga including for Māori and Māori into the everyday Māori in addressing local free from racism. to ensure learners/ discrimination and Pacific learners/ākonga, life of the place of ākonga have the skills. and global challenges disabled learners/ākonga learning knowledge and pathways (TES ONLY) bullying and those with learning to succeed in work support needs Have high aspirations Develop staff to strengthen Ensure every learner/ for every learner/ākonga, ākonga gains sound teaching, leadership and and support these by foundation skills, learner support capability partnering with their including language\*, across the education whānau and communities literacy and numeracy workforce In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particregard to the NELP, including when developing to design and deliver \* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand education that responds The NELP and TES are statutory documents enabled by to their needs, and the Education and Training Act 2020 that set out the rnment's priorities for education. This document forms sustains their identities. both the NELP (priorities 1-7) and the TES (priorities 1-8). languages and cultures The TES sets the direction for tertiary education. Tertiary Some aspects of these priorities will be more applicable to Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commis The NELP is designed to guide those who govern licensed nust give effect to the TES, and the New Zealand early learning services, ngã kõhanga reo, schools and kura. Qualifications Authority must have regard for the TES.

# Strategic Goals Overview 2023 – 2026

Vision:	Mission:	Purpose:
Resilient, excited learners achieving beyond their personal belief	Grow our students academically and socially, to be learners for life, showing confidence and resilience to contribute to their community and a changing world	To be an inclusive, engaging, forward thinking, professional school
Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
Aroha ki te Akotanga (Love of Learning)	Whanaunatanga (Relationships)	Hauora (Well-Being)
Build resilient excited students, teachers and teacher aides who are achieving beyond their personal belief.	Create a school that is the hub and heart of the Dorie Community	Nurture students and staff to have a strong sense of identity, acceptance and responsibility through positive wellbeing (Te Whare Tapa Wha)
We will see: Improved student outcomes in literacy and numeracy	We will see: Greater attendance at and involvement in school events	We will see: Student mediators operating successfully Students are happy at school
Students who are confident and enjoy coming to school	Community that feels a greater connection to their school	Staff are happy in their work
Well embedded reporting processes that give parents confidence they know where their children are at		
All staff confidently teaching Structured Literacy, numeracy and using tikanga and te reo maori Increased awareness and use of local rural community/environment		