

# STANLEY BAY SCHOOL



## **Strategic Plan** 2022 - 2024

Ko era e mau te wehi ka hari te ora  
*Those who do their best do well*

# A GUIDE TO OUR STRATEGIC PLAN



STANLEY BAY SCHOOL

## BACKGROUND

Who Are We?

This is the background information about the school and what we stand for.

## OUR PLAN ON A PAGE

What are our long-term goals?

This is a one page summary of the strategic goals and measures of success from 2022 to 2024

## OUR STRATEGIC GOALS

What do we hope to achieve from 2022 to 2024?

These are our long-term goals and what we want to achieve in the next 3 years

## BUSINESS AS USUAL

How will we measure our success?

These are the targets we have set to accelerate student achievement

## OUR ROADMAP

What initiatives are we working on?

This is the timeframe for initiation, development and embedding of initiatives

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What is happening in 2022?

This is what action we will take and the initiatives we will implement to achieve the annual goals

## BACKGROUND - Who Are We?

This is the background information about the school and what we stand for.

## Our Vision

*Growing confident, creative, curious learners who are connected to the community and wider world.*

Stanley Bay is a high-performing co-educational school situated in Devonport on Auckland's North Shore. The school caters for children in Year 0 to Year 6, and our roll has steadily increased in the past five years to approximately 250 students.

The school was built in 1909, and the two original school buildings form the heart of our school. Over time the school has been modernised to meet the needs of 21st-century learners. The most recent property project was in 2020 when many of the classroom spaces were upgraded into flexible learning spaces, and the grounds were developed to create extensive outdoor learning spaces.

The school population reflects the local community, with some students being the fourth generation to attend the school. The ethnic make-up is as follows:

NZ Māori 1%	Pasifika 0%	NZ European 80%	Other European 2%
British 6%	African 3%	Australian 2%	Chinese 2%
Latin American 1%	Other 2%		

## High-Quality Teaching and Learning

At Stanley Bay, we pride ourselves on delivering consistently high-quality teaching and learning. Our learning programs focus on the foundation skills in language, literacy and numeracy and support and empower all students to achieve personal excellence, regardless of individual circumstances. In addition, our learning programs promote and instil a growth mindset and evoke curiosity and promote creativity and critical thinking. Through an integrated approach, students explore the curriculum in localised, relevant, and authentic contexts.

We are proud of our long history of high academic achievement. While we aim for personal excellence, we understand that success is more than academic progress and consider a range of outcomes valued by society, including social skills, well-being, culture, and identity. Stanley Bay embraces New Zealand's bi-cultural foundation and growing cultural diversity.

Teachers at Stanley Bay are continually learning and seeking improvement by exploring best practice; they are creative thinkers who instil wonder and curiosity into our students. Our teachers have high expectations and understand the importance of building strong relationships with students so that

learning is personalised - meeting the needs of every child and providing challenge. We champion teachers who show children where to look and not what to find.

## **Putting our Learners at the Centre**

Our Graduate Profile and local curriculum encourage students to reflect on their learning and learn how to learn. These skills are fundamental life skills students need now and into the future. The Stanley Bay curriculum teaches children to reflect on their learning, to set challenging and specific learning goals, and to receive and respond to feedback (from peers, teachers, and parents) related to their progress and next steps. As a result, Stanley Bay students are at the centre of decision-making. They are culturally and digitally literate learners, critical and creative thinkers who are confident in leading their learning.

Our local curriculum emphasises the Maori concept of whakapapa. Learners have the opportunity to explore genealogy, places, and events and develop local knowledge. Whakapapa forms the foundation of identity, citizenship, roles and responsibilities. By understanding our whakapapa, learners will be better positioned to engage meaningfully through a relative level of cultural competence and safety.

At Stanley Bay, we encourage parents and caregivers to be actively involved in their child's learning and believe that by working together, we will achieve the best possible outcomes for all students. We value a strong collaborative relationship between home and school. At Stanley Bay, these learning-focused partnerships go beyond a simple relationship between school leadership, teachers, and parents to one of shared accountability. Strong home-school partnerships support the school in teaching students the skills, knowledge, attitudes, and values to improve their learning and increase their motivation and achievement.

## **Barrier-Free Access and Cultural Connectedness**

We want all students to have barrier-free access to education and experience success regardless of their gender, ethnicity, skills, or abilities. To achieve this, we provide personalised learning opportunities that enable students to explore their heritage. In addition, by providing a localised curriculum, all students can celebrate their identity, language, and talents.

We recognise New Zealand's bicultural heritage and value the unique position of Maori in New Zealand society. Through a continuous cycle of improvement, with the support of the Maori Achievement Collaborative, we inquire into, recognise and overcome barriers impeding educational and cultural outcomes for Maori in partnership with students, whanau, hapu and iwi.

At Stanley Bay our students have a good foundation in Māori culture, including te reo, te ao Māori, mātauranga Māori, tikanga Māori, and in Te Tiriti o Waitangi. This is significant because our students are predominantly non-Māori, just as our community is also almost exclusively non-Māori. This makes it challenging for students to have authentic exposure to Māori language and worldview. We also want to ensure our school is welcoming and culturally safe for our small number of Māori students and for any Māori students who may join our school in the future.

This is a requirement of both the Education and Training Act<sup>1</sup> (Parliamentary Counsel Office. 2022) and the New Zealand curriculum (Ministry of Education. 2020)<sup>2</sup>, it is important to prepare our students for a future in a bicultural nation that is increasingly acknowledges the Te Tiriti o Waitangi as its founding document.

To bring the language and the culture alive for our students, we engage with local Māori so that our students can experience Māori language, culture, and tikanga first-hand, with a particular emphasis on whakapapa, whanaungatanga and manaakitanga.

Ngāti Whātua-o-Ōrākei are one of four hapū of Ngāti Whātua. As mana whenua of Tamaki Makaurau, Ngāti Whātua-o-Ōrākei are the local hapū for Stanley Bay School.

A contemporary marae, Te Taua Moana O Aotearoa (NZDF Navy marae), was opened in April 2000 and is a direct neighbour of Stanley Bay School in which a partnership has been established. Ngāti Whātua tribal leaders protested Te Taua Moana O Aotearoa being opened as tikanga and kawa was not honoured, creating tension between the two parties. Stanley Bay School respects and acknowledges the authority of Ngāti Whātua-o-Ōrākei as mana whenua.

Stanley Bay will continue to engage with Te Taua Moana O Aotearoa and will remain open and committed to working towards authentic engagement with Ngāti Whātua-o-Ōrākei.

Māori people are diverse and identify themselves in relation to their whānau, mahi, and rohe. These elements identify whakapapa, knowledge and kaupapa. Stanley Bays' engagement with whakapapa acknowledges our role within the context of Te Tiriti o Waitangi and our school's history. An authentic history of self supports meaningful whakawhanaungatanga - within the school's network and wider institution-organisation settings. This can be seen in the active involvement in the Kahui Ako, which enhances our connections with the local community through the shared purpose of raising the achievement and outcomes of all students. In particular, we value our strong relationship with Belmont Intermediate School and embody this through the shared kaupapa between the two schools.

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<sup>1</sup> See sections 5 and 127.

<sup>2</sup> The New Zealand Curriculum calls for schools to deliver a curriculum that acknowledges the Treaty of Waitangi principles and our nation's bicultural foundations, and enables students to acquire knowledge of te reo Māori and tikanga Māori.

# Our Values - The Stanley Bay Way

The Stanley Bay Way is a key initiative reflected in all aspects of school. The Stanley Bay Way uses the Positive Behaviour 4 Learning (PB4L) framework, which is designed to optimise the learning culture by creating a safe and inclusive environment where positive behaviour and learning are a way of life. Through changes to the school environment, systems and practices, staff and students can make positive choices. There is an expectation that all stakeholders uphold the school's values of respect, resilience, and integrity.

These values are underpinned by the Maori concept of *manaakitanga*. A concept rooted in respecting and supporting others' mana. Manaakitanga strengthens one's approach to whakawhanaungatanga and ensures engagement and relationships are rooted in goodwill and reciprocity. Stanley Bay supports the approach to developing relationships and acts through service and generosity.

The Stanley Bay Way initiative is led by a team of passionate coaches, including teachers and support staff, and in 2022, also by students. Based on evidence and data, staff work together to decide the focus for the year, term and week. They work through a process of co-design, trial and evaluation that is constantly flexing to meet the needs of our students and staff. The desired behaviours and dispositions are clearly communicated and taught and linked to a student-designed reward system.

We value learners who demonstrate:

- Maanakitanga | Respect    Manahau | Resilience    Tapatahi | Integrity

# Our Graduate Profile

The Stanley Bay curriculum is based on *The New Zealand Curriculum* (NZC). The NZC vision, principles, values, key competencies, and learning areas are expressed in our curriculum in ways that build on the strengths and meet the aspirations of our learners and parents. Our local curriculum is designed to meet the specific needs of our students, with a strong focus on the foundation skills of reading, writing and maths. It relies on us knowing our students' strengths, identities, needs, and aspirations so that teaching and learning is relevant, meaningful and engaging.

The graduate profile are the dispositions our students need to thrive in learning and life. They are taught through the curriculum, reflected in our school programmes and initiatives, and visible in everyday school life. Our learning spaces provide a modern environment for students to develop the graduate profile, learn about teamwork, creative and critical thought and become confident and capable. This means that when students leave Stanley Bay they are:

## **Kaikorero | Confident**

Positive in their own identity and are reflective, resilient learners who are motivated to excel. They are confident in their abilities, which enables them to take risks and be innovators.

## **Auahatanga | Creative**

Able to create something from personal feelings and experiences to reflect who they are and their place in the world. They can express themselves openly and without judgement.

## **Whaiwhakaaro | Critical Thinkers**

Critical thinkers who make informed decisions. They are active seekers, users, and creators of knowledge.

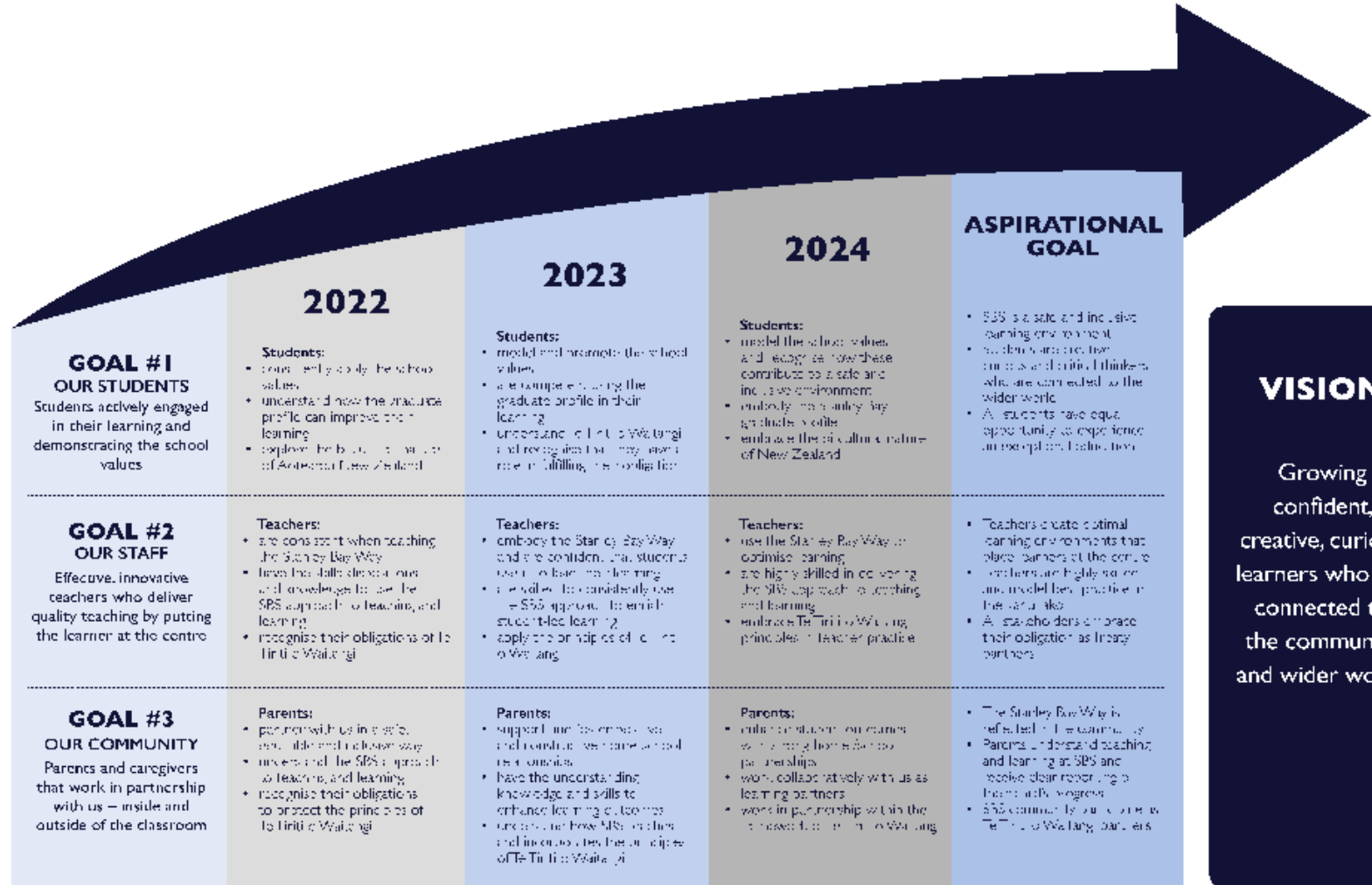
## **Nga hononga | Connected**

Effective communicators who can relate well to others. They are culturally and digitally literate and can effectively use a range of communication tools to participate in a wide range of life experiences, which connect them to their community, to their environment and to the world.



STANLEY BAY SCHOOL

# STRATEGIC GROWTH & DEVELOPMENT PLAN



**VALUES**  
We value learners who demonstrate:

- Respect
- Resilience
- Integrity

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**GRADUATE PROFILE**  
When students leave SBS they are:

- Kaikorero - Confident
- Nga hononga - Connected
- Anahacinga - Creative
- Whai whakaaro - Critical Thinkers

**VISION**

Growing confident, creative, curious learners who are connected to the community and wider world.

THOSE WHO DO THE BEST DO WELL  
KO ERA E MAU TE WEHI KA HIARI TO ERA



## OUR STRATEGIC GOALS – What we hope to achieve from 2022 to 2024

These are our long-term goals, that we want to achieve in the next 3 years

Our Strategic Goals		2022	2023	2024	Aspirational Goal
<b>Goal #1 Our Students</b>  Students actively engaged in their learning and who demonstrate the school values	#1.1 Embody the Stanley Bay Way	Students consistently apply the school values	Students model and promote Stanley Bay School values	All students model values and recognise how these contribute to a safe and inclusive environment (in and out of school)	SBS is a safe and inclusive learning environment
	#1.2 Demonstrate the Graduate Profile through the local curriculum,	Students understand how the graduate profile can improve their learning	All learners are competent using the graduate profile in their learning	All learners embody the Stanley Bay graduate profile	Students are creative, curious and critical thinkers who are connected to the wider world
	#1.3 Learn in a safe, inclusive environment that ensures students are culturally connected	Students explore the bi-cultural nature of Aotearoa New Zealand	Students understand Te Tiriti o Waitangi and recognise that they have a role in fulfilling their obligation	Students embrace the bi-cultural nature of New Zealand	All students have equal opportunity to experience exceptional education
<b>Goal #2 Our Staff</b>  Effective, innovative teachers who deliver quality teaching by putting the learner at the centre	#2.1 Embed the Stanley Bay Way	Teachers are consistent when teaching the Stanley Bay Way	Teachers embody the Stanley Bay Way and are confident that students use it to lead their learning	Teachers (and students) use the Stanley Bay Way to optimise learning	Teachers create optimal learning environments that place learners at the centre
	#2.2 Deliver a localised, innovative curriculum	Teachers have the skills, dispositions, and knowledge to use Stanley Bay School's	Teachers are skilled to consistently use the Stanley Bay School	Teachers are highly skilled in using the Stanley Bay School approach to teaching and learning	Teachers are highly skilled and model best practice in the Kahui Ako

		approach to teaching and learning	approach to enrich student-led learning		
	#2.3 Initiate the Stanley Bay kaupapa as part of the MAC (Maori Achievement Collaborative)	Teachers recognise their obligations of Te Tiriti o Waitangi	Teachers apply the principles of Te Tiriti o Waitangi	Te Tiriti o Waitangi principles are authentic in teacher practice	All stakeholders embrace their obligation as treaty partners
<b>Goal #3 Our Community</b>  Parents and caregivers that work in partnership with us – inside and outside of the classroom	#3.1 Partner with the school to use the Stanley Bay Way to build positive and respectful relationships	Parents work with us in a safe, equitable, and inclusive way	Parents support and foster positive and constructive home/school relationships	Enhance student outcomes with strong home/school partnerships	The Stanley Bay Way is reflected in the community
	#3.2 Development of a parent curriculum to connect and inform parents and whanau about their child's learning	Parents and whanau understand Stanley Bay School's approach to teaching and learning	Parents and whanau have the understanding, knowledge and skills to enhance learning outcomes	Parents and whanau work collaboratively with us as learning partners	Parents understand teaching and learning at SBS and receive clear reporting of their child's progress
	#3.3 Partner with SBS to fulfil our obligations to Te Tiriti o Waitangi	Parents and whanau recognise their obligations to protect the principles of Te Tiriti o Waitangi	Parents and whanau understand how Stanley Bay applies, teaches and incorporates the principles of Te Tiriti o Waitangi	Parents and whanau work in partnership with us deliver on the principles of Te Tiriti o Waitangi	SBS community work in partnership within the framework of Te Tiriti o Waitangi

## ROADMAP – What initiatives are we working on?

This is the timeframe of the initiation, development, embedding and sustaining of new initiatives

Initiative	2022	2023	2024	2025
The Stanley Bay Way	Embed	Sustain	Sustain	Sustain
Localised Curriculum	Develop	Develop	Embed	Sustain
Structured Literacy	Develop	Embed	Sustain	Sustain
Problem Solving Maths	Develop	Embed	Embed	Sustain
ERO Evaluation Plan	Initiate	Develop	Develop	Embed
Maori Achievement Collaborative	Initiate	Develop	Develop	Embed
NZSTA HR Review	Initiate	Initiate (New Board)	Develop	Embed

## OUR ANNUAL MEASURES – What is happening in 2023?

This is the action we will take and the initiatives we will implement to achieve our annual goals and how we will measure our progress.

Strategic Goal	2023 Annual Goal	Initiative	Expected Outcome So that...	Tool / Measure	2022 Baseline Data	2023 Goal
<b>Goal #1 Our Students</b>  Students actively engaged in their learning and who demonstrate the school values	#1.1 Students model and promote The Stanley Bay Way	Embed The Stanley Bay Way ( <b>PB4L</b> )	Students learn in an environment that is safe and inclusive	Wellbeing@School survey	8% of students being lied about to their friends  10% of students experience being left out  8% of students experienced put-downs, were called mean names, or teased	5% of students being lied about to their friends  5% of students experience being left out  5% of students experienced put-downs, were called mean names, or teased
	#1.2 All learners are competent using the graduate profile in their learning	Implement the <b>ERO Evaluation plan</b> focusing on student-led learning within the context of the school's Graduate Profile	The Graduate Profile supports student-led learning to improve outcomes for our priority learners	Graduate profile rubric	5/12 of student could share evidence of GP in their learning	12/12 students can share at least 2 examples of the GP in their learning
	#1.3 Students understand Te Tiriti o Waitangi and recognise that they have a role in fulfilling their obligation	Implement the <b>Māori achievement Collaborative (MAC)</b> to create a SBS kaupapa	All students have equitable opportunity to experience exceptional education	MGF Self Assessment Rubric	Developing Effectiveness Evidence of MOST of the success factors listed under Consolidating Effectiveness, or all/most of them with just a few weaknesses AND  SOME emerging elements from the lists under Highly Effective and Consolidating Effectiveness	Consolidating effectiveness - All of the following are evident and backed by sound evidence:  The <b>vast majority</b> of educators create, for and with Māori learners, learning contexts that reflect and affirm identity, language and culture of every Māori learner

<b>Goal #2 Our Staff</b>  Effective, innovative teachers who deliver quality teaching by putting the learner at the centre	#2.1 Teachers embody the Stanley Bay Way and are confident that students use it to lead their learning	Consistently implement The Stanley Bay Way ( <b>PB4L</b> ), including Chances Behaviour Plan	Teachers create optimal learning environments that place learners at the centre	Teacher survey	5/12 teachers embody the Stanley Bay Way and are confident that students use it to lead their learning	12/12 embody the Stanley Bay Way and are confident that students use it to lead their learning
	#2.2 Teachers are skilled to consistently use the Stanley Bay School approach to enrich student-led learning	Undertake PLD in: - <b>Localised Curriculum</b> (Steve Saville) - <b>Structured Literacy</b> (University of Canterbury) - <b>Problem Solving Maths</b> (Lucie Cheeseman)	Teachers are highly skilled, and are capable of modelling best practices within and beyond the school	Teacher survey	<i>Local Curriculum:</i> 4/12 Teachers are skilled to consistently use the Stanley Bay School approach to implement the local curriculum  <i>Literacy:</i> 5/12 teachers are skilled to consistently use the Stanley Bay School approach structured literacy  <i>Maths:</i> 9/12 teachers are skilled to consistently use the Stanley Bay School approach to problem solving maths	<i>Local Curriculum:</i> 12/12 Teachers are skilled to consistently use the Stanley Bay School approach to implement the local curriculum  <i>Literacy:</i> 12/12 teachers are skilled to consistently use the Stanley Bay School  <i>Maths:</i> 7/12 teachers are skilled to consistently use the Stanley Bay School approach to problem solving maths
	#2.3 Teachers apply the principles of Te Tiriti o Waitangi	Develop the <b>Maori achievement Collaborative</b> (MAC)	Teachers understand and embrace their obligation as Te Tiriti o Waitangi partner	MGF Self Assessment Rubric	<i>Developing Effectiveness</i> All of the elements under Minimally Effective and in addition:  evidence of pedagogical leadership with some attention to improving teaching practice for and with Māori  <u>vast majority</u> of school leaders, educators, and staff can provide a range of examples from their own experiences which show 'why the focus on Māori learners' and how they have attended to the identity,	<i>Consolidating Effectiveness</i> All of the elements listed under Developing Effectiveness (below), plus  <u>several</u> of the elements listed under Highly Effective (above), with only a few minor weaknesses

					language and culture of Māori learners	
<b>Goal #3 Our Community</b>  Parents and caregivers that work in partnership with us – inside and outside of the classroom	#3.1 Parents support and foster positive and constructive home/school relationships	Complete the <b>NZSTA HR Review</b>  Create and promote a parent/community code of conduct	The Stanley Bay Way is reflected in the community	Parent Survey	<i>Complete in term 1 2023</i>	
	#3.2 Parent agency is visible	Develop a parent curriculum	Parents and whanau work collaboratively as learning partners	Parent Survey	<i>Complete term 1 2023</i>	
	#3.3 Parents and whanau understand how Stanley Bay applies, teaches and incorporates the principles of Te Tiriti o Waitangi	Develop the <b>Maori achievement Collaborative</b> (MAC) to create a SBS kaupapa	SBS community participate as Te Tiriti o Waitangi partners	Parent survey, MY parent interviews	<i>Complete term 1 2023</i>	