

# Collingwood Area School Strategic Plan 2024 - 2025

Connecting to others, our environment and the future  
*Te whanaungatanga ki te tangata, te taiao, te anamata hoki*



**DRAFT - as of 26/2/2024**



**Vision Statement:**

Connected to others, the environment and the future

***Te whanaungatanga ki te tangata, te taiao, te anamata hoki***

**Summary of the information used to develop this plan/How did you create this plan**

1. Extensive community consultation regards revised vision and values 2022 - 2023
2. Community collaboration November 2023
3. Student achievement data 2020 - 2023
4. ERO Evaluation 2021 - 2023

<p><b>Strategic Goals</b> These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b> These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Links to Education requirements</b> This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</p> <p>Refer Regulations 7(d)</p>	<p><b>What do you expect to see?</b> What is the anticipated result of successful completion of your Objectives - at the end of 3 years. What evidence will you see of this? What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</p> <p>Refer Regulations 7(g)</p>	<p><b>How will we achieve or make progress towards our strategic goals?</b> What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</p> <p>These must be based on the identities, needs and aspirations of your school community.</p> <p>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <p>Refer Regulations 7(e), 7(f)</p>	<p><b>How will you measure success?</b> You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact, and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</p> <p>Refer Regulations 7(g)</p>
<p><b>One:</b> To explicitly embed our renewed Values and vision to ensure they guide our direction and school culture</p>	<p>(1) (b) -physical and emotional safety  (1) (d) - give effect to Te Tiriti o Waitangi</p>	<p>Objective 1: Learners at the centre Objective 4: Future of learning and work</p>	<p>All ākonga, kaiako and kaiwhina can articulate our Vision and use our values to implement the vision. The Vision and values are visible and can be seen in action on a daily basis</p>	<ol style="list-style-type: none"> <li>1. Vision and Values posters in every room</li> <li>2. Kaiako targeted PLD</li> <li>3. Focus of Monday briefing</li> </ol>	<p>Student reward register Reporting/ pastoral incidents record Wellbeing survey/ app</p>

<p><b><u>Two:</u></b>  <b>A Maori Education Plan that ensures Maori students find success as maori students</b></p>	<p>(1) (d)  - give effect to Te Tiriti o Waitangi</p>	<p>Objective 1: Learners at the centre  Objective 2: Barrier Free Access</p>	<p>Explicit learning goals are set for ākonga and reported to whānau and BOT.  Māori ākonga learning outcomes are commensurate or above whole cohort.</p>	<p>1. Whānau hui Term 1  2. Student led goals  3.</p>	<p>Assessment for Learning reports (Baseline data - Term 4 outcomes)  NCEA Achievement report and cohort comparison</p>
<p><b><u>Three:</u></b>  <b>The learning context of Mohua ensures connection and understanding of our local iwi</b></p>	<p>(1)(a)  - Every student is able to attain their highest possible standard in educational achievement  (1) (d)  - give effect to Te Tiriti o Waitangi</p>	<p>Objective 1: Learners at the centre  Objective 3: Quality Teaching and leadership</p>	<p>Students become familiar with local areas and understand their significance to Iwi</p>	<p>1. EOTC  2. Marae visits  3. Te Marautanga A Mohua implementation  4. Relationships for learning</p>	<p>Record of EOTC trips  Visual record of learning</p>
<p><b><u>Four:</u></b>  <b>Successfully implement NCEA changes</b></p>	<p>(1)(a)  - Every student is able to attain their highest possible standard in educational achievement</p>	<p>Objective 1: Learners at the centre  Objective 3: Quality Teaching and Leadership</p>	<p>Confident teachers  Student Success  Clear learning pathways for students</p>	<p>1. PD  2. Info events for parents and students  3. Reporting to parents  4. Including whānau  5. Relationships for learning  6. Define quality teaching  7. Consistent implementation of the curriculum  8. Investigate current teaching and learning approaches  9. Develop a graduate profile.</p>	<p>NCEA Results  Achievement Data  School leavers survey  Student subject selection data</p>