



# Ararira Springs Primary - Te Puna o Ararira

## Strategic Plan 2019

### Vision

It starts with me!

To develop caring, curious and capable learners so that they can enhance the world.



**Caring**  
about others and the environment



**Curious**  
about the world, asking questions and solving problems



**Capable**  
in key areas of communicating, thinking, using symbols and text and managing self

### Values



Manaakitanga



Aroha



Kaitiakitanga



Auahatanga



Kotahitanga



Rangatiratanga

### Strategic Areas

#### Purpose

Why are we?



#### People

Who are we?



#### Place

Where are we?



### Guiding Principles



High Expectations



Learning to Learn



Treaty of Waitangi



Community Engagement



Cultural Diversity



Coherence



Inclusion



Future Focus

**Purpose**  
Why are we?

**Strategic Goal**

To nurture and grow caring, curious and capable ākonga and to empower them to enhance the world around them.

We will do this by...

- Teaching through an authentic and responsive curriculum
- Fostering meaningful relationships
- High-quality teaching and learning
- Promoting collaborative learning.



**People**  
Who are we?

**Strategic Goal**

A caring community of learners with children at our heart.

We will do this by...

- Creating meaningful partnerships
- Understanding and celebrating the needs and uniqueness of our learners
- Effectively communicating learners needs and progress
- Being responsive to our community.



**Place**  
Where are we?

**Strategic Goal**

To establish a sustainable way of working which is reflective of our community.

We will do this by...

- Developing sustainable practices and principles
- Contextualising our curriculum, providing place-based learning
- Adopting the Enviroschools kaupapa



## Purpose

Why are we?

### Strategic Goal

To nurture and grow caring, curious and capable ākonga and to empower them to enhance the world around them.

We will do this by...

- Teaching through an authentic and responsive curriculum
- Fostering meaningful relationships
- High-quality teaching and learning
- Promoting collaborative learning.



## How will we do this?

### Teaching through an authentic and responsive curriculum

- Child led play based/inquiry/place based curriculum informed by Enviroschools principles, community voice, cultural narrative and the strengths, voice and interests of the children.

### Fostering meaningful relationships

- Connecting regularly with our community formally and informally through Mihi whakatau, whānau hui, community workshops and events
- Opportunities for sharing, celebrating culture by following an inclusive practice model. Children are at the centre
- Teachers are open and available for communication with children and their whānau
- Whānau are welcome in the school and encouraged to help and participate
- Our community is seen as a resource with knowledge and skills they can offer us.

### High-quality teaching and learning

- Incorporating principles of the [Nature of Learning](#)
- Explicit teaching of literacy and numeracy
- Evidence based teaching underpinned by NZC
- Assessment data will inform teaching
- We will plan for our teaching
- We will take part in ongoing professional learning to support our practice.

### Promoting collaborative learning

- Promote collaborative learning by modelling and explicit teaching.
- Provide lots of opportunities for collaboration through play based learning, inquiry or problem based learning.

## How will we know?

### Teaching through an authentic and responsive curriculum

- Student voice, community feedback, classroom observations (engagement), visual evidence of process (e.g., written, photos)
- We will know that our curriculum is authentic when the cultures and interest of our community and our children are reflected in our teaching and learning.

### Fostering meaningful relationships

- Seek feedback from external agencies e.g., pre-schools, RTLB, health agencies
- Regular communication with whanau through newsletters, blog and Linc-Ed.
- Parent involvement in school life, e.g., trips and visits, volunteers, camps.

### High-quality teaching and learning

- Use of strong evaluative practices in which our values, vision, and strategic plan are reflected on.
- Evidence of high-quality teaching and learning will be visible when learners make academic progress.
- We will use sound formative and summative assessment practices.

### Promoting collaborative learning

- Student voice is acknowledged and actioned
- Attendance at Grow Waitaha events and application of ideas
- Children share learning in a variety of ways
- Children are skilled and confident to work collaboratively.

## People

Who are we?

## How will we do this?

## How will we know?

### Strategic Goal

A caring community of learners with children at our heart.

We will do this by...

- Creating meaningful partnerships
- Understanding and celebrating the needs and uniqueness of our learners
- Effectively communicating learners needs and progress
- Being responsive to our community.



### Create meaningful partnerships

- Information and meet the teacher evenings
- Facebook page is used by senior leadership as a tool to communicate
- Mihi Whakataua as a termly event
- Values are taught and reinforced
- Children know school values, and understand what they look like in action
- Teachers are available in hubs from 8:30, and until 3:15
- Use of the library community space is encouraged
- Foster relationships with local experts and professionals; Matt EnviroSchools, SDC, Kahui Ako, BOT, FTP, MOE, Mātauraka Mahaanui, Grow Waitaha
- Coaching and mentoring developed as a tool in the school.

### Understanding and celebrating the needs and uniqueness of our learners

- A focus on building relationships and getting to know all akonga, e.g., ako teachers and whanau groups
- Child led passion projects and play based learning
- Using a range of assessment tools to ascertain students needs
- Cultural celebrations
- Seek expert advice from outside agencies e.g., RTLb, PHN, Mana Ake.

### Creating meaningful partnerships

- Parental involvement will increase, e.g., PTA, parent helpers in classrooms, volunteers
- Parent voice will be heard
- Student voice is evident in learning and decisions
- Community attendance at events e.g., hui, celebrations, information sharing.

### Understanding and celebrating the needs and uniqueness of our learners

- Feedback on blogs and termly reporting
- Variety of programmes evident
- Children learning in different ways
- Akonga sharing their learning in a variety of ways
- Planning shows evidence of differentiation
- Strengths of learners celebrated and built upon.

### Effectively communicating learners needs and progress

- Evidence in planning and displays of process and outcomes of work
- Children's work will be reflected upon and used to inform planning
- See values happening in hubs and playground
- Value displays.
- Children can explain, show and state values
- Whanau groups are becoming student led
- Leadership opportunities: library, road patrol, PAL, buddies, whanau group leaders, kapa haka, choir, enviro

## People

Who are we?

## How will we do this?

## How will we know?

### Strategic Goal

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We will do this by...

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- Being responsive to our community.



- A variety of leadership opportunities are offered for all students
- Displays of children's work around the school
- Learning is meaningful and authentic
- Learning process is celebrated
- Celebrating diversity of cultures
- Providing a differentiated learning programme in ALL curriculum areas
- Principles of UDL inform teaching and planning.

#### Effectively communicating learners needs and progress

- Parent emails are responded to within a reasonable time frame
- Termly reporting to parents with the lens of caring, curious and capable
- Student and class blogs updated weekly.

#### Being responsive to our community

- Volunteers are welcome to come in and share their expertise or passions
- Claire and senior management are available to the parent community.

- Evidence in planning and displays of a variety of cultures
- People coming in assist in passion projects, read with students in class and supporting learning
- Cultural, community events will be advertised via email, school website and facebook
- Children (and parents ) are happy, relaxed, confident, passionate, keen to come to school.

#### Being responsive to our community

- Understand and respond to the needs and interests of mana whenua - seek feedback, involvement
- Actively participate in Kahui Ako events
- Relationship focus are evident in our planning.

## Place

Where are we?

## How will we do this?

## How will we know?

### Strategic Goal

To establish a sustainable way of working which is reflective of our community.

We will do this by...

- Developing sustainable practices and principles
- Contextualising our curriculum, providing place-based learning
- Adopting the Enviroschools kaupapa



#### Developing sustainable practices and principles

- Mihi whakatau implemented as part of our tikanga
- Leadership team meet new families
- Transition to and from school
  - Donna establishing relationships with local pre-schools.
  - Blair connecting with LHS Year 9 Dean and developing transition programme.
- Community connect sessions
- Starting school sessions for new parents
- Develop edible gardens
- Develop sustainable practices: pack in pack out lunches, rubbish free, paperless where possible, kaitiakitanga - stream and orchard
- Cultural narrative underpins curriculum.

#### Contextualising our curriculum, providing place-based learning

- Visit sites of significance in the area
- Utilising the surrounding area for learning
- Using the stream as part of our curriculum
- Connect to site and local area - use of cultural narrative
- Connecting with Lincoln University
- Utilising our community strengths.

#### Adopting the Enviroschools kaupapa

- Enviroschools kaupapa evident in planning
- Me and My Environment practices form basis of first part of the year
- Vision Map created in hubs.

#### Developing sustainable practices and principles

- Community and learners understand the mihi whakatau process and value it
- Families welcomed, familiarised and supported with school's vision, values and their role in the school setting
- Regular transition meetings held for pre-schools/secondary
- Starting school sessions for new parents are regular
- Edible gardens and sustainable practices developed.

#### Contextualising our curriculum, providing place-based learning

- Place based learning shared with community via blogs and LincEd
- Children can identify sites of significance in the area
- Connections with Lincoln University through Children's University and SOLA
- Members of the community working in the school.

#### Adopting the Enviroschools kaupapa

- Vision map shared with community
- Items from the vision map developed and showcased
- Feedback sought from Enviroschools
- Children understand and can articulate (with age-appropriate language) principles of enviroschools programme.

## Community of Learning – Kahui Ako

**Ararira Springs   Broadfield   Ladbrooks   Lincoln   Lincoln High School   Springston   Prebbleton   Tai Tapu   &   Local Early Childhood Centres**

Ararira Springs Primary is a member of the **Ngā Mātāpuna o Ngā Pākihi** Kahui Ako who collaborate on various programmes, projects and initiatives.

<b>Vision</b>	<i><b>Together We Achieve</b> an engaged community of successful learners.</i>		
<b>Values</b>	Innovation Resilience Empowerment	Confidence Reflection Creativity	Curiosity Empathy Sustainability

The goal for each member organisation of the CoL is “to be an active and committed partner in the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.”

We have established a Stewardship Group, which includes representation from the Board members and Principals from our schools and an ECE representative.

In 2017 the first Lead Principals were appointed and the first Achievement Challenges were approved by the Minister of Education. In 2018 the first lead-teacher positions were appointed and in 2019 work on implementing the achievement challenge focus areas will begin. Within school teachers will be supporting this development.