

SWANSON SCHOOL STRATEGIC PLANNING 2024 – 2025

MAHI TAHI - WAWATA WHAKAHAERE 2024-2025

Goal	Initiatives	Actions	Responsible
1. Excel	a. Embed our vision, values and skills	<ul style="list-style-type: none"> Encourage teams to actively teach our values Values are visible in classrooms and referred to often as part of teaching and behaviour management Digital resource bank created for Values teaching Mahi Tahī presence in teams/classes - Walkthroughs 	Local Curriculum team
	b. Children’s learning is connected to their local heroes, local whenua and individual roots	<ul style="list-style-type: none"> Bringing in local visitors to ODC Coordinate EOTC visits as a part of curriculum mapping, moving from local to global from Kakano through Kauri School wide events creating connection for students 	Local Curriculum team
	c. Our Local Curriculum is flexible to deliver the NZC	<ul style="list-style-type: none"> Create a school wide curriculum map - Including a yearly overview and term map with big ideas that are Tiriti centric - include ‘major’, ‘minor’ cross-curricular links Support teachers to implement Understand, Know, Do framework into planning 	Local Curriculum team Team Leaders
2. Engage	a. Remove cultural barriers to learning	<ul style="list-style-type: none"> Accept Carol Smith’s request to attend ToD - targeted foci Continue PD on cultural bias, what does it mean practically to deliver a tiriti centric classroom programme? Teams to create a set of agreed actions to make teaching tiriti centric and culturally inclusive Could this be made a PGC focus for the whole school? Mahi Tahī presence in teams/classes - Walkthroughs? 	Culture team
	b. Improve engagement	<ul style="list-style-type: none"> Broaden carving programme (including bone carving) Kapa haka Community Performance Night Visit local schools that have bi-lingual units 	Culture team
	c. Te Reo and Tikanga Māori are normalised across the school	<ul style="list-style-type: none"> Audit time spent on Te Reo in classrooms, aiming at 36 min per day Reintroduce paepae, increase repertoire of karakia and waiata through the Māori resource site. Continue TWoA courses Powhiri every term, using TKM tikanga Compile/formalise Swanson tikanga and add to resources website 	Culture team
	d. Reciprocal relationships with whānau	<ul style="list-style-type: none"> Scheduled hui with clear goals to reach outcomes Have two formal whānau hui in the year Whānau advisory group with reps from all cultures 	Culture team
3. Empower	a. Tamariki have ownership of their own learning	<ul style="list-style-type: none"> Ins and outs of having high expectations. Decide on a shared language across the school - LI or WALT? Have an outline of what Formative Practice at SS looks like in the 2024 Swanson Suitcase What do GIFTED students ‘look like’ across cultural groups at SS? Mana model (Webber & MacFarlane) 	Formative Practice team
	b. Establish a clear and robust system to gather learning information and share with tamariki and whānau	<ul style="list-style-type: none"> Establish a school wide assessment schedule (including which assessments are used and how) Possibility of ‘narrative assessment’ as our reporting system? Where does Seesaw sit in reporting/narrative assessment? Formative/Summative Assessment. What’s the difference? Making OTJS. What are syndicates currently using - purpose? 	Formative Practice team
	c. Te Manawa is well used to identify children’s needs and establish support	<ul style="list-style-type: none"> Place how to fill in Te Manawa in Swanson Suitcase to discuss at ToD 2024. Create a Te Manawa version on Etap Enter relevant data on a weekly basis as well as in team minutes? Some syndicates have a ‘link’ already in place. Termly data gathered by team leaders linked. 	Formative Practice team