



## Strategic Plan 2025-2027

Vision	Goals	Implementation/Action
1. Excel	A. Embed our vision, values and skills.	<ul style="list-style-type: none"> <li>Continue to develop a comprehensive <b>resource bank</b> to support the teaching of our school values — including examples, role plays, and lesson plans — and create a <b>termly values plan</b> that focuses on one values branch each term with linked resources and activities.</li> <li>Develop with staff/students the Swanson Way from local curriculum docs, free play &amp; the ODC refresh.</li> </ul>
	B. Children's learning is connected to their local heroes, local whenua and individual roots.	<ul style="list-style-type: none"> <li>Continue to engage with Te Kawerau ā Maki through the Mana Kura programme.</li> <li>Actively engage with the local area to build a sense of place/turangawaewae.</li> </ul>
	C. Facilitate the implementation of the new NZ Maths and Literacy Curriculum, providing clarity on what students need to learn and by when.	<ul style="list-style-type: none"> <li>Co-create a Tiriti-centric, values-based schoolwide curriculum overview (curriculum map) and continue to strengthen connections and shared understanding across whānau teams, ODC &amp; technology programmes</li> <li>Connect teachers with appropriate Professional Development for Maths and Literacy.</li> </ul>
2. Engage	A. Remove cultural barriers to learning and support improved engagement by normalising Te Reo Māori and Tikanga Māori across the school.	<ul style="list-style-type: none"> <li>Implement Swanson School Action Plan to support improved student attendance.</li> <li>Implement a <b>Te Reo Māori</b> and Tikanga self-audit process for teachers to reintroduce and strengthen Te Ao Māori within classroom environments.</li> <li>Development of Māori lead teacher role to access more Māori focussed events.</li> <li>Continue to engage with professional development from MAC and Te Kawerau ā Maki.</li> <li>Establish a regular community hui to strengthen connection, consultation, and shared decision-making between the school and whānau.</li> </ul>
	B. Remove cultural barriers to learning and support improved engagement by normalising Pasifika languages, cultures, and values across the school.	<ul style="list-style-type: none"> <li>Foster cultural pride and identity by celebrating <b>Pasifika</b> language, culture, and values through schoolwide events and promoting Pasifika role models to inspire our tamariki and strengthen their sense of belonging.</li> <li>Create an inclusive learning environment by designing classrooms and school spaces that visually reflect <b>Pasifika</b> cultures, incorporating tapa cloths, cultural taonga, art, and symbols that celebrate identity and belonging.</li> </ul>
	c. Consolidate reciprocal relationships with aiga/whānau and community	<ul style="list-style-type: none"> <li>Create space in board meetings for feedback re Tiriti Centric capabilities twice a year.</li> <li>Strengthen partnerships with Te Kawerau ā Maki and whānau through regular communication, valuing their perspectives, and acknowledging the important work they do in supporting our strategic direction.</li> </ul>

		<ul style="list-style-type: none"> <li>Strengthen partnerships with Pasifika aiga by encouraging open, ongoing communication and recognising the knowledge and expertise they bring to our school community</li> </ul>
3. Empower	A. Tamariki have ownership of their own learning	<ul style="list-style-type: none"> <li>Encourage student-led conferences and strengthen collaborative goal setting through shared reflection between students, teachers, and whānau</li> <li>Strengthen student understanding of learning intentions and success criteria to support purposeful learning and self-reflection.</li> </ul>
	B. Critically evaluate our reporting system making adjustments as needed.	<ul style="list-style-type: none"> <li>Establish a school wide assessment schedule (including which assessments are used and how)</li> <li>Ensure the effective application of assessment directives from the M.O.E.</li> <li>Te Manawa (Etap version) is well used to identify children's needs and establish support.</li> </ul>
	C. Foster an inclusive learning environment by developing practices that support the diverse backgrounds and abilities of our students.	<ul style="list-style-type: none"> <li>Strengthen our capability to support diverse learners by refining our practice for neurodiverse students and clearly defining and supporting gifted learners across academic, social, and cultural domains.</li> <li>Further develop the purpose of the Outdoor Classroom, technology programme, B1 Learning Hub, "The Hive" (library), and other school environments to support strengths-based learning and engage diverse learners.</li> </ul>