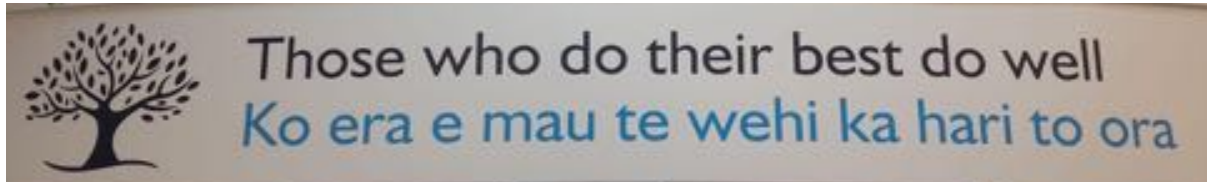




STANLEY BAY SCHOOL

Stanley Bay School Strategic Plan and Annual Implementation Plan 2024-2025



Photos from around our kura.



MOTTO / Whakatauki: Ko era e mau te wehi ka hari to ora: Those who do their best do well



Stanley Bay School

Stanley Bay School is a co-educational high performing state school that caters for learners from Years 0-6. Our current roll is around 230 students (October, 2023). The Stanley Bay School enrolment for Year 0 and 1 uses cohort entry and uses a zoning system for those who live in the area. We foster our school values: Resilience, Respect, Integrity.

We pride ourselves in having a long history of quality teaching and learning, resulting in high academic achievement. We aim for personal excellence, we understand success is more than academic progress and consider outcomes valued by society, including social skills, well-being, cultural capability, and identity. 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. Our students love coming to school.

Stanley Bay School is situated on a peninsula called Stanley Point with sea views. It is in walking distance to two beaches and has access to Ngātara Field and community tennis courts. Stanley Bay School was founded in 1908 and is a historic site that includes a playing field, a large swimming pool, and hall. There is a sandpit, a playground for children to play on, and a large library. Due to the low volume of traffic, many children/tamariki walk, scooter, or bike to and from school. The main school building internally contains most of the 14 classes and office, contributing to the collective whanau environment that is actively fostered. Each year Stanley Bay School welcomes a limited number of International students.

Stanley Bay School is part of the Devonport - Takapuna Kāhui Ako or Community of Learning (CoL). This group of contributing schools include Takapuna Grammar High School, Belmont Intermediate School, Stanley Bay School, Devonport School, Belmont Primary, Bayswater Primary and Vauxhall Primary School. Stanley Bay School has two teachers who are *Within School Leaders*.

Stanley Bay School community is predominantly New Zealand born. Our school community is committed to the principles of the Treaty of Waitangi, and support the government approaches of the following Māori Education Strategies :

1. Ka Hikitia: to ensure that our Māori students enjoy learning and succeeding as Māori.
2. Tau Mai Te Reo: *to support all ākonga to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka)... and create the conditions for te reo Māori to be valued.* (Tau Mai Te Reo, MOE)

Stanley Bay School belongs to the Māori Achievement Collaborative (MAC) which supports the school to deliver these strategies which are visible at our school through: ● Whakatau on the first day of each term to welcome new tamariki and their whanau into our kura. ● Whole school participating in Kapa Haka ● Waiata at assemblies ● Ensuring Te Reo and Tikanga Maori are integrated into teaching and learning and events ● Culturally responsive classroom practices such as Karakia and Paepae ● Regular MAC reviews and evaluations. ● All kaiako/teachers must also continue to develop their Te Reo and Māori knowledge as per their certification requirements. ● The principal must report to the school board each hui on how these Education strategies are being implemented. However, our reviews show that there is room for improvement and will be one of our 2024-2025 strategic aims: to have a '*culturally responsive practice where Te Reo and Māori tikanga is incorporated into every day life in our place of learning*'.

Vision and Graduate Profile: When our ākonga leave Stanley Bay School they will be capable, curious, connected, creative and culturally confident learners who are connected to the community and wider world.

NELP OBJECTIVE 1	NELP OBJECTIVE 2	NELP OBJECTIVE 3
<p>Learners at the Centre <i>Akoranga</i> Learners</p> <p>Learners with their whānau are at the centre of education</p>	<p>Barrier-Free Access <i>Tomonga</i> Access</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Quality Teaching and Leadership <i>Aheitanga</i> Capability</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>
<p>Priority 1 <i>Ensure that our place of learning is safe, inclusive, and free from racism, discrimination and bullying.</i></p>	<p>Priority 3 <i>Reduce barriers to education for all including Māori and Pacific learners, disabled learners and those with learning support needs.</i></p>	<p>Priority 5 <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</i></p>
<p>Priority 2 <i>Have high aspirations for every learner, 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 culture.</i></p>	<p>Priority 4 <i>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</i></p>	<p>Priority 6 <i>Develop staff to strengthen teaching, leadership and learner support capability across our school.</i></p>

National Education and Learning Priorities (NELP) 2024 Logo interesting fact: The tree in our school logo represents the Pohutakawa tree that is on the field and was planted when the school was opened in 1908. The tree was seen as symbolic of being ‘rooted/grounded’ in the community. The branches represent growth, and the leaves are the children. The wave at the bottom of the tree symbolises the proximity to the beach/sea/navy.

National Education and Learning Priorities

NELP OBJECTIVE 1	NELP OBJECTIVE 2	NELP OBJECTIVE 3
<p>Learners at the Centre Akoranga Learners</p>	<p>Barrier-Free Access Tomonga Access</p>	<p>Quality Teaching and Leadership Aheitanga Capability</p>
<p>Priority 1 <i>Ensure that our place of learning is safe, inclusive, and free from racism, discrimination and bullying.</i></p> <ul style="list-style-type: none"> Shared school vision, values and culture (Positive Behaviour for learning, PB4L programme) School policies, pedagogy, practice, with ongoing PLD and consultation Provision of wellbeing services and pastoral care. Peer mediators at breaktimes to support tamariki sad, lonely and giving out Good One Tokens to those showing the school values. Road Patrol Staff medical and emergency forms Weekly property safety checks Police checks, Trip RAMS, Cyber Safety, First Aid trained, termly emergency practices. Celebrate all of our tamariki cultures in some way throughout each year. 	<p>Priority 3 <i>Reduce barriers to education for all including Māori and Pacific learners, disabled learners and those with learning support needs.</i></p> <ul style="list-style-type: none"> Engage with all available learning support services and grow in school SENCO capability and systems to ensure that priority learners are identified and support put in place. Dogs in school for well being and a motivation for some to get to school. Emergency practices each term and reviewed. Transform Aotearoa Histories curriculum to strengthen our local curriculum. Ensure best practice for transition pathways and strong connections to pre-schools & Intermediate. Regular attendance audits to identify any needs. 	<p>Priority 5 <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</i></p> <ul style="list-style-type: none"> Identify and develop relationship with our local iwi. Then strengthen relationship with the Navy marae. Continual development of tikanga Maori in values, practices and organisational culture such as Whakatau to welcome new students and staff. Have common practices such as karakia, mihi, paepae and a structured literacy plan for te reo across the kura. Have te reo visible in the school. All akonga to participate in Kapa Haka Strengthen how Te Marautanga o Aotearoa reflects te ao Māori in our curriculum and culture to reach Level 4B schoolwide by December 2025 and therefore be cultural capable. Utilise the expertise of MAC and learn about the key documents that support this (See Strategic Plan.)
<p>Priority 2 <i>Have high aspirations for every learner, 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 culture.</i></p> <ul style="list-style-type: none"> Regular communication to parents via weekly emails from kaiako, fortnightly newsletters, Community online calendar, website, class WhatsApp communication, surveys. Invite parents to events, assemblies, trips and to help at school. FOSB - parent support group. Class open whanau times to share learning. E.g. during class time or special nights. Seek feedback from priority student, Māori and Pasifica parents. Celebrate various culture/language weeks. Reporting to parents engagement & feedback. 	<p>Priority 4 <i>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</i></p> <ul style="list-style-type: none"> School-wide evaluation of teaching and learning through robust assessment and reporting. Use MOE PLD to engage experts to implement best practice in our kura. Ensure parents/caregivers know what the local curriculum is. Develop practices where akonga know what/why they are learning, and what their next learning step is. Ensure the kaiako and akonga have the resources required to progress. 	<p>Priority 6 <i>Develop staff to strengthen teaching, leadership and learner support capability across our school.</i></p> <ul style="list-style-type: none"> All kaiako keep up to date with the latest pedagogy through regular PLD. Strategically thinking and planning Evaluating practices in relation to outcomes (PGC) Staff to have regular opportunities to provide leadership of learning, and to focus on their own learning as kaiako and leaders Engage assessment practices Collaborative networks across the school system, including Kāhui Ako and Principal groups Ensure all kaiako participate in te reo professional development of some kind to improve practice and to fulfill their teacher certificate requirements.

Vision and Graduate Profile: When our akonga leave Stanley Bay School they will be capable, curious, connected, creative and culturally confident learners who are connected to the community and wider world.

Stanley Bay School

Stanley Bay School (SBS) Strategic Plan 2024-25

Strategic Goal 1	Board of Trustees & Education Training Act requirements	Links to Education requirements
Assessment, Achievement & Reporting Pūrongorongo	<i>in Section 127 of the Education and Training Act 2020. and Education (School Planning and Reporting) Regulations 2023</i> Refer Regulations 7(1)(b)	<i>This includes National Education Learning Priorities, ERO focuses, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)
A. Ensure our assessments are robust and have validity. This will give confidence that the results are accurate and reflect the learners true abilities.	Section 127 Objective 1a: “Every student at the school is able to attain their highest possible standard in educational achievement”	<u>ERO evaluation focus:</u> Ensuring processes and systems for identifying priority learners to ensure learner outcomes are consistently equitable and excellent for all students. <u>ERO evaluation focus:</u> 1. Building on effective teaching practice that consistently challenges students to uphold our vision. 2. To support an inclusive learning environment where priority learners voices are heard.
B. The assessment data will inform teaching and reporting to all stakeholders.		<u>The New Zealand Curriculum Assessment for learning.</u>
C. Develop reports to parents/caregivers in a way that is <ul style="list-style-type: none"> ● timely ● that they can interpret the data ● can understand their tamariki’s progress And can see their child’s next learning steps. because today a large proportion of parents do not understand how the children are assessed and would like to know more detail	Section 127 Objectives 2(b)(ii) “Teaching and learning programmes” Objectives 2(b)(iii) “Monitoring and reporting students’ progress.	<u>NELP Priority 2:</u> learners at the centre: having high aspirations for all learner/ākonga and partnering with their whanau and community. <u>NELP Priority 6:</u> Develop staff to strengthen teaching, leadership and learner support capability.

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Stanley Bay School Strategic Goal 1 continued: Assessment, Achievement & Reporting

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Assessments that reflect the NZ Curriculum levels/progressions and have effective, robust assessments which are delivered with validity and then used to inform teaching practice and reporting to parents	Each year level will have assessments for Maths (Pāngarau), Reading (Pānui) and Writing (Tuhituhi), that are based on research, and are effectively implemented in ways that keep their validity.	All Kaiako, tamariki and parents will be clear about what assessment is being used for what, why and how.
An introduction of a new way of reporting to parents/caregivers, which will be timely and in a way that shows their child's progress and next steps; in a way the parents/caregivers understand.	Engage parents/caregivers feedback before and after implementing new reports or changes.	The outcomes will be clearly communicated to parents who will know where their tamariki are at and the progress they have made.
All students will be able to see their goals and achievement.	Kaiako will receive specific professional development in the assessment and new reporting tool used.	Tamariki will also know how they have made progress and what they need to do next to continue their progress.
<p>The 2024 Year 4 cohort improve by 20% in Maths, 20% in Reading and 23% in Writing</p> <p>Maths: 2024 Years 3, 4, and 5 females to achieve 80% or above by the end 2024.</p> <p>Reading: The 2024 Year 3 males to achieve 76%, Year 4 males to achieve 73% or above by the end of 2024.</p> <p>Writing: 2024 Year 3 and 4 boys to achieve 73% or above; Year 5 and 6 boys to be 80% or above by the end of 2024.</p>	Each term student achievement data and specifically identified students will be analysed by the Senior Leadership team. Teachers will review the identified students' progress at every hui. Support will be evaluated to implement changes as required. Parents of identified students will be informed and feedback sought.	<p>We will measure how the targeted students are going by regular assessments and reports to whānau.</p> <p>Further details in the Annual Implementation Plan below.</p>

Strategic Goal 2	Board of Trustees & Education Training Act requirements	Links to Education requirements
<p>Identity and Culture Turangawaewae</p>	<p><i>in Section 127 of the Education and Training Act 2020 . and Education (School Planning and Reporting) Regulations 2023</i> Refer Regulations 7(1)(b)</p>	<p><i>This includes National Education Learning Priorities, ERO focuses, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)</p>
<p>D. Continue to develop our cultural capability where Te Reo Māori and Tikanga Māori is incorporated into the everyday life of our place of learning so that we reach level 4B of implementation across the school. (NELP Priority 5)</p>	<p>Refer Regulation 2023 7(1)f(ii) “Achieving equitable outcomes for Māori students”.</p>	<p><u>NELP Priority 5</u>: Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning.</p>
	<p>Refer Regulation 2023 7(1)f(iii) “Taking all reasonable steps to make instruction available in tikanga Māori, and te reo Māori”</p>	<p><u>Ka Hikitia</u> (for Māori students) <u>Tau Mai Te Reo</u> (for all learners) <u>Poutama Reo by ERO</u> (Tool for English Medium schools) <u>Māori Achievement Collaborative (MAC)</u> Hikairo Schema for Primary Schools <u>Te Mataiaho</u> Te Aho Aratki Marau mō te Ako i te ro Māori - Kura Auraki (Te Reo Māori Curriculum)</p>

Stanley Bay School Strategic Goal 2 continued: Identity and Culture

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>The key principles of Te Tiriti o Waitangi are upheld in all that we do. Principles: Protection, Participation and Partnership.</p>	<p>All staff will continue to engage in Te Reo, tikanga and te ao Māori professional development, as per their professional growth cycles and teaching certificate requirements.</p>	<p>Carry out regular checks using MAC (Māori Achievement Collaborative) evaluations.</p>
<p>Kaiako has a working understanding of Ka Hikitia, Tau Mai Te Reo, Poutama Reo (ERO), Māori curriculum, and MAC goals.</p>	<p>Implementation of results from the regular MAC reviews.</p> <p>Schedule staff hui with MAC to have a working understanding of Ka Hikitia, Tau Mai Te Reo, Poutama Reo (ERO), Māori curriculum, and MAC goals.</p>	<p>Our kura will have shifted from a Level 5 kura to Level 4B for a sustained time to be embedded by December 2025.</p> <p>Further details in the Annual Implementation Plan (add hyperlink).</p>
<p>Like English, have a schoolwide structured approach to learning te reo to ensure learning and progression</p>	<p>Develop and implement a Te Reo and Tikanga teaching strategy which includes assessment, for across the school, so that progress can be measured.</p>	<p>Kaiako, tamariki and parents can see the progress in Te Reo and Tikanga Māori knowledge, practice and ability.</p>
<p>Māori being proud of who they are through the school practices and learnings showing that we value their culture. That the school has te reo and practices incorporated in all areas.</p>	<p>Continue to work with MAC to learn, review and implement strategies.</p> <p>Follow the Kāhui Ako (Peninsula combined school co-operative) plan.</p>	<p>Like English literacy, students' literacy levels of Te Reo will be assessed and included in reporting to parents so that progress can be seen.</p>

Strategic Goal 3	Board of Trustees & Education Training Act requirements	Links to Education requirements
<p>Clarity and Understanding Māramatanga</p>	<p><i>in Section 127 of the Education and Training Act 2020, and Education (School Planning and Reporting) Regulations 2023</i> Refer Regulations 7(1)(b)</p>	<p>This includes National Education Learning Priorities, ERO focuses, education strategies or plans and curriculum statements. Refer Regulations 7(d)</p>
<p>E. Design and communicate our local curriculum to our community so that everyone knows how we implement the NZ curriculum at Stanley Bay School.</p> <p>NOTE: A local curriculum is how the NZ Curriculum is delivered at SBS.</p>	<p>“Working to ensure that ...the local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori” Refer Regulation 2023 7(1)f(i)</p>	<p><u>NELP Priority 4</u>: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. <u>NELP Priority 1</u>: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p><u>Local Curriculum</u></p> <p><u>The New Zealand Curriculum</u></p>



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Stanley Bay School Strategic Goal 3: Clarity and Understanding

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>A local curriculum that reflects how we teach the New Zealand Curriculum at Stanley Bay School, and includes the following:</p> <ol style="list-style-type: none"> 1. Teaching practice in all curriculum subjects: English, Māori, Maths, Science, Health, PE, Arts and Technology. 2. Tikanga Māori, mātauranga Māori, and te ao Māori. 3. How our learning environment includes all students, and how our priority students' voices are heard. 	<p>We will utilise experts such as:-</p> <ul style="list-style-type: none"> -allocated MOE PLD to have experts such as Lucie Cheeseman to work with our staff to develop competency, and improve knowledge around implementing the following: <ol style="list-style-type: none"> 1. the new Aotearoa History curriculum, 2. The Refresh Curriculums: English and Maths. 3. Structured Literacy for the junior literacy 4. <u>Māori Achievement Collective</u> MAC 5. Develop school wide systems that help identify priority students and methods for their voices to be heard. <p>These will be included in iterations of the local curriculum development.</p> <p>Further details in the Annual Implementation Plan below.</p>	<p>We will know we have succeeded when a local curriculum has been written and shared with the community who support our ambition and our tamariki's development.</p> <p>We can see the vision, graduate profile and our first and second strategic goals reflected in the local curriculum.</p>

Strategic Goal 1	Assessment, Achievement & Reporting Pūrongorongo	Annual Implementation Plan 2024	
Sub Goals	Actions	Who	Actioned
<p>Ensure our assessments are robust and have validity. This will give confidence that the results are accurate and reflect the learners true abilities against the NZ Curriculum levels/progressions,</p>	<ul style="list-style-type: none"> English: Professional Learning Development (PLD) with Rebecca Thomas from Cognition to teach our staff about the English Refresh Curriculum Dates: Term 1: TOD 1 February, 12th March, Term 2: 7th May Term 3: 6th August, Term 4: 22 October Within School Literacy Leader (Helen Pelham) to take staff PLD about Assessment for Learning (AFL) with the support of Rebecca to align staff pedagogy with the English Refresh Curriculum. Structured Literacy: <i>Better Start Literacy</i> PLD for new staff and updates for experienced staff with Catherine Fairhall. Leads in the school: Helen Stedman and Lisa Gillgren. New junior kaiako are enrolled at Canterbury University to obtain their micro-credentials in <i>Better Start Literacy</i> Structured Literacy: <i>The Code</i> PLD for staff who haven't had any: run by RTLB: First PLD is 8th February. Maths: PLD with Lucie Cheeseman about the Maths and Statistics NZ Curriculum and assessment. Date: TOD 2nd Feb, with more planned. Any free MOE assessment PLD opportunities: send staff. Observe and evaluate other schools te reo programme, such as Belmont Primary who have a Te Reo structured literacy programme. With support of cultural lead kaiako, create a implementation plan and have Brenda review and give feedback. 	<p>Principal Deputy Principal Team leaders Leader of Programmes and Learning Within School Kāhui Ako leaders SENCO</p> <p>Catherine Fairhall (Better Start) Rebecca Thomas (Cognition) Lucie Cheeseman Brenda McPherson (MAC) Jo Crabbe (RTLB)</p>	
<p>The assessment data will inform teaching and reporting to all stakeholders</p>	<ul style="list-style-type: none"> The above PLD will support this. In school processes to evaluate assessment data will inform teaching and reporting to parents. 	<p>Kaiako, Team and Senior Leaders Within School Leaders SENCo</p>	
<p>Develop reports to parents/caregivers in a way that are timely, that they can interpret the data and can understand their tamariki's progress; Plus, can see their child's next learning steps. because today a large proportion of parents do not understand how the children are assessed and would like to know more detail</p>	<ul style="list-style-type: none"> Move to HERO to get immediate sharing of learning and assessment data. Have two times a year for parent/teacher learning conversations. A key time for parents to discuss/clarify their child's learning. Have assessments that teachers do, that parents can see. Have explanations easily seen, for parents to understand their child's assessment data. Develop with staff the regularity of sharing their children's work on HERO, instead of Seesaw. Term 3: Community survey about progress of Strategic goals. 	<p>Principal Deputy Principal Leader of Programmes and Learning Team leaders Kaiako Learning assistants</p> <p>HERO staff and PLD. Parents.</p>	

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Strategic Goal 2	Identity and Culture Turangawaewae	Annual Implementation Plan 2024	
Continue to develop our cultural capability where Te Reo Māori and Tikanga Māori is incorporated into the everyday life of our place of learning so that we reach level 4B of implementation across the school. (NELP Priority 5)			
Sub Goals	Actions	Who	Actioned
The key principles of Te Tiriti o Waitangi are upheld in all that we do. Principles: Protection, Participation and Partnership.	<ul style="list-style-type: none"> Term 1: 20th February: Brenda McPherson (MAC) at Board hui to start Hautu See NELPS 	Principal, DP & Team Leaders Leader of Programmes and Learning Board of Trustees Kaiako Brenda McPherson (MAC)	
Kaiako has a working understanding of Ka Hikitia, Tau Mai Te Reo, Poutama Reo (ERO), Māori curriculum, and MAC goals.	<ul style="list-style-type: none"> Brenda McPherson from MAC is scheduled for the following PLD staff hui: Term 1: 20th February staff review to see who has reached 4B level & Poutama Reo. Term 2: 14 May Hikairo Schemand ways to implement into practice. Term 2: 11 June MAC Review Term 3: 23 July Tau Mai Te Reo & Ka Hikitia and ways to implement Term 4: 5th November: Māori Curriculum. Emma Dodson from ERO will have visit to review how we are going with Poutama Reo in Term 1. Date TBC. 	Principal, DP & Team Leaders Leader of Programmes and Learning Kaiako Brenda McPherson (MAC) Emma Dobson (ERO)	
Like English, have a schoolwide structured approach to learning te reo to ensure learning and progression	<ul style="list-style-type: none"> Kaiako lead investigate other te reo structured programmes and develop one for SBS. Share with SBS Kaiako for feedback and first steps. Termly reviews at the end of each term hui. 	Principal, DP & Team Leaders Leader of Programmes and Learning Kaiako Brenda McPherson (MAC)	
Māori being proud of who they are through the school practices and learnings showing that we value their culture. That the school has te reo and practices incorporated in all areas.	<ul style="list-style-type: none"> Utilise the MAC review to identify areas of improvement needed e.g. can we see our Māori students reflected in the graduate profile? Term 3: Community survey about progress of Strategic goals. 	Principal, DP & Team Leaders, Leader of Programmes and Learning Board of Trustees Kaiako Te Reo courses e.g. Takatū	

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Stanley Bay School

Annual Implementation Plan 2024

Strategic Goal 3	Clarity and Understanding Māramatanga	Annual Implementation Plan 2024	
Design and communicate our local curriculum to our community so that everyone knows how we implement the NZ curriculum at Stanley Bay School.			
Sub Goals	Actions	Who	Actioned
<p>A local curriculum that reflects how we teach the New Zealand Curriculum at Stanley Bay School, and includes the following:</p> <ol style="list-style-type: none"> Teaching practice in all curriculum subjects: English, Māori, Maths, Science, Health, PE, Arts and Technology. Tikanga Māori, mātauranga Māori, and te ao Māori. How our learning environment includes all students, and how our priority students' voices are heard. 	<ul style="list-style-type: none"> We will utilise experts such as:- -allocated MOE PLD to have experts such as Lucie Cheeseman, Rebecca Thomas from Cognition and our own skilled kaiko to work with our staff to develop competency, and improve knowledge around implementing the following: <ol style="list-style-type: none"> the new Aotearoa History curriculum, The Refresh Curriculums: English and Maths. Structured Literacy across the school <u>Māori Achievement Collective</u> MAC Develop school wide systems that help identify priority students and methods for their voices to be heard. These will be included in iterations of the local curriculum development. 	<p>Principal, DP & Team Leaders, Leader of Programmes and Learning Kāhui Within School Leaders. Board of Trustees Kaiako SESCO</p> <p>Rebecca Thomas (Cognition) Lucie Cheeseman Brenda McPherson (MAC) Jo Crabbe (RTLB)</p>	
<p>Communicate the Local Curriculum on the website and to parents.</p>	<ul style="list-style-type: none"> Develop a website to community the Local Curriculum to all stakeholders. Up and running by mid-term 2. Have two evenings to share the local curriculum: Term 3: Community survey about progress of Strategic goals. 	<p>Janie Stone(accounts), Jonathon Marshall (Board), Rachael Hamilton (office), DP and Principal.</p> <p>Parents</p>	

Stanley Bay School 2024 Annual plan

☰ 2024 BOT Annual Work Plan

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